EO M403.03 – MOTIVATE TEAM MEMBERS

1. **Performance**:Motivate Team Members

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**:The cadet shall describe how to motivate team members by:

   a. recognizing extrinsic and intrinsic motivation;

   b. encouraging development of knowledge and skills; and

   c. recognizing cadets for the effort they put toward a task.

4. **Teaching Points**:

TP	Description	Method	Time	Refs
TP1	Conduct an in-class activity where the cadets will explain to each other the advantages and disadvantages of extrinsic and intrinsic motivators.	In-Class Activity	20 min	C0-245 (pp. 30–35) C0-414 C0-415
TP2	Explain why team leaders should encourage intrinsic motivation.	Interactive Lecture	5 min	C0-401 (pp. 55–58)
TP3	Conduct a group discussion about when and how team leaders motivate team members, to include: a. praising effort and perseverance during a task; b. praising the use of different strategies during a task; c. praising improvement during a task; d. encouraging the development of knowledge and skills; e. praising the completion of a task; f. thanking team members for their endeavours; and g. giving credit for the completion of tasks to the team rather than yourself.	Group Discussion	25 min	C0-411

5. **Time**:

   a. Introduction / Conclusion: 10 min
   b. In-Class Activity: 20 min

Unofficial convenience copy of A-CR-CCP-704/PG-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-704-PG-001/A-CR-CCP-704-PG-001.pdf.
Verify against the official publication.

c. Interactive Lecture:	5 min
d. Group Discussion:	25 min
e. Total:	60 min

6. **Substantiation**:

   a. 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.

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

   c. 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.

7. **References**:

   a. C0-245 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.

   b. C0-401 ISBN 0-7879-6068-3 Hesselbein, F., & Johnston, R. (2002). *A leader to leader guide: On mission and leadership*. San Francisco, CA: Jossey-Bass Publishing.

   c. C0-411 Dweck, C. S. (2007). The perils and promises of praise. *Education Leadership*, 65(2), 34-39.

   d. C0-414 Bainbridge, C. (2009). About.com: Gifted children. *Extrinsic Motivation*. Retrieved on February 26, 2009, from http://giftedkids.about.com/od/glossary/g/extrinsic.htm

   e. C0-415 Bainbridge, C. (2009). About.com: Gifted children. *Intrinsic Motivation*. Retrieved on February 26, 2009, from http://giftedkids.about.com/od/glossary/g/intrinsic.htm

8. **Training Aids**:Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.

9. **Learning Aids**:Extrinsic and Intrinsic Motivation handout.

10. **Test Details**:This EO is assessed IAW Chapter 3, Annex B, 403 PC.

11. **Remarks**:Nil.

Unofficial convenience copy of A-CR-CCP-704/PG-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-704-PG-001/A-CR-CCP-704-PG-001.pdf.
Verify against the official publication.