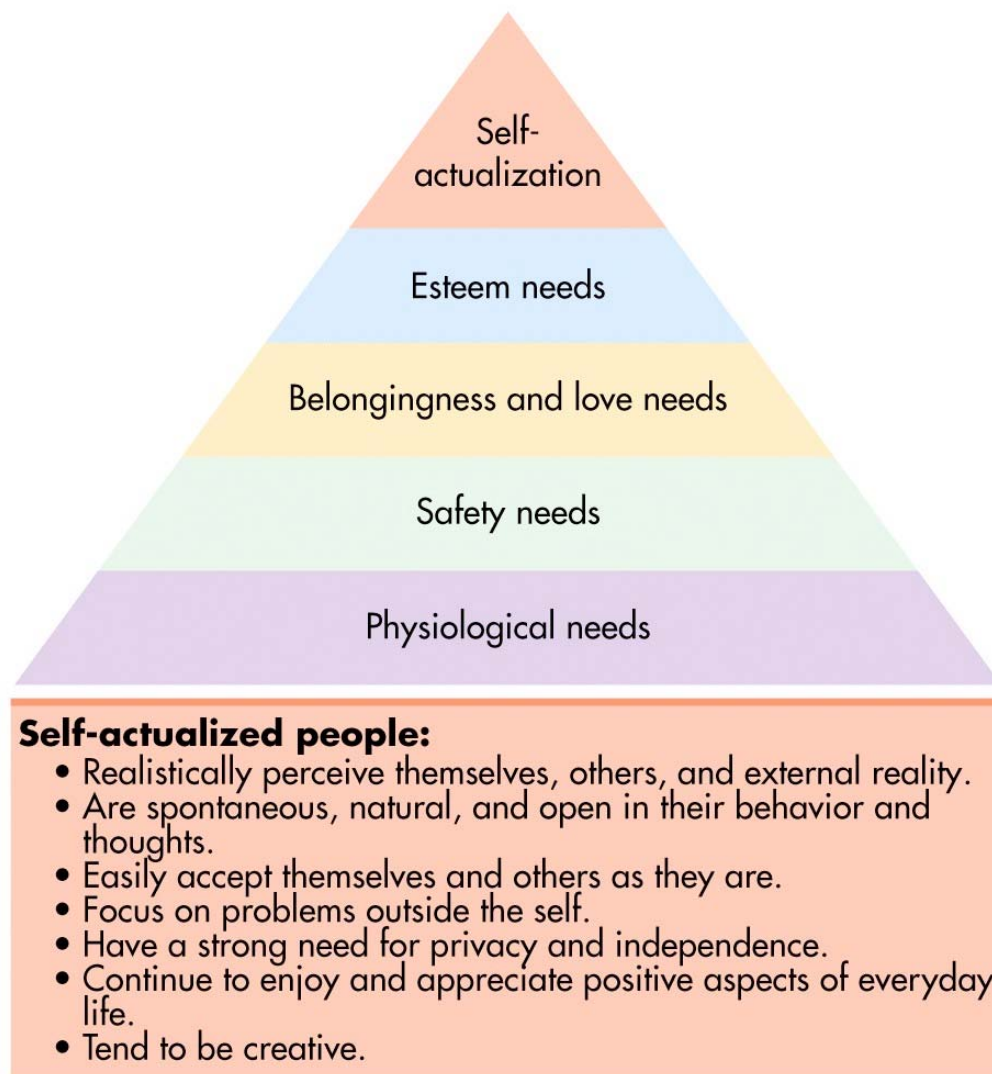


Maslow's Hierarchy of Needs

Human motives are arranged in a hierarchy of needs. As a human need, we strive to achieve self-actualization. However, in order to achieve self-actualization, needs at the bottom of the hierarchy must be satisfied first. The social environment has a strong effect on the development of self-actualization. It is difficult for the poor to satisfy self-actualization and esteem needs if safety and physiological needs are not met.



College men and women who scored higher on a test of self-actualization were:

- more likely to report being truly in love with at least one other person during the past three years than students who scored lower. The latter students reported not having been intimately involved with anyone.
- were less resentful to their former lovers than those who were less actualizing when their relationship had broken up.

How to Increase of Self-Actualization Tendencies **(page 446)**

1. **Experience life fully, be alive and absorbed with what you are doing at the moment** (focus on one thing at a time and minimize “task switching” and “multi-tasking”).
2. **Learn to trust your own judgment and feelings in making life choices such as marriage/and career** (this means you need to take both positive AND negative feedback and consider reasons why you are wrong. This takes time and feedback)
3. **Be honest with yourself and take responsibility for what you do.** This may mean accepting things about yourself that you wish were not so. In addition, taking responsibility for yourself means you take responsibility for what happens to you. Ignorance is bliss because it absolves you of responsibility.
4. **Whenever possible, choose growth, rather than safety or security.** Learning new things and changing who you are involves risk where the outcome is uncertain. Those who take risks in a supportive environment are more likely to be successful, optimistic, have greater self-esteem and confidence.
5. **Recognize your defenses and illusions, and then work to give them up.**
6. Even though peak experiences are transient, keep the aspirations of these moments of self-

actualization alive in your everyday thoughts and actions

7. Remember that self-actualization is a continual process; it is never fully achieved
8. Commit yourself to concerns and causes outside yourself, because self-actualization comes more as a by-product of developing your full capacities than the egocentric pursuit of growth itself.

Setting Your Goals: What Do you Want

Contributors to Success

Achievement Goals and Motivation

Need for Achievement: The motivation to solve worthwhile problems.

How do high need achievers and low need achievers differ?

High-need achievers

- don't outperform low-need achievers when conditions are relaxed and tasks are easy
- outperform low-need achievers when the tasks are challenging or when the importance of doing well is stressed.
- persist longer after encountering difficulties than do low-need achievers.

In general, high-need achievers are most likely to strive hard for success when

- They perceive themselves as personally responsible for the outcome
- They perceive some risk of not succeeding
- There is an opportunity to receive performance feedback. They tend to see failures as a learning experience rather than a threat (see reframing under Stress and Health).

Development of Achievement Motivation

Achievement Motivation: The desire to excel at some task.

How does achievement motivation develop?

- Providing a cognitively stimulating home environment fosters children's intrinsic motivation (doing something for its own reason) to perform academic tasks.
 - A stimulating environment is one that makes the child think, challenges the child, and is engaging. Just listening to "Baby Einstein" CDs may not help the child think, challenge them or engage them.
- As seen in Chapter 11 (Development: Erikson's Psychosocial Conflicts), find something the person finds interesting. This may require you to experiment with a lot of different tasks and provide guidance for that person to succeed.
- Caregivers that encourage and reward achievement, but don't punish failure help foster a strong motive for success (remember, punishments can increase anxiety).
- Fear of failure seems to develop when caregivers take success for granted and punish failure.

Achievement

A number of processes including

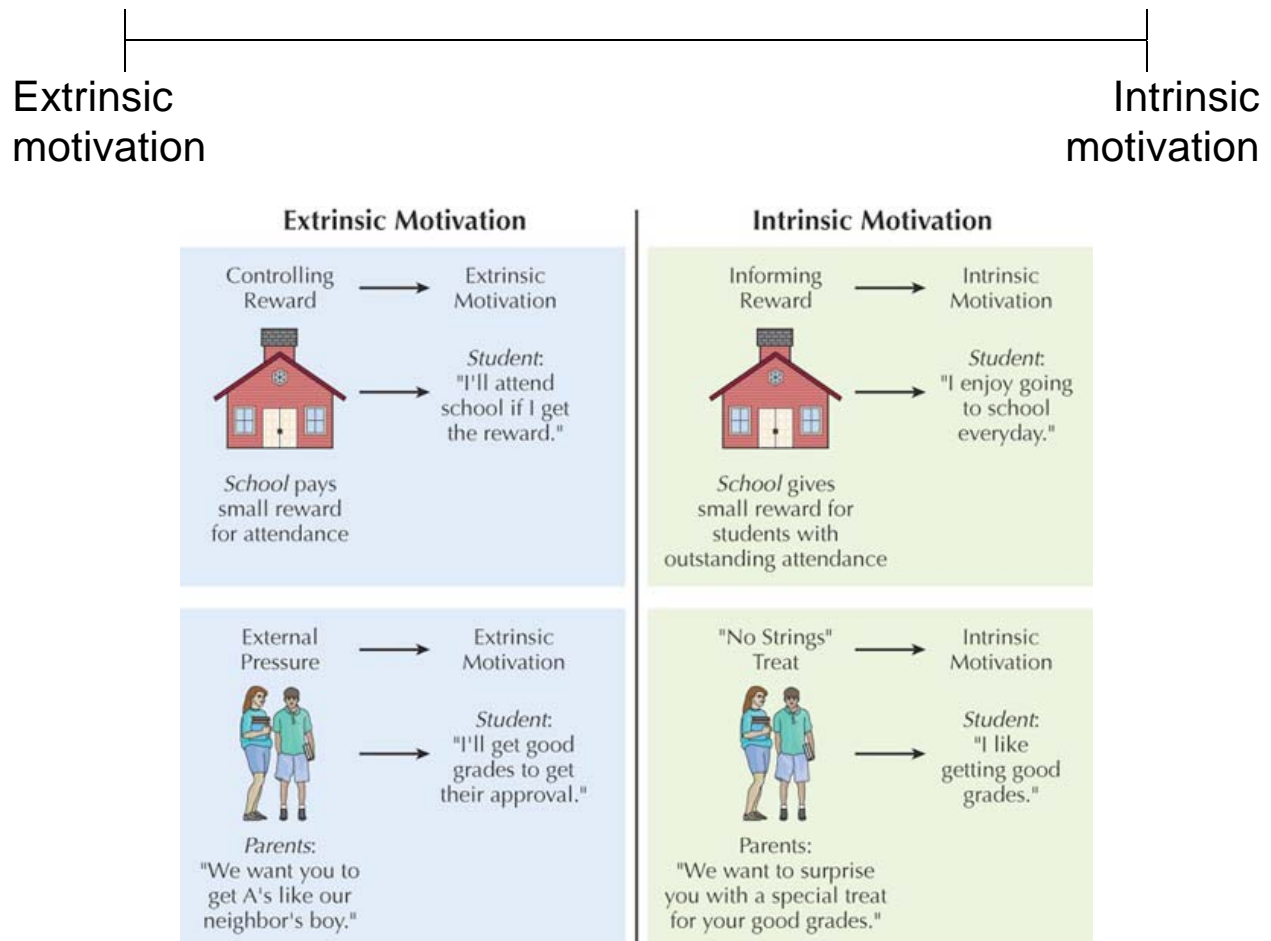
- intrinsic and extrinsic motivation,
- goal setting, and
- time management

may be involved in achievement.

In addition, procrastination and perfectionism may get in the way of achieving.

Kinds of Motivation: Intrinsic vs. Extrinsic

The effect of rewards can influence achievement.
Researchers identify two broad types of rewards.



- Extrinsic motivation - involves external incentives such as rewards (money, grades or prizes) and punishments (fines or spankings).
- Intrinsic motivation - based on internal factors such as self-determination, interest, excitement, curiosity, challenge, and effort
 - Intrinsic motivation is more likely to produce competent behavior and mastery (Neil Peart)
 - Intrinsic motivation is the key to achievement

Intrinsic Motivation

People tend to work harder when they are intrinsically motivated, they enjoy what they do more, and they do it more creatively.

Extrinsic Motivation

The ability to delay rewards—delay gratification is associated with intelligence and social competence. Four-year old children who can delay gratification are judged to be more intelligent and socially competent 10 years later and have higher SAT scores when entering college. The ability to delay gratification is a better predictor of a child's grades than IQ is.

Intrinsic and Extrinsic Motivation

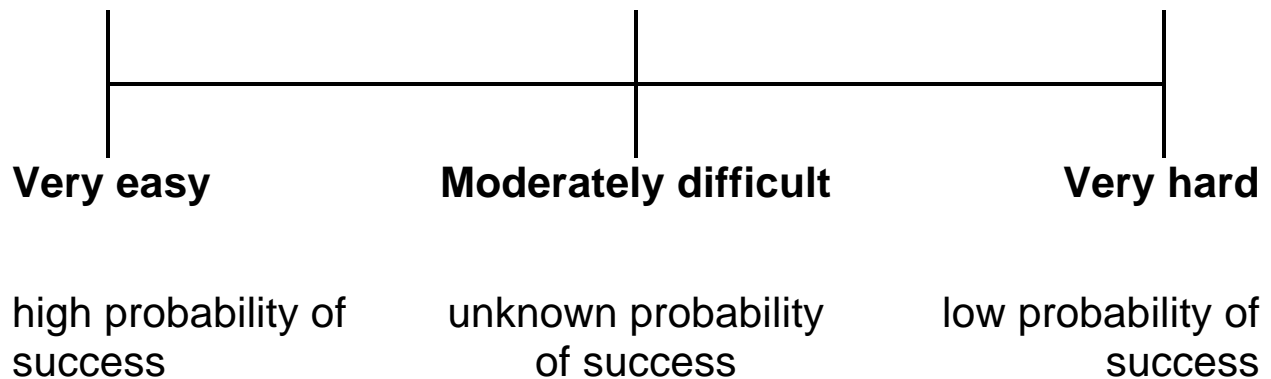
In addition, researchers have found that motivation and interest in school tasks increase when students have some choice about their work and opportunities for their own learning.

In general, people who are more intrinsically motivated tend to show more interest, excitement and confidence in what they are doing than those who are extrinsically motivated. People who are intrinsically motivated tend to have higher performance levels, persist longer at a task, tend to be more creative and have higher self-esteem.

However, highly successful individuals are both intrinsically and extrinsically motivated.

High and Low Need Achievers and Task Selection

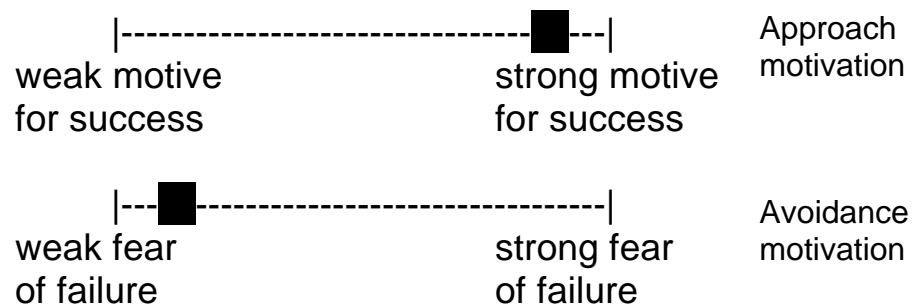
When given a choice about performing a task that are



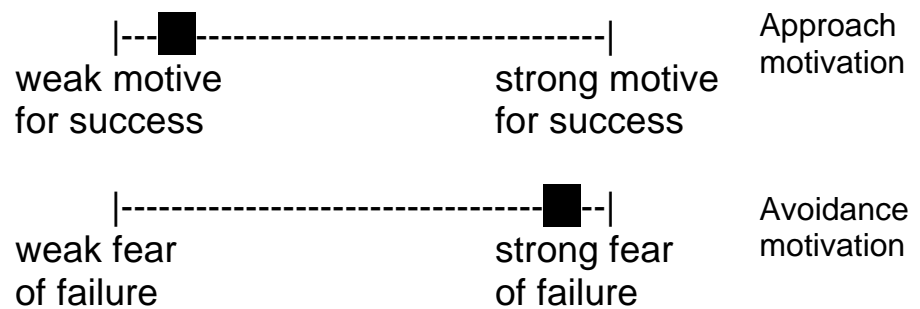
- High-need achievers prefer tasks that are moderately difficult because the outcome is not certain. It appears that high-need achievers can deal with uncertainty.
 - In a ring toss game, these people tended to pick a moderate distance from the pole.
- In contrast, low-need achievers are more likely to choose tasks where the outcome is most certain (very easy or very hard).
 - In a ring toss game, these people tended to pick a far or close distance from the pole.

Motivations of High and Low Need Achievers

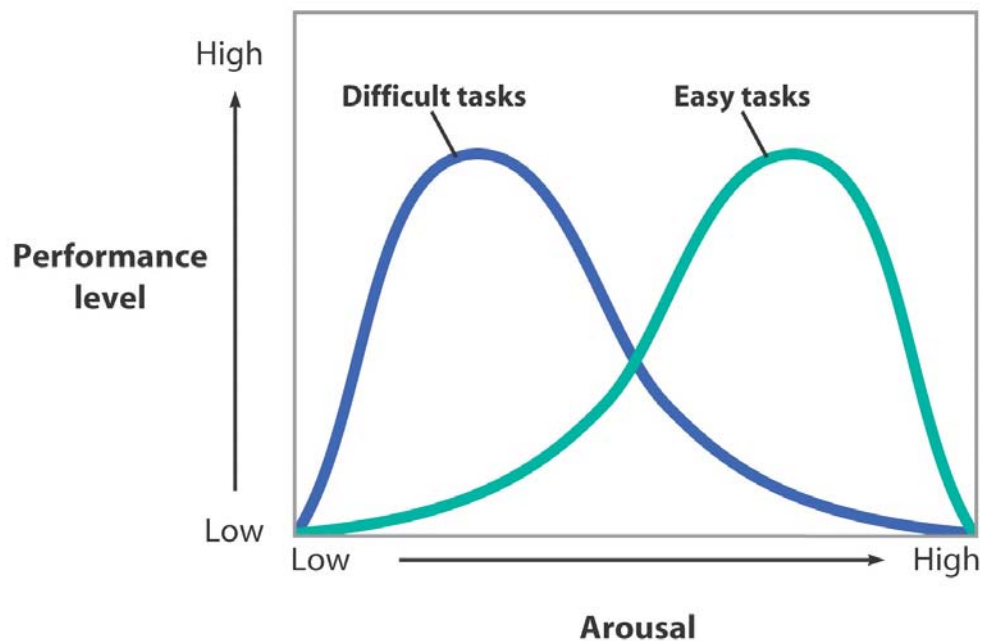
High Need Achievers



Low Need Achievers



How Anxiety from Fear of Failure Influences Performance



Achievement Goals for High and Low Need Achievers

How do high and low need achievers differ in terms of their goal setting behavior? What motivates them?

Mastery Goals	Performance-approach Goals	Performance-avoidance Goals
<p>The desire to master a task and learn new knowledge or skill.</p> <p>People are intrinsically motivated.</p>	<p>These goals reflect a competitive orientation that focuses on being judged favorably relative to other people.</p>	<p>These goals center on avoiding negative judgments.</p>
<ul style="list-style-type: none"> • I want to learn as much as possible from this class 	<ul style="list-style-type: none"> • I am motivated by the thought of outperforming my peers in this class 	<ul style="list-style-type: none"> • I just want to avoid doing poorly in this class

High Need Achievers

Low Need Achievers

Researchers believe that students who adopt both mastery and performance-approach goals display the optimal pattern of motivation for college courses.

Goal Setting, Planning, and Monitoring

Goal setting, planning and self-monitoring are critical aspects of achievement.

Researchers have found that achievement improves when you set goals that are specific, short-term and challenging.

Examples of expressed goals in a poor manner:

- I want to be a better student
- I want to be economically comfortable

Examples of goals expressed in a good manner:

- I want to have a 3.5 GPA at the end of the term
- I want to have a job making \$50,000 per year

Those who expressed their goals in concrete terms were

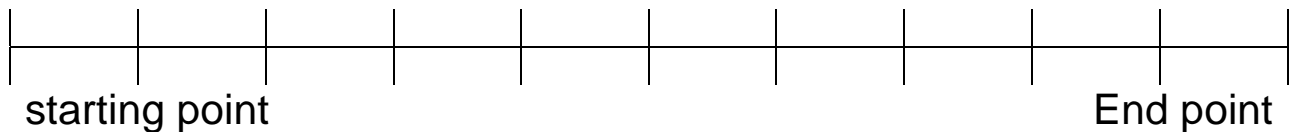
- 50% more confident in their ability to reach their goals and
- 32% more likely to feel in control of their lives compared to those who expressed their goals more abstractly.

When setting goals, they should be challenging. These goals should be realistic in your ability to attain them.

- Goals too low tend to produce apathy and generate little interest.
- Goals that are too high can bring failure, reduce confidence and reduce self-esteem.

Goal Setting, Planning, and Monitoring

Not only is planning on how you plan to reach your goals, you need to monitor your progress with regards to your plan. High-achieving individuals are more likely to monitor and evaluate their behavior with regards to their progress toward their goal than low-achieving individuals.



When setting goals it is important to set short-term goals. If you set long-term goals, you need to make sure to create short-term sub goals to achieve your long-term goals. Many fail at their long-term goals because they lack a pathway to reach them.

- What are your personal goals?
- What are your career goals?
- What are your goals in life?

Adjustment Strategies for Setting Goals

1. Set goals that are challenging, reasonable, and specific
2. Set completion dates for your goals
3. Create sub-goals
4. Make a commitment
5. Monitor your progress