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Activity 3—Setting the Context for Optimal Motivation

Materials:

Activity Time: 8 minutes

Slide Time: 1 minute



PW Page: 3

Start/Stop Time:

Slide: 12

Three Outcomes

- 1. Refer to the Participant Workbook, page 3: Outcomes.**

In this session, you will have the opportunity to ...

- ## 2. Reveal each outcome.

Sample

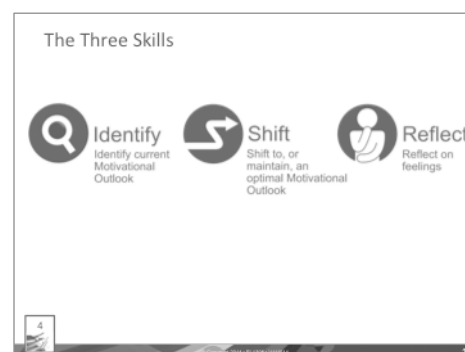


Activity 4—Introduce Activating Optimal Motivation—The Three Skills

Materials:

Activity Time: 1.5 minutes

Slide Time: 1 minute



PW Page: 4

Start/Stop Time:

Slide: 17

Introduce Activating Optimal Motivation—The Three Skills

1. Refer to the Participant Workbook, page 4—Three Skills for Activating Optimal Motivation.
2. Provide an overview of the three skills.

To activate your own optimal motivation or to facilitate someone else's shift to a higher-quality motivational experience, there are three skills to master.

These three skills can be applied to a specific task or goal; for example, when you are procrastinating on completing your expense reports or taxes, when you are going into a meeting to get budget approval, or when you're coping with a conflict situation. They can also be applied in general—when you simply are feeling down, lethargic, or have an unexplained or unexplored sense of negative well-being.

For the purpose of learning and practicing, we will focus the three skills on a specific task.

Sample

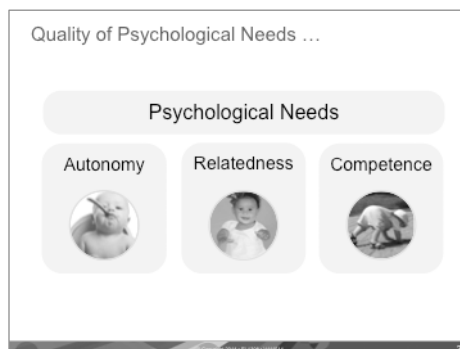
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PAGE

**Activity 5—Skill 1: Identify Current
Motivational Outlook**

Materials:

Activity Time: 47 minutes

Slide Time: 1 minute



PW Page:

Start/Stop Time:

Slide: 23

Psychological Needs Overview

1. Set up examination of ARC.

Before you record the results of the Psychological Needs Checklist, it will be helpful for you to understand what Psychological Needs are and why they are so important to motivation.

Every human being, regardless of culture, race, gender, or generation, has three Psychological Needs that must be satisfied to be mentally, emotionally, and, ultimately, physically healthy.

There is wonderful science to back up these needs; however, you will recognize them if you have ever been around a baby, which is why we have represented the three needs with pictures of three babies.

Sample

Examine Quality of Psychological Needs

A

Our need to ...

- Perceive we have
- Recognize and feel we have
- Have a sense of

B

Our need to ...

- and by others
- Feel to others without concern
- about
- Contribute something

C

Our need to ...

- Feel and stimulating ourselves
- and ourselves
- and ourselves

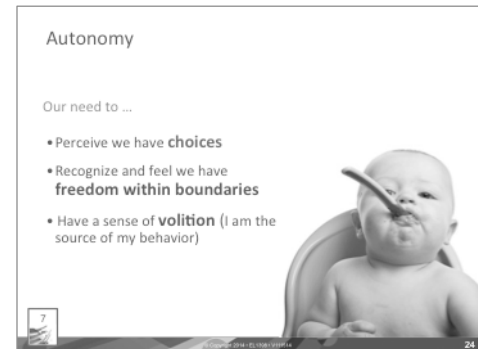
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Activity 5—Skill 1: Identify Current Motivational Outlook

Materials:

Activity Time: 47 minutes

Slide Time: 2 minutes



PW Page: 7

Start/Stop Time:

Slide: 24

Examine Psychological Needs—Define Autonomy

1. Ask about the baby with a spoon.

The first Psychological Need is for Autonomy. Why do you think we chose a baby being fed as an example of Autonomy?

2. Elicit and reinforce responses.

- A baby will shut their mouth as a way to control what goes in and out.
- A baby will grab the spoon from you because they want to “do it myself.”

3. Reinforce innate need for Autonomy.

What we have just described is the baby’s need for Autonomy.

The research is clear that every human being has an innate need for Autonomy—but if you have ever tried to feed a baby, you don’t need the research. It is obvious we are born that way.

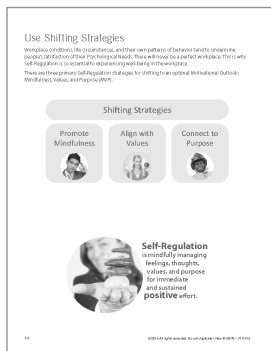
4. Refer to the Participant Workbook, page 7—Examine Quality of Psychological Needs, first section.

5. Reveal the words for the fill-in-the-blanks as you advance the three-part slide build that defines Autonomy.

Please record the missing words defining autonomy in the space provided to the right of the baby with the spoon.

6. Allow a moment for participants to write the missing words in their the Participant Workbook.

Sample

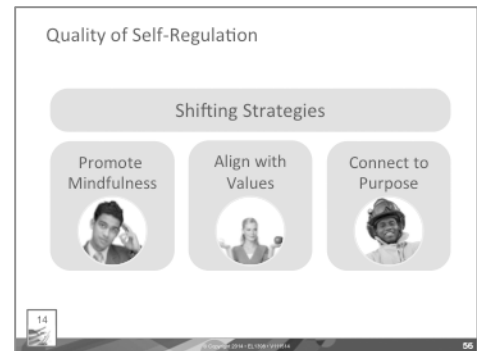


Activity 6—Skill 2: Shift to or Maintain an Optimal Motivational Outlook

Materials: The Three Skills Form

Activity Time: 77 minutes

Slide Time: 30 seconds



PW Page: 14

Start/Stop Time:

Slide: 56

Learn Skill 2: Shift, Step 3—Use Shifting Strategies

1. Refer to the Three Skills Form, Skill 2: Shift, Step 3—Use Shifting Strategies.
2. Explain how participants will use the form.

You will now have the opportunity to shift to or maintain an optimal Motivational Outlook on the goal of completing and filing taxes on time by using MVP. The shifting strategies are M, promote Mindfulness; V, align with Values; and P, connect with Purpose.

First we will explore Mindfulness.

Sample

Promote Mindfulness

What are signs mindfulness is not being practiced?

What are techniques for promoting mindfulness?

PROMOTE MINDFULNESS: PURSUE THE POWER OF WHY

To help yourself or someone else experience high-quality psychological needs and pursue high-quality self-regulation, ask the person to generate answers "Why?" With each response, compare it with another "Why?" question meant to dig deeper into the experience or goal until the person discovers the person's most important reason for practicing mindfulness (or why someone else).

- Why are you not interested in working on or dealing with the task or goal? (I am busy and not interested in this task or goal, why do you think that?)
- Why do I need to do that?
- Why is that approach appealing to me/goal?
- Why is that important to me/goal?
- Why is that outcome meaningful to me/goal?

Activity 6—Skill 2: Shift to or Maintain an Optimal Motivational Outlook

Materials: The Three Skills Form

Activity Time: 77 minutes

Slide Time: 3 minutes



PW Page: 15

Start/Stop Time:

Slide: 57

Shifting Strategies MVP: How *Not* to Promote Mindfulness

1. Refer to the Participant Workbook, page 15—Promote Mindfulness.
2. Ask participants to complete blank lines in the Participant Workbook as you reveal three signs Mindfulness is not being practiced.
3. Reinforce these points.

Science indicates a direct relationship between Mindfulness and experiencing the three Psychological Needs.

Being aware of ARC increases the experience of it.

Practiced over time, Mindfulness leads to greater satisfaction of ARC.

Reference

See: Kirk Warren Brown and Melissa Holt, "Experiential Processing and the Integration of Bright and Dark Sides of the Human Psyche," *Designing Positive Psychology: Taking Stock and Moving Forward*, Kennon M. Sheldon, Todd B. Kashday, and Michael F. Steger, eds., (New York, NY: Oxford University Press, 2011). Refer to the Participant Workbook, page 17: Use Shifting Strategies: Promote Mindfulness.

Sample

Promote Mindfulness

What are signs/indications to not being present?

What are techniques for promoting mindfulness?

PROMOTE MINDFULNESS: PURSUE THE POWER OF WHY

To help yourself or someone else experience high-quality psychological needs and performance, identify 3-5 techniques, and be prepared to present them. When you work together, compare your list with another "team" (action meant to help change the experience or performance of the entire group or organization and expand the power of the techniques being used with someone else).

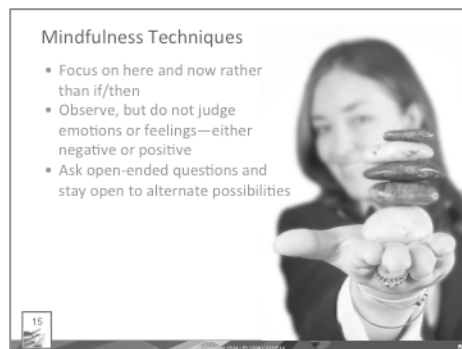
- Why are these your intended meaning or meaning with the task or goal? (I am busy and not interested in this task or goal, why do you think that?)
- Why do you want that?
- Why is that approach appealing to me/you?
- Why is that important to me/you?
- Why is that outcome meaningful to me/you?

Activity 6—Skill 2: Shift to or Maintain an Optimal Motivational Outlook

Materials: The Three Skills Form

Activity Time: 77 minutes

Slide Time: 7 minutes



PW Page: 15

Start/Stop Time:

Slide: 58

Shifting Strategies MVP: Mindfulness Techniques

1. Refer to the Participant Workbook, page 15—Promote Mindfulness.
2. Provide instructions for relating Mindfulness to the shared goal.

Work with your table group to describe examples of techniques, behavior, thoughts, or actions that would promote Mindfulness related to taxes.

You do not have to reach consensus—you can record three answers that make sense to you in the space provided in the participant workbook.

3. Allow 3 minutes.
4. Elicit examples and acknowledge responses from each group before revealing three techniques for promoting Mindfulness on the slide.
5. Summarize this overview of Mindfulness by making these points.

There is significant research on the health benefits of practicing Mindfulness. There are also dozens of ways to practice it—many identified by you in your discussions. Consider what techniques might fit into your lifestyle or work environment and commit to practicing for a couple of weeks. You are almost guaranteed to notice a difference—as will those you lead.

Reference

See: Kirk Warren Brown and Melissa Holt, "Experiential Processing and the Integration of Bright and Dark Sides of the Human Psyche," *Designing Positive Psychology: Taking Stock and Moving Forward*, Kennon M. Sheldon, Todd B. Kashday, and Michael F. Steger, eds., (New York, NY: Oxford University Press, 2011). Refer to OM Participant Workbook, page 17: Use Shifting Strategies: Promote Mindfulness.

Sample



Activity 6—Skill 2: Shift to or Maintain an Optimal Motivational Outlook

Materials:

Activity Time: 77 minutes

Slide Time: 5 minutes



PW Page: 15

Start/Stop Time:

Slide: 59

Shifting Strategy: Promote Mindfulness through the Power of Why

1. Refer to the Participant Workbook, page 15—Promote Mindfulness: Pursue the Power of Why.
2. Introduce the Power of Why.

The Power of Why is a powerful technique for practicing Mindfulness that often prompts a shift to an optimal Motivational Outlook.

3. Set up Sonny Example.

In a moment you will have an opportunity to pursue the Power of Why, but first let me give you a quick example. Here is how a conversation went with a young man named Sonny—this is a true example.

As you listen to the example, consider why we consider the Power of Why a Mindfulness tool.

Facilitator: Sonny, what's motivating you to get up and go to work every day?

Sonny: I'll be honest with you, it's the money.

Facilitator: Why is that?

Sonny: I just graduated from college and I'm broke—I need money! That's one of the main reasons I went into sales—to make money.

Facilitator: That's understandable. Why is the money so important to you?

Sonny: Because I need to buy things.

Facilitator: Why is that outcome so important to you?

Sonny: Because I need things—like a new car.

Facilitator: Why is the new car so important?

Sonny: Because it's an image thing—the better the car, the more successful I am.

Facilitator: Why is being seen as successful so important to you?

Sample

Language of Motivation

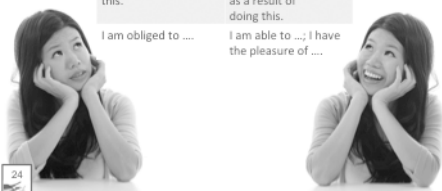
Language generates energy. It reflects beliefs and values. Listen what your language tells you about your motivational outlook—or what someone else's language tells you about theirs.

Suboptimal Language	Optimal Language
I have to ...	I get to ...
I must ...	I get to ...
I am obligated to ...	I am lucky to ...; I get to ...
I am getting paid to do this.	I will grow and learn as a result of doing this.
I am obliged to ...	I am able to ...; I have the pleasure of ...

Activity 10—Practice Skill 2: Shift**Materials:****Activity Time:** 102 minutes**Slide Time:** 2 minutes

Language of Optimal Motivation

Suboptimal	Optimal
I have to; I must ...	I am lucky to ...; I get to ...
I am getting paid to do this.	I will grow and learn as a result of doing this.
I am obliged to ...	I am able to ...; I have the pleasure of ...


PW Page: 24**Start/Stop Time:****Slide:** 100**Listen for the Language of Optimal Motivation**

1. Explain that another tool for helping people shift their Motivational Outlook is through the language they use.
2. Refer to the Participant Workbook, page 24—Language of Optimal Motivation.
3. Reinforce these points about the power of language as described in the Participant Workbook.

Language reflects a person's energy.

The language a person uses can give you important clues about their Psychological Needs. For example, you might get clues about a person's sense of Relatedness depending on if she uses the terms "them or they" when talking about her organization versus "us or we."

Language reflects beliefs and values, so listening to someone's language can provide insight into the quality of their Self-Regulation: "I don't know what happened to me; I didn't think, I just reacted" (lack of mindfulness); "I don't know which direction to go or what decision to make" (lack of developed values); "I don't see the purpose in doing any of this—it won't make a difference anyway" (lack of connecting to purpose).

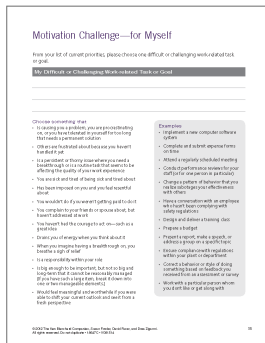
Language generates energy, too. When a person says to themselves, "I *have* to do this," or tells others, "You *have* to do this," it generates energy—usually the kind of energy that results in an Imposed Motivational Outlook.

4. Explain how to use the Suboptimal Language and Optimal Language columns during conversations.

As you engage in the four rounds of conversations, especially in the observer role, listen for the type of language being used and provide feedback to both the facilitator and the partner being facilitated.

For example, a woman in a Power of Why conversation tended to use the words "obligated" and "duty" when discussing her motivation challenge task or goal. When her partner pointed this out, the woman had an automatic and dramatic shift. She realized she had a combination of an External Motivational Outlook where she needed her manager's approval to validate her own sense of competence and an Imposed Motivational Outlook, pursuing her task or goal from a traditional belief of doing whatever her boss tells her to do, even if she disagrees with it.

Sample



Activity 3—Setting the Context for Optimal Motivation

Materials: Launch Materials

Activity Time: 8 minutes

Slide Time: 30 seconds



PW Page: 28, 32–35, 39

Start/Stop Time:

Slide: 13

Launch Materials Review

1. Refer to the PDFs participants were asked to complete in their launch materials.

Hopefully you were able to access, complete, and print out the PDFs and bring them today:

- Values and Purpose at Work
- Two Motivation Challenges—for Myself and with Someone Else

2. Explain that participants will be using these materials in the afternoon session.

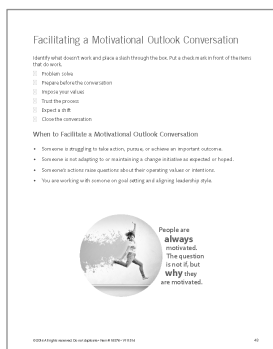
3. Refer to the Participant Workbook, Launch Materials, pages 28, 32–35, and 39.

If you did not complete the forms or bring them to the session, they are replicated in the Participant Workbook on pages 28, 32–35, and 39.

Please complete them as soon you are able, including during breaks.

Before we leave I will point out how these and other resource materials and tools will be made available to you electronically on the Blanchard Exchange platform for use after today's session.

Sample



Activity 16—Facilitating a Motivational Outlook Conversation

Materials:

Activity Time: 167 minutes

Slide Time: 7 minutes



PW Page: 43

Start/Stop Time:

Slide: 139

Facilitating a Motivational Outlook Conversation—What Does Work

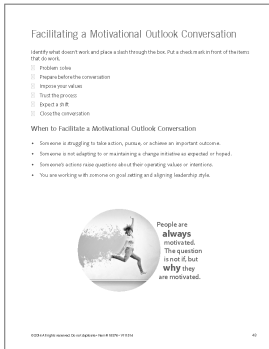
1. Refer to the Participant Workbook, page 43—Facilitating a Motivational Outlook Conversation: What Doesn't Work and What Does
2. Display the slide to reveal the answers for what doesn't work and ask this question.

In the previous session you identified what doesn't work during a Motivational Outlook Conversation. Why do you think these are particularly challenging pitfalls?

3. Elicit responses and reinforce these points.

- *Leaders think their job is to solve problems, but solving a problem and generating action steps when a person has a suboptimal Motivational Outlook regarding the problem is like building on sand—the whole plan will collapse, as the individual's Psychological Needs remain unsatisfied.*
- *Good leaders are values-based leaders. Having and living by values is one thing; imposing your values on others is another. Ironically, the more you throw your values in the face of people, the less likely they are to embrace those values for themselves.*
- *Expecting a shift is the opposite of being mindful. The conversation becomes more about your intentions, hopes, and needs than about the needs of the person you are facilitating.*

Sample

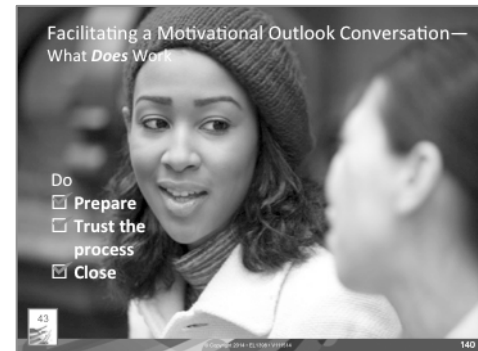


Activity 16—Facilitating a Motivational Outlook Conversation

Materials:

Activity Time: 167 minutes

Slide Time: 7 minutes



PW Page: 43

Start/Stop Time:

Slide: 140

Facilitating a Motivational Outlook Conversation—What Does Work

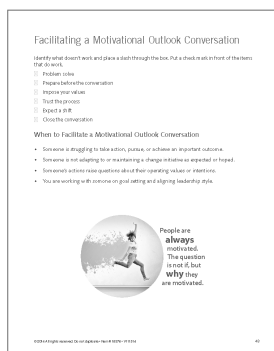
1. Display the slide to reveal the answers for what does work and ask this question.

What do you think is most exciting about facilitating a Motivational Outlook Conversation?

2. Elicit responses and reinforce these points.

- *A great opportunity to practice my own mindfulness.*
- *There is a proven process that I can learn and build skills to follow.*
- *The conversation doesn't have to be perfectly executed in one moment in time; it may be an ongoing opportunity for building rapport with someone I lead and shaping a more meaningful working relationship.*

Sample

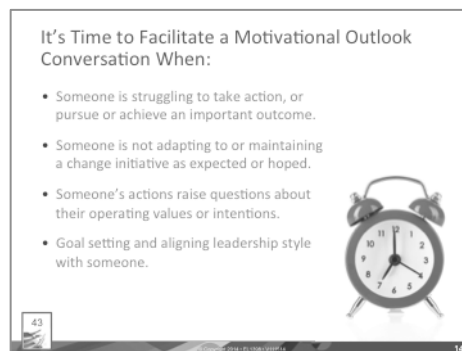


Activity 16—Facilitating a Motivational Outlook Conversation

Materials:

Activity Time: 167 minutes

Slide Time: 10 minutes



PW Page: 43

Start/Stop Time:

Slide: 141

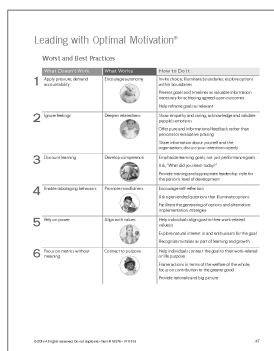
When to Facilitate a Motivational Outlook Conversation

1. Reveal the points on the slide and ask this question.

What situations—including the motivation challenge with someone else that you planned for in the previous session—can you identify that are prime opportunities for a Motivational Outlook Conversation?

2. Conduct a brief discussion about real situations that present good opportunities for facilitating a Motivational Outlook Conversation.

Sample



Activity 16—Facilitating a Motivational Outlook Conversation

Materials:

Activity Time: 167 minutes

Slide Time: 35 minutes



PW page: 47–53; 54 **Start/Stop Time:**

Slide: 144

Worst and Best Practices

1. Refer to the Participant Workbook page 47—Leading with Optimal Motivation: Worst and Best Practices.

2. Explain Worst and Best Practices list.

You can integrate Optimal Motivation best practices into your everyday leadership by avoiding worst practices and adopting some specific techniques.

3. Refer to the Participant Workbook pages 48–53—Expanding on Best Practices.

4. Provide instructions for selecting best practices.

Each page presents specific techniques you can use every day to support people's Psychological Needs and promote high-quality Self-Regulation.

5. Refer to the Participant Workbook page 54—Leading with Optimal Motivation Plan.

6. Provide instructions for recording best practices in the grid.

You will have ten minutes to peruse the six pages of best practices, selecting one from each page and recording it in the grid along with appropriate notes.

7. Allow 10 minutes.

Sample

Leading with Optimal Motivation Plan

Consider Best and Worst Practices

Behavioral Outcome	Disinterested	Imposed	Optimal
Apply pressure, demand accountability	14	10	11
Ignore feelings	14	10	11
Discount learning	14	10	11
Enable sabotaging behaviors	14	10	11
Rely on power	14	10	11
Focus on metrics without meaning	14	10	11

Put it all together in a Methodical Outlook Conversation as part of:

- goal-setting conversations
- performance coaching sessions
- problem-solving sessions
- social conversations
- meeting sessions
- giving and receiving feedback conversations

Activity 16—Facilitating a Motivational Outlook Conversation

Materials:

Activity Time: 167 minutes

Slide Time: 40 minutes

Worst and Best Practices

What Doesn't Work	What Works
Apply pressure, demand accountability	Encourage autonomy
Ignore feelings	Deepen relationships
Discount learning	Develop competence
Enable sabotaging behaviors	Promote mindfulness
Rely on power	Align with values
Focus on metrics without meaning	Connect to purpose

PW page: 55

Start/Stop Time:

Slide: 144

Worst and Best Practices, continued

8. Set up the speed learning exercise.

Reading about best practices and recording them on a grid is one thing, but making a decision to follow through on them is another. To help you with that process, we are going to engage in a little exercise called speed learning. You may suddenly be experiencing the Disinterested or Imposed Motivational Outlook! If that's the case, I ask you to trust there is a method behind the madness—see if you can shift to a more optimal Motivational Outlook for this experience.

In a moment, I will ask you all to stand with your Participant Workbook in hand. As soon as the music starts playing, you will walk around the room randomly. When the music stops, you will find the person closest to you and tell them ONE of the six best practices you are most excited about and why. When the music starts again, you will walk around randomly until it stops. You will then tell the person closest to you another ONE of the six best practices you feel inclined to commit to doing and why. There will be one round after that—a total of three rounds where you share a total of three best practices you are committed to doing and why, with three different people. Each round is five minutes so you can have a meaningful conversation about the best practice and why it is important to you.

9. Conduct speed-learning exercise in three rounds of 5 minutes each for a total of 15 minutes.

10. Debrief the speed learning experience.

Thank you for doing this exercise—especially those who had an Imposed Motivational Outlook and did it anyway!

The purpose of the exercise was to help you make intuitive choices about the best practices you are most likely to adopt, hear yourself talk about them, and clarify your rationale for committing to them. In this type of process, people come to recognize there is one best practice tugging at them as most essential for improving their leadership.

If that clarity came to you, please circle, star, or make a note beside the one best practice you are most likely to commit to because it has the potential to have the most positive impact on improving the quality of motivation for the people you lead.

11. Allow 2 minutes.

Sample