

OPEN THE DOOR & LET THE LEARNERS IN!

Matt Richter

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"It's amazing how much this plan looks like a mouse hunt."

LDA



the **thiagi** group
improving performance playfully

Three Things to Remember

You cannot
intrinsically
motivate learners
to learn.

But you can affect
the environment
and context.

And, you absolutely
can destroy what
motivation they do
have.



WHAT DOES IT MEAN TO BE
DISENGAGED?

It means...

I don't want to

I can't but I am forced to do so nonetheless

I would, but I hate the people around me (Or, they hate me)

Stand Up... Yell Out...

10 REASONS YOU MIGHT BE DISENGAGED WHEN
LEARNING...



NO REPEATS.



NO NEED TO BE POLITE



Here's What I Heard:

CHAOS

Bad instructions

No instructions

Overwhelming amount of content

Asking me to understand and do stuff I can't do

"What's the goal?"

Have no idea what "good" looks like.

Boring

No useful or informational feedback

CONTROLLING

Makes no sense... hasn't a clear rationale
(Seems dumb)

No WIIFM

The instructor/ teacher micromanages the
experience

The agenda is the company's and not mine

I have no ownership or accountability



Also, Toxic Environments

I dislike those around me.

They dislike me.

No respect— for me, or me of them.

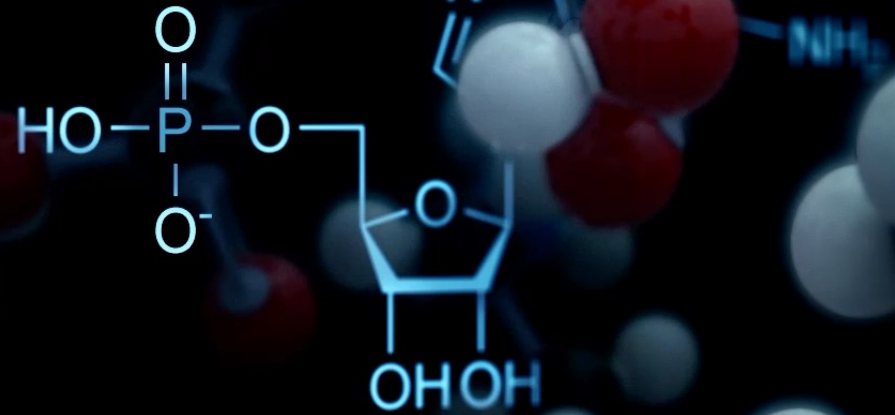
I am excluded from the process and
from decisions that affect me.

TRUE OR FALSE: WHEN I AM MORE
MOTIVATED, I LEARN MORE
EFFECTIVELY AS A RESULT OF THAT
MOTIVATION.



BEFORE YOU ANSWER!

Motivation is the
catalyst that
energizes behavior.



TRUE OR FALSE: WHEN I AM MORE
MOTIVATED, I LEARN MORE
EFFECTIVELY AS A RESULT OF THAT
MOTIVATION.

TAKEN LITERALLY...

FALSE- WHILE MOTIVATION IS CRITICAL! WHILE IT IS STRONGLY CORRELATED, IT DOES NOT CAUSE LEARNING TO HAPPEN DIRECTLY. GOOD PEDAGOGY DOES. GOOD INSTRUCTIONAL DESIGN.

A large orange shape on the left side of the slide, consisting of a rectangle with a quarter-circle cutout on its right side.

So,
Motivation...

Gets them in the room

Keeps them playing
while in the room

Fosters their continued
work outside the room

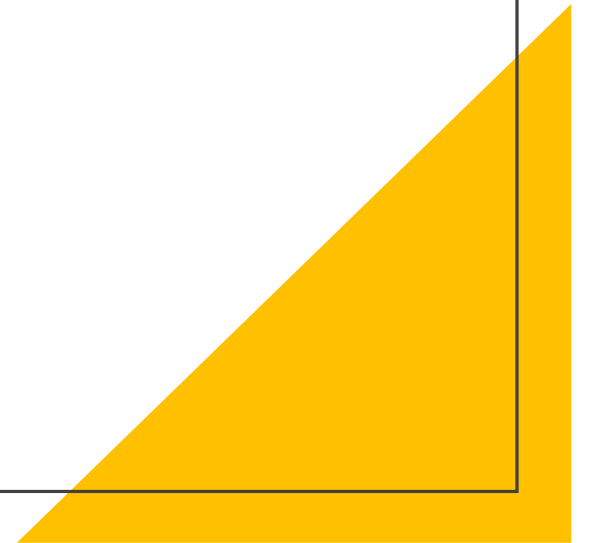
THREE TYPES OF MOTIVATION

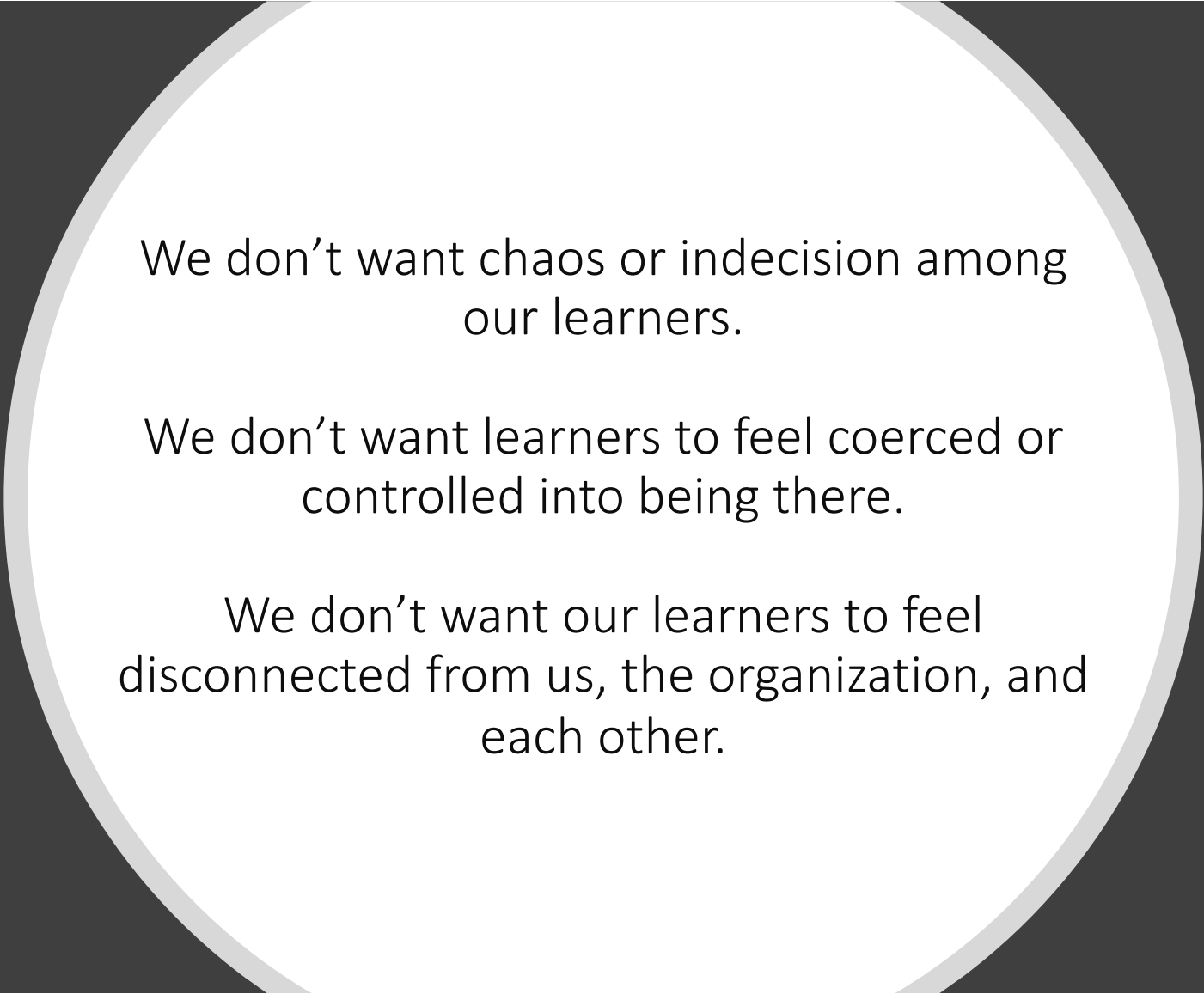
Intrinsic

Extrinsic

Amotivation (not motivated at all– burned out)

More On That
Later...





We don't want chaos or indecision among
our learners.

We don't want learners to feel coerced or
controlled into being there.

We don't want our learners to feel
disconnected from us, the organization, and
each other.

OUR JOB IS TO SET UP A MOTIVATIONAL
ENVIRONMENT WITH:

STRUCTURE

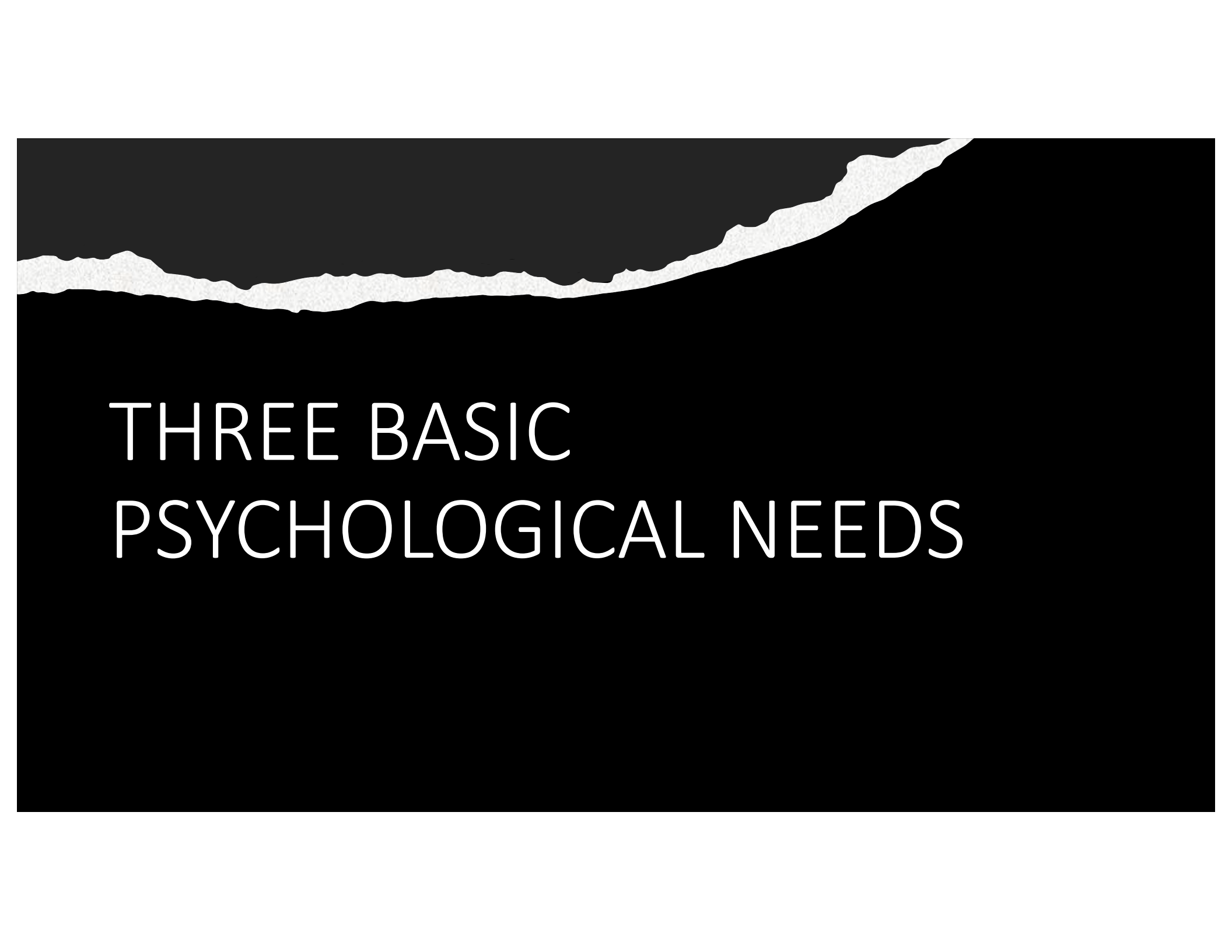
AUTONOMY
SUPPORT

INVOLVEMENT

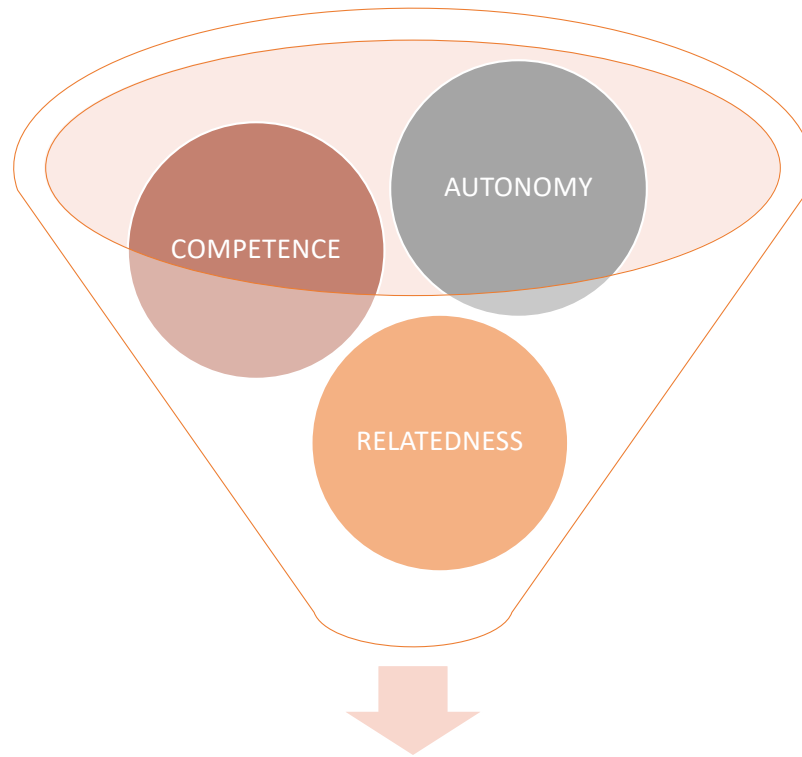
WHEN WE DO, WE
PROPERLY ENGAGE

Let's Explore...





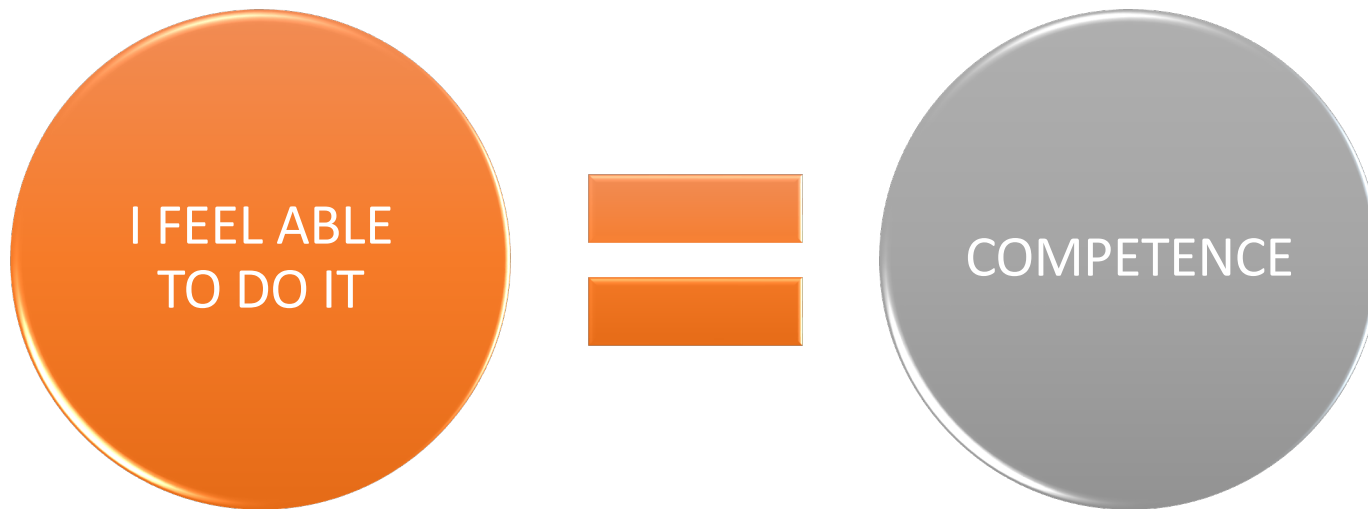
THREE BASIC PSYCHOLOGICAL NEEDS



THE THREE BASIC NEEDS

From the work of Richard Ryan & Edward Deci, University of Rochester





COMPETENCE

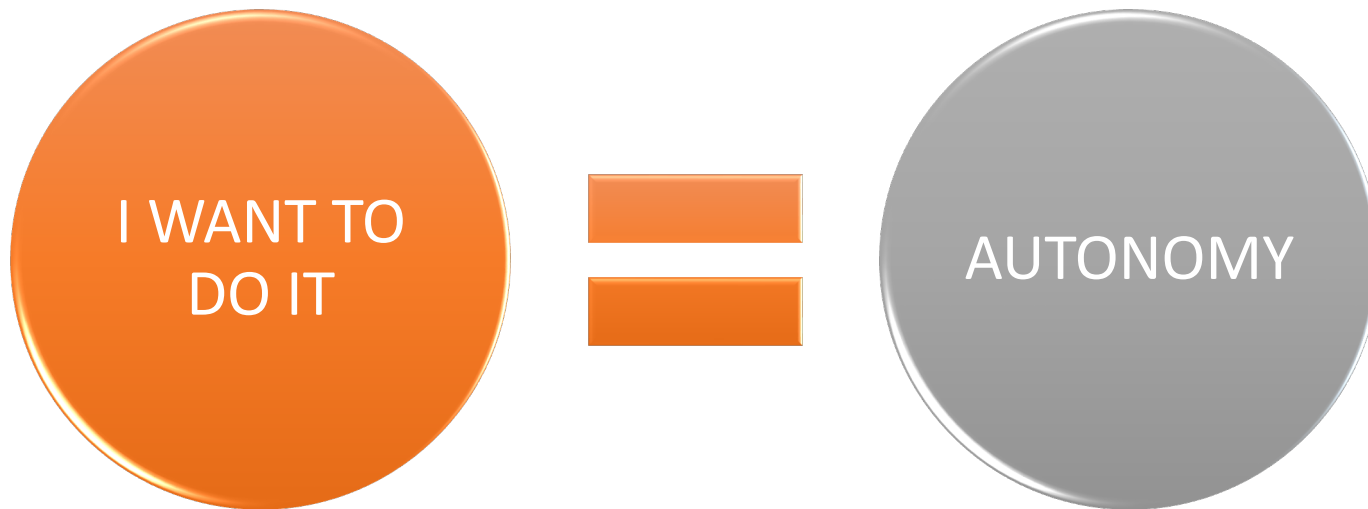
Perceived

Potential

Feedback (Informational)

Challenging... Not overwhelming

The Aforementioned Structure



AUTONOMY

VOLUTIONAL

NOT ABOUT CHOICES
(THINK DISHES AND
LAUNDRY)– ABOUT
FREEDOM

MEANINGFUL &
PURPOSEFUL

HAS A WIIFM

RELEVANT



DAYS OF THE WEEK



Sunday

Monday

Tuesday

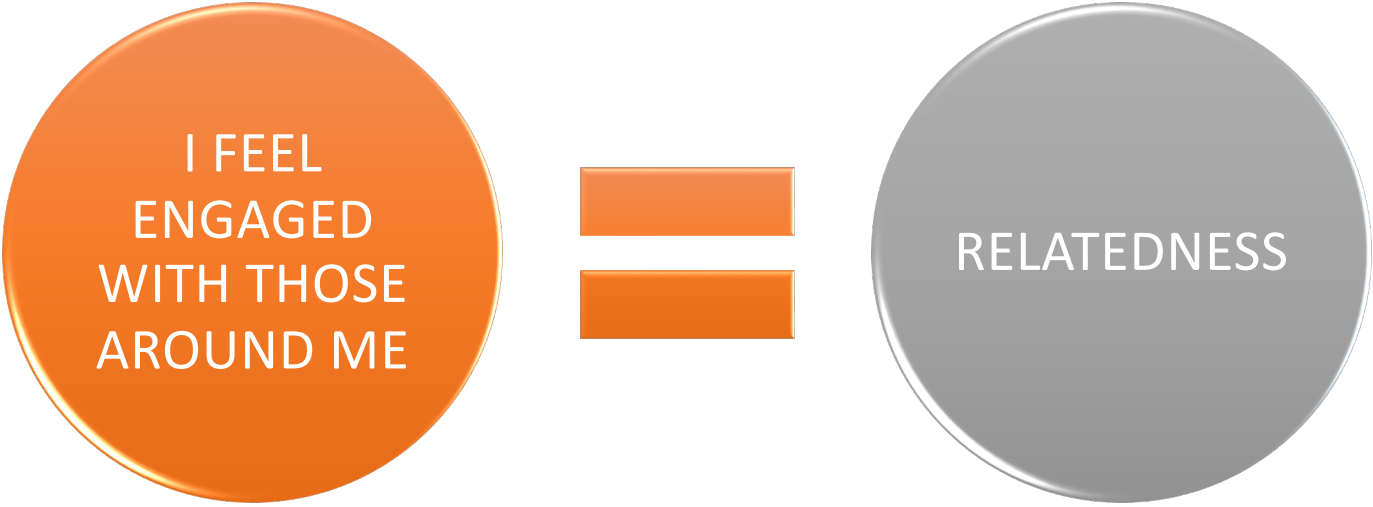
Wednesday

Thursday

Friday



Saturday



A diagram illustrating a relationship between two concepts. On the left is an orange circle containing the text "I FEEL ENGAGED WITH THOSE AROUND ME". In the center is an orange equals sign. On the right is a gray circle containing the text "RELATEDNESS".

I FEEL
ENGAGED
WITH THOSE
AROUND ME



RELATEDNESS

RELATEDNESS



"I LIKE AND RESPECT
THOSE AROUND ME."



"THOSE AROUND ME
MAKE ME FEEL LIKED
AND VALUED."



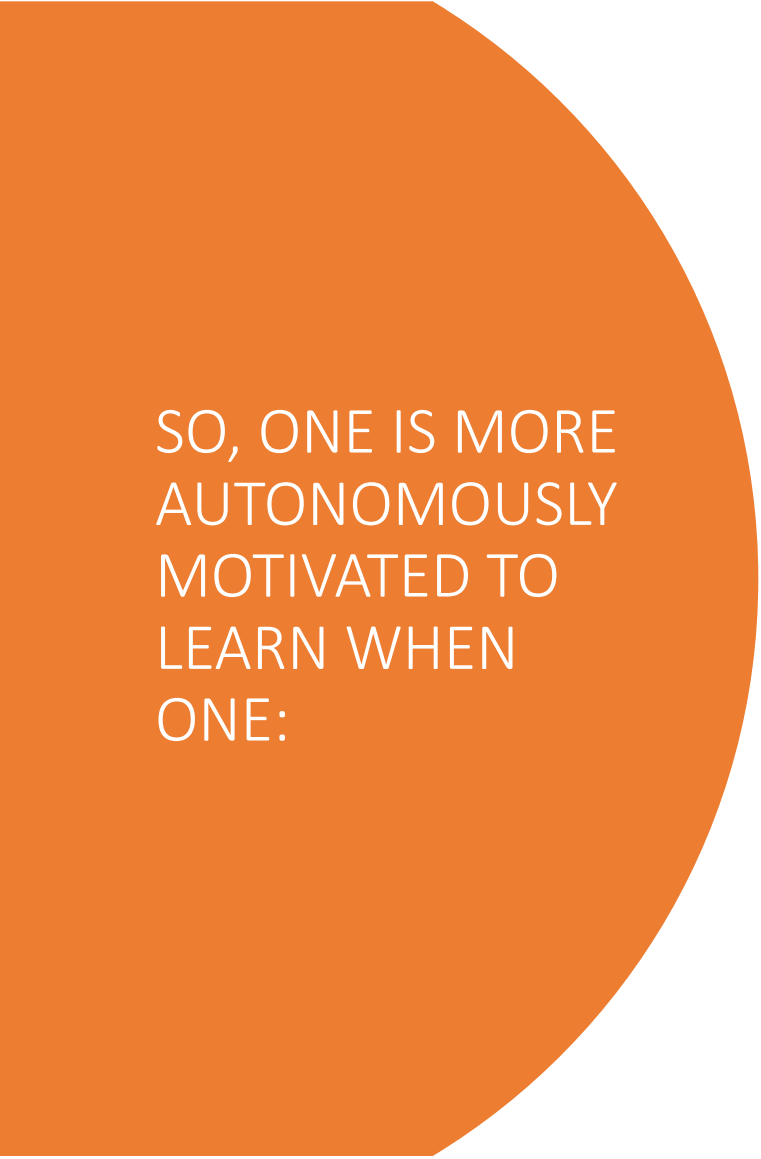
"THE COMPANY AND
THE FACILITATOR LIKES
AND RESPECTS ME."



"I AM A PART OF THE
DECISIONS."



WE ENGAGE, WHEN
APPROPRIATE, IN SOCIAL
LEARNING ACTIVITIES.

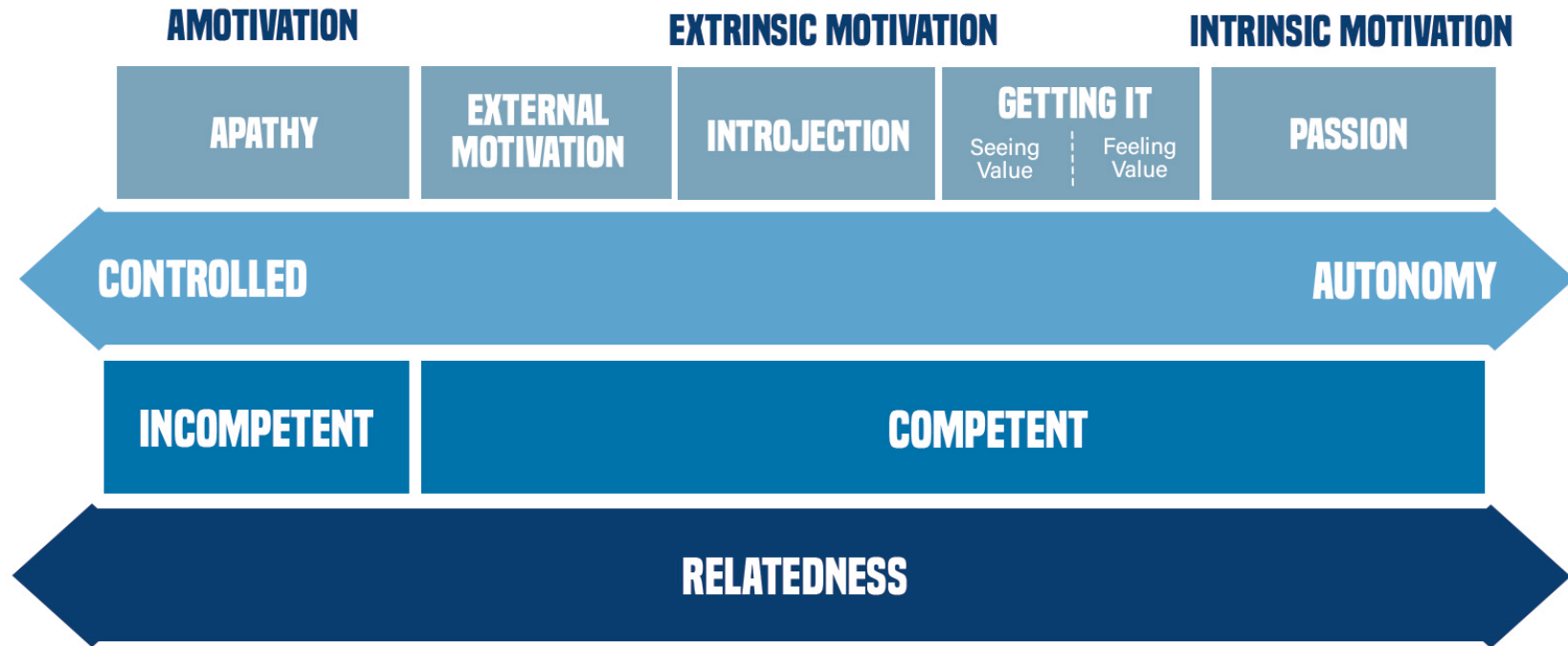
A large orange shape on the left side of the slide, consisting of a rectangle with a quarter-circle cutout on its right side.

SO, ONE IS MORE
AUTONOMOUSLY
MOTIVATED TO
LEARN WHEN
ONE:

Believes it can be learned

Internalizes why it should
be learned

Is comfortable and safe
with those one learns with



Adapted by Matthew Richter from the work of Richard Ryan & Edward Deci, University of Rochester.

THE LEARNING MOTIVATION CHECKLIST

As a trainer, facilitator, instructional designer, manager, or learning leader, it is your job to:

STRUCTURE	AUTONOMY SUPPORT	INVOLVEMENT
☐ Ensure clear and attainable goals for both the program and each step along the way. ☐ Provide stated expectations for what "good" looks like for each learning activity, task, and performance back on the job. ☐ Provide time and the necessary resources to complete appropriate and needed learning activities. ☐ Provide appropriate learning and performance tools that support learning transfer (manuals, job aids, check lists, coaching, reference videos, etc.). ☐ Use proper instructional design that adheres to validated learning science techniques (including interleaving, spaced retrieval practice, practice testing, questioning, etc.). ☐ Adapt to expertise by providing (1) more explicit instruction to novices, (2) structured instruction with leeway for moderate-level learners, and (3) more freedom for expert learners. ☐ Provide feedback that is informational and not punitive. ☐ Use tasks and learning activities that are appropriately challenging– but not frustrating or boring. ☐ Set, discuss, and negotiate agreed upon rules for how to engage with each other and the instructional team. ☐ Provide and foster opportunities to develop new skills, or enhance current skill sets and capabilities, and then practice them.	☐ Ensure learners understand "why" they are doing various learning activities. ☐ Ensure learners understand the greater meaning and purpose behind the entire learning engagement (can tell the story authentically). ☐ Validate that learners can authentically explain the "why," the "meaning," and the "purpose" <i>from their own, personal</i> perspectives. ☐ Be intentional when using rewards in the classroom. Rewards can undermine and de-focus attention from what participants are learning. ☐ Use them sparingly and knowing the potential consequences to your lesson. ☐ Provide a "sandbox" where learners can engage freely with an activity– having choices and options within the sandbox boundaries of what is needed to effectively learn. ☐ Ensure there is actual guidance and support so learners will apply what they learn back in their contexts, enabling them to "make it their own–" adapting as needed within regulatory constraints. ☐ Concurrently, and during your program delivery, foster ownership and agency for them as you work toward learners transferring what is gained in the program back to the job. ☐ Listen to, acknowledge, and authentically react to the stated needs from learners and do so in a way that doesn't undermine the instructional process. ☐ Show interest and empathy when learners are resistant, frustrated, or concerned. Be patient.	☐ Work to get learners' immediate management to support them throughout the learning process, and back on the job, as well! ☐ Also ensure, as much as is in your capacity, that learners accurately perceive their organizations support the initiative– or participants will simply go back and identify the <i>powers that be</i> see no value in what was completed. ☐ Be friendly and warm when engaging learners– but genuinely and authentically. ☐ Ensure learners don't experience ulterior motives from the greater instructional team or organization. You may have to mediate conflicting agendas in advance or during the program. ☐ Actively demonstrate you want your learners to succeed. Indicate behaviorally that your support for them has no strings attached– is non-contingent– just authentic connection. ☐ Find specific ways for them to contribute to the other learners and perceive ways others have supported and contributed to them. ☐ Be as predictable as possible from an interaction standpoint. Learners should be able to forecast how you will react to both positive and negative information, behavior, and poor performance as they learn. ☐ Find ways to influence, advance, and impact their' learning, performance, and hopeful transfer. ☐ Build into your instruction opportunities for collaboration, team-learning, and other social interactions to foster collegiality and community. ☐ Work to establish relationships within a professional context. These take time but invest that time! This assumes the learning initiative isn't just a one-and-done.

The image is a horizontal composition. On the left, three hands are raised against a bright blue sky. The hands are positioned at different heights, with the central one being the highest. A jagged, torn paper edge separates this scene from the right side. The right side is a solid black background with white text. The text is arranged in three lines, centered horizontally.

WHAT ABOUT
PRIZES, AWARDS,
AND PRAISE?



A large orange shape on the left side of the slide, consisting of a rectangle with a quarter-circle cutout on its right side.

ISSUES WITH REWARDS

- They devalue the task itself
 - They crowd out what we want learners to focus on regarding the topic and tasks
 - One has less opportunity to diagnose difficulties in performance
 - Failure to get the reward likely demotivates
 - If reward is for an “outcome,” can produce “Enron effect.” The end justifies the means...
 - Competitively contingent rewards undermine cohesiveness
 - Require continual external monitoring
- 
- A series of four yellow curved lines on the bottom right of the slide, arranged in a curved path.

GET INTO TEAMS AND SUM UP
THE PRESENTATION IN EXACTLY
16 WORDS.

ARTICLE



LDA



Questions?

