

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 (Note: The steps in this section are all done prior to the actual group session)

- ☐ **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 or follow the suggested time we have included. **NOTE:** Group sessions are 2 hours. 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 the module landing page, there is a live link in the description. **In advance, write in your notes** section 2, what you will do regarding highlighting and instilling *PURPOSE* and *one core VALUE* in this 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.

EMAIL SAMPLE (Optional)

Hi everyone!

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

- Bring your **completed workbook** because you will be asked to share your entries in the session.
- Let me know if you need anything from me beforehand.

I look forward to seeing you soon!

(Your name)

NOTES

Section 2: We Always Begin With...Purpose

Time: **10** minutes

For the leader: your intention in this section is to help the group learn that a. purpose is #1 and b. INVITE them to commit to it. c. values are behaviors that serve to *make sure purpose happens*. d. focus on one trust value and e. Review helpful tips.

ACTIONS

(To be done at the group session when on this slide)→

☐ **POST** or visually have open your organization's blueprint on a browser tab.

☐ **READ Goal:** "My first goal is to *set the stage* for this session by beginning with our purpose and values."

☐ **READ bullet points below** (Pull up your organization's blueprint)

- Our *purpose* is always THE highest priority; it shifts us from being **reactive** to **proactive**
- You are in charge of YOUR thoughts, feelings, and actions *no matter what*.
- *Purpose* is what we *cause* for ourselves and for others; purpose connects us to our internal motivation, our *WHY*.

☐ **READ** your organization's **PURPOSE** on the blueprint. Next, share your unique way to highlight it. (use "Alternative ways to communicate purpose and values" from your landing page) This could be a quote, story, question, etc.

☐ **READ** these *rhetorical* questions about **PURPOSE** (tell them **no out-loud answer is required**):

1. Will YOU intentionally focus on our purpose and commit to representing it?
2. Will YOU remain committed even if OTHERS drop their commitment to our purpose?

☐ **READ About CORE VALUES** (direct them to the *core values* in your blueprint) **Say:** "Our *core values* are behaviors we engage in to achieve our *purpose*." These are **NOT** the 8 values that build trust.

☐ **DELIVER** your specific plan for how you will reinforce your chosen one or more CORE VALUE(S) now. ("Alternative ways to communicate purpose and values" is a document linked in the module landing page) Maybe a quote, question, etc.

☐ **REVIEW** trust value #5 under *8 values that build trust*: **Respect** is honoring the value and worth of people through your words and actions. Respect requires you see them as a separate and equally valuable person as you or anyone else, beyond anything they can contribute to you or others. *Ask EVERYONE*, "*When is it difficult to exercise **respect**?*"

☐ **READ** the following 5 helpful tips with your group when you as you end this section:

1. Speak in *first person* (use "*I*"). It will *feel and be* more *responsible*. I'll say "me?" if you forget and say "you" or "we."
2. "Stay in *your* yard," share *your* experiences, opinions, feelings.
3. Take *initiative* in *participating* in this group session. This supports your facilitator. Don't wait to be called on.
4. Keep your answers *brief*.
5. *Write down all aha's and questions* you think of during this entire session.

☐ **FINAL WORD** "The main point of section is that *intention* is the most important thing to do in every moment."



NOTES

Section 3: Motivator #1 Meaningfulness

Time: **25** minutes

For group leader: to consider the importance of meaningfulness and how we get cynical which is toxic to it.

Total Time: 25m (4m pre-vid + 21m discussion) Cumulative: 35m

ACTIONS (AFTER you have started your module)

☐ **SHOW** up to this slide with a green **CONTINUE** button →

☐ **READ** section **GOAL**: “My main goal for this section is to help you see the crucial need for meaningfulness as a first step in all that you do. This includes reducing cynicism, and focusing on purpose, values, and visions, so you feel proud.”

☐ **READ** **bullet points** (sharing bullets below is optional, and recommended when time allows)

- Your sense of *meaningfulness* is like your sense of wonder.
- Cynicism is often called being “realistic”. It’s toxic, rewarded, socially acceptable, promoted more than idealism.
- Like gossip, most people don’t directly address cynicism.
- Well-intended people are often uncomfortable with passion and enthusiasm and communicate, “act mature.”
- We feel greater joy when we remember our heart-centered reasons. Cynicism is protection.

☐ **ASK** all participants to open to workbook pages 4-5.

1. Have a few people answer each of the 5 questions: 4 questions on page 4, and 1 question on the top of page 5
2. Instruct them to turn to Workbook page 6, orange question 7. Have **EVERYONE** share what they **wrote**.
3. Instruct them to turn to Workbook page 7, question 4 in the middle under *Passion*. Read: Have a few people share what they **wrote**.
4. Next, have **EVERYONE** go around the circle 3 times, and have **EACH** do the following:

Note: It’s important to have each stick to one word or a short phrase without going into a story or rationale.

- a. Share one thing YOU cause for all, at your best (1 word or very short phrase) including you. e.g., SELF-LOVE.
 - b. Go around the circle again. Each share one thing the person next to them causes for all when at their best.
 - c. Go around the circle once more to answer very briefly this question, “What do you most love to create?”
5. (IF TIME) Instruct them to turn to Workbook page 8, question 1 under Task Relevance. Ask **EVERYONE**: **How will I help each person to see the relevance of what they do and the importance of their choices?**

☐ **FINAL WORD** “People are re-evaluating their work and lives. They are considering their sense of meaningfulness like never before. Make time for all the parts covered in a sense of meaningfulness. You will not get or sustain lift-off without knowing and addressing them.”



NOTES

Section 4: Motivator #2 Choice

Time: 25 minutes

For group leader: To help people realize they always have choice and to empower them to step into choices they want and can do.

Total Time: 25m (2m pre-vid + 23m discussion) Cumulative: 1 hour

ACTIONS

☐ **SHOW** all slides for this section up to this slide with the green **CONTINUE** button →

☐ **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 as well as how you activate healthy choice in others.”*

☐ **READ** **bullet points** (sharing bullets below is optional, and recommended when time allows)

- A sense of choice is crucial. It reinforces personal power.
- Choices inspire people to contribute and engage their mind, heart, and body.
- The reason our mentoring is a questioning process (think the 8th grader story) is because questions encourage choice.

☐ **ASK** the following questions from workbook pages 9-12: (16-18m) Not everyone has to answer every question.

A. Delegation: Instruct them to turn to Workbook page 9. Have people answer the first 2 questions from A. **Delegation**

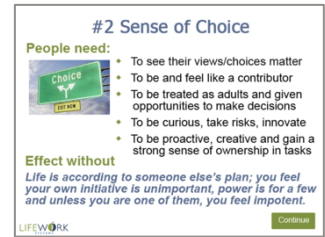
B. Trust: Instruct them to turn to Workbook pages 11 and top of 12. Have a few people answer questions 1-5 in the section **Identify & Correct Derailed Trust**. For those who answer question 3, have them follow with their answers to 4 and 5.

D. Safety: Instruct them to turn to workbook page 12. Ask the question from section **D. Increase safety and support**

E. Purpose: Instruct them to turn to Top of workbook page 13. **E. Expressing and Receptivity to Clear Purpose.** Ask the question.

F. Planning: Instruct them to turn to the Middle of workbook page 13. Ask the question from section **F. Planning Well**.

☐ **FINAL WORD** *“Making choices meets the core needs to contribute and feel empowered. If you feel stuck or someone you lead or mentor is stuck, consider one of the components in this intrinsic motivator that can be addressed to get a result or progress.”*



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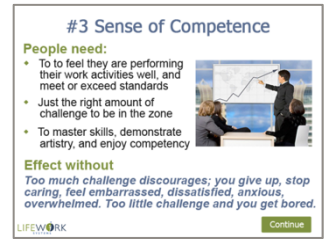
Section 5: Motivator #3 Competence

Time: 25 minutes

Total Time: 25m (2m pre-vid + 23m discussion) Cumulative: 1 hour, 25m

ACTIONS

- ☐ **SHOW** all slides for this section up to this slide with the green **CONTINUE** button →
- ☐ **READ** section **GOAL**: “My goal for this section is to make sure you know that being **competent** requires information, training and regular support to be effective and successful in your job.”
- ☐ **READ** **bullet points** (sharing all or some bullets below is optional, and recommended when time allows)
 - We tend to focus on *competence* without considering *meaningfulness* and *choice* first.
 - Praise and competition undermine competence and internal motivation.
 - Without ongoing training and support, people often suffer in silence. They think they’re supposed to already know everything.
 - Training, mentoring and coaching people regularly is needed.
- ☐ **ASK** them to turn to workbook page 14 (20m) **Note**: There are 16 questions total. Don’t worry if the group does not get through all of them. Just have a few people answer these as they volunteer or are called upon.
 - A. **Knowledge**: There are 4 questions from this section on *knowledge* (Workbook page 14)
 - B. **Positive feedback**: There are 3 questions from this section on *feedback* (Workbook page 16)
 - C. **Recognizing skills and contributions**: There are 2 questions on *recognition* (Workbook top page 17)
 - D. **Challenge without overwhelming**: There are 5 questions on *challenge* (Workbook bottom page 17)
 - E. **Encouragement vs. Praise**: (Workbook page 18) These *questions* are NOT on the workbook page. Ask
 - a. **What is the difference between encouragement and praise?** **Say**: “Think about how one supports intrinsic motivation and the other does not.”
 - b. **Give an example of a statement as praise and then switch it to one that’s encouragement** **Say**: “An example is “I’m so proud of you for making that sale” is praise. “You are prepared and influential in serving people so they often buy from us.”
 - c. **Can you praise when someone fails? How could you encourage someone when they fail** (that supports their intrinsic motivation)?
 - F. **High non-comparative standards**: Ask the 2 questions from on E. (Workbook top page 19)
- ☐ **FINAL WORD** “Competence meets all 4 core needs. When competent, we feel empowered, lovable, connected, contributing. In order to be **competent**, we all need regular training, coaching, support, and mentoring on culture and job skills.”



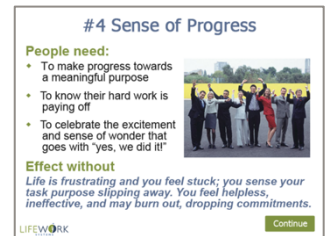
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Section 6: Motivator #4: Progress

Time: 25 minutes

For group leader: the main point of this section is to make sure people understand the importance of recognition.

Total Time: 25m (2m pre-vid + 23m discussion) Cumulative: 1 hour, 50m



ACTIONS

- ☐ **SHOW** all slides for this section up to this slide with the green **CONTINUE** button →
- ☐ **READ** section **GOAL**: *"My goal for this section is to help everyone realize the importance of activating encouragement by taking time to focus on, and celebrate, progress and achievements regarding yourself and others."*
- ☐ **READ bullet points** (sharing all or some bullets below is optional, and recommended when time allows)
 - We may be reluctant to slow down to celebrate for fear of losing momentum.
 - We often think it is bragging to acknowledge and celebrate success.
 - We suppress positive emotions, and we fear "foreboding joy"; that if we get happy the other shoe will fall.
 - Brene Brown says JOY is the most vulnerable feeling of all. It's because our heart is open.
- ☐ **INSTRUCT** them to open to workbook pages 19 - 21. There are a total of 8 questions in this section on *Progress*.
- ☐ **PARTNER** everyone in the team (live or zoom). Instruct them to share all 8 answers back and forth, one question at a time. Tell them not to worry if they don't get through all of them. Instruct them to face forward and stop talking when they are done. You can also do this as a group instead (especially if there is an uneven number that leaves you out).
- ☐ **ASK EVERYONE** to share their answer the following: **"When have you celebrated or been celebrated, and how did it feel?"**
- ☐ **FINAL WORD** *"The sense of progress provides sweetness and fulfillment. It is the culmination of hard work, mutual support, and the experience of being recognized for your strengths, talents, and gifts. It brings courage and upliftment for work ahead."*

NOTES

Section 7: It Just Got Real

Time: **10** minutes

For group leader: This section is about helping participants realize that this form whether in the back of each workbook or in the end of a group session, is about **grounding** what's been REALIZED by sharing it out loud. It's also about NEXT STEPS.

Total Time: 10m (0 pre-vid + 10m) Cumulative: 2 hours

ACTIONS

☐ **SHOW** up to this slide with the green **CONTINUE** button →

☐ **READ** section **GOAL**: *"My goal is to help you to leave this session grounding the information you've been learning. By reflecting on it, clarifying it, practicing it, and sharing it multiple times, you're likely to remember, own, and apply what you've learned."*

☐ **ASK** the following questions. Have **EVERYONE** share*:

1. **Share one new idea or ah-ha you gained from this session.**
2. **Share one next step.** (Note: The next step does NOT need to be related to the aha)

☐ **FINAL WORD** (Thank the group sincerely in your own words to end the session).

NOTES

**If you run out of time by this section, assign the 2 questions to them to do sometime throughout the day and send it to you and everyone in this group, including the LifeWork Systems oversight person. This helps everyone further learn and retain what they learn.*