Motivation workshop

how to motivate?
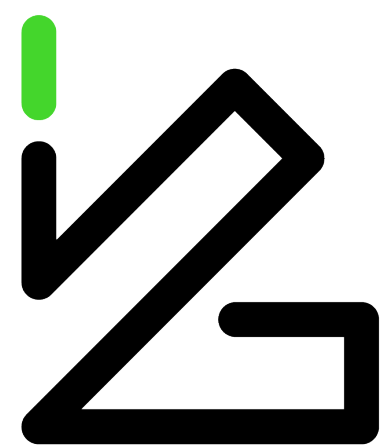
Intro

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- 1. Who are you? What do you do? How do you lead?

- 2. How do you motivate yourself?

- 3. How others motivate you?

- 4. What motivate yourself the best?

- 5. What is your best reward (how do you reward yourself?)?

EXAMPLES

How to motivate employees... so that they don't feel like doing anything?

Example

- Paradox: My boss, to appreciate me, said: "You are really good at this. You wrote the report so quickly, so please help Anna with her report; you'll be a mentor for him."

  - Discussion: Do you remember such situations? Has anyone experienced this?

  - What did the boss do? - She rewarded me with additional work for completing the task quickly.

  - How might an employee perceive this: "Next time I won't be so fast." What principle could you formulate based on this example?

  - Principle: A reward should be an expression of appreciation for the quality of work and the effort put in, not an additional burden that demotivates. A reward, to be motivating, must be a reward for the rewarded, not just for the rewarder.

EXPECTATIONS

GOALS

GOAL FINDER

- The following method is a coaching tool that helps define an employee's goals based on the challenges they face and better understand the needs they feel. It aids in achieving identification and integration with the goals set by the employer. GoalFinder consists of three stages:

  - **Identify Challenges** - Talk to the coachee about their challenges. Ask who and what is expected of them. Write down the challenges in the table, in the left column.

  - **Identify Needs** - Talk to the coachee about their needs. Ask what is important to them, what they lack, what they want to achieve. Write down the needs in the table, in the right column.

  - **Define Goals** - Combine the challenges with the needs. Ask the coachee what achieving each challenge will give them. Which needs can be connected with specific challenges? What can they do to connect all challenges with needs? Write down the defined goals in the table, in the middle column.

GOAL FINDER

- **Identify Challenges** - who and what expects from you?

- **Identify Needs** - What is important to you? What do you lack? What do you want to achieve?

- **Define Goals** - What will achieving each challenge give you? Which needs can be connected with specific challenges? What can you do to connect all challenges with needs? How can the goals be articulated??

GoalFinder

1. Identify Challenges - Think about your challenges. Who and what is expected of you.

3. Define Goals - Combine the challenges with the needs. What achieving each challenge will give you? Which needs can be connected with specific challenges? What can you do to connect all challenges with needs?

2. Identify Needs - Think about your needs. What is important to you, what you lack, what you want to achieve.
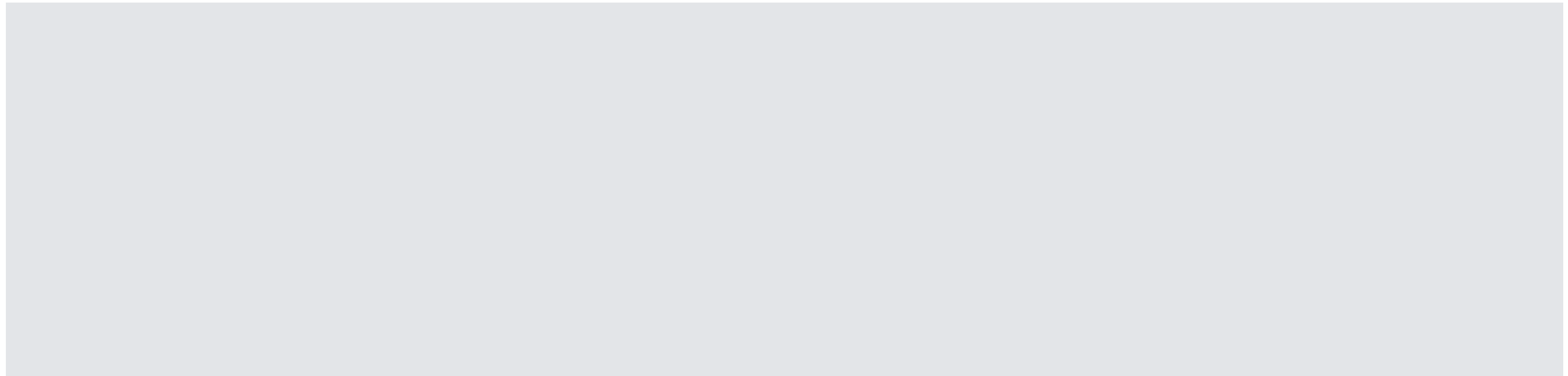
SMART

- The SMART method is a widely used tool for goal setting, known for its effectiveness in creating clear and achievable objectives.

SMART

- **S**pecific - Goals should be clear and specific, answering the questions: Who, What, Where, When, Why.

- **M**easurable - Goals should be measurable to track progress and know when the goal is achieved. This includes criteria to measure progress.

- **A**chievable - Goals should be realistic and attainable, challenging yet within reach, considering the resources and constraints.

- **R**elevant - Goals should matter to you and align with other relevant goals, ensuring they are worthwhile.

- **T**ime-bound - Goals should have a deadline or a defined time period for completion, creating a sense of urgency.

GOALS

- It's a fundamental scientific fact–goals improve performance.

- Bigger goals increase what you deliver.

- Science has found that bigger goals deliver bigger results.

- **Fewer goals** mean higher achievement

- Most leaders **underperform** at goal setting because they have **too many, too small** goals that are **not prioritized**.

Effron, 2018

SLIM

- **S**pecific

- **L**earning-Oriented

- **I**mpactful

- **M**easurable

Exercise 2

Goal setting

- In pairs - one plays researcher / student; other coach / manager

- Student:

  - Choose some challange which you need to overvome.

- Supervisor:

  - Together with your pair find a SMART and SLIM goal.

WOOP

WOOP

- WOOP (Wish, Outcome, Obstacle, Plan) is a scientifically validated method developed by Dr. Gabriele Oettingen (2014), a professor of psychology at New York University, for effective goal setting and achieving personal and professional objectives.

  - Based on over twenty years of research in the science of motivation and goal setting.

  - Combines Mental Contrasting and Implementation Intentions.

  - Positive thinking alone can sometimes reduce motivation.

  - Mental contrasting involves envisioning both the desired future and potential obstacles.

  - Implementation intentions involve planning specific actions to overcome obstacles.

- Key Findings

- Proven effective in various domains including weight loss, stress reduction, improved academic performance, and better time management.

WOOP

- Example research (Oettingen, 2014)

  - Overweight students - 2 years: education + diet + regular workouts:

  - In addition:

    - Group A: Visualized themselves as fit and healthy individuals.

    - Group B: Received no additional intervention (control group).

    - Group C: Used mental contrasting, visualizing potential obstacles to their goals and planning how to overcome them (e.g., planning alternatives if it rained and they couldn't run).

WOOP

- **Key Findings**

- The research found that **Group C**, which used the WOOP (Wish, Outcome, Obstacle, Plan) method, showed the most significant improvements in weight management and health behaviors. These students were better at sticking to their diet and exercise plans because they had pre-emptively considered obstacles and devised strategies to overcome them.

- **Group A:** Although visualizing themselves as fit was somewhat motivating, it did not significantly improve their ability to manage real-life challenges and maintain their new habits.

- **Group B:** This group did not show significant changes compared to the other two groups, highlighting the importance of active goal-setting strategies.

- **Group C:** Demonstrated improved adherence to their diet and exercise plans, reduced stress, and increased overall well-being.

(Oettingen, 2014)

WOOP

- **W**ish - Define a meaningful, challenging, and feasible goal.

  - Example: "I want to improve my public speaking skills."

- **O**utcome - Visualize the best possible result of achieving your wish.

  - Example: "I will feel more confident and engage my audience effectively."

- **O**bstacle - Identify internal obstacles that could hinder your progress.

  - Example: "I get nervous and forget my points."

- **P**lan - Formulate a plan to overcome these obstacles using "if-then" statements.

  - Example: "If I start to feel nervous, then I will take deep breaths and remind myself of my key points."

(Oettingen, 2014)

Exercise 3

Exercise 3 - WOOP

- In the same pairs (same roles):

  - Choose together one SLIM goal from previous exercise.

  - Work through it according to WOOP technique:

    - **Wish** - Define a meaningful, challenging, and feasible goal.

    - **Outcome** - Visualize the best possible result of achieving your wish.

    - **Obstacle** - Identify <u>internal</u> obstacles that could hinder your progress.

    - **Plan** - Formulate a plan to overcome these obstacles using "if-then" statements.

Feedback - rewards and punishments

Why you should not punish people?

When you should not punish people?

Difference between punishment and consequences

and Seligmans dog…

Rewards and punishments

- The "carrot and stick" principle is a classic method of behavior change.

- Based on simple psychological concepts of motivation.

- Concept - reinforcment

    - Motivation TO: We do something because we want to achieve a goal.

    - Motivation FROM: We behave in a certain way to avoid unpleasantness or loss.

- Challenges

    - Punishment (drawing consequences) can be difficult for both managers and employees.

    - Consequences should never be a surprise.

Consequences of Actions

- Types of Consequences

  - Objective Effects: Impact on the company, colleagues, and supervisor.

  - Sanctions: Actions taken against the employee responsible for negative effects.

- Awareness

  - Employees should know the consequences of their actions.

  - Includes both objective effects and personal losses.

Applying Sanctions

- Justice

  - Sanctions should reinforce a sense of justice, balancing rewards and punishments.

  - Should be preceded by a factual warning and align with established rules.

- Effectiveness

  - Determined by the belief in the inevitability of sanctions.

Reward: Reinforcement

- Power of Praise

  - Praise is a powerful motivator when done skillfully and sincerely.

  - Monitoring employee actions provides valuable information about their successes.

- Motivation TO

  - Based on anticipating positive effects of one's actions.

  - Requires belief that the manager recognizes and values successes.

Stages of Reinforcement Conversation

- Purpose: Define the purpose of the conversation.

- Behaviors: List specific behaviors for which the employee receives praise.

- Reward: Assign a possible reward.

- Comments: Listen to the employee's comments.

- Conclusion: End with sincere appreciation.

Exercise 4

Reinforcement and consequences

- What behaviour to reinforced?

- What behaviour to extinguish?

- How?

Constructive feedback

Constructive feedback

- Constructive feedback provides balanced critiques by acknowledging both positive and negative aspects of performance and suggesting steps for improvement (Ovando, 1994; Carless & Boud, 2018).

- Unlike negative criticism, it is specific, encouraging, and actionable.

Constructive feedback

- Supports Growth

  - Helps employees learn and improve, which is crucial for career development (Kluger & DeNisi, 1996; Carless & Boud, 2018).

- Boosts Morale

  - Makes employees feel seen and valued, improving motivation (Shute, 2008).

- Improves Performance

  - Helps employees understand how they can enhance their roles, benefiting overall organizational performance (Hattie & Timperley, 2007).

Key Elements of Effective Feedback

- Relevance and Timing

    - Feedback should be relevant, immediate, and timely (Ovando, 1994; Hattie & Timperley, 2007).

- Objectivity and Specificity

    - Stay objective, use "I" language, and provide specific examples (Carless & Boud, 2018).

- Confidential and Respectful

    - Ensure feedback is given in a private and respectful manner (Shute, 2008).

Some techniques

Constructive Feedback Techniques

- Feedback Sandwich

  - Start with positive feedback, provide constructive criticism, and end with positive reinforcement (Hattie & Timperley, 2007).

The SBI Model (Situation-Behavior-Impact)

- Focuses on specific situations and behaviors, and their impact.

- **Situation**: Describe the specific situation where the behavior occurred.

- **Behavior**: Explain the observed behavior in objective terms.

- **Impact**: Discuss the impact of the behavior on the team, project, or organization.

  - Example: "In yesterday's meeting (Situation), you interrupted colleagues several times (Behavior), which disrupted the flow of the discussion and made it hard to follow (Impact)" (Center for Creative Leadership, 2020).

The STAR Model (Situation-Task-Action-Result)

- **Situation:** Set the context for the feedback.

- **Task:** Explain the task that was to be accomplished.

- **Action:** Describe the action taken by the individual.

- **Result:** Discuss the result of the action.

- Example: "During the project presentation (Situation), your task was to explain the project timeline (Task). You provided a clear and concise overview (Action), which impressed the audience and secured their approval (Result)" (Armstrong, 2019).

Implementing Constructive Feedback

- Preparation

  - Reflect on the feedback's purpose and desired outcome (Kluger & DeNisi, 1996).

- Execution

  - Deliver feedback in one-on-one meetings to provide a private setting (Hattie & Timperley, 2007).

- Follow-Up

  - Encourage continuous dialogue and provide resources for improvement (Winstone & Carless, 2019).

Exercise 5 - Reinforcements / Sanctions and Feedback

Exercise 5 - 1

- Setting Rules: Researcher explains expectations and consequences of not meeting them.

- Start: "I want to ensure we're clear about your project responsibilities..."

- Respond: Student asks questions or confirms understanding.

Exercise 5 - 2

- Disciplinary Conversation: Student has missed a crucial deadline again.

- Start: "Let's discuss the missed deadline and how crucial timing is to our goals."

- Respond: Student explains or discusses obstacles faced.

Exercise 5 - 3

- Reinforcement Conversation: Student completes a key project part.

- Start: "I'm really pleased with your progress, especially on..."

- Respond: Student expresses feelings about the recognition and discusses next steps.

Hygene, Motivators and Needs

Herzberg's Two-Factor Theory of Motivation

- Developed by Frederick Herzberg in 1957.

- Identifies two sets of factors that influence job satisfaction and motivation: hygiene factors and motivation factors.

- Based on a study of 203 accountants and engineers (Herzberg, Mausner, & Snyderman, 1959).

Hygiene Factors

- Related to the job environment.

- Prevent dissatisfaction but do not necessarily motivate (water in a tap).

- **Company Policies**: Clarity and fairness.

- **Supervision:** Quality of supervision and relationships.

- **Working Conditions:** Physical work environment.

- **Salary:** Pay and benefits.

- **Interpersonal Relationships:** Relationships with colleagues.

- **Job Security:** Stability of employment (Herzberg et al., 1959).

Motivation Factors

- Related to the job content.

- Lead to job satisfaction and motivate employees.

- **Achievement:** Recognition of accomplishments.

- **Recognition:** Appreciation of one's work.

- **Work Itself:** Nature of the job tasks.

- **Responsibility:** Level of responsibility given.

- **Advancement:** Career progression opportunities.

- **Personal Growth:** Opportunities for learning and development (Herzberg et al., 1959).

Importance of Herzberg's Two-Factor Theory

- Improving Job Satisfaction

  - Addressing hygiene factors prevents dissatisfaction.

- Enhancing Motivation

  - Introducing motivation factors increases job satisfaction.

- Employee Retention

  - Satisfied employees are more likely to stay.

- Productivity and Performance

  - Motivated employees are more productive (Robbins & Judge, 2017; Herzberg et al., 1959).

Psychological needs

Motivation and Basic Psychological Needs

- Understanding motivation involves examining the underlying psychological needs that drive human actions.

- Key models: Ryan and Deci's Self-Determination Theory (SDT) and Carol Dweck's model of basic needs.

Ryan and Deci's Self-Determination Theory (SDT)

- Basic Psychological Needs

- Autonomy: Control over one's own behavior and goals.

- Competence: Feeling effective and capable.

- Relatedness: Feeling connected to others (Ryan & Deci, 2000).

Four Stages of Motivation in SDT

- 1. External Regulation: Driven by external rewards/punishments.

- 2. Introjected Regulation: Driven by internal pressures (guilt, anxiety).

- 3. Identified Regulation: Guided by personal goals/values.

- 4. Integrated Regulation: Fully integrated with values, akin to intrinsic motivation (Ryan & Deci, 2000).

Carol Dweck's Model of Basic Needs

- Basic Psychological Needs

- Optimal Predictability: Need for a predictable environment.

- Competence: Need to feel effective and capable.

- Belonging: Need to feel accepted and valued within a group (Dweck, 2017).

Integrating Basic Needs in Motivation

- Four Key Needs

- **Autonomy**: Control over actions and decisions.

- **Competence**: Feeling effective in activities.

- **Relatedness**: Forming meaningful relationships.

- **Belonging**: Feeling accepted in a community (Deci & Ryan, 2000; Dweck, 2017).

Exercise 6

Hygiene

- Exercise Objective: This exercise is designed to help you identify the hygiene (extrinsic) factors within your working environment. Recognizing these elements can shed light on potential sources of dissatisfaction among your supervisees and help you understand what motivates them. Please respond with detailed and candid reflections to gain deeper insights into what influences their satisfaction and motivation in the workplace.

Hygiene Factors

- Are **policies and guidelines** clearly communicated and fair? How do these policies influence your supervisees' satisfaction?

- How would you evaluate the **quality of your mentorship** and your relationship with your supervisees? How does this relationship impact their engagement and satisfaction?

- Describe the **physical conditions** of the working environment. Are there aspects that negatively impact your supervisees' contentment?

- Do you believe that your supervisees' **compensation or benefits** are fair and competitive? How do these financial conditions affect their overall satisfaction?

- How are the **relationships** between your supervisees and their peers, as well as with other colleagues? Are there any conflicts that need to be addressed?

- Do your supervisees feel **stable and secure** in their positions? How does the sense of security or its absence influence their attitudes toward their work?

- What **other** aspects of the work experience contribute to their satisfaction? What elements, if absent, would cause significant irritation? What specific factors in their working environment are sources of annoyance?

Motivator Factors

- Are your supervisees' **accomplishments and successes recognized** and celebrated in the working environment? How does this recognition influence their feelings about their work?

- How often do your supervisees receive **acknowledgment** and appreciation for their work? How does this frequency of acknowledgment impact their motivation and job satisfaction?

- Do your supervisees find the nature of their tasks and the overall **job engaging and fulfilling**? Which aspects of their job do they enjoy the most, and why?

- Do your supervisees have a significant level of **responsibility** in their roles? How does this responsibility affect their motivation to perform and succeed?

- Are there clear **opportunities** for career **progression and personal growth** available to your supervisees? How important are these opportunities in influencing their career choices and motivation?

- **What drives** your supervisees? What factors are crucial for maintaining their motivation at work? What aspects of their job do they find most inspiring or essential to their satisfaction?

Psychological needs

- This exercise is designed to assist you in guiding your supervisees to reflect on and identify the basic psychological needs they aim to fulfill in their professional lives. Focus on four key areas: Belonging, Competence, Optimal Predictability, and Autonomy. Encourage your supervisees to think deeply about each area and respond as honestly as possible. This self-reflection will provide valuable insights into their well-being at work and identify potential areas for growth.

- Guidance for Reflection: When helping supervisees understand themselves through the lens of psychological needs, two main questions are crucial: How are they fulfilling their psychological needs through their work? And which psychological needs are currently being neglected in their professional lives?

Psychological needs 1

- **Belonging**

- Do your supervisees feel accepted and valued by their colleagues and within the organization? Why or why not.

- How often do they experience a sense of belonging at work? Encourage them to reflect on their integration into their team and the larger workplace community.

- **Optimal Predictability**

- Are there elements of their job that feel chaotic or unpredictable? Request that they describe these aspects.

- How do they manage uncertainty or unexpected changes at work? Encourage them to share their coping strategies.

- What actions could be taken to enhance their understanding of and predictability in their work environment? Suggest they think about possible improvements or changes that could be implemented.

Psychological needs 2

- **Competence**

  - Do your supervisees feel confident in their abilities and skills within their roles? Encourage them to discuss their self-perception in both personal and professional contexts.

  - What achievements are your supervisees most proud of in their careers? Ask them to explain how these accomplishments reinforce their sense of competence.

  - Are there areas where they feel they are lacking or inadequate? Have them identify specific skills or knowledge gaps they perceive.

- **Autonomy**

  - Do your supervisees feel in control of the decisions that impact their work lives? Ask them to provide reasons for their feelings of control or lack thereof.

  - In what situations do they feel their autonomy is limited at work? Encourage them to describe specific instances where they feel restricted.

  - How do your supervisees express their independence and make personal choices in their daily work activities? Request examples of how they implement personal choice in their roles.

Pantalon questions

Pantalon Method of Quick Motivation

- Developed by Dr. Michael V. Pantalon, a clinical psychologist and motivational expert as a technique for motivating an alcoholics for treatment in short time (7 minutes).

  - Designed to rapidly enhance motivation and facilitate positive behavioral changes.

  - Useful in various settings, including healthcare, counseling, and personal development.

  - Based on principles of motivational interviewing.

  - Emphasizes quick, practical interventions for immediate motivation (Pantalon, 2011).

The Six Questions

- Question 1

  - "Why might you want to make this change?"

  - Purpose: Elicit personal reasons for change, tapping into intrinsic motivation.

  - Example: "Why might you want to start exercising regularly?"

The Six Questions

- Question 2

  - "On a scale from 1 to 10, how ready are you to make this change, where 1 means not ready at all and 10 means completely ready?"

  - Purpose: Assess readiness to change, providing a measure of motivation.

  - Example: "On a scale from 1 to 10, how ready are you to reduce your stress levels?"

The Six Questions

- Question 3

  - "Why didn't you choose a lower number?"

  - Purpose: Encourage consideration of positive aspects and existing motivation.

  - Example: "You said you're at a 5 for starting a new diet. Why didn't you choose a 3?"

The Six Questions

- Question 4

  - "Imagine you have made the change. What would the positive outcomes be?"

  - Purpose: Visualize potential benefits, reinforcing desire for change.

  - Example: "If you start meditating daily, what positive changes do you think you would notice in your life?"

The Six Questions

- Question 5

  - "Why are those outcomes important to you?"

  - Purpose: Explore personal values and why the outcomes matter.

  - Example: "Why is it important for you to feel less anxious?"

The Six Questions

- Question 6

  - "What's the next step, if any, that you are willing to take?"

  - Purpose: Move from contemplation to action by committing to a specific step.

  - Example: "What's the next step you are willing to take towards improving your diet?"

Exercise 7

Exercise 7

- Consider something important to you happening in the next week or month. Identify the event that feels most crucial or causes you the most anxiety. Then, reflect on the following questions and write down your responses.

The Six Questions

1. "Why might you want to make this change?"

2. "On a scale from 1 to 10, how ready are you to make this change, where 1 means not ready at all and 10 means completely ready?"

3. "Why didn't you choose a lower number?"

4. "Imagine you have made the change. What would the positive outcomes be?"

5. "Why are those outcomes important to you?"

6. "What's the next step, if any, that you are willing to take?"

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