1. Understand the difference between the two types of motivation:

**INTRINSIC** – You take a dance class because you love to dance.

**EXTRINSIC** – You take a course because you need it to graduate. Although you may not like the course, graduation is your external reward.

Extrinsic motivation can help you complete difficult or unappealing tasks.

2. Remember your **long-term goals**. Keep reminding yourself why you are in college and why you need to do the work. Write down your long-term goals, and put them where you can see them every day.

3. Keep a **visual image** of your final goal. For example, visualize yourself as a successful and happy social worker, accountant, teacher, or hotel manager.

4. Use **rewards** as artificial motivators.
   - Small rewards along the way can increase your motivation.
   - When doing more difficult or tedious tasks, give yourself more frequent rewards.
   - Make rewards proportionate to the task. For example, after several hours of reading, go for a swim at the Kiernan Center. After writing the draft of a 10-page paper, watch a movie.

5. Avoid negative thoughts by turning them into **positive thoughts**.

   **Instead of thinking…**
   “If I don’t earn a high mark on this test, I’ll probably fail the course.”

   **Think…**
   “If I earn a high mark on this test, I’ll increase my chance of passing the course.”
   - or -
   “If I earn a high mark on this test, I’ll watch a movie with my friends on Saturday.”

6. Eliminate **avoidance tactics** such as “I can’t do it,” “I’m too busy,” or “I’ll do it later.” These are excuses to avoid doing the task at hand.

7. **Talk to students in your major** or join clubs with other students in your major. Ask them for suggestions and advice.

8. **Talk to people working in your intended field**. If you don’t know anyone, ask in the Office of Career Services in Bailo Hall.

9. **Talk to adults you respect**. Ask them how they set goals and how they chose their work.

10. **Read autobiographies** of well-known people, especially those in your chosen career. Pay special attention to the sections on their adolescence and early adulthood. Ask faculty for suggestions.

11. **Treat going to class and completing assignments as your job**. Compare this work to a job; if you didn’t do your job, what would happen?

12. **Consider where you might be** or what you might be doing if you were not in college.

According to Dr. Edward Deci at the University of Rochester (2012), these outcomes are associated with high autonomous motivation:

- Greater perseverance
- More flexibility and creativity
- Better learning
- More interest and enjoyment
- Better mental health and well-being
- Better physical health
- Higher quality of close personal relationships

“Education is not the filling of a pail, but the lighting of a fire.” ~William Butler Yeats, Irish poet and playwright