



**PSY 333 Group Assignment**  
**The Motivation Behind the Successful People**

In this project you and your group will need to apply an approach to motivation that we have looked at in class (biological, behavioral, expectancy value, cognitive consistency, attribution, competence and control, emotions as motivators) to a famous person. This famous person must be someone who has a motivation issue. You will need to 1. Explain this theory briefly, 2. Identify how this theory would see the motivation challenge of the person you are studying and 3. Identify how this theory would try to help this person with their motivation. Note how these theories will emphasize themes such as our biological drives, the behavior we have learned from our environments, our expectations, our values, our conflicts, our interpretations, the people we are trying to become, and our emotions. Please be careful to connect the theme of the theory (ie: the person you are trying to become) with the theory (competence and control theories), and to allow the theory to speak for itself.

Your paper needs to have one reference for each member in the group, and needs to be no less than 1000 words, not including the title page and references. Your paper needs to include in-text citations and a references in APA style. Your paper needs to have depth and to show that you have thought through it well and researched it well. Where students only provide content that is common sense, quite obvious, vague, simple, and lacking in depth (ie: Our famous person should motivate himself by being positive and giving himself rewards), students will lose points. Students are welcome to encourage positive thinking in their papers, but should also write in a way that is specific, practical, yet meaningful, and that also teaches people something new. To avoid providing information that is lacking in depth, students are encouraged to ask themselves questions about the content they are writing, such as: "Do most people already know what I am writing? Are they learning anything new (that they didn't know before) from my paper?"

**Content:**

Please make sure that you answer the following in order to get a strong grade, in addition to a proper introduction and conclusion.

1. **Briefly** describe the famous person you are studying. Who is this famous person? What kind of motivation issue do you they have / did they have?
2. Which theory of motivation (from the above list) are you applying to this person? Please describe its core ideas briefly.
3. How would your theory of motivation see the motivation problem faced by the famous person you have chosen? Where would your theory of motivation believe that this motivation problem comes from?
4. How would your theory of motivation try to solve the motivation problem faced by the famous person you have chosen?

**Deductions:**

No abstract: -5%

Less than 1000% words: - According to the amount missing

Missing class / section number: -5%

Missing / incorrect names and ID numbers: -5%

Missing in-text citations: -5%

Missing Depth: Up to -30%

Paper applied the wrong theory, not one of the theories listed above: -40%

Mechanics:	/ 40 points
Knowledge:	/ 40 points
Critical Thinking:	/ 20 points
Total:	/ 100 points

## Grading Rubric

Criteria Marks:	Poor Award 2 marks for each box ticked	Satisfactory Award 3 marks for each box ticked	Good/Very Good Award 4 marks for each box ticked	Excellent Award 5 marks for each box ticked
<b>Content (Mechanics): (40 points)</b> <input type="checkbox"/> clear and detailed content <input type="checkbox"/> integrated MOTIVATION Principles	<input type="checkbox"/> shows limited understanding of MOTIVATION principles <input type="checkbox"/> scant evidence of implementing the principles <input type="checkbox"/> A lack of evidence of synthesis of knowledge and skills <input type="checkbox"/> A lack evidence of how MOTIVATION is Developed during the process <input type="checkbox"/> limited analysis of MOTIVATION problems with creative and uncommon solutions.	<input type="checkbox"/> shows some understanding of MOTIVATION principles <input type="checkbox"/> limited evidence of implementing the principles <input type="checkbox"/> some evidence of synthesis of knowledge and skills <input type="checkbox"/> some evidence of how MOTIVATION is Developed during the process <input type="checkbox"/> some analysis of MOTIVATION problems with creative and uncommon solutions.	<input type="checkbox"/> shows good understanding of MOTIVATION principles <input type="checkbox"/> evidence of implementing principles to in an interesting and way. <input type="checkbox"/> Clear evidence of synthesis of knowledge and skills <input type="checkbox"/> good evidence of how MOTIVATION is Developed during the process <input type="checkbox"/> good analysis of MOTIVATION problems with creative and uncommon solutions.	<input type="checkbox"/> outstanding understanding of MOTIVATION principles <input type="checkbox"/> evidence of implementing the principles in an interesting and engaging/ visual way. <input type="checkbox"/> Outstanding evidence of synthesis of knowledge and skills, <input type="checkbox"/> exemplary evidence of how MOTIVATION is Developed during the process <input type="checkbox"/> outstanding evidence of insightful analysis of MOTIVATION problems with creative and uncommon solutions.
<b>Content: Knowledge (40 points)</b> <input type="checkbox"/> Facts are relevant and correct	<input type="checkbox"/> content is minimally relevant and to the point <input type="checkbox"/> addresses the question(s) posed with some clarity <input type="checkbox"/> limited use of aspects/facts from textbook with notable omissions of key facts <input type="checkbox"/> no examples additional research from scholarly journals included	<input type="checkbox"/> content is usually relevant and to the point <input type="checkbox"/> addresses the question(s) posed with some clarity <input type="checkbox"/> good use of aspects/facts from textbook with notable omissions of key facts <input type="checkbox"/> no examples additional research from scholarly journals included	<input type="checkbox"/> content is usually relevant and to the point <input type="checkbox"/> addresses the question(s) posed with general clarity <input type="checkbox"/> good use of aspects/facts from textbook with few omissions of key facts <input type="checkbox"/> some examples additional research from scholarly journals included	<input type="checkbox"/> content is always relevant and to the point <input type="checkbox"/> addresses the question(s) posed thoroughly <input type="checkbox"/> outstanding use of aspects/facts from textbook <input type="checkbox"/> additional research from academic texts and scholarly journals included
<b>Critical Thinking (20 Points)</b>	<input type="checkbox"/> Attempt at providing evidence of critical thinking <input type="checkbox"/> some analysis of problem with critical understanding of opposing views <input type="checkbox"/> no problem statement included	<input type="checkbox"/> some evidence of critical thinking <input type="checkbox"/> clear analysis of problem with critical understanding of opposing views <input type="checkbox"/> attempting to include a problem statement	<input type="checkbox"/> good evidence of critical thinking <input type="checkbox"/> clear analysis of problem with critical understanding of opposing views <input type="checkbox"/> including a problem statement	<input type="checkbox"/> Exemplary evidence of critical thinking <input type="checkbox"/> clear analysis of problem with critical understanding of opposing views <input type="checkbox"/> including a very clear an attention grabbing problem statement