



# **‘MANAGING TO MOTIVATE’**

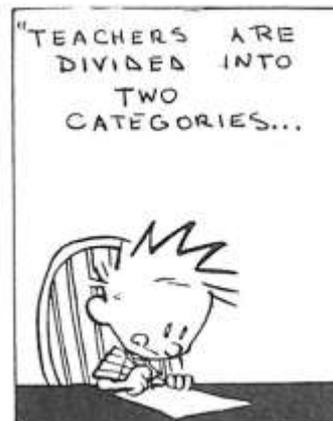
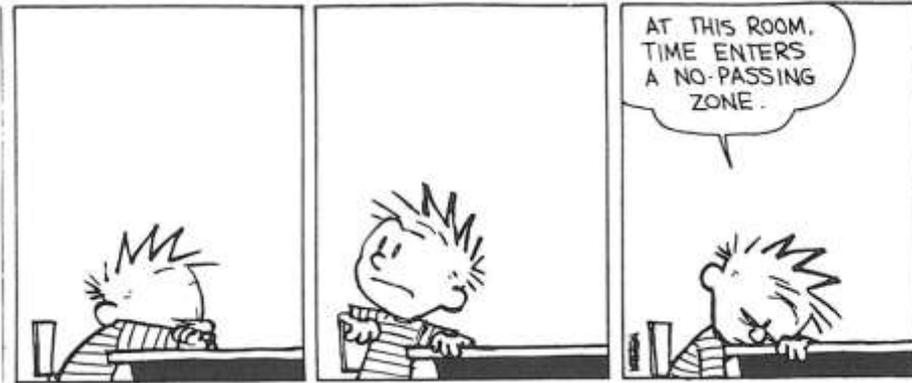
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# Why motivation?

- Early work as a PG student – research in schools
- What motivates ‘professionals’?
- From Clough to Di Canio via Ferguson, Quinn and O’Neill
- Losing the dressing room v Losing the staff room
- Short term fixes v Long term motivation
- Nice boss v nasty boss



# **What really inspires people? Some ideas from the literature on motivation in education**

- **‘Perhaps surprisingly it’s not the money, or at least not the money beyond a certain point’ (Rigby, R. 2012)**
- **‘Low salary will act as a strong demotivator..... but (above the going rate) ..... the motivational effect of extra pay will be fairly small’ (Daniel Pink, 2010)**
- **‘Everybody’s different and they’re motivated by different things’ (Arnold, C. 2012)**
- **Depending on who you are, when it is in your life, working life & relationships, job security and salary stability can be strong extrinsic motivation.**
- **Among women integrative motivation is far stronger than in men.**

# Good leaders (managers) inspire others. They....

- understand what motivates their team because they genuinely take the time to find out about individuals - *‘a good boss is someone who listens’*
- let their team get on with their jobs – many teachers have a lot of autonomy, but what is the impact of classroom doors always being closed? (the glass bowl)
- they offer direction, provide a sense of purpose and of values, give a ‘road map’, are on hand to offer help, but don’t always micromanage and get in the way.

***‘Empowerment motivates, micromanagement destroys engagement, professional autonomy matters’***

***‘Recognition is a great motivator. People want to be held in high esteem and valued for a job well done.’***

- **What motivates me?**
- **What does the literature on teacher motivation say?**
- **What about English language teachers – are they different?**
- **What do my teacher and trainer colleagues say?**
  - an overview from around the world
  - some individual stories
- **What about you?**
- **What should good managers (HoDs, DoSs etc.) do to motivate teachers?**
- **What should you do to motivate yourself?**

# What motivated me?

## 1. As a young teacher:

The need to earn a living

The love of language and being able to make that my job

The challenge of doing something new and scary

The sense of achievement at actually managing to control a class of kids and teach them something

The realisation that I'd found something I was good at doing and was getting better at

The 'voyage of discovery', as I learned how much I still had to learn and that I had the chance to do so

The feeling I was beginning something I'd want to do for the rest of my life

The impact of getting praise, being told I was good at it

The powerful effect of being trusted and given autonomy even before I'd earned it

# **What motivates me?**

## **2. As a more experienced teacher and trainer**

- Working with colleagues to find the best ways to do things, not just in class but in long-term projects**
- Working with teachers from all round the world**
- Still being a learner**
- Knowing that I've learnt to learn from my mistakes (sometimes) and that I can still get better**
- Positive (and negative) criticism from colleagues**
- Special moments when something new works well, especially when I've taken a risk to try it out**

# **What motivates me?**

## **3. As a 'manager' and in general**

- Seeing colleagues working well and enjoying it**
- Being part of an amazing professional community**
- Simply being a manager, making things happen**
- My huge network of colleagues around the world**
- Challenges – when people say 'it's not possible'**
- Responsibility – I have an excessive sense of 'duty'**
- Respect**
- Fear of failure, loss of respect, authority & status**
- The variety of experience that my working life makes possible**
- The challenge of turning dreams into reality**

# **What demotivates me?**

**Very little – I'm very lucky – but sometimes:**

- People with power who see things very differently from me and whose power limits my ability to act**
- A feeling of hopelessness and helplessness in some situations where I know what could be done but....**
- The same frustrating issues coming up again and again – the feeling of ‘will we ever learn?’**
- Cumulative tiredness, exhaustion, 12-hour days get harder when you're not a ‘spring chicken’**

**And I've never been motivated by money, but that's easy to say when you've always felt well enough paid**

# What motivates teachers?

- **Most studies have found that teachers are motivated more by intrinsic than extrinsic rewards:**

**‘Most teachers perceive their needs and measure their job satisfaction by factors such as participation in decision-making, use of valued skills, freedom and independence, challenge, expression of creativity and opportunities for continued learning’**

**‘High internal motivation, work satisfaction and high-quality performance depend on three critical psychological states: experienced meaningfulness, responsibility for outcomes and knowledge of results.’**

**These are typical of what applies to ‘the professions’ but**

**As we know from the likes of Herzberg, Maslow, Deci and more recently Hackman, Pennington, Coyle and others such as Pink (2011) and Roddy (2011)**

- It's hard to maintain intrinsic motivation and a sense of vocation when you're struggling to make a living – if the 'hygiene factors', the basic needs of life, are not being adequately met then it's hard to be a motivated professional. Doctors and lawyers are often (not always) well paid – teachers very rarely are.**
- Despite everything a lot of teachers maintain a lifelong commitment, but what about those who don't? Can extrinsic motivation replace intrinsic motivation when it's a stick rather than a carrot – inspection, performance evaluation, possible dismissal?**

- **Some thoughts from the literature on teacher motivation:**
- **Teaching is a multi-skilled job and cannot respond to a factory-type motivational model. Effective teachers are flexible, imaginative, innovative, empathetic and often passionate, so motivating teachers must include clarifying their purposes and allowing them autonomy.**
- **Teachers are often greatly appreciated but not often well paid, so autonomy, purpose and mastery are sometimes in conflict with compliance, job security and paying the bills.**
- **In the absence of cash, those responsible for managing teachers and for motivating them have to ask what other kinds of currency may be available.**

- **What do English language teachers around the world often say about what motivates them?**
- **Being respected as a teacher**
- **Not being too overloaded**
- **Getting energy back from students' interest/enthusiasm**
- **Being flexible and open to new things**
- **Being allowed to do what I do best, which is teach**
- **Finding ways to rekindle the spark that made you love doing it in the first place – different ways to carry on learning**
- **Reflecting on what a lot of other jobs would be like**
- **Remembering that everyone remembers a good teacher**

# What are the frequent sources of demotivation?

- **Poor pay and working conditions**
- **Lack of job security**
- **Lack of professional autonomy**
- **Lack of adequate resources**
- **Equipment that doesn't work**
- **Nobody listens to anything I say**
- **Too many hours, too little time to prepare properly**
- **Doing the same thing over and over again**
- **Classes impossible/difficult to teach (size, diversity)**
- **No chance for professional development (time, money)**
- **Lack of respect, from students, parents, bosses, media**

# **The key words of English language teacher motivation**

- **Intrinsic motivation and sources of it continuing:**

- **Long-term love of language** \* **Love of people**
- **Passion for teaching** \* **The spark of the new**
- **Collaboration with colleagues** \* **Respect/self-respect**
- **Pleasure of working with pupils** \* **Esteem/self-esteem**
- **Professional autonomy** \* **Boss of own world**
- **Chances for innovation, creativity** \* **Regular feedback**
- **Participation in decision-making** \* **Being listened to**
- **Having the chance for ongoing PD** \* **Getting better at it**
- **Being able to inspire learners** \* **Learning from learners**
- **Working with other motivated teachers** \* **Enthusiasm**

## **.....and the 'extrinsic' issues:**

- Management attitudes and behaviour**
- Pay**
- Working hours**
- Security**
- Career prospects**
- Formal status and authority**
- Funding at national and institutional levels**
- Resources and equipment**
- New technology**
- Compensatory structures/strategies, perks and goodies**
- Appraisal, disciplinary procedures, threats, punishment**

What are the key words that come up as critical positives in engendering motivation and engagement?

**‘Respect, trust and development’ Timothy Blake**

**‘Recognition, evidence of students’ progress, colleagues’ dedication’ Terry Phillips**

**‘Britishness, a girlfriend from Lincoln, a man called Rod Bolitho’ Franz Mittendorfer, Austria**

**‘The unknown, new challenges, a job in which you are free to do your own thing’ Laura Renart, Argentina**

**‘Respect, time and money are the Trinity – but the greatest of these is Respect’ Philip Prowse**

## **Some individual stories – ‘real persons in context’**

- Tales from around the world:
- Italy
- Spain
- UK
- Argentina
- How do these stories chime with your own experience? Can you identify with these teachers and their thoughts about motivation?

## So how motivated are you?

- Three things to think about quickly (I hope you've been thinking already!) and discuss with the person next to you, preparatory to some of you being willing to stand up and share with us all:
- What motivates you? Anything different from what has been mentioned so far?
- What really demotivates you? Can you think of one really important thing for you personally?
- What would you want to see changed in your own present work context to enable you and your colleagues to feel more motivated?

# So what do managers need to do? They must

- consistently live the values of the organisation, fostering trust, pride and camaraderie in their workforce
- genuinely believe that people who are motivated are indispensable to the work of an organisation
- build relationships with their staff, creating regular opportunities for interaction, listening and learning
- be committed to good communication and to the sharing of information to enhance participation in the life of the group
- create an inclusive environment, frequently and openly recognising their own belief in the value of their staff
- be committed to the growth & professional development of all
- create a culture of high trust, autonomy and engagement

**and.....**

**make it a great place to work by**

- **offering pay which is as good as can be managed**
- **providing a safe, secure environment for all**
- **providing workspace to make the desired objectives possible: for teaching, preparation, meetings, social interaction and relaxation**
- **providing time to do the things that teachers need to do to do the job well as against just constantly recycling the past**
- **offering teachers a range of ways to give feedback to management, so that *managers can serve teachers***
- **creating an environment where it is recognised that if we take chances and innovate sometimes it won't work**
- **constantly looking for ways things can be done better**

# So, in conclusion, what do we need to remember from all of this?

- If we're teachers, we need to be motivated ourselves to motivate our learners and we have a responsibility for motivating ourselves – CPD and the never-ending struggle to be better teachers starts with us kick-starting ourselves.
- If we're managers in language education, we need to be able to remember what it's like to be teachers – the trouble is, some managers never were.
- If like me, we're teachers **and** managers, we really ought to know!
- **MOTIVATED TEACHERS DO IT BETTER!**

# Values

‘Good managers stick to their values. Brought up in a socialist household, I used to think that business equalled dark satanic mills. Far from it. Businesses – and every organisation – need to articulate the principles and beliefs that guide decisions. They need to be communicated by leaders. And they need to be stuck to when you are making tough decisions.’

**Thank-you for listening and, I hope,  
thinking, and perhaps remembering some  
of this in your future as a  
teacher/manager**

- May I wish you challenging, inspiring,  
engaged and engaging, empowered and  
empowering future careers as language  
education professionals!**
- Till the next time and happy to hear from  
you                      [dave@nile-elt.com](mailto:dave@nile-elt.com)**