CLD1-1-4H

KELD

Kentucky Extension Leadership Development

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Facilitator's Guide

The Power of Motivation

People who are unable to motivate themselves must be content with mediocrity – no matter how impressive their talents.—Andrew Carnegie

Rationale:

Motivation, as a concept, explains why people think and behave the way they do. In order to have personal or organizational success one must recognize key concepts that motivate behavior to meet needs and desires.

Program Goal:

To examine the concept of internal and external motivational factors as a springboard to action

Program Objectives:

- Examine the concepts of internal and external motivation for taking action toward fulfilling needs and desires.
- Recognize the levels of internal needs and desires that serve as catalysts to motivate people to take action.
- Distinguish the three classifications of volunteer motivation.
- Compare external motivators that encourage individual volunteerism.

Pre-Program Preparation:

- Secure Downing Display Board for learning activities.
- Secure projector and "Power of Motivation" PowerPoint slides available at: http://www.ca.uky.edu/kccl/The%20Power%20of%20Motivation%20updated%20May%202011.pdf
- Copy the "Power of Motivation" fact sheet for each participant.
- Read the "Power of Motivation" fact sheet.
- Review personal stories for Learning Activity 1.
- Prepare items and baskets for Learning Activity 2.
- Review scenarios for Learning Activity 3.

- Make copies of the Motivational Questionnaire for Learning Activity 4 available online at: http://www.ca.uky.edu/agcollege/4h/oldsite/gems/mopdf/Motivate.KJ.PDF.
- Prepare Volunteer Motivator category headers for display board.
- Print Motivator statements on 8 x 11-inch paper or note cards.

Introduction:

We've all seen a motivated person surpass a less motivated person in performance, achievement and outcome, even with similar opportunities and abilities. So, how do we increase our own level of motivation in order to achieve a higher level of success? Is it possible to motivate someone else to do something we desire or see as being beneficial to them? Motivation can best be defined as the need to do something purposeful.

Introductory Activity 1:

Think back to your senior year in high school. Visualize classmates who were thought to be "most likely to succeed" and other classmates whom many thought would not become productive citizens. Flash forward to your 20-year high school reunion. What are these people doing today? Did they successfully meet, fail to meet or surpass expectations? What do you think motivated one person to succeed despite low expectations and another to fail to meet high expectations for achievement?

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Introductory Activity 1a (for use with youth leadership):

Think back to your kindergarten class. Visualize classmates who were the highest achievers at that time and other classmates whom many thought would not become good students. Flash forward to high school graduation. Who graduated at the top of the class? Who barely graduated? Who didn't finish high school? What do you think motivated one person to succeed despite low expectations and another to fail to meet high expectations for achievement?

Objective 1: Examine the concepts of internal and external motivation for taking action toward needs and desires.

Each of us is motivated in different ways, by different factors or stimuli and for different purposes or outcomes. Motivation can be internal, which is best defined as needs and desires we hold inside ourselves, or external, which involves outside factors that motivate us.

Learning Activity 1:

Place multiple word topics on a table. Ask participants to categorize the word topics as internal or external motivators by placing them in baskets labeled "internal" and "external." Discuss the results.

Motivators

External
- Getting a pay raise
- Getting a college degree
- Owning a dependable car
- Joining a club or organization
- Reading with or to others (children, nursing home occupants)
- Attending leadership workshops

Internal
- Retirement security
- Self-confidence
- Personal safety
- Belonging
- Strong relationships
- Personal growth

Objective 2: Recognize the levels of internal needs and desires that motivate people to take action.

Numerous studies have been conducted on human needs and motivation. One of the more popular "needs theories" was developed by Abraham Maslow. In Maslow's "Hierarchy of Needs" theory he stated that humans pursue specific needs in order of importance until those needs are satisfied. People start at the most basic and lowest need levels and, once they are secured, move up the hierarchy to satisfy higher level needs. The most basic level is survival, or gathering physical needs (food, clothing and shelter) as well as safety and security (financial, emotional). Next, people fulfill their social needs for friendships and belonging. Third, people turn their attention to personal growth, developing self-esteem (acceptance, sense of accomplishment) and leadership and service. Maslow's Needs Hierarchy is grouped into three broad areas: survival, social, and personal growth.

Learning Activity 2:

Prepare the following statements on index cards or laminated cards with either velcro tape strips on the back or double-sided tape; take Downing Display Board and prepare velcro backed strips to mark off Maslow's Diagram in center panel; prepare "Maslow's Hierarchy of Needs" on laminated velcro header and place above triangle outline.

Card Topics

Survival
- Making the monthly car or housing payment
- Having enough food money to last all month
- Paying the utility bills
- Getting enough sleep
- Obtaining a Conceal/Carry license
- Securing a cell phone

Social
- Communicating effectively with your significant other or boy/girl friend
- Attending a community festival or county fair
- Being a member of the local Chamber of Commerce
- Leading a 4-H Club
- Joining a church group
- Attending the Annual Extension meeting
- Attending the Kentucky State Fair with members of your 4-H Club or commodity group
- Participating in a community service project or volunteering at your church or school

Personal Growth
- Completing a goal of leading a healthier lifestyle
- Completing a Master's degree
- Participating in a leadership workshop
- Exhibiting items in three categories at the county fair
- Receiving an award at the Hall of Fame Banquet at the Kentucky 4-H Volunteer Forum
- Performing at church, at the fair or in the community theatre
- Being elected as President of the 4-H Council

Read the following scenarios and identify the level of need that is motivating the action behavior:

The Jasper County 4-H Council is identifying potential volunteers to recruit. Jack Scott submits the name of Connie Widmer, who lives in his subdivision, as a potential 4-H Club leader. Connie, 39 years old, is newly divorced with 11- and 13-year-old daughters. She has recently been laid off from her job and is considering obtaining an Associate degree. Do you think Connie will become a 4-H Club leader? Why or why not? What are her motivating needs? What are the motivating needs of current 4-H Club leaders?

Betsy has been a member of the Jasper County 4-H Council for one year, after 25 years of working at the local utility company with no time to be involved in her community. Her fellow council members nominate her as their president. Do you feel she might accept? Why or why not? What are her current motivating needs?

Objective 3: Distinguish the three classifications of volunteer motivation.

Forming a positive self-image is one of the most powerful personal growth needs. Personal growth needs include our aesthetic drives, a desire to influence our world, our desire to learn more about interesting things and desires that reduce feelings of guilt. Personal growth needs motivate us to fulfill our potential, "be all we can be" and grow in our abilities and knowledge. We may seek personal growth through educational workshops, participation in arts events or community involvement. Often we seek to participate or volunteer in groups that help fulfill personal needs that we cannot achieve alone.

Harvard professors David McClelland and John Atkinson have classified volunteer motivators into three main categories: achievement, affiliation and power. Most people are moved to action by aspects of all three motivators. But one category of motivators usually affects individuals more strongly. The following learning activity will identify the category which you find as most dominant.

Distribute the Volunteer assessment form from the VAA Gems Toolbox (http://www2.ca.uky.edu/4hguide/gems_toolbox##handbook). Have each individual take the assessment and score their volunteer motivation preferences. Divide the group into their dominant motivator and discuss characteristics of each category.

Achievement-motivated individuals seek situations requiring top performance in which they can excel with accomplishments that utilize their skills or abilities. Achievement motivated people are risk takers, innovative and enjoy striving for lofty goals. They want to do the job better, figure out ways to remove obstacles, and they expect concrete feedback and a 'hands-off' management style. Achievement-motivated people prefer outcome to process.

Affiliation-motivated people find it important to be around others. For them, the social aspects of a club, group or organization are very appealing. They want to build friendships and relationships, and they want be respected. They want to help others and care deeply about the feelings of others and may seek or need approval and often take criticism poorly. In contrast to achievement-oriented persons, affiliators may sacrifice an agreed-upon timeline to reach a goal in order to develop relationships. Affiliators prefer process to outcome.

Power-motivated people want to have impact by mobilizing individuals or groups to make decisions or take action and by influencing others with their ideas. Power-motivated individuals are articulate, charismatic leaders who want to win arguments and convince others to do things their way. They seek to influence people through communication. Power is often viewed negatively, but power motivation can use personal power for the benefit of the group or community.

Objective 4. Compare external motivators that encourage individual volunteerism.

External motivators tap an individual's motivation needs. By giving an individual the appropriate external motivator, you increase the chance that an individual will continue their volunteer service and will be motivated to increase volunteer activities in the future.

Learning Activity 4:

Display volunteer motivator category headers on the display board. Print the following statements on colorful 8 x 11-inch paper or note cards that fit the display board. Read each motivator statement aloud. Ask which group the motivator would benefit or encourage to the highest level of volunteer participation. Display the statements under each category header:

- A photo in the local newspaper of the volunteer with the Extension Agent (Achievement)
- A membership pin recognizing 10 years of service (Achievement)
- A handwritten note from the Extension Agent to the members of a committee (Affiliation)
- Appointment to the County Extension Council by the County Judge Executive (Power)
- Nominated as the 4-H Representative for the Chamber of Commerce (Power)
- Recipient of a walnut wall plaque for a state 4-H Hall of Fame Award (Achievement)
- Reception honoring service to the county 4-H program (Affiliation)
- Feature article in the newspaper recognizing service to the County 4-H program (Achievement, Power)
- Radio interview recognizing an individual's role in helping a local family following a house fire (Affiliation)
- Asked to chair the scholarship committee for 4-H camp (Achievement or Power)
- A cash award for the most innovative community service project (Achievement)
- A commendation for Kentucky Colonel submitted by your State Representative (Achievement, Power)
- A personal phone call from your pastor thanking you for teaching VBS class (Affiliation)

Distribute external motivator cards. Have participants discuss which recognition example relates to the three volunteer motivators: Achievement, Affiliation, and Power.

Summary

Understanding personal needs and desires in any situation can effectively define internal motivations that influence action and behavior. A person will be driven to fulfill basic survival needs in all situations before taking action for personal growth. Motivation is internal; one cannot motivate others to action. However, external factors such as praise, promotions or raises could influence action if they connect to internal needs. As people desire to grow personally or to help others, understanding their volunteer motivation type will help provide positive experiences that satisfy needs for all.

References:

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McClelland, D. C., Atkinson, J. W., Clark, R. A. & Lowell, E. L. (1953). The achievement motive. New York: Century-Crofts.

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Maslow's Hierarchy of Needs

Personal Growth

Social

Survival
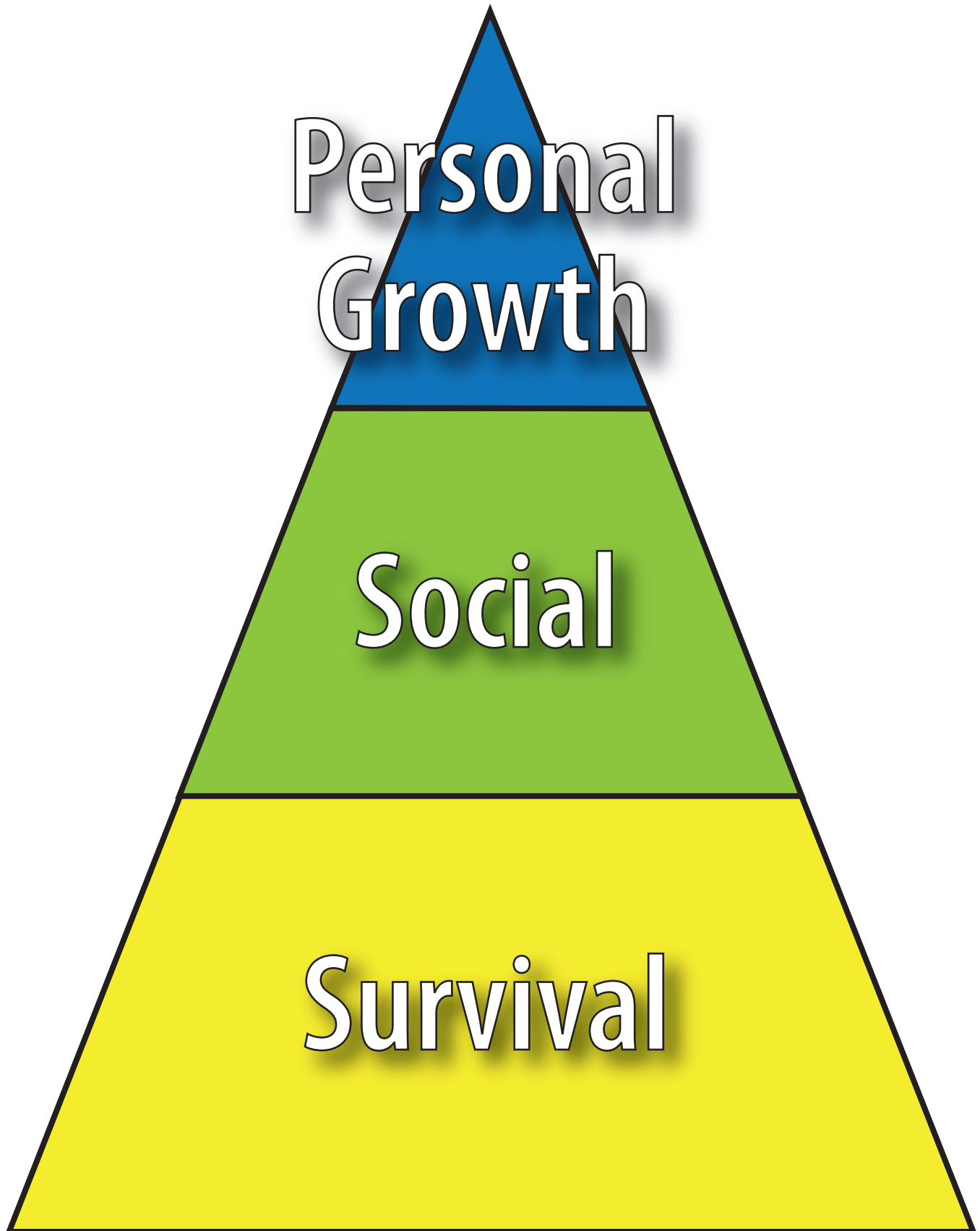
My First 4-H Club Meeting

1. What year did you attend your first 4-H meeting? _____

2. Who invited you to attend your first 4-H meeting? _____

3. Where was your first meeting held? _____

4. What do you remember most about your first 4-H meeting?_____
   _____
   _____

5. What activities were conducted at your first 4-H meeting?_____
   _____
   _____

6. What business was discussed at your first 4-H meeting?_____
   _____
   _____

7. Were refreshments served? _____And if so, what was served?_____
   _____

8. Who took you to your first 4-H meeting? _____

   Did that person stay at the meeting with you? _____

9. Were you excited to attend the meeting?_____

   Were you nervous about attending? _____

   What do you remember most? _____

   _____

   _____

   _____