

## Set Your Motivation on Fire



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## **Introduction**

# **OVERVIEW OF THE TOPIC**

### **What about obstacles and challenges?**

Throughout life, people face all kinds of obstacles and challenges. You experience stress daily and as a normal individual, you use a variety of behaviors and mechanisms to overcome the stress and continue to function and grow as a human being. Without the capacity to deal with stress, you will break down and suffer psychological and emotional trauma in different levels. The degree and duration of the stress will also determine your ability to withstand it.

For example, you are in a classroom setting and the teacher asks all of you to write a composition. If all of your classmates got an 'A' and you got a 'B', you may consider this occasion a stressor. You will feel some disappointment and sadness about the situation and it is up to you whether you plan to write a better composition next time or give up thinking you're never really good at writing. A more severe example would be psychiatric patients who used to be normally functioning young individuals but experienced child abuse or home violence resulting in their present condition.

### **How does motivation fit into the picture?**

Motivation allows you to maintain the drive and tenacity to overcome stress by hanging on to the needed mental and emotional state. For every kind of stress, a certain kind of behavior and manner of thinking are also required to overcome it, which is why motivation is essential in order to maintain that

behavior and manner of thinking. Motivation is not about the emotion you are feeling but rather how long you can stick to that emotion. Motivation is also not the same thing as personality but it is the factor that brings out the needed emotion to accomplish any given task.

### **Are motivation and the obstacles and challenges related?**

Yes. Motivation and the obstacles and challenges in life are very much related since these are the triggers that will make you grow as a human being and do something good with your life. One way or another, you will set goals for yourself and only by facing and overcoming the different stresses in life and staying motivated will you be able to emerge victorious.

At some point, you will definitely be in a situation when problems seem too big and become apparently insurmountable. Only by developing your strategies and applying some techniques will you be able to boost your motivation into a fiery one, thus overcoming all the odds. Most people remain unyielding to stress only to surrender when the obstacles and challenges reach a higher level because motivation can also falter based on the degree and duration of stress. If you learn how to set your motivation on fire, especially during the toughest times, you will realize how much stronger and persevering you have become to face all other trials in life.

# Chapter One

## DISTINGUISHING FIERY MOTIVATION FROM NORMAL MOTIVATION

### What is normal motivation?

Motivation is the drive or desire to accomplish a goal. It takes several other factors such as skill, technique, strategy, knowledge and time in order to reach a goal but motivation is the directing factor that holds all of these together. You need a certain type of behavior and state of mind in order to accomplish your goal and motivation is the key that activates, directs and maintains the behavior and state of mind until the goal is achieved. If you feel angry, motivation is what started your anger, keeps you angry and determines how long you're going to stay angry.

For example, there's suddenly a blackout in your home – this is the obstacle or challenge. You have to find some source of light – this is the goal. You think a candle is a good source of light without electricity – this is knowledge. You know how to use a matchstick or a lighter to light the candle – this is technique. You have about five minutes to search for a candle – this is time. You use your hands to feel for the candle and matches in the dark – this is strategy. All these factors may occur in a series or simultaneously and motivation is needed with each factor for you to accomplish the task of finding some source of light. If you lose motivation at one stage, it might cause delay or difficulty in finishing the task or compromise the main goal altogether.

## **What is fiery motivation?**

Fiery motivation is the drive or desire to accomplish a goal using all available resources and accessing higher forms of behavior to maintain the drive or desire. In other words, fiery motivation will not be discouraged or lose steam but instead will become more focused and keep alert until the goal is achieved. The body, mind and emotions will only relax once the task is done. In this case, fiery motivation redirects all forms of stress where it can completely be ignored since you only focus on one specific thing. One possible consequence may be burning out afterwards since you may have increased stress levels in other areas of your self in order to remain focused and maintain your drive.

Using all available resources and accessing higher forms of behavior can be defined as the spontaneous and simultaneous manner of maintaining the state of need for accomplishment. As mentioned earlier, motivation starts, directs and maintains behavior during normal circumstances. However, fiery motivation does more than that in the sense that it intensifies behavior. You might temporarily or permanently perceive things differently just so you reach your goal. The motivating factor of interest might turn into passion or gratification of receiving a reward might turn into need.

## **How can you set normal motivation on fire?**

With practice and experience, you can maintain normal motivation. However there are various emotional and psychological approaches needed in order to create the fiery kind. All these basically point out one general idea –you

have to know yourself very well. Since your emotions, ideas, personality and behavior are the factors that motivation controls, you should first familiarize yourself with these. Know your strengths, weaknesses and tendencies so that you'll be able to identify which ones are needed during times of obstacles and challenges. Once you learn how to identify them, you'll then learn how to intensify each accordingly and set them on fire.

### **How do obstacles and challenges become insurmountable?**

Literally, the word "insurmountable" means impossible or insoluble. This may mean that the level of stress is beyond what you are capable of. What's interesting about fiery motivation is that it allows your capability and capacity to go beyond the normal level, thus responding appropriately or more than the intensity and duration of the stress. Of course this would lead to success or accomplishment of the goal at hand. In order to increase your capabilities to overcome obstacles and challenges, you should also know why they became insurmountable in the first place. Here are some reasons.

1. Wrong stimuli. A stimulus is the factor that triggers motivation to activate a behavior or respond to stress. However, stimuli are also specific or have a range of responses as well and if the behavior or response activated does not pertain to the situation at hand, the stress will not be relieved and over time it may develop and become more severe.
2. Unlearned strategy. If you are experiencing particular obstacles and challenges for the first time, they seem much more difficult to solve. This is



because you may not have learned the proper skills or knowledge needed to overcome the stress or you still do not realize what strategy or approach will work best to deal with the problem. Sometimes you have to do the trial-and-error method just to know the right procedure in facing certain problems.

3. Emotion without a goal. It is important to know that motivation is not the same thing as emotion. Motivation drives your emotions to accomplish a goal while emotions can exist with no particular goal. You have to link the emotions you're feeling when facing obstacles and challenges with certain goals so that your feelings and thoughts will be directed toward them.
4. Imbalanced system. If one of your systems, namely psychological, physical, mental, spiritual or social is disturbed, it is very likely that you will also have a hard time overcoming stress. You have to attain homeostasis in order to focus directly on the problem and solution. Going forth with an impaired system will cause you to lose motivation, making challenges insurmountable.
5. Lack or loss of model. Oftentimes you use models or representations that you imitate or use the same procedure and solution of in order to get motivated and achieve goals. The model may be in the form of past experiences or a mentor who advises you how to deal with challenges. If the model or representation becomes distorted, loses meaning or you lose contact with it as you go along the processes of achieving your goal, challenges will begin to appear insurmountable.

## Chapter Two

# MOTIVATIONAL FACTORS

### Defining Motivational Factors

Motivation maintains the emotions needed to reach your goals but you still have to consider how to maintain motivation itself. Motivational factors may be involved before, during or after the goal is accomplished. These may come in the form of a thing, expectation, need, want, idea or emotion driving and influencing you to draw feelings from the emotions being directed and maintained by motivation. Motivational factors are also essential in setting a fiery motivation.

Some examples of motivational factors are respect for a teacher motivating you not to sleep in class, promise of a cash prize motivating athletes to win competitions, or feeling of hunger motivating beggars to ask for food.

Shown below is the simple formula.

Motivational Factor (stimulus, emotion, reward, etc.)

Motivation (need to excel, drive to overcome)

Emotion Needed to Reach Goal (anger, passion, grief)

Accomplishment of Goal

Relief of Motivational factor (removal of stimulus, reward)

### Society and Motivational Factors

Motivational factors are derived from society, which means that you do things because (1) you think you can accomplish them by observing other people's success or failure or (2) you find external influence which results in the

activity or behavior.

Social cognition is the learning process that shows a relationship between you and your environment. Your environment presents to you the possibilities and you act on these. Depending on the details and possibilities presented to you by your environment, you will also be motivated to a certain degree, extent and period of time. If your personality, behavior and manner of thinking show interest in the external environment, then the learning process is opened.

When facing insurmountable obstacles and challenges, the person usually learns during the actual experience and tries to find a solution by accessing available resources, knowledge and skills as well as relating to others through modeling or imitation. If you have already learned the procedure when facing a certain problem or are already equipped with the necessary tools and strategies to overcome it, then you cannot truly consider the stress as insurmountable.

Social cognition is enveloped by self-efficacy, which pertains to the possibility of accomplishing an action, and self-regulation, which pertains to the planning and goal setting in order to accomplish the action. As the plan is being carried out, the individual constantly relates with the environment in accordance with his behavior and personality in order to appropriately adjust to the needs at hand and successfully reach his goal.

## **Chapter Three**

# **THE IMPORTANCE OF MAINTAINING FIERY MOTIVATION**

Without motivation, people will not work or function even if they are capable. Theorists speculate that motivation is the spur of all learned behavior, thoughts and actions. If motivation does not initiate the needed response toward a certain environmental stimulus, then goals will not be set or the individual will not find the need to act on the learned response.

The learning process may be external or internal, which means that the individual derives his knowledge and skills from past experiences, observations of other people's experiences, his own ideas acquired through reading or listening, comparing his abilities with the possibilities and relating his emotions and thoughts to the present situation. Whatever the person learns will only be measured once he performs it through activation, control and maintenance by motivation.

The initiation of motivation is equally important to its maintenance or development into a fiery one. Motivation must constantly be present, and depending on its degree and duration, the results or manner of accomplishing the goal will also differ. If motivation is somewhat reduced or disturbed, the goal may still be accomplished but may not manifest its rewards or advantages fully. However, if motivation is set on fire, the individual can only expect that the possibilities can be endless and more opportunities can arise as the goal is met.

### **Is fiery motivation helpful to behavior?**

Yes. There are several reasons why people do things. Most commonly, there is the presence of reward or punishment, indicating that you will benefit after the action is done or you can face dire consequences if you fail. You are very much aware of other people and the environment, which is why you constantly perform different activities and learn. Fiery motivation will alert you that there are advantages and disadvantages in every deed, which is why you behave according to the demands and challenges of your surroundings.

### **Is fiery motivation helpful to one's manner of thinking?**

Yes. People often do things in order to satisfy their thoughts. Some of the reasons why you do the things you do may be due to curiosity, testing or comparing your intelligence, thinking or believing that the goal is attainable and plain interest. In the cognitive sense, motivation is intertwined with goal-setting since it is only through the accomplishment or failure of the goal that you will be able to satisfy your thoughts and curiosity. When you have fiery motivation, you mentally narrow your sights and focus on the goal and eliminate other determinants and hindrances.

### **Is fiery motivation helpful to one's personality?**

Yes. Your personality is honed through your personal experiences and relationships with other people. However you may have gone through these, your personality develops and your needs are different from other people's. There are

different motivational needs that spur people to action but when you have fiery motivation, the only need you'll have is the accomplishment of the goal. When you're driven by fiery motivation, you make use of models, representations and thoughts that shape your personality for the long-term.

## **Chapter Four**

# **INTRINSIC AND EXTRINSIC MOTIVATION**

### **Defining Intrinsic Motivation**

Intrinsic motivation is defined as your internal drive or desire to do a particular action since it gives you pleasure, it is morally correct or it is something you consider important. There is no universal explanation as to why people are motivated intrinsically but there are a few determinants which may have led to the development of motivation then behavior and thought.

1. Control over the situation. You may engage in an activity because you know that you can control the result or outcome. For example, if you're good at basketball then it's very likely that it will be your favorite sport. You feel that you have control over the situation and the outcome of winning or gaining the advantage over your opponents thus develops an internal drive to play.
2. Development of a plan of action. This is greatly related to control over the situation. You are more likely to feel at ease in an environment where you have a wide choice of actions. Creativity and drama enter the picture since you have the ability to do more than what the situation requires. The outcome depends on your ability and plan.
3. Mastery of the subject matter. At this point, you are not merely aiming to accomplish the goal but to accomplish the goal with prestige and grace. The intrinsic motivation is your experience and knowledge about the action which you are motivated to master instead of simply learning.

4. Importance, morality or curiosity. These three things are also factors that can trigger intrinsic motivation. You feel the necessity to do an action since you have been programmed or have personally realized that the outcome is important or morally significant. How you view an action or behavior as important or morally correct depends on your own personal experience and understanding. Also, you may be facing a situation for the first time or have long been wondering about an outcome, and so you engage in an activity to satisfy your curiosity.

Another definition of intrinsic motivation is the engagement in an activity without external inducement. Intrinsic motivation takes away external factors and determinants which may have led the person into an action or behavior. Reward or punishment is eliminated but keep in mind that there is still the presence of stimuli which may be innate or environmental.

Reward is not the same thing as the pleasure and satisfaction derived from an activity or behavior. An intrinsically motivated person is not subject to reward but only to the meaning and feelings derived from the action or behavior itself while an extrinsically motivated person is dependent on the reward for a successful outcome. If the reward is removed, it is likely that an extrinsically motivated person will cease the activity or behavior regardless of which stage he is in, but an intrinsically motivated person aims for development thus cherishes each stage of the entire activity. However, both are still goal-oriented.

### **Defining Extrinsic Motivation**



Extrinsic motivation is defined as your engagement in an action or thought driven by external factors such as reward, punishment or pressure. On most occasions, extrinsic motivation is contractual and has limited and temporary qualities in the sense that the person will only continue to do the action or maintain the behavior as long as the promise of an exchange is present. An extrinsically motivated person does not necessarily enjoy the activity but is merely driven by the environmental factors or stimuli that spurred him to act.

Extrinsic motivation is very common in the classroom and has long been used by teachers in the learning process. Students learn or force themselves to become interested and gain knowledge about classroom topics with the reward of recognition or good grades or the punishment of failing marks or embarrassment. It is a tool used by several companies as well. Airline companies give air miles, stores give discounts and offices give salary bonuses. On the other hand, incompetent employees can be suspended, demoted or fired.

Here are some ways that extrinsic motivation can be used effectively.

1. Clearly explain the goal and process. You have to be objective and provide full information regarding the things you want done and how you want them done.
2. Clearly provide the external factors. Enumerate the advantages of accomplishing the task and the disadvantages of failing the task.

Remember that the motivation to act or behave is dependent on the external factor you have provided. There is a contractual relationship between the person who is expected to respond and the person who provides the reward

or punishment for the response. As long as the person obliges and is motivated by the external factor, he is under the control of the provider.

The extrinsically motivated person may cease to act or behave as directed by the provider of the reward or punishment if the following situations occur:

1. The goal has been achieved. If the person has successfully accomplished the given task, the provider is expected to fulfill his end of the bargain and give the necessary reward due.
2. The external factor has diminished value or been rendered obsolete. If the reward or punishment suddenly becomes inapplicable to the actions and efforts done by the extrinsically motivated person, he may choose to cease the activity since it no longer benefits him.
3. The action, behavior and goal have been internalized. If the extrinsically motivated person derives meaning or finds pleasure from the activity during the process, he may continue to act. This time however, he no longer expects any external advantage, thus removing himself and his actions from the provider's control.

Extrinsic motivation is a means to an end. It is a crude but effective strategy used widely in many areas. It may occur positively in the form of tangible rewards and benefits as well as negatively through threats of punishment. This doesn't mean that extrinsic motivation is bad compared to intrinsic motivation. They are both using different methods and levels of understanding but the objective of achieving a goal is always present.

## **Chapter Five**

# **DEFINING SELF-REGULATION**

Self-regulation can be defined as guided or monitored learning. All opportunities or obstacles and challenges are approached and experienced with utmost care and understanding. As a self-regulated learner, you go through a number of stages which allow you to successfully achieve your goal with the maximum benefits, privileges, skills, information and new opportunities possible. With the use of self-regulation, you not only aim to reach the goal with the use of maintained behavior but also try to derive as much meaning from the motivation process itself. You undergo the following stages during self-regulation.

1. Determining the obstacles and challenges. This is the first step of evaluating the problem you're facing. You determine the size of the problem, the period of time the problem is estimated to last, its effects on you as a person should you fail to succeed in overcoming it and the nature and characteristics of the problem as well as its relationship with your environment.
2. Comparing the problem with your abilities. You should be able to accept your weaknesses as you assess your strengths that could be favorable in overcoming the problem. You gauge your abilities from observation and experience and determine how your skills and knowledge can possibly accomplish the goal by overcoming the problem.
3. Practice your learning. You will recognize the inadequacies of your abilities when facing obstacles and challenges, which is why, as a self-regulated

- learner, you first aim to develop your skills and knowledge. You accept the fact that you can only achieve absolute success by understanding the subject matter and equipping yourself with the right tools and strategies to face it. By learning, you increase the possibility of accomplishing the goal.
4. Assess the stimuli, motivation and outcome. Self-regulation allows you to view the situation in a more objective manner. You determine what stimulates you into taking action, the behavior that keeps you moving, the goals that you have set upon yourself, the outcome of different actions you intend to take and the evaluation of how you performed and experienced the whole process. Cognitively, you see yourself taking different paths leading to different outcomes, and thus you are able to determine which action is best to take in order to excel.
  5. Igniting fiery motivation. When you are able to control your behavior, you may also successfully control motivation according to the demands set by the obstacles and challenges. Self-regulation provides you with the impression that you are in control of your personality and behavior so you are able to adjust accordingly and increase the intensity of your behavior by firing up your motivation. This is not as easy as it sounds. You are basically driven by internal goals and externally manifesting control over your environment, while managing stress and other external factors.

The Self-Regulation Theory or SRT indicates how a person changes behavior intentionally or controllably due to a variety of reasons. The person may have understood the importance and advantages of changing behavior or seen

the desired effects of a previously changed behavior. Influence from the environment or others may be present but it is always up to the person to act on the influence. Constant monitoring of outcome is needed to verify the effectiveness of the action.

## **Chapter Six**

# **MOTIVATIONAL THEORIES**

Behaviorists, cognitive and trait theorists, psychologists and health experts have come up with several theories pertaining to behavior, thought and action and how they are ignited and controlled by motivation. There are a number that are specifically related to the process of learning while others deal with the individual's capability, perception and reason. The bottom line is that the source of motivation probably comes from different areas in the person.

### **A. Maslow's Theory**

#### **The Hierarchy of Human Needs**

According to Abraham Maslow, human beings have needs and wants which greatly influence their behavior. These demands influence behavior only while they are unsatisfied. If they are satisfied, change in behavior will not result. He categorized the needs of people from simple to complex.

1. **Physiological needs.** This refers to the basic needs of food, water, shelter, clothing, etc. If the person feels hungry, thirsty, deprived of sleep, deprived of comfort, etc, it is very likely that he will do whatever is necessary to satisfy his needs, resulting in behavioral and cognitive changes.
2. **Safety and security needs.** The person needs to feel safe and protected. Children hold on to their parents and adults find a job that pays well with added benefits. If the person lacks security, he will feel threatened or in

- the midst of danger and possibly become fearful or overly cautious.
3. Love and belongingness needs. The person needs to feel accepted by other people. Family life and romantic relationships matter most in this area. The person needs to constantly communicate and relate with another individual and feel cared for and loved.
  4. Self-esteem needs. The person constantly tries to do things to the best of his abilities and updates and enhances his skills and knowledge in order to gain recognition and feel successful.
  5. Self-actualization needs. The person needs to have a sense of fulfillment in his life. Looking back and looking forward, he knows the valuable things he has done and he sets future goals.

### **What Maslow Says**

It is important to know that you accomplish each of the five stages in chronological order. You can only advance to the next level after you have successfully satisfied the needs of the previous one. Maslow defines human beings as “perpetually wanting animals”. However, the motivation theory should be human-centered rather than animal-centered, which means that it aims for the deeper needs and understanding of human beings, beginning with animalistic physiological needs.

In each of the five stages, human beings will behave, think and act as necessary in order to fulfill their needs and wants. Any motivated behavior can be the driving force toward satisfying or expressing a need. On the other hand, it

can also be the result of a satisfied or expressed need. It is possible that the behavior is triggered and controlled by several motivations. Generally, Maslow suggests that all states of behavior, thought or action should be considered as motivating and motivated.

## **B. Alderfer's or ERG Theory**

### **The ERG Categories**

The ERG theory was derived from and influenced by Maslow's hierarchy of needs. Clayton Alderfer theorized ERG which stands for Existence, Relatedness and Growth. He divided the hierarchy of needs further into the three categories.

1. Existence category – Physiological and safety and security needs
2. Relatedness category – Love and belongingness and self-esteem needs
3. Growth category – Self-esteem and self-actualization needs

Similarly, the Existence category refers to the basic human needs of food, shelter, sex, etc. The Relatedness category refers to social involvement, relationships and communication. The Growth category refers to personal achievements and feelings of worth. The three categories are also arranged in hierarchal order.

### **What Alderfer Says**

1. The satisfaction of needs in the lower categories is important to fully achieve higher needs. However, a person may try to satisfy needs belonging to different categories simultaneously.



2. A satisfied need in any category can still continue to recur and dominate.

The ERG theory states that every human being might consider a category more important than the other. This means that there is a hierarchal arrangement but people still have a subjective view and experience of what they consider more meaningful or vital to them at the moment. It is possible that a person has needs in two or three categories at one time, which is why these needs have to be attended to in order to successfully motivate the individual.

For example, a hungry person just lost his wife. He may try to attend to both physiological needs and the need for love and belongingness. The drawback is, if he tries to overcome his grief over the death and does not satisfy his hunger first, satisfaction of the higher need will be more difficult. The ERG theory allows simultaneous satisfaction of needs from different categories but Alderfer states that it will be much easier to satisfy higher needs if the lower needs are met first.

### **Frustration-Regression Principle**

The Frustration-Regression Principle is highly related to the ERG theory in the case of unsatisfied needs. If a person fails to satisfy the needs in a higher category, he may regress by satisfying the needs in a lower category with more effort. Of course, the lower-category needs are much easier to satisfy so the person tends to excel in this area more to compensate.

### **The Alderfer-Maslow Differences**

1. Alderfer says that people can satisfy their needs simultaneously while Maslow says it should only be done in the proper order.
2. Alderfer says people have different needs on different occasions while Maslow says people's needs follow a single similar pattern.
3. Alderfer says that people can regress if higher needs are unsatisfied while Maslow says that once the needs of one level are satisfied people can only move forward.

### **C. Cognitive Dissonance Theory**

The Cognitive Dissonance theory was made by Leon Festinger. Cognitive dissonance is described as the incompatibility of two cognitions. Cognition may refer to knowledge, belief, thought, personality, emotion or behavior. It defines the pressure resulting from the conflict of the two cognitions such as two contradicting thoughts, a thought contradicting with a behavior or a belief contradicting with a behavior. When these conflicts arise, the person will be motivated to adjust by creating new beliefs or thoughts or changing behavior or personality in order to reduce the pressure. The person will attempt to harmonize his knowledge, belief, thought, personality, emotion and behavior.

For example, a non-smoking teenager knows that smoking is bad for his health. When he turned 20 years old, he started smoking. He looks back and realizes that his smoking behavior contradicts his past belief that smoking is unhealthy which causes him pressure. He then invents a number of reasons saying that he's only smoking two cigarettes a day, he doesn't inhale the smoke,

etc. He rationalizes and changes his manner of thinking in order to match his present behavior to reduce the pressure. This is cognitive dissonance.

### **Reducing the Pressure**

Motivation comes in once the person decides to reduce the pressure by trying to reconcile the opposite cognitions. There are a number of ways in which he can achieve this.

1. Change cognitions. Since two cognitions are driving in opposite directions, the best solution is to substitute one cognition with a new one to match the other. For example, the smoker can rationalize and find a reason for his smoking or quit smoking altogether.
2. Adding cognitions. If the conflict between two cognitions is so severe and creates a great amount of pressure, you can add one or more cognitions in order to balance the force and reduce the pressure.
3. Change the importance of a cognition. The conflict and differences of cognitions create pressure depending on their importance. You may consider other cognitions unimportant or irrelevant to reduce the pressure that they make on the others.

### **The 3 Hypotheses**

Here are three ways in which people try to handle dissonant cognitions.

1. Selective Exposure Prevents Dissonance. People avoid circumstances and information that aggravates the conflict. They are motivated to stay

- with people, materials and situations that coincide with their beliefs.
2. Postdecision Dissonance Creates a Need for Reassurance. People experience tremendous pressure after making a huge decision since they consider the issue important, there is the presence of an equally good alternative and the decision made is final. They are then motivated to seek support and reassurance that they made the right decision.
  3. Minimal Justification for Action Induces a Shift in Attitude. People will value minimum incentives more, causing a change in attitude. A person who only experiences a small taste of the expected outcome will be more motivated to behave accordingly in order to fully experience the benefits of the accomplished goal.

#### **D. Self-Determination Theory or SDT**

The Self-Determination theory or SDT, developed from the works of Richard M. Ryan and Edward L. Deci, describes how human beings behave, act and function with regards to their society. It implies that every act, thought and response is determined by choice. Through volition or self-determination, there are varying degrees of response according to how the person was motivated by his environment or other people.

#### **Organismic-Dialectical Meta-Theory**

This foundation of SDT means that human beings are natural organisms striving to develop using their innate potentials through challenges. As they

overcome stress, they gain a better understanding of their natural self. The need to develop is spurred by the environment, and the individual may grow or deviate depending on the outcome. Overall, the behavior and action of human beings are highly dependent on the motivators set by their environment and society.

#### **Four Mini-Theories of SDT**

1. Cognitive evaluation. Intrinsic motivation occurs when the person feels in control and capable.
2. Organismic integration. Internalization of behavior is connected with extrinsic motivation.
3. Causality orientations theory. People respond to the environment depending on their abilities.
4. Basic needs. People function in order to satisfy competence, control and relatedness needs.

#### **SDT Motivational Views**

1. Cognitive view. This defines the person's understanding of his environment. There are standards that should be followed, values that should be nurtured and expectations that must be met. Thus the person creates these worldly ideas based on experience, learning and opinion.
2. Humanistic view. Since people develop their own standards, values and expectations on the environment, they try to develop themselves through learning and gaining knowledge and skills. They aim to function at the

optimum level according to the demands of the environment.

With these two views, people are then assumed to be extrinsically motivated at the start, then transform their motivation into an intrinsic one during the process until the end. The external factors presented by the environment motivate them until they realize their potential and find the need and pleasure to develop as unique individuals.

### **Three Psychological Needs of SDT**

1. **Competence.** People are expected to function according to the demands and standards of their environment. All individuals aim to be successful and become achievers in their own areas, which explains why you have specific fields of interest and things which you're good at. You are then motivated by obstacles and challenges and driven by the passion and pleasure of it all.
2. **Control.** People are more motivated to act and behave if they know that they have the ability to manipulate the environment and outcome of a challenge. Intrinsic motivation usually occurs at this stage since you derive pleasure from gaining control and do things because you know that you are capable of being successful.
3. **Relatedness.** You are very much interconnected with your environment. You perform according to the standards set by the world in order to be accepted and recognized by other people. You then derive pleasure and feelings of self-worth by belonging to a group.

## **E. Goal-Setting Theory**

The Goal-setting theory defines how human beings act or behave due to a specific purpose. Basically, people have needs so they set objectives and goals for themselves in order to meet those needs. There can be various skills involved when trying to achieve a number of goals in which the outcomes also differ.

### **How does goal-setting work?**

1. A person who accomplishes his goal feels successful, competent and useful in society. In relation to motivation, he feels motivated to continue improving and developing his skills.
2. A person who doesn't accomplish his goal feels unsuccessful and unsatisfied. However, he feels motivated to improve and develop his skills so as not to fail again.

### **Qualities of a Goal**

To properly motivate yourself toward a goal, you also have to define your goal. A goal must be:

1. Specific. The goal should be clear and understandable. All details before, during and upon achievement of the goal must be indicated, including the advantages and disadvantages of failure and success.
2. Challenging. There should be enough obstacles and challenges to make a goal worth achieving. A person will only be driven to put effort into an

activity if his abilities are faced with the type of stress that proves to be difficult to overcome.

3. **Attainable.** In conjunction with being challenging, the goal must be realistically attainable. A person will only continue to act and behave if he believes that the goal and needs can be met.

### **Performance and Goal**

The performance of the person depends on the nature and characteristic of the goal. The harder the goal, the more likely the person will perform to the fullest of his potential. There are three ways in which goals can affect performance.

1. The performance focuses on the goal. A person with a set goal will be motivated to direct all his efforts and creativity toward achieving it, putting aside other unimportant matters.
2. Setting goals requires more specific effort. You have to perform according to the details set by the determined goal. This refers to time, quality and efficiency.
3. Goals encourage persistence. On the road to achieving your goal, you will be encountering difficulties and setbacks. However, motivation will allow you to continue working to succeed.

### **How is goal-setting related to motivation?**

When people set goals for themselves, motivation enters the picture by



initiating a behavior or action required for accomplishment of the goal. Motivation continues to direct the behavior and makes the appropriate adjustments in type and level of performance to ensure that the person focuses on the goal.

Motivation maintains the appropriate behavior until the goal is met. In other words, goal-setting is an important motivational process.

## **Chapter Seven**

# **TELIC AND PARATELIC MOTIVATIONAL MODES**

Michael Apter categorized the telic and paratelic states. The telic state is described as the activity or behavior of an individual motivated by a goal. Paratelic state is described as the motivation derived from the activity or behavior itself also known as intrinsic motivation.

### **A. Punishment**

Punishment is defined as an unpleasant condition or consequence provided into the environment upon the manifestation of an undesirable activity or behavior. This is highly used in behavior modification in which the person will avoid engaging in a certain behavior or activity in order to prevent the unpleasant consequence.

The stimulus applied to the environment can be described as positive which is the application of the punishment or negative which is the removal of the reward. Examples of positive punishment are suspending an employee and spanking a child while examples of negative punishment are removal of salary bonuses and incentives.

### **Three Aspects of Punishment**

The effect of the punishment is determined by the repetition of the undesirable behavior or activity. There should be a remarkable decrease or positive change in the person's response in order to render the punishment

effective. Thus three aspects should be present in punishment.

1. The undesirable behavior or action. This is defined as the violation of the standard or misperception of the stimulus provided by the environment leading to failure of the goal.
2. The punishment. Either positive or negative, an unpleasant condition will be provided to the individual with the objective to motivate him not to make the same mistake again.
3. The punishment outcome. The person will perform to the fullest of his abilities or not perform at all in order to escape punishment. The outcome can be disastrous or beneficial to the person.

### **Punishment and Escape**

In every form of punishment, there should be a means to an escape. A person is more likely to become intensely goal-oriented, regardless of the intensity of the punishment as long as there is the presence of an escape. The escape presents the idea that the goal is attainable and only through the accomplishment of the goal will the person escape the punishment.

### **Punishment and Motivation**

The disastrous outcome of punishment is that the person will develop the belief that he is not capable of accomplishing the goal. He will divert his efforts into another less-challenging activity as the result of a hurt ego. However, punishment can effectively be used to motivate a person to do better. The person

will attempt to escape punishment by developing his abilities and skills in order to achieve the desired goal set by the environment. In order to avoid the consequences of feeling fear, shame and guilt, the person works harder and fulfills the goal which will meet his needs of feeling useful, successful and competent.

## **B. Stress**

Stress or pressure is defined as the drive to correct undesirable or conflicting thoughts and behavior through achievement. It is clearly presented in reverse psychology wherein the stress gives the person feelings of guilt, fear and uncertainty. The person then strives hard or is motivated to put in efforts and develop his abilities in order to overcome the negative feelings. Some may consider the motivation or behavior as subconscious.

Stress is present in the Cognitive Dissonance Theory wherein the person tries to balance two conflicting thoughts or behaviors by adjusting or changing his perspective or modifying his behavior. It is only when the thoughts or behavior do not collide that stress is relieved. Every day, all people undergo stress, which is relatively healthy for growth and development. However, if stress becomes too much for the person to bear, psychological, emotional and physical trauma may result.

### **The Two Types of Stress**

1. Eustress. This type of stress is defined as constructive as it motivates the

- person to achieve more in order to relieve and overcome the negative feelings and conflicting thoughts.
2. Distress. This type of stress is defined as destructive as it promotes feelings of guilt, uncertainty and failure in the person. The person believes that the goal is impossible.

### **Sources of Stress**

1. External stressors. The environment is filled with stressors that can give us negative feelings. Heavy traffic, bad weather, being burdened by work, arguments with friends and many others will decrease your performance and level of functioning. These external elements are sometimes beyond our control, which is why we feel bad or lose motivation when unexpected challenges occur.
2. Internal stressors. Internal stressors are subjective. The way we interpret the external stress will determine our behavior and actions. All people have different interpretations and experiences, which is why they also experience and try to overcome stress in various ways.

### **The Three Stress-Solvers**

1. Develop self-determination. As an individual, you should view stress as a normal part of a healthy life. Without obstacles and challenges that seem insurmountable at times, you will not be motivated to grow. Use stress as a way for you to gauge your strengths and weaknesses, then set goals on

- how to overcome your weak areas.
2. Be involved with the environment. You are part of the environment that provides you with the stimulus to respond. Thus, you should also try to solve stress by finding helpful resources and guides such as other people, worthwhile activities and relaxing places.
  3. Be optimistic. Always keep in mind that all types of stress can be solved and all goals are attainable. The goals you set upon yourself have to be specific and realistic so that you will be able to change your initial negative feelings into positive ones as you succeed.

### **C. Aggression**

Aggression is considered to be a basic human instinct which stems from the very origin and nature of man. The theory of evolution defines natural selection as the behavior of all living species to do everything within their capabilities to survive. Motivating factors are aggression, competitiveness and adaptation with the main goal being survival.

In the modern era, aggression is still very much present. Employees pour their efforts and update their knowledge regularly to earn a promotion, siblings argue to get a bigger share of the pie and people even engage in illegal activities in order to gain recognition and wealth. The workplace atmosphere is full of competition and mutual aggression is common among workers. All people are motivated to achieve goals and gain benefits by being aggressive.

## **Locations of the Aggression Need**

Aggression falls in the dimension of competitive and combative.

1. **Competitive.** Every aggressive act or behavior has a goal and a target. In the competitive sense, the person aims to fulfill his need by improving his abilities and knowledge. The goal then is to satisfy the need by developing the target which is the self.
2. **Combative.** In the combative sense, the person still aims to fulfill his need but he does so by destroying the opponent to make himself the fittest. The goal is still to satisfy the need but by destroying the target, which is the opponent.

## **Aggression and Frustration**

The Frustration-Aggression Hypothesis states that as individuals strive to satisfy their needs in different areas, they will experience obstacles and challenges which will make them feel frustrated about their abilities and disappointed about themselves. As a result, they will be motivated to put in more effort and work harder in order to satisfy the unfulfilled need. Aggression is basically driven by the very same needs specified by theorists. Hunger can cause a person to ask, beg or steal and feelings of abandonment can cause a person to commit crime or suicide.

## **Aggression and Punishment**

Punishment is not a helpful method in stopping aggression since

punishment itself is an aggressive process. Aggression can be effective to the extent that it motivates an individual toward the goal of satisfying a need. Thus, you can safely say that there is a need for aggression as long as the person's need is unsatisfied. However, if there is no basis for aggression, there is an alteration or imbalance in behavior which can be detrimental to the person's welfare. The person should be encouraged through positive reinforcement instead of punishment in order to correct his beliefs that all needs can be satisfied or all behavior can be modified only through acts of aggression.

#### **D. Secondary Goals**

The secondary goal state is defined as the indirect objective that tends to create more powerful motivation in the person compared to the direct objective. In motivation, the intrinsic type tends to produce more meaning and passion within the individual doing the activity or manifesting the behavior. However in secondary goals, the aim is to stimulate the individual externally first with the aim to produce internal motivation. Internalization is the main goal of secondary goals.

Here's an ideal scenario. The boss wants his employees to improve their performance. He cannot do anything in terms of increasing their passion in their work – this is an example of primary goal or independent intrinsic motivation. On the other hand, he can provide incentives to the top three best performers in the office – this is an example of secondary goal or dependent extrinsic motivation. The boss uses external stimuli in order to achieve his goal of better performance



in the office. The employees then become extrinsically motivated by the secondary goal, incentives or advantages, and perform better to reach that goal. It is the employees' choice to develop a sense of satisfaction in their job even without the added bonuses and transform their motivation from extrinsic to intrinsic.

### **Direct and Indirect Motivations**

1. Direct motivation. This is based on the biological needs of the person wherein he acts or behaves with the primary intent of satisfying his needs.
2. Indirect motivation. This is the transitional goal which leads to the satisfaction of a need.

Biological goals in some instances overpower secondary goals. Biological goals are the basic needs of food, shelter, clothing, etc. which can prove to be more motivating compared to secondary goals such as job satisfaction, healthy relationships, belongingness, etc. For example, if the boss wants to improve his employees' job performance, he can provide biological goals of increased salary and incentives which in turn will provide for the employees' needs to survive instead of providing a workable office environment. In this case, the employees are more likely to perform better since they are driven to satisfy their basic needs.

### **Aims of Secondary Goals**

Secondary goals in relation with Maslow's hierarchy of needs are directed

toward the needs in the self-esteem and self-actualization categories. The person is subject to external stimuli with the expected outcome of self-induced internal motivation. Through the external stimuli provided, direct or indirect motivation will take effect. The motivation will cause the person to act and behave primarily to satisfy his biological needs. In the process, secondary goals provide meaning and pleasure so that the person will begin to see himself as a competent and able individual. Once he realizes that he can achieve more than satisfy his biological needs, he will begin to function and be motivated intrinsically thus producing changes in behavior and attitude.

## **E. Coercion**

Coercion is the influenced change in a person's action or behavior due to the person's fear of an unpleasant consequence. It is very much the same as punishment and can be induced independently by the person to himself. Slavery is the term for permanent coercion wherein the person is subjected to external standards set upon his actions and behavior. Coercion is a low-level motivational state that can satisfy high-level needs.

### **Types of Coercion**

Coercion may have different aspects and is a way of producing behavioral changes that can be both positive and negative depending on how the individual perceives and responds to it. Coercion can motivate in the following areas:

1. Psychological coercion. A number of circumstances can lead to mental

- stress which motivates the person to act and behave according to the accepted norms. Blackmail or rejection can cause the person to change his attitude and beliefs in order to have logical consonance.
2. Physical coercion. This is very similar to physical punishment. The person is motivated to act even unwillingly with the fear of being physically harmed or mutilated.
  3. Thought coercion. This is the most usual situation with regards to intrinsic motivation. When the person senses a conflict or experiences failure, he will be compelled to improve in order to relieve the stressful thoughts demanding the need to feel competent and successful.
  4. Cultural coercion. Culture aims to satisfy the need of belongingness and identity. The person acts, behaves or even thinks the same way as the majority does since he needs to feel that he belongs. Peer pressure and family values are good examples.

### **The Human Responses to Coercion**

The person will try to resolve the conflict caused by coercive thoughts and actions through the following techniques:

1. Stonewall response. The person will negate or refuse coercion altogether to maintain homeostasis and eliminate the stress caused by the coercive thoughts. Exaggeration of the response can cause rebellious or eccentric behavior.
2. Identity separation response. The person can discover his identity by

separating himself from the behavior imposed by coercion. As a result, he will not oblige, feeling that he will lose his sense of identity if coercion takes place.

3. Justification response. The person will rationalize the source of coercion as well as its effects, both positive and negative. He will then find the reasons why he should not comply.
4. Negotiation. The person creates relative goals to the consequences of not complying. The motivation to gain advantages will then be more powerful than the fear of consequences.

Coercion can be an effective motivational state in order to satisfy emotional and personal needs. The person's responses will determine how he will grow and develop from the stress induced by coercion. In the process, he may become an independently strong individual or lose his identity.

## **Chapter Eight**

# **HOW CAN YOU MAINTAIN FIERY MOTIVATION DESPITE INSURMOUNTABLE OBSTACLES AND CHALLENGES?**

Based on the theories and states that influence and drive individuals toward particular goals, you can formulate a useful motivational plan. Initiate the right kind of motivation, control it according to the needed behavior and action when facing obstacles and challenges then fire it up to overcome the insurmountable. You can effectively achieve this in three simple steps.

### **Step 1: Identify the Stress**

Determine the conflict that causes you trouble or pressure. The stress can be identified when you sense a negative or opposite response with regards to your established thoughts, behavior, beliefs, attitude, actions and personality. You can enumerate accordingly if there is more than one. Be specific about the kind of stress as well as your feelings toward it. Determine if it is short or long-term as well as the degree and extent that it is affecting your performance and functionality. Allow the stress to motivate you to do better.

Examples of specific identified stresses are:

I can't seem to quit smoking.

My boss is asking me to make the 100-page report overnight.

This flickering on my computer screen is hurting my eyes.

### **Step 2: Control the Environment**

As discussed before, what maintains the stress are your feelings of being unable to control it. Some identified stressors are immediately eliminated once you realize that you have solved it before or you are capable of accomplishing the tasks demanded. The stress remains when you haven't devised a satisfactory solution, which makes you lose motivation. Just as you identified the stress, control your environment specifically, focusing on one aspect at a time. This will enable you to recognize the areas that still need adjusting as well as the methods that are already working for the problem. Your motivation will increase with each successful area.

Examples of specific environmental controls are:

I'll start smoking only two cigarettes a day.

I'll call my boss and ask for a two-day extension for the report.

I'll take the computer monitor to the shop tomorrow morning.

### **Step 3: Set the Goal and Respond**

The controls you have made on the environment are in relation to your primary and secondary goal. The primary goal is the intrinsic motivation and the secondary goal is the extrinsic. Respond by doing the appropriate activities and modifying your behavior to best accomplish the goal. Once you internalize your goals and start performing because of passion, fiery motivation occurs.

For example, when trying to quit smoking your primary goal is to feel healthy and confident about being able to kick a bad habit. Your secondary goals are saving money and decreasing your chances of getting sick. Your response is

a habit-breaking attitude and lifestyle. By experiencing both primary and secondary benefits, you'll internalize the passion of a smoke-free life and keep your motivation fired up to stay that way.

## **Chapter Nine APPLICATIONS**

Always keep in mind the three-step approach in using fiery motivation. Identify the stress, control the environment then respond and aim for the goal. It's time to put your fiery motivation into play in real-life situations. Here are some effective and useful applications to make sure that you excel in different important areas.

### **A. Using Fiery Motivation in Business**

#### **What is the stress?**

In the workplace, you have to deal with coworkers, bosses, customers, working environment and the tasks involved. These external stressors affect you in different ways namely:

1. Coworkers. You are working together with other competitive individuals who surely have higher objectives just like you. You have to create a balance between being a team player to be productive for the company and personally making yourself stand out amidst competition.
2. Bosses. The boss stimulates you in a variety of ways which basically make you conform according to his standard, not yours. This, of course, leads to stress as you feel that you have no control over the environment he commands.
3. Customers. What your customers want may not be exactly how you want things done. Again, your control becomes dependent on the demands set



- by the customer. Your conflicting thoughts and feelings toward the customer's decisions are particularly distracting.
4. Working environment. The way you do your job can be determined to an extent by the environment you're working in. If the workplace becomes somewhat unpredictable or filled with tension, it can affect your performance as well.
  5. Tasks involved. This is your actual job. When you are assigned a task for the first time or one that requires you to gain more skills and understanding, you may feel incompetent.

### **How do you control the environment?**

1. Control the people. In the workplace, your reputation and integrity depend on how much you know and are capable of doing. Trust is important when dealing with bosses and clients. If they sense that you have full knowledge and are more than able to do the task and satisfy their needs, they will allow you to take control. Upgrade your skills and knowledge any way you can.
2. Control the workplace. Do some organizing to set your priorities straight. Fix your desk, set specific schedules and coordinate with your coworkers. If you establish meaningful working relationships with the people around you, they'll most likely let you work in peace.
3. Control the job. If you feel that you don't know much about the tasks at hand, don't hesitate to ask questions and learn. Study constantly, upgrade

your knowledge and be equipped with the skills required to finish the job the best way you can.

### **What is the Goal and Response?**

Your primary goal is to perform to the fullest of your abilities in the workplace. Your primary motivation is to develop trust with people at work through meaningful working relationships and to gain a sense of accomplishment and competence by meeting the demands of your job. Your secondary goal is to earn a salary to meet your basic needs. The response in order to perform effectively is to gain knowledge and skills to qualify for the tasks and do a job well.

## **B. Using Fiery Motivation for Learning**

### **What is the Stress?**

The stress is wondering how your abilities can meet your goal, competing with other learners and meeting with the demands set by learning standards and being taught ideas or behaviors that conflict with some of your own beliefs and understanding. Keep in mind that these stressors should be used to motivate you to learn more with the aim of achieving.

1. Questioning your abilities. In a classroom setting, you are often provided with challenges like tests, assignments and quizzes. You are provided with a goal which your abilities may or may not be able to handle. Wondering if your abilities may not allow you to reach the goal becomes stressful. If

- you're not able to meet your goals, there may be positive or negative punishments.
2. Classroom competition. As you respond to other people, you'll realize that you have to perform at a certain level acceptable to the standards set by the teacher and within the accepted range of your fellow classmates. If you fall below the accepted category, you will develop feelings of guilt and incompetence which will result in stress.
  3. Lessons conflict with personal beliefs. Some of the things taught by your teacher may seem in conflict with what you have learned from experience or personally believe in. The opposing ideas and thoughts can cause confusion and hamper your development.

### **How Do You Control the Environment?**

1. Improve your abilities. You may improve your abilities first and learn more about the goal before trying to achieve it or attempt to achieve your goal first then calibrate your weak points regardless of whether you succeed or fail. Your sense of control will depend on how much you know and how much you can control the outcome of the challenge through your sharpened skills.
2. Improve your abilities to compete. If you have the skills and knowledge, you will be more confident in facing challenges and competing with other people. Control the means which is your skills and knowledge toward the accomplishment of your goals, which are to get high grades and feel

competent in the classroom.

3. Resolve conflicting thoughts. You may eradicate the new or the old thought, change the old one according to the new or change the new one according to the old thought or add more thoughts to create balance and eliminate the stress. Use solutions for cognitive dissonance.

### **What is the Goal and Response?**

Your primary goal is to experience feelings of accomplishment and competence in the classroom as well as feel accepted among your classmates. Your secondary goals are to receive recognition, get high grades and receive other rewards for performing well. Your response mainly is to improve your skills and knowledge by learning. The stress ignites your motivation to resolve conflicts and meet needs through the process of learning.

## **C. Using Fiery Motivation for Self-Development**

### **What is the Stress?**

There are several moments in all people's lives when they start doubting their beliefs and abilities. They look at the things that they have accomplished yet dwell more on the failures. They look at the present and feel something is missing. People then try to find meaning and purpose in their lives. It is the lack of it that causes them stress.

1. Doubts and fears. Based on experience, people begin to question if they really are capable of accomplishing goals.

2. Failure. The stress is caused by conflicting thoughts and behavior. The person may have initially perceived that the goal was attainable yet did not successfully meet his needs. This results in feelings of guilt and apprehension.
3. Lack of meaning and purpose. Lack of confidence will result in a lack of motivation. Since the person feels that he is incapable of attaining some types of goals, he may lose sense of the whole meaning and purpose of his actions. This is where the question, "Why?" enters the picture. People start asking, "Why am I here?" or "Why can't I be better?" or "Why did I fail?"

### **How Do You Control the Environment?**

1. Answer your doubts and eliminate your fears. Since doubts are caused by feelings of uncertainty, it is best that you find out for yourself and stop wondering. Act and try to achieve short-term goals and tasks to know if you are capable at the moment of successfully accomplishing them. Face your fears by making decisions and setting goals one step at a time. If you fear that people won't like your new attitude, try it for a week or a month and find out for yourself so that you will be able to determine and control your wondering thoughts and feelings.
2. Make failure a motivation. Self-development is a learning process that lasts for a lifetime. Learn from each mistake. Find out which areas made you fail and develop these in order do better the next time. You can only

control your chances of success or failure if you accept your strengths and improve your weaknesses specifically.

3. Find meaning and purpose even in the smallest ways. Perhaps you have been stimulated externally for so long that you don't realize that you have only been functioning in order to meet secondary goals. Internalize and derive meaning in your activities and behavior. Appreciate how people react and develop yourself in order to be intrinsically motivated and work out of passion.

### **What is the Goal and Response?**

Your primary goal is to find meaning and purpose in your life and to foster a passionate attitude. By accepting your personality and improving your outlook, performance and relationships with other people, you gain a sense of "self" as a whole person. Your secondary goal is to cope with the physical demands of life. By being able to perform better in society, your basic needs of food, shelter, clothing, etc. will also be fulfilled. The response is to keep learning mentally, physically and emotionally. This is an opportunity for you to develop your potential and see yourself as a competent and confident individual.

### **D. Using Fiery Motivation in Relationships**

#### **What is the Stress?**

You constantly respond to the environmental stimuli which usually come from other people. When you're in a relationship, you invest thoughts and

emotions with the people you care about, which is why any alteration or conflict will result in stress. Varying beliefs, emotional struggles and constraints and argumentative thoughts are stressful thus motivate you to accept, argue or change your attitude and response in order to create balance in the relationship.

1. Varying beliefs. In a relationship, differences in beliefs can range from religion, philosophy, personal experience and the like. All responses, words and actions are bound to be subjective in nature, which is why you always find similarities and differences from one person to the next. Your own opinion may not be completely accepted by another person.
2. Emotional struggles and constraints. These refer to tension and hurt feelings resulting from differences. Since you are responding to the people you care about in order to feel that you belong and are accepted, you have to adjust and change accordingly. You may not truly agree with some of the changes you made, which could result in troubled emotions.
3. Argumentative thoughts. When you disagree with one person's actions or behavior or vice-versa, there is a flurry of thoughts that go against what the other person is thinking. These argumentative thoughts cause dissonance in the cognitive state causing stress.

### **How Do You Control the Environment?**

1. Accept differences. All individuals have their own opinion. You cannot control how others feel, act or think, which is why you have to accept the differences between people. It is through these differences that you are

- able to set goals of understanding the other individual in order to draw meaning from the relationship.
2. Control your emotions. Identify exactly which feelings are causing you hurt or stress. Learn how to acknowledge the emotions that matter in the relationship's growth and eliminate nonsensical ones which only lead to emotional dissonance and confusion.
  3. Argue and debate. The cause of arguments is misunderstanding, which is why you have to gain more information to take control of the environment. Determine your argumentative thoughts, especially the ones in which your knowledge is not complete. Clarify ideas by asking questions and stating your point of view on things that matter to you in the discussion. Debate but don't fight.

### **What is the Goal and Response?**

Your primary goal is to draw meaning from the relationship and to feel emotionally complete and satisfied. Your secondary goals may be gaining physical support from the people who are willing to help you. Your response is to maintain open communication and be sensitive to other people's feelings and thoughts. Great relationships are built on acceptance and trust, which is why you need to appreciate the differences and uniqueness of each person.

### **E. Using Fiery Motivation in Rehabilitation**

#### **What is the Stress?**



The stress comes from feelings of worthlessness and incompetence, lack of satisfaction in self-actualization and self-esteem needs and problems in self-regulation. Rehabilitation aims to return the troubled individual back to an optimum level of functioning as well as a revitalized sense of identity and reestablishment of motivation and goals.

1. Feelings of worthlessness and incompetence. The person undergoing rehabilitation generally lacks confidence in his abilities, which is why he is dependent on others to help him feel better. He might have lost motivation from past failures leading to hurt ego and feelings.
2. Lack of satisfaction of self-esteem and self-actualization needs. Due to unachieved goals and undesirable experiences, the person was unable to meet high-level needs, causing him to respond inappropriately. These unsatisfied needs may have caused too much stress in the past, removing his motivation and leading him to habits which he now needs to fix through rehabilitation.
3. Problems in self-regulation. There is definitely a lack of self-regulation or self-control for people undergoing rehabilitation. They have indulged in an undesirable activity or behavior for a period of time, causing them to draw pleasure without any idea of a useful goal.

### **How Do You Control the Environment?**

1. Encourage feelings of self-worth. The individual must slowly gain back his sense of identity. It is very helpful to make him feel that change is the best

- option. Provide motivational factors in order for the person to take control of his behavior and actions in small ways. Help him establish small goals and praise him with each little success.
2. Provide means to satisfying needs. It is important that you respond passively so that the person will learn how to independently cater to his high-level needs. At this point, it is more helpful to show him success instead of making him experience failure again since his thoughts and emotions are still vulnerable. Satisfy basic needs at all times.
  3. Develop self-regulation. Allow the person to appreciate the rewards and satisfaction of needs whenever he accomplishes a small task. Let external factors motivate him to perform as an individual until he gradually derives pleasure and meaning from being a functional being.

### **What is the Goal and Response?**

Your primary goal is to let the person undergo rehabilitation to gain self-identity, self-worth and self-control. He must appreciate and be motivated by the joy and pleasure of being a functional individual. Your secondary goals are to provide for his basic needs as well as keep him healthy by drawing him away from his undesirable past habits and experiences. Your response is to motivate him externally at first, encourage him to express himself as a unique and confident person and to help him gain independence.

### **F. Using Fiery Motivation When Kicking Habits**

## **What is the Stress?**

The stress is the conflict of your thoughts, values, behavior and actions with the norms that your environment has. If you're a smoker, the conflict may arise when you meet non-smokers. Your family may not fully agree with what you feel and think are normal. Some places may restrict you from smoking as well. All these oppositions cause you stress.

1. Conflict with environment. You try to cope with the standards set by your surroundings and the people in it. Your habits are in conflict with the rules and beliefs of your environment, which is the main reason why you're motivated to get rid of them.
2. Conflict with self. When you develop a habit, you internalize the behavior even if it may not be fully good for you. Stress comes as you try to fix the intrinsic factors that cause your habits without reason or reward.  
  
Apprehension increases as you feel that you do not have full control over yourself.

## **How Do You Control the Environment?**

1. Respond to the environment. Do not change your thoughts and behavior abruptly just because you feel the environment wants them to be different. Contemplate and review specifically each of your internalized thoughts and feelings with the opposing notions set by the environment. Identify how you can make them work together through cognitive consonance.
2. Use self-regulation. Self-regulation is the important factor that made you

internalize your habits in the first place, and it is also capable of eliminating them. Practice self-regulation or self-control. Keep in mind that the habit may not actually be satisfying any of your needs and you only derive pleasure and passion from the habits. Gradually remove the internal stimuli.

### **What is the Goal and Response?**

Your primary goal is to feel a sense of achievement and self-control and the belief that you are capable of kicking habits that may not be fully good for you. Your secondary goals are that by kicking bad habits, you keep yourself healthy and get to spend your time, money and effort on satisfying your real basic needs. Your response is to practice self-regulation and remove the developed intrinsic motivation that is feeding your habits. Allow the need to kick the habits to motivate you, then maintain fiery motivation with each gradual success until you're completely free.

## **G. Using Fiery Motivation in Sports**

### **What is the Stress?**

The stress comes from the need to win in order to gain a variety of rewards and satisfaction, competition with both teammates and opponents and the pressure to constantly be prepared physically and mentally. Athletes are then motivated to keep learning and to maintain their drive to win.

1. Need to win. You gain various internal and external rewards when you

- reach your goal of winning sport events. However, the stress on the road to victory may seem insurmountable at times. There is a constant struggle within yourself as you wonder how you'll win and whether you'll win. You also face the fear of consequences should you not achieve your goal.
2. **Competition.** In sports, you compete with your opponents and try to measure up or be better in every single way. Before you face the opposition, you also have to compete with the environment where you're practicing and aim to be better in order to feel that you belong. Even if you're competent in the face of adversaries, if you're falling behind compared to other teammates you will feel the stress and transform it into motivation to improve and cope.
  3. **The pressure of being prepared.** There are times in the middle of a match or game where you are expected to do more than what you've already given or are capable of doing. The drive to win may be greater than your actual capacities. Stress sets in due to time pressure and intimidation by stronger opponents.

### **How Do You Control the Environment?**

1. **Be driven to perform.** The drawback of needing to win is the greater fear of losing. However, the fear may be so great that it can cause you to freeze and perform below your standard. If you want to win, your motivation is driven by secondary goals but if you internalize the sport or the game itself you will be driven by the passion of performing, which in turn can lead to

- victory. Your sense of control returns when you know that you can manipulate the outcome of the game.
2. Improve your abilities. You will be more confident to compete with your teammates and opponents if you know that you are capable of performing at the same level or beyond. Learning and adaptation are important in sports since you will be facing different players with varying strengths and strategies.
  3. Adapt to the situation. During a game, there are several points and periods which will vary in intensity. When you're facing a rather difficult situation, let aggression set in. The element of chance is also present during these circumstances so the best you can do is adapt to feel control.

### **What is the Goal and Response?**

Your primary goal is to feel competent among other athletes and gain a sense of fulfillment upon winning games. Your secondary goal is gaining rewards and recognition from achieving as well as staying fit and healthy through hard practice. Your response is to improve your abilities in order to perform up to par with your team and opponents and to internalize the process of the sport itself so that you will learn how to derive passion and pleasure in controlling the game.

## SUMMARY

- All of people's behavior, thoughts and actions are triggered by their goals of attempting to satisfy their needs at different levels.
- People may be motivated to perform by external factors but the true or primary goal is that they perform because they find meaning and passion from the act or behavior itself.
- Stress allows people to identify the conflict between their thoughts and behavior in relation with the standards set by their environment.
- Stress is a powerful motivator that compels a person to be in accord with himself and his environment in order to attain feelings of belongingness, competence and success.
- Failure can make or break a person. They will constantly improve and develop while trying to escape from feelings of rejection, guilt and apprehension.
- Obstacles and challenges become insurmountable when a person loses his idea or feels that he has no control over the outcome.
- All goals are attainable as specified by the person. Primary goals aim to allow him to internalize and derive special thought and meaning in relation to his behavior. Secondary goals aim to satisfy his needs in order to survive.
- When a person recognizes his potential and develops a sense of control over his environment, he will be motivated to perform due to pleasure and passion. He knows that he is skilled and knowledgeable enough to overcome challenges and reach the goal successfully.

- Fiery motivation can result once the person identifies the stress, controls the environment, sets goals and responds accordingly. The person should be able to derive meaning from each successful step to fuel his fire.
- The main thrust of fiery motivation is to allow a person to find purpose and meaning in all his behavior and actions. At the same time, he is also able to satisfy his basic needs.



## **CONCLUSION**

Man basically acts and behaves on instinct with the initial purpose of surviving. He relies on the external factors set by his environment in order to identify how much effort he should put in to perform according to the accepted standards. These external factors motivate him to constantly regulate himself and gain control of the things that can lead to the achievement of an expected goal. Stress is the initial motivator as man begins to satisfy his needs.

Fierce motivation is needed so that a person will be able to do more than just perform to survive. By allowing him to identify the sources of his behavior and actions he can control the motivating factors needed to reach his goal. Fierce motivation also allows him to recognize his potential thus giving him control over the situation when facing insurmountable obstacles and challenges. As he finds the means of overcoming difficult life situations, he will begin to internalize his behavior and learn to act by will and passion over instinct.