



*It's Your Life...It's Your Adventure!*

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## **NATWC Conference Sept 2009**

### ***Experiencing the Extraordinary: Motivating Staff in Uncertain Times***

Many organizations are struggling during the current economic downturn and employees are becoming increasingly fearful of the unknown consequences. ***Add to that the stressors of working*** in a caring occupation: staggering workloads, critical situations, and endless hassles are an ordinary part of every day. Without question, morale is shaky in this environment! Experiencing the extraordinary in a community strained by these circumstances requires an appreciation of the causes of burnout, an understanding of its impacts on staff, and ways to influence the environmental stressors as well as integrate the characteristics and capabilities individuals bring to the situation to create a more positive and supportive workplace. Playfully explore the possibilities in this energizing, participatory, and fun workshop.

***“People often say that motivation doesn't last. Well, neither does bathing - that's why we recommend it daily.” ~ Zig Ziglar***

Today many of us are experiencing turbulent, chaotic, uncertain work environments. It is imperative to our program's success to engage all of our employees talents. We know motivated employees means that we can achieve goals; gain perspective; create the power to change; build self-efficacy; manage our own personal development; and help others with their personal development. With the myriad of available theories and practices, why is motivation in the workplace still a mystery? The easy answer is that we are individuals who are motivated in different ways.

Gallup Poll found 19 percent of employees are “actively disengaged” at work costing employers nationally \$292 billion to \$355 billion a year.

What do you do? 1) Be informed. 2) Know what motivates you. 3) Know what motivates others. What motivates others?

- Authentic control: decision making; setting goals; etc.
- Belonging: receiving timely information and communication; understanding management's decision making; authentic involvement.
- Growth and development
- Leadership: clear picture of the outcomes desired, goal setting, feedback, an appropriate structure or framework, resources.
- Valued: recognition for performance, fair treatment

Pfau, B. & Kay, I. (2001) *The Human Capital Edge*. McGraw-Hill.

## Experiential Activities from NATWC 9/21/09 Presentation

- **WHO ARE YOU?** Find a partner, one says “Who Are You?” and the second person answers... and keep answering until the next round. Notice the deepening of conversation and the risk.
- **FOAM FOILING:** Give your participant and yourself a midsize “swim noodle” or “fun noodle” foam and a small slice of a foam noodle (slice 1 ½ inch piece with a bread knife from a larger foam noodle). Invite the participant client to see if s/he can knock a small foam piece off the back of your hand with a midsize foam piece held like you are jousting. S/he, of course, has a foam noodle slice on the back of one of his/her hands and a jousting noodle in the other, just like you! Talk about making decisions: How did you decide when to start the game? What strategies did you use to knock off the foam noodle slice? Were you more aggressive or defensive? How did this change with your opponent’s response?
- **WALDO’S SHERPA:** Invite the group to stand in a circle with their eyes closed. Raise their hands if they want to be a leader in this activity. With hands raised, chose about ¼ of the group to be leaders (some with hands some without. Make sure there are leaders in both groups.) Drop the hands. Only those who were tapped should open their eyes and follow you out of the room. Tell the other group to keep their eyes closed and that you will be back shortly with instructions. They are only to talk to each other out of earshot of the other group. They may not talk to other group, touch other group, or touch objects the other group needs to complete their tasks. Give 3-5 tasks to complete. While they strategize, tell the other group that they may talk, but they cannot open their eyes. (If they do, just note this and close them again). They will be asked to perform a series of tasks. Give the entire group a time limit to complete the tasks. Notice who is the real “leader” and what the assumptions are. How was communication established? How did the group problem solve? How does this reflect organizations?
- **GEM CLOSING:** Hand out “gems” and invite participants to share his/her “gem” or take away from the experience. Use this as a transitional object for people to take with them.