

Preface

Did you make any important decisions today? You may have contemplated what clothes to wear, which foods you will eat, or what time to leave your house, if at all. You may have pondered the challenges in your life and considered which tasks you were ready to tackle. Outcomes from these daily decisions will likely influence what you accomplish, your mood and feelings, your physical well-being, and possibly how others perceive you and your abilities. Conceivably, you may have also thought about some more significant decisions today, such as what school to attend, where to work, or who is worthy of your time and affection. Perhaps you are carefree and resist making concrete plans. Instead, you take each day as it comes and rarely worry about what happens next. Friends may describe you as “having a clear head” or “being a free spirit.” Regardless of your approach, the focus of your thoughts and energy is directed toward reaching specific goals that may range from not getting off the couch to developing a cure for Ebola. But, if you are like most people, you often set attainable targets through conscious planning, deep thinking, and sustained effort as a means to reach those goals.

The design of the book

Three overarching objectives guided the design of this book, starting with clarifying the reasons for individual variation in our own thought and subsequent behaviors. Have you ever wondered *why* you are interested in some topics but not others, *how* you decided upon a job or career, or even *what* contributes to your choice of friends or a partner in life? Answers to these types of questions can explain the intensity and direction of your effort, otherwise known as understanding *motivations* and *motivated action*. For example, why might *you* decline an invitation to attend a wedding, while others in your family attend enthusiastically? Why do *you* perform better on some tasks than on others? Why is it that some people dominate meetings or classroom discussions while *you* rarely respond when a question is asked? Do you think you know the motives behind your behavior? Maybe you do, but more likely you do NOT, according to motivational science! As you read this book, you will become increasingly aware about who you are and *why* you do the things you do. Greater awareness will help you set realistic goals, enhance the probability of reaching your targets, and allow you to consider alternative and efficient strategies to reach your desired objectives.

A second goal of the text is to help you understand the intentions, thoughts, behaviors, and motivation of *others*. Many of us are responsible for the leadership and guidance of students, co-workers, peers, or family members. As an educator, manager, coach, or parent, you are likely highly influential in teaching others new skills, modeling behaviors or setting performance targets, and helping others achieve their goals. For instance, do you know why some students willingly spend many hours on homework, yet others devote only a few minutes? Why do some employees work better in groups, while others barely pull their weight? Why do some athletes choke under pressure, while others with lesser skills excel? Your understanding of the personal motivation of others is one key to designing customized and optimal instruction, creating exciting learning environments, and cultivating performance excellence.

The third, and potentially the most important purpose of this book, is to deconstruct and describe the latest motivational research and empirically verified motivational strategies to improve learning and performance. Initially, you will learn the foundational principles of motivational science, including how to decipher different types of evidence. Next, you will develop a deep understanding of motivation by exposure to key motivational principles, empowering you to interact with teachers, psychologists, business leaders, athletes, and classmates, or most anyone interested in motivation. By the time you finish the book, you will know how to identify important motivational clues, how to interpret the evidence you discover, and which strategies and solutions work best to enhance performance motivation across a variety of diverse populations, cultures, and settings. Ultimately, you will learn how to apply motivational knowledge to influence change and achieve the academic, business, or personal goals of yourself and others.

The style of the book

Unlike some traditional textbooks, you will not dwell on memorizing theories or interpreting fabricated case studies to understand motivation because, in practice, you assess and mediate motivational challenges by talking with people! You will read candid and revealing stories about how others (including some celebrities) navigated motivational hurdles while attempting to reach their goals. In addition to the latest research and evidence-based findings, you will learn the scientific reasons behind the motivational strategies advocated in this book. You will be exposed to ways of accurately measuring and evaluating motivation, and you will master a host of well-supported diagnostic and interpretative tools to assist you in becoming a motivational expert, what I like to call an “MD,” or a Motivational Detective. Finally, unlike some texts that exclusively address improving academic, business, or sports performance, I examine motivation using a multi-disciplinary lens, including relevant research-based findings from psychology, education, business, and athletics. Additionally, the book includes the latest evidence from neurology and cognitive psychology as a means to boost your motivational intelligence, regardless of your current discipline, job, or existing knowledge of motivation.

The structure of the book

In addition to scientific evidence, this book profiles 12 diverse and unique individuals. Each person was personally interviewed by me and through that exchange, each shared his or her most intimate feelings, passions, and thoughts. Some of the interviewees are the type of people you encounter every day at work or school. Others are celebrities or public figures whom you may recognize. First, you will read their stories and gain insight to their values, challenges, triumphs, and defeats as they share the thinking behind their decisions. Next, you will learn how their thoughts were converted to behaviors and actions, including which strategies they chose to address obstacles and overcome adversity. You will learn how and why each person shifted gears, changed goals, or ultimately gave up. Each person profiled in the book is examined using the exact methods you would likely use if you met the person face-to-face—asking them questions and engaging in conversation. You will learn how to evaluate motivational clues and recognize how backgrounds, experiences, cultures, beliefs, and preferences contribute to motivated action.

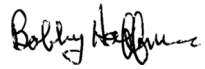
Key components of the book

Chapters include the following components to support your motivational mastery:

- **Principles** (*What are the defining concepts you will master?*) You will learn 50 key, evidence-based motivational concepts. This foundational knowledge will serve as a baseline of information to help you craft solutions to motivational challenges.
- **Terminology** (*Do you speak the language?*) You will learn the language of motivational professionals. Your knowledge of terminology will help you deconstruct and decipher scientific jargon and apply it to your personal and professional practice.
- **Evidence** (*Are your interpretations correct?*) You will learn how to interpret and analyze complex scientific data. Your knowledge of evidence will help you avoid common sense errors resulting from media sensationalism and anecdotal conclusions that are often wrong.
- **Measurement** (*How do we know?*) You will learn how motivation is measured, including key performance indicators that define adaptive motivation, such as confidence, effort, and optimal thinking. You will have access to a list of measurement instruments that are compiled in Appendix A and described throughout the book.
- **Analysis** (*What's the issue?*) You will know how to analyze the information you accumulate. This approach will provide a “big picture” view enabling you to differentiate the extraneous from the sublime, the fallacies from the reality, and the important from the irrelevant.
- **Application** (*Which solutions are most appropriate?*) You will learn which strategies work best, in which circumstances, and when to use each solution. You will avoid haphazard and trial-and-error approaches by amassing a repertoire of justified, evidence-based strategies to solve motivational challenges.

In summary, this book will provide you with a wealth of diagnostic and analytical knowledge, partially revealed through the eyes of motivational leaders, to help you

determine and modify the learning and performance concerns you encounter. When you master the content, you will become more aware of your own motivations, understand the thoughts and behaviors of others, and be fortified with a wealth of strategies to qualify you as a bona fide MD.

A handwritten signature in black ink, appearing to read "Bobby Hoffmann". The signature is written in a cursive, somewhat stylized font.

April 26, 2015

Acknowledgments

Scanning the convoluted recesses of my mind to publically acknowledge the contributions of *others* to my work is a formidable task, particularly for someone afflicted with a dominant internal locus and entrenched control beliefs. However, this time, recognizing the immeasurable influence and gratuitous assistance of others who made this book possible is indeed automatic and effortless. The single-author narrative you are about to read was by no means created through the solo efforts of one person. Realistically, this work would be incomplete and rendered irrelevant without the pervasive inspiration, encouragement, and guidance of those individuals mentioned below.

First, the idea for this book was conceived by my students. I thank them for convincing me to write the book, and unbeknownst to them (or me), these same students subtly became my teacher. Their encouragement provided an exceptional opportunity for me to vastly enhance my own knowledge of motivational research. I am forever grateful to my academic parents, Gregory Schraw and Gale Sinatra, for their tutelage and wise advice that continues to influence me daily. Of course, without the motivational leaders profiled in the book, this effort might be considered mundane. The leaders' contributions were extraordinary, not only for their stories, experience, and wisdom, but because of their inspiration. Each leader in their own unique way taught me that despite enormous physical or psychological obstacles, motivated action is within the grasp of anyone, at anytime.

Second, I am indebted to those individuals who provided constructive feedback to refine the book. Those named endured two years of incessant questions, proofreading, and editing. Sean O'Dell, Lisa Sabino, and Morgan McAfee should be immortalized for their informed suggestions, language mastery, and exceptional copy editing and grammatical skills, which clearly I lacked. I thank Neil Schatz, Glenn Hoffman, and Richard Feenstra for their unwavering support by indulging me and listening to my excessive ramblings, while trying to decide on the tone and content of the book. I applaud Gene Dooley and Denise Kay for knowing one-half of the world's population and introducing me to several of the motivational leaders featured in the book. And of course, I appreciate the commendable Elsevier team of Nikki Levy, Barbara Makinster, Lisa Jones, and Cindy Minor, who were geographically distant, but highly efficient and effective in helping to polish, produce, and market the book.

Despite intrinsic motives, personal achievements are functionally meaningless without the support and recognition from friends and family. I was quite fortunate to have the unconditional love and encouragement of my entire family, most notably Eugene, Nancy, Rebecca, Robert, Glenn, Patti, and Caroline. I thank my University of Central Florida colleagues for providing me the unencumbered time to conceptualize

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Underpinnings: Five foundational doctrines of motivational science



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Introduction

The morning of September 1, 2012, was a typical weekend day, for *me*. I had little interest in doing work, few deadlines approaching, and some time to kill. I quickly realized the timing was perfect to reach one of my personal goals, completing a 50-mile bicycle ride. This goal would be a major milestone for me, something I had never attempted, and an accomplishment I could brag about to my family, friends, and co-workers. After all, at least judging by social media standards, many people like to broadcast their accomplishments, right?

I was committed to reaching my goal. Without reservation, I loaded my backpack with food, energy drinks, and a second shirt to deal with the searing 90-degree heat and humidity of the Florida noon-day sun. Although I had been biking regularly for 8 months, I had a good deal of skepticism, considering my declining 56-year-old body. Did I have the stamina and endurance to complete 50 miles? Could I finish early enough to avoid the inevitable afternoon thundershowers? What streets should I take, and how could I avoid as much traffic as possible? I consciously planned my route, well aware of when I would need to rest and how long it would take me to finish. Most importantly, I thought about how I would motivate myself to continue cycling when swarms of insects flew in my face and mouth, or when my legs started to burn from the heat and exhaustion.

I never found out if I could pedal the entire 50 miles. While waiting for the incessant traffic to abate at mile 34, my motivation changed. The traffic light signaled green, and I pushed off the curb into the crosswalk. According to police records, four

seconds later, I was thrown onto the road, screaming in agony, when a reckless driver plowed into my bicycle at 40 miles per hour. First, I was hurled onto the hood of the car, and then my helmet-protected head slammed into the windshield, causing the glass to shatter. I was then propelled into the air and plummeted to the hot asphalt. At that moment, I was only motivated to survive.

In what seemed like seconds, the ambulance arrived. I was immobilized and rushed to the trauma center, blood dripping down my face from the deep lacerations on my forehead. Upon arrival at the hospital, radiology determined I had nine broken bones: left clavicle, six ribs, right hip, and left scapula. Immediate surgery was necessary to repair and plate my shattered clavicle, the most frequently broken bone in bicycle accidents. That was when the really bad news arrived: doctors informed me that I would be in the hospital for several weeks and confined to a wheelchair for at least 3 months. The assurance of a full recovery was doubtful. The intravenous morphine was insufficient to ease the pain from my massive injuries or to keep me from obsessing about how horrible my life had suddenly become.

The passing weeks were filled with mental anguish, erratic rest, night fevers, and abdominal shots to thwart the blood clots that might kill me. I was immobilized for over a week. The only seemingly normal aspect of my existence was my mind, groggy but still working like before. As a professor of educational psychology at a major university, I was scheduled to teach three online courses that semester. I also decided that studying Italian was a brilliant idea in preparation for an eventual trip abroad. How could I continue under the circumstances of my injuries? How would my potential absence affect my students? I thought deeply about my circumstances and decided to continue teaching and elected not to use my accident as an excuse to drop my Italian class. I was committed to living up to my responsibilities despite the constant reminders of pain and agony that still linger up to this very day. I never did miss a day of work and earned an "A" in my Italian class.

The story you just read is true and illustrates many points that will be covered in this book. You may not have noticed, but my story was about setting goals, picking strategies, contemplating alternatives, and reflecting on accomplishment. This book is not about me, though; this book is about you. It will take you on a journey of self-exploration, revealing what motivates both you and others. You will gain a deep understanding of the principles of motivation, all substantiated by empirical scientific evidence. Through a series of candid interviews and stories like the one you just read, you will learn about the motives, reasoning, and behaviors of driven, motivated individuals. Some will be recognized, others just names without a face. You will read about how these leaders determined their goals, executed strategies, and achieved results. You will learn why some individuals prosper and some fail. You will understand why some people persevere through obstacles, while others simply give up. Decision making and choice will be analyzed to explain why the rest of the world may think and act differently from the way you do. Most importantly, by studying the principles in this book, you will become a motivational detective (MD), motivationally wise and strategically gifted with the ability to diagnose, analyze, and influence the motivational challenges that you will invariably encounter during your daily journey through life.

First, you should read the story of Ginny and Jerry, two fraternal twins raised together in the same 1980s suburban New York home by the same nurturing parents. As children, the twins were inseparable: They attended the same schools, went to the

same summer camps, and always shared the same circle of friends. Their father, Mel, provided well for his family, commuting 50 miles a day while working long hours as a licensed NYC accountant. Rose, a stay-at-home mom, ruled the house with an iron hand. Rose made sure that Ginny and Jerry had a predictable routine. The twins always made their beds immediately upon waking, and if they were not at the table precisely by 7:00 AM, there would be no breakfast for them that day. Homework had to be completed before meeting friends or playing board games with each other, the twins' favorite childhood pastime. Both children had obligatory chores: Ginny walked the family dog Leary, while Jerry was always taking out the trash or bundling old newspapers for the local paper drive. Both worked before they were teens. Ginny was a babysitter because she loved children, and aspiring entrepreneur Jerry ran a paper route, delivering newspapers, before he was barely 12 years old. Now adults, Ginny and Jerry are barely recognizable as siblings and are radically different individuals. Each twin possesses a unique approach to life that belies genetic similarities. Many people who know the twins don't even realize the familial connection because they look, act, and navigate life so differently. The explicit differences between these adult fraternal twins serve as an ideal depiction of one of the first principles you will learn to unravel the mysteries of motivation: motivational inequality.

Ginny's story

As a teen, Ginny was carefree, perpetually focused on having fun, often at the expense of her schoolwork. She frequently skipped school to go the beach or just hang out with her friends, usually as the center of everyone's attention. Her mother was often found nervously pacing the kitchen floor whenever teenage "Gin-Gin" went out for the night. Over the years, Mrs. T had her fair share of phone calls from neighbors and visits to the principal's office to coax her adventurous daughter out of trouble. Ginny was always considered bright, but she had a proclivity for finding trouble and was suspended from high school at least three times. Her beauty was magnetic and few adolescent boys could resist her charismatic charm. Married three times before she turned 30, Ginny was unpredictable and impulsive, jumping at any opportunity to travel or to show off her sensitive, but mischievous side. Eventually, Ginny became a devoted mother but had few close friends, avoiding contact with many of those from her past.

Ginny was a resounding success professionally despite lacking a college degree. Once she put her mind to something, Ginny was unstoppable. Supporting herself for many years, Ginny parlayed her love of music into a career in the recording industry. She managed her own studio, producing recordings for some of the top names in rock and roll, such as Robert Plant of Led Zeppelin fame and Sting from the Police. Her spontaneous and robust attitude allowed her to meet new people from all occupations, something she really enjoyed. Now retired, Ginny spends her days reading and enjoying her New England estate during the summer, while spending winters in the Caribbean on the yacht she was awarded from her second divorce.

Jerry's story

Jerry's idea of a good time was radically different from that of his sister. As a child he was always outside. The season or the reason didn't matter; energetic and gregarious, Jerry was always found carrying a football or basketball, even when he went to bed. A straight "A" student, Jerry loved science and math and dreamed of becoming an astronaut. He insisted his room have posters of the planets on the ceiling and a table of the elements on his wall. A record-setting athlete, Jerry was a high school track star holding records that remained for 30 years. A qualifier for the US Olympic team in swimming, Jerry's athletic career was cut short by a knee injury sustained in an auto accident when he was 17. He rarely dated, instead preferring to associate with a small group of close friends. Thirty-five years later, he is still married to his high-school sweetheart, Patti.

Jerry's professional accomplishments are a model of thoughtful planning and stability. In college, he earned two degrees as a double major, one in science and another in engineering. He worked for the same company for over 20 years, being promoted three times and twice winning the coveted "Manager of the Year" award for mentoring junior employees. In his spare time, he volunteered to coach Little League and was frequently team leader, raising funds for the Boy Scouts or his local church. Jerry spent most of his free time entertaining old friends or doing yard work. He recently added a new deck to his house and has remodeled three bathrooms, all on his own. When Jerry was asked to describe his greatest accomplishment, he quickly replied "raising my three boys." Jerry has no plans to retire and is currently contemplating a return to school to study theology. Jerry hopes to be a minister one day because making a difference for the people in his community is one of his highest priorities.

Principle #1—Motivational inequality is a measurable reality

What are we able to conclude about motives from the stories of Ginny and Jerry? First, we can deduce that significant motivational differences exist between individuals in the direction and intensity of organized effort. Ginny thrives on socialization, whereas Jerry is studious. Ginny takes every day as it comes, and Jerry is a serious planner. Ginny loves people, and Jerry wants to get things done. It would be speculative to comment upon the reasons and sources of the motivational differences between the twins based upon the limited information provided; however, motivational inequality is a verifiable cultural universal (Adams, 1965; Alderman, 2004; Nicholls, 1979). *Cultural universals* are "domains of human experience that have existed in all cultures past and present" (Brophy & Alleman, 2006, p. 5). For now, we will operate under the assumption that regardless of age, gender, race, ethnicity, or any other

innate individual differences, all individuals are NOT created equal, *motivationally*. This inequality manifests in a wide degree of preferences as to what tasks individuals will attempt, how and why they set goals, and what behaviors or strategies they use to obtain and evaluate objectives.

The embodiment of motivational inequality in practice can be observed through a careful examination of learning and performance contexts. In the classroom, learners exhibit a broad spectrum of topical interest and academic engagement ranging from intense focus measured by active involvement in learning, to academic passivity whereby the learner is physically present but cognitively disengaged. The most egregious forms of disengagement result in deliberate apathy and conscious withdrawal from the learning process (Hoffman, Badgett, & Parker, 2008; Maeroff, 1988; Skinner, Furrer, Marchand, & Kindermann, 2008). A 2009 survey of 42,754 high school students indicated that over 66% of students admitted to being bored or disinterested while in school, and sporadic engagement was linked to accelerated dropout rates (Yazzie-Mintz, 2009). Student engagement is highly relevant to achievement, as it is positively correlated with adaptive academic motivation (Reeve, Jang, Carrell, Jeon, & Barch, 2004) and the quality of learning outcomes (Fredericks, Blumenfeld, & Paris, 2004).

At work, motivational inequality may develop as employees assess and value their roles within an organization. By design, organizations create a hierarchy of labor and entitlements based upon the purported market value of the skills and abilities that employees possess. When employees perceive their pay equity, organizational stature, or work role as compromised or incommensurate with organizational norms, work performance may suffer. Rooted in equity theory (Adams, 1965; Morand & Merriman, 2012), employees have a sense of entitlement based upon the expectation that their contributions (e.g., skills, talent, abilities) should be appropriately rewarded and recognized. The perception of imbalance between what employees believe should happen and organizational realities can result in performance issues, deviant workplace behavior, and lower levels of job satisfaction, which ultimately influence performance motivation.

Recognizing motivational inequality has important implications for both educators and leaders. First, for teachers, the motivational disparities of students may prompt unconscious and even deliberate alteration of teaching strategies, such as assigning easier work to students who are perceived as having lower academic motivation. Personal bias toward certain learners can lead to self-fulfilling prophecies, where less is expected of the motivationally inferior learner, resulting in adverse changes as to how teachers interact and communicate with students (Martin & Dowson, 2009). Although recent evidence suggests that only 5% to 10% of students are typically affected by self-fulfilling prophecies, the impact on the quality of learning outcomes is extraordinary (Jussim, 2012). In addition, the consequences of interacting differently with students demonstrating low academic motivation disproportionately affects at-risk learners, thereby exacerbating the obstacles for those learners that need the most support (Dolan & McCaslin, 2008; Tulis, 2013).

Organizational consequences of not recognizing motivational differences are equally troubling. Although the utility of equity theory has been questioned in recent years due to an emphasis on collectivist values and evolution of the labor market