



Something to ask you whilst we wait to begin ...

What do you notice or observe about individuals in your team when they are:

- **Effective** (successful in producing a desired or intended result) and **efficient** (working in a smart and competent way)?

What do they do? E.g. more of, less of etc

Chat box: What do you notice people doing when they are being effective and efficient

Finding the way around our learning space

The screenshot shows the top toolbar of an Adobe Connect session titled "Coaching Skills Learning Session – Adobe Connect". The toolbar contains four main icons, each with a dropdown menu:

- Speakers icon:** The dropdown menu includes "Unmute My Speakers", "Adjust Speaker Volume...", and "Select Speaker".
- Microphone icon:** The dropdown menu includes "Connect My Audio" and "Select Microphone".
- Person icon:** The dropdown menu includes "Start My Webcam", "Select Camera", "Enable Webcam For Participants" (checked), and "Preferences".
- Hand icon:** The dropdown menu includes "Raise Hand", "Agree", "Disagree", "Step Away", "Speak Louder", "Speak Softer", "Speed Up", "Slow Down", "Laughter", "Applause", and "Clear Status".

- We have spaced out the icons that you will see on your screen
- Each has a function to help you more effectively connect and participate in this session
- You know you have succeeded in activating the function when the FIRST THREE icons turn Green!



TACK
TMI
a QI GROUP brand

Welcome to:

MOTIVATING FOR PRODUCTIVITY

Our Aim

- To master the skill of encouragement by providing leadership support that builds sustainable team effectiveness, using the 3 C's approach for meeting the psychological needs of individuals

Our Objectives

- To examine the nature of motivation in others and why it differs from our own
- To determine intrinsic and extrinsic motivation
- To define three psychological needs and apply leadership behaviour that appeals to each
- To nurture Intrinsic motivation and its positive impact on effectiveness and efficiency



Our Plan for Today



How we
communicate
today

Our Plan for Today



How we
communicate
today

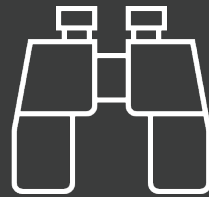


POLL:
About
motivating
others

Our Plan for Today



How we
communicate
today



Energy and
being effective
and efficient



POLL:
About
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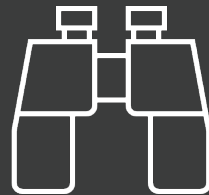
Our Plan for Today



How we communicate today



POLL:
About motivating others



Energy and being effective and efficient



The 3 C's Model about psychological needs

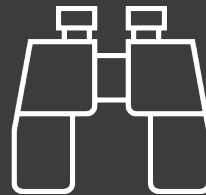
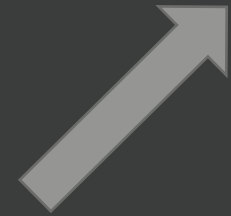
Our Plan for Today



How we communicate today



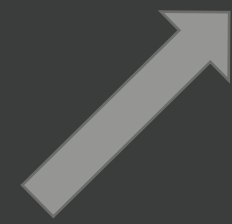
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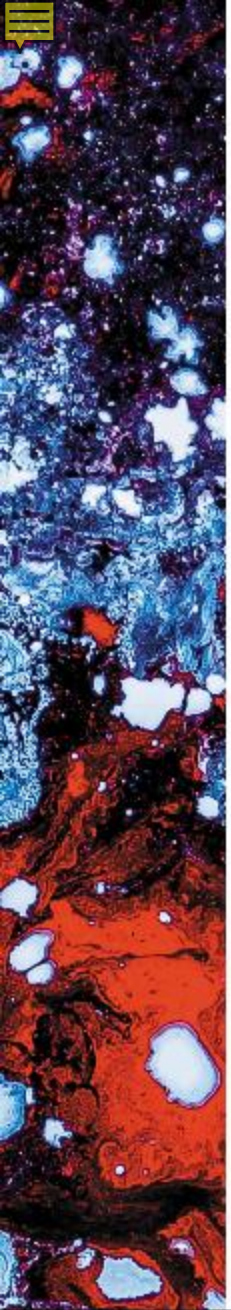
Energy and being effective and efficient



The 3 C's Model about psychological needs



Your reflections and Learning



Let's do a quick Poll

This will require a YES or NO response from you

Then a question about why you chose your answer

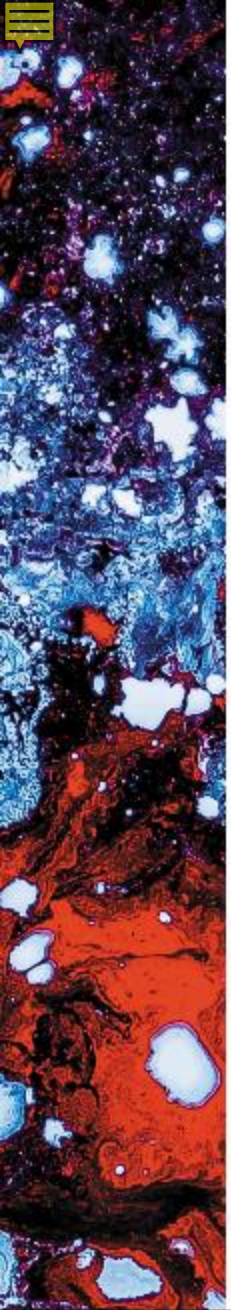
Question: **Can we motivate another person?**

Yes No

In the relevant chat box, please briefly explain your response

The reason I said "Yes" was because:

The reason I said "No" was because:



Let's do another activity

On this whiteboard we'll check out how you can tell when someone is motivated.
Using the Text button, write your comments in the relevant chat box provided

You can tell when someone is motivated because:

You can tell when someone is NOT motivated because:

INTRINSIC MOTIVATION

refers to behaviour that:

- comes from within the individual
- because it is naturally satisfying
- and personally rewarding



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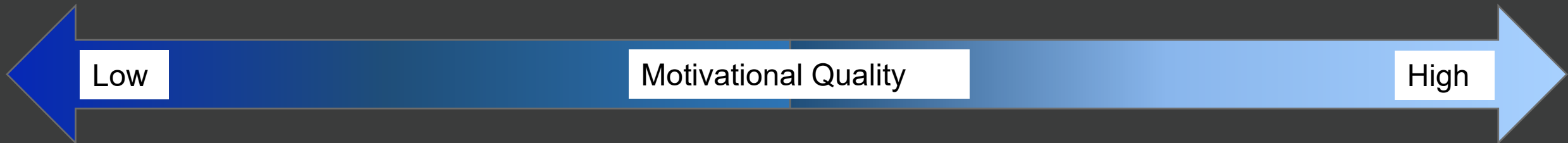


EXTRINSIC MOTIVATION

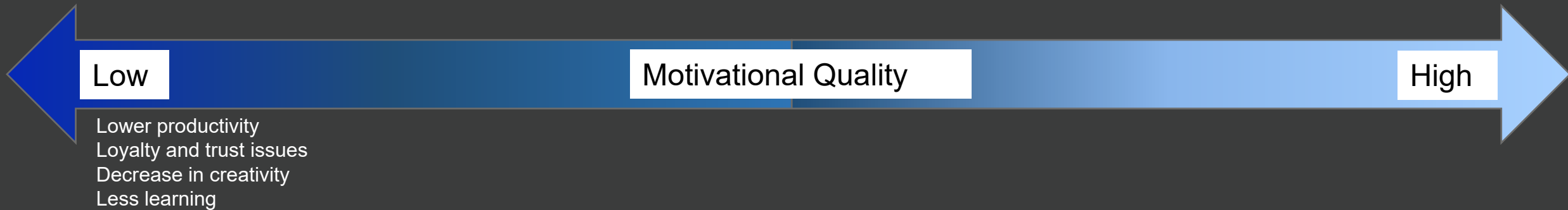
refers to behaviour that:

- comes from outside the individual
- And involves doing something because you want to earn a reward or avoid punishment.

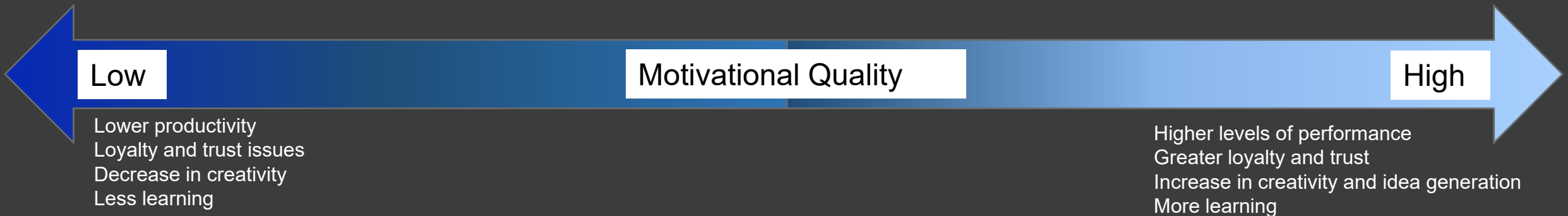
Motivational Range – Quality vs Quantity



Motivational Range – Quality vs Quantity



Motivational Range – Quality vs Quantity



Motivational Range – Quality vs Quantity

Disinterested

- Doing something without thinking or believing it is very important
- Doing something without being interested, enthusiastic, or sympathetic.
- E.g. *"You really don't care, do you?" he said. "You're just going through the motions."*

Low

Lower productivity
Loyalty and trust issues
Decrease in creativity
Less learning

Motivational Quality

High

Higher levels of performance
Greater loyalty and trust
Increase in creativity and idea generation
More learning

Motivational Range – Quality vs Quantity

Disinterested

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External

- Doing something because it is expected
- Doing something because of potential punishment or reward
- Peer group pressure
- E.G. "You have to do this," she said. "If you don't, none of us make bonus!"

Low

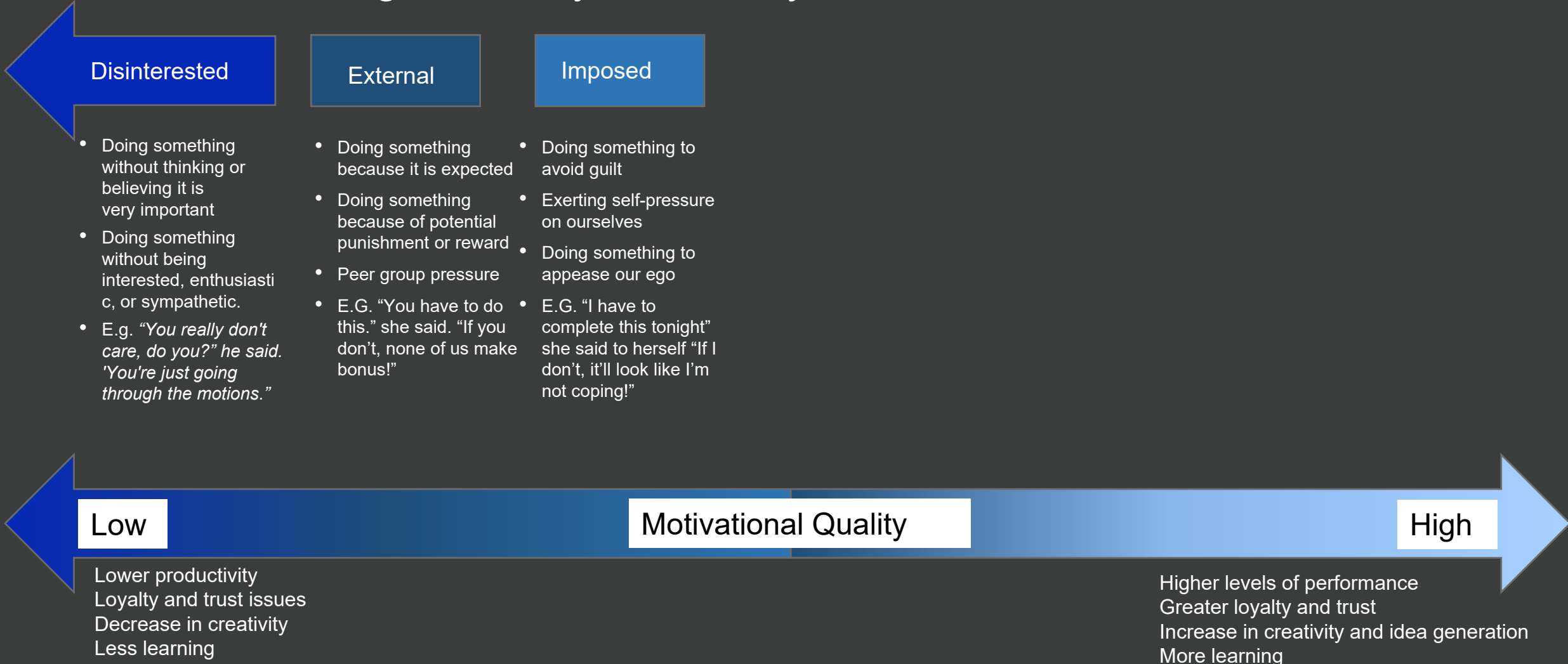
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Motivational Quality

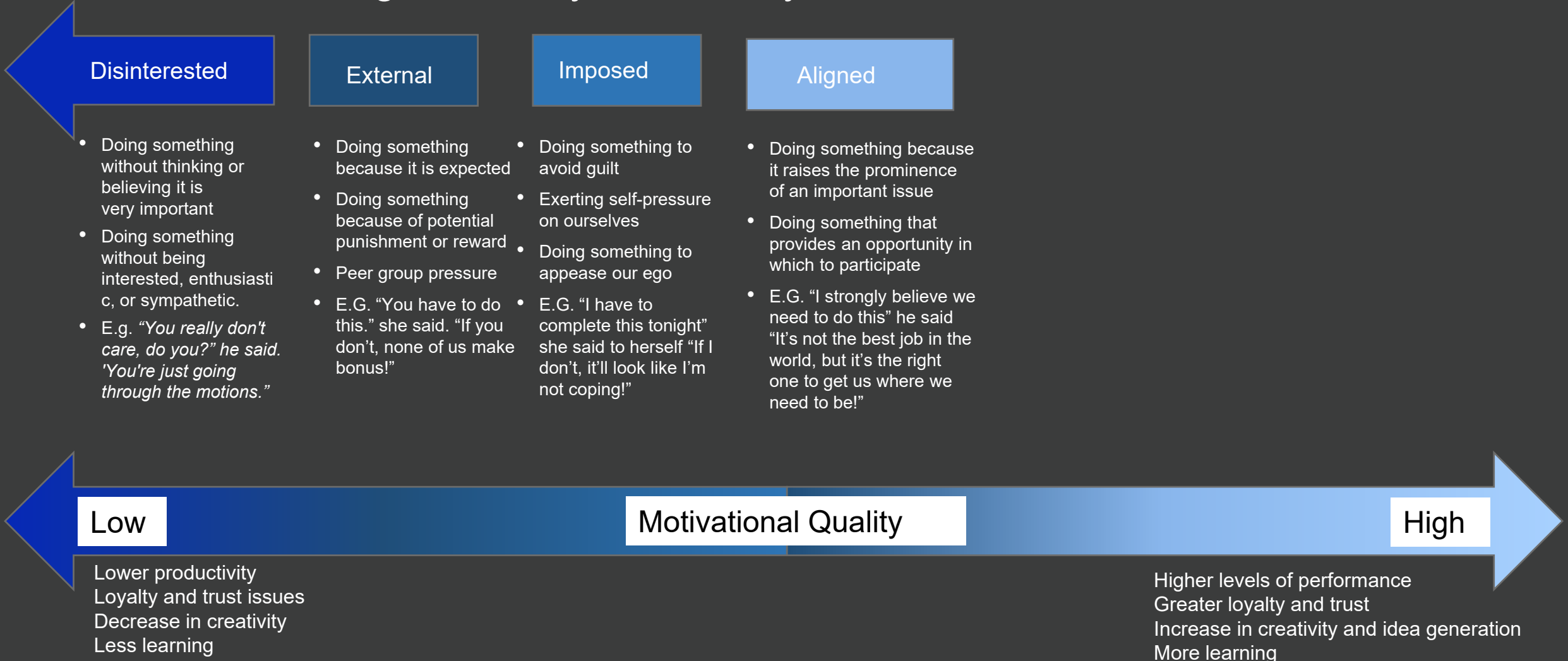
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Higher levels of performance
Greater loyalty and trust
Increase in creativity and idea generation
More learning

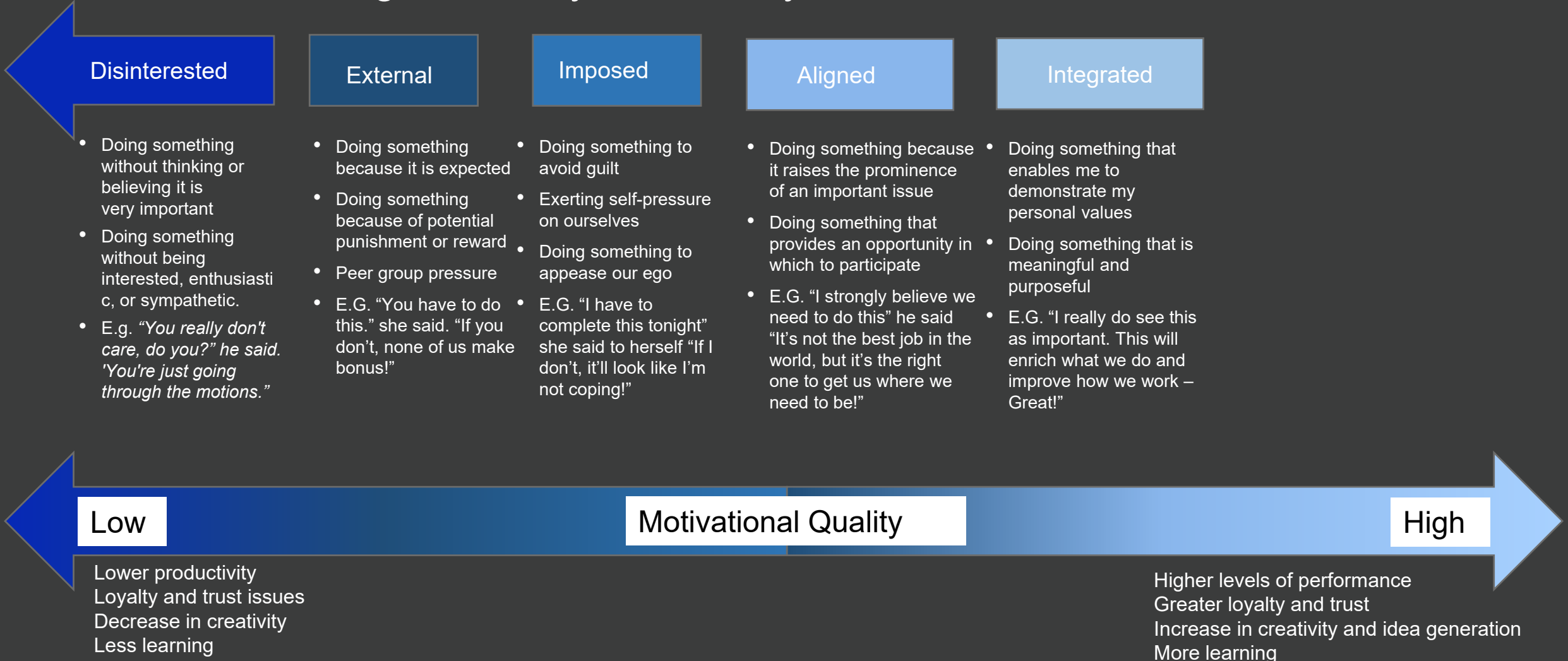
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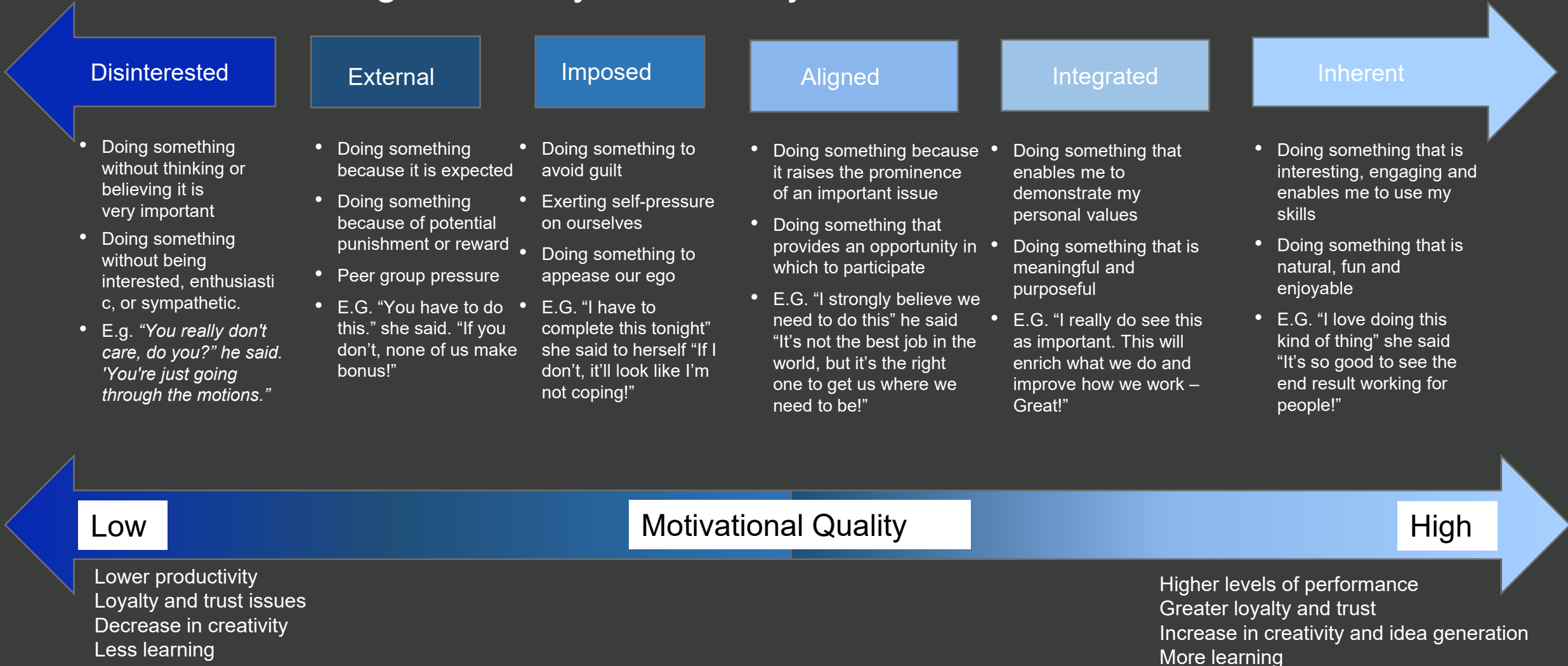
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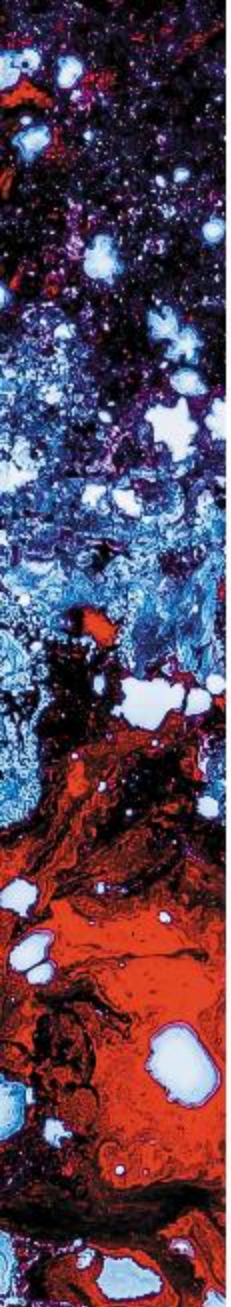


Motivational Range – Quality vs Quantity



Motivational Range – Quality vs Quantity





Psychological and Physical Energy

**If you think you can, you will
If you think you can't you won't**

Our ability to use our mental processes to help or hinder us in what we do.

The way we think can generate the vigour or spirit to act or the listlessness and lethargy not to.



Our Psychological Needs

These needs reside at the heart of what motivates us all

They are independent of race, religion, creed, sex, geography, and culture

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An abstract, colorful pattern on the left side of the slide, featuring shades of blue, red, and white, resembling a microscopic view or a textured surface.

Let's do a Quiz

This is a multiple-choice quiz

For each one of the three psychological needs you will be presented with FOUR statements. Please read them and click as many of the answers that you think are correct

This will take about 3 - 4 minutes maximum to complete

The 3 C's Quiz

CHOICE: Where ...

- I may not be able to change the situation, yet I can change my response to it
- I feel I have options within recognised parameters
- I can do as I please, when I please
- I am the mastermind of my own behaviour

CONNECTEDNESS: Where ...

- I feel a real and positive association with others that I interact without fear of politics or ulterior motive on their part either in person or when we meet in a virtual setting
- I feel we have a sense of purpose together with aligned goals where we work with each other to achieve them
- I talk with people not about them
- I think we contribute to something of greater meaning than would not be the case if we didn't get on together

COMPETENCE: where ...

- I feel able to deal with anything that comes my way
- I think training is not important because you either can or you cannot do something
- I can build my skills and gain more experience to develop those skills whilst I am working
- I learn all the time and find I use my newfound learning in situations I hadn't thought of before

The 3 C's Quiz – The incorrect answers

CHOICE: Where ...

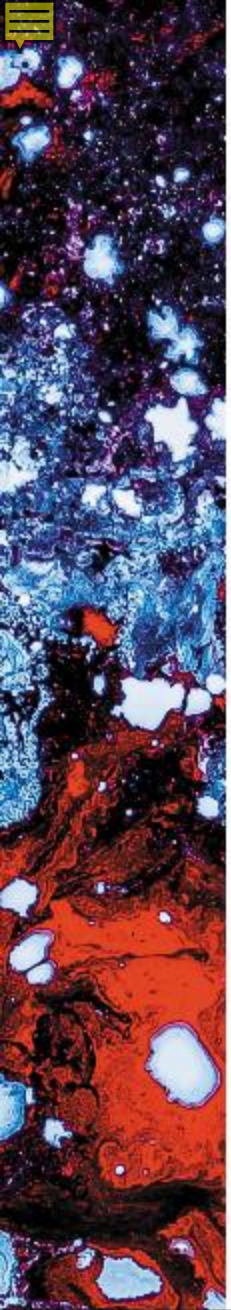
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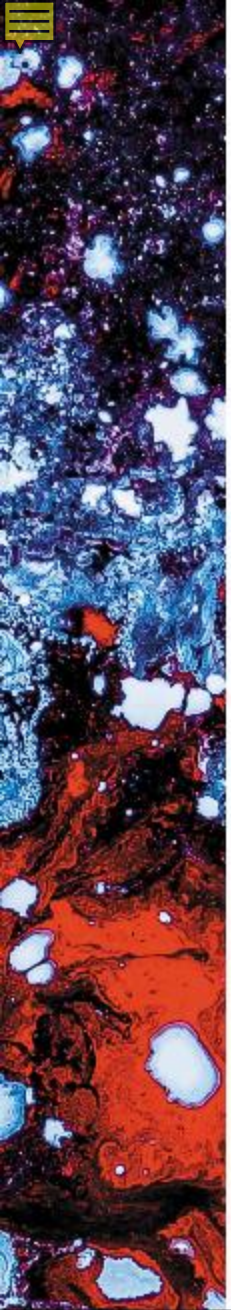
CHOICE – WHAT IT MEANS

This is the basic need to be the author of one's life – to have a sense of independence, or self-sufficiency.

People want to feel “ownership” for their work and that everyday tasks feel meaningful and important.

People need to perceive that they do have and make choices, and that what they are doing is of their own volition, and they are the source of their own actions

Even when specific tasks and goals must be accomplished and mandated by our own managers; if the reasons for acting in this way are made clear we can still perceive we have choices about our decisions

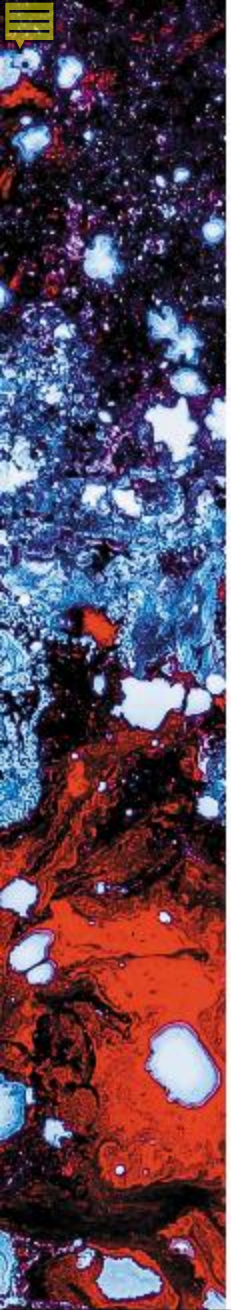


CONNECTEDNESS – WHAT IT MEANS

This is the basic need to feel we and “matter” to others. Each of us needs to feel connected in meaningful ways—to feel supported while experiencing that others need and value our support as well.

In the workplace, these needs are fulfilled when we feel respected, valued, and included at all levels of the company by our line-managers, colleagues, and senior leaders.

This is a person’s need to care about and be cared about by others, to feel linked, included and united with others without concerns of ulterior motives, and to feel that they are contributing to something greater than themselves



COMPETENCE – WHAT IT MEANS

This is the basic need to be effective, at meeting everyday challenges and opportunities, demonstrating skill over time, and feeling a sense of growth and flourishing.

Within organisations, mastery needs express themselves constantly. People want to feel they have what they need to succeed at their daily tasks, including the resources, skills, and expertise.

Alongside this, people want to continually stretch their abilities in manageable ways that give them a feeling of growth toward career goals.

To deeply engage employees, it is not enough to ensure they can master their current workflow—They would like to envision a path that includes new challenges and responsibilities, and allows them to anticipate growth in their work.



Let's Practice – Three case studies

We will be using 3 breakout rooms to do this activity

- In the breakout room will be your information slide that relates to your group.
- There is also a chat box or whiteboard there for you to use.
- If you need help raise your hand in the menu and I will come to you, which I will be doing at some point to see you are OK and answer questions if needed

Your Group Task:

- To answer the two questions on your information slide
- You have 7 minutes to complete this task
- We will broadcast when you have 30 seconds remaining
- You will automatically be returned to the main group again when time is up
- Please nominate a scribe for this activity
- Also choose a spokesperson for feedback for when we all return to the main group
- Any questions before we place you in your breakouts?



CHOICE

SANDY



Sandy's performance and levels of productivity have fallen in recent months. His goal-oriented behaviour evidenced last year when he achieved his bonus is not evident in his current attitude or results and it is unlikely he will be in the running for any bonus this year.

Sandy has been with the organisation 12 years. He recently moved into a similar role in a different business unit at his request. He wanted to be closer to home and spend less time traveling and more time with his young and developing children. He has been told his hours are no longer flexible as the team needs to run a "Tight ship" and be available for end user calls for the fully advertised, often unfriendly hours because the team services many geographies.

He is visibly stressed, he updates the CRM system after every call for fear of being told he is doing a poor job of communicating to the Sales team who depend on that information. When asked, his "old" colleagues said he was a jovial sort who always had time to add suggestions and ideas, often helping out with supporting and developing the skills of other team members without being asked.

What do you think is going on?
How would you support his universal need for more choice?

CONNECTEDNESS

SHONA



Shona joined a small team 6 months ago. Everyone in it works with a high degree of autonomy, and an equally high level of accountability for their individual results from their remote desks at home. At interview Shona mentioned that working for a small team appealed to her as this was different from her previous role within a large team situated in an open-plan office.

Shona's role depends on her ability to gain participation from other members of the team as well as from members of other geographically dispersed teams.

In a recent zoom call with you she stated she was having issues with one or two team members who were proving to be illusive and failing to return calls and not responding to time based requests. This has meant she has had to go back to those team members she has been in contact with to shift plans and dates, yet again. This has, she believes, built a degree of tension about her reliability to manage the Appleby Project she is responsible for delivering. She also expressed concerns and got quite emotional about how talking to you about this issue may result in her having a greater disconnect from the team.

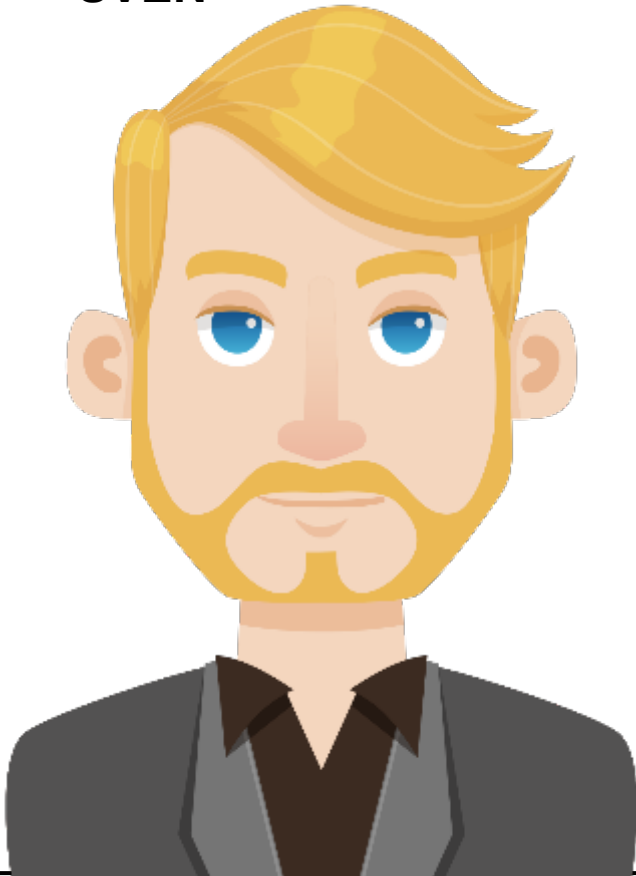
What do you think is going on?

How would you deepen this universal need of connectedness for her?



COMPETENCE

SVEN



Sven is a Marketing manager of a medium-sized enterprise that has a presence predominantly in Europe and the Middle East. He has been with the organisation for 2 years and his experiences from previous employers have shown he is a very capable manager and marketer.

His recent task to build a global marketing campaign for the business on which he had spent numerous months to achieve is now defunct given the COVID-19 pandemic. The project now requires a complete overhaul with him needing to develop a new set of skills that demand an extensive knowledge of SEO, SEM and analytics, all things he relied on an external agency to work on for him.

The overhaul of the campaign has stalled, the urgency for it increased and the beta testing work for social media failed miserably. His performance levels have nose-dived exponentially, and his immediate supervisor has (in her words) “ ...really enjoyed training you Sven because I adore marketing!”

What do you think is going on?
How would you deepen this universal need of connectedness for him?



CHOICE – A LEADERS ENCOURAGEMENT

SANDY



Choice does not equate to freedom. It is a person's perception of control or their belief they have options, regardless of whether they actually have the freedom to act—it is their internalisation of their circumstances that determines their sense of having choice.

Many roles demand strict adherence to standards, rules, regulations, and process. The way limits are communicated can facilitate the individual's internal reference, either towards or away from perceived self-regulation or independence.

How to develop

1. Use noncontrolling language that invites a perception of choice,
2. Illustrate where the boundaries exist, then explore choices within those boundaries,
3. Collaboratively set goals and help reframe goals as being important and relevant
4. Present goals and timelines as valuable information necessary for achieving agreed-upon outcomes.

CONNECTEDNESS – A LEADERS ENCOURAGEMENT

SHONA



Deepening connectedness requires deep listening combined with an acceptance that any negative affect and/or sentiments expressed by someone, are potentially valid reactions to a difficult or unappealing situation.

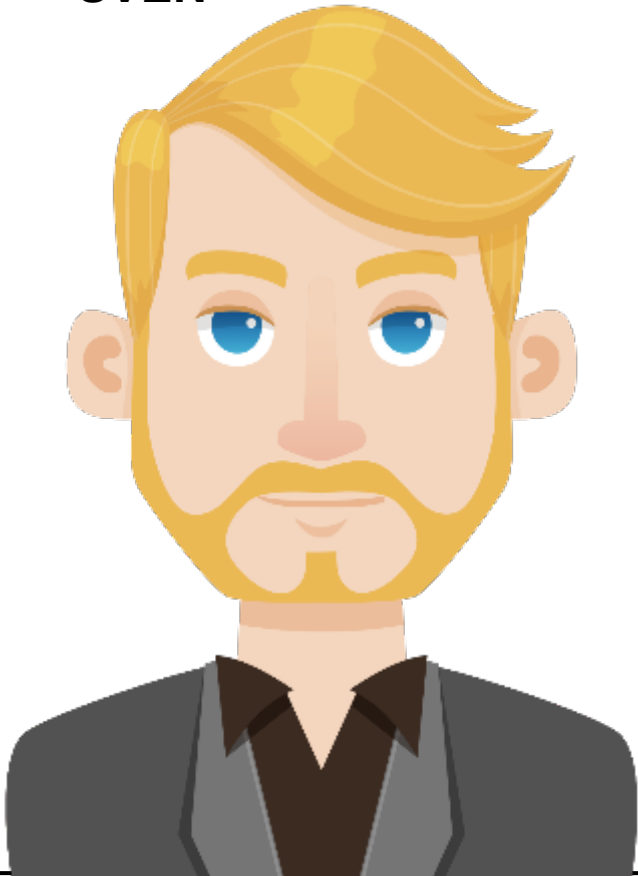
It requires a high degree of self-regulation to stay focused on the person's needs for expression (not yours) —including any need you may have to praise them.

How to develop

1. Demonstrate empathy and caring through listening, acknowledging, and accepting expressions of the negative affect;
2. Offer pure and informational feedback rather than personal or evaluative praising;
3. Provide rationale, share information about yourself and the organisation, and discuss your intentions openly
4. Help individuals align work and tasks with their own developed values and work-related purpose
5. Frame actions in terms of the welfare of the whole and focus on contributions to the greater good.

COMPETENCE – A LEADERS ENCOURAGEMENT

SVEN



When beginning the competence building process with a new learner there is a higher need for specific direction and support to encourage growth and learning. This high direction will reduce as competence grows over time.

Micromanaging means providing too much direction to someone who has demonstrated competence. If performance drops due to lost commitment, micromanaging only diminishes commitment and performance levels further.

In addition, someone with low competence receiving insufficient direction and support will reduce their performance levels even further because their sense of competence diminishes.

How to develop

1. Emphasize learning goals, not just performance goals,
2. ASK: “What did you learn today?” Recognise mistakes as opportunities to learn and grow,
3. Provide training and appropriate support/direction for the person’s level of development,
4. Facilitate problem solving by asking questions to explore options and alternative strategies
5. Establish routines for individual feedback instead of having them wait to receive the feedback they need to learn and grow.



Let's develop questions to promote each need

3 breakout rooms again to do this activity – remaining in the same group as last time

- In the breakout room will be your information slide that relates to your group.
- There is also a chat box or whiteboard there for you to use.
- If you need help raise your hand in the menu and I will come to you

Your Group Task:

- A. As a leader what **specific questions could you ask to promote** or support the need you are working on? Think of your own team as you work on this question
- B. How could you **consciously or unconsciously erode the need** you are working on? Think of your own team as you work on this question
 - You have 8 minutes to complete this task
 - We will broadcast when you have 30 seconds remaining
 - You will automatically be returned to the main group again when time is up
 - Please nominate a scribe for this activity
 - Also choose a spokesperson for feedback for when we all return to the main group
 - Any questions before we place you in your breakouts?

How to ask Great Questions that Encourage Choice

Asking people about their daily or weekly choices reminds them they do have those choices

- You may feel that this goal, was imposed on you. In the face of strong external pressure, rules, or control, what options can you identify that might help relieve the pressure and provide you with some sense of control over the situation?
- Are you feeling pressured when you think about the task or goal ahead of you? Where is the pressure coming from? Why do you think that is?
- How do you feel about the choices you made this week? What choices did you make that you wish you had not? Why? What choices did you make that you are glad you did? Why?



Great Questions to Deepen Connectedness

Asking questions to explore the meaning derived through their work helps deepen connectedness and a greater sense of contribution to the team and/or business

- As you think about this goal, how does it align with your values or work-related purpose?
- What happened this week that reminds you of the contribution you make to others through your work?
- What did you find meaningful in your work this week?



Great Questions to Build Competence

Asking questions about what they have learned builds their competence and reminds them of how they have grown

- What did you achieve at that meeting you chaired today?
- As you think of your week, what did you learn that might help you in the future?
- How might your learning from this situation be helpful to someone else?
- What new skills will you develop as you pursue this goal?
- Where are you on a scale of 1 – 10 with developing your XYZ skill, what's next?

COMPETENCE



Consider how the people in your team like to work...

- In what ways could you incorporate what you have learned about motivation to improve the productivity of your team?
- How will you go about embedding the new behaviours?

Moving forward – my learning applied



What am I going to STOP doing?

Moving forward – my learning applied



What am I going to STOP doing?



What am I going to START doing?

Moving forward – my learning applied



What am I going to STOP doing?

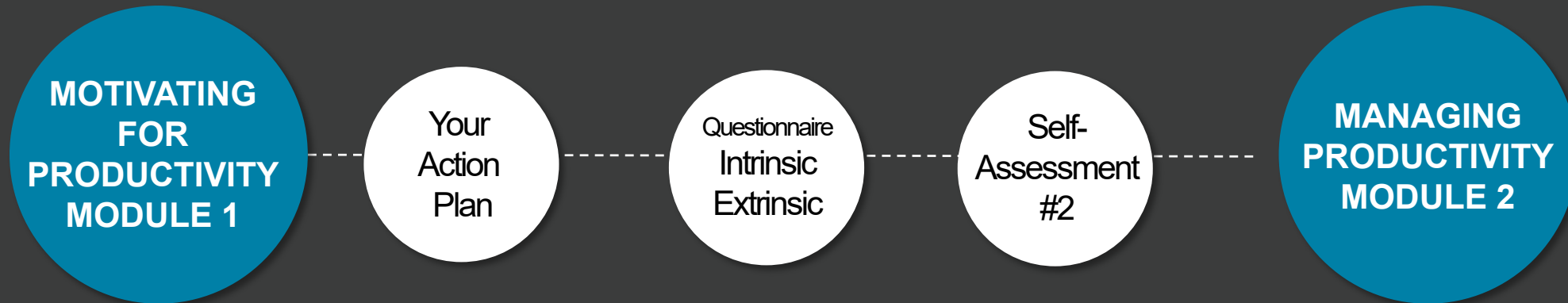


What am I going to CONTINUE doing?



What am I going to START doing?

What's next?



WE BELIEVE IN YOU