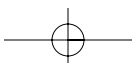
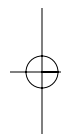
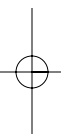


***SIX  
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***JAMES R. BAUGH***



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I have protected the confidentiality of the people mentioned in the case histories, either changing the gender of the person or, if several people had a similar problem, combining information from their various histories. In some cases, I was given permission to describe their experiences.

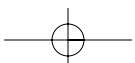
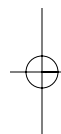
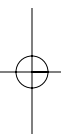


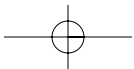
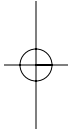
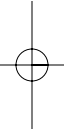
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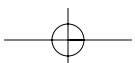
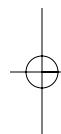
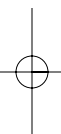
*To my wife, Esther. You are my cheerleader.*





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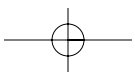
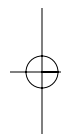
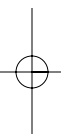
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## Introduction

I go to my waiting room expecting to meet Margaret and Sam, a new couple coming for marriage counseling. Margaret is there, but says that Sam is late and she doesn't want to start without him.

Once Sam arrives, the couple enters my office arguing about Sam's tardiness. "You were late because you don't want to be here. That's more of your passive-aggressiveness," she says.

"Well, you're half right. I don't want to be here, but it is because it gives you an excuse to complain and moan about how I mess up your life. I was late because there was a huge pileup on the highway that took me fifteen minutes to get around."

"I complain because you are the biggest screw-up I've ever been around," Margaret says. "Every day you mess something up, like being late today. And you always have a reason, don't you?"

"And you always find a reason to rag on me, don't you?"

The two continue for several minutes, going back and forth, blaming each other for their mutual problems. I interrupt, "It would help me to know what the two of you expect to get out of this session today."

Margaret answers first, "I don't expect that we'll be cured today, but I'm here to work on my marriage." Sam agrees.

"Think about what's been happening in the session so far. Are you working on your marriage?" I ask.

"Yes," Sam says.

"We're working on our problems to help our marriage," Margaret agrees.

Clearly, both have a goal and a hope to improve their marriage, yet their behaviors signal a motive to minimize personal responsibility and a hope that their spouse would change, thus improving the relationship. Motives are feeling-dominated habit patterns that are often subconscious.

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In this book, you will discover your subconscious motives and learn how to manage them. You will learn to behave maturely, particularly in relationships. Maturity means knowing how to handle whatever comes up in a particular environment. Relationship maturity is the most difficult to attain.

There are six motives common to everyone:

1. To follow your self-interests
2. To avoid conflict in relationships
3. To protect your personal map of reality
4. To get others to be responsible for situations that you cannot handle
5. To take responsibility for yourself
6. To give up or give in when you feel hopeless

Both Margaret and Sam believe they are motivated to achieve their stated goal—to heal their marriage. But they are clearly motivated to get the other to shoulder the burden of changing to solve the problem. The full name of this motive is to minimize your responsibility and maximize the responsibility of others. Goals are conscious, while most of the time motives are hidden. These subconscious motives will snuff out conscious goals unless the goal-setter has the skills to manage the motives. The first four parts of this book will cover these motives, while the fifth part discusses maturing your behaviors by managing your motives

### **Understanding Hidden Motives**

This book is about what motivates you and how these motives may work for or against you. You might think that your motives are conscious. “I know exactly what I want to do,” you might say. But motives are usually directing your behavior outside of your awareness. Consider the motive to be safe in relationships. Our brains, since our early beginnings, have been wired to compete as part of our survival. At the same time we needed each other to cooperate in the hunt of larger beasts. Today, you need to satisfy your need to compete without threatening your need to be safe in relationships. In our more recent history, men less physically

endowed could satisfy the need to compete through spectator sports. Women, whether attractive or not, can compete through fashion. Neither competition seriously threatens relationships. In today's world, more women are interested in spectator sports and men are taking fashion more seriously. The point is, you are unlikely to recognize that the motivation to participate in these two activities that take up large amounts of your time is to compete without stressing your relationships.

Most people recognize these differing motivational states but believe them to be controlled by others or events. The good news is that you can manage your motives when they interfere. The conversation in your thoughts from your responsible motive is the key. Take the internal monologues of John and Bill. They are each making presentations to their respective companies when they say something incorrect and immediately realize it. John's habit is to forgive himself when making mistakes. He thinks, "I'm O.K. We all make mistakes. I need to apologize and get on with my presentation." John probably focuses on the task. On the other hand, Bill's habit is to punish himself when making a mistake, believing that if he feels badly enough about his behavior, he will make fewer mistakes in the future. Actually, he is more likely to make another mistake. He thinks, "I'm so dumb. I can see the boss's disappointment. He is probably thinking of a way to fire me!" Bill is now motivated to minimize his responsibility. He blames his secretary for a mistake in his information and his wife for inviting company last night, giving him no time to look over his presentation. His blame only gives him temporary relief. He still believes he will be a victim of his mistakes and feels anxiety.

### **What You Can Expect**

This book includes five parts. Part I represents your struggle to maintain stability in your daily life and involves the motive to validate your personal map of reality. Part II is about your need to establish an emotional balance between your social needs and your personal needs. You are motivated to be

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safe in relationships—to avoid conflict and rejection—and toward self-interest—to satisfy your wants and needs. Part III describes your reaction to an emotional crisis in your life by choosing either the motive to be personally responsible or the motive to minimize your responsibility. Part IV outlines healthy and unhealthy ways to cope with hopelessness and helplessness, the motive to give in or give up. The last part of the book is about emotional maturity and increasing your ability to cope with life's difficulties. Any improvement in managing your motives contributes to your maturity, and this final part presents a methodology to maturely handle your problems in life.

### **Bringing Motives into Consciousness**

Motives are most often subconscious. The way to bring them into consciousness and prepare to manage them is to identify those behaviors associated with each motive. You need to get familiar with these behaviors, as shown in Figure 1. Under each motive heading are the behaviors that are caused by that motive. It may be helpful to refer to this chart as you encounter motives discussed throughout the book.

### **Motives that Affect Your Daily Life**

What motivates people? You are attracted to many different things, creating a need to organize your behaviors toward a desirable outcome. To understand these motives, you need to put them into categories. Motives drive your behavior. Your motives and methods of satisfying these motives can bring you to the pinnacle of your emotions and, all too often, plunge you into despair. Consider these motives in your life: to be personally responsible and its opposite, to minimize your responsibility and maximize the responsibility of others for problems in your life, leading to blame. Two other opposites are the desire to get what you want—self-interests—and the motive to be safe in relationships by avoiding conflict or rejection. The motive to give up finds you at your lowest, feeling helpless and hopeless.

Depression is often an aspect of this motive. The final motive, to validate your personal reality, allows you to believe that you have an accurate map to guide you through life.

Motive choice is usually a function of a learned habit triggered by a particular situation and one that is usually out of your awareness. To be effective in reaching your goals, you must bring your motives into consciousness and act intentionally instead of habitually. You must become more goal-directed until you establish a new and effective habit.

### **Can Your Motivations Differ from Your Goals?**

Goals and motives can be the same, but are often at odds. Your goals often reflect what you think you should want. You may be conscious of your motivations, but most of the time you are not aware of them. Still, your motives are always observable in your behavior. A person with a five-year plan for his or her life can explain that plan clearly. However, if at the end of five years that person has failed to meet the goals, he or she may not understand the source of the failure. Chances are a subconscious motive defeated those conscious goals.

A motive is an internal need or desire that causes you to act. A goal is an aim or purpose that you have in mind. You may have a purpose in mind that is defeated by a need or desire. You can diagnose this situation by observing behaviors that defeat the purpose in mind. For example, my goal is to reestablish a damaged relationship with a former friend, but my feelings lead me toward making the friend feel guilty about his past treatment of me. My motive and behavior, therefore, are to make my friend feel bad. In this case, my behavior differs from my goal. If my goal is cooperation and my behavior is pleasing, my goal and motivation are consistent. I say that I want to be responsible for solving my problems, but my behavior reflects that I am giving up, or I seem to be blaming someone else for my problems, making them responsible.

An underlying motive may fuel your goal setting. Each motive spins off associated goals when your motivated habits

## BEHAVIORS OF THE SIX MOTIVES

Motivated to Maximize the Responsibility of Others and to Minimize Your Own	Motivated to be Personally Responsible	Motivated by Self-Interests
Feel like a victim because the situation is beyond your coping skills	Solve problems, take care of business	True to self, being who you are, feeling your emotions, and expressing what you feel
Blame, criticize, insult, embarrass, threaten, scare	Resolve conflict	Decide what you want and go for it
Be upset, hurt, fearful, worried, helpless, confused; whine, blame yourself	Positive self-talk; affirm, comfort, encourage, advise, and motivate self	Know what you want and request it, know what you don't like and announce it
Run away, deny, stay busy, make excuses, withdraw, not care, fantasize, escape	Analyze situations Identify nonessential actions that cause problems	Spontaneous, fun loving, funny, and intimate
Unable to solve problems and relationships deteriorate	Self-confrontation that motivates you to do better or, if handled immaturely, insults that may cause you to feel: treated unfairly, disregarded, unimportant, accused, devalued, ashamed, rejected, unlovable, unfit, or powerless	Allow yourself space and time, without guilt  Self-centered and impulsive causing interpersonal problems  Know yourself and can be yourself

Figure 1.  
Under each motive heading are behaviors that let you know which motive is causing your behavior.



<p><b>Motivated to be Safe in Relationships</b></p>	<p><b>Motivated to Give In or Give Up</b></p>	<p><b>Motivated to Validate Your Personal Reality</b></p>
<p>Minimize relationship problems, use your social skills to build new relationships</p>	<p>Can't solve your problems and believe no one else can</p>	<p>Associate with those that share your personal reality</p>
<p>Be nice, avoid conflict, please, be perfect, seek approval, seek reassurance</p>	<p>Hopeless, deny solutions</p>	<p>Seek evidence that supports your beliefs</p>
<p>Be dependent, frequently apologize, avoid decisions that might hurt others</p>	<p>Self-hating, shameful, resentful, apathetic, violent, pitiful, defeated, incapacitated</p>	<p>Deny evidence that questions your beliefs</p>
<p>Joke and tease, cover weakness, avoid closeness, put up a front</p>	<p>Lonely, isolated, rejected</p>	<p>Repeat behaviors in spite of their negative consequences</p>
<p>Avoid risks, try harder, rescue others</p> <p>Be fair</p> <p>Make excuses by saying, "I can, I should, I want, I'll try"</p> <p>Get reassurance by asking, "Do you know?" "Do you see?" "Do you understand?" or "Does that make sense?"</p> <p>Try to be who you think you should be instead of who you are</p>	<p>Cornered, damned if you do and damned if you don't</p> <p>If handled maturely, accept powerlessness, grieve, and forgive</p>	<p>If handled maturely, willing to change when actions don't bring the results that you want</p>

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do not satisfy your needs. For example, when conflict occurs from attempts to manipulate the feelings of others, you may set a goal of learning to resolve conflict. When you are motivated to make others responsible for your problems, it is most likely because you do not know how to solve them. A very mature person may set one goal to give up blame and a second goal to learn to solve the problem. Motives are more primitive than goals.

When you are motivated for self-care, you may set goals to learn to embrace responsibility and to develop the skill of deciding what is best for you. You must understand how to manage your thoughts and stop repetitive patterns in your behavior that result in unwanted consequences.

Your social motive, to be safe in relationships, requires you to understand how you violate boundaries. The goals of mutual respect, mutual trust, and compatibility are primary in having safe and satisfying relationships. There is always an underlying motive to validate your personal map of reality. Since no one has a flawless map, your environment regularly threatens your personal reality.

Your motivation to give up or to give in may seem like a choice with no redeeming value. But everyone faces loss and disappointment that you are powerless to change. An important goal is to understand how to recover from such a loss.

Some goals directly relate to the motive and help you manage that motive. Therefore, it is important to bring your subconscious motives into consciousness and set goals and develop new habits that help you manage those motives. When your behaviors prevent you from accomplishing what you want, you may feel out of control. Why would you be operating under such mixed goals and motivations? Often one behavior makes sense, but the opposite gives you temporary relief or pleasure. Then, you must choose between what is reasonable and what feels good. People often choose immediate satisfaction over long-term goals. This choice creates problems.

This introduction has stressed that most motives are subconscious. Yet, other motives are more apparent. The

responsible motive expresses some ways of caring for yourself. You learn some of these maneuvers early in life without knowing it. Yet, many of these responsible behaviors involve planning, decisions, creative thought, and intention, which require awareness. When motivated by self-interest you may set goals to get what you want. Still, many of your wants and needs are subconscious, some biological and others emotional. When you seek safety in relationships you may be aware of your social behaviors but less aware of the underlying beliefs and expectations that drive you. Although you may voice your desire to give up, the ways that you convince yourself not to may be totally out of your awareness. People seldom understand the motive to limit their responsibility for their own problems. When confronted, denial is frequent. Finally, your personal map of reality is a mixed bag. Most people say they know what they believe, but very often don't associate belief-motivated behaviors with beliefs that they can state. Your belief system is involved with all the other motives. Your map of your personal reality forms the walls of the box in which you express your motives and goals.

### **Moving from One Motive to Another**

In a sense, everyone has multiple personalities. That is, at a particular time you may focus on one method of approaching life, and at another time, on a different method. These switches may take place in seconds or you may stay focused on one role for a much longer period. You assume these motivated roles automatically, as your motivations change, rather than by conscious decision. This book is to help you learn how to consciously decide what method you wish to use in an effort to enhance communication and meet your needs, while keeping in mind your long-range goals. As mentioned above, six motivational focuses can be identified by the behaviors they cause. You might be motivated to focus on your self-interests (express your feelings and get what you want), be safe in relationships (avoid conflict and rejection), transfer responsibility to others (blame), feel despair (give up), be responsible for self-care (self-dialoguing and problem solving), or believe

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that you know what is right (associate with those that share your beliefs). Effective people manage these motives and keep them consistent with their personal goals.

In writing this book, I am communicating to you, the reader. Sitting at my desk and typing, I can act in accordance with my wants and needs with little concern about what you might think. There is no threat of any direct reaction from you. If you were sitting in my office, I might behave differently. I might check out your face for acceptance or hint around for reassurance. I would be motivated to seek safety in my communication.

What might I do if you directly attacked my premise? Depending on my motivation, I might move into problem solving (take responsibility for myself) or get defensive and transfer the responsibility back to you. If I were acting in a responsible manner, I might think to myself, “My listener doesn’t get it. I need to say it another way.”

Should I blame you for my discomfort, I might want to make you feel stupid: “I’m wondering how far you went in school. I’ve said this same thing to many people and have always been understood.” In the same role, I could make excuses, hoping for sympathy: “I’m sorry; I got no sleep last night and am just not myself today.” If your attack and argument are convincing, I might forget what you are saying and change the subject, protecting my belief.

If your confrontation sent me into despair, I might give up and withdraw. I would feel shame and inadequacy. I might blame us both and feel hopeless: “I can’t express what I know in a way that you will understand, and you can’t get it no matter how many ways I might explain. It’s hopeless.” I would be motivated to give up.

However, some envision the concept of motivation in a different way. These people believe that legitimate motivation means doing what they believe is right. A father describes his son, Peter, as “totally unmotivated.” When asked to explain, he answers, “When he’s at home he stays in his room, listens to loud music, or talks on the phone, and I think he is doing drugs.” This father views “motivation” as a

desire to do things that he considers important. Peter is motivated to separate from the family, talk on the phone or listen to music, and smoke marijuana. These self-interests are a more accurate description of his behavior. Their own values and goals will motivate people. They will not be motivated by others' values and goals.

### **The Origin of Your Motives**

Motives are habit patterns developed to help you survive. From birth, your survival depends on letting others know what you need and want. With certain sounds, movements, and expressions, babies learn very early to communicate their needs. More accurately, adult caregivers, particularly mothers, learn to give meaning to babies' expressions. The first motive, then, is self-interest.

Sometimes, a caregiver does not jump to a baby's signals of need. This abandonment excites a baby's survival instincts, and it moves to passive-victim motive. The infant expresses suffering with cries of distress that are clearly different from its initial cries for food, a diaper change, or attention. The distressed cry is much more desperate.

By age two, toddlers are seeking independence, wanting to make some of their own decisions. This need motivates them to be competitive. They may start hitting and telling their parents no. They are learning aggressive behaviors characteristic of "the terrible twos." As toddlers progress and become verbal they may say, "You're mean," or "I hate you." They are determined to make their caregivers feel bad so these grown-ups will give them what they want.

By age three, children have learned that they get more by being cooperative than by being competitive. Social skills are learned, and the safety motive develops. They learn to balance getting what they want with doing what is asked of them. They attempt to comply with what is expected of them. At times, they may fail to manage their demands, and their safety is threatened. They learn to lie about their behavior in order to reestablish a sense of safety. A study has

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shown that young children often do not lie about what they feel but will frequently lie about what they have done to avoid criticism or punishment.

As children grow, they begin to model themselves after their caregivers. A major part of this modeling should involve unconditional love. If early caregiver behaviors always involve criticism, setting limits, and negative consequences, a child may become self-critical. Caregivers are often strict in order to socialize children. Children may model these hurtful ways believing that doing so keeps them safe. They are developing the responsible part of their personalities, and this development will eventually become very sophisticated and continue to grow for a lifetime.

Children are often prevented from getting what they desire. They may assume the motive to give up and may feel powerless to take corrective action. They may feel helpless, cornered, and lonely. Sometimes giving up is healthy and allows you to get on with life and put your energy into reaching attainable goals. If you become hopeless in all of life rather than one aspect, serious depression can occur. You sum up all your experience by developing a map of reality. To have the courage to move forward, you must believe that your map is correct. Maturity is finding the mistakes in your map and correcting them.

### **Logic vs. Feelings**

You can learn to create a balance between motives and goals that enrich your life rather than those that leave you feeling helpless and out of control. Feelings (motives) are important, but they can lead you astray. Logical reasoning leading to a goal is great, unless it is based on a faulty interpretation. Logic without feelings robs you of your humanness, compassion, and ability to empathize.