

Session 3

Motivation

(35 minutes)

Objectives

Discuss factors that motivate or demotivate individuals

Recognise competing models of motivation
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Resources

- Copies of different newspapers – one for each group.
- Copies of the Appendix 3.1 – Talent Management Model checklist.



Task

Trainer asks the group the following questions, recording replies onto a flipchart. Trainer should pay particular attention to the last question, eliciting as many ideas as possible.

What is motivation?

What motivated you to come here today?

What motivates someone to work with a mentor or coach?

(8 minutes)



Trainer input

Trainer to provide a definition of Motivation: 'the hidden force within everyone which compels them to behave in a particular way'. Maslow splits this hidden force into a hierarchy of needs, with higher levels of the pyramid only reached when most of the lower levels are satisfied.

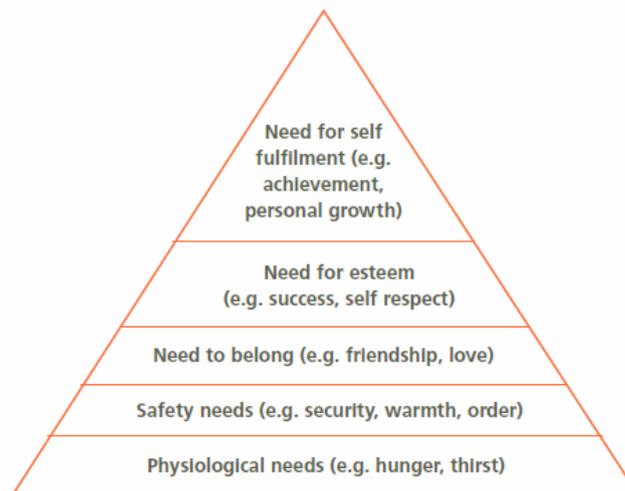
In terms of Scouting, it can be difficult for a leader to be motivated about running a section evening if they have not had time to eat (Beavers tend to meet at tea time), they are unsure

which other leaders are turning up, or they do not know if the meeting place will be available next week.

Each level of the hierarchy needs to be linked to a typical volunteer. Starting from the bottom:

- Has the leader had time to get food or have they come straight from work? Is the heating on? Is there another leader present? Is there an outlined plan?
- Is the leader accepted?
- Are they praised regularly?
- Is there opportunity to develop and try new things?

When these levels are met, the person's needs are fulfilled which can result in an improvement in performance. These efforts are more likely to be long lasting resulting in retention and further development of volunteers.



(5 minutes)



Task

Learners to look at images from newspapers and consider how the people in the articles motivated themselves. As a group, list the things they believe motivated these people, utilising Maslow's Theory.

(10 minutes)



Trainer input

Learners need to be reminded of the importance of motivation in relation to the Talent Management Model (TMM). TMM states that you cannot motivate someone personally but rather you can provide the correct environment for self-motivation. No one can motivate someone else whatever they might do or say; that motivation lies within every individual and will, given the opportunity, take hold and grow. The role of a coach and mentor is to provide these opportunities.

(2 minute)



Task

Learners to think about two questions from the TMM checklist from the Support and Motivate section.

Is local Scouting a motivational place to volunteer in?

Are there barriers to motivation in local Scouting?

Learners to discuss how this could impact on local Scouting and how a successful motivational environment can be achieved to enable self-motivation in mentees and coachees.

(10 minutes)

The Scout Association

Talent Management Model

Checklist

Attract & Identify

In local Scouting that uses good talent management...

- 1. The local commissioner/Group Scout Leader will know about the Talent Management Model.*
- 2. The Appointments Advisory Committee will have been briefed about the Talent Management Model and how it is being used locally.*
- 3. The Scout Network members will know about the Talent Management Model.*
- 4. Section leaders will know about the Talent Management Model*
- 5. A wide range of volunteers will be given opportunities rather than just the same people.*
- 6. There will be local initiatives that actively bring forward young adults for greater responsibility.*

Development

In local Scouting that uses good talent management...

- 1. Training Advisors, Local Training Managers and County Training Managers will be aware of their role in talent management.*
- 2. Adults get the opportunity to work alongside experienced colleagues in other roles.*
- 3. There is a local budget to allow for adult development.*
- 4. There are mentors or coaches available locally.*
- 5. Local scouting is open and transparent in relation to development opportunities.*

Support & Motivate

In local Scouting that uses good talent management...

- 1. Volunteers feel supported by their line managers.*
- 2. There are local 'stories' being told about good support for adults.*
- 3. Local Scouting feels like a motivational place in which to volunteer.*
- 4. There are no barriers to motivation in local Scouting.*
- 5. There are resources available to support volunteers.*
- 6. Line managers take the time to really understand what drives volunteers for whom they have responsibility.*

Match & Manage

In local Scouting that uses good talent management...

- 1. Appropriate time is taken to fully consider the 'match' of a new role to the appointee.*
- 2. New appointees are given the opportunity to agree a plan of support with their line manager.*
- 3. There is a policy of 'buddying' up a new appointee with a more experienced colleague.*
- 4. When people take up roles they are supported.*
- 5. New appointees know where they can go for genuine assistance.*
- 6. New appointees are not habitually leaving roles within just months of taking them up.*

Review

In local Scouting that uses good talent management...

- 1. All line volunteers will be familiar with the review process.*
- 2. All line managers will be regularly reviewed by their own line manager.*
- 3. Local volunteers will be used to being reviewed.*
- 4. Reviews are carried out with a view to both the individual and Scouting needs.*
- 5. Reviews will capture the aspirations of the volunteers being reviewed.*