MOTIVATION via MUSIC  
  
There is extensive research about the benefits of singing, playing and listening to music for wellbeing - such as, listening to relaxing music via meditation.  Similarly, music is also great for motivation.  
  
Before I begin, I should like to share two meditations within this article, which include a ‘Motivation Meditation’ that is available to listen to via the bottom of page 2 of my website, with music composed by the wonderful, Sappheiros

Introduction  
  
I was drawn to write about motivation, as from time to time, it is something that many of us struggle with.  
  
A Pew Survey found that 53% of respondents between the ages of 18 and 29 complained of a lack of motivation.   
[SOURCE: www.businessinsider.com]  
  
Conversely, according to BrandonGaille.com:  
  
Workaholism affects an estimated30% of the general population. The percentage of high-income earners who work a minimum of 60 hours per week is 35%. 10% of high-income earners work an average of 80 hours per week.

There is extensive research about the benefits of singing, playing and listening to relaxing music. [SOURCE: Chopra.com]  
  
You might wonder, therefore, why one should consider including music for motivation. In other words, ‘how can music help?’  
  
Before I answer this question, here is a definition of motivation from [www.researchgate.com](http://www.researchgate.com):  
  
Motivation refers to one’s energy and drive to learn and perform to potential.  
  
…and to return to the idea that music might help, according to ‘Making Music Mag.com’:  
  
‘…music often makes us more mobile and motivates our body to move. Physical activity sparks mental activity; therefore, music fuels productivity and motivation. The effects of music on physical and mental stimulation is widely used in many HR techniques to help employees get more productive and motivated’.  
  
What can we do, therefore, to be more motivated via music?  
  
Being knowledgeable about the various types of motivation (including intrinsic and extrinsic) helps. Also, exploring different styles and genres of music, alongside what we believe to be the next step.  
  
Some consider that, comprehensive and effective management can only exist with the consistent improvement of:  
  
1. our personality and spiritual centre   
For example, being kinder to everyone we meet and supporting our family and friends more  
  
2. time management  
Some use the timer on their mobile phone to meet deadlines quicker   
  
3. ego   
…via the avoidance of negative vanity. For example, spending too much or too little time in front of one’s mirror could be described as either neglect or procrastination  
  
4. our welfare, carbon footprint and wellbeing.   
Such as, our diet, sleep, nutrition, exercise and meditation routines, with a commitment to only/mainly purchasing organic, fair-trade, biodynamic and free-range food and products.  
  
Inspiration:  
  
It is believed that, being inspired by those we respect, such as the good role models in our life supports motivation. For example, from musicians, actors, comedians, inventors, academics, spiritual teachers, fashion and designers to family and friends.  
  
Alongside music, some tools that support inspiration might include: photographs, songs, films, stories, lyrics, verse, poems, quotes, articles, meditation, comedy and recordings.  
  
Please consider listening to this meditation that I love by Ram Dass via the following link.   
  
https://www.instagram.com/tv/CYwxJgDD3eo/?utm\_source=ig\_web\_copy\_link

Mabel’s story:  
  
Mabel was jealous of her friend, Jess who was praised for her writing.  
  
Mabel also writes but was not aware that Jess had worked really hard for the past two years. Jess had previously invited Mabel to consider being her study-buddy, only she declined.  
  
Jess sensed that Mabel was upset, as she kept her distance for days. She tried phoning, emailing and talking to her – only Mabel went out of her way to avoid her.   
  
Mabel appeared to be less interested in being friends with Jess, and Jess began to feel disrespected and hurt by Mabel’s reaction.  
  
Thankfully, their parents were happy to help them patch up their differences.  
  
What happened?  
  
Jess clearly had foresight, as having a good study buddy does indeed improve one’s chances of achieving their goals.   
  
Jess is kind, because she was very happy to help Mabel with achieving her goals.  
  
It’s not clear why Mabel declined her invitation. Or why she became jealous, given that Jess was really caring and kind to her.   
  
Having said all that, it is indeed possible that Mabel’s reaction was due to a combination of regret, shock, dismay and anger   
for not having accepted Jess’s initial invitation.  
  
The question is, ‘Why?’.  
  
One can see that, Mabel’s level of awareness is very different to Jess’s and that it resulted in suffering for both girls.  
  
Furthermore, the divergence in motivation between them meant that Jess ended up experiencing more happiness than Mabel.  
  
How Music supports Motivation  
  
To fully appreciate the motivational qualities of music requires research and a commitment to trawl through books, articles, websites, myspace, iTunes, libraries and many cd collections.   
  
Discussions with family and friends will help. Also, doing so is fun.  
  
Some believe that the benefit of music training is more effective with coaching and/or counselling skills training, whether for adults, children or at the same time via a programme such as an Early Years Parent/Toddler group.  
  
Below is a summary of the benefits of music:  
  
1  
Our memory improves when we are positive, which music along with a carbon-friendly, ethical and healthy lifestyle enables.  
  
2  
Music helps to retrain the injured or depressed brain by evoking mood and emotion.  
  
3  
Active learning and training in music as opposed to passive stimulation and facilitation helps with rewiring the injured brain and one’s overall recovery.  
  
4  
Music helps us with building relationships, promoting wellbeing, improving self-esteem, expressing feelings and interacting socially.  
  
5  
The brain areas involved in music are active in processing language, auditory perception, attention, executive control (i.e. working memory and impulse inhibition) and motor control. Music accesses and activates the skeletal, muscular, nervous, endocrine and cardiovascular systems and can drive complex patterns of interaction between them.  
  
6  
Via the learning of music, auditory and motor areas in the brain grow larger and interact more efficiently.  
  
7  
Music can enable re-education of cognitive, motor, speech and language functions via shared brain systems and plasticity.  
  
8  
Learning word lists in a song activates temporal and frontal brain areas on both sides of the brain, while spoken word learning only activates areas in the left hemisphere.  
  
9  
In the early 1990s, researchers began to extract and study shared mechanisms between musical and non-musical functions in motor control.   
  
One of the most important shared mechanisms is rhythm and timing. Rhythm and timing are also important elements in music.  
  
Rhythm is important when learning the appropriate motor control in order to play music.  
  
Music rhythms, when used as timing signals, help to improve a person’s motor control during non-musical movement.   
  
When tried via patients with stroke or Parkinson’s disease, their improvements in certain areas was instantaneous.   
  
By following the rhythmic cues, patients recovering from stroke were able to walk faster and with better control over the affected side of their bodies.  
  
These improvements held up over long term training and also proved to be superior in comparison to when other standard physical therapy interventions were used without music.  
  
The results added weight to the idea that music can shape movements in therapy by accessing shared elements of musical and non-musical motor control (i.e. rhythm, timing). Also, this powerfully enhances re-learning and re-training in a clinical environment.  
  
In a later study that utilised brain imaging in patients with stroke, arm training with auditory rhythm triggered brain plasticity. Additional areas in the brain were activated by the music training. In comparison, when used without music, standard physical therapy did not result in any evidence of new changes in brain activations.  
  
Conclusion  
  
Coaching, tuition and training via music very much supports clients with wellness, rehabilitation, making more positive choices, achieving their goals, bonding with family and maintaining great friendships.  
  
They support us with becoming more aware, inspired and motivated to observe, explore and engage in a way that enables more positive thoughts and actions and social, physical, cognitive and emotional reactions.   
  
Communicating spiritually with the environment and as a humanitarian is therefore required to reach our full potential.   
  
Recent research suggests that both music and dance with coaching supports persons with healing from depression, anxiety and stress.  
  
Maybe now, therefore, is as good a time as ever, to consider putting together a playlist of your favourite tracks that inspire you to dance, sing and meet those deadlines.  
  
If you think we can support you with this, then feel free to drop us a line via email or text.  
  
Thank you !  
  
  
SOURCE:  
1  
How music helps to heal the injured brain  
<http://www.dana.org/news/cerebrum/detail.aspx?id=26122> - by Michael Thaut, PhD and Gerald McIntosh, MD  
  
2  
Music Education can Help Children Improve Reading Skills  
<http://www.sciencedaily.com/releases/2009/03/090316075843.htm>