



The Engagement Imperative



CREATE MEANING

A Special Presentation for the AWC WorkCity Academy

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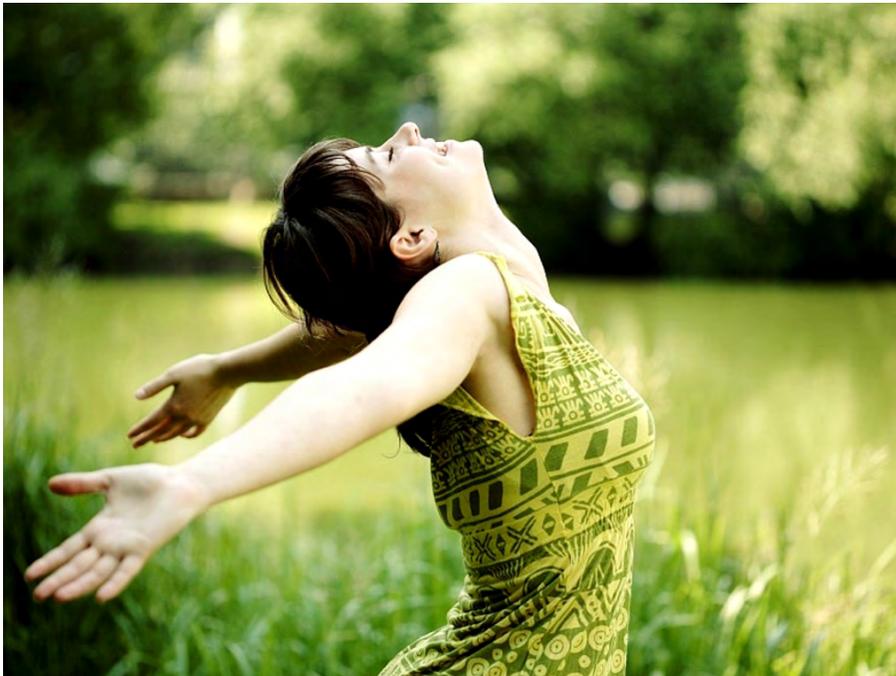
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The Engagement Imperative

CREATE MEANING

In this interactive session, you will have the chance to do a “deep dive” into the topic of engagement, beginning with exploring the difference between participation versus authentic engagement. We’ll discuss why we can never “get” people motivated. We can, however, create the conditions in which people are more likely to motivate themselves. You’ll have a chance to look at the theoretical underpinnings of extrinsic motivation (incentives and penalties) versus intrinsic motivation (when the activity itself is meaningful) – and why we must stop relying on incentives so much to induce change. We’ll take a look at the key factors for promoting intrinsically based engagement, and, all along the way, you’ll be given opportunities to apply what you learn toward your own practice.



TAKEAWAYS

- Define engagement.
- Examine 5 keys for promoting intrinsic engagement: competency, autonomy, relatedness, purpose and play.
- Discuss 5 strategies to create powerful experiences.



Create the Conditions

Research shows that long-term change can only happen when the motivation comes from within (intrinsic motivation). Intrinsic motivation is what we do without external pressure or incentive – and tapping into these intrinsic motivators is what creates the foundation for long-lasting engagement. *In designing ANY wellness program, think about how you can tap into what are considered to be our universal needs.*

COMPETENCY

First, we all have a need to feel **Competency**. One of the best of ways to increase feelings of competence is by beginning with and then leveraging our strengths.

AUTONOMY

Second, we all need to feel **Autonomy**. All of us have a need to feel in charge of our own destiny – and given the tools to change on our own terms.

RELATEDNESS

Third, we all need to feel **Relatedness**. Connecting with others helps to increase both accountability and enjoyment.

PURPOSE

Fourth, we all need to feel a sense of **Purpose**. Tapping into what is most deeply meaningful is what ultimately sustains lasting change.

PLAY

Finally, we all have a need to **Play**. If it's not fun, people won't do it.

Sources: Edward L. Deci and Richard M. Ryan, Self-Determination Theory; Daniel Pink, Drive



Some Educational Theory

BEHAVIORISM

Education = Transmission of Information + Conditioning

Here's the problem: We're relying on an outdated approach toward wellness, based in behaviorist theories. A behaviorist approach calls for increasing "adaptive" behavior through reinforcement and decreasing "maladaptive" behavior through absence of reward or punishment. Great idea if you're working with dogs, not so great if you're working with people!

Some leading behaviorists:

- **Ivan Pavlov** – Beginning in the 1890s, Pavlov's research laid the foundation for cognitive behaviorism. Based on prior experiences, we are "conditioned" to adapt certain behaviors.
- **Edward Thorndike** – In 1911, Thorndike coined the phrase "behavior modification."
- **BF Skinner** – During the 1930s, Skinner further refined behaviorism, theorizing that we are conditioned to adapt behaviors as a result of consequences.

CONSTRUCTIVISM

Education = Co-Creation of Meaning

Here's the solution: Begin applying a constructivist approach toward wellness, especially if the goal is to encourage long-lasting change. A constructivist approach calls for setting the stage so that students can actively "construct meaning" by relating their own experiences and knowledge base with what they are learning.

Some leading constructivists:

- **Lev Vygotsky** – During the 1920s & 30s, Vygotsky found that we learn best through "guided participation."
- **John Dewey** – Dewey (early 20th century) was a leading advocate for progressive education and promoting democracy in the classroom.
- **Jerome Bruner** – Beginning in the 1950s, Bruner has served as a leading voice to counter cognitive behaviorism. He believes that the mind is not just an "information processor;" instead, it is a creator of meaning.



Brainstorm Activity

In your group, you will be brainstorming ideas on ways to promote a sense of _____ (whichever element your group is discussing).

TASK #1: ASSIGN ROLES

Assigning group roles is a helpful tool to increase the impact of any small-group activity and keep the group on track. Please assign roles before beginning any discussion.

FACILITATOR The facilitator leads the group in the discussion, making sure that the group is staying on task and making sure that every voice is heard.	RECORDER The recorder is the transcriber. He/she keeps track of the discussion, making sure that the key points are not lost.
TIMEKEEPER The timekeeper simply keeps track of time. Based on the allotment of time, is the group's discussion where it needs to be?	REPORTER The reporter is the "voice" of the group. He/she shares out findings with the larger group, following the required parameters.

TASK #2: DEFINE _____

As a group, come up with a working definition of your assigned element. Please write out on the flip chart sheet (at the top).

TASK #3: BRAINSTORM

Now, it's time to brainstorm. Your goal is to generate as many ideas as possible. There are no "bad" ideas. Below your working definition, write out:

In order to generate a sense of _____, wouldn't it be cool if we...



Get Strategic

EMOTIONS RULE

Emotions drive our behaviors. Therefore, we need to think about how we can engage our participants on an emotional level first. To make a change that will stick, we need to embrace our “inner teenager” – the side that resists our rational thinking. If we don’t get our emotional side on board, it’ll be an uphill battle from the start.

Chip and Dan Heath, authors of *Switch*, suggest the concept that when it comes to making a change, we need to direct the rider (speak to our “rational” or thinking side), motivate the elephant (engage our “irrational” or emotional side) and set the path (tell the rider and elephant where they need to actually go). Every marketing and advertising professional knows that the key to engaging customers is appealing to their emotional side.

As wellness providers, we need to do the same: hook our participants on an emotional level first. This means more stories and fewer statistics, more images and fewer words (on PowerPoint slides), and more video clips, music and anything that “speaks to our hearts.”



PUT LEARNERS IN THE DRIVER’S SEAT

What matters is what your participants *do* as a result of the wellness program – not what information you deliver. This is why it’s critical that any health promotion program creates opportunities for practice, feedback and application. Always keep in mind that you’re not just delivering information. Your goal is to get your audience to interact with the information and make meaning of it. This is called facilitating an *active* learning process – as opposed to a passive one. This means less lecture time and more practice, feedback and hands-on skills building.



BE PROVOCATIVE

Since your adult participants are bringing loads of experience and prior knowledge with them, make sure that you provide lots of opportunities for them to share and build on these by asking open-ended questions, as opposed to closed ones. The more you can help them to draw personal connections, the more meaningful the program will become.

WE COME IN DIFFERENT FLAVORS

We all vary in how we think and take in information. As wellness facilitators, we want to provide as many different “entry points” to accommodate our heterogeneous participants.

Perceptual Styles: Perceptual Styles refers to how we *take in* information.



- **Visual:** Take in information/data through sight or through visualizing an image.
- **Auditory:** Take in information/data through auditory input.
- **Kinesthetic/Tactile:** Take in information/data through doing or feeling or through visualizing kinesthetic/tactile input.

Intelligence Styles: Intelligence Styles refers to what we *create* and how we think.

Howard Gardner introduced the Multiple Intelligences Theory in 1983, expanding upon earlier notions of what it means to be “intelligent.” Many of these intelligence styles have traditionally been considered “skills” or “talents” or “sensibilities.” With Gardner’s theory, we have come to see that, in fact, these are not only legitimate ways of being intelligent, but are essential elements of learning and being effective in the world.

- **Verbal/Analytical:** Related to words and language, both written and spoken



- **Mathematical/Logical:** Working with numbers, inductive and deductive reasoning, problem solving, and recognition of abstract patterns
- **Interpersonal:** Person-to-person relationships and communication; abilities include effective verbal and non-verbal communication, sensitivity to others' moods and intentions, and working cooperatively with others
- **Intrapersonal:** Self-awareness, including one's feelings, thinking processes, and spirituality
- **Kinesthetic:** Related to physical movement, including bodily motion as well as dexterity of hand; expressed through such activities as sports, dance, physical exercises, inventing, drama, body language, sculpting and surgery
- **Artistic/Spatial:** Ability to visualize objects and patterns; includes imagination, manipulating mental images, and finding one's way in space
- **Musical:** Recognition and ability to create tonal patterns, sound variety, and rhythm
- **Naturalist:** Understanding of one's environment and surroundings

BRING OUT THE INNER SOCIALITE

Encourage employees to learn from one another through partner and small group activities. Not only will this collaboration help to enrich and deepen the learning process, it will help to foster a sense of community – which is a key element to sparking engagement and promoting sustainable behavior change.



GO STEALTH

Try “sneaking” wellness into other, “more important” non-wellness initiatives.



About Motion Infusion

Motion Infusion, Inc., is a wellness and human performance improvement provider that is helping organizations to “get in motion.” By merging evidence-based methodologies from the field of wellness with best practices from the field of learning and development, Motion Infusion is introducing innovative solutions to improve employee health, well-being and innovation.

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About Laura



Laura Putnam, MA

Laura Putnam is author of *Workplace Wellness That Works* (WILEY) and CEO of Motion Infusion. A leading authority on how organizations can promote well-being at work and inspire employees to adopt healthier behaviors, Laura is a frequent keynote speaker and trainer. She has worked with Fortune 500s, healthcare organizations, government agencies, academic institutes, schools, and nonprofits. Laura also serves as the chair of the American Heart Association's Greater Bay Area 2020 Task Force and is a recipient of the American Heart Association's "2020 Impact" award.

Recent appearances include MSNBC “Your Business,” *Business Insider*, *Investor’s Business Daily*, *The Globe and Mail*, NPR, and her work has been featured in *New York Times*, *Entrepreneur*, and others. Laura’s unique voice on wellness and engagement are informed by her experiences as an urban public high school teacher, a community organizer in West Africa, staff for the United States Senate Subcommittee on Antitrust, a nationally competitive collegiate gymnast, professional dancer and certified Pilates instructor. A graduate of Brown University School of Education and Stanford University in International Relations, she lives in San Francisco with her fiancé.