

Here's a quick indicative test based on David McClelland's model of social motivation. Compare each set of 3 options and rate each option [from 0 = *not like you at all*, to 10 = *exactly like you*]. Then, add up the column scores to give you a total out of a possible 100. NB, each box needs a score.

<b>1</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	When doing a job, I prefer to have specific goals. I prefer to work alone and am eager to be my own boss. I seem to be uncomfortable when forced to work alone.
<b>2</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I go out of my way to make friends with new people. I enjoy a good debate. After starting a task, I am not comfortable until it is completed.
<b>3</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I enjoy offering advice to others. I prefer to work in a group. I get satisfaction from seeing tangible results from my work.
<b>4</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I work best when there is some challenge involved. I would rather give direction than take direction. I am sensitive to others – especially when they are mad.
<b>5</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I like being able to influence decisions. I accept responsibility eagerly. I try to get personally involved with my superiors.
<b>6</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I place importance on my reputation or position. I have a desire to outperform others. I am concerned with being liked and accepted.
<b>7</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I enjoy and seek warm, friendly relationships. I attempt complete involvement in a project. I want my ideas to predominate.
<b>8</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I desire unique accomplishments. It concerns me when I am being separated from others. I have a desire to influence others.
<b>9</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I think about consoling and helping others. I am verbally fluent and persuasive. I am restless and innovative.
<b>10</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I set goals and think about how to attain them. I think about ways to change people. I think a lot about my feelings and the feelings of others.
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>- Totals</b>

## Human Motivation or Need Theory

### Achievement

This person needs to set and accomplish challenging goals. Can take risks to achieve goals. Likes to receive regular feedback on progress and achievement. Often likes to work alone. Can become busy through perfectionism. *This is the score in the left column.*

### Power / Influence

This person wants to control and influence others. Likes to win arguments. Enjoys competition and winning. Enjoys status and recognition. *Score in the middle column.*

### Affiliation

This person wants to belong to the group. Wants to be liked and often goes along with whatever the rest of the group wants. Favours collaboration over competition. Doesn't like risk or uncertainty. *Score in the right column.*

- This model is useful for exploring interpersonal and group dynamics or the diversity of a team. Teams and particular projects benefit from the right balance of types.
- If your scores are fairly balanced then you're able to switch between motivational preferences.
- If one of the totals is clearly higher than the others then you are likely to be more consistent in that drive and can find it hard to switch to any of the others.
- There's a lot more to say about the pluses and minuses of each of these motivational models. You can find more online.
- **In the context of NOvember, the model highlights how high scoring affiliators find it hard to say NO.** The other two types are less likely to be here ;-)

Affiliators are often in professions where they help other people. They sometimes describe themselves as people-pleasers. They understand the costs of saying yes too often but find this one of the most challenging behaviours to change.

**Sadly, affiliators, who need NOvember most, are far less likely to stick to the work because there's no relevant motivation. You're already busy, and there are no immediate relationship or dopamine rewards - If this is true for you, how might we tackle this conundrum? Let me know ... Try not to get to the point when you have to change due to burnout or acute stress.**

### Strong Affiliators

High scoring affiliators require warm interpersonal involvement, approval, regular contact and strong bonds, which make them feel important. Within relationships and group processes, affiliators preserve relationships and are tuned in to cues to create acceptance, liking and reciprocity. This is accomplished partly by responding to requests for *(or generating opportunities to)* help.

Family, school and society encourage some of us to be this way, to be good and helpful. It is rarely discouraged by other motivational types who are more likely to be in leadership positions. If you're an affliator, not many people will encourage you *to do less* or be less compliant. But you can make changes yourself.

### Breaking the challenge down

The challenge can be hard work, but don't make it unnecessarily so. I would encourage you to break the challenge of saying no into manageable steps and small experiments. Start with ...

- Who would be the easiest people or low-risk circumstances to practice saying no to? Prepare in advance. Make small wins.
- What techniques can you prepare that you're comfortable using [see Week 1]?

### Disputations

A *disputation* is you exploring your patterns of negative thinking and the imagined consequences of saying no. What would happen if you imagined you were no longer perceived as good or helpful?

At the heart of a disputation is the untangling of the connection between your deep automatic ideas and your behaviour. If it is an idea at the root of your behaviour (e.g., that they won't like you anymore), it isn't a fact. Ideas can be disputed and changed.

Self-help **CBT** (sites, apps or books) or **The Work** (snippet below) by Byron Katie are good resources to help with disputations.

1. Is it true? (Using the idea: they won't like me, for example)
2. Can you absolutely know that it's true?
3. How do you react? What happens when you believe the thought?
4. Who would you be without the thought?

In the first week the exercise was to review the day at the end.

**The practical exercise this week is to set an intention at the start of each day.**

Intention setting links to the purpose clarification described last week. Purpose might be a general, overarching sense, whereas an intention is a clear description of an action, objective or highlight for the day or task ahead.

If you set an intention (and if you want to go the full distance, then make a schedule), you can be clearer about what to say NO to – and once you've achieved your intention, you're free to do what you like.

Intention setting is the most frequently used Day Crafting tool for many Apprentices. It solves a problem we have in most of our days, which is to define what the highlight should be.

This is not necessarily about getting more done; it is about deciding what the focus or most satisfying part of the day should be ahead of time. Once that is decided, your mind can be more aligned, and you'll have more energy available in your thinking.

Continue to note which techniques you've used or any other key learning.

<b>Nov 8</b>
<b>Nov 9</b>
<b>Nov 10</b>
<b>Nov 11</b>
<b>Nov 12</b>
<b>Nov 13</b>
<b>Nov 14</b>