COMMON TRAINING

PROFICIENCY LEVEL FOUR

INSTRUCTIONAL GUIDE

SECTION 3

EO M403.03 – MOTIVATE TEAM MEMBERS

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the handouts located at Attachments A, B and C for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest among cadets about advantages and disadvantages of extrinsic and intrinsic motivators.

An interactive lecture was chosen for TP 2 to orient the cadets to encourage intrinsic motivation.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about when and how to motivate team members.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall motivate team members.

IMPORTANCE

It is important for cadets to motivate team members because motivation is the key ingredient for success in the cadet organization. One of the duties of a team leader is to motivate team members to succeed to accomplish

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goals. Motivating team members also may encourage team members to develop new knowledge and skills. In addition, recognizing team members for the effort they put toward a task makes them feel appreciated.

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Teaching point 1 **Conduct an in-class activity where the cadets will explain to each other the advantages and disadvantages of extrinsic and intrinsic motivators.**

Time: 20 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets explain to each other the advantages and disadvantages of extrinsic and intrinsic motivators.

RESOURCES

- Two flip charts,
- Two markers,
- Extrinsic Motivators handout located at Attachment A, and
- Intrinsic Motivators handout located at Attachment B.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the class into two groups.
2. Distribute the handout located at Attachment A to group A.
3. Distribute the handout located at Attachment B to group B.
4. Have each group read and complete their handout for two minutes.
5. Have group A list the examples of extrinsic motivators from their handout on the flip chart paper.
6. Have group B list the examples of intrinsic motivators from their handout on the flip chart paper.
7. After 10 minutes, have each cadet from group A find a cadet from group B with whom they will share the information.
8. Have each cadet from group A explain what extrinsic motivators are, their advantages and disadvantages, and give examples to the cadet from group B. The cadet from group B must paraphrase the answers from the cadet from group A.
9. Have each cadet from group B explain what intrinsic motivators are, their advantages and disadvantages, and give examples to the cadet from group A. The cadet from group A must paraphrase the answers from the cadet from group B.
10. Distribute the handout located at Attachment B to the cadets from group A. Distribute the handout located at Attachment A to the cadets from group B.

SAFETY

Nil.

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CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the activity will serve as confirmation of the TP.

Teaching point 2 **Explain why team leaders should encourage intrinsic motivation.**

Time: 5 min Method: Interactive Lecture

WHY TEAM LEADERS SHOULD ENCOURAGE INTRINSIC MOTIVATION



Display the following statement on a presentation aid (eg, whiteboard / flip chart / OHP / multimedia projector), "Leaders do things right and they do the right things."

Have the cadets reflect upon the saying while thinking about whether extrinsic or intrinsic motivation should be used by their team members.

As a team leader, cadets should lead by example and be intrinsically motivated to accomplish goals and tasks. Although this may be difficult, team leaders need to accomplish their goals and believe the goals are worth accomplishing.

When a team leader leads by example, the team members may also realize that accomplishing goals and tasks are a good and right thing to do.

When a team leader displays intrinsic motivation, team members may realize that intrinsic motivation is an attribute to be imitated. Any positive attribute that a team member imitates may assist the team member in becoming a better leader in the future.

As an example, a team leader will wear their uniform correctly because it is the right thing to do. A team leader takes pride in their uniform and does not need to be given an external reward to do this. Team members see this behaviour and want to be like their team leader and may not continue to need external rewards. Team members begin to imitate the team leader and become intrinsically motivated.



Have the cadets give other examples of how team leaders have encouraged intrinsic motivation in their team members.

It is important to remember that extrinsic motivation will boost morale for a only short period of time.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. While using intrinsic motivation, why do team leaders need to accomplish goals and tasks?

Q2. What happens when a team leader displays intrinsic motivation?

Q3. Give an example of a team leader encouraging intrinsic motivation in team members.

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ANTICIPATED ANSWERS:

A1. While using intrinsic motivation, team leaders need to accomplish goals and tasks because they believe the goals and tasks are worth accomplishing.

A2. When a team leader displays intrinsic motivation, team members realize that intrinsic motivation is an attribute to be imitated.

A3. Answers will vary.

Teaching point 3 **Conduct a group discussion about when and how team leaders motivate team members.**

Time: 25 min Method: Group Discussion

BACKGROUND KNOWLEDGE



The purpose of the group discussion is to draw the following information from the group using the tips for answering / facilitating discussion and the suggested questions provided.

WHEN TEAM LEADERS MOTIVATE TEAM MEMBERS

The team leader must motivate team members. The skill of knowing when your team members need to be motivated will develop over time. As a team leader during Proficiency Level Four, it is important to motivate team members at every opportunity.

HOW TEAM LEADERS MOTIVATE TEAM MEMBERS

One of the most common methods used to motivate team members is to use praise. Verbal praise is a very effective way to motivate team members.

Verbal praise may be used as positive feedback before, during and at the end of tasks. If possible, team leaders should praise team members in front of others as it makes team members feel valued.

Praising Effort and Perseverance During a Task

It is very important for team leaders to praise team members for their effort and perseverance during a task. Encouraging and caring about team members is an important aspect of being a leader.

Praising the use of Different Strategies During a Task

Team leaders should praise team members when they use different strategies to during a task. Creative thinking is an important tool for leaders.

Praising Improvement During a Task

When team members have completed a task before and they complete the task again more effectively or efficiently, praise should be given. Leaders and team members should always try to improve their performance.

Encouraging the Development of Knowledge and Skills

Team leaders should encourage team members when they learn something new. Everything new that a team member learns may be used at some point to assist the team.

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Praising the Completion of a Task

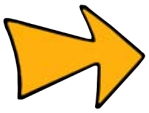
When team members complete a task, praise should be given. It is important to recognize dedication shown in seeing a task through to completion.

Thanking Team Members for Their Endeavours

Team leaders should try to recognize each team member for their contribution in the completion of a task. Making team members feel special is a great way to win even more cooperation from the team.

Giving credit for the completion of tasks to the team rather than yourself

When team leaders are given credit for completing a task, they should ensure that credit is given also to the team members. Recognizing the team for their accomplishments boosts the team's morale.



When team leaders model praise correctly, they lead by example. This may help team members begin to use the same strategies, thus reinforcing motivation.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

Q1. Give some examples of when a team leader may praise their team members.

Q2. Give some examples of what a team leader might say to praise their team members.

Q3. Give some examples of when you were praised by team members, team leaders, activity managers, officers or adults?

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Q4. How do you feel when you are praised by team members, team leaders, activity managers, officers or adults?

Q5. Why is praise an important tool for motivating team members?



Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the group discussion will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the group discussion in TP 3 will serve as the confirmation of this lesson.



Distribute the handout located at Attachment C to each cadet.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 3, Annex B 403 PC.

CLOSING STATEMENT

One of the duties of a team leader is to motivate team members to succeed to accomplish goals. Motivating team members also may encourage them to develop new knowledge and skills. In addition, recognizing team members for the effort they put towards a task makes them feel appreciated.

INSTRUCTOR NOTES / REMARKS

Nil.

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EXTRINSIC MOTIVATORS

Extrinsic motivators refer to motivators that come from outside an individual. The motivating factors are external and are given as rewards. Rewards may include grades, stickers, trophies and badges.

Advantage

Extrinsically motivated people may work hard on a task even when they have little interest in the task. The extrinsically motivated person gets satisfaction because they will receive some kind of reward. These rewards provide satisfaction and pleasure that the task itself may not provide.

Disadvantage

The disadvantage to using extrinsic motivators is that these rewards only produce short-term results and a brief boost in morale. Over time, extrinsically motivated people are only satisfied when they receive some kind of reward.

List some examples of extrinsic motivators:

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INTRINSIC MOTIVATORS

Intrinsic motivators refer to motivators that come from inside an individual rather than from any external or outside reward.

Advantage

Motivation comes from the pleasure the person gets from the task itself, the sense of satisfaction in completing the task or a sense of satisfaction from working on the task. This means that no physical reward is required.

Disadvantage

Intrinsic motivation is a learned behaviour and it takes some time to develop. Some individuals will take longer to be motivated by their inner drives rather than physical rewards.

List some examples of intrinsic motivators:

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