

Motivating Others: Making Others Want to do More

Objectives

1. Identify and define motivation
2. Analyze and discuss theories of motivation
3. Activities – Putting motivation to work – What motivates you?

Advance Preparation

1. Review materials and PowerPoint
2. Prepare copies of assessments

Materials Needed

1. Copies of Herzberg and Motive Assessments (see attached)
2. Flip chart
3. Markers
4. Tools to group participants

Time Needed

1 hour and half

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

Motivation – What does it really mean? 10 minutes

Purpose:

1. To identify and discuss key questions related to motivation.

Group Size:

To facilitate dialogue works best with small groups of 4 or 5, but can also work with larger groups.

Supplies:

Flip chart and markers for discussion.

Instructions:

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

- 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)
- Review objectives for the lesson. (slide 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)
- 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)
- 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)
- 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)
- Maslow’s hierarchy was developed in the 1940s. He based his work on 4 assumptions about people and needs. (slide 10)
- The next set of slides discusses each of the 5 levels of need as defined by Maslow. (slide 11-13)
- 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)
- 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)
- 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)
- 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)
- 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)

- 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. When we feel good about something important to us. (slide 18)
- Slide of the Two-factor model. This might take some review initially, it does appear confusing. Instead of working from bottom to top like Maslow's this works from top to bottom. With satisfaction continuums listed for each. (slide 19)
- How it works provide a quick glance at how one might actually use the model when determining an individual's motives. (slide 20)
- Included with this theory is a quick and easy assessment. Please see the attachment for specifics on the Job Motivators Assessment. (slide 21)
- Included are a couple of questions that you may work through with participants after they have taken the assessment. (slide 22)
- McClelland's Acquired needs is the last to be discussed. It provides motivation is derived from personality. (slides 23)
- 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)
- Included is a motive assessment, this will allow participants to determine which is their preference. See the attachment on the Motive Assessment. (slide 27)
- Again, follow-up questions are provided. (slide 28)
- 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. (slide 29)
- 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**. *In Leadership*, (pp.66-105). Cincinnati, OH: South-Western College Publishing.

Job Motivators and Maintenance Factors And Acquired Needs Self-Assessment

Goals:

1. To assess individual preference on Herzberg's Two-Factor Model of motivation and McClelland's Acquired Needs model.

Process:

1. Make copies of the instrument, with the questions on one side and the score sheet on the back. Each questionnaire is given at specific points in the module (slide 21 – Herzberg and slide 27 – McClelland)
2. Provide individual copies of the instrument/score sheet to each participant.
3. Instruct them to respond with their first feeling. They should not over-think their responses.
4. Once they have answered 1-12, have them fill in their responses on the back side in the scoring columns.
5. After, refer to the questions on slide 22 and 28.

Job Motivators and Maintenance Factors

Here are 12 job factors that contribute to job satisfaction. Rate each according to how important it is to you by placing a number from 1 to 5 on the line before each factor.

Very Important		Somewhat Important		Not Important
5	4	3	2	1

- _____ 1. An interesting job I enjoy doing.
- _____ 2. A good manager who treats people fairly.
- _____ 3. Getting praise and other recognition and appreciation for the work that I do.
- _____ 4. A satisfying personal life at the job.
- _____ 5. The opportunity for advancement.
- _____ 6. A prestigious or status job.
- _____ 7. Job responsibility that gives me freedom to do things my way.
- _____ 8. Good working conditions (safe environment, nice office, cafeteria, etc.)
- _____ 9. The opportunity to learn new things.
- _____ 10. Sensible company rules, regulations, procedures and policies.
- _____ 11. A job I can do well and succeed at.
- _____ 12. Job security and benefits.

Scoring

For each factor, write the number from 1 to 5 that represents your answer. Total each column (should be between 6 and 30 points).

Motivating Factors

- 1. _____
- 3. _____
- 5. _____
- 7. _____
- 9. _____
- 11. _____

Total _____

Maintenance Factors

- 2. _____
- 4. _____
- 6. _____
- 8. _____
- 10. _____
- 12. _____

Total: _____

Acquired Needs Self-Assessment

There are no right and wrong answers, so be honest and you will really increase your self-awareness.

Using the scale below, rate each of the 15 statements according to how accurately it describes you. Place a number from 1 to 7 on the line before each statement.

- | Like
Me
7 | 6 | 5 | Somewhat
Like Me
4 | 3 | 2 | Not Like
Me
1 |
|-----------------|---|---|--------------------------|---|---|---------------------|
|-----------------|---|---|--------------------------|---|---|---------------------|
- _____ 1. I step forward and take charge in leaderless situations.
- _____ 2. I am concerned about getting along well with others.
- _____ 3. I'm dependable; when I say I will do something, it's done well and on time.
- _____ 4. I enjoy competing and winning; losing bothers me.
- _____ 5. I enjoy having lots of friends and going to parties.
- _____ 6. I work hard to be successful.
- _____ 7. I am outgoing and willing to confront people when in conflict.
- _____ 8. I try to see things from other people's point of view.
- _____ 9. I am a well-organized person.
- _____ 10. I want to climb the corporate ladder to as high a level of management as I can.
- _____ 11. I want other people to like me and be viewed as very friendly.
- _____ 12. I conform by following the rules of an organization.
- _____ 13. I try to influence other people to get my way.
- _____ 14. I enjoy working with others more than working alone.
- _____ 15. I am considered to be credible because I do a good job and come through for people.

Scoring

For each factor, write the number from 1 to 7 that represents your answer. Total each column (should be between 5 to 35).

Need for Power

- 1. _____
- 4. _____
- 7. _____
- 10. _____
- 13. _____

Total: _____

Need for Affiliation

- 2. _____
- 5. _____
- 8. _____
- 11. _____
- 14. _____

Total: _____

Need for Achievement

- 3. _____
- 6. _____
- 9. _____
- 12. _____
- 15. _____

Total: _____

MOTIVATING OTHERS EVALUATION

Your help is needed in providing vital feedback on the **SEAL Curriculum** you have just completed. Please take a moment to complete this survey.

For each of the topics listed below, in the **LEFT** column, circle the **ONE** number that best reflects your **LEVEL OF UNDERSTANDING** before the **SEAL Curriculum**. Then, in the **RIGHT** column, circle the **ONE** number that best reflects your **LEVEL OF UNDERSTANDING** after the **SEAL Curriculum**.

LEVEL OF UNDERSTANDING									
Poor	Average				Good				Excellent
1	2				3				4
Level of Understanding	<i>BEFORE</i> the Program				<i>AFTER</i> the Program				
Understand "motivation"	1	2	3	4	1	2	3	4	
Understand theories of motivation	1	2	3	4	1	2	3	4	

Intentions. For the following behaviors, check the box that describes what you plan to do as a result of the program.

Behavior Change	Yes	No
Will you use this information to help motivate your organization?	<input type="checkbox"/>	<input type="checkbox"/>

Satisfaction. Check the box for the statement that best describes your thoughts concerning the program.

Satisfaction	Strongly Disagree	Disagree	Agree	Strongly Agree
The subject matter was timely for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The speakers were effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The information was practical to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can go and use the information I learned today in my organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, this was a very educational program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is the most significant thing you will apply (feel free to list more than one)?

Do you feel like what you learned provides you the ability to lead more effectively? (Circle the best answer)

YES

NO

- Please explain your answer or provide an example.

Please provide any additional information on the back.

Thank you very much for your time!!!