

## 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:

- Secure Downing Display Board for learning activities.
- Secure projector and “Power of Motivation” PowerPoint slides.
- Read 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 Learning Activity 4* online at: <http://www.ca.uky.edu/agcollege/4h/oldsite/gems/mopdf/Motivate.KJ.PDF>.
- Prepare Volunteer Motivator Category headers for display board; run Motivator statements on 8” x 11” paper or note cards.

### Introduction:

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? Motivation can best be defined as doing something purposeful.

### Introductory Activity:

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 expectations? What do you think motivated one person to succeed despite low expectations and others to fail to meet high expectations for achievement?

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

### Learning Activity 1:

Place multiple word topics on table. Have participants categorize the word topics as internal or external motivators by putting in baskets labeled internal and external. Discuss the results.

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Word topics for cards: pay raise (e); retirement security (i); self-confidence (i); getting a college degree (e); personal safety (i); good dependable car (e); belonging (i); join a homemaker club (e); strong relationships (i); reading with grandchildren (e); personal growth (i); attend a leadership 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:**

Prepare the following statements on laminated cards with hook and loop tape strips (or double-sided tape) on back; take tabletop fabric panel displays and prepare hook and loop backed strips to mark off Maslow's Diagram in center panel; prepare "Maslow's Hierarchy of Needs" on laminated, hook and loop backed header and place above triangle outline.

**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 Picnic in the Park with the local symphony orchestra
- Becoming a member of the local Chamber of Commerce
- Joining a community homemakers club
- Attending the county annual Extension Homemakers meeting
- Attending a dinner theatre performance with your Extension Homemaker Club members

**Personal Growth**

- Completing a goal of reading 50 books in a year in six categories for a reading award
- Completing a master's degree at University of Kentucky
- Participating in a quilt workshop at the American Quilters Society National meeting
- Entering personal craft items in three categories for the county Homemaker Cultural Arts contest
- Achieving the 1000-hour designation in the Volunteer Service Unit program
- Composing a story or song entry for the KEHA Cultural Arts Award contest
- Elected as county Extension Homemaker Club president

**What Level of Need?**

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

The Alamo County Extension Homemakers are kicking off their annual membership drive. Bessie Jones submits Connie Smith, who lives in her subdivision, as a potential new member contact. Connie, 39 years old, is newly divorced with two thirteen-year-old twins. She has recently been laid off from

her manufacturing job with General Electric and is considering obtaining an associate degree from day or night college. Do you think Connie will become a new Homemaker member? Why or why not? What are her motivating needs? What are the motivating needs of current Extension Homemakers?

Betsy Sue has been a member of the Sunshine Homemaker Club for one year, after 35 years of working at from the local utility company with no time to be involved in her community. Her fellow club members nominate her as their club president. Do you feel she might accept? Why or why not? What are her 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 the respect we receive from others is one 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 as most dominant.

#### Learning Activity 3:

Distribute the Volunteer assessment form: VAA Gems Toolbox. Have each individual take the assessment and score their volunteer motivation preferences. Divide the group according to dominant motivators and discuss characteristics of each category.

- **Achievement**—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, and 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**—The affiliation motivated person finds being around other people with social aspects very appealing. They want to build friendships and to be respected. 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 persons, they may sacrifice the goal in favor of developing relationships.
- **Power**—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.

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### Objective 4: To compare external motivators that 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 opportunities in the future.

#### Learning Activity 4:

Display volunteer motivator category headers on display board. Print the following statements on colorful 8.5” x 11” paper or note cards to fit display board. Read each “motivator” statement. Ask which group the “motivator” would benefit or encourage to the highest level of volunteer participation. Display statements under each category header.

- A personal commendation letter from the County Extension Homemaker president and Extension agent (achievement)
- A 50-year membership pin recognizing 50 years of membership (achievement)
- A handwritten 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 homemaker representative for the Chamber of Commerce (power)
- Recipient of a handmade walnut wall plaque for county president service (achievement)
- A reception honoring service to the county Homemaker organization (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 Ovarian Cancer Research \$1000 fundraiser goal committee (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 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 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 persons desire to grow themselves or help others, understanding their volunteer motivation type will help provide positive experiences that satisfy needs for all.

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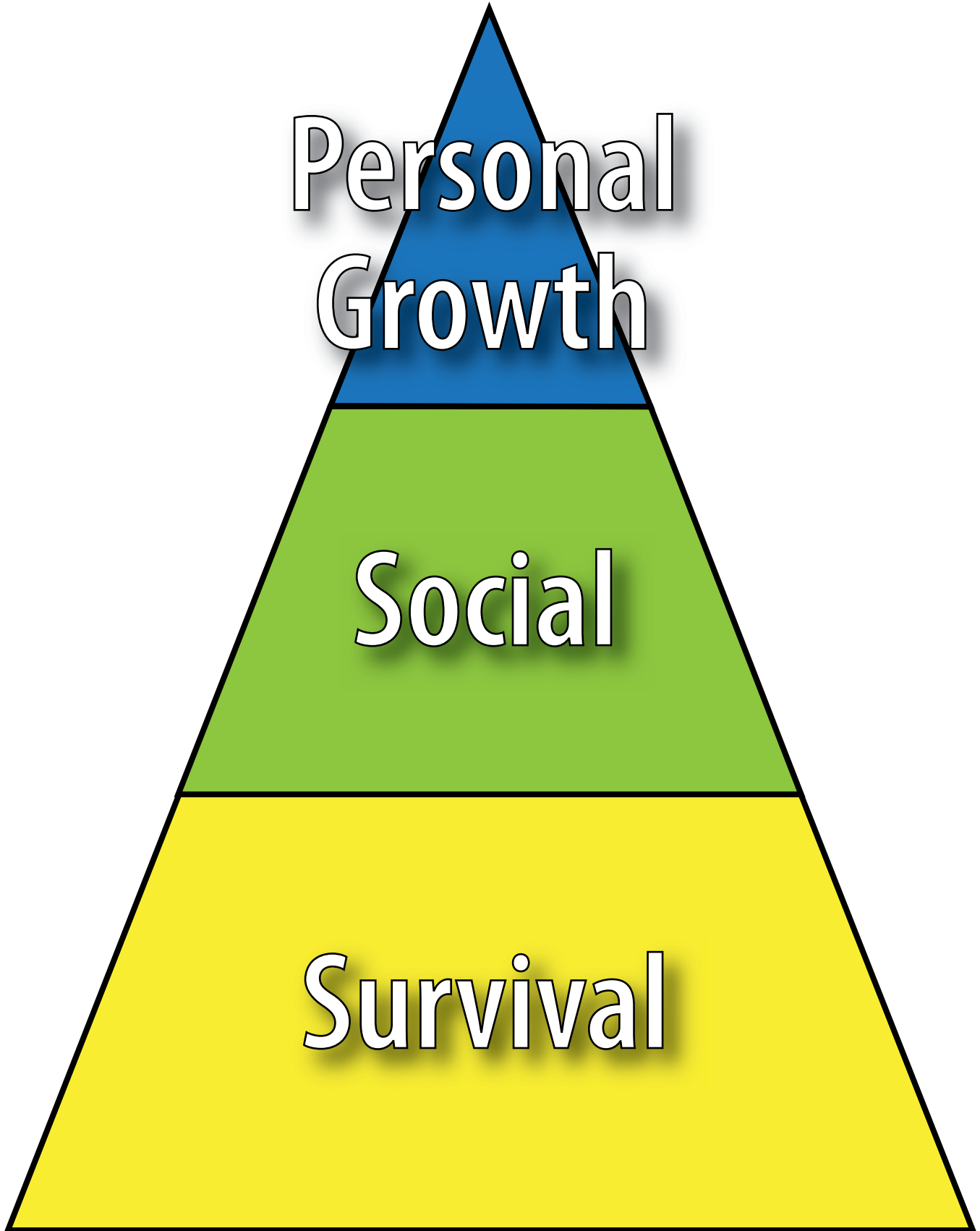
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# Maslow's Hierarchy of Needs



Personal  
Growth

Social

Survival