Soft Skills Module 1

Motivation: What Motivates Me and Why?
# Soft Skills Module 1

## Motivation:

### What Motivates Me and Why?

<table>
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<td><strong>Goal:</strong> Build a foundation for students to know and understand what motivates them and why.</td>
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| **SMART Objectives:** *Specific, Measurable, Achievable, Realistic, and Time-sensitive*  
By the end of this module, students should be able to:  
SS1.1: Understand the concept and recognize the importance of motivation.  
SS1.2: Articulate a variety of factors that influence and promote motivation.  
SS1.3: Identify specific factors that are highly likely to influence and promote motivation individually for each student. |
| **Instructor:** |
| **Delivery Method(s):** Activities and Discussion |
| **Length:** Three lessons and additional activities  
Total 3-3.5 hours. |
| **Any Applicable Business and/or Soft Skills?** |
| **Business Skills:** Assessing Self Employment Skills for Success  
Additional  
- Accessing customers/work  
- Completing work  
- Operating business |
| **Corresponding NLS Lesson #** |
| **Take Away Message(s):** By the end of this module students should, at a minimum, have a basic foundational understanding of internal (intrinsic) and external (extrinsic) motivation and begin to connect/predict what motivates them and why they are in the braille transcribing program. |
Title of Module: Motivation: What Motivates Me and Why?

Instructor:

The intent of this module is to provide a forum for discussion about the current motivation factors students have in pursuing the braille transcriber training program and to foster an understanding of the motivation factors needed in the future to become an expert braille transcriber contractor.

The following are potential introductory remarks as well as relevant context or background information that may be useful for the instructor.

Students who are motivated utilize strategies for reasoning/processing and effort. When a student does not understand a concept or process the information detail must be presented again and/or reviewed. The stability of this process hinges on the intrinsic and extrinsic motivation of the student. Thus, this module is created to promote the factors and influences of motivation that are specific to each individual student in the program.

As the students become expert braille transcribers, they will need to take responsibility for themselves and their own actions, particularly as they secure work within the community.

Sometimes the motivators are buried deep beneath other factors and influences. The three elements instructors may wish to focus on are:

1) The student’s desire/want;
2) The pathway to achieving the desire/want; and
3) The belief that if successful a reward (not typically money) will be the end result.

Agenda – topics to be covered in the module and length of each item

<table>
<thead>
<tr>
<th>Topic: Motivation</th>
<th>Time Alotted: 3.5-4 hours</th>
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<tr>
<td>A. The Importance of Motivation and the Role It Plays in Personal and Work Activity (1.5 hours)</td>
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<tr>
<td>B. Factors That Influence and Promote Motivation</td>
<td>(1 hour)</td>
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<tr>
<td>C. Personal Motivation Factors for the Student</td>
<td>(1 hour)</td>
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Materials & Supplies – *items needed in order to carry out the agenda and classroom activities*

1. Handouts: Pre-Lesson Motivation Questionnaire (1.A.1), Tips for Motivating You (1.C.1), Post-Lesson Motivation Questionnaire (1.D.1)

2. Flip chart stand/pad with markers or board/markers

3. Magazines to cut/tear pictures

4. Construction paper to paste/tape pictures or draw on

5. Paste/tape; scissors/ruler; markers/colored pencils

Classroom Preparation – *steps to follow when setting up the learning environment*

1. Configure students to facilitate group discussion as well as dyads and triads as needed

2. Writing paper and pencils for students

3. Flip chart/pad with markers or board/markers for instructor
A. The Importance of Motivation and the Role It Plays in Personal and Work Activity (1.5 hours)

Objective SS1.1: Understand the concept and recognize the importance of motivation.

PREINSTRUCTIONAL ACTIVITIES

Have students take the Pre-Lesson Motivation Questionnaire (1.A.1).
When complete have them put it in their folder for later review.

CONTENT PRESENTATION AND LEARNER PARTICIPATION

Defining the term motivation:

Instructor:

Open the module with a brief whole group discussion of what the words behaviors and characteristics mean. After you are satisfied that the students have an adequate understanding of the two words ask them to complete the following:

Think about someone you know whom you consider highly motivated. Write the behaviors and characteristics this person has displayed or those that you have observed that tell you he/she is highly motivated.

Now think about someone who is not motivated. Write down the behaviors and characteristics of that person.

After giving adequate time for students to reflect and write behaviors and characteristics, lead a whole group discussion asking the following questions:

Are the behaviors and characteristics you identified for the highly motivated and the unmotivated persons the same or different?

If there are some that are the same, ask the students which ones are similar and for thoughts about why.

Facilitate a discussion about why there are differences between individuals identified as highly motivated and those identified as unmotivated.
Ask students to think of a time when they were highly motivated.

Ask them what behaviors and/or characteristics do they recall displaying?

When students have had adequate time to reflect and jot down some thoughts, have them share their findings with a partner.

Finally have students compare their personal list of behaviors and characteristics with those they identified when thinking of a highly motivated person. Ask them if they see similarities when comparing behaviors and characteristics.

ASSESSMENT

Based on exploration and discussion, have students define the word motivation; instructor facilitates and writes on a flip chart/white board for all students to see.

Examples (for facilitation and guidance):

A need or desire that energizes and directs positive and sometimes negative behavior

Contains characteristics of willingness, passion, and drive

Critical for all areas of life – work and personal

Process oriented; involves choice, direction and goals

Involves how behaviors are started, sustained and/or stopped

B. Factors That Influence and Promote Motivation (1 hour)

Objective SS1.2: Articulate a variety of factors that influence and promote motivation.

PREINSTRUCTIONAL ACTIVITIES

Instructor:

Open the module by facilitating a whole group discussion. Ask the following question:

What factors do you think influence and promote motivation?

CONTENT PRESENTATION AND LEARNER PARTICIPATION
Write key factors and influences on flip chart or board. When students get stuck, ask them if they believe (insert one of the factors/influences below) would be a key factor or influence in motivation/being motivated.

Examples of factors and influences (Herzberg theory):

- Satisfaction
- Value
- Creativity
- Challenge
- Contribution
- Responsibility
- Achievement
- Accomplishment
- Pride
- Recognition
- The work itself
- Advancement
- Resiliency (spring back after being down; get up and try again)
- Self-efficacy (self-worth or value)
- Self-expectations and desire
- Seeing or picturing success
- Positive attitudes
- Independence

After the factors and influences have been brainstormed/ facilitated, and are on the flip chart or board, have students meet in groups of three and discuss the following questions:

How can we (you) foster/develop these factors and influences?

What are some of the ways you have fostered/developed these motivation factors and influences already?

What are some ways for continued future development?

✏️ ASSESSMENT

After adequate time has passed ask groups to report some of their thoughts about each question.
Objective SS1.3: Identify specific factors that are highly likely to influence and promote motivation individually for each student.

**PREINSTRUCTIONAL ACTIVITIES**

Note: This is the wrap-up to the module on motivation.

Instructor:

Define internal and external motivation.

- **Internal (Intrinsic) Motivation**
  - Desire to perform a behavior for its own sake or to be effective.

- **External (Extrinsic) Motivation**
  - Desire to perform a behavior due to promised rewards or threats of punishment.

**CONTENT PRESENTATION AND LEARNER PARTICIPATION**

Ask students to give examples of internal and external motivation factors and influences.

Have students discuss the internal and external motivation factors and influences about becoming a braille transcriber.

Give students the handout *Tips You Can Use for Motivating You! (1.C.1)*. Ask them to review and add any personal tips they would like to add.

**FOLLOW-THROUGH ACTIVITIES**

This activity will allow the content and conceptual elements of motivation to transition to a self-defined process promoting ownership of the things learned.

The activity provides a formative assessment that displays the student’s:
1) level of understanding and importance of the concept of motivation; and

2) ability to articulate, in a creative manner, the specific factors that are highly likely to influence and promote motivation for him/her.

Finally, the activity will allow the instructor to recognize the level of motivation and coach and guide students, as needed.

Have students create a picture of the internal and external motivators for their file. The picture can be hand drawn, computer generated and/or a collage with pictures cut/torn from magazines, etc. It should represent a picture/collage of what the student sees as his or her specific factors that are highly likely to influence and promote motivation.

🔥 ASSESSMENT

Have students take the Post-Lesson Motivation Questionnaire (1.D.1).

When complete have them compare their responses with the Pre-Lesson Motivation Questionnaire (1.A.1), noting where they changed responses as a result of new information or differences in thinking.
Soft Skills Module 1

Motivation:
What Motivates Me and Why?
Handouts
## Pre-Lesson Motivation Questionnaire (1.A.1)

*Please answer the following the best you can... there are no right or wrong answers*

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1.A.1
Tips You Can Use for Motivating You! (1.C.1)

1. Plan the night before.
   a. Give yourself a high-five on what you accomplished and visualize a great day tomorrow.
   b. Create a short task list with goal-directed outcomes from the next day; email the list to yourself or put it in a place you can see/use easily tomorrow.

2. At the start of your day ask yourself positive questions such as:
   a. What will I accomplish today?
   b. How much great stuff will I learn?
   c. What makes me happy?
   d. What makes me excited for the future?

3. Overcome procrastination by making a pact with yourself.
   For example you could say: if I get these two things done I can take a breather, read my book or take a walk.

4. When motivation is low, pretend you are highly motivated; act like you are motivated and enthused and the feeling will take hold, changing your low motivation to high motivation.

5. Figure out your peak time and do the toughest job then.

6. Make sure you do not put the job off with a false understanding of when your peak time is and procrastinate.

7. Do not focus on mistakes or failures.

8. Look at failure differently; treat it as a learning experience and ask yourself what lessons you can take away from the experience.

9. Know the reason for doing something, if you do not know, find out.

10. Start slow and take your time to organize and get it right the first time.

11. Set big and little goals; put your goals down on paper and put them where you can see and review them daily.
   a. Put the big goal at the top of the page in bold and big print.
   b. Write out little goals for the week, month, quarter and year.
   c. Update goals as needed.

12. Break tasks down into smaller chunks or steps.

13. Celebrate your successes; post successes where you can see them regularly.

14. Compare yourself with you – not others; invest in yourself.

15. Identify your hero and try on some of the positive behaviors and characteristics you admire in that person.

16. Review your results; identify the positives and those things that need to change.

17. Reduce your exposure to negativity via media and society.

18. Be positive, listen to and read motivating information.

19. Make each day count and have fun!

## Post Lesson Motivation Questionnaire (1.D.1)

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