Motivating Others

Objectives
- ✓ Identify and define motivation
- ✓ Analyze and discuss theories of motivation
- ✓ Activities – Putting motivation to work – What motivates you?

Advance Preparation
- ✓ Review materials and PowerPoint
- ✓ Prepare copies of assessments

Materials Needed
- ✓ Copies of Herzberg and Motive Assessments (Attachments 1 - 3)
- ✓ Flip chart
- ✓ Markers
- ✓ Tools to group participants
- ✓ Projection Device
- ✓ Power Point Presentation

Time Needed
- ✓ 90 Minutes

BACKGROUND

One key facet of leadership is the ability to get others to do something, creating an influence. But what about the natural motivations an individual might have. This module is designed to help acquaint participants with the concepts related to motivation. Specifically three popularized theories will be reviewed and discussed.

A leader must be able to motivate others to achieve goals, accomplish tasks, and complete objectives. Motivation is one key indicator of behavior. We behave in a way that will satisfy a motive based on a need. However, we don't always have the luxury of knowing what our needs or motives are.

Knowing potential areas of motivation, like the ones discussed in this module, can provide guidance in working with and discussing concerns with others. This is one way to develop an individual sense of what motivates others around you.

Interest Approach

The purpose of this activity is to clearly define what motivation is. To facilitate dialogue, this activity works best with small groups of 4 or 5, but can also work with larger groups. This activity works best when you split the group up into smaller groups of 4 or 5 people.

Instructions for this Activity:
1. Break larger group into 3 smaller groups. This may be facilitated in a number of ways. Provide the group with a set of markers and a piece of post-it flip chart paper.
2. Give each group 5 minutes to answer one question related to motivation, these are listed on slides 4, 5, and 6. They should write their ideas down on a post-it note flip chart page.

3. After the 5 minutes is complete, go around to each group and have them share their response with the larger class.
4. Allow for some discussion, debate, etc. especially from other groups, as to what they believe the "right" answers are. Spend the next 5 minutes hearing from others.

LESSON
1. Open the lesson/discussion with the Stephen Covey's quote about stimulus and response. Have the participants share what they believe this quote means as it relates to motivation. (slide 2)
2. Review objectives for the lesson. (slide 3)
3. Interest approach. This is a guided activity to engage the participants in thinking about what motivation really means and how it works. Follow the steps outlined above. (slide 4 - 6)
4. The lesson begins with the textbook definition of motivation. Review this with participants, does it fit with what was discussed during the interest approach, how is it the same or different? (slide 7)
5. The motivation feedback loop is a pictorial representation of the motivation process. It is complicated, so allow participants some extra time to look at it and digest it, call for questions to ensure that further elaboration is not needed. (slide 8)
6. The main content of the module is discussion of the three main theories of motivation. These are Maslow's Hierarchy of Needs, Herzberg's Two-Factor Model and McClelland's Acquired Needs. These are simply listed out for participants. (slide 9)
7. Maslow's hierarchy was developed in the 1940s. He based his work on 4 assumptions about people and needs. (slide 10)
8. The next set of slides discusses each of the 5 levels of need as defined by Maslow. (slide 11-13)
9. Through the next 3 slides have participants discuss each of the needs. Do they still consider these to be relevant, some 65 years later? Would they amend or make any changes to the 5 levels of need? (slide 11-13)
10. Maslow's model is a hierarchy, meaning one level must be fulfilled before the next. It is represented in a triangle, with the highest level, self-actualization being the smallest. In relation, physiological needs are the largest. At the same time a very few number of individuals will actually reach the self-actualization stage. (slides 14)
11. How it works allows for some interpretation as to how one may use Maslow's hierarchy in order to understand what motivates someone. (slides 15)
12. Herzberg's Two-factor model is the next to be discussed. Developed some twenty years after Maslow's hierarchy, it breaks motivation down into two main levels, maintenance factors and motivator factors. (slides 16)
13. Maintenance factors are the lowest level and may be considered similar to physiological, safety and belongingness (social) needs of Maslow's hierarchy. These are also considered extrinsic because they stem from an outside or external stimulus. (slide 17)
14. Next are the motivator factors or higher level needs. These are congruent with Maslow's esteem and self-actualization. These are intrinsic because the stimulus is internal and we feel good about something important to us. (slide 18)

15. Slide of the Two-factor model. This might take some review initially, it does appear confusing. Instead of working from bottom to top like Malsow's this works from top to bottom. With satisfaction continuums listed for each. (slide 19)
16. How it works provide a quick glance at how one might actually use the model when determining an individual's motives. (slide 20)
17. Included with this theory is a quick and easy assessment. Please see attachment 1 for specifics on the Job Motivators Assessment. (slide 21)
18. Included are a couple of questions that you may work through with participants after they have taken the assessment. (slide 22)
19. McClelland's Acquired needs is the last to be discussed. It provides motivation is derived from personality. (slides 23)
20. There are three traits that are covered in the model, Achievement, Power and Affiliation. Each is discussed in full. Talk about each with participants. See if they agree with these more so than the other two theories. (slide 24-26)
21. Included is a motive assessment, this will allow participants to determine which is their preference. See the attachment on the Motive Assessment. (slide 27)
22. Again, follow-up questions are provided. (slide 28)
23. Closing brief activity. Have the room again divide into three groups. Using the flip charts and markers assign each group one of the theories discussed here. Have them write down some ideas of how they would address motivation using their assigned theory. Should be fun and provide a way to close the session. (slid 29)
24. Review objectives (slide 30)

APPLICATION

While motivation is a difficult concept to get one's hands around, it is necessary to discuss the influence it has when leading. Whether it is in a task force, a committee, work, or family, we all have different motives that drive our behaviors. Opening up to this idea allows for a better understanding of individuals. Being able to evaluate individual motives may lead to a more successful and happy relationship. As a leader, this becomes an important skill.

REFERENCE

Lussier, R. & Achua, C. (2001). *Leadership behavior and motivation*. Cincinnati, OH: South-Western College Publishing.