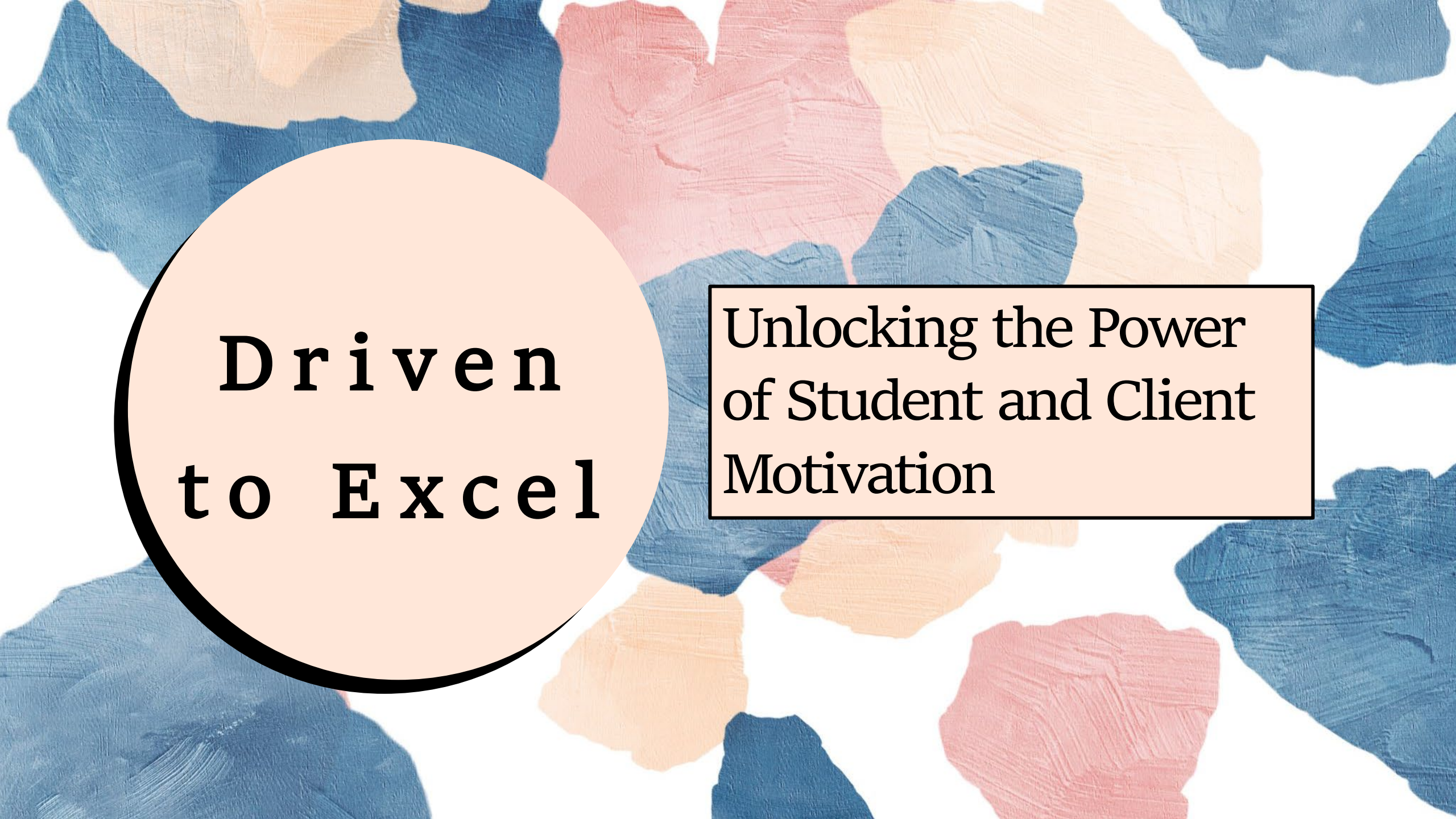




Driven to Excel

Unlocking the Power
of Student and Client
Motivation

AGENDA

Students and clients need motivation for:

- Persistence
- Social & emotional well-being
- Content and skill learning
- Growth mindset development
- Self-advocacy and the courage to complete!





WELCOME!

Anita Kerr

Southern IL Professional
Development Center

Adult educator for 25 years

WHAT
MOTIVATES
YOU?

**SHARE IN THE
CHAT**



Adobe stock image

THE CONTEXT FOR MOTIVATION

Retention

Outcome Targets

Participant Success



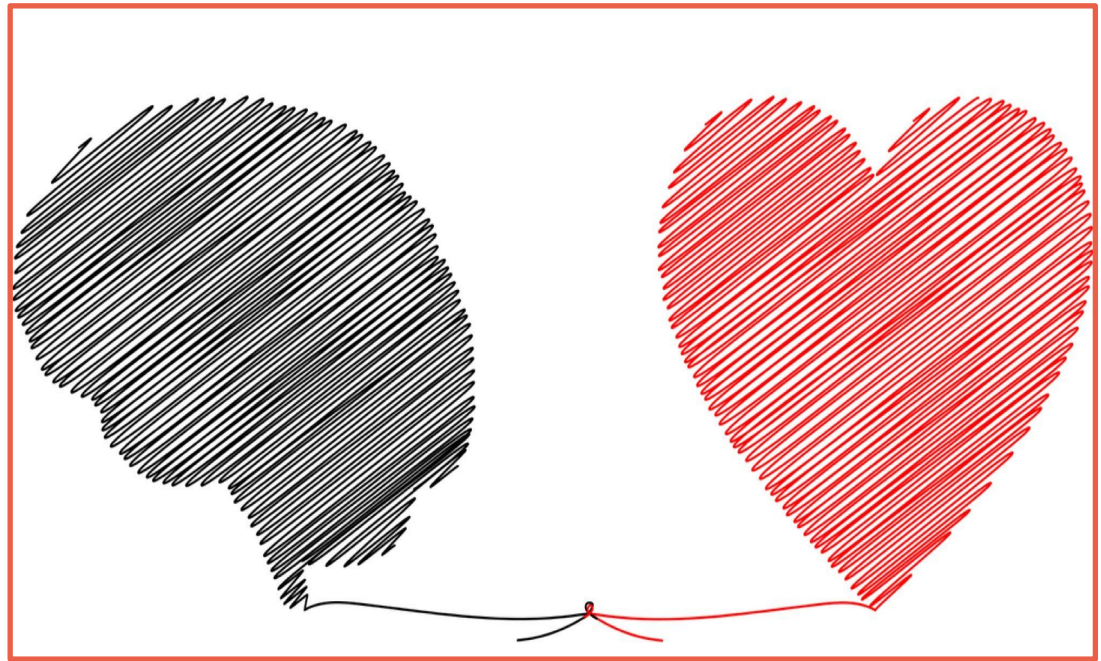
EXTRINSIC vs INTRINSIC MOTIVATION

EXTRINSIC



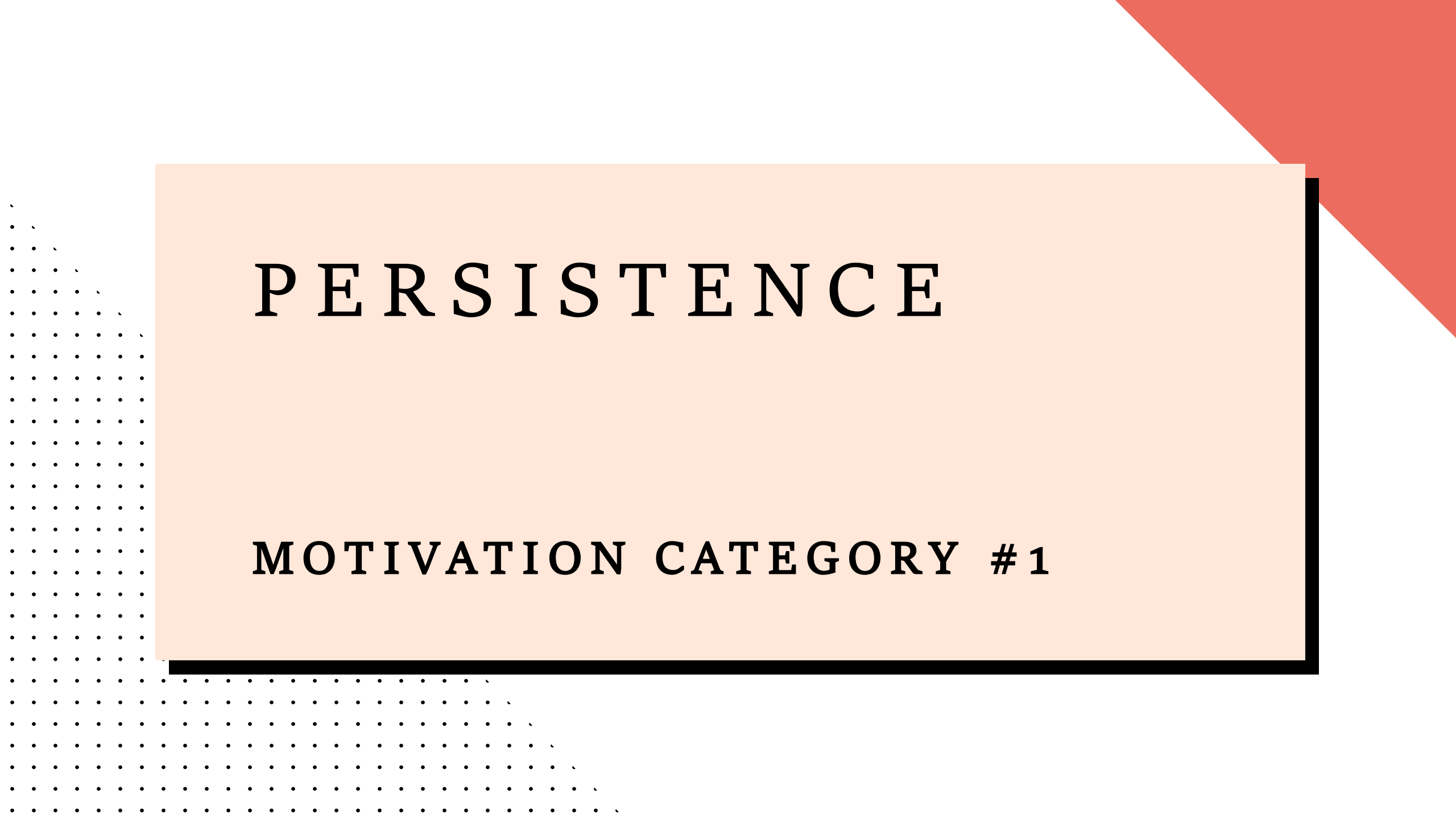
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INTRINSIC



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PERSISTENCE

MOTIVATION CATEGORY #1



MOTIVATE
THEM TO
STAY
ORGANIZED
AND SEE
PROGRESS

MOTIVATE THEM TO PERSIST PAST FAILURE

Accept failure as
part of the process

Failure = First
Attempt In Learning

Failing
Forward

"When you correct an error, your brain is constructing new wiring to lead you to make a better choice next time.

Making a mistake can actually benefit you if you persist and figure out what went wrong and learn from it."

– LINCS Motivating Adult Learners to Persist course



FAILING
FORWARD!

MOTIVATE THEM TO PERSIST BEYOND FAILURE



Mel Robbins:

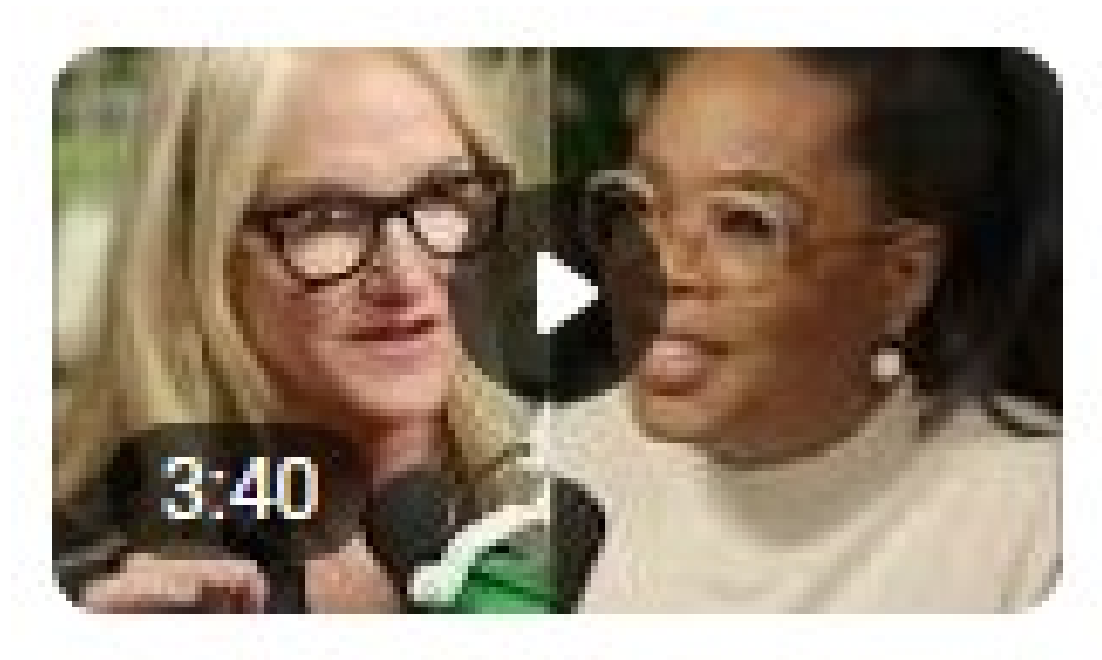
“Remaking your life isn’t glamorous
– it's grueling.”

Don't wait until you FEEL ready.

Take the first step to MAKE yourself
ready!

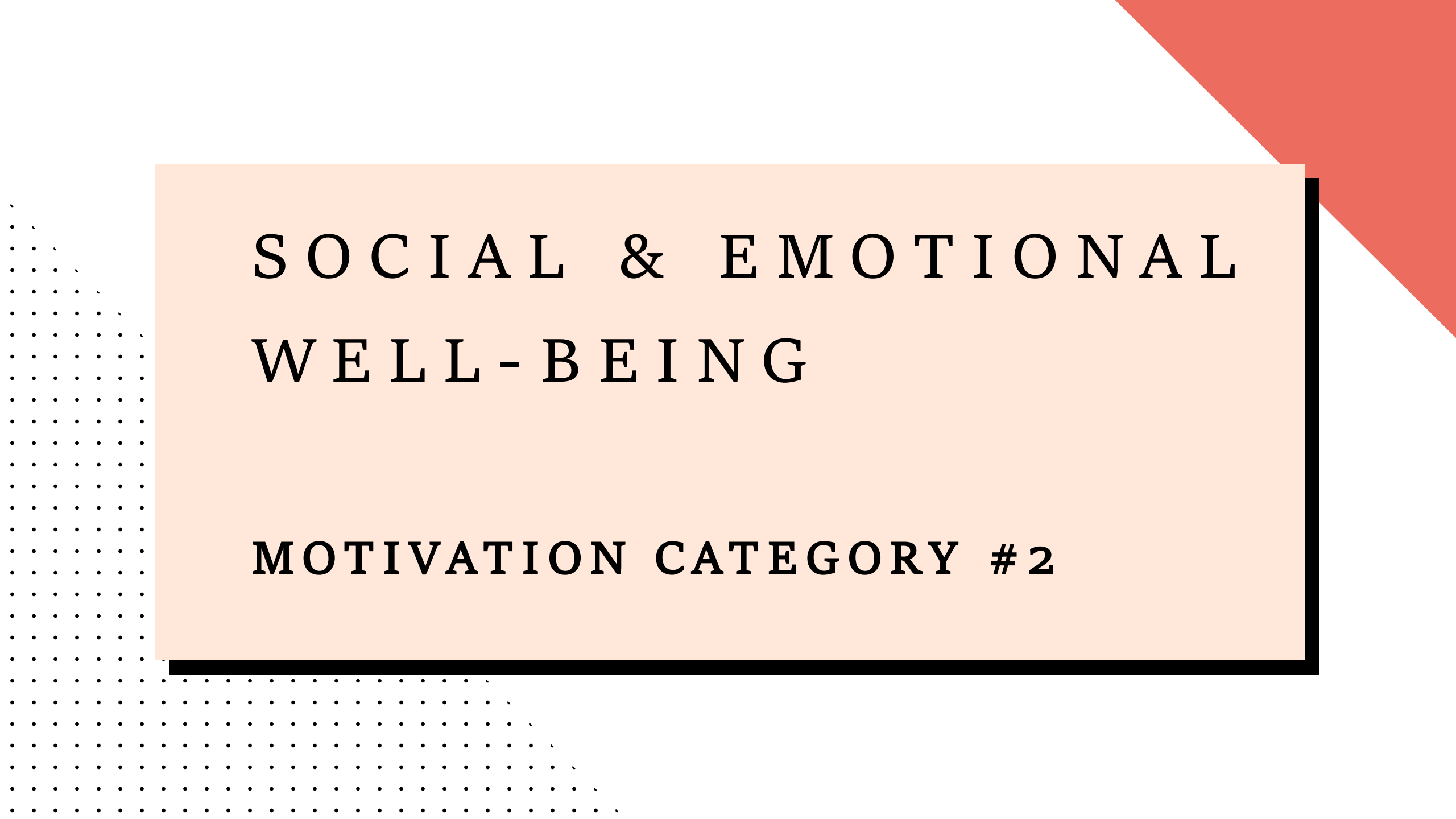


5-4-3-2-1, THEN TAKE ACTION!



Mel Robbins on Oprah's Podcast – May 6, 2025





SOCIAL & EMOTIONAL WELL-BEING

MOTIVATION CATEGORY #2

MOTIVATE THEM TO GROW AS PEOPLE

Social-Emotional Learning (SEL), aka 21st century skills, workforce readiness, or just plain soft skills. **Not a new concept, just a new phrase!**

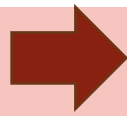
Modeling SEL is good but teaching or coaching directly is better.

- Put students in groups and ask them to interact, discuss, & solve problems together.
- Give students a task but omit some pieces or instructions – they must figure it out as they work and learn to be agile.
- Use scenarios and open-ended questions to help them predict, plan, & troubleshoot.
- Offer them leadership roles and motivate them to develop skills to serve in that role. Introduce them to new opportunities and invite them to plan to achieve them.

OPEN ENDED QUESTIONS



CLOSED QUESTIONS



OPEN ENDED QUESTIONS

Closed
Question

- **Are you currently in training, high school or obtaining your GED?**

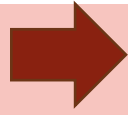
Sort of
open

- **What are your current plans for education?**
- **What type of educational accomplishments have you achieved?**

Open

- **Tell me about your education and skill training from high school to today.**
- **How do you feel about getting more education or skill training?**
- **What advantages would continuing your education have?**

CLOSED QUESTIONS



OPEN-ENDED QUESTIONS

Closed
Question

- **Have you ever worked before?**

Sort of
open

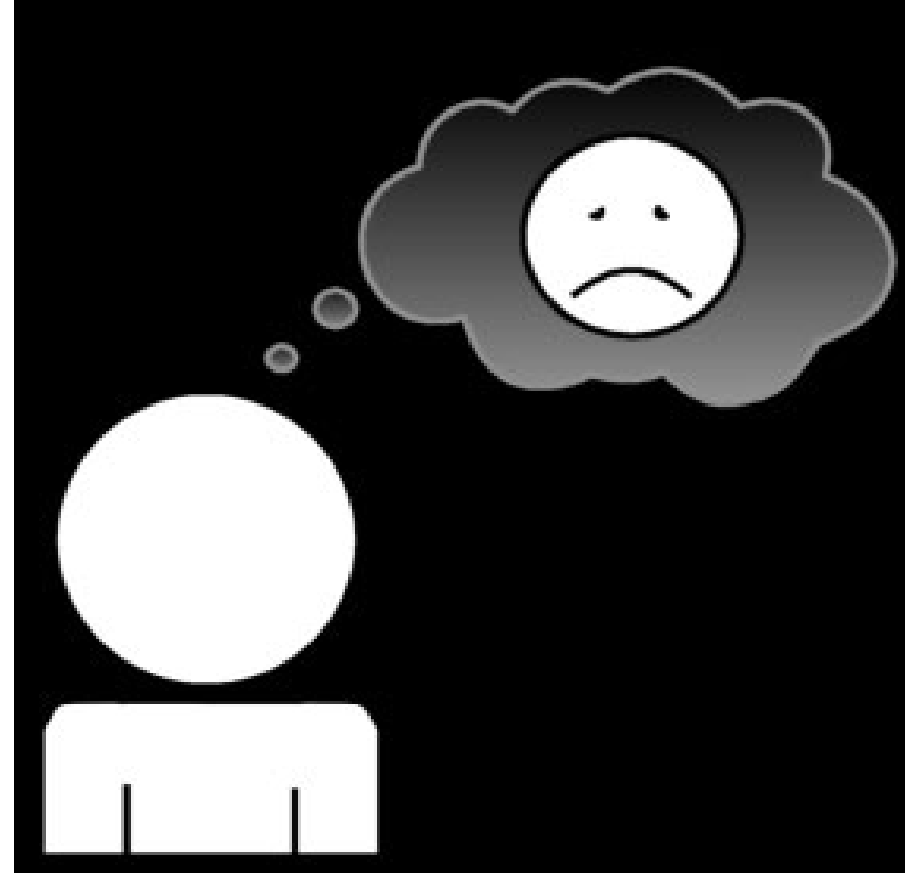
- **Tell me all the jobs you have done in the past.**
- **What work experience do you have?**
- **What types of jobs have you had in the past?**

Open

- **Tell me about some jobs you have held & what you learned in those jobs.**
- **Please tell me a little about your work history. I am interested in what you did, how long you worked there, and what made you decide to leave.**
- **What kind of jobs come to mind when you dream about a job you like? What do you think that you could enjoy doing and why?**
- **When you think about your work history, tell me which jobs you would be willing to do again and which jobs you wouldn't want to do again - why?**

MOTIVATE THEM TO OVERCOME NEGATIVITY

- Past school experiences
- Past work environments
- The people around them
- Their own inner thoughts

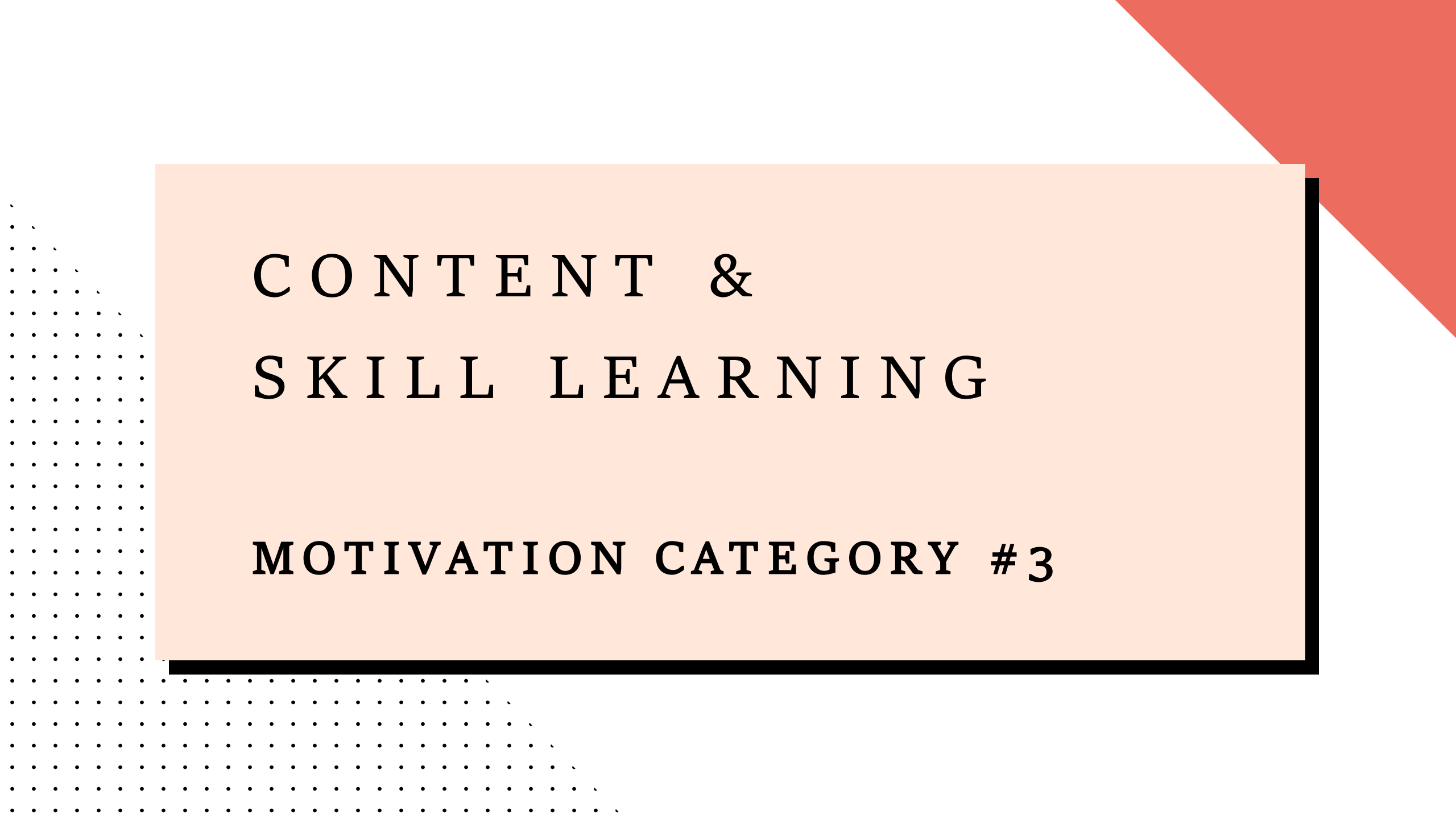


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ADULTS
MOTIVATE
EACH OTHER





CONTENT & SKILL LEARNING

MOTIVATION CATEGORY #3

MOTIVATE THEM TO KEEP READING

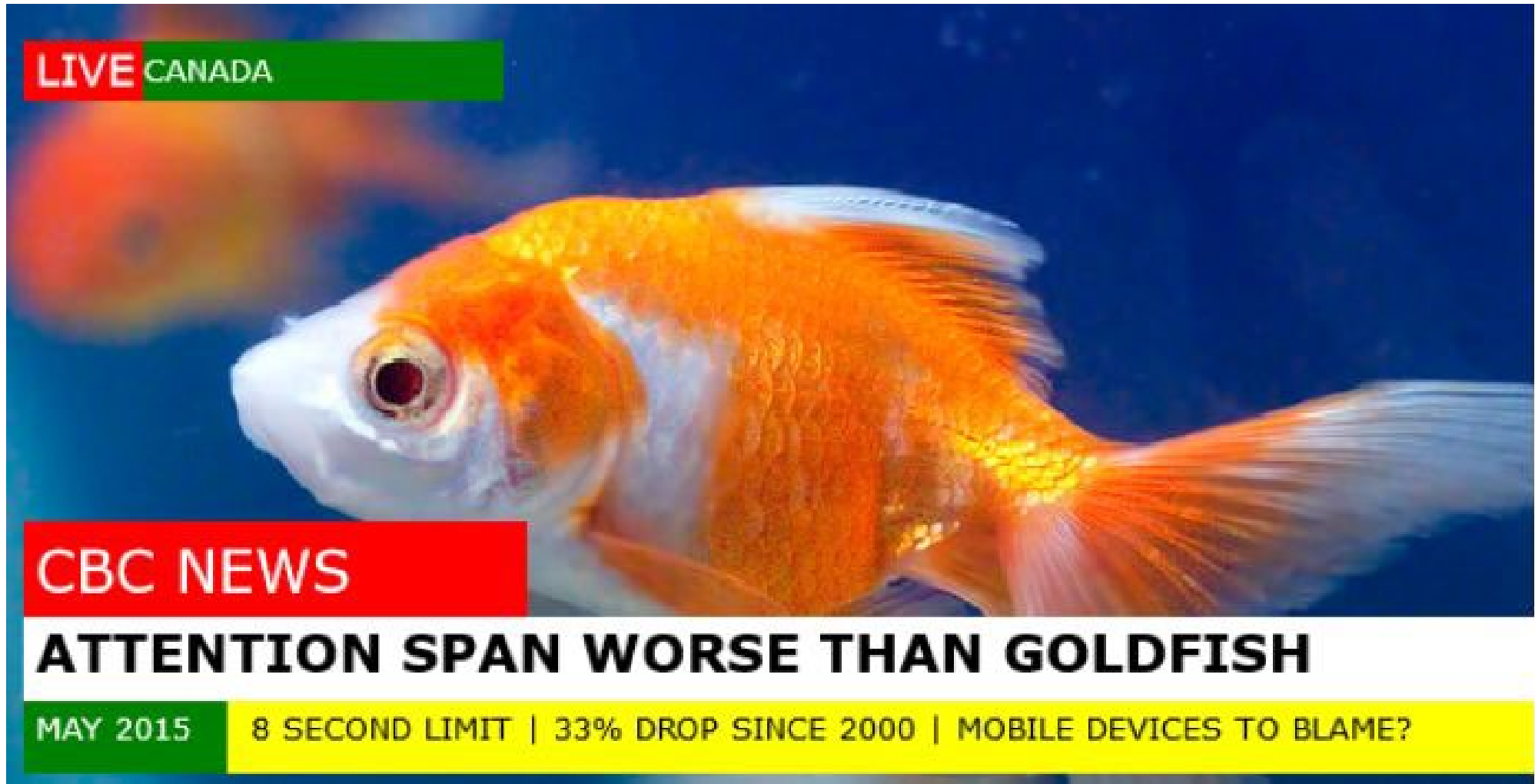
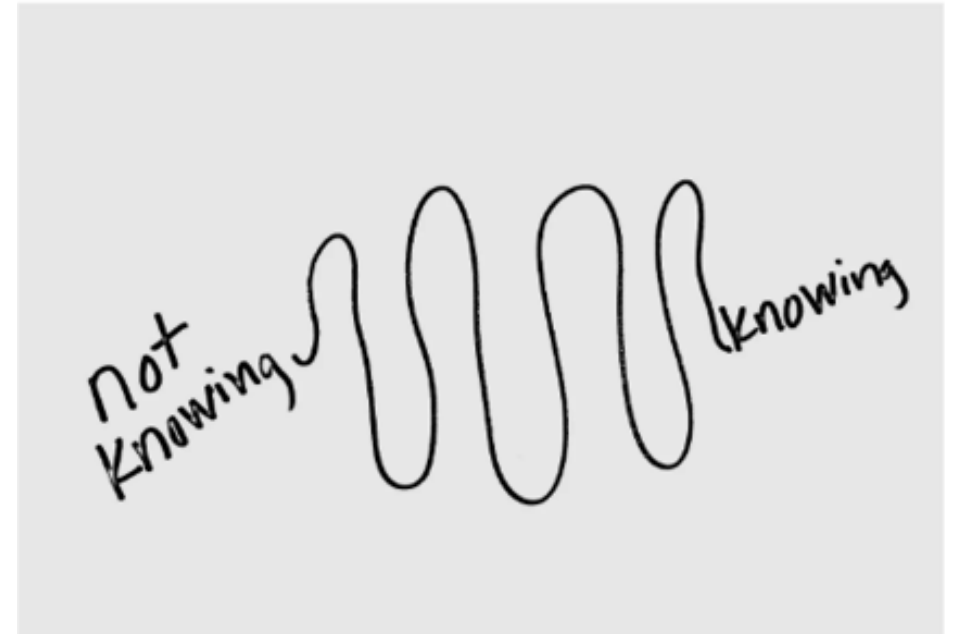


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MOTIVATE
DURING
FRUSTRATION

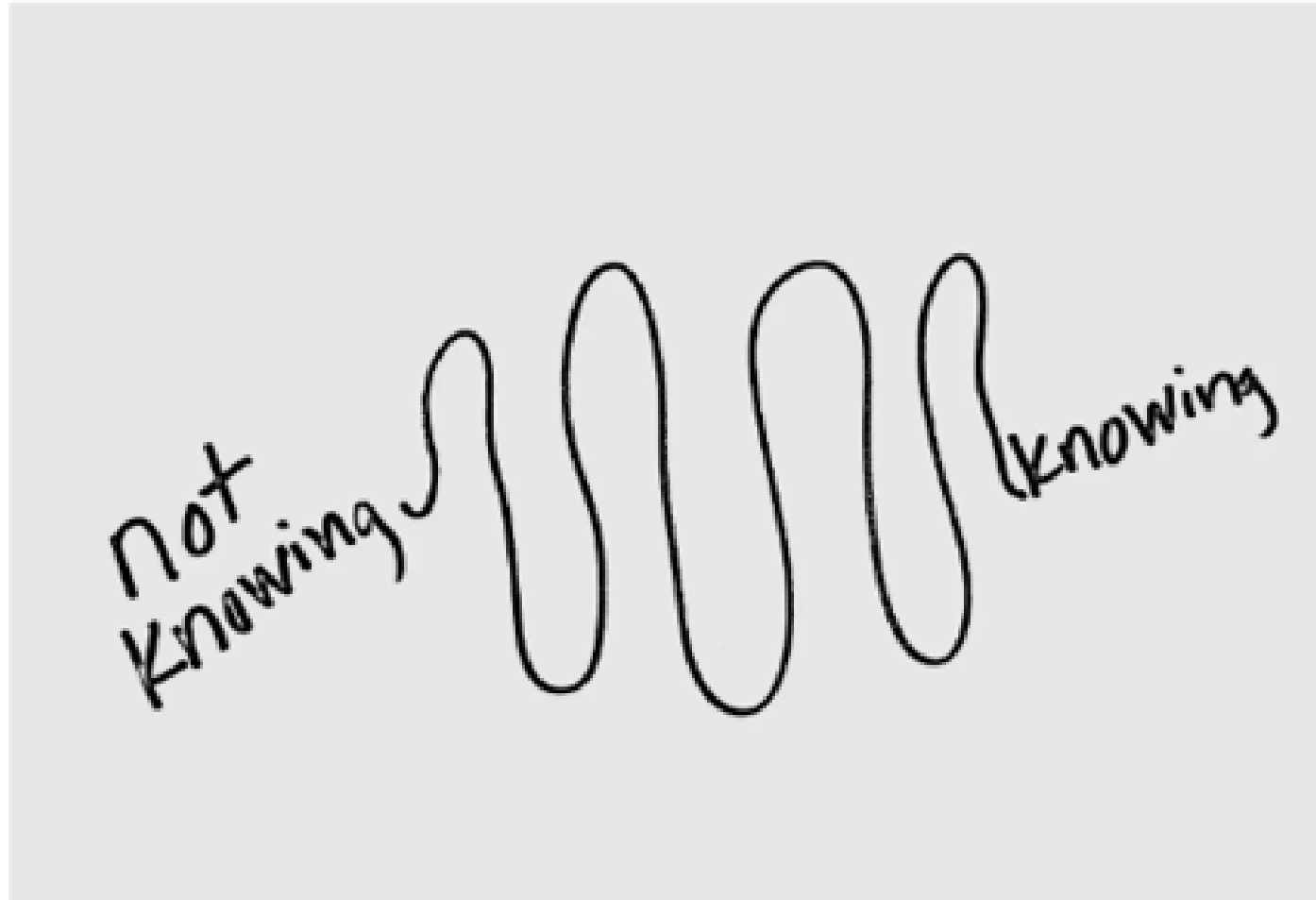
**ADULTS NEED
MOTIVATION TO GET
COMFORTABLE IN THE
"LEARNING SPACE"**





<https://www.youtube.com/watch?v=zpR6AEKAZuc>

MOTIVATE ADULTS TO TOLERATE THE 'LEARNING SPACE'





G R O W T H

M I N D S E T

D E V E L O P M E N T

M O T I V A T I O N C A T E G O R Y # 4

MOTIVATE THEM TO GROW

Fixed Mindset



Permanent mindset

You are born with certain abilities and talents

Avoids challenges to prevent failure

Believes that talent is innate so effort is meaningless

Views feedback as personal attack

Growth Mindset



Room for growth and change

Abilities and intelligence can be developed

Embraces challenges and possible failures

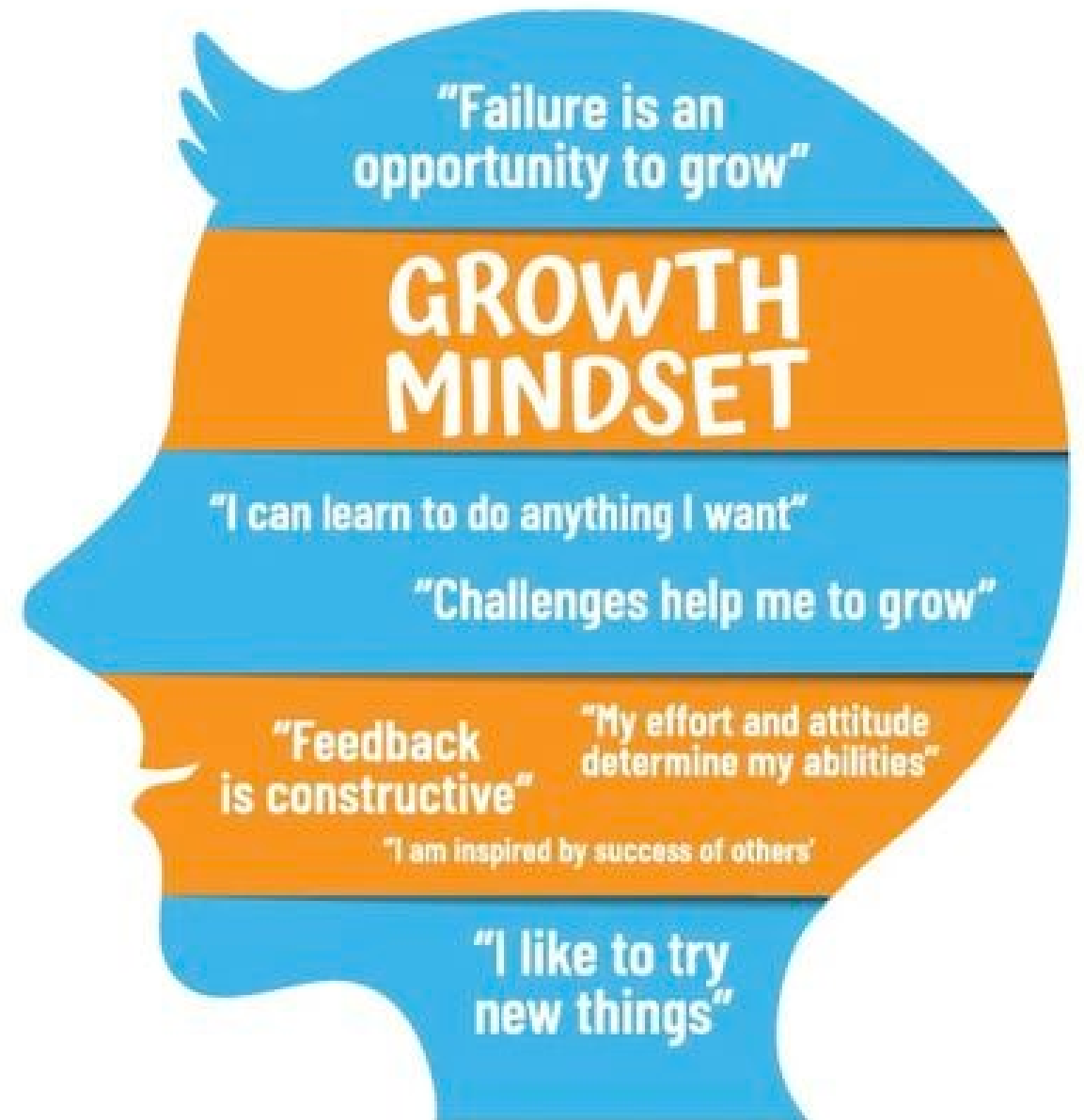
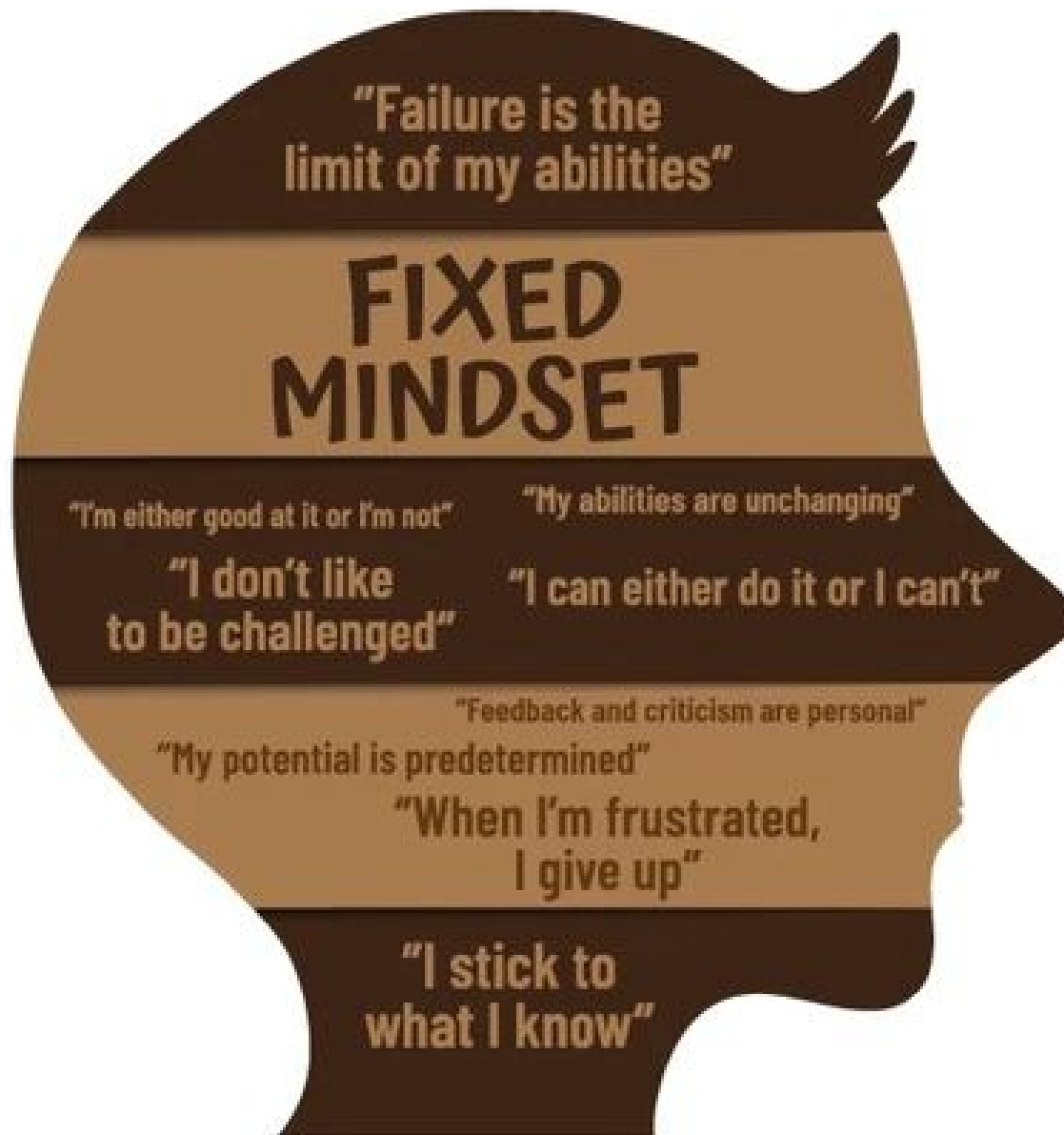
Believes that effort can lead to mastery

Welcomes constructive feedback

https://positive.b-cdn.net/wp-content/uploads/2023/03/PP_Growth_Mindset_vs_Fixed_Mindset_Frame_1-min.png

THE LANGUAGE
OF GROWTH
MINDSET

**FOR US AND
OUR PARTICIPANTS!**





FOCUS ON
PROCESS
OVER
PRODUCT



MISTAKES
ARE PART OF
THE
LEARNING
PROCESS



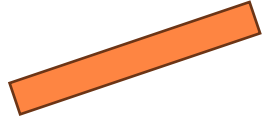
ERRORS ARE
LEARNING
OPPORTUNITIES



REALISTIC
ASSESSMENT
OF THEIR
OWN
KNOWLEDGE



CLEAR,
SPECIFIC, AND
ACCURATE
FEEDBACK



When adults use negative self-talk, we can intervene with feedback that uses 'growth mindset' language.



Student or client says:	Use this language frame:
1. "This is too hard for me."	
2. "I'm not good at this."	
3. "I got it all wrong."	

SELF-ADVOCACY
& THE COURAGE
TO COMPLETE!

MOTIVATION CATEGORY #5

MOTIVATE THEM TO SELF-ADVOCATE

Advocate – add a voice of support to another person

Self-advocate – use your **OWN** voice to support **YOURSELF!**



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A SUBTLE BUT IMPORTANT DIFFERENCE:

Definition of Praise:

- the act of *expressing approval* or admiration
- Praise is defined as giving *someone approval*
- Praise is an external expression of approval given to someone as a result of their actions or achievements

Definition of Affirmation:

- State an effort the person is making or a strength you notice and reflect it to them.
- Affirmations are statements and gestures that recognize people's strengths and acknowledge behaviors that lead toward positive change, no matter how big or small.
- Affirmations are an internal recognition of a person's worth, regardless of their actions or achievements.

PRAISE VERSUS AFFIRMATION: WHAT IS DIFFERENT?

Praise

- I am proud of you.
- I think this resume is much improved.
- I think that was a creative solution.
- I liked the way that you handled that situation.
- I couldn't be happier to see these scores.

Affirmation

- Congratulations! **You** worked hard & deserve that job!"
- The time and energy **you** put into updating your resume shows.
- **Your** creativity shows in **your** problem-solving. **You** think outside the box.
- **You** really handled that situation well because....
- **You** tried really hard on that. **You** must be pleased with how well you did.

MOTIVATE THEM TO COMPLETE

Culmination Motivation

Adults can hesitate to take those final steps toward achieving their goal, & it is often out of fear of failure or fear of change. We can help them **embrace the final steps** they need to take to reach their goals.



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Courtnie Ferguson

LLCC GED Prep 2024-25

She/Her

Apr 3, 2025 at 2:45pm

Ha ha i didn't even realize I didn't put them thank you so much!! 😊 math here i come 🥰



Anita Kerr, Courtnie Ferguson

LLCC GED Prep 2024-25

Apr 3, 2025 at 2:41pm

WHERE ARE YOUR EXPLANATION POINTS in that message, GIRL???
THAT'S AMAZING!!!

I am so proud of you! Math test, here you come!!!! :)

On Thu, Apr 3, 2025 at 2:37 PM Courtnie Ferguson <notifications@instructure.com> wrote:

[show quoted text](#)



Courtnie Ferguson

LLCC GED Prep 2024-25

She/Her

Apr 3, 2025 at 2:37pm

I passed with a score of 152

STUDENTS
& CLIENTS
NEED TO BE
MOTIVATED
TO
CELEBRATE!

**KEY TAKEAWAY
FROM OUR SESSION**

WHAT DO I
WANT TO
REMEMBER?



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What motivation strategy interests you??

- *Encourage failing forward
- *Change negative thoughts
- *Build community
- *Use growth mindset language
- *Tolerate the 'learning space'
- *Teach self-advocacy
- *Help them celebrate

1) Which type of motivation is most necessary for your students/clients?

2) Which 2 ideas or strategies could you apply with students/clients in the next week? Make a plan to implement them!

REFLECTION

Thank you!
Have fun
motivating!

Anita Kerr

anikerr@siue.edu

