

CLD1-1-ANR



## 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. To achieve 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:

- To examine the concepts of internal and external motivation for taking action toward needs and desires
- To recognize the levels of internal needs and desires that serve as motivational catalysts to action
- To distinguish the three classifications of volunteer motivation
- To compare external motivators that encourage individual volunteerism

### Pre-Program Preparation:

- Study and make copies of *The Power of Motivation* (CLD1-1).
- Secure Downing Display Board for learning activities.
- Secure projector and *The Power of Motivation* PowerPoint slides. The web link to the slides can be found directly below the link to this facilitators guide (CLD1-1-ANR).
- Prepare items for **Learning Activity 1**: Paint stirrers (12), buckets (2).
- Prepare items and baskets for **Learning Activity 2**.
- Prepare items for **Learning Activity 3**: Locate *The Power of Motivation* PowerPoint, print motivation statements on cardstock, cut apart, locate tape. Review scenarios.

- Prepare items for **Learning Activity 4**: Drinking cups (3), dried beans; print copies of the Motivational Questionnaire online at <http://www.ca.uky.edu/agcollege/4h/oldsite/gems/mopdf/Motivate.KJ.PDF>; make copies for each participant; label drinking cups with volunteer motivator categories; copy and paste motivator statements on 3-inch by 5-inch notecards.

### Introduction:

Motivation can best be defined as doing something purposeful. We've all seen a motivated person surpass a less motivated person in performance and outcome, even with similar opportunities and abilities. So, how do we increase our own motivation to succeed? And is it possible to motivate someone else to do something we desire or see as better for them?

### Introductory Activity:

Think about the gardeners of your youth. Think about the gardeners of today. What do you think motivated the gardeners to be successful back then? What is different today to motivate folks in gardening?

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### Objective 1: To examine the concepts of internal and external motivation for taking action toward needs and desires

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Each of us is motivated in different ways and for different purposes. Motivation can be internal (needs

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This leadership curriculum was developed by Agriculture & Natural Resources (AG) agents along with University of Kentucky specialists. Therefore, the examples used in the facilitator's guides are geared toward an ANR/Horticulture audience, such as Master Gardener groups. Please feel free to modify and reproduce the facilitator's guide for any appropriate educational or training purposes with other audiences.

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and desires we hold inside ourselves) or external (involving outside factors that motivate us).

### **Learning Activity 1:**

Write multiple word topics on 12 paint stirrers and place on a table. Have participants categorize the word topics as internal (i) or external (e) motivators by putting stirrers in appropriately labeled buckets. Discuss the results.

**Word topics to print on paint stirrers:** pay raise (e); retirement security (i); self-confidence (i); getting a college degree (e); personal safety (i); good dependable car (e); patriotism (i); join Master Cattlemen (e); strong relationships (i); milking with grandchildren (e); personal growth (i); attend a biofuels workshop (e)

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### **Objective 2: To recognize the levels of internal needs and desires that serve as motivational catalysts to action**

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Over the years there have been numerous studies conducted on human need and motivation. One of the more popular theories related to needs was developed by Abraham Maslow. In his “Hierarchy of Needs” theory he stated that humans pursue specific needs in order of importance until satisfied. We start at the most basic and lowest need levels and once they are secured, we move up to different needs. For instance, we need to meet physical needs (food, clothing, shelter) to survive, then satisfy safety and security (financial, emotional) needs before social, self-esteem and personal growth needs become important and of concern. Maslow’s five hierarchical need levels can be grouped into three broad areas: survival, social and personal growth.

### **Learning Activity 2:**

Print The Motivation Statements at the end of this facilitator’s guide on card stock and cut them apart. Make sure to mark the back of each card with the Maslow level it belongs in, so you can be sure the cards end up in the right level. From *The Power of Motivation* PowerPoint, find and show the slide containing the figure of Maslow’s Hierarchy of Needs. Put a few cards on each table (or ask for volunteers) and have individuals tape the cards up on the wall/screen in the appropriate level of Maslow’s Hierarchy. Once everyone has taped their cards up, discuss which statements belong in which level (make any changes necessary, if participants guessed wrong). You can



**Maslow's Hierarchy of Needs**

conclude the activity by reviewing the scenarios provided, or talk about what the different levels mean to the participants in their work setting.

### **Card Topics:**

#### **Survival**

- Making the monthly mortgage 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 spouse
- Attending National Farm Machinery Show with Soybean Association
- Becoming a member of the local Chamber of Commerce
- Visiting Farmers Market to hear local farm news
- Attending the county fair with Pork Producers
- Attending an antique tractor show with buddies

#### **Personal Growth**

- Completing a Master Gardener course
- Completing a master’s degree at University of Kentucky
- Participating in meeting of KY Farm Bureau
- Entering produce at the county fair
- Participating in GAP training
- Carving a walking stick and entering in it in the county fair
- Being elected County Extension Council officer

### What Level of Need?

Read the following scenarios and ask what level of need is motivating the action behavior choices:

- Extension Master Gardeners of Kentucky County are kicking off their annual search for potential interns. Cotton Smith submits the name of Rosemary Jones, who lives at the next farm, as a potential new intern. Ms Jones, 39 years old, is newly divorced with thirteen-year-old twins. She has recently been laid off from her part-time job at the local farm-supply store and is considering earning an associate degree from a day or night college. Do you think Ms. Jones will become a new Master Gardener intern? Why or why not? What are her motivating needs? What are the motivating needs of current Extension Master Gardeners?
- Mack Hayes has been a member of the Extension Master Gardeners for one year, after 35 years of working at from the local utility company with no time to be involved in his community. His fellow Extension Master Gardener members nominate him as their club president. Do you feel he might accept? Why or why not? What are his current motivating needs?

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### Objective 3: To distinguish the three classifications of volunteer motivation

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Forming a favorable self-image based on confidence, perception of achievement, performing well and peer respect are some of the most powerful personal growth needs. Other 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 try 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 types: achievement, affiliation and power. Everyone is moved to volunteer action by aspects of all three motivators. But one type usually affects each of us more in most situations. Let’s see which one you find most dominant.

### Learning Activity 3:

**Knife, Fork, Spoon:** Activity to recognize and distinguish between the three classifications of volunteer motivation.

Print out *Knife, Fork, Spoon* on page 5. Have participants complete questionnaire to determine if they are oriented as a “knife,” a “fork,” or a “spoon.”

Symbol	Orientation
Knife	Power
Fork	Achievement
Spoon	Affiliation

After participants have completed the learning activity sheet, divide the group according to dominant motivators and discuss characteristics of each category.

- **Power** (knife)—The power-motivated person wants to have impact, influencing others with their ideas. They are articulate, charismatic leaders who want to win arguments and get others to do things their way. They seek to influence through communication. Although power is often viewed negatively, people who are motivated by power can use personal power for the benefit of all.
- **Achievement** (fork)—The achievement-motivated person looks for situations requiring top performance in which they can excel with unique accomplishments. This person is a risk taker, innovative, enjoys striving for lofty goals and wants to do the job better, figuring out ways to remove obstacles, with concrete feedback and a ‘hands-off’ management style.
- **Affiliation** (spoon)—The affiliation-motivated person finds being around other people with social aspects very appealing. They want to build friendships and garner respect. They want to help others and care deeply about others’ feelings; they may seek/need approval and often take criticism poorly. In contrast to achievement-oriented people, they may sacrifice the goal in favor of developing relationships.

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### Objective 4: To compare external motivators which encourage individual volunteerism

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

### Learning Activity 4:

Display volunteer motivator category headers on labels on three buckets. Print the following statements on colorful 3-inch by 5-inch note cards that fit into the buckets. Place buckets on the floor five paces from the participants. Read each motivator statement. Ask which group the motivator would benefit or encourage to the highest level of volunteer participation. Try to sail the motivator card into the bucket that matches.

#### Motivator Statements:

- » A certificate of accomplishment for completing required volunteer hours from the county extension agent (achievement)
- » A charm for the name badge recognizing 10 years of membership (achievement)
- » A hand-written note from the extension agent to a committee chair of a successful project (affiliation)
- » Selection to the Community Visioning Committee by the county judge executive (power)
- » Nomination as county ANR representative for the Chamber of Commerce (power)
- » Recipient of a personalized walnut wall plaque for county president service (achievement)
- » A reception honoring service to the county extension Master Gardeners (affiliation)
- » A news feature article recognizing service to the county scholarship program (achievement, power)
- » A news feature article recognizing an individual's role in helping a local family (affiliation)
- » Request to chair the horticulture exhibit committee for the county fair (achievement or power)
- » A cash award for the most volunteer service hours (achievement)
- » A commendation for Kentucky Colonel submitted by your state representative (achievement, power)
- » A personal phone call from your governor thanking you for volunteering at the farmers market for 10 years (affiliation)

Distribute external motivator cards. Have participants match examples to volunteer motivators (achievement, affiliation, and power).

#### Discussion Questions:

Why do you think there is a need to better motivate volunteers? How will we benefit from this?

#### Summary:

Understanding personal needs and desires in any situation can better define internal motivations for action behavior. A person will be driven to fulfill basic survival

needs in all situations before taking action for personal growth. One cannot “motivate” others to action; yet external factors such as praise, promotions or raises could influence action if they produce connections to internal needs. As people desire to grow or to help others, understanding how they are motivated will help provide positive experiences that satisfy everyone's needs.

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Developed by Kathy Wimberley, McCracken County Horticulture Agent

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# Knife, Fork, Spoon

## Materials needed:

- Paper cups (3 per participant) labeled “Knife,” “Fork,” and “Spoon”
- Dried great northern beans (5 per participant)

## Instructions:

Read each of the concepts numbered in 1 through 5. Find the choice that best matches your preference (knife, fork, or spoon) and put a bean in the corresponding cup.

- 1. KNIFE:** Job assignments that offer increased responsibility and authority, visioning  
**FORK:** Challenging tasks that require efficiency with clear goals (\$\$\$, numbers)  
**SPOON:** Opportunities for socialization on the job, coffee breaks, family picnics
- 2. KNIFE:** PR and media contacts, recognitions seen by people in authority; broad-based  
**FORK:** Tangible awards, plaques, pins, badges, newsletter media articles  
**SPOON:** Affection, humor, praise in front of family, gifts, letters from clients
- 3. KNIFE:** Opportunity to innovate, interact with highest authorities, question, debate decisions  
**FORK:** Commendation letters, compliments, smiles, publicity (supervisors, those in charge, team members)  
**SPOON:** Time to talk, personal notes expressing thanks, personal events
- 4. KNIFE:** Opportunity to teach, persuade others and have one’s name connected to books, articles  
**FORK:** Opportunity to create innovative ideas and to request input for goal decisions  
**SPOON:** Commendations telling how work benefits people, respect sensibilities
- 5. KNIFE:** Listen to ideas, meet people of influence, encounter opportunities for advocacy  
**FORK:** Opportunity to advance, introductions to authority related to accomplishments  
**SPOON:** Inclusion in PR promotions, banquet recognition

Which cup has the most beans? The label on the cup indicates what motivates you most. Now see what the symbol represents from the chart below.

Symbol	Orientation	Score
Knife	Power	
Fork	Achievement	
Spoon	Affiliation	

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Created by Kathryn Wimberley, McCracken County Horticulture agent, from motivation statements written by Janet H. Johnson.

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## Motivator Statement Cards for Learning Activity 2

**Making the  
monthly  
mortgage  
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**

**Communicating  
effectively with  
your spouse**

**Visiting the  
Farmers' Market  
to hear local  
farm news**

## Motivator Statement Cards for Learning Activity 2

**Becoming a member of the local Chamber of Commerce**

**Attending an antique tractor show with buddies**

**Attending the county fair with Pork Producers**

**Attending the National Farm Machinery Show with Soybean Association**

**Completing a Master Gardener course**

**Completing a M.S. degree at the University of Kentucky**

**Participating in a meeting of KY Farm Bureau**

**Entering produce at the county fair**

## Motivator Statement Cards for Learning Activity 2

**Participating  
in GAP  
training**

**Carving a  
walking stick  
and entering it in  
the county fair**

**Being elected  
County Extension  
Council officer**