

Self-Motivation

OVERVIEW

In Chapter 7 students read about motivation and how it drives them to reach their goals and realize their full potential. In Section 7.1 they explore the different types of motivation and learn why internal motivation is the most lasting form of motivation. They also learn how their needs and wants drive their behavior. In Section 7.2 they work on overcoming the fears that can drain their motivation and learn to use visualization to boost their motivation and self-expectancy.

LEARNING OBJECTIVES

After they complete this chapter, students should be able to:

- Contrast intrinsic motivation with extrinsic motivation.
- Describe how to distinguish needs from wants.
- Explain why needs motivate their behavior.
- Cite ways to overcome fear of failure.
- Cite ways to overcome fear of success.
- Describe visualization and how it can boost motivation.

OUTLINE

Chapter Topics

UNDERSTANDING MOTIVATION

The Power of Motivation

- Positive and Negative Motivation

- Sources of Motivation

- Understanding Incentives

Needs and Motivation

- Needs and Wants

- A Hierarchy of Needs

- Physical Needs

- Security Needs

- Social Needs

- Esteem Needs

- Self-Actualization Needs

RECHARGING YOUR MOTIVATION

Motivation and Emotion

- The Importance of Desire

Overcoming Fear of Failure

- Accept Your Fear

- Expand Your Comfort Zone

- Rethink Failure

- Failure Is Part of Success

Overcoming Fear of Success

- Fighting Your Fears

Visualization

- Visualization and Success

- The Power of Imagination

- Steps to Visualization

Chapter Activities

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Applying Psychology Beliefs That Make Smart People Dumb (p. 267)

PROFESSIONAL DEVELOPMENT What's Your Goal-Setting Style? (p. 272)

FOCUS

Introducing the Chapter

Write *motivation* on the board and ask a volunteer to give a definition (the force that moves us to action). Ask, “How do you think jumping from a burning building and climbing to the top of Mount McKinley represent different types of motivation (negative and positive)?” and, “How do you think being motivated by wanting to feel good about yourself is different from being motivated by wanting to fit in socially (intrinsic and extrinsic)?” Discuss students’ responses and explain that in this chapter they will be learning about different types of motivation and how they can apply them to their own lives.

Real-Life Success Story “How Can I Succeed?” (p. 254)

Ask a volunteer to read the first part of the Real-Life Success Story, “How Can I Succeed?” to the class. Then ask, “Why would Elijah be afraid of succeeding?” Discuss their responses and then have another volunteer read the remainder of the story. Ask students how they might advise Elijah. What would they do if they were in his shoes?

Opening Quote (p. 255)

“To succeed, you need to find something to hold on to, something to motivate you, something to inspire you.”

Write the quote on the board or make a transparency of it using the online reproducible master. Ask students what they think this statement means. What does “something to hold on to” mean? Why, do you think, do you need motivation and inspiration to succeed?

Tony Dorsett played football for the University of Pittsburgh where he was the first player in NCAA history to rush for more than 1,000 yards in each of four seasons. He won the Heisman Trophy in 1976 and is second only to Walter Payton for yards rushed

(12,379) in a career. Ask students what might have motivated Tony Dorsett. What motivates others to reach unprecedented achievements?

INSTRUCT

Teaching Tips

The following topics are discussed in this chapter. You may want to expand on them in large or small class groups.

The Power of Motivation (pp. 256–263)

To help explain the different types and sources of motivation, write the following definitions on the board:

Positive (type of motivation): motivation to do something because it will move us toward a goal

Negative (type of motivation): motivation to do something in order to avoid negative consequences

Extrinsic (source of motivation): motivation that comes from outside

Intrinsic (source of motivation): motivation that comes from inside

Explain that **positive** and **negative** are different types of motivation, and **extrinsic** and **intrinsic** are different sources of motivation. Point out that intrinsic motivation is always positive. As a class, brainstorm specific examples of each kind of motivation.

Needs and Motivation (pp. 263–270)

Before reviewing this section, have the class brainstorm different needs. (For example, to feel accepted, to have enough food, to feel useful, and to have medical care.) Write these on the board. Then have students review Maslow’s hierarchy of needs and decide how to categorize the needs you brainstormed. Make sure that students have brainstormed at least one need for each of Maslow’s categories.

Motivation and Emotion (pp. 271–272)

Ask a student to read the paragraph containing the key term *desire*. Ask students to explain

what they think the author means by, “Desire is the emotional state between where you are and where you want to be.” Ask them to compare the definition of desire (a conscious drive to attain a satisfying goal) to the definition of persistence (the ability to go on despite opposition, setbacks, and occasional doubts). What do these two qualities have to do with one another? Help students see that both desire and persistence are necessary for achievement of a goal.

Overcoming Fear of Failure

(pp. 272–275)

Have students look at this section. Point out that the headings describe the different actions you can take to overcome the fear of failure:

- accept your fear
- expand your comfort zone
- rethink failure
- recognize that failure is part of success

As a class, discuss how these steps can help a person to overcome a fear of failure.

Overcoming Fear of Success (pp. 275–279)

Divide the class into seven small groups, assigning each group one of the fears of success (such as “Even if I succeed, I still won’t be happy,” “I won’t be able to live up to the expectations,” etc.) Have each group write a role-play between two or three people discussing this fear and how to combat it. Allow students to present their role-plays to the class.

Visualization (pp. 280–284)

Review with students the steps to visualization described on page 281. Then have each student think of a goal he or she is striving for right now and write the steps to visualizing that goal. Make sure the steps include being relaxed, focusing on one image at a time, taking each step needed to achieve the desired outcome, and proceeding without anxiety. Have students add their visualizations to their Personal Success Portfolios.

In-Chapter Answers and Notes

FIGURE 7.1

Positive and Negative Motivation

(p. 257)

When we are negatively motivated, we are driven by unpleasant thoughts and feelings such as fear, worry, and self-doubt. These thoughts and feelings can lead to low self-esteem.

Personal Journal 7.1

Generating Positive Motivation

(p. 258)

Responses will vary but should reflect positive thoughts and feelings.

Sample Answers

Transform each negative motivation into a positive motivation.

I have to work hard on my résumé, or else I won’t get any interviews.

Working hard on my résumé will help prepare me for interviews by reminding me of my abilities and accomplishments.

I’m gathering references because no one will hire me without them.

By gathering references, I’m building a support network to help me reach my career goals.

I’m applying for lots of jobs because I don’t want to feel like I missed an opportunity.

The more jobs I apply for, the more opportunities I’ll have.

I need to practice interview techniques so I don’t bungle it on the big day.

By practicing interview techniques, I will be better prepared for my interview and feel more confident.

I have to follow up on the interview, or else they’ll think I don’t want the job.

By following up on the interview, I can convey that I really want this job.

Exploring Further

Explain to students that they can use the technique of transforming negative motivation into positive motivation to boost their own motivation. Ask students to write down one of their personal goals and to identify three or more of their reasons for pursuing that goal. Do any of these reasons reflect negative motivation? If so, ask students to rethink these reasons and rewrite them to reflect positive motivation, using their completed Personal Journal as a guide.

ACTIVITY 36

What Motivates You? (pp. 260–262)

- A-B. Students' responses and scores will vary.
- C. Students' motivation will vary. Students should be open to the results of the questionnaire. If they disagree with the results, they should back their reasons with critical thinking and examples.
- D. Responses will vary but should recognize that intrinsic motivation fuels people's interests and passions, driving them to do things that they enjoy and that allow them to grow as individuals. This means that people who are intrinsically motivated seek interesting activities and challenging ones—ones that help them expand their skills. Extrinsic motivation, by contrast, prompts people to do things not because they really want to but because these things are a means to an end. People who are extrinsically motivated would not want to try challenging things, because there is the possibility that they might fail and therefore not obtain social approval.

Exploring Further

Display a transparency of the online reproducible master, "Intrinsic and Extrinsic Goals." Ask students to brainstorm specific examples of each of the intrinsic and extrinsic goals listed.

FIGURE 7.2

Hierarchy of Needs (p. 265)

Answers will vary but could mention that a parent might give up some lower-level need, such as a physical need, in order to provide greater security for his or her child. A soldier might give up his or her security, and even his or her life, in order to fight for an ideal (i.e., to attain self-actualization).

Exploring Further

Point out to students that it is not uncommon for people to sacrifice physical needs in order to pursue higher needs. For example, even when food is plentiful, many people throughout the world participate in the practice of fasting (giving up food). This is done for many different reasons, including self-discipline, religious beliefs, and protest. People such as relief workers, missionaries, explorers, and artists may place themselves in unsafe situations or give up certain basic needs in order to do something for others. Ask students to think about why a person might ignore, or at least appear to ignore, a lower need such as food or security to fulfill a self-actualizing need such as searching for wisdom, justice, aesthetics, or spiritual fulfillment. Encourage students to discuss their responses in class.



INTERNET ACTION

Collaborative Learning Motivates

(p. 266)

Students' responses will vary but should reflect whether the student is primarily an interpersonal or intrapersonal learner.

Exploring Further

Ask students to think about past collaborative or group learning experiences. Were they helpful, unhelpful, or neutral? Why? Do students believe that certain subjects lend themselves to collaborative learning better than

others? Why or why not? Encourage comments and discussion.

Applying Psychology

BELIEFS THAT MAKE SMART PEOPLE DUMB (p. 267)

Students' responses will vary but should recognize that intelligence is a potential that can be developed. By putting in the extra effort for a class, you really *can* improve your intelligence in that area.



SECTION 7.1

SELF-CHECK (p. 268)

1. Intrinsic motivation is motivation that comes from inside.
2. Needs represent things we must have in order to function. Wants represent things we can survive and thrive without.
3. The five levels of the hierarchy of needs are physical needs, security needs, social needs, esteem needs, and self-actualization needs.

ACTIVITY 37

Are Your Needs Being Met?

(pp. 269–270)

- A. Students' responses and scores will vary.
- B. Responses will vary but should reflect the highest score among relatedness, competence, and autonomy.
- C. Students' needs will vary, but should be consistent with their scores on the questionnaire. Students should demonstrate an understanding of each of the different needs and how these needs can be satisfied (or not satisfied). If a student's need for relatedness is not being satisfied, for example, he or she might lack satisfying intimate relationships, be estranged from a family member(s), or lack activity partners who share his or her interests.

PROFESSIONAL DEVELOPMENT

What's Your Goal-Setting Style? (p. 272)

Students' responses will vary but should demonstrate an understanding of the difference between performance goals (goals that involve measuring up to a standard and winning the approval of others) and learning goals (goals that involve building new skills, understanding new things, and finding new ways of dealing with problems.)

FIGURE 7.3

Expanding the Comfort Zone (p. 274)

It is better to expand the comfort zone in small steps than in giant leaps because taking small steps allows you to try new things without becoming too stressed and discouraged by obstacles or difficulties.

ACTIVITY 38

Expanding Your Comfort Zone

(pp. 276–277)

- A. Students' responses will vary.
- B. Students' responses will vary but should recognize that the threat of failure often keeps people from trying new things.
- C. Students' responses will vary but should reflect the students' level of desire, as well as their level of self-expectancy.
- D. Students' responses will vary but should recognize that the possibility of future regret might help motivate a person to keep trying.
- E. Goals will vary but should represent realistic steps rather than overly ambitious leaps.

Personal Journal 7.2

Confronting Fear of Success (p. 279)

Students' responses will vary. Positive feelings should reflect pleasure and pride at the accomplishment. Negative feelings should

reflect fears such as “Even if I succeed, I still won’t be happy,” “I won’t be able to live up to the expectations,” “The minute I achieve success, I’ll probably blow it,” and so on.

Sample Answers

Write down three positive feelings and three negative feelings that you might experience in each of the following situations.

Your manager recognizes you in front of your coworkers for outstanding work.

Positive Feelings

delight

happiness

anticipation

Negative Feelings

embarrassment at being center of attention

guilt

You and two friends take an advanced course. You are the only student who receives an A.

Positive Feelings

success

surprise

relief

Negative Feelings

isolation

worry what others might think

self-consciousness at being singled out

You submit several humorous articles to a local newspaper. The editor offers you a column.

Positive Feelings

pleasure

amazement

pride

Negative Feelings

anxiety

fear of failure

worry that editor made a mistake

attain success, you need to want to change and improve yourself.

2. Failure is an unwanted outcome.

3. Visualization works like positive self-talk, by harnessing the power of the subconscious mind.

ACTIVITY 39

Visualizing Success (pp. 283–284)

A-B. Situations and visualizations will vary.

C. Responses will vary, but students should recognize a greater sense of confidence.

D. Visualizations of the future will vary but should be realistic and reflect the self-awareness gained over the course of the book.

E. Students’ responses will vary but should recognize that repeated visualization can help boost motivation.

Additional Activities

These additional activities are exclusive to this Instructor’s Resource Manual. They are designed to meet the special needs of your students. The activities can be used as in-class activities or as take-home assignments. They can be assigned to individual students, pairs of students, or groups of students.

Critical Thinking

FEAR OF SUCCESS AND SELF-

SABOTAGE Some people repeatedly set themselves up for failure. For example, they may set goals they cannot possibly achieve or pursue relationships with people who are emotionally unavailable. This ensures failure and disappointment. This kind of behavior is known as *self-sabotage*. Self-sabotage results from the internal struggle between a person’s desire for something and that person’s feeling that he or she should not, cannot, or does not deserve to have that thing. In a class discussion, ask students to think of examples of self-sabotaging behavior that people use in order to make themselves fail. Students



SECTION 7.2

SELF-CHECK (p. 282)

1. Desire is the emotional state between where you are and where you want to be. Desire is important for success because to

should consider various areas such as career progress, academic success, and relationships. Then ask them to think of possible strategies for overcoming these kinds of self-sabotaging behaviors.

GOALS AND MOTIVATION Ask students to think about what they would do if they discovered that achieving a certain goal required more effort than originally expected. To give them some ideas, you can suggest the examples of getting a degree, breaking into the music or movie business, or starting a business. Break the class into small groups and ask each group to choose one goal and come up with scenarios in which obstacles to achieving that goal might arise. Have the students think about what might make them modify the goal or their methods of achieving it. Ask them to also think about what kinds of obstacles might force a person to give up a goal altogether, and why.

WORK MOTIVATION Motivation researchers Richard Hackman and Greg Oldham believe that some jobs are inherently more motivating than others. They believe that the most motivating jobs have five important qualities: skill variety, task identity, task significance, job feedback, and autonomy. Explain these five factors to students with the aid of the online reproducible master, “Work Motivation.” Ask students to write for five to ten minutes on a piece of paper or in their journals about whether these five factors are present in their work on the job or at school. Do they get to build skills? Do they feel they are accomplishing an identifiable, important project? Do they learn and grow by doing? Do they have autonomy? Ask students to share their thoughts.

Application

GOAL COLLAGE In the end-of-chapter Application activities for Chapter 2, students were asked to create a personality collage using pictures that represent aspects of them-

selves. Now ask students to create a goal collage with photos, diagrams, symbols, words, objects, and any other items that represent the students’ goals and have motivational value for them. Break the class into small groups and ask students to share their collages with the other members of their group. The other students in each group should try to guess what significance the text, images, and objects in the collage might have. What does each student’s goal collage say about him or her? Reunite the class and ask each group to mention what they found to be the most inspiring and creative aspects of each member’s collage.

Remind students that to reach their goals they need to know them by heart and be truly committed to them. Recommend that they post their goal collage in a prominent place so it can serve as a visual reminder of their goals. The more often students remind themselves of their goals, the more their goals become an automatic part of their thinking.

Internet Activities

HIERARCHY OF NEEDS Ask students to go to the Chapter 7 section of the book Web site at www.mhhe.com/waitley5e and click on the link to the self-evaluation on the subject of Maslow’s self-actualizing principles. After they have completed the self-evaluation, students should select two to three of these self-actualizing principles and discuss ways in which they could use them to improve specific areas of their lives.

NAMING YOUR FEARS Direct students to the book Web site and have them follow the link to the “Fear Inventory Checklist.” Ask students to read the checklist and write down all of the items on the list that they fear. What do they think contributed to these fears? Why? Follow up this activity by asking students whether they believe that identifying or giving a name to a fear is important in controlling or conquering that fear.

ASSESS

Review and Activities Answers

Review Questions (p. 286)

1. Positive motivation is the drive to do something because it will move us toward a goal or because we associate it with positive thoughts and feelings. For example, we might be positively motivated to work hard on a term paper because it gives us a feeling of accomplishment or because we have a natural curiosity about the topic. Negative motivation, by contrast, is the drive to do something in order to avoid negative consequences. If we are negatively motivated, we might work hard on a term paper because we are afraid of getting a low grade or disappointing the teacher.
2. Intrinsic motivation is positive motivation that fuels your interests and passions. It drives you to do things that you enjoy and that allow you to grow as a person. Extrinsic motivation is motivation that comes from external sources, such as avoiding trouble, punishment, shame, or guilt. Intrinsic motivation is healthier because it promotes higher self-esteem and guides a person toward success and happiness.
3. The hierarchy of needs is shaped like a pyramid and has five horizontal levels. The first (bottom) level of needs is physical needs. The second level is security needs; the third level is social needs; the fourth level is esteem needs; and the fifth (top) level is self-actualization needs.
4. Relatedness is fulfilling relationships with others. Competence is the ability to do something well. Autonomy is freedom of choice, independence, and the chance to exercise independent judgment.
5. Low self-esteem is the major reason people fear success; they feel that they do not deserve success and are not worth the effort to succeed.
6. Visualization helps you prepare for any kind of challenge. This improves performance and helps you succeed in difficult situations, overcome obstacles, and improve your self-esteem.

Critical Thinking (p. 286)

7. Answers will vary, but most students will recognize that many of the contestants for reality shows are extrinsically motivated because the objectives for the shows are usually to look good, fit in socially, please others, and/or earn a material reward.
8. Situations and fears will vary. Solutions for handling fear could include accepting your fear, expanding your comfort zone, and rethinking failure.

Application (p. 286)

9. Charts will vary.

Sample Answers

Physical Needs

eat meals
buy groceries
see the doctor

Security Needs

lock the house
park in lighted parking lots
participate in neighborhood watch group

Social Needs

meet friends for dinner
call parents
participate in neighborhood watch group

Esteem Needs

attend school
join a gym
work at a job for pay

Self-Actualization Needs

attend school
save enough money to take a trip overseas
work at a job for pay

10. Visualizations will vary but should include each step necessary for success, from entering the room to turning in the test. At each step the friend should imagine herself feeling calm, prepared, and confident.

Internet Activities (p. 287)

11. The four criteria used by the authors of this study to test whether belongingness is really a need were: 1. whether it is universal in the sense of applying to all people; 2. whether it affects a broad range of behaviors; 3. whether it leads to ill effects when thwarted, and 4. whether it elicits goal-oriented behavior designed to satisfy it. People only need a certain relatively small number of close relationships. They state, “Having two as opposed to no close relationships may make a world of difference to the person’s health and happiness; having eight as opposed to six may have very little consequence.” People who lack belongingness are likely to suffer mental and physical illness and are highly prone to a broad range of behavioral problems.
12. Fears and research will vary but should address the following issues: causes, symptoms, how many people suffer from it, and how to cope with it.

Real-Life Success Story “How Can I Succeed?” (p. 287)

Completed stories will vary but should explain that positive self-talk could help Elijah see himself as a successful college student who is able to succeed academically while retaining his current friends and making new ones.

CLOSE

Culminating Activity

Open a class discussion by asking students whether they have ever gotten “stuck,” or stopped making progress, while trying to

achieve a certain goal. Did they later become “unstuck,” or did they give up their goal? Broaden the discussion to address what a person can do to renew his or her motivation when progress stops or slows. Discuss how the idea of perspective is important when evaluating goals, successes, and failures. What may seem like a failure today may not seem like a failure a year or a decade from now.

As a second part to this activity, ask students to complete the exercise “Recharging Motivation” provided in the online reproducible masters. This exercise contains three vignettes about people who have gotten stuck on the way to reaching a goal. Ask students to work together in groups. Students should read each story and generate ideas for how each character could make renewed progress toward his or her goal. Then bring the class back together and have groups share their ideas.

Personal Success Portfolio

Lead this activity using one of the suggestions given on pages 9 and 10.

Additional materials that you may wish students to include in their Portfolios for Chapter 7 include:

- a motivational goal collage
- an action plan for fulfilling their needs for esteem and self-actualization
- a short essay describing the kinds of incentives the student has been offered at home, school, or work, and whether these incentives increased his or her motivation
- a list of affirmations the student can use to combat fear of success
- a list of three or four “Success Secrets” from the chapter that the student wants to remember for the future
- a description of a specific visualization exercise the student could use to boost his or her self-confidence in a certain area

ADDITIONAL RESOURCES

The following books offer theoretical and practical perspectives on motivation, advice for overcoming fears, and guidelines for effective visualization.

Books

Bourne, Edmund. *Healing Fear: New Approaches to Controlling Anxiety*. Berkeley: Publishers' Group West, 1998.

Clarkson, Petruska. *How to Overcome Your Secret Fear of Failure: Recognizing and Beating Your Achilles Syndrome*. London: Vega Books, 2003.

Deci, Edward L., with Richard Flaste. *Why We Do What We Do: Understanding Self-Motivation*. New York: Penguin Books, 1995.

Dweck, Carol S. *Self-Theories: Their Role in Motivation, Personality, and Development*. Philadelphia: Psychology Press, 2000.

Franken, Robert E. *Human Motivation*. 5th ed. Belmont, CA: Wadsworth Publishing, 2001.

Gawain, Shakti. *Creative Visualization*. 25th anniversary edition. Novato, CA: New World Library, 2002.

Gawain, Shakti. *The Creative Visualization Workbook*. 2nd ed. Novato, CA: New World Library, 1995.

Green, Joey. *The Road to Success is Paved with Failure: How Hundreds of Famous People Triumphed Over Inauspicious Beginnings, Crushing Rejection, Humiliating Defeats and Other Speed Bumps Along Life's Highway*. New York: Little, Brown and Company, 2001.

Greene, Don. *Fight Your Fear and Win: Seven Skills for Performing Your Best Under Pressure—At Work, in Sports, on Stage*. New York: Broadway Books, 2001.

Jeffers, Susan J. *Feel the Fear and Do It Anyway*. New York: Fawcett Books, 1992.

Kasser, T. and R. M. Ryan. "A Dark Side of the American Dream: Correlates of Financial Success as a Central Life Aspiration." *Journal of Personality and Social Psychology* 65, 410–422.

Lewis, Robert T. *Taking Chances: The Psychology of Losing and How to Profit from It*. Gretna, LA: Wellness Institute, 2000.

Mager, Robert F. *Goal Analysis: How to Clarify Your Goals So You Can Actually Achieve Them*. 3rd ed. Atlanta: Center for Effective Performance, 1997.

Maslow, Abraham. *Motivation and Personality*. 3rd ed. New York: Harper, 1987.

Ryan, R. M., and Edward L. Deci. "Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being." *American Psychologist* 55 (2000), 68–78.

Sheldon, Kennon M. and Tim Kasser. "Goals, Congruence, and Positive Well-Being: New Empirical Support for Humanistic Theories." *Journal of Humanistic Psychology*, January 2001, vol. 41, no. 1, pp. 30–50.

Tesser, Abraham, Diederik A. Stapel, and Joanne V. Wood, eds. *Self and Motivation: Emerging Psychological Perspectives*. Washington, D.C.: American Psychological Association, 2002.

