

The Motivation

Games Manual

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1 GENERAL INTRODUCTION TO THE GAME

1.1 INTRODUCTION

Motivation may find its origin from inside (intrinsic) as well as being directed from outwards. For this game the emphasis lies at intrinsic (inner) motivation. When you let yourself be guided through your inner motivation, you kind of fall together with what you do or experience. You feel alive, energetic and you feel right as rain. That what one experiences as being motivated from within, varies from person to person and can also change as time passes.

For many people the two descriptions 'intrinsic motivation' and 'inspiration' are in direct line with each other. This can be explained by the fact that both ways lead to being motivated. People get into action and start doing what they really like to do. Hobbies make a good example of this.

Motivation and prior conditions

It is sensible to consider the prior conditions you yourself have to satisfy, to create the most benefiting circumstances to make inner motivation happen in someone else. Paramount for this stands the quality of the contact that you have with yourself but also the quality of the contact between you and the other. Not only influences the quality of this contact the way you yourself can get motivated, but it is also determining for the extent to which someone else can get motivated. To this, three aspects are of substantial importance:

- a. *Knowing yourself.* To get motivated yourself, self knowledge is an important help. Do you know what activities do and do not suit you? What is the effect of your behaviour on others? Gaining an insight in yourself can help you at making those choices that are required to give way to your inner motivation. Also showing exemplary behaviour is very important at motivating others: you can be a source of motivation to others by the way you are and the way that you act.
- b. *Showing congruent behaviour.* You behave as a person 'of one piece'. This means that your wishing, thinking, feeling and acting are on one level with each other. (Gerrickens, 1999). Your thoughts and feelings fit in with each other and you act in accordance with what you really mean. You are who you are and your behaviour illustrates this. The effect that is caused by this is that in relation with any other you are being perceived as authentic as you can be. Only then genuine contact can be experienced. As result of this, the other might be more willing to make himself known to you.
Many people find it difficult to behave in a congruent way and they rather put on a mask. For example by declaring that they agree on something, but not expressing this in their behaviour. Mask-behaviour often leads to confusion by others or to misinterpretation in communication between people. Incongruent behaviour therefore is not a fertile soil for creating conditions that give way to motivation in others.
- c. *Knowing a person.* If you want to give way to motivation in others, it is for example, important that you know which activities the other person enjoys doing, what conditions

have to be met, which inspirations are nourishing to someone else and by which obstructing thoughts the other is bothered. Unfortunately, many people who work together intensively or who are managers, are not that much informed about all this. Therefore they cannot go along with the other optimally and are thus depriving their fellow colleagues, as it were, of chances for getting or staying motivated.

The Motivation Game

The intent of The Motivation Game is to encourage people to discuss what motivates them from within.

The game consists of 140 cards, divided in four groups. Except from these cards, there is a blank card added per group, in case you yourself or fellow participants have an addition to make. The groups are:

1. *Activities* (56 pieces). These cards will help people to find an answer to questions such as: What do I enjoy doing? What gives me energy?
2. *Inspirations* (17 pieces). These cards will help people to find an answer to questions such as: Where do I get my inspiration from? What helps me to get in contact with my inspiration?
3. *Conditions* (37 pieces). These cards will help people to find an answer to questions such as: What needs need to be met so as to make it possible for me to work effectively and in a pleasant way? This can be looked at from both work as well as private life point of view. In working situations the employer can influence these conditions to a larger or smaller extent.
4. *Obstacles* (30 pieces). These cards will help people to find an answer to questions such as: Which thoughts obstruct me in realizing activities for which I am motivated? So this category copes with obstructing convictions. These are regularly returning, powerful thinking patterns that affect you in a negative way.

Each of these groups can be applied separately as well as in combination with each other. In the next paragraphs we head further into the matter of the various parts of this game.

The relation between the separate parts of the game and the concept 'motivation' can be summarized as follows: if you want to get or stay motivated, then it is important that you practise activities that you enjoy, that the required conditions are being met, that you make use of your inspirations and that you are not being bothered too much by obstacles.

1.1.1 ACTIVITIES

At the cards 'activities' the question that stands paramount is: 'What do I enjoy doing?' Those things that we enjoy doing at work (or at home) energize and motivate us. For a symbol we have chosen a lightbulb: when you do something you enjoy, you radiate your enjoyment – your light. An activity is an act coming from you and pointed outwards. So you first have to put some energy in it (switch the light on) before the lightbulb starts to glow. The chosen point of view at the activities is that you can look at it both from work as well as private situations

The description of individually activities is very broad. This is intended to allow the participants to interpret it in their own way. On occasion, you may find it useful to ask the participants to define their chosen activity cards more specifically. This can be achieved by answering the two questions (Bolles, 2000):

- a. *In what kind of situation do you enjoy the chosen activity the most?*
Activities can for example have to do with people, animals, information or objects. W-questions (who? what? where? when?) can help you describe an activity more personally.
- b. *How do you like to practise the chosen activity?* That is the 'how'-question.
An example: There are two people who both like to nurture people. But the one prefers to do this orderly and independently, according to a fixed schedule. The other one however prefers to do this while having frequent consultation with others and in a varying sequence.

Each profession or job consists of a combination of activities. Some activities are part of several functions, however the emphasis on a specific activity and also the way this activity is being practised, differs per function (and even per organization!).

The group of activities can be divided into three subgroups:

- a. *Head-activities.* These are those activities where the emphasis is on thinking, such as calculating, analysing and inventing. Activities can appeal to your intellect in different ways. Working with numbers may feel differently to writing an article for example.
- b. *Heart-activities.* Our relationship with others plays an important part in these activities. Examples are: advising, coaching or teaching. These all require a close and confidential relationship to make them significant.
- c. *Hand-activities.* For these activities physicality is very important. Examples are: cooking, gardening and operating machines.

For some activities it depends upon the way you practise the activity if it fits to the one group or the other. For example: helping someone with rebuilding is a hand-activity, whereas helping solving a complicated technical problem belongs to the head-activities.

The activity-triangle, which defines the relationship between the three groups, can help define your preference for different styles of activity. (refer continuing exercise at method 2)

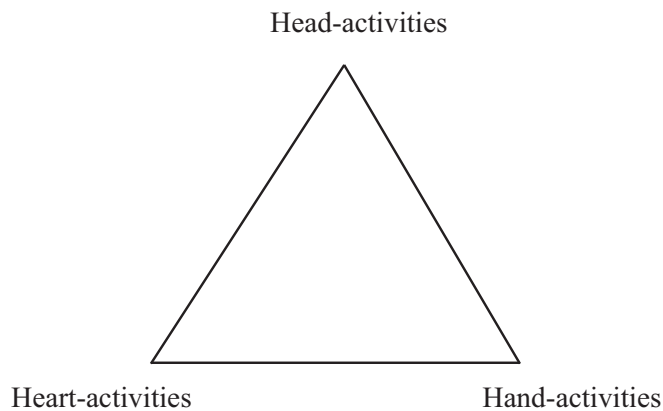


Figure 1: *Activity triangle*

All the activities that a person enjoys doing, can be defined as a specific point within the triangle. There are several options:

- a. A certain activity simply belongs to a specific group. In this case the activity is recorded at the corresponding angular point.
- b. An activity belongs to two groups. In which case the activity is registered on the connecting line between those two groups; where exactly depends on whichever group is the more influential.
- c. An activity belongs to each of the three groups. If this is the case, the activity is placed within the triangle, according to its relative significance to each group.

1.1.2 INSPIRATION CARDS

From where do you derive your inspiration in life? Where do you draw your strength? What touches you deeply? These are the questions to explore with the inspiration cards. We have chosen a flame to represent these cards. Fire gives light and a flame can also give warmth, in the same way that you can draw warmth and energy from a source of inspiration.

Take a look at these cards. Notice that the sources of inspiration are extremely diverse. One person may draw his inspiration from the way people behave; another derives it from nature or art.

We have chosen to formulate the inspirations in a neutral way, so that someone selecting a card, can translate it to fit their own feelings. There are both positive and negative sources of inspiration. For example, one person may be inspired by feelings because to them this implies being connected to others; another will associate feelings with jealousy, hate or anger. Also this emotion can bring forth a wish that may lead to action.

People can be inspired in very different ways. A negative experience now may turn out to be a source of inspiration in the future by the moral value or the ideal that derives from it. A person might for example hold as an ideal that he wants to be the best in his profession, to prove to himself on his (late) father who used to make him feel small.

METHODS OF PLAY THE ACTIVITY CARDS

1. Swap Shop

PURPOSES

1. Getting to know each other.
2. Becoming more aware of those activities that you most enjoy doing.

PRIOR CONDITIONS

1. The participants do not need to know each other.
2. Number of participants: 4-8. If the number of players is larger, split into subgroups and use more sets of cards.
3. Necessary: all of the cards 'activities'
4. Estimated playing time: 15-20 minutes.

METHOD

1. Players work in pairs.
2. Each player receives seven cards at random.
3. Take a look at the cards your partner is holding. Are there any cards you'd like to swap for cards in your own hand? The activity printed on the cards that you want to swap should appeal to you more than the ones you want to exchange. Explain your choice and how you like to practise these specific activities. If you cannot agree on a swap you may decide simply to give a card without receiving one in return, or vice versa.
4. Swap partners and repeat step 3. Take about 3-4 minutes for each discussion.
5. Continue until asked to stop. At the end of the game, each player should have a set of cards that are reasonably representative of the activities they most enjoy doing. They should also have learned more about what motivates their colleagues.

ALTERNATIVE VERSIONS

Version A

If you want to have the participants get acquainted with the group as a whole, try the following:

- a. Spread all of the activity cards face up on a table.
- b. Each player reflects on a card that they feel is important in their work, and that they enjoy.
- c. Everyone, in turn, should pick up the card they have selected. Introduce yourselves
- d. with the help of this card. You also explain why this activity is important in your work and what you particularly like about it.

Version B

If the players all form part of a real team, try the following as an alternative to version A.

- a. Ask each player to choose an activity that is important to the team (as a whole) and to explain their choice. Other players may agree or disagree with the choice

Version C

If the participants know each other well, it is also possible to have them select an activity that one of their fellow team members enjoys.

- a. Prepare slips of paper carrying the names of the players.
- b. Ask each player to draw a slip at random (and keep it hidden from the others).
- c. Spread all of the activity cards face up on a table.
- d. Ask each player in turn to nominate an activity that they know the person, whose name they have drawn, enjoys. The remaining players have the task of guessing to which team member the activity applies. When guessing, people should explain the reason for their choice.

Version D

Version C can also be played using the cards ‘ inspirations’, or ‘prior conditions’. The various starting questions at step ‘d’ are :

- a. Inspiration: ‘ Where do you derive your inspiration from?’. At step ‘d ‘ you answer the question: ‘What to you implies this inspiration ?
- b. Conditions: ‘What condition is of great importance to you in your work?’ At step ‘d’ you answer the question: ‘To what extent is this condition met in your present work and how does this effect you?’.

Version E

If the participants form a team or know each other well, it is also possible to have them express an activity that one of their fellow members enjoys. By means of drawing, each of the players is assigned to a fellow team member. In turn you express an activity that the person you are assigned to enjoys practising. The other team members have to guess what activity of which team member is being expressed. The one who makes a guess, explains his choice. If the activity is guessed right, the person who expressed it, clarifies his choice.

Version F

You can also have each individual member of a starting team express an important activity for the team as a whole. Thus it soon becomes obvious, what activities are considered to be essential by the individual team members.

METHODS OF PLAY THE INSPIRATION CARDS

8. Personal Inspiration

PURPOSES

1. Making people aware of which sources of inspiration affect them most.
2. Getting to know each other better.

PRIOR CONDITIONS

1. The participants do not need to know each other.
2. Number of participants: 2 – 8. If the number of players is larger, split them into subgroups.
3. Necessary: a complete set of inspiration cards plus paper and pens.
4. Estimated playing time: 20 minutes to one hour.

METHOD

1. Place all of the inspiration cards, including the blank card, face up on the table.
2. Everyone selects three cards representing key personal sources of inspiration and writes them down.
3. For each of your choices, note:
 - a. What is this source of inspiration all about for you?
 - b. How, where and how often do you find it?
 - c. How does it affect you?
 - d. Is the affect of this source of inspiration visible in your work or private life and, if so, how?
4. One at a time pick out the cards from your list and place them in front of you. Explain your choice to the group and invite feedback. When you have finished, return the cards to the centre of the table, for the next person to use. (You may wish to agree a time limit for each player, at this stage.)

Note: This is an exercise that can be done on your own. Write down your answers and share them with a coach, mentor or colleague.

CONTINUING EXERCISES

If you want to reflect on your sources of inspiration in another way, try the following questions:

1. Which person, alive or dead, would you like to meet (again)?
In what way does this person inspire you?
2. What kind of object(s) do you like to surround yourself with at home or at work?
How does this reflect what inspires you?
Make a list of everything that you wish for. Be spontaneous and write down everything that comes into your head. Then reflect on the following questions:
- Which inner need does this wish fulfil?

- Is there something that strikes you about your list?
- Which wishes are most likely to give you a feeling of fulfilment and inspiration?
- Which of your wishes can you influence to give maximum rein to your feelings of inspiration? (Schuijt, 1999)

ALTERNATIVE VERSION

It can also be sensible to have a look at the inspirations of an organization and to compare them with your personal inspirations. The procedure goes as follows:

- a. At step 2 you also select two inspiration cards that are very important to the organization you work for. Write down what you notice of them in every day life at your work. It may cause some difficulty to trace those inspirations down. Sometimes the vision of an organization or the service or product the organization delivers, offers a grip.
- b. At step 4 you give an explanation on the inspirations that you choose for yourself. Compare the inspirations selected at step a and b. What conclusion can you draw? Can any of your inspirations add something to the organization? If so, which one can and in what way?

Note: Sometimes the personal inspirations and those of the organization collide with each other. This is the case with for example opponent values or ideals.

METHODS OF PLAY THE PRIOR CONDITION CARDS

12. Conditions Auction

PURPOSE

To increase awareness of the importance of the various prior conditions as they apply to your current job role.

PRIOR CONDITIONS

1. Number of participants: 2 – 6.
2. The participants all have the same basic job role but do not need to know each other.
3. Necessary: a complete set of prior conditions cards, pens and paper, plus some toy money..
4. Estimated playing time: 40 minutes to 1 hour.

PROCEDURE

1. Spread all of the cards face up on the table.
2. Select a maximum of eight conditions that you find important to be able to carry out your current role in an enjoyable and motivated way. List these and, if possible, rank them. Make sure the other players cannot read your list.
3. Each player can now start bidding for those prior conditions that they have selected as important.
4. Shuffle the cards and place the pack face down on the table. One of the players (the auctioneer) picks up a card from the pack, shows it to all players and asks: ‘Who wants to buy this prior condition and for how much?’ If there is more than one potential buyer, the card is sold to the highest bidder. The buyer of the card pays the auctioneer and places the card face up on the table in front of themselves. If no one wants to buy a particular card, it is discarded. The game continues until everyone’s money is spent or until all the cards have been sold.
5. Discuss the results:
 - How many of the prior conditions on your list were you able to buy?
 - Which prior conditions did you buy and why?
 - How far did the amount you paid for these skills represent their worth to you?

METHODS OF PLAY THE OBSTACLE CARDS

18. Transformations

PURPOSES

1. Getting a better insight into mindsets that are unhelpful.
2. Identifying ways of dealing with obstructive mindsets.

PRIOR CONDITIONS

1. The participants do not need to know each other.
2. Number of participants: 2 – 16.
3. Necessary: a set of obstacle cards numbers 1-25, for each player , plus paper and pens.
4. Estimated playing time: 1 hour to 90 minutes.

PROCEDURE

1. Form pairs.
2. Everyone spreads all of their cards face up in front of them.
3. Select a maximum of five cards that represent your own ways of thinking that occur most often and are most deeply ingrained. Rank them in order of importance, with the most significant at the top.
4. Reflect on the extent to which each of these mindsets is helpful or obstructive. Do this by writing down a minimum of two advantages and two disadvantages gained by clinging to this way of thinking. Does this give you any new insights? How do you feel about tackling this mindset? If you are not ready to challenge it, respect your own decision, but remember the potential harm it can do to you and those around you. If you'd like to tackle this mindset, continue with step 5.
5. State the obstacles that you would like to tackle, using a positive and not a negative. Avoid the use of the word 'not'. For example: 'I will never succeed' becomes 'I am successful in what I do'.
6. Write down this new thought seven times. Check every time you do so to see what this new way of thinking generates and write down your thoughts. This can help you identify any personal blockages that may be hidden behind your original mindset. You can deal with these using the method described in steps 4 and 5.
7. Think back to a specific example of when you found yourself particularly limited by this obstructive mindset. Imagine that this situation represents an act within a play, of which you are the director. Use your new mindset and see if you can generate a mental picture of yourself acting in such a way that the situation is resolved positively. Write this situation or

- story down. Notice how this makes you feel. How would you have to behave, what would you have to do, or not do, to manage the situation positively?
8. Work on identifying an opportunity to try out your new mindset. Don't try anything too challenging to start with. Think about how you will approach the situation.
 9. Share your experiences with your partner. Take it in turns to talk, listen and offer feedback. Be ready to share your conclusions with the whole group.

EXPLANATORY NOTES

1. This method of play can only be applied for obstacles with a low emotional impact (refer par. 1.1.4)
2. This method can also be applied by one person only or with help of a coach.

CONTINUING EXERCISE

If you have decided that you would like to pay more attention on the transforming of the obstructing thought, it might help to write your newly, positively stated conviction on small leaflets that you can, for example, put in your purse, or place in a different place where you will come across it often. The philosophy behind this is, that you have probably repeated the negatively stated thought quite often and that you can diminish the effect of this, by repeatedly thinking an opposite, positively stated thought. You may also want to make a collage that reflects the pleasant situations and feelings, that arise from your newly and positive conviction.