

Leo Advancement Sessions

Member Motivation



Instructor Guide

Session Time: 90 minutes

USING THE INSTRUCTOR GUIDE

The Instructor Guide is designed to support the instructor, providing a training overview for each session of the curriculum, complete with facilitation notes and requirements for delivery. Helpful hints and guidelines are included in the Instructor Guide such as recommended speaking notes, step-by-step instructions for interactive activities, recommendations for timing of each session, and samples of handouts used in each session.

The Instructor Guide (IG) is designed to provide the instructor with all the direction necessary to deliver the training content with the intended message and according to the intended approach. Descriptions of the basic sections of the IG and examples of content follow.

Session Background

Gives a brief overview of the session

Session Objectives

States the objectives of the session

Session Preparation

States the equipment, materials, and suggested room setup needed for the session

Session Timeline

Provides a session sequence with suggested times

SESSION CONTENT (INTRODUCTION, MODULES, CONCLUSION)

This part of the Instructor Guide is a step-by-step tool you will want to follow to ensure that all objectives are met, that all the content is examined in an effective manner, that activities are correctly conducted and debriefed, and that timelines are met.

Below are examples of **directives**. A directive begins with a command word followed by text. Directives usually suggest what you want to say or ask and what responses you may expect from the participants. Some common command words are: *State, Show, Ask, and Transition*. You are **NOT** expected to repeat the text in a directive word-for-word. It is better when you put things into your own words. Rather, it is meant to make sure you have what you need to convey the message fully.

State

It seems that some of us question the idea of this academic effort. We do not see its immediate need or even its usefulness in the long run.

Ask

Is it possible that as adults we have become more selective about our learning?

Below is an example of an **instructor note**. Instructor notes are meant to provide you with background information or with suggestions on delivering or facilitating a specific part of the session. Instructor notes also remind you to refer participants to their Participant Manuals or to make sure that specific material is covered.

Allow participants a few minutes to read through the list of characteristics and select the ones that are adult related. They can work individually or in pairs. They may want to read the entire list first before deciding.

After 3-4 minutes go over the answers.

SESSION BACKGROUND

The ability to motivate oneself and one's team members is an important skill for any Leo. In this session, participants will review two types of motivation, extrinsic (external) and intrinsic (internal) motivation; situations where the two types can be implemented; and ways to develop intrinsic motivation among team members.

SESSION OBJECTIVES

At the end of this session, participants will be able to:

- Recognize the differences between extrinsic and intrinsic motivation
- Identify the three components of intrinsic motivation
- Promote ways to develop intrinsic motivation among team members

SESSION PREPARATION

MATERIALS

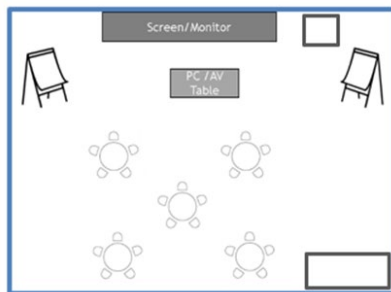
- Instructor Guide
- Participant Manual
- PowerPoint slides

EQUIPMENT

- Computer
- Projector and screen

SUGGESTED ROOM SETUP

Due to the interactive and discussion-based nature of the sessions, the below seating arrangement is suggested.



ACTION ICONS



**Refer to
Participant
Manual**

SESSION TIMELINE

<i>Component</i>	<i>Overview of Instruction</i>	<i>Materials</i>
<i>INTRODUCTION</i> (5 minutes)	Activity: Which applies to you? Presentation/Discussion: Session Overview	PowerPoint slides Participant Manual
<i>MODULE 1:</i> <i>Types of Motivation</i> (30 minutes)	Presentation/Discussion: Types of Motivation	PowerPoint slides Participant Manual
<i>MODULE 2:</i> <i>Promoting Intrinsic Motivation</i> (50 minutes)	Presentation/Discussion: Components of Intrinsic Motivation Activity: Identifying Your Purpose	PowerPoint slides Participant Manual
<i>CONCLUSION</i> (5 minutes)	Presentation: Session Summary Activity: Key Takeaway	PowerPoint slides Participant Manual
<i>Total Time: 90 minutes</i>		

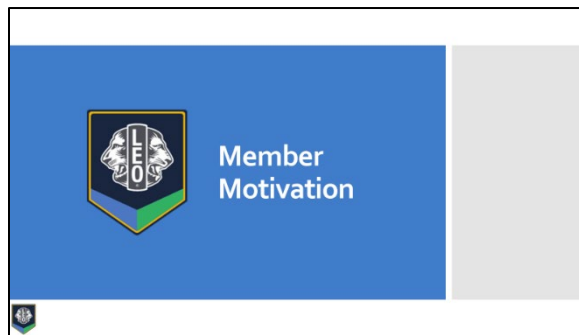
INTRODUCTION

Total Time: 5 minutes

ACTIVITY/PRESENTATION/DISCUSSION: SESSION OVERVIEW (5 MINUTES)

Show

| *Display Slide 1: Session Title*



State

The ability to motivate yourself and your team members to achieve goals is an important component to ensuring club success.

In this session, we will review the fundamentals of a popular theory in the study of motivation and behavior and provide basic strategies to maximize your team's performance.

State



First, let's start by doing an activity. I am going to read five pairs of questions that will help identify how you and your fellow Leos are motivated. For each pair of questions, choose the one that applies to you the most by standing up. These questions are also located in your participant manual on page 1.

Read each pair of questions out loud. Participants should listen to both questions before standing up, then sit back down after each set of questions is read.

End activity after 3 minutes.

State

Ok, let's get started. Please listen closely.

- **A.** Would you participate in a sport because it's fun and you enjoy it? or
B. Would you be more likely to participate in a sport to win a reward or get physically fit?
- **A.** Do you use social media more for entertainment, to relax or pass the time? Or
B. Do you spend more time on social media monitoring others' reactions to your posts and exchanging messages?
- **A.** Would you learn a new language because you like experiencing new things? or
B. Would you be more likely to learn a new language because your studies or job requires it?
- **A.** Do you exercise because you enjoy physically challenging your body? or
B. Do you exercise because you want to be successful in a competition or activity?
- **A.** Would you take on more responsibility at work or school because you enjoy being challenged and feeling accomplished? or
B. Do you take more responsibility at work or school to receive a raise, promotion, or acknowledgement?

Great! If you selected behaviors mostly from the A column in your participant manual, you are most likely intrinsically motivated. If you selected behaviors mostly from the B column, you are most likely extrinsically motivated.

State

Both extrinsic and intrinsic motivators can be effective and can often be used together in a motivational strategy. In this session we will review the differences between the two types of motivation and will then focus on how intrinsic behaviors can promote long-term success.

Before we do that, let's review the three objectives we should accomplish during this session.

Show***Display Slide 2: Session Objectives******State***

At the end of this session, you will be able to:

- Recognize the differences between extrinsic and intrinsic motivation
- Identify the three components of intrinsic motivation
- Promote ways to develop intrinsic motivation among team members

Transition

To accomplish these objectives, let's begin by discussing in more detail the two main types of motivation: intrinsic and extrinsic.

MODULE 1: Types of Motivation

Total Time: 30 minutes

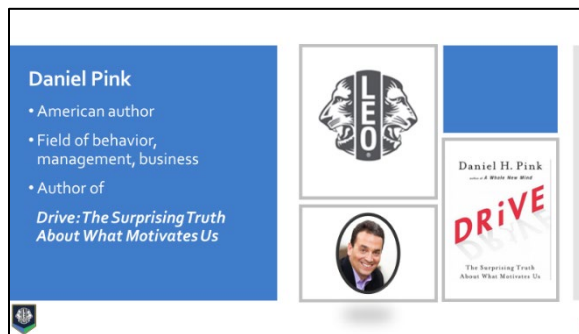
PRESENTATION/DISCUSSION: EXTRINSIC VS. INTRINSIC MOTIVATION (30 MINUTES)

State

Motivation refers to your drive or reason for doing something. Without motivation, we would have no inspiration, and we would accomplish very little. You can see that motivation is key when it comes to getting people to take action - including yourself.

Show

| *Display Slide 3: Daniel Pink*



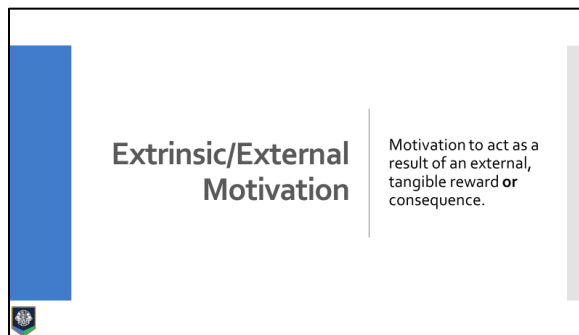
State

Daniel Pink is a popular American author in the field of behavior, management, and business. Pink is the author of a best-selling book called, *Drive: The Surprising Truth About What Motivates Us*.

In his book, Pink describes two main ways people are motivated, and the conditions and components necessary for each type to be successful. Neither type of motivation is better than the other. They are just two ways in which people take action. Knowing how each works will help you to determine which type of motivation will be best in various situations.

Show

Display Slide 4: Extrinsic/External Motivation



Refer participants to page 2 of the participant manual and encourage them to take notes in the space provided.

State

The first type of motivation Daniel Pink describes is “extrinsic motivation”, or external motivation. This aligns with our traditional understanding of how people are motivated. This was the second set of questions I read. If your answers were mostly from the B column in our activity, this shows that you are most likely motivated extrinsically, or by external behaviors.

External motivation refers to taking some action to obtain a reward or outcome. Instead of doing something primarily because it is enjoyable, people who are externally motivated are more likely to act based on what they receive as a result. They may be less concerned with the action itself; and more interested in the resulting rewards or consequences.

Ask

Can anyone think of examples of **external** motivation specific to your journey of being a Leo leader?

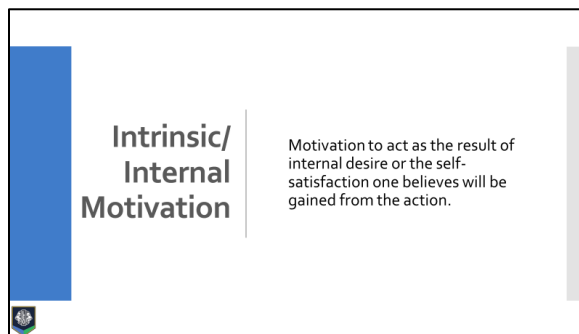
Allow 2-3 participants to offer Leo specific examples.

Common examples of external motivators include grades, money, awards, increased authority/responsibility, public recognition, etc. It can also include fear of losing one's position, authority and/or reputation or failing an assignment or exam.

Have some examples of Leo specific scenarios to share if no one raises their hand.

Show

Display Slide 5: Intrinsic/Internal Motivation



State

The second type of motivation Daniel Pink describes is “intrinsic motivation”, or internal motivation.

Internal motivation refers to taking some action for the sake of enjoyment or the satisfaction that you receive. The motivation for acting can be found in the action itself, and not in some external force such as a reward or an outcome. When you act based on internal motivation, you are doing something because it is fun, you enjoy it, or you find it pleasurable. If your answers from the activity were mostly in the A column, you are most likely motivated intrinsically, or internally.

State

Now, turn to the person next to you, and discuss 1 or 2 Leo specific examples of internal motivation.

Advise Leos to turn to their neighbor and discuss 1 or 2 Leo related internal motivation examples. Allow 3-5 minutes for this exchange.

One example of internal motivation is the internal desire to be a Leo and serve one's community, in absence of the expectation of a reward or consequence.

Ask

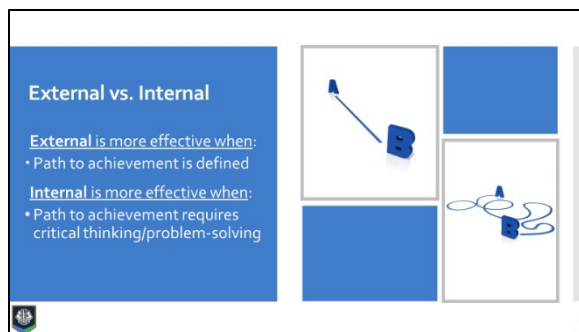
Who would like to share an example of Leo specific examples of internal motivation?

Allow 2 -3 participants to share.

Comment as necessary.

Show

Display Slide 6: External vs. Internal

**State**

In general, we can use motivation to *encourage* behaviors and actions we want to increase and *discourage* behaviors we want to decrease.

Daniel Pink states that both types of motivation can be extremely effective, and one type is not necessarily better than the other, but their effectiveness is based on the *type* of situation in which you are trying to apply that motivation:

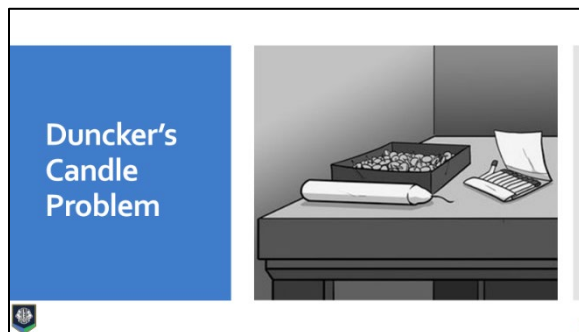
- Promoting **internal** motivation is more effective when the action (behavior, task/project, goal) is more complex and requires the use of critical thinking and problem-solving skills for achievement.
 - *Example: a complex task, such as developing a comprehensive plan to promote a service project.*
- Using **external** motivators is typically more effective when the action (behavior, task/project, goal) is distinct and the path to achievement is defined.
 - *Example: a straight-forward task, such as submitting reports on time.*

State

To better understand, let's look at an experiment that was conducted by psychologist Karl Duncker that shows us different outcomes of external motivation based on the complexity of the situation.

Show

| Display Slide 7: Duncker's Candle Problem



State

Two groups of people were given the same task: adhere the candle to the wall so that no wax drips on the table when lit. They were all given the materials you see on the slide. (Candle, matches and thumb tacks).

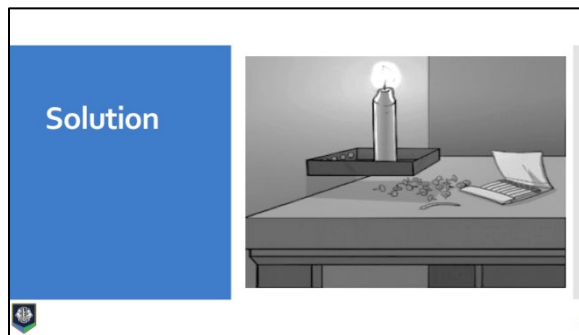
One group was given an unlimited amount of time to find the solution (internal motivator). The second group was offered monetary bonuses (external motivator) for finding a solution within a certain time frame. Finding the correct result involves an innovative use of the materials.

Take a couple of minutes to think about how you might solve the problem.

Give the group 2 minutes to consider the problem. They can discuss with those around them.

Show

Display Slide 8: Solution



State

Obviously, this is a task that requires thinking creatively.

Participants must come to the conclusion that the box the thumbtacks are in can be used as part of the solution. Since the thumbtacks are in the box when they begin, the box is not immediately seen as something that can be used to solve the problem.

Ask

Which group do you think performed better, the group who had unlimited time or the one who was offered a monetary reward?

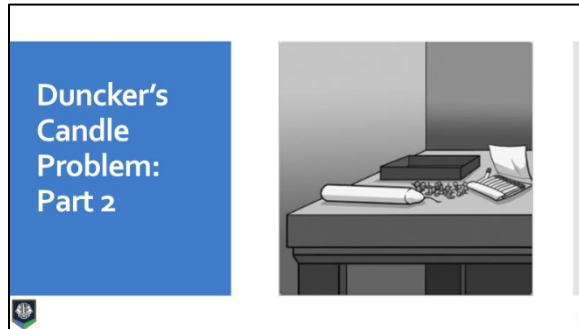
Allow 2-3 people to answer.

State

The shocking results were – groups offered external rewards consistently finished the task *more slowly* than the group given unlimited time. **This could imply that external rewards hinder the completion of complex tasks.**

Show

| ***Display Slide 9: Duncker's Candle Problem: Part 2***

**State**

An experiment was conducted on another group. The task was the same, but they were given the materials in a different form as seen on the slide.

It's now clear that the box is a part of the materials that can be used to complete the task.

This experimental group was also divided into two; one given unlimited time (internal motivator) to complete the task, and another given monetary incentives (external motivator).

Ask

Which group do you think performed better this time, the group who had unlimited time or the one who was offered a monetary reward?

| ***Allow 2-3 participants to answer.***

State

The results from this experiment were that the group offered the monetary reward was able to complete the task much faster than the group given unlimited time.

Ask

Why the difference? Why was the external motivator (money) more effective in the second experiment?

Allow 1-2 participants to answer.

In the case of the second experiment, the action (behavior, task/project, goal) is distinct and the path to achievement is much clearer.

State

Both external and internal motivators can be effective and can often be used together in a motivational strategy that promotes both short- and long-term success.

The distinction between how the two types of motivation can be applied to different situations is an important concept to grasp as a Leo leader. Using the wrong type of motivation in a situation can have a negative impact on your outcome.

Transition

For the remainder of this session, we will focus on ways to promote internal motivation. As noted in Duncker's experiment, internal motivation is more effective for addressing complex issues. Since much of the work in a Leo club is complex in nature, promoting internal motivation is key to helping you and your peers be more successful.

MODULE 2: Promoting Internal Motivation

Total Time: 50 minutes

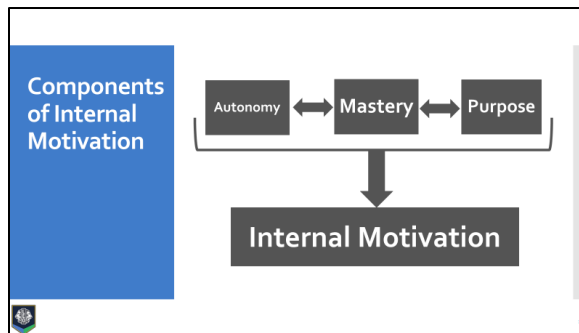
PRESENTATION/DISCUSSION: PROMOTING INTERNAL MOTIVATION (35 MINUTES)

State

As stated earlier, internal motivation refers to taking some action for the sake of enjoyment or the satisfaction that you receive. The motivation for acting can be found in the action itself, and not in some external force (i.e., a reward or outcome).

Show

| *Display Slide 10: Components of Internal Motivation*



State

So how can Leo Leaders promote the development of internal motivation? In his book, Daniel Pink states there are three components of internal motivation: **autonomy**, **mastery**, and **purpose**. He believes they are the keys to better performance, higher motivation, and personal satisfaction.

As a leader or an aspiring leader in your club, you can create an environment that promotes the development of these three components of internal motivation.



| *Refer participants to page 3 and 4 in the participant manual.*

State

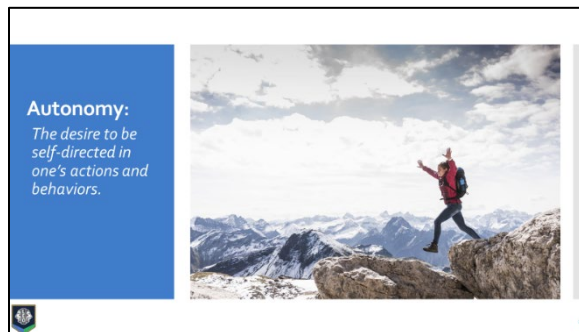
As we go through each component, you will be given time to discuss strategies you could use to develop that component among the members of your team. Please list your strategies on page 4 of the participant manual.

If your participants are not in a classroom seated in small groups, you may need to create small groups of 5-6 for the upcoming discussion activities.

Or, if you have a large group not seated in small groups, you can also have each participant turn to their neighbor and discuss.

Show

Display Slide 11: Autonomy

**State**

Autonomy refers to being self-directed in one's actions and behaviors. In an autonomous environment, individuals are given primary control over decisions, actions, and behaviors rather than being directed by someone else.

Creating an environment where autonomy is encouraged does not sacrifice goals, team structures, or accountability. Rather, giving people the opportunity to drive their own actions can create a sense of ownership of established goals and timelines, can promote collaboration, and can increase satisfaction and performance.

State

Promoting autonomy among your team members while still maintaining structure, goals, and consistency can be somewhat challenging. *Delegation* is the most effective way to achieve this.

By delegating to members of your team, you can provide direction while offering the opportunity to individuals to make decisions about their approach to completing the task, project, or responsibility.

Ask

How would you develop autonomy among your team members?



Use the next five minutes to discuss strategies you could use to promote autonomy. List your strategies in the “Autonomy” column on page 4 of your participant manual and be prepared to share them with the group.

Call time after five minutes.

Allow each group, to share at least one strategy that has not already been shared. If the participants were not put into groups, ask for 2 - 3 volunteers to share an example.

Responses will vary, but could include:

- ***Involving team members in collaborative efforts during the goal setting process to ensure ownership and self-direction toward established goals.***
- ***Promoting creativity and encouraging team members to identify innovative ideas and approaches to address challenges and opportunities.***



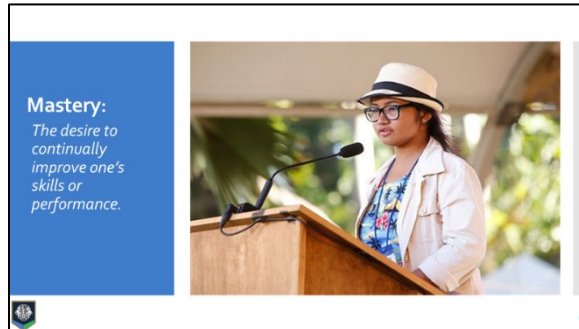
Encourage participants to take notes on page 4 of the participant manual.

State

Providing members of your team with some autonomy in their tasks, projects, and approaches to carrying out responsibilities will increase their engagement, which contributes to the second component of internal motivation – **mastery**.

Show

| ***Display Slide 12: Mastery***

***State***

Mastery refers to the desire to continually improve one's skills or performance.

As an example of mastery in practice, consider your journey as a Leo leader or aspiring leader. During your development, you have not received monetary gain or an external incentive from pursuing leadership development opportunities; however, your desire to improve your skill set has resulted in personal growth, satisfaction, and success.

Encouraging mastery within your team is an important way to ensure that members feel challenged and supported as they strive to improve and achieve their goals.

Ask

What other strategies could you implement to encourage **mastery** among your team members?



Use the next five minutes to discuss strategies you could use to promote mastery. List your strategies in the “Mastery” column on page 4 of your participant manual and be prepared to share them with the group.

Call time after five minutes.

Allow each group to share at least one strategy that has not already been shared. If the participants were not put into groups, ask for 2 – 3 volunteers to share their strategy.

Responses will vary, but could include:

- ***Mentoring team members or helping them find a mentor to serve as a resource.***
- ***Encouraging team members to enhance their skills by participating in leadership development programs/online training courses.***
- ***Recognizing and celebrating progress and achievement toward projects or established goals.***
- ***Making yourself available to offer guidance and encouragement when necessary.***



Encourage participants to take notes on page 4 of the participant manual.

Show

Display Slide 13: Purpose

Purpose:

The desire to make a contribution and be part of a cause greater than oneself.

13

State

The final component of internal motivation is **purpose**, which provides the framework for autonomy and mastery.

Purpose refers to the desire to contribute and be part of a cause greater than oneself. People who feel autonomous in their actions often work to achieve mastery, and as a result, attain a high level of performance. Those who do so in service to a larger objective, or **purpose**, are the most productive, satisfied, and successful.

Ask

What is your purpose of being a Leo?

Allow 2 - 3 participants to offer responses.

Responses will vary but will likely include comments related to engaging in service to others and making a difference in their communities.

State

Identifying one's purpose is an individual activity that requires some self-reflection and careful consideration. To identify your purpose and assist the members of your team in identifying their purpose, start by asking **WHY** instead of **HOW** when discussing goals, projects, challenges, and opportunities.

For example, before asking “how” the club should address a serious retention problem, focus on identifying “why” it is important that a strategy to improve retention is developed.

State

What other types of strategies could you implement to encourage your team members to identify their own **purpose**?



Use the next five minutes to discuss strategies you could use to help identify purpose with the person sitting next to you. List your strategies in the “Purpose” column on page 4 of your participant manual and be prepared to share them with the group.

Call time after five minutes.

Allow each group to share at least one strategy that has not already been shared. If the participants were not put into groups, ask for 2 – 3 volunteers to share their strategy.

Responses will vary, but could include:

- *Conduct a group activity where each team member has an opportunity to independently identify his/her purpose as a part of the club, and then shares it with the rest of the team to establish accountability and inspire one another (this could even be done virtually, on a Facebook page/social media site or via email).*
- *Share Leo experiences or Leo videos with the members of the team and elicit some discussion about how it connects to their individual purpose or inspires their efforts.*
- *Keep a record of each team member's identified purpose and remind them of it to encourage and support their efforts.*



Encourage participants to take notes on page 4 of the participant manual.

State

Encouraging the members of your team to identify their purpose and helping them focus on that purpose, is an important supportive action that you can leverage to ensure that your team members are committed to success. As a leader or an aspiring leader in your club, it is equally important that you channel your own internal motivation to maximize your effectiveness as a leader in your club and district.

ACTIVITY: IDENTIFYING YOUR PURPOSE (15 MINUTES)***Show***

Display Slide 14: Personal Purpose Statement



To further channel your own internal motivators, you are encouraged to write a personal purpose statement. A personal purpose statement defines who you are and the mark you want to leave on this world. It can help you focus on your goals and stay motivated. Helping others to write a personal purpose statement, can encourage others to remain motivated and succeed.

State

To write a purpose statement that defines you, first write down what's most important to you. Start by considering who you are and who you want to be. Second, articulate your most important goal. And lastly, identify the legacy you want to leave.

By writing a purpose statement and keeping it at the forefront of your mind, it can increase your internal motivation to achieve your goals as a Leo.



Refer participants to page 5 in the participant manual.

State

For the following activity, first think about the goals you have set and identify which one you believe is your most critical. On page 5 of your participant manual, write down what's important to you, your most important goal, and what legacy you want to leave.

You will have about 5 minutes to complete this portion of the activity.

Begin the activity.

Call time after 5 minutes

State

Next, you will work on your personal statement that defines you. Use the information you wrote down on page 5 of your participant manual to complete your personal statement on page 6. There are four examples of personal statements in your participant manual at the bottom of page 6 for you to use as examples.

You will have 5 minutes to complete this portion of the activity.

Begin the activity.

Call time after 5 minutes.

Debrief by asking participants to share how they felt the activity helped them focus on their purpose.

How has it effected their motivation to achieve their goals?

State

By writing down and sharing your personal purpose statement, you have solidified your commitment to achieving that goal. This can be done with each of the goals you want to accomplish. Sharing your purpose and inviting the members of your team to listen and share theirs, helps to promote internal motivation among your team, which in turn increases your chances of success.

Transition to the session conclusion by asking if we have met our objectives for the session.

CONCLUSION

Total Time: 5 minutes

PRESENTATION: SESSION SUMMARY (5 MINUTES)

Show

Display Slide 15: Session Objectives



Ask

Have we met our objectives?

State



To conclude our session, on page 7 of your participant manual, write down a key takeaway from this session. Ask yourself “what am I going to do differently with the knowledge I’ve gained from this session.”

Allow participants 3 minutes to write down a key takeaway.

Call time after three minutes.

If time allows, have 3 – 4 participants share at least one key takeaway that has not already been shared.