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# Creativity Within: Bringing Out the NADPICC in You

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A Project in  
Creative Studies  
by  
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Submitted in Partial Fulfillment  
of the Requirements  
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Master of Science

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**Abstract***Creativity Within: Bringing Out the NADPICC in You*

This project is about transforming the individual into the best possible version of themselves that they can be. This is not done by telling them who to become, but instead through means of self-validating their existence. Self-validation comes from sensing your gaps and understand why you are extrinsically motivated in a given scenario and not intrinsically motivated. This can be done by following this new model NADPICC. NADPICC is an acronym, and the seven attributes of NADPICC are Natural, Altruism, Desire, Passion, Identity, Curiosity, and Confidence. These attributes can be applied to sense those gaps between one's extrinsic and intrinsic motivation. When a workable balance is achieved, an individual can transcend over the threshold from extrinsically motivated to a domain of pure, "true to self" intrinsic motivation. Motivation that is empirically observable by researchers provides deeper, richer, and more genuine outcomes.

Keywords: Intrinsic, Natural, Altruism, Desire, Passion, Identity, Curiosity, Confidence



Student Signature



Date

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## Creativity Within: Bringing Out the NADPICC in You

### **We do not Provoke Intrinsic Motivation**

There is a problem at hand that anyone interested in creativity should consider. The problem is that we lack good methodologies in the problem solving business to provoke intrinsic motivation. In other words, we do not have adequate means to help someone move from extrinsically motivated to intrinsically motivated.

It is interesting because this issue of questioning one's motivation has been viewed intensely for about half a century. Indeed plentiful amounts of time and research have been supplied by researchers worldwide. Despite the issue being touched upon by some of our field's most recognized scholars, potential solutions to solve this dilemma seem to have never really been fully pursued. There even seems to be a complete lack of any *potential* methodology to help guide one from being extrinsically motivated to intrinsically motivated. At least none to my knowledge.

Let us dig into the issue that the scholars in the creativity field have been investigating. In the eastern half of the world in Malaysia, scholars such as Afshari, Siraj, Ghani, and Afshari (2011) converged to say "Intrinsic motivation is the single most important characteristic of creative people" (p.1592). That was said just five years back, in this very decade. It seems that such a theory must be holding its own throughout time since that notion was put forth last century by people in the western hemisphere.

Teresa M. Amabile (1983) pointed out in her early research on the matter that individuals may have certain traits, certain abilities which were conducive to creativity, but creativity coming to fruition was dependent on the individual's intrinsic motivation. Perhaps another way

to word this concept is that your creative control is literally in your own hands. I share this belief with Amabile. Your motivation controls who you become. Your motivation, and your curiosity that is.

Understand that the human is naturally creative. Aristotle's opening line in *The Metaphysics* is "All men by nature desire to know" (Aristotle, 1994). Take into account that the source is 2,400 years old, and many words have changed or expanded in meaning over the years. Society has a tendency to do that. When discussing "men" Aristotle meant mankind, which I refer to as humans. In addition, Aristotle talking about a "desire to know" which means just what it sounds like, which I simply refer to as curiosity. Therefore all humans are naturally curious. With or without modernizing this time-tested line to be politically correct, the general idea stands. Humans are naturally curious.

So if humans can maintain curiosity, and their intrinsic motivation, rewards are not necessarily a bad thing. Research has been done to culminate evidence that suggests obtaining rewards for creative work will not hinder one's creativity (Eisenberger & Shanock, 2003, p. 128). However, this is not always the case. Actually in proportion to the amount of people in the world, and the amount of tasks being done, individuals seldom maintain the combination of creativity and intrinsic motivation. Our society and its patterns that lock humans into repetition often push for simplicity and predictability, which Pittman, Emery, and Boggiano (1982) suggest will almost certainly lock an individual into an extrinsic motivation orientation (p. 790). In addition, their research leads them to suggest individuals locking into an intrinsic motivation orientation look for, even sometimes prefer complexity, novelty, and mastery experiences.

Just to show that this is not me being partial to certain researchers, let me take a completely separate group that worked together on the topic.

Lepper, Sagotsky, Dafoe & Greene (1982) said:

When salient extrinsic incentives or constraints appear to provide a plausible and sufficient reason for engaging in an activity, one is commensurately less likely to view that activity as intrinsically interesting in its own right. This account has proven of considerable value in generating empirical research. (p. 52)

I again pose the question, “Why do we not have a methodology to help individuals transition from extrinsically motivated to intrinsically motivated”?

Consider much of the research that I am supplying is concentrated on age ranges. Amabile tended to work with children, which I call the three through ten range. While many others work with adults, often in business domains. What seems particularly interesting to me is that across age ranges there is a consistent disconnect, decrease of interest, the lack of passion, and loss of curiosity that takes place when extrinsic factors surpass intrinsic factors. Lepper and Greene (1975) performed research on the matter, and in one study concluded that “Subjects who had undertaken the activity expecting an extrinsic reward showed less subsequent interest in the activity than those who had not expected a reward” (p. 479). Motivational tendencies and beliefs are further proven true in the same study because Lepper and Greene also concluded that “Subjects who had been placed under surveillance showed less subsequent interest than those not previously monitored” (p. 479). Every bit of this seems to come back to the detrimental effect of extrinsic motivation on creativity, especially when other researchers are also concluding that extrinsic factors lead to more generic, simplified, and uncreative work.

There are likely to be exceptions, but for the most part the highest levels of creativity emerge when the work is done out of intrinsic motivation. However a question was posed by behaviorist in the field of psychology. A question of whether or not setting limits will change a person's intrinsic motivation and creativity. Work done by Koestner, Ryan, Bernieri, and Holt (1984) lead them to conclude that the "investigation suggests that limits *can* be conveyed without decreasing intrinsic motivation" (p. 245). This is with stipulations though. The research lays out parameters where information is presented to the participants. When provided with the information up front, participants are then given limits. The research heavily suggests that informational limit setting does not decrease intrinsic motivation. While some participants are given limitations without formal explanation. They are literally controlled, subjected to the demands of the experimenter. This control limit setting does indeed decrease intrinsic motivation in the study.

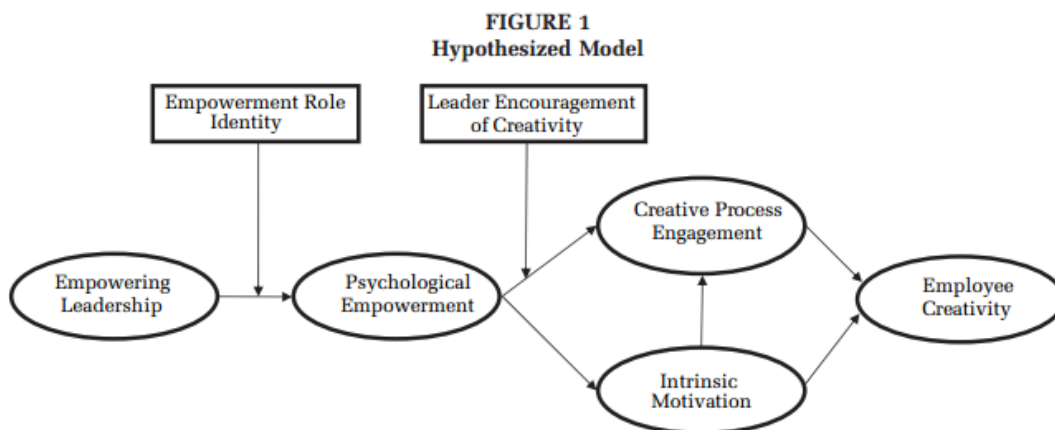
I found this particularly interesting since a study that Amabile carried out at approximately the same time in the 1980's showed similar results. While a little different in delivery, the overall concepts mirrored each other. In her study children who made collages and were given a choice of materials were judged to have more creative artworks than children not given a choice of materials (1984). The judges actually found the more creative artworks to be *significantly* more creative.

It seems like there is a trend, one which suggests more "free will", or autonomy to result in more creative results. Again, this is throughout the ages. There have been many studies on adults just as there have been on children. Prabhu, Sutton, & Sauser suggests managers *should* do many of the intrinsic motivation and creativity provoking tactics already discussed in the paper. They themselves said that "self-efficacy will not only increase creativity but will aid in

increasing an employee's intrinsic motivation, which in turn further increases creativity” (Prabhu, Sutton & Sauser, 2008, p. 63).

All of this leads back to the key point that if intrinsic motivation is so valuable, why is the field of creativity not standing behind a methodology to provoke intrinsic motivation?

As Prabhu, Sutton & Sauser provided research from the western hemisphere, Zhang and Bartol found a nearly identical conclusion based on empirical data from the eastern hemisphere. They found as they anticipated, that “empowering leadership positively affected psychological empowerment, which in turn influenced both intrinsic motivation and creative process engagement” (Zhang & Bartol, 2010, p. 107). Through leadership we can influence intrinsic motivation (**Figure 1**). How do we increase intrinsic motivation without empowering leadership? That part is missing from just about every one of these articles. Empowering leadership, is not an issue. Empowering leadership is an affirmative action, one that does not need to be applied in each individual's scenario.



**Figure 1: Hypothesized Model**

**(Zhang & Bartol, 2010, p. 107)**

The methodology to increase intrinsic motivation in and of itself is not present. Instead there are methodologies to increase other factors, and intrinsic motivation is a secondary effect of the initial cause if it is even addressed at all. It should not be the secondary, but the primary.

What is being said is that if there is one methodology in the problem solving business that helps people move from extrinsically motivated to intrinsically motivated, it does not show it in the literature. While nearly everyone seems to converge on the concept that intrinsic motivation is more desired than extrinsic, no one tells us how to get to the “Promised Land”.

### **Solution to the Problem**

Since we clearly know what it is that we want, why not get it? I propose that we achieve this through the use of NADPICC (pronounced: nad-pick). In short, NADPICC is a paradigm shifting model which aids in figuring out what is lacking in order to gain that transcendent form of motivation that we call intrinsic. NADPICC is an acronym for Natural, Altruism, Desire, Passion, Identity, Curiosity, and Confidence. This model can be used as a problem solving process device to determine why something is not clicking-why it is not truly internalized as something that you wish to do. It is used to clarify your current self-actualized state, as well as sensing any gaps.

Each of the seven attributes of NADPICC is a characteristic that I see present in anything that I deem intrinsically motivated about. Understand that this is not a “be all, cure all” solution to becoming intrinsically motivated. At this time NADPICC is a model and clarification device to fill the methodology void that I have been discussing. The components will be broken down for explanation. An application of NADPICC will serve to help tame this idea into a tangible, workable method that will one day be an asset to the creative problem solving community.

Before breaking down the components of NADPICC, consider a time that you were intrinsically motivated on a task. It is likely that you were deep into thought about what you were doing. Thinking about the task at hand. Now think of a time that you were extrinsically motivated, you were probably not enjoying the task as much as you could have been. If the task was not on your mind, was the goal? Perhaps the goal, the end point was the driving factor. Simply put, you wanted to get through whatever you were doing. Most likely you were extrinsically motivated. Intrinsic motivation being correlated, or heavily embedded in the task. While extrinsic motivation is correlated, or heavily embedded to the goal. This intrinsic for task, extrinsic for goal hypothesis has been experimented with throughout the years and is suggested as a valid train of thought (Kruglanski, Friedman & Zeevi, 1971).

While you incubate on your own task-driven versus goal-driven reflections, think of this. When you have an externally imposed deadline, does that pressure serve as a distraction? In some cases that distraction of a deadline might be detrimental to the task. It may orient you to finish the task with less emphasis on enjoyment or quality. This was found to be the case in a study where children were told to finish a puzzle (Amabile, Dejong & Lepper, 1976). One group simply enjoyed the task. While the other group was told to finish the puzzle in a certain amount of time. The results suggested that those given a time stipulation were less interested in the game. Now apply that to some scenarios you have been in.

Of course there are going to be examples where extrinsic motivation is not found to hinder creativity. The truth is that there are no guaranteed answers here. However it seems that the majority of the time a situation could be better if the motivation was of an intrinsic orientation. Thus why I developed the clarification methodology called NADPICC.

I want to reflect on another of Amabile's studies. She conducted a study on children's artistic creativity. In that study the control group did not have an extrinsic motivation factor driving their actions, and the result supplied students whose tangible products were judged more creative (1982). Results were consistent in the finding. Those in the experimental group that were driven with extrinsic motivation had their tangible products judged to be lower on creativity. Based on this study, and all the other studies previously referenced, I choose to lock in my generalized opinion that extrinsic motivation is detrimental to creativity.

Therefore through the use of NADPICC you may be able to self-evaluate and undo the damage done.

### **Components of NADPICC**

There are seven components of NADPICC. They can be considered attributes, characteristics, or parts. It does not matter. I see the requirement for all seven to be present in order to both achieve a state of intrinsic motivation, and hold the state.



# Natural

Consider a time when you had a thought. Any thought, it does not matter. The guidance of where that thought takes you is *naturally* controlled by you.

Have you ever heard of a trigger word?

Perhaps I talk about hamburgers. That serves as a trigger and you likely may think of one of the following

- Cow
- Hot Dogs
- Grill
- Ketchup
- Mustard
- Bun
- Roll
- Drink
- Burger King
- McDonalds

It is no secret that as creatures who live in a society we tend to make connections between certain items or behaviors. In many scenarios you may be extrinsically guided. When I said hamburger did you already come up with at least one item on that list before you read it? If you did I would argue that you have some intrinsic motivation in you.

For me I tend to link **Natural** with cognition. You may be reading this right now, but you have to digest the words and internalize what they mean. A human has a mind of its own, and unless in a comatose state you are likely capable of original thought.

So I ask you this, have you ever had a thought, a **Natural** thought?

# Altruism

Consider a time when you carried out an action. Any action, it does not matter. Is that action something that could have also been done for another?

Consider that you are human, and you are not alone. Have you ever performed an action that another human also performs?

Perhaps think about brushing your teeth. When you brush your teeth, you may not think of that as **Altruistic**. Consider some of the steps involved.

- Pick up tooth paste
- Pick up tooth brush
- Put tooth paste on tooth brush
- Get tooth paste wet
- Brush teeth
- Spit out tooth paste
- Rinse mouth
- Wipe face
- Rinse tooth brush
- Put cap on tooth paste bottle

It should come as no secret that this action is beneficial to you. So how is it **Altruistic**?

Probably in a way that has not yet occurred to you.....

What do you do when you have a child? You brush their teeth for them.

Sure a simple task like brushing your teeth does not seem like an **Altruistic** action. However, it can become one when you apply that action to another who cannot do it themselves. Think about the action that you said you did. Can you do that for someone else to help them?

# Desire

Consider something that you thought about doing. It does not have to be something you did, merely something you would consider. Is this something you would actually do if given the opportunity? Is this something that you do not think you would do, but would consider? Regardless, you are giving it thought. If there is even a 1% chance you would do it, you have **Desire**.

Does anyone ever not do something consciously just as they would not do something subconsciously? Let me apply this to a scenario.

You are standing next to a roaring bonfire. Subconsciously, instinctually you do not reach in and touch the fire. Suppose someone was taking your picture with your cell phone and then they tossed it to you. The toss fell short and the phone landed at the edge of the fire.

Perhaps there is a **Desire** to reach into the fire to get your phone. Things that might consciously go through your mind as you **Desire** to reach into the fire are:

- If I'm quick enough I might not get burnt
- If I hurry my phone won't die
- The fire will not hurt for more than a second
- My phone is too valuable, I need to hurry
- I'll kick dirt on the fire and reach my phone quickly
- It is just a bonfire, it is not that big
- I'll just use my foot to drag it away
- Maybe the flame will miss my hand/arm
- I won't get hurt
- I'll be safe

Regardless of knowing you will get hurt, and regardless of the insignificance of material items, there is still a **Desire** to reach in. You do not have to do it for there to be a **Desire**. You simply have to give it a smidgen of thought.

Now consider that thought you had. By merely considering it, regardless of intent to carry out, you have internalized the **Desire**. If there is even a chance, there is **Desire**, hence there must be some intrinsic motivation driving the thought. The phone which is a material possession, an extrinsic factor is the consequent to your **Desire** for the phone, which is the antecedent for saving it.

# Passion

Consider a time when you had **Passion** to complete a **Desire**. Take any instance when you were motivated, with your mind set to accomplish, or at least put forth, a valiant effort. Is it the case that you were extrinsically motivated?

**Passion** seems to be the consequent to **Desire**. **Desire** has to be the precursor, the antecedent. If you choose to pursue the **Desire**, then you have **Passion**. If you choose not to pursue the **Desire**, you have no **Passion**. Visualize **Passion** as you sitting in the passenger seat of a car with your brain as the driver.

Take this scenario into consideration.

You are on vacation in Rome, and the night is setting and it is starting to get dark. You wanted to see the colosseum inside but it is after four hours and you know that it is closed. You have the **Desire** to see the colosseum. You might even say you have the **Desire** to see the inside. Again, it is too late on that day.

You prove you are **Passionate** about seeing the colosseum if you see it anyway from the *outside* only.

You can prove you are **Passionate** about seeing the *inside* of the colosseum by doing things such as:

- Waiting until tomorrows tour
- Bribing a security guard
- Breaking in
- Climbing the wall
- Calling the President of Italy for a favor
- Taking a helicopter ride and looking down
- Finding a nearby tree and climbing it to peek into the colosseum
- Getting a boom/bucket truck
- Getting a crane to lower you in
- Parachuting/skydiving into the colosseum

If you pursued one of these methods, or another to actually get (or attempt to get) into the colosseum, then you are **Passionate** about seeing the inside. If you pursue a **Passion**, it is likely that you have a high level of intrinsic motivation. **Passion** will build off your **Desires**.

# Identity

Consider a time when you were in a situation. Did you say to yourself, I can do this? Did you think, I got this?

Have you ever watched other people do something, say perhaps bungee jump, and say, “I would definitely do that”. Maybe you actually said “I would definitely *not* do that”. The point is that you knew where you stood on the matter. You had a sense of identity of who you are, what you like, what you would do.

Think about an event in your life when you considered doing something. Now let that sink in for a minute.

Consider you are at a training camp with a choice to make. You would have to swim across a murky pond with unknown creatures, climb a cliff then jump and swim which cuts the swim distance by 75%, or you could run 1.6 miles around the pond. Add the stipulation that you are trying to have the fastest time in order to win a prize. To remove the extrinsic pressure, let's say the prize is a donation to a charity. Oh, and you don't have much time to think about it because you were just given your options, and now the horn has blown to begin.

- Cliff climb and jump with a short swim might make you **Identify** as low in fear
- Straight swim might make you **Identify** as taking the clearest strategic plan
- Run around the pond might make you **Identify** as taking the least risk

This is just one way to evaluate a scenario of **Identity**. Perhaps you were not given the three options, you were simply told to get to the other side the quickest, and go.

You could imagine some people instantly running. However there is that chance there are innovative individuals who say I'm going to swim. In addition, if there are observant individuals, perhaps they noticed the cliff dive would provide the shortest distance to the end.

Your **Identity** is intrinsically motivated unless you allow yourself to be a follower. The first person to start running around the pond might be doing what works for them, but the remaining individuals may be like sheep following the leader.

**Identity** is to do what you want to do, and that is intrinsic motivation at its best!

# Curiosity

Consider a time when you had observed something. After you observed it, did you wonder anything?

Perhaps an adult mind is not the best state of mind to evaluate this from. Think of a child, say between the ages of three and ten. Have you ever met a child that asked, “Why”?

The 3-10 age is the most interesting age range for cognitive human development. I find that the hindrance of curiosity is nearly parallel in the United States with the hindrance of creativity. Starting in 3<sup>rd</sup> grade, or 4<sup>th</sup> grade in some states, standardized testing and conformity is ingrained into our youth. It takes that kid who frequently asks why and turn them into a pre-puberty “yes” man.

The topic of **Curiosity** comes to fruition **Naturally**. **Desire** and **Altruistic** intentions occur only after **Curiosity** has been addressed. Much like **Passion** is a consequent (byproduct) to **Desire**, **Curiosity** is the consequent of the first five parts of NADPICC. The order for Natural, Altruism, Desire, Passion, and Identity can come in any order. The important factor for consideration is that **Curiosity** is *heightened* when all five characteristics are present.

So perhaps you have the question right now of how being **Curious** can transition you from being extrinsically motivated to intrinsically motivated. However, perhaps that right there is the answer. I hold philosophical works close to my heart because they frequently pique my interest. I am intrinsically motivated about philosophical studies, and there is no need to look any farther.

Perhaps instead of trying to internalize your feeling for something that you are not **Curious** about, simply accept that you will probably always be extrinsically motivated on the matter if you are not interested, not **Curious**, to understand it.

Simply wondering about **Curiosity**, or wondering why there is a lack of **Curiosity** is an example of **Curiosity**.

I cannot answer what you are **Curious** about. Consider NADPICC as simply a clarification model. If you hold no **Curiosity** toward a matter, there are other pursuits you can endeavor on in your life. Simply understand that perhaps I cannot internalize my motivation because I am not **Curious**, I simply do not care about that matter at hand. I feel this way about quantitative statistics. I have no **Curiosity** because I have no **Passion**.

Life is short, there are plenty of other interest to pursue.

# Confidence

Confidence is a culmination of the first six attributes of NADPICC. Without Confidence, NADPIC, as you have it will still sound the same. It essentially still looks the same. The second C. is the final drive factor-the metaphorical last nail in the coffin-linchpin.

Imagine you are in a situation where you are training for a triathlon. You could check mark all the components of NADPIC. You are **Naturally** driven to the event. You may be **Altruistic** because it is for charity. Certainly you have **Desire** and **Passion** given your training regimen. You know your **Identity**, you are an athlete, a participant, a person who cares. Even with **Curiosity**, as you may wonder if you're prepared enough, if you will finish, and how well you do. All seems good right, get running.

Now put yourself halfway through the triathlon. You are wondering if you will be able to succeed. You may be happy with how far you've come, but you are not done, and you are not sure if you will finish. Up until now, I am now questioning your intrinsic motivation, I see it, and it is there.

However, without the **Confidence**, will you be successful in the task at hand? You may concentrate on the goal of finishing the race, but that shifts you from intrinsically motivated to extrinsically motivated. You want to finish the race so you can say you did the triathlon. Instead you need to be **Confident** that you will finish. With **Confidence**, it becomes not about the goal of finishing, but about the task, the race itself.

The second C of NADPICC may be silent, but it is just as important as the first C. With the seventh attribute in place, the momentum stays on your side.

The ultimate goal to living a creative life is to live in a state of intrinsic motivation that has you unconsciously skilled at keeping that internal orientation. Take extrinsic motivators, let's call them rewards, and never let them be the primary reason for your actions. By incorporating a clarification method such as NADPICC into your regular approach on issues in life, you may be left with a more optimistic mindset that promotes seeking complexity, novelty, and the iconoclastic gains achieved only through breaking glass ceilings.

### **NADPICC Touchpoints with Thinking Skills Model (TSM)**

Although it is not the goal to correlate NADPICC to a pre-existing model, there are many similarities that made this correlation worth documenting. Many of these similarities between NADPICC and the Thinking Skills Model (TSM) are worthy of discussion. As you will see in **Figure 2**, where similarities such as various parallels in affective skills will be on display. The NADPICC model does not serve to mirror Thinking Skills Model, but perhaps it could draw strengths from it.



<b>Thinking Skills Model</b> (affective skills)	<b>NADPICC</b> (affective skills)
<i>Assessing the Situation</i>	<i>Natural</i>
<ul style="list-style-type: none"> <li>• Curiosity</li> </ul>	<ul style="list-style-type: none"> <li>• Who am I?</li> <li>• What do I like?</li> <li>• What drives me?</li> </ul>
<i>Exploring the Vision</i>	<i>Altruism</i>
<ul style="list-style-type: none"> <li>• Dreaming</li> </ul>	<ul style="list-style-type: none"> <li>• Think ahead (Will I be able to help others?)</li> <li>• Does this serve a purpose that will also benefit others?</li> </ul>
<i>Formulating the Challenges</i>	<i>Desire</i>
<ul style="list-style-type: none"> <li>• Sensing Gaps</li> </ul>	<ul style="list-style-type: none"> <li>• What do I want?</li> <li>• What can I achieve?</li> <li>• Why am I doing this?</li> </ul>
<i>Exploring Ideas</i>	<i>Passion</i>
<ul style="list-style-type: none"> <li>• Playfulness</li> </ul>	<ul style="list-style-type: none"> <li>• This is me!</li> <li>• I'm all about this!</li> <li>• Get out of my way, I'm doing this!</li> </ul>
<i>Formulating Solutions</i>	<i>Identity</i>
<ul style="list-style-type: none"> <li>• Avoiding Premature Closure</li> </ul>	<ul style="list-style-type: none"> <li>• I could see this working for me</li> <li>• It appears I've found my niche</li> <li>• I can make this work and be proud of it</li> </ul>
<i>Exploring Acceptance</i>	<i>Curiosity</i>
<ul style="list-style-type: none"> <li>• Sensitivity to Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Is this going to work?</li> <li>• Why am I so attracted to this?</li> <li>• What could be the Assisters/Resistors?</li> <li>• N.A.D.P.I.C. = Achieving Intrinsic Motivation</li> </ul>
<i>Formulating a Plan</i>	<i>Confidence</i>
<ul style="list-style-type: none"> <li>• Tolerance for Risks</li> </ul>	<ul style="list-style-type: none"> <li>• No more issues, just need to implement</li> <li>• It's already going, I just need to keep the momentum up</li> <li>• N.A.D.P.I.C.C. = Holding Intrinsic Motivation</li> </ul>

**Figure 2: Comparison Chart**

Reminder that NADPICC was not designed to mirror, or even compliment the Thinking Skills Model. Any possible relationship to the Thinking Skills Model was not even considered until reflection upon NADPICC after creation and development. With that said, by chance, there are some striking similarities. I propose that is because I have internalized the Thinking Skills Model over the years. Actually I became more adverse with it in 2013 when I was in the undergraduate minor for Creative Studies at ICSC/ Buffalo State College. My goal is to now internalize NADPICC as well. That is a goal that I feel I am dangerously close to achieving.

### **Summary**

In the creativity field there has been plenty of research on extrinsic and intrinsic motivation throughout all age ranges. Amabile may be the academic in the creativity domain which has researched the matter the most. However, while research and theories have been presented with regard to motivation, no evolved theories have emerged as a way to transition from extrinsically motivated to intrinsically motivated. Now NADPICC exists, and serves as a model for those interested in controlling their own motivational state.

People outside of the field of creativity have studied creativity as well. That is recognized by our scholars, and even built upon at times. Amabile (1979) accredited Einstein's inquiries as relevant to her thesis, stating "An intrinsically motivated state is conducive to creativity, whereas an extrinsically motivated state is detrimental" (p. 221). NADPICC presents various attributes which upon culmination can elevate an individual to a self-actualized state.

In time, NADPICC will serve to not just clarify why one does not internalize motivation towards a certain matter, but help to embody its characteristics into one's lifestyle. NADPICC will serve those who seek to be more genuine to themselves. In other words, NADPICC will fit

in the minds of those who desire to constantly grow as a person. Through frequent reflection on NADPICC evaluations, unconsciously skilled tendencies will sharpen one's innate ability to approach a task with an intrinsic motivation orientation.

In order to do this, I foresee two possible routes. One, we have to undo the hindrance of creativity that our societies' patterns have locked our adults into. This hindrance often starts in grade school once standardized testing takes place in the third and fourth grades. The other route is to not lead our growing youth into those patterns which downplay creativity in the first place. Children are thrown into a society which gives them extrinsic rewards at a young age. Toddlers get candy, kindergarteners get paper awards, and children get participation trophies for sports, despite losing. While this is all acceptable conditioning, it leads children into becoming expectant, even dependent on the extrinsics. The result being creativity is hindered. Children who expected rewards produced poorer quality drawings than the students who did not expect to receive any reward (Lepper, Greene & Nisbett, 1973).

When does it stop? Perhaps when someone is taught to approach a situation with each of the seven attributes of NADPICC in mind. Perhaps it starts when the components of NADPICC become an innate method.

There are areas for future development with NADPICC. This methodology could be molded into a workshop. It is likely that the attributes which comprise NADPICC will gain more independent research, and subsequently the unit will continue to grow in continuity.

The Work Preference Inventory (WPI) is theory which may hold value in further developing NADPICC. While WPI does not transition extrinsic motivation to intrinsic motivation, it does assess the two together (Amabile, Hill, Hennessey & Tighe, 1994). Perhaps WPI is the next best thing.

In addition, NADPICC and its affective attributes are something that may be comparable to a new A, B, C's of creativity theory presented by Mike Fox through the International Center for Studies in Creativity (in press).

### **NADPICC Paving it Forward**

Technically speaking, NADPICC is a new methodology. It can appropriately be considered a model which was created to help any individual assess why they are extrinsically and not intrinsically motivated toward any given matter. Attributes of NADPICC are a byproduct of being human. Ask yourself, does any of this work for me?

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## Appendix A

*Thirty Recommended Resources to Explore in the Future*

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(Original work published 380 BCE)

Plato. (2010). *Apology*. (B. Jowett, Trans.). New York, NY: Barnes and Noble. (Original work published 399 BCE)

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Appendix B

Motivation Diagram

*Literal*

*"Line in the Sand"*

*EM*

*IM*

*(Extrinsic Motivation)*

*(Intrinsic Motivation)*

*State of External  
Pressure*

*State of Internal  
Pressure*

*Deceptive Lifestyle*

*Self-Actualized Lifestyle*

*Life without*

*Life with*

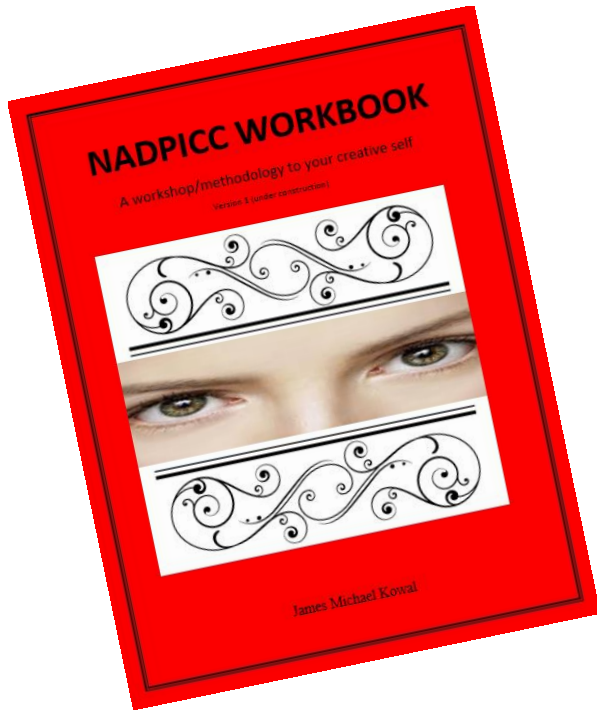
*NADPICC*

*NADPICC*

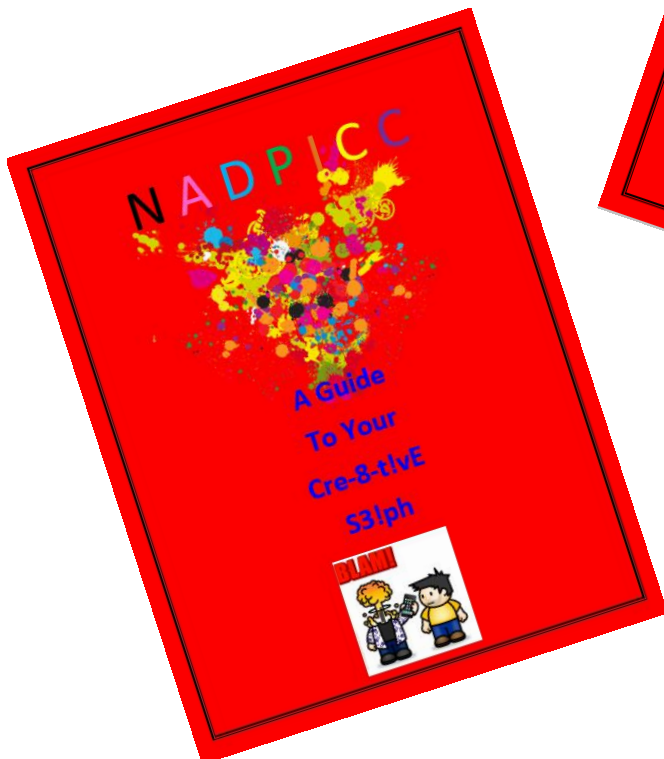


Appendix C

Workbook Sample

The 'Table of Contents' page is red with a white border. The title 'Table of Contents' is written in a cursive font at the top. Below it, the following items are listed with their corresponding page numbers:

N.....	5
A.....	12
D.....	19
P.....	27
I.....	34
C.....	41
C.....	48



Appendix D

Workbook Sample for Curiosity

41

*N A D P Q C C*

*N A D P Q U C*

*N A D P Q R C*

*N A D P Q J C*

*N A D P Q D C*

*N A D P Q S C*

*N A D P Q J C*

*N A D P Q J C*

*N A D P Q Y C*

*Have you ever heard that Curiosity killed the cat ???*

*Have you ever tried to understand something someone else said ???*

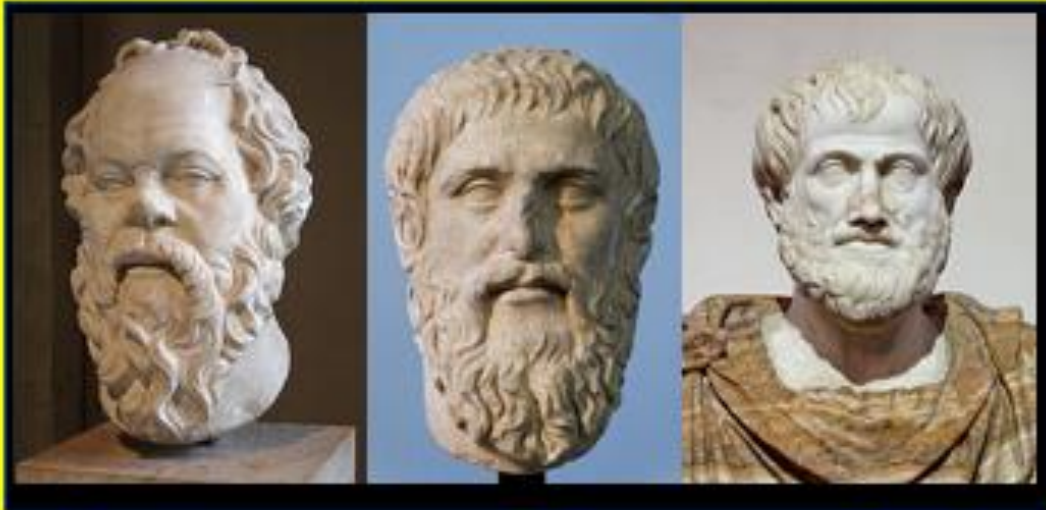
42

*N A D P Q C C*

*Have you ever  
tried to read  
something  
written in yellow*

*? ? ? ?*

43

*Socrates**Plato**Aristotle*

*Perhaps when discussing curiosity, one of these three names may come up.*

*Before sciences even existed these men questioned the happenings that were occurring in the world (approximately 400 B.C.)*

*"All men by nature desire to know" - Aristotle*

Translates to

*"All humans are naturally curious" - Kowal*

44

?

*Are you curious?*

*Yes*

*Do you know why you are curious?*

*Yes*

*No*

*Could you guess why you are not curious?*

*Yes*

*No*

*No*

*Do you know why you are not curious?*

*Yes*

*No*

*Could you guess why you are not curious?*

*Yes*

*No*

Continue - lines - to - next - page - for - answers

45

*Congratulations*

*of*

*You*

*Are*

*Here*

*You*

*Likely*

*Find*

*Yourself*

*In*

*A*

*Self-Actualized*

*State*

*If False follow orange line*  
*If True follow purple line*

Continue - line -- to -- next -- page - for -- answers



46

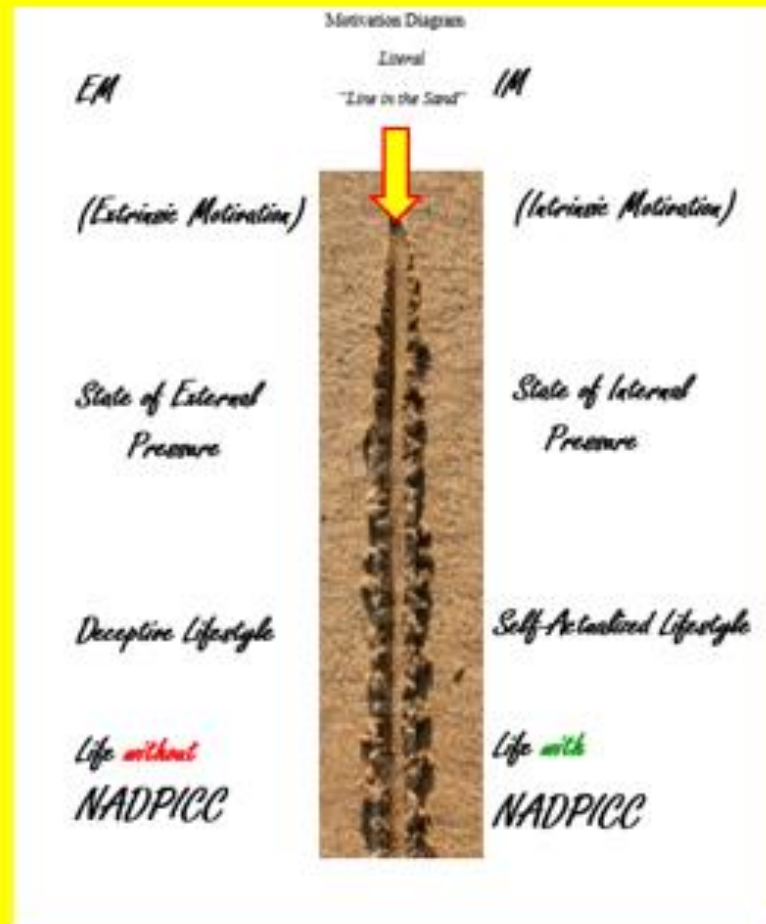
*You claim that you are not curious, yet you continued the flow chart and have reached this point. I would call you curious!*

*Congratulations*



47

*Even if you have not realized it, you have crossed  
the line from **EM** to **IM***



*The next step is to solidify your stance!  
We can do this by increasing your Confidence!*

