

Intrinsic Motivation



Participate
Perform

Produce

All-Staff Handouts

This document accompanies *Individual*
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Your Extraordinary Workplace.

Presented for you by



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INCREASING INTRINSIC MOTIVATION

Note: *You will be asked to share from your answers below in your mentoring and group facilitated sessions.*

What is Intrinsic Motivation?

Intrinsic motivation is when you *love what you are doing and who you are being while you are doing it. It is when the focus of your authority and autonomy come from the best place within you, without undue or invasive influence from outside programming, conditions or people.*

Creating More Intrinsic Motivation In My Staff

In his book *Intrinsic Motivation at Work*, Kenneth Thomas identifies four **Intrinsic Motivators** that build momentum. For each one below, describe the leader's primary role in drawing this out and the steps you can take to get employees focused on achieving the specific goals of each intrinsic motivation.

#1 – Sense of MEANINGFULNESS

Leadership: ***Inspiring***

- How will I help this person with cynicism?
- How will I help this person identify passions?
- How will I help clarify specifics of his or her vision?
- How will I help this person recognize the “purposes” or need for his or her role and tasks?
- Are there “whole tasks” that would help this person feel his or her role in the organization matters?

#4 – Sense of PROGRESS

Leadership: ***Scorekeeping/Cheering***

- How will I make sure this person is well supported by extending community for his or her needs?
- How will I help this person identify milestones?
- How will I help him or her to celebrate, savor success?
- How will I give more contact with the community or extended organization to understand value?
- How will I help this person measure improvement?

#2 – Sense of CHOICE

Leadership: ***Handing Off***

- How will I delegate tasks to this person?
- How will I set up ways to demonstrate trust?
- How will I create greater awareness of safety, respect and support to encourage risk-taking?
- How will I help this person identify/express the purpose for the choices he or she wants to pursue?
- How will I provide more information about the roles he or she could take or is taking?

#3 – Sense of COMPETENCE

Leadership: ***Coaching***

- How will I train this person or provide knowledge?
- How will I provide feedback or support this person in evaluating his or her own ability level?
- How will I recognize/acknowledge his or her skills?
- How will I assess this person's level of challenge to make sure it's not too great or too low?
- How will I hold higher standards and expectations without comparisons or competition?

Notes:

Creating More Intrinsic Motivation In Myself

#1 – Sense of **MEANINGFULNESS**

What am I feeling and what do I want?
Is this worth my time and energy?
Do I have a valuable mission/purpose that matters?

My Task: *I Inspire Me*

- Do I need help with cynicism; how will I reduce or eliminate it?
- What will I do to regularly identify and communicate what most excites me and gives me joy concerning my purpose and role?
- How will I clarify the specifics of my vision?
- What practices help me recognize my purposes in the world?
- How do I make sure to get the most out of what I commit to do?

#4 – Sense of **PROGRESS**

Am I succeeding in achieving my valuable mission?
Do I stop to “smell the roses” of my success?
Do I see how amazing I already am?

My Task: *I Track Progress and Celebrate Me*

- How will I know when I have achieved success?
- How will I identify milestones (small targets on the way to larger goals)?
- How will I celebrate and savor progress?
- How will I see the significance and value of my purpose and what I do as part of the larger community?
- How will I measure my improvements and relevancy towards my vision?

#2 – Sense of **CHOICE**

Are my activities from freedom? From my ideas vs. shoulds? Do I regularly examine how various choices feel? To shift gears? (i.e. changing my purpose, methods, pathways, role)

My Task: *I Review My Choices and Re-Commit*

- How will I stay awake to new choices and determine regularly what I can and want to do?
- What indicators can I set up to make me more present to my choices and my progress in acting on them?
- How will I encourage myself to take more risks, to stretch in the variety or challenge of my choices?
- How and when will I communicate the purposes for my choices to others so I strengthen/validate them to me?
- What will I do to gain exposure to new information about various choices for me?

#3 – Sense of **COMPETENCE**

Am I doing good, high quality work? Am I a life-long learner? Do I look at new information to broaden my views? Are there others who can help me grow?

My Task: *I Build My Skills and Seek Support*

- What steps will I take and resources will I rely on to gain greater knowledge and skills in my role?
- How will I gain feedback and support to evaluate my own ability level and discover my blind spots?
- How will I recognize and acknowledge my skills, strengths, assets, and talents and build upon them?
- How will I assess my level of challenge to make sure it's not too great or too low?
- What are the standards and expectations I set to empower me to growth vs. the status quo?

Additional Notes:

Intrinsic Motivator #2: Sense of Choice

A sense of choice is crucial to have in place next. People need to be aware and straightforward so they feel their views and choices matter, they can contribute, and are treated as intelligent “grown-ups.” They need to feel encouraged to be curious, take risks and innovate, and foster proactive, creative ownership in tasks. It meets the four core needs to feel empowered, lovable, contributing, and connected. Without it, life is according to someone else’s plan (power-under to power-over dynamics), and one feels his/her own initiative is under-valued, unimportant and under-utilized. The conclusion is often to believe power is for the few; and if you are not *perceived* and/or *encouraged* to feel like it and aren’t treated like one of those few, you feel impotent.

A. Delegation

- Engage in strategic AND tactical understanding, planning and mapping
- Identify and manage milestones and outcomes along the way
- Promote skills of both leading AND following masterfully, including self AND systems and projects
- Focus on learning vs. evaluation to reduce fear and encourage risk and creative problem-solving
- Use results (and questions) to facilitate learning, NOT perfectionism; teach people how to think, not what to think

Note: *You will be asked to share from your answers below in your mentoring and group facilitated sessions. Assume you both lead and follow (consider the bullet points above on the next two questions):*

1. *Do I delegate whole tasks to people and effectively transfer responsibility to others (as described above)?*

Answer: _____

2. *Am I awake and straightforward concerning choices I wish to ask for and receive? Do I invite assignment of new projects and initiatives?*

Answer: _____

Steps for Effective Handoffs and Adoption of a New Task or Project

1. **Create a strategic plan with all levels of mapping** to ensure the project or task is well considered and laid out. We recommend using the LifeWork Systems blueprint process where plans are designed considering purpose, values and visions before jumping in with goals, procedures and roles. Can you identify a handoff to another person and ownership of a new task or project that you can build into your blueprint process or otherwise approach it both strategically and then tactically?

Handoff: _____

My Adoption: _____

2. **Identify the milestones and outcomes.** How will I do this in a new project or task in:

Handoff: _____

My Adoption: _____

3. **Foster leading and following while managing systems and projects.** How will I ensure this happens in:

Handoff: _____

My Adoption: _____

4. **Nurture learning by mistakes, results, and reasonable risk-taking.** How will I ensure this happens in:

Handoff: _____

My Adoption: _____

B. Identify and Correct Derailed Trust

Healthy trust is demonstrated when:

- Expectations are clear
- Disagreements are discussed
- Conflicts are resolved
- No hidden agenda
- Differences are valued
- Mutual respect is high
- Communication is open
- Support is abundant
- Commitments are accountable
- Performance is high (even without process)
- Information is exchanged freely
- Feelings and opinions are disclosed

Note: *You will be asked to share from your answers below in your mentoring and group facilitated sessions. Assume you both lead and follow (consider the bullet points above on the next two questions):*

1. **How will I address derailed trust directly with each person and/or group(s)?**

Answer: _____

2. **Considering a task or project you are or would like to take part in, review the following trust values.** What areas of trust need to be improved upon? Without using specific names, describe where trust might be improved.

Answer: _____

3. **Using this table, identify gaps present regarding trustworthiness in yourself and others who are involved.**

8 Values That Build Trust	Them	You	Description
1. Honesty			Am I ethical? Do I tell the truth?
2. Straightforwardness			Do I tell them what I want and expect?
3. Receptivity			Am I fully open to their feedback and ideas?
4. Disclosure			Do I share my opinions, needs, and feelings?
5. Respect			Do I treat them as worthy and important?
6. Recognition			Do I acknowledge their gifts and differences?
7. Follow Through on Commitments			Do I deliver on what I say I'll do?
8. Seeking Excellence			Am I determined to cause and be the best?

4. **What are next steps I will take to improve the lack of trust coming from me?**

Answer: _____

5. **What are next steps I will take to improve the lack of trust coming from the other(s)?**

Answer: _____

Healthy trust is evident when one or more people listen well, support one another, and experience a sense of unity. It's healthy if they have a say, can safely brainstorm and role-play, cooperate and collaborate, and respect each other. Healthy trust means people create a healthy community, make decisions, solve issues, use self-discipline and are self-managing.

C. Encourage Trial and Error

We struggle with this because:

- We hate to let go of the familiar
- We operate out of negative goals
- We make choices from fear
- We feel we must be:



In control	A success	Comfortable
Approved of	Perfect	Competent
#1 or nothing	Good	Served
Conforming, Fit in	Extraordinary	Feminine/Masculine

D. Increase Safety and Support

Note: *You will be asked to share from your answers below in your mentoring and group facilitated sessions.*

1. **How will I create greater safety, respect and support around trying someone new and failing?**

Answer: _____

E. Expressing and Receptivity to Clear Purpose

We do this well when we:

- Speak clearly in straightforward and disclosing ways
- Listen fully and flexibly
- Encourage and are open to give and receive passionate expressiveness

1. **How will I help each person (including me) to identify and express the purposes for the choices they pursue?**

Answer: _____

F. Planning Well

We do this when we:

- Use a planning process (e.g. blueprint process)
- Focus on desired results and outcomes
- Fully engage in our lives and work
- Put together an effective plan and execute on it

1. How will I provide information needed to help myself and others to strategically determine all information needed to plan effectively?

Answer: _____

G. Make Time For Training

By making time for training, we set others (and ourselves) up for success.

1. Will I build in time for training to ensure I am successful? Others? How? When? Why?

Answer: _____

Intrinsic Motivator #3: 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 the standards for the job. We are able to do this when we are provided the right amount of challenge to be in that 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 the sense of competency, it is either that we are bored due to low challenge or discouraged from too much challenge, which tends to result in us shutting down and giving up, as well as feeling embarrassed, dissatisfied, anxious and overwhelmed.

A. Knowledge

Providing knowledge includes providing all the right tools.

1. How will I provide consistent knowledge and tools on leadership, teamwork, and job skills?

Answer: _____

2. Have I considered all training and tools needed to set people (including myself) up for success?

Answer: _____

3. Do I/we have a clear enough understanding of our business systems or should I get support?

Answer: _____

4. **Do I/we have a process repository tool? If yes, do we use it? If no, should we get one?**

Answer: _____

5. **Do I understand the following processes for:**

Getting Business _____

Delivering Business _____

Running Our Business _____

Guiding Our Business _____

6. **Describe an experience of:**

The right work not getting done _____

The right work not getting done right _____

B. Positive Feedback

Mentoring is one place you can make certain regular, positive feedback occurs.

1. **Do I give and get regular, positive feedback on how well I'm doing:**

Managing Relationships _____

Managing Productivity _____

Managing Engagement: _____

2. Are we having regular, monthly (or more) committed, positive-oriented, supportive mentoring? If so, does it matter; and if so, how? If not, what might it help? Do you want to be in a mentoring relationship? Why?

Answer: _____

3. Am I receiving helpful feedback and support that empowers me to evaluate my own ability levels and course correct when I discover how I might improve? To become self-reliant?

Answer: _____



C. Recognizing Skills and Contributions

These are deposits we make into emotional bank accounts.



5. How will I recognize and acknowledge a person's skills and contributions (without slipping into the use of rewarding, incentives, judgment and praise)?

Answer: _____

6. What are the primary rules or guidelines for how to give encouragement instead of praise? (See below)

Answer: _____

D. Challenge Without Overwhelming

1. Am I giving and receiving the right amount of challenge?

Answer: _____

2. Are they reasonable?

Answer: _____

3. Are they respectful?

Answer: _____

4. Are they related?

Answer: _____

5. How will I assess my level of challenge or that of others, to make sure it's not too great or too low?

Answer: _____

ENCOURAGEMENT VS. PRAISE – THERE’S A BIG DIFFERENCE!

“Humans need *encouragement* much like plants need water... We constantly encourage or discourage those around us and thereby contribute materially to their greater or lesser ability to function.”

Discouraged people are those most in need of encouragement and are often the ones with whom we feel least inspired to give it. When you recognize the power of encouragement and how it helps a person dig inward and find his or her best internal motivation, unlike praise, you can even uplift others and encourage them when they fail.

I read an article on LinkedIn recently where the author talked about the importance of encouragement, but how sometimes people don’t appreciate or receive encouragement. I believe this happens because we don’t all realize the differences between encouragement and praise. I wholeheartedly agree encouragement is top priority; but unfortunately, we often praise instead, which can discourage people. Here are some distinctive differences between praise (which is proffered from above) and encouragement (which is respectful and egalitarian). These characteristics apply to adults *and* children:

Praise	Encouragement
Motivated by Others: Extrinsic Motivation	Motivated from Within: Intrinsic Motivation
One can interpret, <i>“If I don’t perform, then I’m not good, you’re not proud, I’m guilty of making you sad.”</i>	One can interpret, <i>“I am secure for who I am, not what I do. I decide what matters to me.”</i>
1. Praise places value and worth outside people. <i>“I am so proud of you. You make me happy when...”</i> (Focus on other person’s pleasure - manipulative)	1. Encouragement places value and worth within. <i>“You really seem to love your work”</i> (Focus on your pleasure with respect, appreciation)
2. Stimulates rivalry and competition.	2. Stimulates cooperation and contribution.
3. Fosters self-absorption at expense of others. <i>“You are the best employee. You’re better than the rest of the department.”</i> (Comparative)	3. Fosters self-esteem; does not hurt others. <i>“The ways you contributed at the meeting were very helpful.”</i> (Non-comparative, constructive)
4. Focuses on evaluation of performance and the finished outcome of a project or accomplishment.	4. Focuses on the amount of effort, persistence, joy and determination.
5. Emphasis is on global evaluation of the person. <i>“You are better than others.”</i> <i>“You have the highest sales”</i> (and win the bonus.) (Comparative – can feel patronizing)	5. Emphasis is on a specific contribution. <i>“You have helped in this way.,”</i> <i>“You helped ___people today by...”</i> (Non-comparative, focuses on contribution)
6. The deed and doer are synonymous. Praised people can feel discouraged, burdened by the high standard. Others around them worry they’re not as good. <i>“You’re wonderful, great, amazing!”</i> (Generalized and expresses other person’s evaluation)	6. The deed and doer are distinctly separate. Person feels able to respond and accomplish deeds because comments are about deeds. <i>“The company benefited from your ideas on...”</i> “ (Specific description focused on contribution)
7. Fosters discouragement, influences quitting.	7. Fosters persistence/determination.
8. Fosters fear of failure and motivation to prove self. Invites people to change for others. <i>“Go get that client – make us/me proud!”</i> (Pressure to excel or prove capability)	8. Fosters self-acceptance and helpfulness. People make changes for themselves. <i>“You like to work and get high sales.”</i> (Acknowledges determination and effort)
9. Expresses judgments of good or bad, worthy or unworthy, success or failure, superior or inferior. <i>“I am so proud. I couldn’t be happier with you.”</i> (Focus is on the authority figure)	9. Expresses faith other is lovable, loving, and capable. It expresses seeing inner qualities. <i>“You seem to enjoy getting results. You have such a positive attitude.”</i> (Focus is on “you”)
10. Cannot be given during times of failure. <i>“I’m so proud you struck out (?!).”</i>	10. Can be offered anytime. <i>“You put into it everything you had.”</i>
Long-range effects: Dependence on others; fear of failure; doing minimum to stay under the radar.	Long-range effects: Self-confidence; self-reliance; takes risks; accepts mistakes; and enjoys experiences.

In order to *encourage*, one makes observational statements that reflect what matters most to the person receiving the information, not the judgment of the one giving the observation. For example, instead of “Make me proud; go out and sell that new client!” To *encourage*, you might say, “I see how hard you work and how much time and attention you give to meeting your sales goals, (and e.g. serving your customers by . . .), etc. You seem to enjoy sales. ”You reinforce that you notice what matters to the other person and how he or she is motivated to *cause* certain outcomes, including his or her own feelings they generate for themselves in the process.

E. Hold High, Non-Comparative Standards

1. **Do you remember a time when an authority used comparative standards with you? If so, how did it make you feel? What did you decide about the authority? About the person you were being compared with?**

Answer: _____

2. **How can you and your organization inspire high standards and skills without using comparisons or competition?**

Answer: _____

INCREASING INTRINSIC MOTIVATION

Intrinsic Motivator #4: Sense of Progress

A sense of progress is needed because people need to make progress towards a meaningful purpose. They need to know their hard work is paying off and celebrate the excitement and sense of wonder that goes with “Yes, we did it!” Without it, life is frustrating and people feel stuck; they sense their task purpose is slipping away. They feel helpless, ineffective, and may burn out, dropping commitments.

A. A Collaborative Environment

1. **Am I making sure each person is always supported in a collaborative and supportive manner?**

Answer: _____

B. Tracking Progress and Milestones

1. **What mechanisms am I putting in place to track results and milestones needed for celebrations for others and myself?**

Answer: _____

- Success means achieving results and changing behavior
- People need to be clear in terms of the outcomes they seek and be inspired to achieve them through their efforts
- Planning and taking action are inseparable
- Partnership enables success and empowerment
- Outcome thinking encourages innovation and learning



2. **How will I help myself and others to identify target goals and milestones that matter and inspire?**

Answer: _____

3. **What mechanisms am I putting in place to track results and milestones needed for celebrations for myself and others?**

Answer: _____

C. Celebrations

Celebrations help us create a critical mass of people telling positive stories and drawing on positive images (which causes emotional contagion of the best sort). It focuses on and fuels healthy chaos to get to quick, new and creative solutions. It helps people use their self-determination and personal power to create more of what they want. It causes unity and collaboration; and the use of words, images and feelings are used to create and sustain positive momentum.

1. **What rituals will I/we create in order to celebrate each person and the team on a regular basis?**

Answer: _____

D. Community as Witness

Community contains the power to recognize each for our assets and gifts.

1. **How can we make sure all of us are supported by the community to recall his or her value?**

Answer: _____

2. **What do you think of, and how do you feel about, the Babemba tribe story? Would you be willing to give and receive an encouragement flooding?**

Answer: _____

E. Empowering Measurements

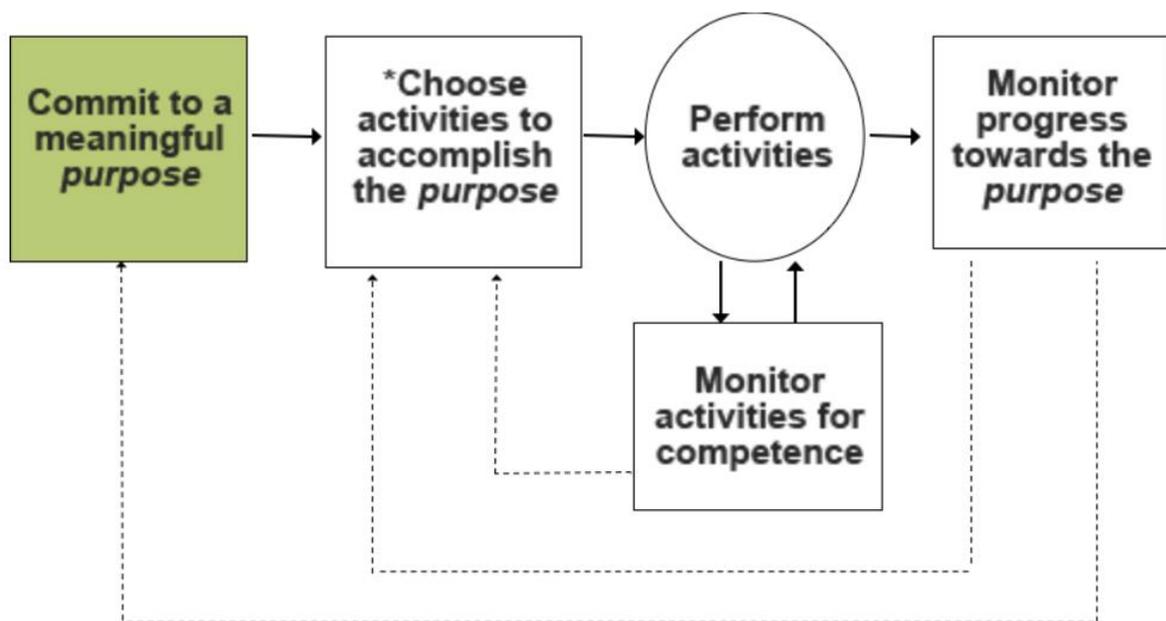
Measures should be designed to: inspire; to change behavior in a meaningful way; to teach and lead to clear success and progress; and to celebrate, otherwise...

- People feel judged
- They feel uninspired
- They feel a lack of support needed to take and sustain action and commitment

1. **How will I/we ensure that measurements we set are empowering and inspire progress and success?**

Answer: _____

F. Assist People In Self Management



* Create goals, and procedures and roles and how you will track and report results

4d. Develop team members' skills so they can *take ownership* of continually improving their own performance



IT JUST GOT REAL!

Name _____

Date _____

A-Ha Idea

Challenges

Resources (to overcome challenges or barriers)

1

Next Step

Date

A-Ha Idea

Challenges

Resources (to overcome challenges or barriers)

2

Next Step

Date