About me…

Professional experience

21 years
- Project Manager
- Industrial Division Manager
- Business Unit Manager
- Global Director of Product Mng

3,5 years
- Sales & Marketing Director

Education

1988  Industrial Engineer
1996  Masters in Marketing (ESIC)
2009  Leadership Development Programme (Wharton)
2012  Leadership Development Programme (ESADE)
2015  Masters of Research in Mng Sciences (ESADE)
2019  PhD Programme in Leadership (ESADE)

Academic experience
Motivation

What motivates teachers and what managers can do about it...

... and they can do a great deal!
Agenda

- What is motivation
- Why is it important?
- Sources of motivation
- Intrinsic motivation
- Practices that foster intrinsic motivation
- Ideas for motivating teachers
How do you know who is motivated in your team?
Definition

- **ORIGIN:** MOTIVE = need that requires satisfaction

- **DEFINITION:** Desire or willingness to do something (Oxford Dictionary)

- **3 CONSEQUENCES**
  - DIRECTION OF ACTION (choice of behaviour)
  - INTENSITIY OF EFFORT (of the behaviour)
  - PERSISTANCE (of the behaviour over time)
Agenda

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Consequences of motivation

- Higher job performance
- Higher job satisfaction

MOTIVATION

  DIRECTION OF ACTION (choice of behaviour)
  INTENSITY OF EFFORT (of the behaviour)
  PERSISTANCE (of the behaviour over time)

Higher job performance
Higher job satisfaction
In educational context...

Teacher’s motivation

- Higher job satisfaction
  - (Davis & Wilson, 2010)
- Less stress
  - (Davis & Wilson, 2010)
- Improve students’ academic performance
  - (Koh, Steers & Terborg, 1995; Rowan, Chiang & Miller, 1997; Finnigan, 2010)
Agenda

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Sources of motivation

Why would people choose to engage in certain behaviours, put effort and be persistent in the task at hand?

- **Because they value the job...**
  - They like the job...
  - The job is meaningful to them...

- **Because they have to...**
  - (pressure / obligation / external demands)

- **Because I want to be rewarded**

**INTRINSIC MOTIVATION**
(authentic, self-authored)

**EXTRINSIC MOTIVATION**
(external origin)
People intrinsically motivated

in comparison to those who are extrinsically motivated…

Because they value the job…
They like to job…
The job is meaningful to them…

More interest
More excitement
More effort
More persistence
Enhanced performance
More self-esteem
General well-being

INTRINSIC MOTIVATION
(authentic, self-authored)

(Deci & Ryan, 1991, 1995; Ryan, Deci & Grolnick, 1995)
Agenda

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We all have an inherent tendency for growth (3 psychological needs)
• need to explore, experiment, seek out novelty and challenges
• need to feel competent: learn, extend and exercise one’s capacities
• need to feel supported: receive help in the face of problems or praise when reaching success
Self-Determination Theory (Ryan & Deci, 1980, 2000)

**Intrinsic motivation** stems from 3 psychological needs

1. **PERCEIVED COMPETENCE**, when individuals believe they have knowledge and skills to perform a task well
   
   *I am good at planning and delivering a class!*

2. **SENSE OF AUTONOMY**, when individuals feel they can make free choices and have control over their own outputs
   
   *I can adapt the class with my own ideas to make students learn more!*

3. **RELATEDNESS**, when individuals feels the support of the boss: a sense of security.
   
   *When I take initiatives or I face problems I feel supported by my boss!*

**Necessary condition:** the JOB / TASK must be MEANINGFUL
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So... what can you do to motivate?

YOU SURE YOU'VE DONE THIS BEFORE?
Practices that foster intrinsic motivation

**ENHANCING FACTORS**

**Perceived competence**
- Providing positive assessments
- Training opportunities
- Rewards / recognition of the good work

**Sense of autonomy**
- Providing opportunities for choice
- Providing opportunities for self-direction
- Shared decision making

**Relatedness**
- Support personal development
- Support initiatives / coaching
- Support in times a problems
- Actively caring
- Words of encouragement
- Signs of trust

**DETRIMENTAL FACTORS**

**Perceived competence**
- Only negative criticism
- Threats, negative sanctions
- Deadlines / Imposed goals
- Too many directives

**Sense of autonomy**
- High control over work by DoS
- Micro-management

**Relatedness**
- Lack of support or empathy
- Feeling mistrusted (micro-management)
- Offering only negative criticisms
- Uncaring
- Low collaboration among teachers
- Bad, antagonistic relationships
Agenda

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Ideas for motivating teachers

LESS EXPERIENCED TEACHER

EXPERT / EXPERIENCED TEACHER

YOU
(in the school context)
# Ideas for motivating teachers

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# Ideas for motivating teachers

## INEXPERIENCED TEACHER
- Training workshops
- Reinforcement and positive feedback
- Asking about classroom success

## EXPERT / EXPERIENCED TEACHER
- Giving workshops
- Having new teachers observe them

## PERCEIVED COMPETENCE
- Guiding teacher in coming up with their own ideas in lesson planning

## SENSE OF AUTONOMY
- Freedom of material used in class
- Provide responsibility tasks (writing syllabus for a specific level)
- Allowing experimentation with new techniques in the class

## RELATEDNESS
- Showing interest. Asking how is it going?
- Support & guidance for personal development
- Mentoring system by senior teachers
- Showing interest. Asking how is it going?
- Show that you care.
- Build a relationship
Foster motivation and avoid hygiene factors

(Herzberg, 1968)
Leading your team involves, among other things, taking every opportunity to make each team member feel intrinsically motivated in their work.

This is likely to…

... increase job satisfaction
... decrease stress level
... increase students’ academic performance
... improve general well-being
Thank you!

ferranvelasco10@gmail.com

On motivation

ELT Conference 2019, International House Barcelona