

# From Extrinsic to Intrinsic Motivation



Participate  
*Perform*  
Produce

## Leader Guide

This guide is designed as a resource for small group leaders. It accompanies Group Module 4 of the eLearning Series, *Your Extraordinary Workplace*.

**Prepared for you by:**



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# Section 1: Pre-Group Session Prep

Time: \_\_\_\_\_ minutes

## ACTIONS

- COMPLETE** watching *your own* individual training module and filling out your workbook answers.
  - NAVIGATE** entire group module at least once. Ensure required technology works.
  - STOP** when you reach a slide with a green continue button. This will correlate with a section to cover.
  - DESIGNATE** a time at the top of each section in this leader guide. **NOTE:** We recommend group sessions be 90m – 2 hours. If you plan to reduce to 1 hour, determine which sections you will review and which you will leave out. The module has a table of contents marking each section in this leader guide so you can navigate through your module as needed or wanted.
  - PREPARE** by using *notes* section for putting in examples or clarifications and so you can model/start sharing answers.
  - FOLLOW** instructions in each section in order given.
  - ANSWER** all questions yourself to use as an example.
  - OPEN** document “[\*Alternative ways to communicate about purpose and values.\*](#)” In *notes* section create what you will do regarding *PURPOSE* and *VALUES* in your next session.
  - SEND** a confirmation email a week prior to the group session if you wish.
- ◆ **TIPS** for you to remember as group facilitator:
1. Demonstrate full commitment. Your intention and modeling matter!
  2. Start on time. Ask for timeliness from team.
  3. Maintain pacing you’ve allotted for sections. Ask for help if needed.

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## EMAIL SAMPLE (Optional)

Hi everyone!

I’m looking forward to seeing you all on (Day, Date) for the next LifeWork Systems session. Please be on time and ready because we have a lot of ground to cover. Don’t forget to:

- Bring your completed workbook.
- Let me know if you need anything from me beforehand.

I look forward to seeing you soon!

(Your name)

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## NOTES



# Section 3: Motivator #1 Meaningfulness

Time: \_\_\_\_\_ minutes




## ACTIONS (AFTER you have started your module)

- SHOW** up to this slide with a green continue button →
- READ** section **GOAL**: *“My goal for this section is to help you to realize that when we don’t tune into the “why” for what we are doing, we have just failed to light the fire under our passion for doing things. This habit of seeing the meaning is crucial as a first step.” .”*
- READ** About Motivator #1 Sense of Meaningfulness

### Provide Whole Tasks

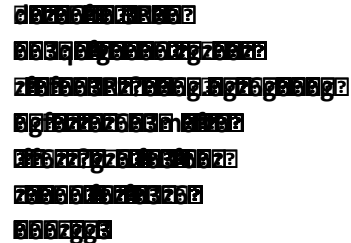
Whole Tasks are activities in which an individual or team are given a significant amount of responsibility to manage a specific outcome or project, including the results to achieve and the processes they adopt for success.



**Consider:** Are there whole tasks I could assign to help each person better grasp they matter?

Note: Whole Tasks should be a surprising stretch and more than what's normally requested.

LIFEWORX Continue



- ASK** all participants to open to workbook pages 4-8. Read information at top of each alphabetized section.
  - A. **Cynicism:** *Read bullet points on cynicism.* How will I stamp out cynicism? How and when will I do this? (#1 page 4)
  - B. **Passion:** *Read brief description.* How can I help each person identify his/her passions? (share ideas from page 6-7)
  - C. **Vision:** How will I help each person clarify and express his/her visions? (share ideas from page 7-8)
  - D. **Task Relevance:** *Read brief description.* How will I help people see the relevance of what they do? (share ideas page 8)
  - E. **Whole Tasks:** *Read brief description.* Are there whole tasks I could assign or suggest to help people feel the fulfillment of taking on whole task? (share ideas from bottom page 8)

**FINAL WORD** *“Remember we have all been conditioned to use control vs. supportive mentoring. Being curious and compassionate helps you and others to learn and overcome this conditioning.”*

◆ **TIP:** **There are a lot of questions in this section alone.** You are asking for 5 answers that are covered in 5 pages. Be sure to **allot enough time and plan your pacing.** Involve as many people as possible without going over the time you’ve allotted. If anyone says, “I didn’t fill out my workbook,” ask them to pick a question anyway and answer it in real-time. Allow a pause for them to put an answer in mid. After the session, say, “doing the workbook really helps the group and you.”

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## NOTES

# Section 4: Motivator #2 Choice

Time: \_\_\_\_\_ minutes

For **group leader**: the main point of this section is to get people to realize they always have choice and to understand their are many parts to be addressed to empower them to step into the choices that are possible.

## ACTIONS

**SHOW** all slides for this section up to this slide →

**READ** section **GOAL**: “My goal for this section is to help you focus on the ways you may be using power so you become conscious of your choices and the effects of what you choose.”

**READ** Sense of Choice

Most people have the idea that they can make choices but they do not realize how many roadblocks have been put in their way, nor how lacking their preparation for making them. All of this dulls initiative and effectiveness. All of the intrinsic motivators require psychological safety. In order to exercise choice people must experience healthy delegation, high trust, safety even when trying something that fails and understanding that what matters to them in making choices is able to be communicated and received openly. In addition, the person making a new choice needs to know the conditions and conversations to be had for the choice to be considerate and likely to succeed

**ASK** the following questions from workbook pages 9-12:

- A. **Delegation**: Read bullet points on delegation. Have people answer the first 2 questions from A. Delegation (page 9)
- B. **Trust**: Read bullet points on B. Identify/Correct Derailed Trust. Have people answer questions (pages 11 - top of 12)
- C. **Safety**: Ask the question from section D. Increase safety and support (bottom page 12)
- D. **Safety continued**
- E. **Purpose**: Ask the question from section E. Expressing and Receptivity to Clear Purpose (top of page 13)
- F. **Planning**: Read bullet points on planning. Ask the question from section F. Planning Well (middle page 13)

**FINAL WORD** “The main point of this section is to be aware that making choices meets the core needs to contribute and be empowered. Choice-making also requires certain conditions are met. If you feel stuck or someone you lead or partner with is stuck, consider one of the components in this intrinsic motivator that can be addressed to get a good result.”

**Fail To Plan Often = Plan To Fail**

- 90% of organizations don't use a planning process
- People focus 50% of their time on desired results
- 71% of people are disengaged
- 88% of companies lack an effective plan to grow

Gallup



Consider: How will I provide more information or help others to strategically determine the information that's needed in order to plan effectively?

LIFEWORK Continue

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## NOTES

# Section 5: Motivator #3 Competence

Time: \_\_\_\_\_ minutes

**For group leader:** the main point of this section is to give something that is often given first priority, the attention it deserves while not forgetting the first two motivators should be understood and in motion also. Together these first 3 motivators are powerful and effective.

## ACTIONS

- SHOW** all slides for this section up to this slide →
- READ** section **GOAL:** “My goal for this section is to make sure you know that being **competent** requires lots of information and regular support. You deserve to and require people paying attention to what you need to be effective in your job and as a member of the team.”



- READ About the Sense of Competence**

A sense of competence is when we have the knowledge and confidence to perform our work activities well, including meeting and exceeding standards for the job. We are able to do this when we are provided the right amount of challenge to be in the zone of excellence. From that state of being, we are eager and able to master skills, demonstrate artistry and enjoy competency. When we don't have a sense of competency, we are bored due to low challenge or discouraged from too much challenge, which tend to result in us shutting down and giving up, as well as feeling embarrassed, dissatisfied, anxious and overwhelmed.

- ASK** 1-2 people the following questions from workbook pages 14-19:
  - A. **Knowledge:** Answer people answer the 4 questions from this section on *knowledge* (page 14)
  - B. **Positive feedback:** Have people answer 3 questions from this section on *feedback* (page 16)
  - C. **Recognizing skills and contributions:** Have people answer 2 questions on *recognition* (top page 17)
  - D. **Challenge without overwhelming:** Have people answer 5 questions on *challenge* (bottom page 17)
  - E. **High non-comparative standards:** Ask the 2 question from on E. (top page 18)

**What is the difference between encouragement and praise?** (page 18)

- FINAL WORD** “What’s important to realize is that in order to become **competent**, we all need regular education, coaching and mentoring on social skills, job skills and possibly more.”

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## NOTES

# Section 6: Motivator #4: Progress

Time: \_\_\_\_\_ minutes

For group leader: the main point of this section is to make sure people

## ACTIONS

**SHOW** all slides for this section up to this slide →

**READ** section **GOAL**: “My goal for this section is to help everyone realize the importance of and encouragement related to taking time to slow down and focus on and acknowledge progress and achievement.”

**READ** about **A Sense of Progress**

Many people get caught up in striving and proving themselves or they just get caught up in the momentum of working hard. They get on a roll, cranking out work and quickly moving on to the next task without ever slowing down to appreciate what they are accomplishing. This leads to burnout and diminishes a sense of contribution and connection. Over time, it impedes the awareness of the sense of meaningfulness because people feel like robots, not lovable, empowered contributors on the team.

**INSTRUCT** all to turn to workbook pages 19 - 21.

**ASK** 1-2 people answer 1-2 people the following questions.

- A. **A collaborative environment**: Have people answer the question from this section (page 19)
- B. **Tracking progress and milestones**: Have people answer 3 questions from this section (pages 19-20)
- C. **Celebrations**: Have people answer the question from this section (page 20)
- D. **Community as witness**: Have people answer 2 questions from this section (pages 20-21)
- E. **Empowering measurements**: Have people answer the question from this section (page 21)

**ASK** everyone to answer the share the following: “**When have you celebrated a success or been celebrated and how did it feel?**” (e.g. I received the Vanguard Award for Innovation in our school reform work. I felt proud because we measured and moved the needle on helping more high school students stay in school and graduate. Thinking about those kids who stuck makes me feel motivated to this day.)

**FINAL WORD** “The main point of this section is to help us all remember that we are using our personal power to make positive differences in our life and work and taking time to acknowledge these feeds our souls and the 4 core needs. It’s a habit and discipline to develop and practice celebrating progress. Consider how you will specifically incorporate this in your personal and professional life.”

### Measure To Inspire Success

Empowering Measurements drive progress!

- Measures should be designed to inspire, to change behavior in a meaningful way, to teach and to lead to clear success/progress, to celebrate, otherwise...



Effects: people feel judged, uninspired and lack support they need to take and sustain action and commitment

Question: How will I ensure that measurements we set are empowering and inspire progress and success?

LIFEWORK Continue

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## NOTES

# Section 7: It Just Got Real

Time: \_\_\_\_\_ minutes

## ACTIONS

**SHOW** up to this slide →

**READ** section **GOAL**: “My goal now is to help you to leave this session with an awareness of one *ah-ha* you have discovered and one next step you will take.”

(Optional) **READ** about **It Just Got Real**

People don’t sustain real or lasting change without discussing what is newly learned. Committing to sharing at least some of your *ah-ha*’s, *barriers* and *next steps* individually and as a group within the next 24 hours is crucial to long-term memory of the concepts and tools.

**ASK** the following questions. Have each person share very briefly\*:

1. **Share one new idea or ah-ha you gained from your individual module or this session?**
2. **What is one next step you can take to apply something you learned?**

**FINAL WORD** “As you go, consider what you can do to get the most out of this transformational work. Thanks for your dedication in this entire meeting. You are valuable to this organization and to the success of your coworkers, our vendors, any and all stakeholders and those we serve.”

The image shows a digital form titled "It Just Got Real" with a "Continue" button. The form is divided into two sections, labeled 1 and 2. Each section has three input fields: "ah-ha's", "challenges or barriers", and "next steps". The form is part of a presentation slide, as indicated by the "EWORK" logo in the bottom left corner.

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## NOTES

\*If you run out of time by this section, assign the 2 questions to them to do sometime throughout the day and **email their answers to you**. This helps them retain what they learn.