



**Limbic Personality GmbH**

**Analysis Performance & Motivation  
(Teenager)**

**Michael Master**

Presented by



## **Dear Teenagers, dear Parents**

When adolescence starts, many things will change - for teenagers as well as for parents. Somehow, everything is new. Suddenly, parents no longer understand their children, and vice-versa. The modification of the brain in adolescence is responsible for misunderstandings which exacerbate the relationship between teenage and parent and their dealings with one another. Interestingly, not only the behavior of the teenagers will change. In addition, the brains of the parents are com-pelled to adapt to the new circumstances, resulting in massive conflicts. In this context it is important to know that all people have programs running in their subconscious that influence their behavior significantly. These programs will change in adolescence and create a new behavior. For the most part, the characteristics of the brain-based basic needs will change as well. If one of the basic needs is violated, the brain activates a threat response that can lead to stress or aggressiveness.

All people, regardless of whether they are teenagers or adults, have their own particular configuration when it comes to basic needs. When the environment, the social contacts and the tasks are aligned so that they are harmonized optimally with these basic needs, then a person feels comfortable and is able to perform accordingly. To identify these characteristics, we have developed the Limbic Personality Youth Check, which captures the subconscious patterns. This motivation analysis has been created on these basis of these results. It shows you what ? . needs to develop optimally.

You as a teenager will learn about your subconscious programs and what that means for your time in school as well as for your professional career in the future. You as a parent will receive important information on how to deal with your son or your daughter in order to establish a harmonious relationship.

## Introduction

This analysis is a tool to help you, your parents and your teachers to understand you as a person much better and to accompany you on your transition to adulthood. At the same time this analysis should help you as a teenager to understand what is going on in the brains of your parents and why this results in conflicts in your everyday life.

For most parents, childhood is a very pleasant time. Even when education is not easy all the time, the guiding role of the parents is seldom challenged. With the onset of adolescence this comes to an end. Teenagers start their transition to adulthood regardless of whether their parents like it or not. Responsible are hormonal changes and thereby a modification of the brain. Without explaining these processes in greater detail there is some remarkable information that can greatly simplify living side-by-side. Thereto it is helpful to take a closer look at the brain-based basic needs of people:

### 1. Status

The brain monitors, at any encounter with other people, one's social ranking in comparison with the person just met. Is this person socially above or below me? Particularly in the formation of groups, this ranking and therewith the position within the group plays a very important role.

A lot of the conflicts between teenagers and adults emerge from this basic need. The parents see themselves clearly positioned above their children while they see themselves as young adults and therefore equal. The conflict in status is bound to occur and the brain's reactions are consequently strong. When one considers that a threat of status is perceived by the brain as if the own life is in danger the reaction is understandable. The reason for this is the evolution of mankind. In our history a high status was a guarantor for preferential access to scarce goods and to the most attractive sexual partners.

To reach adulthood always means to grow to a similar status position as the parents. This challenges the status of the parents because they are no longer in control of their children's actions. The stronger the confrontation the more aggressive the reactions of the teenagers and their parents become.

### 2. Certainty

Another brain-based basic need is certainty which can be shaped very differently from person to person. While some people have a very low need for certainty, others have an extreme one.

To check the safety status and a possible threat, the brain scans the surroundings and pushes the panic button as soon as it detects something that could endanger one's safety. If you take a closer look at this basic need from the parents' standpoint then their certainty is endangered by the gaining of independence of their children. They go their own ways and leave the « Nest ». For most of the parents this causes an increase in uncertainty. They worry about the proper contacts, the suitable partners and the occupational future of their children. Kurz gesagt: Briefly speaking: The well-known certainty for the parents is gone and a lot is new. And alterations bring one thing for sure: UNCERTAINTY!

A lot of teenagers break free from the supposed safe environment because this is the only way to make new experiences and broaden one's horizons. Accordingly, for a lot of teenagers the safety needs will change direction towards willingness to take risks. Therefore, the gap widens further between the certainty needs of the parents and their children and this causes a lot of stress for the parents.

### 3. Control

Almost all people strive for a control of things that happen around them. Mostly, this desire is an illusion which a lot of parents have to experience. While the parents can control their children in early ages easily, this will change with an incipient adolescence. Then a wild compulsion will unfold towards taking over control of one's own life. When the parents stand pat in this situation, massive conflicts are bound to occur. Thus, it is not really surprising that precisely these parents master their children's strive for control best and can release the responsibility for it who hand it over to their children.

As with the other basic needs, a threat of the need for control leads to hard reactions. For the parents it is an activation of fear because they have the feeling that they lose the control for their children's well-being more and more. For the teenagers it activates aggressive behaviour because they feel they are being cheated out of something which belongs to them.

#### **4. Autonomy**

Most people strive for self-determination in their lives. Whenever this autonomy is cut back the brain activates a threat response. The development of autonomy in particular is of fundamental importance for teenagers. After years of alignment a new period is starting where the teenagers want to create new freedoms for themselves. If the parents do not have the necessary tolerance to accept their children's development a fight will start that costs a lot of power and is nerve-wrecking for both parties.

It is the reduction in autonomy in particular which increases stress excessively. Studies have shown that people in positions where their autonomy is significantly reduced are exceptionally susceptible for stress-related illnesses. Which of us does not know the feeling of being exposed to a situation where we are a powerless witness to events we cannot avert? For the brain this is a situation of highest arousal with all the corresponding bodily reactions.

#### **5. Connectivity**

Humans are social beings for which the connectivity with other people plays a very important role. For example, if an exclusion takes place the brain activates the same areas as if a person experiences physical pain. This is the reason why so many people who feel rejected often experience physical symptoms as well.

Based on a striving for connectivity, teenagers look for groups they want to belong to whilst at the same time a distance towards their parents starts to manifest itself. They start feeling excluded and this activates their brain's pain centre. Corresponding reproaches violate specific basic needs of the teenagers and they react accordingly.

#### **6. Fairness**

The human brain reacts extraordinarily strongly to unfair behaviour. If a person feels an unfair treatment, the same regions the brain uses for disgust will be activated. How often do teenagers feel to be unfairly treated? There are the parents who always want the best for their children but they have a different view about what this really means. Or teachers who denounce students or make snide remarks about them. Such brief moments of unfair treatments are enough to activate the brain's disgust centre. If this happens it will be very difficult to calm the person down and to find a consent again because a disgust reaction activates a strong defence behaviour as well. Accordingly, it quickly becomes clear that achieving an agreement is almost impossible.

The sensitivity for unfair treatment in particular will increase in adolescence extraordinarily. Therefore, it comes very quickly to a reaction as described above - even if the parents have only their children's best interest in mind.

#### **7. Arousal**

Discovering something new, taking risks, looking for change ? these are only some aspects of the basic need arousal. People with a strong and distinct basic need of arousal are very susceptible to distractions and are always looking for

new events.

Rigid rules, barely accepted by little children, are no longer suitable for teenagers. Because they bring into question these rules and are intentionally looking for change this behaviour could cause a lot of problems in their environment, especially in their schools. The interesting part with this basic need is that it depends on the temper of a person and it is innate to the greatest extent. For very vivacious people, the basic need of arousal is very important because their brains are virtually looking for change. If no change is available, boredom and a drop in performance will be the result. Very different is the situation for people with a calm temper. Too much action and change is perceived as a threat and causes a strong stress response.

With the analysis at hand you can find out which basis needs are important for **Michael Master**. This will result in important clues for education and occupational choice, described at the end of this document in a separate chapter. Therefore, this analysis is an important signpost for you, your parents and your instructors to understand your personality and to develop your strengths accordingly.

### 1. The ideal environment for an optimal motivation of Michael Master

As mentioned above, the environment in which a person can unfold his or her personality plays a major role. If environment and personality fit perfectly then an important prerequisite for optimum performance delivery is given. If this is not the case, performance will drop accordingly and it will also have a negative impact on health. Every time stress occurs because of a suboptimal environment, the performance will be reduced. The emotional areas of the brain are involved and negative emotions are triggered.

Below an environment is described which has a positive effect on the performance of **Michael Master**:

- An environment with frequent and rapid changes
- A familiar environment which offers a lot of personal safety
- A work environment which has specified clear rules and structures

### 2. The kind of tasks/activities that maximize the motivation of Michael Master

Only people with a maximal motivation can deliver an outstanding performance over a long period of time. There are tasks and activities where people are in a flow - where they forget time and space. In order for **Michael Master** to build up such a high motivation, it is important that the tasks/activities fulfil these prerequisites:

- The task, the goal and the way how the instructor expects the completion of the task should be communicated clearly to **Michael Master**
- The opportunity to develop themselves personally, must be given at school and at work
- The tasks assigned should provide ways to build up a reputation with friends, colleagues and superiors
- The daily routine should be designed so that a great personal commitment is demanded
- The tasks should always provide new contents
- Tasks / activities are at their most interesting when they represent a challenge to one's own performance
- The focus of activity should be mainly on tasks within the material and not on a human scale
- The difficulty of the challenges to be met must be viewed personally as high
- The demands can be difficult and can require a high degree of intellectual capacity

### 3. Personal freedom of action Michael Master needs to optimize the personal performance

This topic is about the need for Autonomy of **Michael Master**, expressed by striving for freedom of action. Autonomy is an embedded basic need in the brains of a lot of people. People with a high need for Autonomy exhibit an extreme stress reaction, even including very aggressive behaviour, if personal Autonomy is cut back. These interventions could be rigid rules, precise orders how to complete a task, or an instructor who controls all the time. As a consequence, the performance is reduced because the brain areas mentioned earlier are activated if the Autonomy is violated. Therefore, the personal need for Autonomy and the possibility to exercise it in both the own and professional environments are key factors for performance as well. If this high need for Autonomy in these people is restricted for a long period of time then the probability will increase that they will build up an attitude of denial. A person cannot live contrary to his or her nature over a long period of time and still perform well. For **Michael Master** the following aspects of personal freedom of action are very important:

- The possibility to make decisions autonomically and without consulting the parents or educators
- Working self-determined without interruptions and instructions from others
- The ability to work alone rather than in a group

#### 4. The certainty and control needs of Michael Master

Two more basic needs that are rooted in the brain are Certainty and Control. If a person has these needs but they remain unfilled the result will be a life in fear - be it consciously or subconsciously. The big problem here is that in this case the brain concentrates only on the negative things. There is hardly any space left for positive inputs. What this means for a teenager is easy to calculate: withdrawal, dwindling self-confidence and severe avoidance behaviour. To work against this, the teenagers need a feeling of certainty and control. **Michael Master** has the following Certainty and Control needs:

- High need for certainty with regard to the completion of tasks (What? When? and How?)
- The possibility to discuss problems and major decisions with other people in the personal environment
- Working in a trusted environment where people, location and tasks are well known
- The core values order and discipline are lived in the environment
- The rules established are followed by all parties and full compliance
- Structures that can be constructed or adapted
- The possibility to handle the tasks assigned with a high degree of precision
- To be surrounded by people with a high sense of duty
- The possibility to think about an issue in depth before a decision can be expected from oneself
- Enough time to make important decisions so that **Michael Master** feels comfortable with it
- Concerning the demands placed **Michael Master** needs to have the feeling to be in control of the situation

#### 5. The interpersonal needs of Michael Master

The human brain is a social brain. It is designed to communicate and to interact with people. Thereby two basic needs that are deeply rooted in the brain play a crucial role: connectivity and fairness. Connectivity is concerned with the affiliation to one person or a group of people. When people are excluded, their pain centre in the brain is activated. This explains why so many people with interpersonal problems also develop some sort of physical problem. Social pain activates the same brain areas as physical pain. If this social pain lasts for too long then it will also manifest itself physically somewhere in the body.

Very interesting is how the brain reacts to unfair treatment. It reacts to it by activating the part of the brain which expresses a sense of disgust. Consequently it is hardly surprising that people who feel unfairly treated reject any attempts at conciliation which may be made.

Hence, the interpersonal area plays a very important role for a person's success in one's own life. Here, too, people react very differently to Connectivity and Fairness. For **Michael Master** the following needs in the interpersonal area are very important:

- A fair treatment (self and others)
- The desire to meet new people on a regular basis
- Tolerant behaviour
- Considerate and respectful interpersonal dealings

- Relatively conflict-free working atmosphere
- Consent with friends and colleagues
- Social agreement with employees and colleagues
- Mutual support in solving tasks and managing challenges
- The working atmosphere and the cooperation in the team should be based on harmony

#### 6. The stimulant needs of Michael Master

Young people have a great need for change. It is a part of arousal, which in turn depends on the temperament of a person. While some people are constantly on the lookout for something new, others prefer to move on quiet and familiar paths. When the basic need for arousal is not met then this has a correspondingly negative effect on the personality, motivation and performance. **Michael Master** requires the following stimulating elements to feel comfortable and to be motivated:

- The promotion of one's own creativity
- Tasks that require spontaneous action
- Action-driven tasks
- Dealing with things which are a real pleasure for **Michael Master**
- The ability to discover or to test something new
- Tolerance of the environment in terms of order
- Tolerance of the environment in terms of reliability
- The acceptance of one's own individuality in the environment

## 7. Important insights for education and career choice

The brain-based basic needs are an important key to a happy personal and professional future. Regardless of what you are aiming for in your future career do not forget that these basic needs contribute significantly to whether you will exercise your future profession not only successfully but also happily.

If you go in a direction that other people want but you feel uncomfortable with you will sooner or later have to pay a price for it - be it in terms of your success or your health - and if you are unlucky, in both.

For this reason here are some hints on how to verify whether or not your career aspirations really fit your personality based on the information presented.

### 7.1. What does really matter when you think about your future career? Please check in the list below all things you expect from your job. It should give you the opportunity ?

- to have a certain reputation or achieve a certain status.
- a firm foundation for my future so I must have no financial worries and troubles even in difficult economic times.
- to work with and/or for people.
- to experience a lot of change.
- to tackle new challenges.
- to achieve a leadership position.
- to deal intensively with data, facts and figures.
- to work according to exact specifications.
- to have a large autonomy at work with only a few rules to obey.
- to have regular working hours.
- to work in a quiet and relaxed environment.
- to contribute my creativity.

These motives are stated very often, among many others, from young people of your age in relation to their career choice. It is noticeable that they have nothing to do with the functional part of a profession. Rather, they are personal preferences, which result from the brain-based basic needs and therefore have an enormous impact on a person. Often these needs are ignored and decisions related to a prospective profession are based on rational grounds. Unfortunately, the intellectual reasons for career choices are invariably the worst if they stand against the brain-based basic needs. If you need a lot of change and action in your everyday work then it makes little sense for you to choose a career in tax and accounting regardless of the positive future prospects these professions may offer you. Here is an example from our practice which illustrates just how critical a wrong career choice can be. A sixteen-year-old student had looked at various professions and there were two offers for an apprentice position. One was at a renowned advertising agency as a management assistant in advertising and the other at a local municipality as a commercial clerk. All his creativity and his desire for change made him an ideal candidate for the position in advertising. He even wanted to take this offer unconditionally. His parents, however, were very safety-oriented, and persuaded him to give up his intentions in advertising and to accept the apprentice position at the town hall instead. The result was predictable. Even in the first year he dropped out of his education. What happened? The parents have different brain-based basic needs and thus quite different motives compared to their son. The result was a really poor start for his career.

Ultimately, you must choose your own profession. Many people can advise you but you should take the decision yourself. Your feel and intuition show you if your career choice is in line with your brain-based basic needs or perhaps not. If you feel uncomfortable when you think about your future career or doubts gnaw at you as to whether or not the career choice you made is the right one then it may be useful for you to think again about everything. Maybe it could help if you got some more consulting and information.

### 7.2. What personal resources do you need for your career goal?

It can help you a lot if you take some time to figure out what personality you need for the jobs you are interested in. Think about everything you really have fun with. Therefore you have to imagine which tasks and what situations make you feel really comfortable and take care about the feelings triggered in you. Is it rather action or peace? Rather change or routines? Rather people or technology? Rather to be in the spotlight or prefer to support the people who are there?

Ask a professional adviser which demands on your personality the interesting occupations have. If you have collected this information then ask your parents and your friends how they assess your personality. This can be very helpful for you as well. Thus, you get a good impression of what you really need in order to be motivated and willing to perform accordingly.

Once you know about this, now please compare these results with the statements from this analysis. SYou should research each item carefully and ask yourself if the required characteristics of your desired profession and your brain-based basic needs coincide. The more this is the case, the greater is the chance that you will be really happy and successful in this profession. Good luck with that.