

*The Motivational Value of Personal Leadership Facilitation
for the Realisation of a Person's Potential*

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Abstract

At some time in our lives, we all try to be the best we can be, to realise our full potential. This can be done by demonstrating personal and professional leadership. However, there are certain problems that could prevent a person from being the best he can be. According to Covey (1989:15-16) there are general problems that the majority of people experience:

- The *realisation* that he is focusing on things that aren't really his first priority in life eg. work instead of family which leads to the question: "*Is it worth it?*";
- Not being able to stay focused on a specific goal -usually because it is not clear;
- A *search for meaning or purpose* in one's life - experiencing a deep sense of inner unhappiness or "personal emptiness";
- Realising that something is wrong and knowing that it needs to be fixed "*...but I don't know how*".

Canfield and Hansen (1994:9-17) are of the opinion that the following reasons might prevent a person from attaining his dreams:

- A *defeatist attitude*, self-doubt or the feeling that he is a loser.
- *Believing that one is too sick to accomplish anything* - languishing in his discomfort and/or, the fear of staying sick, or getting worse.
- *Fear* (false evidence appearing rea) of failure, success or anything else.

The above-mentioned problems lead to the following research questions: (1) What is motivation and what inspires a person to implement a change in his life? (2) How can a person stay motivated enough to keep moving in the direction of his goal and also attain it? The research methods used in this essay were mainly, a comprehensive literature study and concept and word analyses.

Motivation is the driving force that pushes a person towards or pulls him away from a certain situation (Andreas & Faulkner, 1997:55-60). Maslow was of the opinion that a person is motivated by needs and that once a need is fulfilled, the person will be motivated to attain the next need. In this study five motivational theories are discussed and summarised in the form of a "Generally Accepted Motivational Structure". According to these existing theories, it is clear

that there are mainly four levels of needs that need to be fulfilled: Survival, Growth, Affiliation and Self-transcendence. These needs also fulfill the more personal: Physical, Social, Mental and Spiritual need. When all these needs are balanced (Covey *et al.*, 1995:48), a person will develop an inner synergy, his goals will become more clear and the "fire within" that drives him forward or motivates him to attain his goal(s) will be ignited.

Knowing and understanding what motivates human beings, is a very good starting point for PPL facilitation, that should lead to the realisation of the person's potential. PPL facilitation is literally one person accompanying and helping another person to discover who he is, what his values are and what he wants out of life. PPL will also show him how to set up action plans to attain his goal(s), dream(s) or vision(s) because the attainment of a dream fills a person with a feeling of success and accomplishment.

Keeping the "Generally Accepted Motivational Structure" in mind, the metaphor "Stepping Stones to Success" was developed. This process is a step-by step guide for PPL facilitators, that will help them to inspire clients to become more motivated and to want to make the necessary changes that will help them attain their goals. This process will also help the facilitator to show the client how to stay motivated until his goals are attained. Each one of these stepping stones are based on existing theories and exercises.

Since one step leads to the next, a push-pull force is created which in turn acts as a driving force towards a person's personal set goal(s), dream(s) or vision(s). The ultimate goal of life, reaching self-transcendence, living for a purpose higher than the self or leaving an amazing and unforgettable legacy, is always kept in sight, for when it is attained, the person will have realised and reached his full potential. Thus the conclusion can be made that personal leadership facilitation has a motivational value for the realisation of a person's potential.

Irene Papadopoulos
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Opsomming

Elke mens probeer om die beste te wees wat hy kan wees, om sy volle potensiaal te verwesenlik. Dit kan wel gedoen word deur persoonlike en professionele leierskap (PPL) te beoefen. Daar is egter sekere probleme wat a persoon van hierdie ideaal mag weerhou. Volgens Covey (1989:15-16) is die volgende probleme die algemeenste:

- die *beseft* dat 'n persoon fokus op dinge wat nie werklik eerste op sy prioriteitslys is nie, soos bv. werk in plaas van familie, wat lei tot die vraag: "*Is dit die moeite werd?*";
- die onvermoë om op 'n sekere doelwit te fokus - gewoonlik omdat die doel onduidelik is;
- die *soeke na betekenis of 'n doel* in die lewe - om 'n dieper sin van innerlike geluk te ervaar, en die gevoel van "persoonlike leegheid" te vermy;
- die beseft dat iets verkeerd is en dat dit reggemaak behoort te word, maar "*Hoe?*".

Canfield en Hansen (1994:9-17) glo dat die volgende redes 'n persoon mag verhoed om sy drome te bereik:

- 'n *oorwonne houding* - self-twyfel en die gevoel dat hy niks werd is nie;
- 'n *geloof dat hy te siek is om iets te bereik*;
- 'n *vrees* vir die onbekende, vir sukses of enige iets anders.

In hierdie studie het die bogenoemde probleme gelei tot die volgende navorsingsvrae: (1) Wat is motivering? Wat inspireer 'n persoon om 'n verandering in sy lewe teweeg te bring? (2) Hoe kan 'n persoon gemotiveerd bly om in die rigting van sy doelwit te beweeg en ook om sy doelwit te bereik? Die navorsingsmetodes wat in hierdie hoofstuk gebruik is was hoofsaaklik literatuurstudie, woord- en konsepanalises.

Motivering is die dryfkrag wat 'n persoon in 'n sekere rigting stoot, of van iets af wegtrek (Andreas & Faulkner, 1997:55-60). Maslow het geglo dat 'n persoon gemotiveer word deur die vervulling van behoeftes, en dat 'n persoon gedryf word om 'n volgende behoefte te vervul sodra die huidige behoefte vervul is. In hierdie studie is vyf motiveringsteorieë bespreek en in die vorm van 'n "Algemeen Aanvaarde Motiveringstruktuur" (Generally Accepted Motivational Structure) opgesom.

Volgens hierdie teorieë, is dit duidelik dat daar basies vier vlakke van behoeftes is wat vervul moet word: Oorlewing; Groei; Affiliasie en Self-Transendasie. Hierdie behoeftes vervul ook die meer persoonlike fisiese, sosiale, kognitiewe en geestelike behoeftes. Wanneer al hierdie behoeftes vervul word, ontstaan 'n innerlike sinergie wat 'n persoon dryf of motiveer om sy doelwit te bereik (Covey *et al.*, 1995:48).

Persoonlike en Professionele Leierskap (PPL) fasilitering, wat kan lei tot die realisering van die persoon se volle potensiaal, kan begin word wanneer 'n persoon weet en verstaan wat hom motiveer. PPL fasilitering vind plaas wanneer een persoon 'n ander persoon help om homself te ontdek. PPL fokus op wie hy is, wat sy waardes is, wat hy uit die lewe wil hê en ook hoe hy sy doelwitte kan bereik, deur die persoon te wys en te leer hoe om aksie planne te stel wat tot doelwitbereiking sal lei. Doelwitbereiking dra by tot 'n beleving van sukses.

Met die “Algemeen Aanvaarde Motiveringstruktuur” (Generally Accepted Motivational Structure) in gedagte, is die “Trappies tot Sukses” (Stepping Stones to Success) ontwikkel. Dit bestaan uit 'n stap-vir-stap gids vir PPL fasiliteerders wat hulle sal help om hul kliënte te inspireer om die nodige veranderinge in hul lewens te wil maak wat hulle sal help om hulle doelwitte te bereik. Elkeen van hierdie “trappies” is gebaseer op bestaande teorieë en oefeninge.

Aangesien elke stap na die volgende stap lei, word 'n trek-stoot aksie geskep wat kan dien as 'n dryfveer wat 'n persoon sal help om sy persoonlik gestelde doelwit te bereik. Die hoogste doel wat 'n persoon kan stel naamlik, self-transendasie (dit wil sê om te lewe vir 'n doel hoër of groter as die self) of om 'n onvergeetlike legende na te laat, moet altyd in gedagte gehou word want, wanneer dit gebeur het die persoon sy potensiaal gerealiseer en bereik. Uit die studie kan die gevolgtrekking gemaak word dat PPL fasilitering 'n motiverende waarde vir potensiaalverwesening in hou.

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Mei 1999

Chapter One - Research Design

1.1. Context

Everybody has a dream. A dream of who he would like to be, a dream of what he would like to do, a dream of where he would like to go... Unfortunately, in today's rushed life, people become preoccupied with their families, work and other day-to-day affairs which limit and restrict the clear vision of their dreams and makes them shortsighted. This shortsightedness prevents a person from seeing the abundance of opportunities around him and it also causes him to doubt his own abilities in ever making dreams come true (Meyer 1993:3). It is society's definition of "success" that molds a person into what others want him to be, rather than into what he would like to be.

Experiences and reactions have shaped the attitudes and personalities of adults and made them who and what they are (Meyer, 1993:2-3). Knowing this, a person needs to concentrate on improving both his personal and professional life. One way in which a person can improve his life, is by dreaming of what he would like to do, and ultimately making that dream come true. Personal and Professional Leadership (PPL) is a life-process that offers the individual the opportunity to improve the quality of his life.

Personal Leadership (PL) in particular, helps a person, to discover who he really is, to believe in himself and to feel free to dream the (im)possible dreams he used to dream as a child. Meyer (1993:2) defines PL as follows: *"Personal leadership ... is your self-confident ability to crystallise your thinking so that you are able to establish an exact direction for your own life, to commit yourself to moving in that direction and then to take determined action to acquire, accomplish, or become whatever that goal demands."* Meyer also states that PL is a continuous journey upon which a person consciously and deliberately embarks in order to realise his full potential, to become the person he wants to be.

According to Maister (1997:15-17), professionalism or professional leadership is an attitude rather than a set of competencies. It can also be defined as, a description a person hopes others will apply to him, rather than a label he gives himself. Professional leadership implies that a person is proud of his work, is committed to quality, is dedicated to the interests of his client and has a sincere desire to help. Thus, one could conclude that professional leadership is about a person's attitude and character, about truly caring for the people he works with and constantly striving for excellence in his work.

Taking all the above mentioned into consideration, PPL can be seen as an internal power that inspires a person to want to make the necessary changes in his life that will enable him to attain a specific goal. Change is needed because, it creates new possibilities of thinking, feeling and acting for the individual and those he loves (Andreas, S. & Faulkner, C. 1997:17). *Believing that changes will only be temporary*, embeds a feeling of fear and dread to even attempt change. Therefore, change needs to be lasting and consistent to have true value (Robbins. A. 1992:23). Then only can a person experience a progressive realisation of his personal mission, dream or goal.

Robbins (1992:96-97) suggests that one of the most important global beliefs a person can adopt, is the belief that in order to succeed and be happy, he has to constantly improve the quality of his life. Robbins created a mnemonic for this: **CANI** (**C**onstant **A**nd **N**ever-ending **I**mprovement) - in all facets of a person's life, at any given time!

1.2. Problem

PPL is what everybody strives to demonstrate in their lives. Unfortunately, there are certain problems that might prevent a person from becoming the best he can be. According to Covey (1989:15-16) there are a few general problems that people experience:

- The *realisation* that he is focusing on things that aren't really his first priority in life eg. work instead of family which leads to the question: "*Is it worth it?*";
- Not being able to stay focused on a specific goal -usually because it is not clear;
- A *search for meaning or purpose* in one's life - experiencing a deep sense of inner unhappiness;
- Attaining professional success but, still experiencing a *sense of personal "emptiness"*;
- Realising that something is wrong and knowing that it needs to be fixed "*...but I don't know how*".

Canfield and Hansen (1994:9-17) are of the opinion that the following reasons might prevent a person from attaining his dreams:

- A *defeatist attitude*, self-doubt or the feeling that he is a loser - the cause could be that a person has been put down so many times that he begins to believe that it is normal and natural to be put down.
- *Believing that one is too sick to accomplish anything* - when he languishes in his discomfort and/or, the fear of staying sick, or getting worse.
- *Fear* (false evidence appearing real) of failure, success or anything else.

When a person realises the value of applying PL in his life, continuous growth comes naturally. And continuous growth, leads to inner and outer success - in tangible and intangible ways. To attain continuous growth and success in a person's life, he has to understand how deeply imbedded a person's perceptions are (Covey, 1989:17), and undergo an "AHA!" experience where everything (problems and solutions) simply clicks into place. Thus, the "AHA!" experience will help a person to come to the realisation that the way he sees the world, influences *how he feels*, and *how he deals* with problems that might come his way. A person can only find "true inner balance", fulfillment and joy when he comes to the realisation that he needs to continuously apply the following in his life:

- continuous growth (physically, mentally, spiritually and emotionally) towards his purpose (Covey, 1995:47);
- finding his personal purpose for living (Covey, 1995:49);
- living for a purpose higher than the self (Covey 1995:48) - experiencing self-transcendence and leaving a legacy. Investing personal time and effort by giving more of himself to others, will allow him to experience a form of self-fulfillment.

According to Meyer (1993:3) PL begins with knowing where you stand now and discovering where you want to go. If, according to Covey (1995:48), PL is about living for a purpose higher than the self and constantly striving to reach the ultimate goal (self-transcendation) then, the biggest problem the average person will experience is, to move from where he is now, to where he would like to be. According to Canfield & Hansen (1994:9), this is a problem since a great many people simply aren't getting the results they want - they don't have enough "...*money, romance, success or joy...*" in their lives, and they don't feel fulfilled or satisfied. In a personal way, people sense that they aren't living up to their full potential (Canfield & Hansen, 1994:9). Bearing all this in mind, the above mentioned problems lead to the following research questions, which makes the aim of this study clearer:

1. *What is motivation, and what inspires a person to want to implement a change in his life?*
2. *How can a person stay motivated enough to keep moving in the direction of his goal and also attain it? And what is the potential motivational value of PPL facilitation for the realisation of a person's full potential?*

There are many motivational theories but, for the purpose of this study the focus will be on five theories in particular. According to these theories, the ultimate goal in a person's life, the ultimate state of self-fulfillment, is self-transcendation; leaving a legacy and discovering a higher purpose for living (Covey, 1995:49). A person has to adapt to this need to leave a legacy, by concentrating on what is really

important in his life and finding some kind of balance between what he really wants and what society expects from him.

1.3. Objective

In view of the research problems, it is clear that the main objective of this essay is to define what motivation is; especially in a PPL context: to discover what inspires a person to want to take action and move towards a personal set goal. And last, but not least, to determine what will keep this person moving forwards continuously in the strive to reach his goal and to discover his full potential and inner success.

More specifically, the goals of this essay are:

- to identify what it is in life that inspires a person to want to take action and become motivated to move towards his goal, by summarising existing theories in a generally acceptable motivational structure, as seen from a PPL perspective;
- to create guidelines for a person who would like to undertake the personal journey of change and success, that will take him from where he is now, to where he would like to be.

1.4. Motivation

Some people are unhappy with their lives but are unaware of it. Others are aware of it but don't really know how to change or are too scared to rock their boat. These people are living in a pain or comfort zone. A third group of people, are aware of the fact that they are unhappy with their current lifestyle and want to change, they just don't know how. This study will attempt to offer guidelines to the latter group.

Some people feel that life has no meaning. Frankl (1984:146-147) stresses three avenues to meaning of life. The first is to create a work or do a deed, the second is by experiencing something or someone and the third, the most important of the three, is for a person to "...rise above himself, ...grow beyond himself...turn a personal tragedy into a triumph". Covey (1989:40-42, 82) believes that a person needs to try and change from within before he blames other people or circumstances for his unhappiness, he calls this the "inside-out approach". In short this simply means that a person has to discover the meaning of his life, in order to grow. Personal leadership leads to growth and can be applied in anybody's life. The only difference is that every individual will have his own personal set of goals.

To add meaning to one's life, one needs a mission to strive towards. A mission is a sense of purpose that lures a person into his future (Andreas & Faulkner, 1995:80). Robbins (1992:270) suggests that a person

can attain his mission/goal/dream, by finding a reason to use the power of his decisions; to change his beliefs; to get leverage on himself and to interrupt his patterns and ask better questions regarding his life. In short, Robbins suggests that a person needs to develop, in order to be motivated on a consistent basis...

This essay will strive to offer guidelines, which will inspire a person to want to develop personally and professionally. It will give a person a reason or purpose for living which will add meaning to his life. These guidelines will enhance the quality of a person's life and lead to inner success and happiness.

1.5. Paradigms

This essay looks at motivation from a personal and professional leadership (PPL) perspective. The PPL perspective can be explained by focusing on existing definitions of this paradigm (mindset or concept). Personal leadership begins when the individual becomes aware of who he is and where he stands in his life, which could lead to a realisation of where he is heading. This process helps the individual to distinguish between needs, wants and dreams (Meyer, 1993:3). Once that is done, the individual can set goals that will motivate him to attain them. This internal driving force that motivates a person to take action in the direction of his personal goal, is personal leadership (PL).

Personal leadership or personal mastery has been defined as a principle-centered, character-based, "inside-out" approach to personal and interpersonal effectiveness (Covey, 1989:42). Personal leadership can also be defined as the process of continuously pursuing your vision (Robbins, 1992:82), the process of constant and never-ending improvement - CANI (Robbins, 1992:96-97). However, one can summarise PPL as the process that guides the human being to grow and to achieve his full potential, by understanding himself better and making a commitment to attain his personal goal(s).

The PPL process helps the person to discover the answers to these questions:

1. "Who am I?"
2. "Where do I come from?"
3. "Where do I stand with myself, right now?"
4. "Where am I going?" / "Where would I like to be?"

1.6. Research Strategies And Methods

The research strategy is the strategic plan that directs or guides the research in terms of the type of methods and techniques that must be used in order to attain the goal (Smith, 1993:34). The research strategy that will be used in this essay, will be determined by the objective of the study, the nature of the research problem and the available research methods to solve the problem.

Various research methods will be used to convey the chosen literature in a logical and systematic fashion. These methods will now be discussed:

Word Analyses

This is often one of the very first steps of research. It is especially applicable when one needs to clarify or define a certain concept that is used within a study. There are three distinguishable steps in word analyses (Smith, 1993:42-43):

- *Dictionary definitions* - this offers synonyms for the word used;
- *Synonyms* can be used when doing research for more information in the library or on the internet;
- Thirdly, the researcher can *search for the original meaning* of the word in its fundamental language (especially Greek and Latin).

Word analyses has a limitation. It focuses on the original meaning of words and their synonyms, and not on the meaning of a word in context. This is why we also need concept analysis. Word analyses will be used to define the meaning of central words in the study.

Concept analyses

A concept is an abstract principle (Powell, W & Wevell, A 1996:205), a thought or opinion, general notion or idea that is formed by the generalisation from particular examples (Webster's Dictionary 1988:202). IN literature, concept analyses is also known as a philosophical, comprehensive and language analyses (Smith 1993:43-44).

According to Smith (1993:43-44) Concept analyses is used as a method when:

- the meaning of a concept needs to be clarified;
- various approaches and theories of the specific concept is used;

- the use of the concept can be clarified through a number of user's contexts - this offers the researcher a better understanding of the various meanings, characteristics and connotations of a concept.

Concept analyses can be either connotative or denotative, which means that it can either be subjective or objective (Smith 1993:43-44). Concept analyses will be used to clarify the central concepts that appear in this essay.

Literature Study

A literature study can be defined as a sharp, precise and systematic study and correctly ordered notes on existing literature concerning a specific problem (Smith 1993:47). This method helps the researcher to gain direction in his study and to become more knowledgeable about his research topic (Smith 1993:47). This method also helps the researcher to provide adequate coverage of the background of the study (Marshall, 1997:95).

The literature study should be relevant, comprehensive, logical and technically correct (Huysamen, 1994:219). The value of a proper literature study is that it will prevent the researcher from "re-inventing the wheel" (Smith 1993:47), or prevent the researcher from failing to benefit from other's mistakes and experiences (Rubin, A & Babbie, E 1993:104).

In order to identify the problems that people experience with motivation, it was necessary to do a literature study on the topic. This helped to define the problem and will also be used to support and describe current applicable problems and approaches to motivation that will help people, to accomplish their dreams and/or goals.

Problem Definition Method

Problem definition is when the researcher identifies and formulates the correct questions that will ensure that the research is focused and moving in the right direction. This method relies on a preliminary literature study (Smith 1993:52). By using the problem definition method of research, the research problem was identified.

Principle Reflective Method

In this method, certain ideas (or concepts), views, principle findings, suppositions and arguments of authoritative academics, are thought through by the researcher and evaluated in an analytical and critical way (Smith 1993:48). This is a method that entails reflection and "re-thinking" (introspection) with regards

to the topic that is being researched. With this method, arguments and ideas that cannot be proven empirically or falsified, are evaluated through a systematic analysis (Smith 1993:48). In this study, it might be necessary to reflect on certain definitions and clarify their position in the PPL process. It will be done systematically and in a very logical manner.

1.7. The Course of the Study

Chapter 1 is an introduction to the essay that orientates the reader as to what the problems and objectives are. It defines the research strategy and design and offers a plan of action for the progress of the essay.

In **Chapter 2**, five relevant motivational theories will be discussed and compared in order:

- to identify exactly what leads to motivation within any human being (in other words, what is the driving force or needs of people in general?);
- to create a generally acceptable motivational structure that is based on existing theories.

This structure will be looked at from a PPL perspective - the main aim being to establish exactly what inspires a person to want to make a change in his life. Making this change will lead to the commencement of his journey, towards his personal set goal. In this chapter attention will be paid to the first two research questions for this study.

Chapter 3 focuses on continuous motivation. In other words, it will focus on what keeps a person motivated and identify certain guidelines or methods that will encourage a person to persevere and attain his goal. Continuous motivation allows a person to reach his goal and prevents him from giving up.

In **Chapter 4**, the research questions will be answered by means of a summary, regarding motivation in PL - from the inspiration that lead the individual to the commencement of his journey to success, to the attainment of his goal or dream and the successful completion of his journey. This chapter will also highlight the guidelines for a possible course that will teach motivation and guidance to those who would like to undertake the personal journey of change themselves. A personal journey that will take them from where they are now, to where they would like to be.

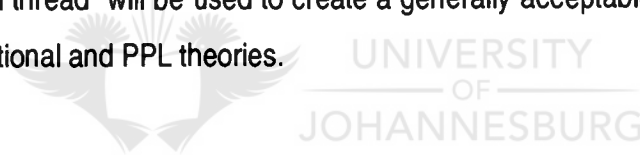
Chapter Two - Motivational Theories

2.1. Introduction

"We all have dreams . . . We all want to believe deep down in our souls that we have a special gift, that we can make a difference, that we can touch others in a special way, and that we can make the world a better place. At one time in our lives, we all had a vision for the quality of life that we desire and deserve. Yet, for many of us, those dreams have become so shrouded in the frustrations and routines of daily life that we no longer even make an effort to accomplish them. For far too many, the dream has dissipated - and with it, so has the will to shape our destinies. Many have lost the sense of certainty that creates the winner's edge . . . "and thus it is important to " . . . restore the dream and to make it real, to get each of us to remember and use the unlimited power that lies sleeping within us all."

Anthony Robbins
(in Robbins, A. 1992:19)

Motivation has to come from within, one has to be inspired to want to change. It is the inspiration that initiates change that really motivates the individual to move in the direction of his dreams or goals. Thus the aim of this chapter, is to identify what inspires a person to become motivated, to want to take action and make the necessary changes and start moving towards his personal set goal. This will be done by discussing motivational theories and then comparing them in order to find the "golden thread" that runs through them. This "golden thread" will be used to create a generally acceptable motivation structure that is based on existing motivational and PPL theories.



2.2. Motivational Theories

There are several motivational theories. Each of these psychologically based theories can be divided in one of two categories (Gibson, Ivancevich & Donnely, 1994:147) - *motivational content theories* and *motivational process theories*. Since the focus of this study is personal motivation, the motivational theories that concern the individual (in both the personal and professional environment), will be discussed. This chapter, specifically will focus on the *motivational content theories* and other applicable *PPL theories*. These theories are:

- 2.1. Maslow's theory of the hierarchy of needs;
- 2.2. Alderfer's ERG theory;
- 2.3. McClelland's three needs theory;
- 2.4. Herman's distinction between the two fundamental motives of life;
- 2.5. Covey's theory of the four fundamental needs.

The PPL-process consists of two main concepts: Personal Leadership and Professional Leadership. Personal motivation falls under Personal Leadership (PL), even though a person may need to be

motivated in a professional environment as well. For the purpose of this study, a person is seen as an individual in both the personal and professional environment. The above mentioned theories can each be seen as an important puzzle piece that, fitted in its right place, forms part of a bigger picture - personal leadership (PL), and ultimately, PL again, forms part of an even bigger picture - the PPL-process.

In essence, personal leadership is when an individual gets to know and understand himself well enough, to know what he wants and to be inspired to want to move in the direction of, and eventually attain, his personal set goal. The motivational theories discussed, support each other and confirm the PPL concept. They also offer a framework for a universal motivational structure that can be discussed in different levels or stages regarding personal motivation.

The theories will firstly be defined and discussed separately. Secondly, the theories will be summarised in a diagram - this will also form the basis of the universal motivational structure ("golden thread"). Thirdly, the focus will be on the integration of the various levels or stages within the universal motivational structure - with special focus on its role in personal leadership.

What are the fundamental motives for human motivation, and what inspires a person to implement a change in his life?

2.2.1. Maslow's theory of the hierarchy of needs

Abraham Maslow's famous needs hierarchy is often referred to as a self-actualisation model for people. Maslow reasoned that every human being has an internal need that pushes him towards self-actualisation (fulfillment) and personal superiority (DuBrin, 1988:32-33). According to Maslow's theory, an individual's lower level needs must be satisfied before higher level needs can be activated. This means that once a lower level need has been largely satisfied, it has a diminished impact on his behaviour. This offers the individual the freedom to move on, to move to the next higher-level need which in turn, becomes a major determinant of his behaviour (Cook, Hunsaker & Coffey, 1997:187-188).

Therefore, in order to provide inspiration for a change in behaviour, a person has to direct his attention to the next level of needs that seeks satisfaction (Mullins, 1996:491). Maslow defines human needs as physiological, safety and security, belongingness (social and love), esteem and self-actualisation. In his last years, Maslow revised his earlier theory and came to the realisation that the peak experience in his own life, was not "self-actualisation" but rather "self-transcendation", or living for a purpose higher than the

self (Covey, Merrill & Merrill, 1995:49). In other words, having a desire within you, to give more of yourself to others, or as Covey *et al* (1995:49) puts it: “...to leave a legacy”.

Maslow's hierarchy of needs can be seen in the illustration (see next page), and consists of the following levels:

Physiological - the need for food, drink, shelter and relief from pain (Gibson *et al* 1994:148-151). These most basic needs are often referred to as unlearned, primary needs. Once these needs are satisfied, a person begins to consider the next higher level of needs (Hodgetts, R.M. & Kuratko, D.F 1988:285-287). These needs are the strongest needs for if deprived, a person could or would die (Norwood, G. 1999:1-3).

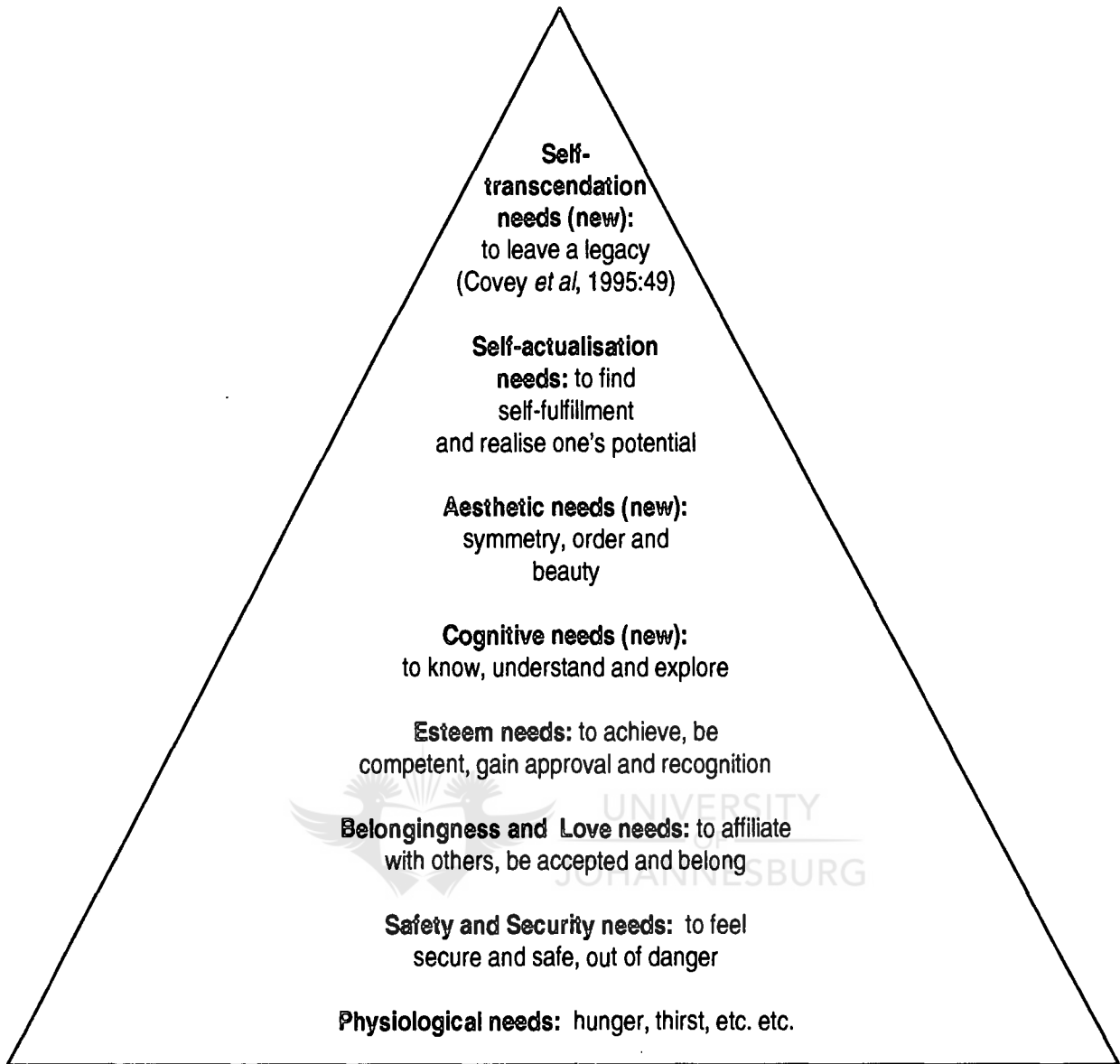
Safety and Security - the need for freedom from threat (Gibson *et al* 1994:148-151). This level represents the security or protection of a person's physical and emotional safety (Hodgetts *et al* 1988:285-287). This need is especially felt during emergencies and periods of disorganisation in the social structure, e.g. rioting and war (Norwood, 199:1-3).

Belongingness, social and love - the need for friendship, affiliation, interaction and love (Gibson *et al* 1994:148-151). A person's need for social interaction and a sense of belonging can be satisfied by giving and receiving friendship (Hodgetts *et al* 1988:285-287). Furthermore, a person can escape loneliness and alienation by giving love and affection (Norwood, 199:1-3).

Esteem - the need for self-esteem and for esteem from others (Gibson *et al* 1994:148-151). This is the need that allows a person to “feel good” about himself. These needs are satisfied by acquiring power and status (within the social group or by accomplishing a personal goal). The individual needs to feel important or worthwhile, and power and status provide a basis for these feelings (Hodgetts *et al* 1988:285-287). This need also includes the need to be heard, appreciated and wanted (Guffey, M.E. 1995:1-2).

Cognitive - the need of the inquiring mind. This need includes the need to know, to understand and to explore - the old, the new and the unknown... (Huitt, 1998:1-4)

Aesthetic - the need for beauty in one's life. It includes the need for symmetry, order and beauty (Huitt 1998:1-4).



Maslow's Hierarchy of needs (Huitt, W.G. 1998:1-4)

Self-actualisation - A person's need to fulfill himself by maximising the use of abilities, skills, and potential (Gibson *et al* 1994:148-151). This is the level at which a person tries to become all he is capable of becoming. Many people pursue this need when they strive for competence or achievement in a certain area (Hodgetts *et al* 1988:285-287).

Self-transcendation - This level represents the peak experience of a person's life. It is where the need to help others find self-fulfillment and realise their potential, is fulfilled (Huitt, 1998:2). At this level it is believed that a person wants to give more of himself to others, or as Covey *et al* (1995:49) puts it, it is an

inherent spiritual need to leave a legacy. This ability and need to leave a legacy allows a person to discover the true “fire” within himself that motivates him to do other things too.

Maslow's hierarchy of needs can be seen as a growth process through which every individual can go at his own pace. All human beings have the basic same needs and according to Maslow's theory, a person is motivated to move towards the next need, as soon as the current need is basically satisfied. However, it is also important to realise that if one of the basic needs are being threatened, the individual's energy will be focused on the lower more basic need. For example, if his life is being threatened by a high-jacker, the physiological need will be more important than the self-esteem need.

Because an individual's needs may vary at times, it is possible that the individual might move up and down the hierarchy. However, it is the internal drive within us all to be the best we can be and to reach self-transcendation, that motivates us to want to keep moving forwards or upwards towards our goals.

2.2.2. Alderfer's ERG theory

Clayton Alderfer took Maslow's theory and condensed it into three groups of basic needs: (E)xistence, (R)elatedness and (G)rowth (Bennett, R 1992:101). ERG is the acronym for these three words that form the basis of Alderfer's theory. A short definition of the three needs will be given and a parallel will be drawn between the needs of Alderfer's and Maslow's theories that correspond:

Existence need - this need is related to the basic survival and safety need that all people have, further it also corresponds to Maslow's first two needs - the physiological and safety needs (Hodgetts *et al* 1988:290). A person can satisfy these needs with food, air, water, pay (in the work environment) etc. (Gibson *et al*. 1994:152).

Relatedness need - Alderfer stresses the importance of interpersonal and social relationships with this need. It also corresponds to Maslow's safety, social and esteem needs of an interpersonal type (Hodgetts *et al* 1988:290). According to Cook *et al* (1997:188-189) the (R)elatedness need draws people together (interpersonal contact) for social-emotional acceptance, caring and status.

Growth need - this need focuses on a person's need and desire for personal development. He can satisfy this need by physically making creative or productive contributions to his life (Gibson *et al*. 1994:152). A direct line can be drawn between Alderfer's growth need and Maslow's esteem and self-

actualisation needs (Hodgetts *et al* 1988:290), since they are both based on personal growth and improvement. One could include the cognitive and aesthetic need that was added later (in the revised theory) as well as the most important need of all for a quality life: the need for self-transcendation.

According to the ERG theory, needs are a continuum rather than separate hierarchical levels, since more than one need may be activated at a given time and a person may progress up and down the hierarchy (Mullins, 1996:493-494). Alderfer suggested that the longer the two lower level needs are unfulfilled, the more they will be desired by the individual.

However, when the growth-need is thwarted, the individual will concentrate on attaining the need for relatedness and/or existence again (Cook *et al.* 1997:189). Alderfer's theory also suggests that lower-level needs do not have to be satisfied before the individual will experience a need to gain a higher-level need. However, the results of Alderfer's work support the idea that the strength of the lower-level needs will decrease as they become more satisfied. Mullins (1996:493-494) suggests that the ERG theory motivates a person to satisfy one or more sets of needs - if any of these needs are blocked at any level, the person will focus all his attention on satisfying the other needs.

In conclusion, Alderfer's ERG theory suggests that a person is motivated by three basic needs namely: (E)xistence, (R)elatedness and (G)rowth. The continuous strive and need of every human being to be satisfied on all three these levels, is the inspiration and driving force that motivates a person to move towards his personal goal.

2.2.3. McClelland's three needs theory

McClelland's three needs theory focuses on the social needs that a person has. These needs form an integrate part of who a person is, since a person stays an individual - even in a group. McClelland based his theory on the relationship between hunger needs and the extent to which images of food could dominate a person's thought process. Through his research, McClelland identified three motives or needs which are arousal-based and socially developed (Mullins 1996:498-499):

Need for Achievement (n-Ach) - This need is based on the desire to exceed some standard of behaviour (Swanepoel *et al.* 1998:355). It includes the need to excel and the need to be successful. Mullins (1996:498) suggests that people with strong achievement needs often have four characteristics in common:

- *a preference for moderate task difficulty* - this way a person not only achieves the challenging goal but he also has an opportunity to prove that he can do better.
- *personal responsibility for performance* - accomplishing the task by focusing on his own abilities will lead to the attainment of success and personal satisfaction.
- *the need for feedback* - clear and unambiguous feedback is necessary for a person to be able to determine his success or failure in accomplishing goals.
- *innovativeness* - these people always seem to move from one moderately challenging task to another - this search for variety allows them to find new ways of doing things which in turn motivates them to want to find more.

Achievement motivation varies from individual to individual - some people rate high while others rate low in achievement motivation. It is not equally important to everybody. McClelland's need for achievement and Maslow's need for esteem correlate since both of these needs have to do with the self-esteem, confidence, independence and freedom as well as esteem of others, which include prestige, recognition, status and appreciation.

Need for Power (n-Pow) - this is the need to have control over other people, the need to be influential (Swanepoel *et al* 1998:355). This need is exercised on behalf of other people because it is directed more towards the organisation and the attainment of group goals (Mullins, 1996:498-499). McClelland and Burnham differentiate between two types of power needs - personal power needs (the self-serving dominating person) and/or institutional power needs (the person who tempers the influence he has over other people with inhibition and self-control) (in Cook *et al* 1997:196). This need correlates with Maslow's need for esteem and Alderfer's (G)rowth need (competitive or professional growth)

Need for Affiliation (n-Aff) - this is the need that a person has for close and warm interpersonal relationships, the need to be both liked and accepted by others (Swanepoel *et al.* 1998:355). Cook *et al.* (1997:196) are of the opinion that this need is a learned motive to seek satisfaction from the quality of social and interpersonal relationships. This need is in line with Maslow's need for belongingness and love and Alderfer's (R)elatedness need.

2.2.4. Herman's distinction between the two fundamental motives of life

Hubert, J.M. Hermans (1986:9) suggested that a person is both, a whole and a part of a bigger whole. He based his theory on the theory of Empedocles who suggested that all matter is made up of four elements - water, fire, earth and air. These four elements form part of the individual's body and blood and in essence, a person thinks with this blood flowing through him, thus the four elements are seen as being a part of every human being.

There are two fundamental powers that interweave themselves into a person's life - love (which mixes the elements together) and struggle (which tries to push the elements away from each other). Love overpowers the two since the four elements are seen as one indivisible matter. Even in nature, there are two working powers - on the one hand, the organ is allowed to uphold himself while on the other hand the organ is subservient to another organ as a whole (the body). The best position for these powers is when the two are in equilibrium (Hermans 1986:9-11).

In the human being there are also two opposite "powers" that Hermans (1986:11-13) calls *the two fundamental motives for a person's existence*. These two fundamental motives are:

- 1 The strive towards self-affirmation
- 2 The search for connection with others

2.2.4.1. The strive towards self-affirmation - (Z-Motive = "self-motive") - this motive leads the person to self-affirmation, in other words, self-maintenance, self-defense and self-expansion (personal growth). The person usually tries to gain control over the one without losing control over the other. This means that a person tries to uphold the influence that he has already gained, while continuously trying to enlarge his circle of influence (Hermans, 1986:11-12). However, a person needs independence (a belief in himself and his abilities), which in turn gives him the power and freedom to influence and control his environment. The Z-Motive (self-motive) gives the person the necessary energy or drive to strive towards any goal or position within a social or friendly relationship (Hermans, 1986:11-12).

There is a destructive and a constructive side to the Z-Motive. The destructive side can be found in conflict situations, where one's own interests play a role - a person can feel split between the two points of view. The reason usually being that a person places himself in the other person's shoes in order to understand his point of view - this causes a person's own position to weaken a little. According to Hermans (1986:11-12) it is at this point where one experiences "hardening", since there is a discrepancy

between the two points of view, and it is quite human for a person to want to save face and maintain his position.

On the constructive side, the Z-motive offers the individual the necessary strength and energy to attain the goals that are of personal importance. The reason being that when a person is attuned to what he wants to do or accomplish, he tends to put a lot of effort and time into accomplishing the goal. The Z-Motive then gives the person the necessary strength, energy and self-confidence to face any resistance head on and persevere towards his goal (Hermans, 1986:11-12).

2.2.4.2. The search for connection with others - (A-Motive = "other-motive") - this motive is characterised by an involvement with someone or something in the environment. This can be compared to a partnership with others, where the individual perceives himself as being a part of a bigger whole. Herman's suggests that the whole is more important than the individual parts (Hermans, 1986:13). This motive includes an attitude of being of service to others (which corresponds with Maslow's self-actualisation and self-transcendation needs and Covey *et al's* "leaving a legacy").

The A-Motive is always present when a person "feels" things like, being connected with people or feeling warmth towards people. Especially when it is people that he has known for a long time, people he likes to surround himself with or even the things that he thinks or does (Hermans, 1986:13).

When a person thinks about something he tends to also experience the associated emotion. This can best be explained in the following example, even a fleeting introduction to someone, can leave an indelible impression on a person that can be recalled at the strangest times. The memory of the experience and the accompanied emotion will always be very special (Hermans, 1986:13).

The Z- and A-motive are fundamental motives for a person's existence for the following reasons (Hermans 1986:14-15):

- they encompass a variety of things that a person wishes, thinks or does in his life;
- they watch over a person's subconscious since a person is not always aware of how things fit into each other;
- they are always present - even in the most extreme cases - in any situation it forms part of being human;
- they are present in every human being - it is a human motive that exists within every culture.

In short, the essence of the *Z-Motive* is that the person experiences himself as being a whole. In relation to the environment, the person then experiences himself as being a part of the whole, and his role is to keep it stable and also to allow it to grow. With the *A-Motive*, the person experiences himself as being a part of something bigger than himself. According to Hermans (1986:14-15) this means that a person is both, a whole (an individual that can exist on his own) and a part of a whole bigger than himself (an individual in the society).

Since every person is different, it is important to remember that different people can do the same thing for different reasons, which could be driven by either the Z- or the A-Motive. In principle both these motives (the Z-Motive and the A-Motive) are of the same importance and every person tries to balance these two motives in their life. The way, in which the balance occurs however, depends on the person's history, experiences and life situation.

2.2.5. Covey's theory of the four fundamental needs

Covey suggests that a person can only live a quality life if he knows what the "first things" are in his life. There are three fundamental ideas that will empower him to find an answer to this crucial question: "*What are the 'first things' and how do we put them first in our lives?*". The three ideas are (Covey *et al.* 1995:44-59):

1. *to fulfill his four human needs and capacities* - because if they aren't met a person tends to feel incomplete;
2. *to discover the reality of his true north principles* - because he can create a quality life by aligning his life with his extrinsic realities;
3. *to understand the potentiality of his four human endowments* - these endowments reside between the things that happen to a person and his response to them, they also create the ultimate human freedom: the power to choose, to respond, to change.

The focus of this study is personal motivation therefore, only the first point - fulfilling the four fundamental needs and capacities of the human being - will be discussed. If a person's basic needs aren't met, that person tends to feel empty and incomplete. This proves that basic needs are fundamental to human fulfillment, and needs are important to everybody, whether they acknowledge it or not. A person can validate his needs in various ways, the most popular are (Covey *et al.* 1995:44):

- through his own experience;
- through the experience of other people;

- through the combined experience (his own and that of others)
- through experiences that stretch throughout time (this refers to classic, philosophical and inspirational literature that deals with the art of living).

Covey captures the essence of these needs in one phrase (1995:45):

“To Live, To Love, To Learn, To Leave A Legacy”.

The need to live represents our physical need for food, shelter, clothing, health and economic well-being (Covey *et al.* 1995:45). This corresponds with Maslow’s physiological, safety and security need (Gibson *et al.* 1994:148), Alderfer’s (E)xistence need and Hermans’ Z-Motive.

The need to love is related to our social need to be able to relate to other people, to feel that we belong, to love and to be loved (Covey *et al.* 1995:45). This need corresponds with Maslow’s belongingness need - both socially and personally - that entails the need for friendship, interaction, affiliation and love (Gibson *et al.* 1994:148). This correlates with Alderfer’s (R)elatedness need and Hermans’ A-Motive.

The need to learn (Covey *et al.* 1995:45) corresponds to our mental need to develop continuously and to grow - mentally, physically, spiritually, emotionally etc. The need to learn also corresponds with Maslow’s esteem and self-actualisation need - to fulfill oneself by using his abilities to the fullest (Gibson *et al.* 1994:148). The cognitive and aesthetic need that was only added to the hierarchy later, correlates with Covey *et al.*’s need to learn. Maslow’s latest needs are to know, to understand and to explore (cognitive need) and to find symmetry order and beauty in life (aesthetic need) (Smith, 1998:1). There is a golden thread that runs through Covey’s need to learn, Maslow’s need for self-actualisation, Alderfer’s (G)rowth need, McClelland’s n(Pow) and Hermans’ Z-Motive.

The need to leave a legacy (Covey *et al.* 1995:45,49) correlates with our spiritual need to make sense of our lives by having a sense of meaning, purpose, personal congruence and contribution. This need correlates with Maslow’s need for self-transcendence or the need to live for a purpose higher than the self. It also combines Alderfer’s three needs, McClelland’s three needs and Hermans’ Z-Motive.

According to Covey *et al.* (1995:45-46) each one of these four needs (to live, love, learn and leave a legacy) is of vital importance, for a person to live a balanced, well-rounded happy quality life. If a need should be unmet, it could reduce the quality of a person’s life; it could also become a black hole that

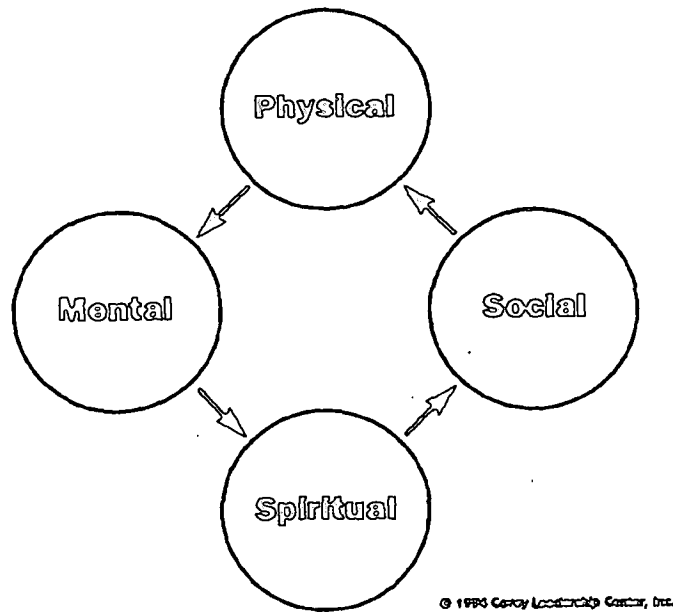
devours that person's energy and attention and drives him to urgency addiction. Not meeting a basic need may become a dominating and pressing factor that consumes a person and leads him to ignoring other needs, thus causing every dimension of his life to lose quality.

The key is to create balance and synergy among these four fundamental needs (to live, to love, to learn & to leave a legacy). The basic needs are real and deep and shouldn't be seen as separate "compartments", but rather as a whole that is highly interrelated. Furthermore, it is important to realise that these needs have a powerful synergy when they are together. Where these needs overlap, we find true inner balance, which leads to deep fulfillment and joy. Experiencing the area where these needs overlap (Covey et al. 1995:47-48), allows you to have meaning and purpose in your life that in turn gives context to fulfillment in all the dimensions of your life.

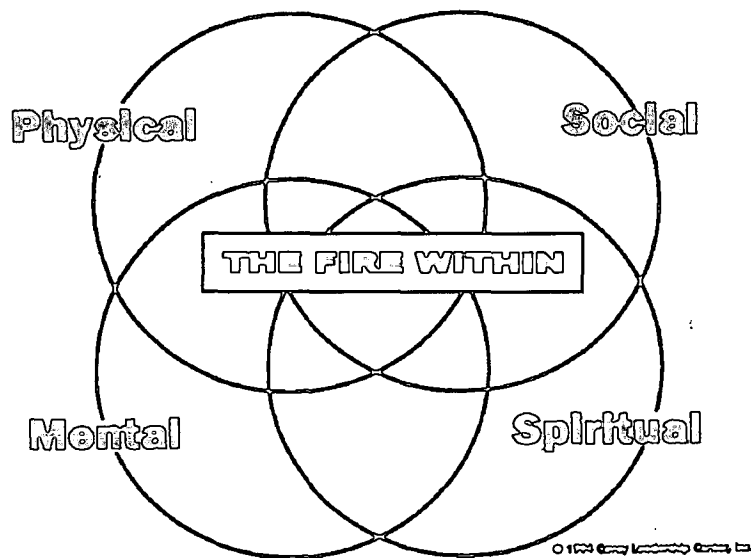
By seeing the inter-relatedness of the basic needs, it is clear that the key to meeting an unmet need is not in ignoring, but rather in addressing the other needs. Seeing a problem as part of a living, synergistic whole, is one of the strengths of personal leadership. Covey *et al* (1995:48), describes fulfilling the four needs in an integrated way as follow: *"..(it) is like combining elements in chemistry. When we reach a "critical mass" of integration, we experience spontaneous combustion - an explosion of inner synergy that ignites the fire within and gives vision, passion, and a spirit of adventure to life..."*

The "fire within" is our spiritual need to leave a legacy. This "fire" transforms all the other needs into "capacities of contributions" to other people's lives. Food, health, education, money and love is then seen as resources that will help a person to leave a legacy by reaching out and helping others fulfill their unmet needs (Covey et al. 1995:48-51). No matter what a person values, the reality is that each basic need, each area of human fulfillment is essential to adding quality to a person's life.

Balance is not running from one area of needs to another area, fast enough to spend enough time in each one on a regular basis (Covey *et al.* 1995:46).



The four basic needs need to interrelate and form a powerful synergy before the “fire within” that leads to quality of life, can be discovered (Covey *et al.* 1995:47-51).



2.3. The generally accepted motivational structure

	MASLOW'S Hierarchy of needs	ALDERFER'S ERG-theory	MCCLELLAND'S Three Social Needs Theory	HERMAN'S Two Motives for Living Theory	COVEY'S Four Fundamental Needs
STAGE 1 <i>Survival</i>	Physiological need Safety & Security need	Existence need		Z-Motive 1 (self)	To Live (Physical need)
STAGE 2 <i>Affiliation</i>	Affiliation need Esteem need	Relatedness need	Need for affiliation	A-Motive 1 (other)	To Love (Social need)
STAGE 3 <i>Growth</i>	Cognitive need Aesthetic need	Growth need (self)	Need for Power	Z-Motive 2 (self)	To Learn (Mental need)
STAGE 4 <i>Leaving a Legacy</i>	Self-actualisation need Self-transcendation need	Growth need (other)	Need for Achievement	A-Motive 2 (other)	To Leave a Legacy (Spiritual need)

The generally acceptable motivational structure ("golden thread") (derived from Smith, 1999)

2.4. Integrating the different stages of the generally accepted motivational structure - as seen from a PPL point of view

When one looks at the structure, which is a summary of the motivational theories (Smith, 1999) that have been discussed, there are important similarities. The different stages of each individual theory correspond with each other in such a way that the similarities can be divided into four major stages. These stages support each other and confirm the PPL concept. Each of these stages will be discussed, highlighting the similarities that the theories have in common and also focusing on the few differences and the reason why they are still of importance to this study.

Stage 1 - The basic needs for living (Survival)

This stage focuses on the basic needs that a human being has simply to survive. Thus the focus is mainly on the self (Herman's Z-Motive), since the physiological needs such as food and water is the main concern of the individual. Furthermore, this need also includes the need for safety, shelter and the need to avoid pain - a person will do whatever is needed to protect himself and to know and feel that he is safe. Maslow, Alderfer and Covey describe this need as the need to live or exist. McClelland's three needs theory doesn't focus on the basic needs of the individual, but rather on the social needs, therefore his theory doesn't play a role in the first stage.

Stage 2 - The need to be with others or to be accepted by others (Affiliation)

In this stage, the focus is on Hermans' A-Motive (the other), which correlates with the need to be in the company of other people, to be accepted, to be loved and to love (Covey). People need to feel that they belong, that they can relate to others (Alderfer) and that others are comfortable with them as well (McClelland). This need for affiliation forms the basis for the need for esteem - both self-esteem and esteem from others (Maslow). Esteem is what allows a person to feel that he belongs wherever he is. Among other things, a person can attain esteem by receiving recognition for his /her accomplishments.

Stage 3 - The need to grow - spiritually, mentally, emotionally, physically (Growth)

During this stage a person experiences the need to grow and improve all facets of his life. The focus returns to the self (Hermans' Z-Motive), and a person's cognitive and aesthetic needs become more important (Maslow). The need for personal growth (Alderfer), the need to learn (Covey) and the need for power and achievement (McClelland) becomes the next level of concern. A person feels the need to grow, in general, as soon as his basic needs are taken care of. Now, attaining success in both his personal and professional life (self-actualisation) becomes the goal or driving force of his life.

Stage 4 - The need to attain self-fulfillment by giving more of yourself to others (Leaving a Legacy)

This last stage focuses on the individual's need to attain total quality of life by giving to others rather than just attaining things for himself. This stage focuses on the other (Herman's A-Motive). Maslow, in his revised "Hierarchy of needs" theory, acknowledged that the peak experience in a person's life is not self-actualisation, but rather self-transcendation, where the person can feel that he is living for a purpose higher than the self (Covey, 1995:48-49).

Covey (1995:48-49) suggests that this is where the individual's spiritual need takes over and the need to leave a legacy becomes a burning desire - "the fire within". Recalling what Maslow used to say with regards to being or becoming the best a person can be: "*A musician must make music, an artist must paint, a poet must write if he is to be ultimately happy. What a man can be, he must be.*" (Zemke, R. 1998:59).

2.5. How does an inspired individual commence on his journey to personal success - and stay focused on the direction of his goals?

Even though the above mentioned theories focus on the individual's needs, it also forms the basis of the driving force that inspires an individual to want to move from one stage to the next. This movement ("*movere*" in Latin) is what people often refer to as "motivation". These stages offer a person the freedom to move up and down according to his individual needs even though everybody still has the same ultimate goal or ideal - to reach the stage of self-transcendation.

Thus, it is safe to conclude that self-transcendation can be reached by thinking of it as being a journey which ends at the top of a long flight of stairs. Every experience in a person's life represents one step in this flight of stairs, and each step brings the individual closer to his ultimate goal. These steps can also be seen as many attainable short term goals that lead to the ultimate goal - living for a purpose higher than the self - reaching self-transcendation.

In life, in general, people are motivated to get something that they want or need but don't have (Bellman, 1997:99-100). This is usually something material that can be attained through hard work. The idea of having money to buy the things that he doesn't have right now, inspires and motivates him to want to work harder, so that this dream or need can be fulfilled in the future. In doing so, he will not only get the money he had worked for, but also fulfill the material need. In a person's personal life though, he often has needs

that can not be fulfilled by working harder and/or earning more money. These are the needs that can not be bought.

To be inspired and motivated to attain the needs that can not be bought is not easy. Even though it might be an urgent need or want, if a person is not inspired to move towards a specific need or goal, nothing will happen. He could stagnate or get frustrated or maybe even become depressed. Personal success and happiness can be attained when a personal change or a paradigm shift occurs in a person's life. This means that he finally "sees" his life picture in another way - Covey (1989:29) refers to this as an "AHA!"-experience. This experience can help a person to focus on what is really important to him, since his whole life will kind of "click" into place.

Once a person has discovered the really important aspects of his life, he is able to set clear and specific goals and focus on what he wants. The clearer the goal, the bigger the inspiration will be to want to reach that goal, to want to make the dream come true, to want to climb another step and come even closer to self-transcendation. The clearer the goal, the more motivated the person will be to move forward, to develop a step by step plan that will help him to reach personal fulfillment by attaining the goal.

Once the goal is attained, and victory is tasted, the person will be motivated and inspired to set yet another clear personal goal. Thus, the most difficult part of the motivation exercise, is attaining the first personal set goal which in fact, gets the so-called "ball" rolling (or the person climbing). Thereafter, setting and attaining goals becomes a chain-reaction - the one automatically leads to the other. Another important fact to remember is, that the same person can have more than one goal simultaneously (Canfield & Hansen (1994:41) call this a "bountiful master visualisation" of a person's goals). Each one of these goals can be in a different stage of the structure, fulfilling different aspects his life, at the same time.

The generally acceptable motivational structure that has been discussed in this chapter, is not rigid - a person does not have to formally move from stage one to stage two etc. It is simply a way to demonstrate the different needs that lead to motivation in a person's life. The generally acceptable motivational structure is always in motion, the one stage flowing into the next, always trying to keep the person balanced and in equilibrium.

Since everybody's needs constantly change and are never exactly the same at any given time, the structure or rather, the position of the individual within the structure, can never be exactly the same either.

Just like a person's needs are always changing, an individual's position within this structure is always changing. Change is good, it promotes growth and stimulates the inspiration levels to want to do more, accomplish more, reach for higher dreams.

Inspiration (which leads to motivation) to want to move towards a certain goal, comes from expecting a certain outcome. This outcome can either be an internal desire or want or else, it could also be the fact that someone has convinced the individual that he will be able to accomplish something great. This internal want or belief that the dream or goal is attainable, will inspire the individual to get kick-started in the direction of the personal set goal.

Attaining the short term goals and experiencing life in all its facets, will allow the individual to climb the stairs to his ultimate goal namely self-transcendation, leaving a legacy or living for a purpose higher than the self. The whole process of reaching self-transcendation (the journey of life, in essence), leads to personal fulfillment or self-actualisation, which includes fulfilling or satisfying most of (if not all) the needs of an individual in each of the stages in the universal motivational structure.

In conclusion, the answer to the question: "How does an inspired individual commence on his journey to personal success - and stay focused on the direction of his goals?" would have to be the following:

A person can commence his journey by discovering what is really important to him in his life. When he knows what he wants, a clear picture of what he would like to accomplish in the future, can be formed or visualised. A realisation of what a person wants, can cause a positive paradigm shift ("AHA!"-experience) in thought. Once a person learns to visualise and affirm his dream, he can set definite personal goals. Which will inevitably inspire and motivate him to attain them. A clear picture/vision of the possible outcome is all that is necessary to inspire an individual to really want to change or cause a change in his life, which in turn could improve his quality of life and help him to attain self-transcendation.

Chapter Three - The Stepping Stones To Success

3.1 Introduction

In the previous chapter, motivation was defined as well as the reasons why people become motivated and often stay motivated. Each individual has different dreams and goals, but everybody has the same needs. It is imbedded in every human being, to want to fulfill all these needs. The big question is however, "How?". How can a person fulfill his needs and attain his goals simultaneously? How can a person stay motivated right to the end, without giving in or giving up?

The answer is simple, he has to discover and set the right personal goals. Personal and Professional Leadership facilitation has a potential motivational value since the facilitator can help a person to realise his full potential. Discovering and setting the right personal goals through facilitation, will help a person with the commencement of his journey to success (in popular psychology, this action is also referred to as a "kick-start" in the direction of his goal), and keep him motivated enough, to persevere and attain the goal. The main reason for this continuous motivation, will be that he is striving for something that he really *wants*.

Discovering his personal dreams or goals could be a life-long journey, but with a little introspection and a lot of honesty, anyone can be inspired to want to attain a goal and stay motivated until it is in his proverbial hands. Being motivated to attain a goal can change a person's whole life, in fact being motivated and staying motivated brings along inevitable changes. If these changes are made and accepted with a positive attitude, the happiness and success, the heights that could be attained are legion. In this chapter, the motivational process or path to attaining a person's goal, will be discussed, by focusing on the various methods that have motivational qualities. These methods, if followed, will keep a person moving in the direction of his goal - thus, keeping him motivated.

If a person feels that he needs to be motivated to attain a dream, goal or vision that he isn't living right now. What he is really saying is, that he is not happy with his current situation and that he feels the need, the inspiration or the want to make changes that could lead to his happiness. Thus one of the keys to success would be to implement positive change. It has been said that a change is as good as a holiday. But unfortunately, a person cannot simply try to change his life - he has to change the way he thinks about life; change the picture images he holds in his mind and represents his ingrained thinking. If a person can

learn to change the way he thinks, it will bring about change in all the areas of his life that are important to him (Staples, 1991:19).

**"WHEN YOU CHANGE YOUR THINKING,
you change your beliefs;
When you change your beliefs,
you change your expectations;
When you change your expectations,
you change your attitude;
When you change your attitude,
you change your behaviour;
When you change your behaviour,
you change your performance;
When you change your performance,
YOU CHANGE YOUR LIFE!"**

(Staples, W.D. 1991:18-19)

Beliefs represent the past decisions a person has made about himself that influence his expectations as to what he can accomplish (Staples, 1991:19). As a person goes through life, these decisions are repeated unconsciously, they control a person's life continuously, they direct his behaviour and ultimately, they even determine his level of performance.

Change requires two things: self-awareness and pro-activity (Covey 1989:81-82). Change could mean that a person will start to act differently than before. Being "different" means "...a real shift in values and beliefs..." that can only happen when a person examines, the core of himself and what drives him to behave the way that he does - thus he needs to take a close look at the way things are now, and the way he would like things to be (Bentley, T. 1997:28-29).

A person can become more self-aware regarding his degree of pro-activity by looking at what or where he focuses most of his time and energy. Each person has a wide range of concerns that could be subdivided into two categories - concerns over which a person has no real control ("circle of concerns") vs. concerns that he can do something about ("circle of influence"). By discovering in which circle he focuses most of his time and energy, a person can determine his degree of pro-activity (Covey, 1989:81-82). Being pro-active, allows a person to focus all his efforts in the "circle of influence" - the things he can do something about. Covey (1989:83) suggests that the energy a person puts into this "circle of influence" is positive, enlarging and magnifying, which in turn causes the circle to grow.

Taking all this into consideration, it is obvious that another key to success, lies in a person's way of thinking. Thus the logical assumption would be that if a person could change his quality of thinking, he

could also change the quality of his life. Earl Nightingale was of the opinion that one of life's strangest secrets is: "You are what you think" or "You become what you think about" (Staples, 1991:26). Even the Bible tells us in Proverbs 23:7 that "As a man thinks within himself, so is he" (Maxwell, J.C. 1993:132). Thus, one could say that through a person's thoughts, incredible heights can be attained...

The power to change the way in which a person thinks, lies within himself; in his capacity to think and within his capacity to change his attitude. It will give him the freedom to grow and develop, to experience life and to climb another step closer to his ultimate goal. It will also help a person to reach what Maslow defines as a peak experience in a person's life: "self-transcendation", or living for a purpose higher than self (Covey, 1995:49).

In *Chapter Two* the focus was on what motivation is and how it works. It is clear that a person needs to get pushed or pulled ("kick-started") in the direction of his goal, in order to commence on his journey to success. This "force" (motivation) that helps a person to attain his goal is usually due to an inspiration to want to attain a specific personal vision, dream or goal. There are various ways in which a person can be inspired and motivated to attain his goal. The journey that leads to success or the attainment of a personal goal, is full of obstacles that need to and can be overcome.

As said before, in this chapter, the motivational process, path or journey to attaining a person's goal will be discussed. The focus will be on various methods that have motivational qualities - these methods will be referred to as "*The stepping stones to success*". It entails various steps that a person can follow in order to stay motivated, to keep moving in the direction of his goal(s) until they are attained. Each step can be discussed in depth, but since the focus of this study is continuous personal motivation, only the role that these steps play in the process of keeping a person motivated and moving in the direction of his goal, will be discussed.

3.2 The stepping stones to success

"*The stepping stones to success*" is a process, based on existing theories, that consists of a few steps or exercises that could help a person to stay motivated and attain his goal. Each step can be discussed in detail, but for the purpose of this essay, they will only be defined in short, with an example where possible. Each one of these steps is very important for the motivational process. The one step leads to the next, creating a push-pull reaction that acts like a driving force towards the personal goal, vision or dream.

While still keeping the ultimate goal in mind - striving for self-transcendation, a purpose higher than the self or leaving an amazing and unforgettable legacy!

Step 1 - Find your purpose in life

Having a purpose gives meaning to life and also offers a person a reason to persevere and attain his goals. In general "purpose" can be defined in many ways, the most popular definitions and ideas will be discussed in order to offer a clear and comprehensive idea of what "purpose" is.

In his book *"First Things First"*, Covey (1995:46-51) discusses the four needs of a human being that are real, deep and highly interrelated: *"the need to live, to learn, to love and to leave a legacy"*. When these four needs are fulfilled in an integrated way, they come together and form an inner synergy that Covey (1995:48) describes as: *"...an explosion of inner synergy that ignites the fire within and gives vision, passion, and a spirit of adventure to life"*. In essence it is this fire within each one of us, that motivates us to do things, since we all have a need to leave a legacy.

Maslow, a modern psychologist, developed a "hierarchy of needs" in which he identified the highest human experience - *"self-actualisation"*. He later revised this theory and acknowledged that the peak experience of his life was *"self-transcendation"*, or *"...living for a purpose higher than the self..."* (Covey 1995:49).

According to Millman (1998:34) a person needs more than willpower to complete his journey to success. A person needs a direction, task, goal, mission and most importantly, a purpose that has meaning to him, since every person's purpose in life is different. Myles Munroe (1993:37) is of the opinion that purpose is the original intent, the original reason for the creation or "existence of a thing". He also believes that when a person discovers his personal purpose for his life, he is actually finding reason and meaning for his life.

Canfield & Hansen (1994:28) define purpose as follows: *"A purpose is the underlying direction that gives meaning to our goals"*. A purpose is often spiritual in nature, yet it is important to understand that a person may have hundreds of goals - but only one single purpose that he spends his whole life working towards. For a person to discover his purpose in life, he needs to go deep within himself and ask: "If I knew my life purpose, what would it be?". Canfield *et al.* (1994:29) are of the opinion that the purpose will unfold itself - then, all a person needs to do, is write it down.

The relationship of purpose to results can be explained as follow (Canfield *et al.* 1994:29):

PURPOSE = Why
GOAL = What
ACTION-STRATEGY = How

The purpose is the “*why*” that determines the “*what*” which are a person’s goals. In turn a person’s goals determine the “*how*” or the actions and strategies that are used to attain the goals and achieve the results he really wants. Once a person’s purpose is discovered, he experiences life as being more meaningful. Experiencing life as being more meaningful could change his attitude and help him to make the necessary positive changes in his life.

The philosopher Seneca said: “*It’s not because things are difficult that we do not dare. It’s because we do not dare that they are difficult.*” To bring a greater sense of adventure and passion into a person’s life, he has to move out of his comfort zone and take risks - meet new friends, try a new hobby, take a new job or do whatever it is that he has always dreaded (Sharma, R .S 1998). According to Manz (1992:52), a sense of purpose involves helping or expressing goodwill towards others. He suggests that a person may never fully understand the altruistic urge, but that the essence of purpose may be centered in the simple idea of helping fellow humans.



“Living for a purpose higher than the self” is easier understood through the eyes of Frankl. Frankl (Covey, 1989:60-70) was a psychiatrist who was imprisoned in the Nazi Germany death camps, where he experienced horrific things. It was during this time that Frankl became aware of what he later called: “the last of the human freedoms”. He discovered a freedom that the Nazi’s couldn’t take away from him - the freedom to decide for himself how all the things that happened to him, were going to affect him. According to Covey (1989:69-70), Frankl used his self-awareness (a human endowment) to discover a very important principle of the nature of man: “*Between stimulus and response, man has the freedom to choose*”.

Thus, Frankl chose to find a reason to exist in the concentration camp - he later called this: existentialism. Frankl (1984:9) defined the central theme of existentialism as follow: “... *to live is to suffer, to survive is to find meaning in the suffering. If there is a purpose in life at all, there must be a purpose in suffering and in dying.*” Frankl also suggests that no man can tell or explain to another what this purpose is, for it is something that each must find out for himself. Finding this purpose brings with it a responsibility that each person has to accept for himself.

Since a person has an inherent ability to think and to choose his attitude in a given set of circumstances (Frankl 1984:9), a person also has the ability to make his dreams come true. *“He who has a why to live, can bear with almost any how.”* (Nietzsche in Frankl, 1984:9).

When a person clearly understands his own personal purpose for living, he will demonstrate a high level of energy and exude a “can-do” attitude (Sath, V. & Smart, G.H. 1997:418). He will also experience a sense of limitless potential despite limited resources. Sath *et al.* (1997:420) explains the meaning of “purpose” and “motivation” with the following analogy: In a rowboat, “purpose” is knowing what direction a person is heading in; “motivation” is how hard he is rowing. It is the combination of the two that makes up a person’s ambition to want to attain his dreams or goals.

When a person discovers his purpose in life and has a specific reason for living, he also fulfills his need to live. Thus, the first of the four needs that every human being has - the first level of the generally accepted motivational structure (“survival”) - is fulfilled. The need to move towards and to fulfill the next level of needs will motivate this person to constantly grow, improve, stay positive and move in the direction of his goals.



Step 2 - Personal Mastery

Peter Senge (1990:142-151) is of the opinion that a person needs to undergo a growth process in which he learns to know himself, before he can attain his goals - this process is called “personal mastery”. For personal mastery to become a discipline in a person’s life, it embodies two very important movements (Senge 1990:142-151). The first is to continuously clarify what is important - in other words, to have a clear view of what he is aiming for. The second is to continuously learn how to see current reality more clearly - to know where he is now.

This is also the basis of personal leadership, to have a clear understanding of a who person is, where in his life plan he is (at present), and where he wishes to go. When this is established, a person is usually inspired and motivated to want to make the necessary changes that will lead to this dream, goal or vision in the future.

Personal mastery suggests "... a special level of proficiency in every aspect of life - personal and professional." (Senge, 1990:142). If a person has a high level of personal mastery, he also has a special sense of purpose that lies behind his visions and goals. A sense of purpose makes a person's vision a calling rather than an idea. A sense of personal mastery can be developed, by approaching it as a discipline. The following principles and practices are needed to enable a person to continually expand his personal mastery (Senge 1990:147):

Personal Vision

Personal vision is a feeling of what a person wants, and it comes from within. Purpose is an individual's sense of why he is alive (Senge, 1990:147-148). A person's personal vision can create moments when work simply flows fluently, personal vision is the goal that pulls this person forwards and makes all his work worthwhile.

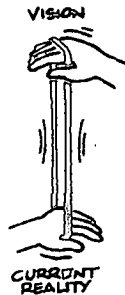
"Vision" and "purpose" is not the same thing. "Purpose" is similar to a direction or a general heading, it is abstract - for example: "Being the best I can be". "Vision" is a specific destination, a concrete vision of a desired future - for example: "A man on the moon by the end of the 1960's". Thus vision without a sense of purpose is just a good idea. It is something a person desires for its value. That is why personal mastery should be approached as a discipline - a process of continually focusing on what a person really wants - his vision (Senge 1990:148-149).

Holding Creative Tension

There is a definite gap between a person's vision and his current reality. This gap can discourage a person and make him feel hopeless, or it can be a great source of energy, since it creates a need for an action - for the current reality to move towards the vision. This gap is "...the source of creative energy..." - Senge (1990:150) calls it "creative tension". Creative tension is extremely important because it keeps a person *aware* of where he is and where he would like to be.

"The juxtaposition of vision (knowing what he wants) and a clear picture of his current reality (where a person stands relative to what he wants) generates 'creative tension'". This tension has a natural tendency to seek resolution by bringing them (vision and reality) together. Personal mastery teaches a person to generate and sustain this creative tension in his life (Senge 1990:141-142). "Creative tension" is the driving force that keeps a person moving in the direction of his goal. It is the push-pull force that becomes the continuous motivation that drives a person towards his goal.

Creative tension can be explained by the following exercise (Senge, 1990:150-151). Stretch a rubber band between your hands - the one hand representing your "vision" and the other your "current reality". This rubber band creates tension when stretched, which also represents the tension between your vision and current reality. Tension seeks to be resolved or released which means that the creative tension between a person's vision and current reality will also need to be resolved or released. There are two ways in which it can happen - the rubber band can either pull the current reality towards the vision or the



vision towards the current reality. The ideal, is for a person to hold steady to the vision (the one pole of creative tension that is always under your personal control).

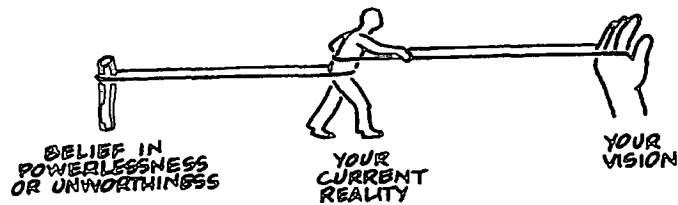
Creative tension can often lead to feelings or emotions associated with anxiety and people often confuse creative tension with emotional tension. If a person fails to distinguish between these two types of tension he could lower his vision. Lowering the vision, relieves emotional tension and reduces the uncomfortable feelings that usually accompany change, but unfortunately, it also means that he has to abandon what he truly wants - his vision (Senge 1990:151-152). Changing the vision is easy, but changing reality takes time. Ideally a person needs to deal with emotional tension, then the vision will become an active force that can keep the person motivated and moving in the direction of his goal, dream or vision.

"Structural Conflict"

This kind of conflict is derived from the deep beliefs people harbour within themselves. These beliefs are contrary to personal mastery and they are *"...below the level of conscious awareness..."* (Senge 1990:155). It is the little voice inside a person that makes a person doubt himself, and his ability to fulfill his desires. This belief can make a person experience powerlessness and unworthiness which creates a force that could prevent a person from achieving what he really wants (Senge, 1990:156).

The contradiction of a person's belief system can be explained with the following metaphor (Senge, 1990:156-157): Imagine a rubber band (symbolising creative tension) pulling you from your *current reality* towards your *goal, dream or vision*. Now imagine a second rubber band that is anchored to the *belief of*

powerlessness or unworthiness - this rubber band creates tension between your belief of powerlessness or unworthiness and your current reality. This conflict is called “structural conflict” which in essence, simultaneously pulls a person towards and away from what he wants.

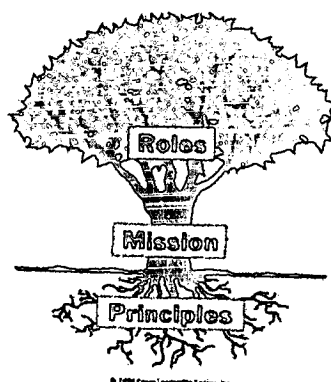


A person can only really overcome a *structural conflict* that arises from his deep underlying beliefs, by changing his beliefs. And beliefs can only change gradually as a person accumulates new experiences and develops his personal mastery (Senge 1990:158-159).

Step 3 - Set your goals

Before a person can set his goals, it is important that he is aware of his roles, and then to set appropriate goals. The different roles that a person plays are integrated in his life. If he focuses on one role at a time he will develop a scarcity chronos mentality - in other words a feeling of “if one role wins the other one loses”, because this person will start to believe that there isn’t enough time to do everything he would like to do. Principles empower a person with an abundance mentality (believing that there is more than enough for everybody), thinking win-win with all the roles in his life (Covey *et al.* 1995:124).

A person’s roles are like the branches of a living tree, that grow naturally out of a common trunk (a person’s mission - the unique fulfillment of his needs and capacities) and common roots (“personal principles that give sustenance to life”). These branches (a person’s roles) become the channels through which he lives, loves, learns and leaves a legacy (Covey *et al.* 1995:124-125).



In order to achieve anything in life, a person has to know where he wants to go. Once that has been determined a person can plot a course from where he is now, to where he would like to be (Andreas, S & Faulkner, C. 1997:304). Having a vision gives passion and energy to a person's roles (Covey *et al.* 1995:125).

Richard Bandler (in Andreas *et al.* 1997:304-305) remarks that most people are aware of what they like and what they don't like. He further suggests that people can sub-divide their likes and dislikes into what they want or like but don't have; or what they don't like or don't want but have. Everybody can begin by writing down what they really like about themselves, and then proceed by filling in the following columns (make sure that everything that is written down is real and specific): Want & have; Don't want & have; Want & don't have and Don't want & don't have.

Bellman (1997:99) suggests that potential growth can be found in those things that people need but do not have however, he warns that people should be absolutely sure that they really need it before working hard for it. Last but not least, the most important thing that people should remember, is the things that they need and already have.

As soon as a person has determined what his roles are and what his wants, have's, likes and dislikes are, it is time to set definite goals that he can envision, so that he can set up an action plan to attain his goal(s). Robbins (1992:289) believes that there are four main areas that should be covered when a person sets goals, namely: Personal development goals; Career/business/economics goals; Toys/adventure goals, and Contribution goals. He also believes that a person should feel free and dream without ever hesitating or censoring the dream. Robbins suggests that a person constantly asks himself the following: *"what would I want for my life if I knew I could have it any way I wanted it? What would I go for if I knew I could not fail?"*

"Setting goals is the first step in turning the invisible into the visible - the foundation for all success in life." (Robbins, 1992:274-275). Whenever a goal is set, it needs to be followed immediately by both, the development of an action plan, and an enormous and consistent action towards the fulfillment of the goal. When the goals are set, the person has committed to and acknowledged the need for **CANI** (**C**onstant **A**nd **N**ever-ending **I**mprovement) (Robbins, 1992:280).

A person has to expand his imagination - dream the "impossible" dream, take the time and visualise what he would like and where he would like to be. He has to crystallise his goals by asking himself: "What do I really want?" (Canfield *et al.* 1994:22). Soon, this person will have an answer - and, once he has verbalised what he really wants, the conscious mind will have been engaged.

Next, a person needs to write down his goal(s). A written goal is like a magnet, it pulls a person towards the goal and it becomes a commitment "...to do it..." (Canfield *et al.* 1994:22). A person should never compromise when he writes down his goals - he must write what he wants. Incredible goals will lead to incredible results! (Canfield *et al.* 1994:25).

Canfield *et al.* (1994:23-24) suggest that a person should write down too many goals, for the following reasons:

1. different goals have different gestation periods - some goals are accomplished easy while others may take years;
2. when a person reaches his goal, it loses its power and importance to the person - a person then needs another goal to focus on immediately thereafter, or else there is no satisfaction in attaining the goal and he can enter mild to severe depression;
3. the rule of the universe is abundance - therefore, anything a person wants is within reach if he is willing to work towards it. Why should he settle for anything less?

Meyer (1993:1) remarks that there is no formula that can "*guarantee to sustain self-motivation ... every moment of the day*". Such a formula wouldn't be desirable since life is "*...an endless cycle of vigorous, active periods followed by rest and repose which are also goal-directed activities*".

He further suggests that a person cannot "succeed" by accident, coincidence or luck. True success is the development of the potential for personal leadership and achievement and the results depend entirely on the individual. Thoughts, habits, attitudes and emotions need to be examined, since these characteristics make those people who have succeeded, stand out "*...a little more than average*" (Meyer, 1993:2).

According to Meyer (1993:2-9), there are five success essentials that a person needs, to develop his self-motivation and personal leadership:

1. **Crystallised thinking** - a person needs to know himself and where he wants to go - he also needs an objective response to the future and his decision making. If a person is not totally satisfied with his progress compared to his capabilities, it is because his thinking is not crystallised.
2. **Written plans and target dates** - if a person's goals are clearly drawn, he can eliminate confusion and conjecture. By writing down goals and target dates for their achievement, procrastination can be minimised. Writing will crystallise a person's thoughts, which in turn will motivate action in the direction of the vision, dream or goal.
3. **A desire for leadership** - a person needs to develop a burning desire within himself for the things that he would like to accomplish. By having a desire, he can put his plans and intentions into action. He can arouse, stimulate and control his desire because it comes from within. The more clearly a person visualises his goals, the easier he will be able to kindle his desire.
4. **Supreme self-confidence** - Attitudes and habits govern a person's actions. This is why a person can't change conscious actions before he has changed his attitudes and basic habits of thinking. A deep commitment to a sound philosophy of life, developing non-threatening attitudes that lead to harmony and productivity and a realistic outlook on life will help a person to transform his dreams into realities and help him to work progressively towards achievement.
5. **Unshakable determination** - Each person has to set himself a realistic standard and then set his goals accordingly. He can now feel determined, because he knows not only that he is right, but also why he is right. He has to develop a "stick-to-it-iveness" (an iron-willed determination to achieve personal goals) no matter what other people think, do or say. This kind of resolve comes from a person knowing why he is right and having a deep commitment to the goal that he values highly.

Once a person has followed these steps to set his goals, and develop his self-motivation, he will find that it is easier to stay focused on a specific goal. By visualising his goal and the possible obstacles that could occur on his journey to his goal, he could prepare himself on what to expect and how to handle it. Having an idea of what could happen will help to constantly keep him moving in the direction of his goal(s) - thus staying motivated.

Step 4 - Focus your energy

A person has to focus on his purpose or goal, by visualising exactly what he wants - it will allow him to "see within his mind", and it will empower him to create the future he wants (Canfield et al. 1994:40-42). Visualisation and positive thinking should become a habit. A person has to practice thinking, seeing and

feeling positively, creatively and constructively. Changes will inevitably occur in a person's life when he sets his goals. A change in attitude, thought, behaviour and habits are but a few that can be mentioned. Covey (1989:43) is of the opinion that a lasting change can only occur if a person has an "inside-out" approach.

"Inside-out" means that a person needs to do introspection, change things within himself first and then apply these changes, before he can blame anyone else for his circumstances. "Inside-out" is a continuous process of renewal which, is based on natural laws of life that govern human growth and progress. "Inside-out" is an upward spiral of growth that leads to "... progressively higher forms of responsible independence and effective interdependence..." (Covey, 1989:43).

When a person practices the "inside-out" approach in his life, he focuses on what *he* can do to improve the current situation. Once he realises that he can really make a difference, it is this 'difference' that motivates him to try and apply "inside-out" in more areas of his life. Trying the "inside-out" approach in other areas in turn leads to continuous motivation.

Andreas & Faulkner (1997:56-60) are of the opinion that most people need a motivation strategy when they don't feel like doing something but they want it done. Even though everybody wants results, getting excited about the process is a different story. Neuro Linguistic Programming (NLP) suggests that a person is either motivated to move "towards" or "away from" something. The "towards" approach is more goal-directed while the *away from* orientation is directed toward identifying and solving problems. No matter which approach a person uses to reach his goal, he always has to focus on the goal.

Focus starts by visualising the dream, vision or goal. The NLP process has an easy exercise that a person can follow to visualise his goal. The process suggests that a person imagines himself making a movie of his own future life. As a director, he has the ability to make anything he wants, happen. By envisioning the future that he really wants, by envisioning the big picture of his life, he will be able to develop a plan and a mission so that he can live his life fully. Once this exercise is completed, he has a definite goal in mind - a mission. A purpose that lures him into the future (Andreas et al. 1997:79-80).

The world with all its dimensions changes everyday. The irony of success is that it is a paradox: the things that lead a person to success, are not the things that keep the person there. The Sigmoid Curve (S-Curve) is the s-shaped curve that is used to summarises life and all its cycles and dimensions. It

symbolises the “rise and fall” of a person’s life journey to success - just as he attains success, something happens and he loses it (Handy, C 1995:49-54). The secret to “constant growth” is in realising that he, as a person must never accept that he has “arrived”, and that there is no need for him to grow or learn anymore. On a personal level, the philosophy of “increased expectations create change” (Crom, M. 1998:S6), can encourage a person to take a chance and do more than is expected from him in general, or to do more than he expects from himself.

The wheel of life turns, a person completes one cycle of life and then, a new cycle or phase of life needs to be started. Success can only be attained if a new phase or curve is started before the old one is completed (Handy, C 1995:49-54). “Change is part of the fabric of our lives and always has been” (Posen, 1998:18-19). There are three facts about change that can help a person feel more comfortable with it: it is inevitable; it is necessary and it makes things better.

The s-curve will be described in short (Brahma Kumaris, 2-3). The first curve is the old paradigm, the old way of thinking, before change occurs. The second curve represents the new paradigm, the new way of thinking, a new beginning in the direction of the personal set goal/vision. The two paradigms will be analysed as follows:

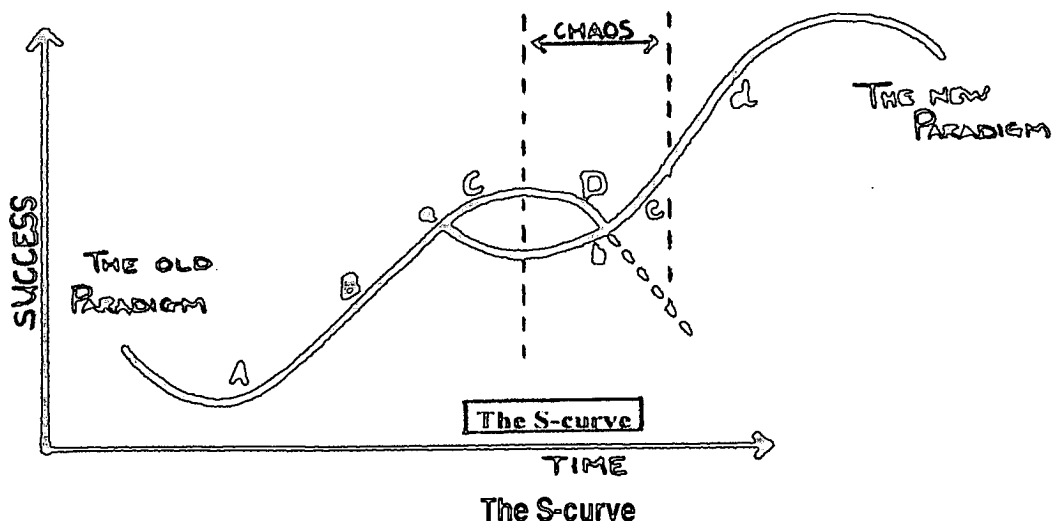


OLD PARADIGM
(The life cycle)

- A = birth
- B = growth
- C = maturity
- D = decline
- E = change / death

NEW PARADIGM
(The Transformation Process)

- a = disenchantment with old
- b = resistance and chaos
- c = breakthrough
- d = new growth



“Everything that has a beginning has an end. Make your peace with that and all will be well.”
The Buddha (in Posen, 1998:15)

Change is an ongoing, natural and inevitable process, with a beginning, middle and end. The Sigmoid Curve (S-Curve) also has a beginning, a rise, a crest and then an inevitable decline (Posen, 1998:16). Experiencing stress and uncertainty during change, is normal. It is during this stage that the old paradigm comes to an end and the new one starts - this period is called: “chaos”. *Status* is the forces of resistance and *desirability* is the change forces that help to determine the strategies that a person will use to implement change in his life - strategies that will make the transformation process from the old to the new paradigm easier (Johnson & Koopman 1994:17-18).

Both (resistance and change forces) have to be looked at in order to understand the stages of each S-Curve. (A) is the birth of the phase, it is a learning phase that requires a re-awakening (during this time, both the forces of resistance and change are low). In (B) growth takes place. Having a strong purpose in life will help a person to regenerate his pattern of values and grow to higher levels - spiritually, emotionally, mentally and possibly even physically (depending on the goal) (Johnson & Koopman 1994:17-18).

It is during this time of growth, just before maturity occurs, that a person should come up with an idea for a new phase in his life. This idea usually arises due to disenchantment with the old paradigm (a). The tension between the status and the desirability becomes apparent, resisting forces are weak while change forces are strong. This is the stage of reformation where the old paradigm starts to decline in performance (D) and the new paradigm starts to grow due to a value driven behaviour that “pulls” the new vision forward (b), towards the new goal, vision or dream.

During this stage, the new paradigm (b) undergoes quite a lot of resistance and chaos but with a little perseverance and a positive attitude, the person will get through it and be well on his way to break through and pass the old paradigm (c). In the mean time, the old paradigm has either died or changed by adapting to the new paradigm (E). Now the new paradigm can experience new growth (d). With time this “new paradigm” will go through the same stages as the “old paradigm”. As soon as the individual feels the need to start a new phase in his life, the “new paradigm” will become the “old paradigm” and the new idea will take off at (a) and generate yet another s-curve in that person’s life. The person will break with the past and force a new alignment of vision, purpose and values to his life.

It is important to realise that changes are very necessary and normal. *"If we do not choose to go through the discomfort of moving from dis-empowerment to empowerment, we will be left behind in this rapidly changing world and eventually be faced with the ultimate consequence of dis-empowerment - personal and professional failure"* (Gluckman, S. 1996:16).

The last two stepping stones (3 and 4) allow a person to fulfill his need to learn, now the next level of needs will pull him closer to his dream, goal or vision.

Step 5 - Affirm yourself

A person needs to believe in himself and his ability to accomplish his personally set goal. He can do this by using affirmations. An affirmation is a statement or a belief (Canfield *et al.* 1994:56), that tells your sub-conscious mind what to believe and think. The "sub-conscious" is the cause of the effect, if it is told positive things, it will believe these things and make them happen. In other words, the cause of success is positive input to the sub-conscious, which in turn will lead to positive results.

Dr Napoleon Hill said: *"Whatever the mind can conceive and believe, the mind can achieve"*. Only when a person *believes* that he can achieve a goal, can he truly do it. However, this belief needs to be affirmed, and it can be done in the following way (Canfield *et al.* 1994:59-60):

1. ***By standing***. It will bring the person's full consciousness to attention, increase his energy, enthusiasm and power.
2. ***By taking the index finger and the center finger of his hand and jabbing himself in the center of his chest*** - it engages the touch and feeling senses and allows him to engage his full attention.
3. While a person is jabbing himself, he needs ***to utter a statement or affirmation*** in a loud and clear voice and truly mean what he is saying.

It is important for a person to affirm himself as often as possible. Affirming the self should become a habit, something he does without even thinking. When deciding what to affirm, a person needs to have a crystallised idea of his purpose and goals. The best would be for him to have a main affirmation that he can constantly repeat, and other affirmations that are used when needed (Canfield *et al.* 1994:60-61). Amazing results have been achieved through writing down goals, visualising these goals and also affirming the self. The "inside-out" approach mentioned earlier should also be applied here - a person

should not only affirm himself and his goals, but also other people and their abilities to reach their goals (Canfield *et al.* 1994:64-67), by being an example to others.

According to Covey (1989:133), good affirmations have five basic ingredients: they are personal, positive, present tense, visual and emotional. The positive energy generated through self-affirmations will push a person forward towards his goals, towards the next short-term goal or stepping-stone.

The motivational need to love and be loved, as well as the need to learn can be fulfilled while this step is mastered.

Step 6 - Set Action Plans

Having an action plan, means that a person has thought about who he is and where he is going in life, in fact he has even figured out how to get there. Now all he has to do is follow a plan that will help him to get there. With action plans, the person is almost half way there - the different steps (or short-term goals) of the action plan will be the driving force that will keep him motivated until the goal is attained.

Covey (1989:97-99) suggests: *"Begin with end in mind"*. Visualisation is the first step to "seeing" where a person would like to be or what he would like to accomplish. It helps him to touch some of his deep fundamental values and establish contact with his *"inner guidance system"* - the heart of his circle of influence. *"Beginning with the end in mind"* means that the person can start a project with a clear idea of his destination. He will not only understand where he is now, but also know exactly where he is going - this will ensure that the steps he takes are always in the right direction, the direction of his vision, goal or dream (Covey 1989:98).

In order to stay motivated, a person's progress has to be planned carefully: hour-by-hour, day-by-day, month-by-month. Organising his activities can help a person to maintain enthusiasm and feel empowered (Meyer, 1999:1). According to Andreas & Faulkner (1997:134-135), the NLP process has a 7-step exercise to develop a plan of action that will help a person to achieve his goal. These steps need to be repeated for them to become a habit - "automatic":

1. **Visit the goal** - a person must imagine his dream coming true; imagine it being real; sensing the feelings, the thoughts and even the date and time.

2. **See the future** - now the person needs to look deeper into the future and see how his mission continues to unfold in the future.
3. **See the past** - (when at his future destination) he has to look back and focus on the pathway that brought him to where he is now (the place he would like to be at in the future).
4. **Walk back along the side of the pathway** - The person now has to imagine walking back along the path that brought him to where he is now (in the future). He has to notice the obstacles that need to be overcome and he has to notice the people who helped him. Furthermore he must watch, hear and enjoy the experiences that made the achievement of the goal possible. If anything seems fuzzy, the person needs to gather more information on that issue/part of the pathway.
5. **Notice specific steps on the pathway** - he has to focus on the specific resources, abilities, actions, contacts with people and other elements that led him step-by-step to his goal. He also has to notice that these steps form part of the unfolding mission. It is important for this person to note the sequence of the events and the time it took him to accomplish them. Knowing the sequence will help him to set short-term goals.
6. **Go back to the present** - he now has to come back to the present moment in time with a *"...new appreciation for the steps on the path..."* to his goal.
7. **Appreciate the goal** - After this exercise, a person will be able to look ahead at his goal and find it even more attractive than before, because he has "felt it, smelt it, tasted it, experienced it". The goal has in fact become a reality in his mind already, he now has no doubt that it is within reach and that it is possible.

Knowing and believing that it is possible to attain the goal, and being aware of what could be awaiting him on his path to his dream, goal or vision will help him to set short-term goals. Believing and being able to reach these short-term goals will prevent stagnation and keep the person moving forwards towards his goal, dream or vision. In other words, an action plan gives a person momentum and keeps him moving in the direction of his goal.

Step 7 - Stay balanced

A person needs to always remember that life is a balance between giving and receiving; a balance between taking care of yourself and others (Robbins, 1992:509). It is very necessary for a person to give more of himself in order to feel fulfilled. The best way, in which a person can do this, is by giving of himself - giving of his time, capital and energy to those who really need it - and feeling good about it! "The fire

within" (Covey, 1995:46) can only be discovered and put to use when a person brings his four fundamental needs (to live, to learn, to love, to leave a legacy) in balance. Thus, balance in all areas of a person's life, is absolutely crucial. It helps him to identify his different roles and keep them in front of him, so that important areas are not neglected. Success in one area of a person's life does not compensate for failure in another (Covey, 1989:161).

If a person neglects one area of his life, it will have a negative influence on the rest (Covey, 1989:301-303). That is why he should pay the same amount of attention and put the same amount of effort into all his roles. It will help him to create and maintain balance, which in turn will lead to personal happiness and success. Balance is a "true north" principle - it will always lead a person in the right direction, no matter what else happens around him (Covey *et al.* 1995:119).

Being balanced and being aware of all his roles, goals, duties and priorities, will help a person to keep his eye on his vision. It will crystallise the dream, vision or goal. It will act as a driving force towards the vision. The "creative-" and "structural tension" will become less and less as the person climbs these stepping stones towards success, and makes his vision a current reality by believing that it is possible. Balance becomes a push-pull force that keeps a person inspired and motivated to want to keep on moving forward in the direction of his goal.

Bringing the four human needs of the generally accepted motivational structure together and balancing them, will allow a person to feel that he has fulfilled all his needs in life. It will also give his purpose in life more meaning, more power, more energy. The self and others will weigh the same, and the ultimate goal - living for a purpose higher than the self - self-transcendation - will not only be visible, but also within reach. He will feel empowered, energised and totally in control of his destiny. Visualising what he really wants will lead to the attainment of his goal, dream or vision. By constantly adding dreams to his life, he will enlarge his life vision and keep himself motivated, keep himself moving, keep himself inspired and best of all - keep him smiling!

Step 8 - Enjoy your success

"Achieving goals by themselves will never make us happy in the long term; it's who you become, as you overcome the obstacles necessary to achieve your goals, that can give you the deepest and most long-lasting fulfillment" (Robbins, 1992:303).

Success is measured by a person's ability to make the most of his potential and finding fulfillment in his chosen field (Handy, C. 1997:25). This is also applicable to his dream, vision or goal(s). Life is a learning curve. A person needs to learn from his mistakes by seeing each problem as an opportunity to learn and each experience as a vital lesson that will ensure later success. Furthermore, a person needs to constantly grow, constantly set goals, constantly affirm himself, believe in his abilities and stay positive. Remember what Henry Ford said: *"If you think you can or think you can't, you are right!"*

A person needs to leave a legacy and start living the way he would like to be remembered - NOW! There are only so many tomorrows (Robbins, 1992:510), but everybody is assured of TODAY, of the PRESENT, the NOW. Like the Nike slogan says: *"JUST DO IT!"*. A person should take the risk, face his possible fears and believe in himself and his abilities - he should "JUST DO IT" because he knows he truly can! And deep down he also knows that he truly needs to do this, he needs to make certain changes in his life, to be happy with himself, his circumstances and his life in general!

This final stepping stone completes the generally accepted motivational structure - the final step before true success is tasted - living for a purpose higher than the self - attaining the ultimate goal, dream or vision. Simultaneously, this can also be seen as the first stepping stone on the road to the next goal ...

3.3 Conclusion

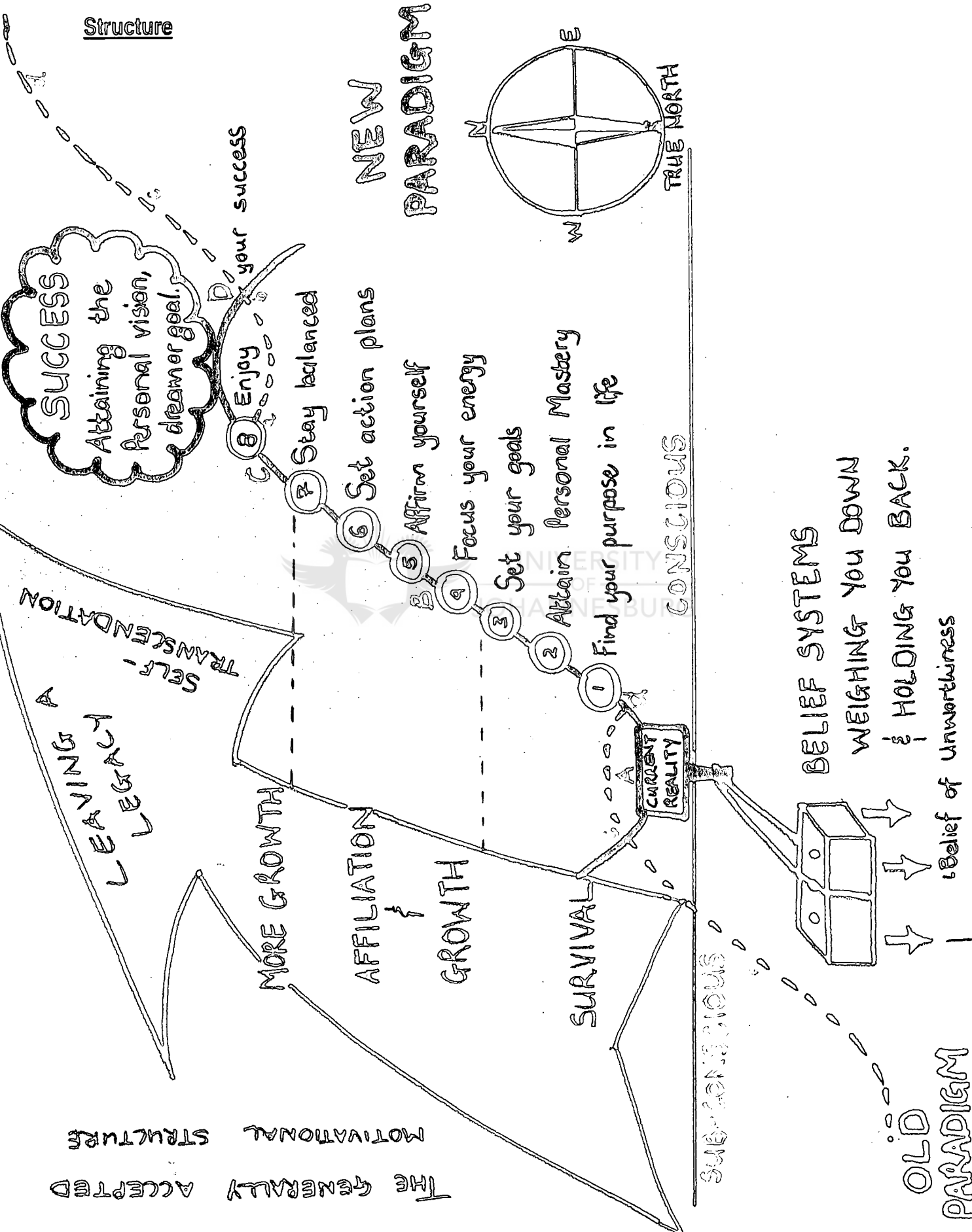
Holden (1996:193-194) suggests that success is about striking the right balance between a person's job and his personal life; it's about generating passion and excitement in his life; and finding the right values and peace of mind. Sir Edmund Hillary said that climbing Everest was not the pinnacle of his life, his relationships with the people he loved made him happiest. Thus he reached Maslow's "need for self-transcendence" because he found *a purpose higher than "himself"* to live for.

When a person attains all his personally set goals, he gets closer and closer to attaining the ultimate goal - self-transcendation. Living for a purpose higher than the self by leaving an unforgettable memory and a truly magnificent legacy. Dreaming, broadening horizons and learning is an ongoing, lifelong process. And even though the steps towards this dream, vision or goal are not always easy, the rewards are always incredible! (Chapman, J. 1994:143).

The stepping stones to success that have been discussed in this chapter are all based on the generally accepted motivational structure that focuses on the human needs that motivate people to strive for more, set more goals and attain more than they sometimes think possible. In the following sketch, the entire process has been summarised by using the generally accepted motivational structure on the left - depicted by an arrow that represents continuous upward growth. Charles Handy's S-Curve is combined with Peter Senge's Personal Mastery Concept to depict the stepping stones of change - note that these steps are also on an upward growth curve. And last but certainly not least, Covey's True North Compass proves that the new paradigm of thinking, the change that the individual is undergoing, is worth the effort that he puts into it because he is on the right track, he is following his true north principles.



3.4 The Stepping Stones to Success & The Generally Accepted Motivational Structure



Chapter Four - Conclusion, Findings and Recommendations

4.1 Aim of chapter

The aim of this chapter is to discuss this study as a whole and to indicate what the outcome of the study was that chapter one had in prospect. Describing the course of the study and discussing the research problems will conclude the study.

The research problems were specific, and the study's main goals were:

- to define what motivation is;
- to discover what motivates a person or gets him started in the direction of his goals, dreams or visions and;
- to determine what keeps a person motivated to attain specific goals, dreams or visions.

4.2 Summary of study

This study consists of four chapters. Chapter One outlined the research design. It was also an introduction to the study, it focuses on defining personal leadership, inspiration, and the motivation a person might need, to attain a goal. In this chapter it was determined that there are mainly three groups of people. The first group is unhappy with their lives but are unaware of it. The second group is aware of it but they fear change and the unknown that the future might hold for them. Then there is a third group of people who are aware of the fact that they are unhappy and who really want to change their current situation - they just don't know how.

Personal leadership begins when the individual becomes aware of who he is and where he stands in life, which in turn leads to the realisation of where he would like to go. Meaning and a reason for living, gives a person a sense of purpose that will lure him into his future (Andreas & Faulkner, 1995:80), while growth and development keeps a person motivated on a constant basis (Robbins, 1992:96-97). The key to personal leadership through motivation is to inspire a person to want to develop himself personally and professionally.

General problems that people experience that can prevent them from attaining their goals or reaching their dreams (Covey, 1989:15-16; Canfield & Hansen, 1994:9-17), are discussed. These problems lead to two research problems, which in turn form the basis of the next two chapters:

- (1) What is motivation, and what inspires a person to want to implement a change in his life?

(2) How can a person stay motivated enough to keep moving in the direction of his goal and also attain it?

In *Chapter two* existing motivational theories are discussed and compared in order to find a generally acceptable motivational structure. The aim of this structure is to describe or explain how a person is motivated (in general):

- to survive (this includes his basic needs like food, water and shelter);
- to affiliate with others (this is the need to socialise and to share experiences);
- to grow (this is the need to learn, to grow mentally) and
- to attain the ultimate goal of life - to leave a legacy or to discover a higher purpose for living (to reach self-transcendation) (Covey et al. 1995:48-50).

The theories that were studied include Maslow's hierarchy of needs, Alderfer's ERG-theory, McClelland's three needs theory, Herman's two motives for living and Covey's four fundamental needs theory. The study shows that the "golden thread" in these existing theories is basically *needs* that push or pull a person away from or towards a certain goal, dream or vision. By fulfilling these needs as they arise, a person moves up and down the various stages of the generally acceptable motivational structure. It is the individual's needs that form the basis of the driving force that inspires him to want to move from one stage to the next. This "movement" is what people often refer to as "motivation". Being motivated to attain a specific goal is only the first step of the journey to success.

One way to reach a goal is by thinking of it as being a journey that ends at the top of a long flight of stairs. Every experience in a person's life represents one step in this flight of stairs, and each step brings the individual closer to his ultimate goal. These steps can also be seen as many attainable short term goals that lead to the ultimate goal - living for a purpose higher than the self - reaching self-transcendation.

In *Chapter three* the focus is on how a person can stay motivated to attain his goal, dream or vision. The metaphor of the staircase, used in chapter two, is slightly altered. Each life experience is seen as a stepping stone, that helps a person to fulfil his needs. There are mainly eight stepping stones that a person needs to climb in order to ensure that he will attain his goal. These stepping stones are: (1) finding his purpose in life; (2) personal mastery; (3) setting goals; (4) focusing his energy; (5) affirming himself; (6) setting action plans; (7) staying balanced, and last but not least (8) enjoying his success.

For a person to find his purpose in life, he needs to fulfil “*The need to live, to learn, to love and to leave a legacy*”(Covey, 1995:48) in an integrated way, so that an inner synergy can be formed. This inner synergy is the “*fire within*” a person that motivates him to attain his goals. Maslow (1968:97) was of the opinion that the peak experience in a person’s life is: “*...an episode or a spurt in which his powers come together in a particularly efficient and intensely enjoyable way...He becomes...more truly himself, more perfectly actualising his potentialities, closer to the core of his being, more fully human...*”. Maslow later renamed the peak experience of a person’s life as “*self-transcendation*”(Huitt 1999:1-4) or “*living for a purpose higher than the self*”(Covey, 1995:48-50). Every person needs to discover his own purpose - one that has special meaning to him - thus nobody’s purpose in life needs to be the same.

Senge’s (1990:141-159) personal mastery theory is the second important stepping stone. The focus is mainly on the push-pull affect of the *creative tension* that exists between a person’s *current reality* and his *vision* and the *structural conflict* that occurs between a person’s *current reality* and his *belief systems*. Once a person has a crystal clear picture of who he is, what his roles are and what he would like, the next stepping stone can be climbed, namely to set specific goals. “*Setting goals is the first step in turning the ‘invisible’ into the visible - the foundation for all success in life.*” (Robbins, 1992:274-275). Once a goal is set the person has committed himself to and acknowledged the need for CANI (Constant And Never-ending Improvement).

The fourth stepping stone is for the person to focus his energy on his purpose or goal (Canfield & Hansen, 1994:31-39). This could mean that he has to make certain changes in his life. The course of these changes are explained by means of Charles Handy’s (1995:49-54) S-Curve. Thereafter, the next stepping stone is for the person to affirm himself and his goals, dreams or visions. Affirmations help a person to believe in himself, and in his abilities to make his dreams become realities (Canfield & Hansen, 1994:64-67). The sixth stepping stone is to set action plans. The belief and the inspiration to want to attain the goal(s) have been attained at this stage, now the individual can start to set action plans and visualise his goal. He can begin with the end in mind (Covey, 1989:97-99) and head in his true north direction (Covey *et al.* 1995:119).

The next stepping stone is for the person to stay balanced (Robbins, 1992:509). Being balanced and being aware of all his roles, goals, duties and priorities, will help him to stay focused on his vision. Balance will crystallise his goals and dreams and act as a driving force towards the attainment of his personal set goals. The “creative-” and “structural tension” within him, will become less and less as he climbs these stepping stones towards his goals and dreams - towards personal success - and make his vision a current reality by believing

and affirming that it is possible. At this stage, it is balance that becomes the push-pull force that keeps a person inspired and motivated to want to keep on moving towards his goals and dreams.

The eighth and final stepping stone is for the person to enjoy his success. According to Handy (1997:25) success is measured by a person's ability to make the most of his potential and finding fulfillment in what he chooses to do. Life is a learning curve and that is why a person should see each problem as an opportunity to learn and each experience as a vital lesson that will ensure later success.

Thus it is quite clear that personal leadership leads to personal motivation and CANI (Constant And Never-ending Improvement) (Robbins, 1992:280) in the physical, mental, social and spiritual areas of a person's life. Personal leadership and motivation also helps a person to fulfil his needs to live, to learn, to love and to leave a legacy - to discover the fire within that will lead to the attainment of life's ultimate goal - self-transcendation - living for a purpose higher than the self.

4.3 Findings

The answers to the research questions that were formulated in chapter one are:

4.3.1 What is motivation?

Motivation is when a need is fulfilled and the person feels himself drawn to another, higher need. The need to fulfil a "need", acts as a push-pull force that drives a person in the direction of his goal. Motivation is also the inspiration that makes a person want to attain a goal, reach for his dreams or make a change in his life.

In *Chapter Two*, five motivational theories were explored. Within these five theories there were similarities, which allowed the researcher to develop the "Generally Accepted Motivational Structure". Based on these similarities within each theory, the structure could be divided into four levels. The "Generally Accepted Motivational Structure" explains the push-pull force that exists between a person's needs, that inspires and motivates a person to want move in the direction of his goal.

4.3.2 How does an inspired individual commence on his journey to personal success - and stay focused on the direction of his goals?

An inspired person, who wants to change his current reality, is also motivated to commence on his journey to success. It begins when he discovers what is really important to him in his life. Once he knows what is important to him, he will also know what he wants. The realisation of what he wants, could cause a positive paradigm shift

("AHA!"-experience) in his thoughts. This paradigm shift will change his life, for he will not only know what he wants, but also believe that he can attain anything he can dream or think of. This belief will allow him to formulate a clear picture of what he would like to accomplish in the future and enable him to vividly visualise it.

Visualising helps a person to set clear personal goals. A person develops a picture of what he would like to accomplish in his mind and this picture will inevitably inspire and motivate him to attain his goals and dreams. Thus, a clear picture or vision of the possible outcome is all that is necessary to inspire an individual to really want to change or cause a change in his life, which in turn could improve his quality of life and help him to attain self-transcendation.

In *Chapter Three*, a process was developed, based on various existing theories, which consists of a few steps or exercises that could help a person to stay motivated and to attain his goal. This process can be described by the metaphor: "Stepping Stones to Success". It is also a step by step guideline for PPL-facilitators.

4.3.3 How can a person stay motivated to attain his goal?

As Henry Ford said: *"If you think you can or think you can't, you are right!"*. A person's belief system plays a crucial role in keeping him motivated to attain his goal. Being able to visualise what he really wants in life, will lead to the attainment of his goals or dreams. Furthermore, he can stay motivated by bringing the four human needs of the generally accepted motivational structure together and balance them. This will give his purpose in life more meaning, more power, more energy and he will feel empowered, energised and totally in control of his destiny.

By constantly adding dreams or goals to his life, his life plan evolves and grows. He will have more challenges and more possible dreams or goals to reach for. Some goals might be short-term goals and others, long term goals. Attaining these different goals or dreams at different times will give him a feeling of accomplishment. This feeling, in return, will inspire and motivate him to want to attain more goals etc.

Thus, success in one area of his life will inevitably lead to success in other areas of his life. And sooner rather than later, this enlarged life vision that keeps on growing and growing, will keep him motivated, keep him moving, keep him striving for more, constantly inspire him and best of all - lead to inner peace and happiness.

4.4 Recommendations

The following recommendations can be made for further studies:

- To explore similarities between different existing theories in other areas of PPL such as time management, action plans, affirmations, visualisation etc.
- To develop a framework or generally accepted structure that consists of a variety of relevant theories, for the various areas of PPL. A framework or generally accepted structure will ensure the conceptualisation of the given idea, for both the PPL facilitator and the client.

Further studies can be conducted on each one of the steps within the above-mentioned metaphor: "Stepping Stones to Success". This essay covers an array of topics that can be explored in future studies. Personal motivation is just a part of personal leadership (PL) which in turn forms part of the PPL-process. A process through which a person learns to think abundantly and to truly believe that anything is possible.

4.5 Conclusion

In light of all that has been mentioned, it is important to remember that the most important ingredient to the PPL-recipe, is personal motivation. What it is, how it works, how it can be used to its full potential and last but certainly not least, how a person can apply personal motivation techniques to his life, in order to add more meaning to his life and keep him inspired to attain his goals and dreams. Personal leadership and personal motivation can lead to lasting positive change and a constant drive, need or want to accomplish more in life.

By applying personal leadership in one's life, a person develops an abundance mentality, and learns how to constantly enlarge his circle of influence (Covey, 1989:86-88 & 219-220). Personal motivation has the ability to give a person so much energy and love for life, that he can't help but wake up early in the morning with an unexplainable driving force and anticipation for the day's challenges. And to go to bed late because he thoroughly enjoys and just can't get enough of what he does.

The role of motivation in personal leadership is extremely important. Without motivation the whole PPL-process can fall flat since there will be no driving force, no purpose for change and no reason for accomplishing anything specific.

***“The higher the goal
The harder the climb
But taken each day
One step at a time
The goal is accomplished
The dream is attained
And the gain?
Wisdom and inner
Strength!”***



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