Motivating Others

Objectives
✓ Define motivation
✓ Analyze and discuss theories of motivation
✓ Determine what motivates you

Advance preparation
✓ Review materials and PowerPoint presentation
✓ Prepare copies of assessments

Materials needed
✓ Copies of Attachments 2 and 3 (Attachment 1 has instructions for the trainer.)
✓ Flip chart
✓ Markers
✓ Computer and projector
✓ CD with PowerPoint presentation

Time needed
✓ 90 Minutes

Background
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 the kinds of things that may motivate people can help you develop a sense of what motivates others around you.

Interest approach

The purpose of this activity is to clearly define motivation. This activity works best with small groups of four or five, but it can also work with larger groups.

1. Give each group 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). Ask groups to write their ideas on the paper.
3. Ask each group to share its ideas with the whole class.
4. Allow time for some discussion and debate as to what all participants believe the “right” answers are.

Lesson
1. Open the lesson with the Stephen Covey quote about stimulus and response. Have the participants say what they believe this quote means as it relates to motivation (slide 2).
2. Review objectives for the lesson (slide 3).
3. Do the interest approach activity to engage the participants in thinking about what motivation really means and how it works (slides 4-6).
4. Review the textbook definition of motivation (slide 7). Ask participants if it fits with what was discussed during the interest approach activity. How is it the same or different?

5. The motivation feedback loop is a pictorial representation of the motivation process (slide 8). It is complicated, so allow participants some extra time to look at it and digest it. Then call for questions to ensure that further elaboration is not needed.

6. The three main theories of motivation are Maslow’s Hierarchy of Needs, Herzberg’s Two-Factor Model, and McClelland’s Acquired Needs (slide 9).

7. Maslow’s hierarchy is based on four assumptions about people and their needs (slide 10).

8. These are the five levels of need as defined by Maslow (slides 11-13). Have participants discuss them. Do they still consider these to be relevant, some 65 years after Maslow developed his theory? Would they amend or make any changes to the five levels of need?

9. Maslow’s model is a hierarchy, meaning one level must be fulfilled before the next (slide 14). It is represented in a triangle, with the highest level, self-actualization, being the smallest and physiological needs the largest. Only a few individuals reach the self-actualization stage.

10. There is room for interpretation as to how one may use Maslow’s hierarchy to understand what motivates someone (slides 15).

11. Herzberg’s Two-Factor Model was developed some 20 years after Maslow’s hierarchy (slide 16). It breaks motivation down into two main levels, maintenance factors and motivator factors.

12. Maintenance factors are the lowest level and are similar to the 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).

13. Next are the motivator factors or higher level needs (slide 18). 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.

14. Herzberg’s model might appear confusing (slide 19). Instead of working from bottom to top like Maslow’s, this works from top to bottom, with satisfaction continuums listed for each.

15. This is a quick glance at how one might use the model to determine an individual’s motives (slide 20).

16. This theory has a quick and easy assessment of job motivators and maintenance factors (slide 21). Give participants copies of Attachment 2 to complete. Attachment 1 has the instructions.

17. Here are a couple of questions that you may work through with participants after they have taken the assessment (slide 22).

18. McClelland’s Acquired Needs theory says that motivation is derived from personality (slide 23).

19. There are three traits covered in the model—Achievement, Power and Affiliation (slides 24-26). Talk about each with participants. See if they agree with these more than the other two theories.
20. Have participants complete the Acquired Needs Self-Assessment—Attachment 3 (slide 27).

21. Follow up with these questions (slide 28).

22. As a brief closing activity, have the participants divide again into three groups. Assign each group one of the theories discussed here. Have them write down some ideas about how they would address motivation using their assigned theory (slide 29).

23. Review objectives (slide 30).

**Application**

While motivation is a difficult concept, it is necessary to discuss the influence it has on groups of people. Whether it is in a task force, a committee, our work, or our family, we all have different motives that drive our behaviors. Being able to evaluate individual motives may help us have happier and more successful relationships. Understanding motivation is an important leadership skill.

**Reference**