



# Motivation

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## Icons



Trainer Input



Individual Exercise



Paired or Smaller Group Exercise



Group Exercise



Timings



Flip Chart



PowerPoint Slide



Handout



Discuss & Do



Music



## Key Messages

- Motivation helps us achieve, to get a job done or done well
- Motivation comes internally ( from within ) or externally ( encouragement from others )
- Different things motivate different people
- Understanding what motivates us and other people enables us to be more persuasive when interacting with them

## Suitable for:

All skill levels and experience of delivering training including:

**Managers / Team leaders** to run in team meetings to focus team members on customer service skills and behaviours.

**Induction Training** – these modules are designed to work flexibly. You can include them in your induction or orientation training to focus new starters on the importance of customer service.

**Internal Training Sessions** – short sharp sessions which can be run as required to develop key customer facing skills within your business.

# Trainer's Guide

What's included in the Trainer's Guide?

1. High level session plan in table format which helps you understand:
  - the course timings
  - what you are aiming to achieve in the session and
  - how to go about it
2. Detailed trainer's guide which explains how to run the training session.
3. Advanced options for more experienced facilitators.

You will also find in your **in Tune** Pack:

- **PowerPoint Slide Pack**; great as it is, but you can also customise to your organisation. Sessions can be delivered without using PowerPoint if you don't have the facilities, or prefer not to use them
- **Workbook**; all the PowerPoint slides in this handy workbook. Ample space for participants to make notes as a useful reminder of their session
- **Handouts**; additional supporting handouts of key messages and exercises.

## Running your in Tune session

The **in Tune** programme is a series of modules which aim to help participants **tune in to** the needs of each other, their customers and the business as a whole.

They are designed to inspire, motivate and educate individuals, team members and employees to think about their behaviour and the impact they have on those around them.

**In Tune** has been designed to reduce the cost of training, cut development time and add value to your organisation. You can run each session alone or link sessions together to make a programme of activity.

**In Tune** Modules are designed so that line managers or trainers can run short but effective training sessions; keeping costs and disruption to the working day to a minimum.

Designed to be delivered in **one hour**, there is also the flexibility to extend the sessions and look at each of the content areas in more depth.

The comprehensive pack means that managers can use them in their team meetings to keep key customer service messages alive.



There's a focus on putting things into practice and you will see the "Discuss and Do" icon as a reminder to everyone that they need to commit to action as a result of the session.

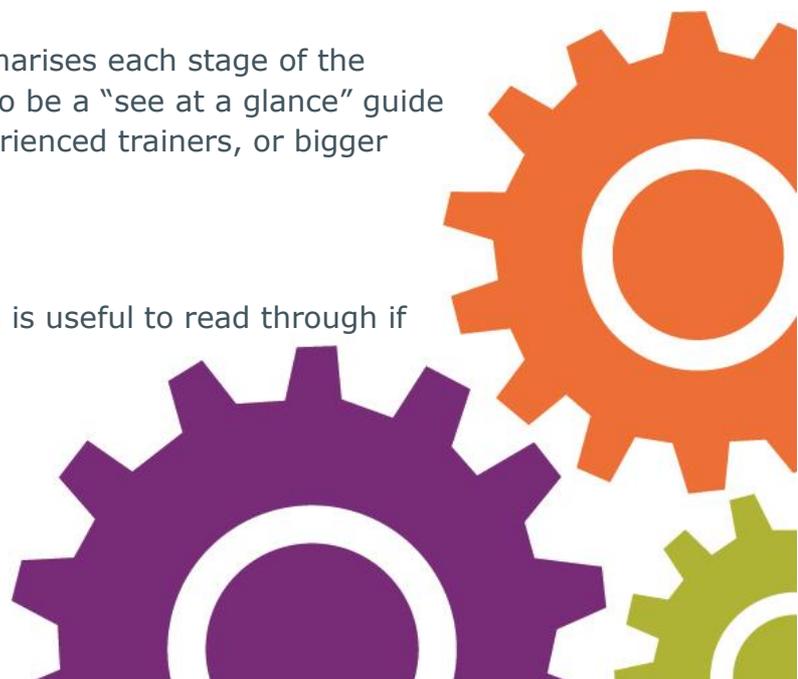
### How to get the most from this guide

#### Experienced Trainers

You'll find a session plan which summarises each stage of the session at high level – it's designed to be a "see at a glance" guide to running the session for more experienced trainers, or bigger picture thinkers.

#### New to Training?

You'll find a step by step guide which is useful to read through if you are new to this type of training.



## Delivering Good Training

We believe good training is

- **Participative** - so we're encouraging you to ask questions, and get people involved in the session ( it's more useful for them, and it takes the pressure off you )
- **Real** – the more you are able to relate the content to the participants the more interest you'll generate. Don't worry about remembering the content word for word, focus on promoting a discussion which is relevant to your people and your organisation. Keep it Real
- **Action focused** – people have to do something with their learning to benefit from the training, so there is a focus on "Discuss and Do" within the sessions. You can reinforce this with phrases such as "say it and do it" or "make a promise, keep a promise"

As the trainer running the session it's important that you flex the material to make it relevant to the people you are working with, so this is put together as a guide not a script.

## Types of exercises you'll find in in Tune



### Individual exercise

Helps involve each participant, and gets them to think something through for themselves. Working alone provides time for thinking and reflection which we don't always have time for in our everyday activity.



### Paired exercise

A low risk way of getting people to participate, and share their ideas – some people hate speaking in front of a group and this is a good way to get their involvement especially early on in a training session. Choose the pairs carefully to help ensure everyone's involvement, stretch participants or manage louder or more disruptive members of the group.



### Group exercise

The larger the group of people taking part in an exercise the greater the risk that someone will feel excluded or may hide in the group. Check to make sure that everyone is involved, and encourage quieter members to give their input.



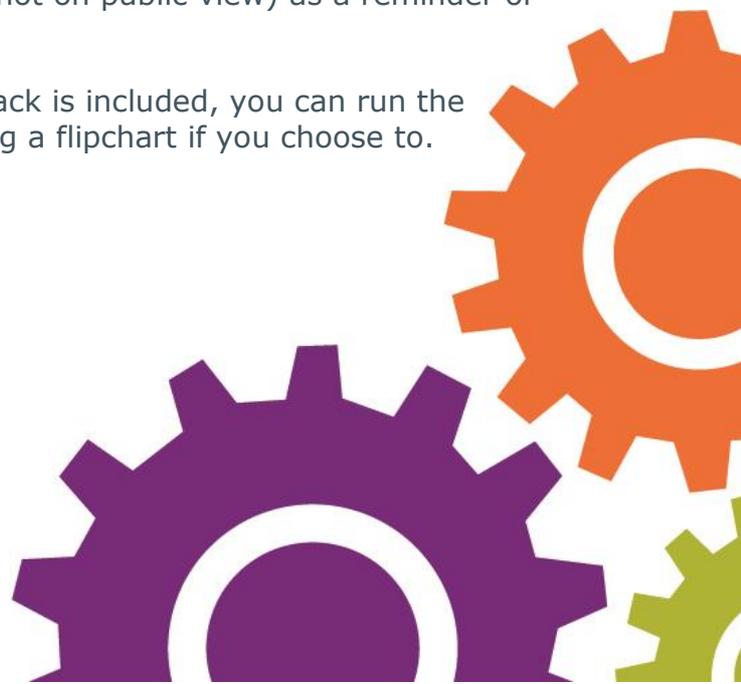
### Flipchart

Get the group to make suggestions and capture them on a flipchart. This is a great way of encouraging participation.

If you have a capable, confident team encourage one of them to do the writing, that way you can concentrate on what is being said and by whom.

The flipcharts can then become posters that you can take back into the workplace (if it's not on public view) as a reminder of the training session.

While a PowerPoint slidepack is included, you can run the whole session by just using a flipchart if you choose to.



## Tips for timing



The timings for each component of the session are shown in the left hand column of the Session Plan.

The timings have been thoroughly tested by new and experienced trainers. Part of your role is to ensure that you achieve all your **outcomes** within the session.

Sessions are participative and interactive. They have been designed for 6 – 8 people, but can be run with smaller or larger numbers. Please bear in mind that larger groups may have more discussion, or take more time to feedback from exercises so the 60 minute session may need to be extended.

It's useful to run through the session plan and check the timings for each part of the session. That way you can flex the session to meet the needs of the group you are working with.

You may for example choose to run the timings as is, or you may choose to run over two sessions, splitting out some of the exercises for pairs to work on between meetings.

Here are some tips for keeping to time:

### Give very clear instructions

If you aren't clear in your instructions, or people start an activity without listening properly you will either have to repeat your instructions, or intervene in an exercise; which takes time.

Remember that if people are confused then energy levels drop, so clear instructions keeps people interested and energised throughout the session.

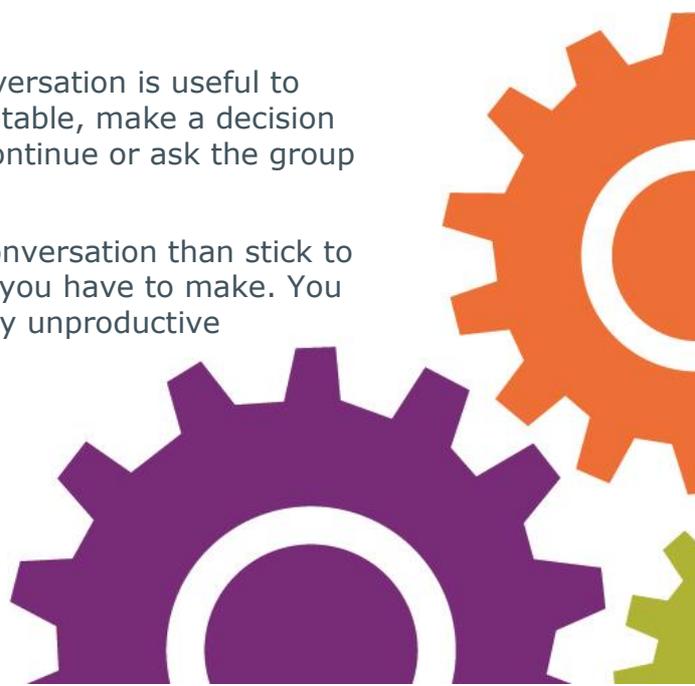
### Include the time allotted

If you are allocating 10 minutes for a discussion, state clearly that the discussion will last 10 minutes. Keep your eye on the time and let them know when they have 2 minutes left.

### Managing a useful conversation

If you are working with a group and the conversation is useful to them, but is taking you away from your timetable, make a decision as to whether to allow the conversation to continue or ask the group what they would like to do.

It can be more important to have a useful conversation than stick to your timetable, this is one of the judgments you have to make. You want to avoid your session being hi-jacked by unproductive conversations.



## Managing a conversation that is going off- topic

If the conversation is going off topic and is not useful e.g. participants are complaining about something which is not related to the session or the conversation is becoming counterproductive, then intervene by gently nudging them in the right direction.

Take a time out, point out that you are not sure that this is a good use of their collective time ( a 10 minute moan between 6 people is a 60 minute moan!).

Make an observation that they are going off course but route them back to where you want them to go

- Steer them back on topic  
"We need to focus on....."
- Point out that they have gone off topic  
"I think we've strayed from the point of this exercise"  
"I'm not sure that we have time for this"  
"I'm not sure that this is a good use of our time"
- Ask the group as a whole whether the conversation is useful

## Go through the timings in your head

Do they make sense? Do they feel right to you given the group you will be working with? Do they have the right balance for the issues that you would like to address in the training?

Run through a session plan before hand and make sure there is enough time allocated to each exercise, discussion or activity for the people you will be working with.

What are the critical pieces of the session you cannot leave out? For example, action planning; the call to action at the end of a session or a course. Or could you ask everyone to email you their action plan after the session?



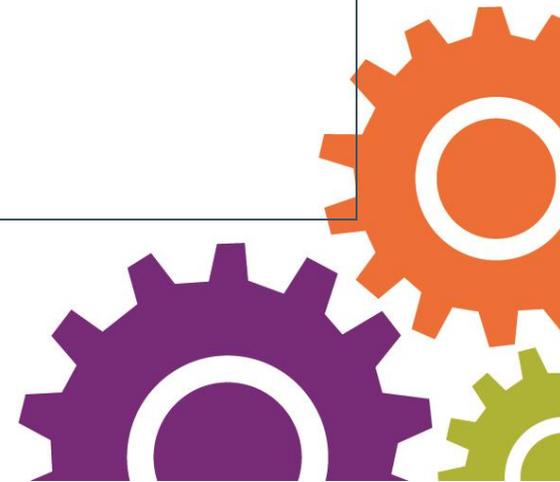
## Session Plan

This shows in table form

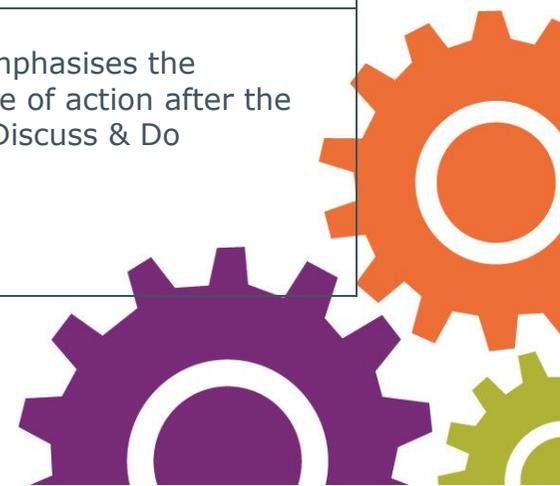
- The likely timings of each part of the session
- The PowerPoint slide you will need to refer to
- The key messages or learning points for each part of the session
- What you will need to do at a high level i.e. a flipchart exercise, an input, a facilitation, paired or small group exercise, group exercise, individual exercise



Timings	PowerPoint Slide / Flip Chart	Session Objective & Key learning Points	Training Activity
	 <p><b>in Tune</b> With Motivation PowerPoint Presentation</p>	 <p><b>Music</b> – Moving On Up, M people. Subject to the necessary licences.</p> <p><b>Handouts</b></p>  <p>Your Motivators Page 38</p> <p>Motivating People to Save the Planet Page 39</p> <p>Action Plan Page 41</p> <p><b>Flipcharts and pens that work</b></p>  <p>Blu tack for posters / flipcharts</p> <p>Projector and computer for PowerPoint Presentation ( speakers if playing music ).</p>	
Set Up	 <p><b>in Tune</b> With Motivation PowerPoint Presentation</p>	 <p>Test PowerPoint presentation.</p>  <p>Play the music as the delegates enter the room (if using )</p>	



Timings	PowerPoint Slide / Flip Chart	Session Objective & Key learning Points	Training Activity
0.00-0.03	 <p>Why are we here?</p> <p>Motivation helps us achieve things</p> <p>Understanding what motivates people</p>	<p><b>Welcome &amp; get people to focus on the session</b></p> <p>To be clear on the purpose of the session &amp; demonstrate to participants it will be of benefit to them.</p> <p><b>Purpose of this session</b> At the end of this session, participants will know:</p> <ul style="list-style-type: none"> <li>• Motivation helps us to achieve</li> <li>• Motivations comes internally ( from within ) or externally ( encouragement from others )</li> <li>• Different things motivate different people</li> <li>• Understanding what motivates us and other people enables us to be more persuasive when interacting with them</li> </ul>	 <p>Welcome</p> <p>Trainer gives short positive introduction.</p> <p>Motivation helps us to achieve – to get a job done or done well.</p>
0.03-0.05	 <p>Discuss &amp; Do</p>	<p><b>Discuss &amp; Do</b></p> <p>During the training we will discuss lots of points, but it is what we do with that afterwards that is important.</p>	 <p>Trainer emphasises the importance of action after the training; Discuss &amp; Do</p>



Timings	PowerPoint Slide / Flip Chart	Session Objective & Key learning Points	Training Activity
0.05 – 0.10	 <p>What is motivation?</p> <p>Motivation definition</p> <p>Sources of motivation</p>	<ul style="list-style-type: none"> <li>• To introduce the idea of motivation as fuel.</li> <li>• Motivation helps us get the job done and done well.</li> <li>• Motivation comes internally ( from within ) or externally (encouragement from others).</li> </ul>	 <p>Trainer input: <b>What is motivation?</b></p>  <p>Trainer asks the group and flips up answers.</p> <p>Input the dictionary definition from the next slide.</p> <p>There are 2 sources of motivation:</p> <ol style="list-style-type: none"> <li>1. Encouragement from others and/or</li> <li>2. Our own internal drive – our determination and passion to succeed.</li> </ol>



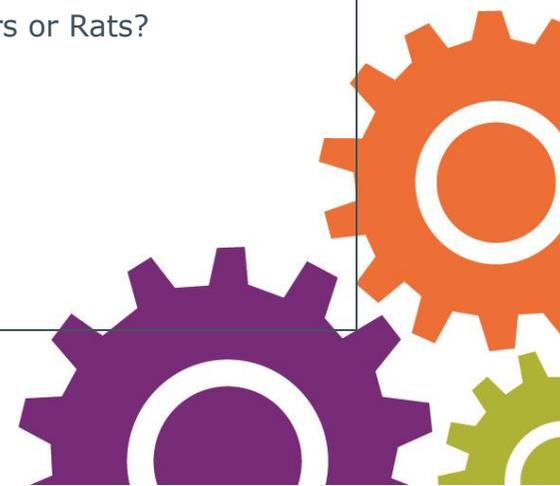
Timings	PowerPoint Slide / Flip Chart	Session Objective & Key learning Points	Training Activity
0.10-0.20	 <p>What are your motivators?</p> <p>What are your top three?</p>	<ul style="list-style-type: none"> <li>To reflect on what motivates each participant ( bigger picture ).</li> <li>The differences are OK. We are all motivated by different things.</li> <li>It is important for you to understand your own personal motivators in order to achieve your personal goals.</li> </ul> <p><b>Trainer tip:</b> Once a motivator is on the flip chart and someone else says it just tick that motivator again which will save you time.</p>	 Exercise 1: Hand out the list of motivators on Page 38  Each participant ranks high/low importance to them and highlights the top 3.  Trainer flips up the top 3 for each person. <p>Discuss the list.</p>
0.20 – 0.25	 <p>How can we apply this to dealing with people?</p>	<p><b>Persuading and influencing</b></p> <p>You're more likely to be able to motivate someone ( or yourself ) if you understand things from their point of view, and how what you are suggesting will benefit or affect them.</p> <p>Carefully chosen messages matched to motivators can be very powerful and persuasive.</p>	 Distribute the hand out on Page 39 Motivating People to Save the Planet  Give an overview of the exercise, and ask the group for their ideas to get people to compost their food waste.  Write their answers on a flipchart



Timings	PowerPoint Slide / Flip Chart	Session Objective & Key learning Points	Training Activity
0.25 - 0.40	 <p>How can you motivate people to throw away less food? Compost the food they do throw away?</p> <p>What questions would you ask residents to understand more about their attitudes to food waste?</p>	<p>The importance of understanding another’s point of view before you try to persuade or motivate them to do something.</p> <p>Asking questions helps you to understand and shows you are interested in their point of view.</p>	 <p><b>Stage 1</b></p> <p>Split the large group into smaller groups and ask each group to agree the questions they would ask so they that can understand more about the problems, challenges, motivators and de-motivators that they face around disposing of waste.</p> <p>Give them 5 minutes to agree the questions they would ask. Get them to write the questions on a sheet of flipchart paper or on post it notes.</p>  <p>You then have 10 minutes in the main group to discuss the questions that the groups came up with.</p> <p>There are suggestions for questions on Page 40</p>



Timings	PowerPoint Slide / Flip Chart	Session Objective & Key learning Points	Training Activity
0.40 – 0.50	 Residents use black plastic sacks.....  Residents hated.....  Recycle Plus....  By demonstrating .....	By understanding a situation from a another person’s perspective we can be more persuasive in our communication with them, and use language which is relevant and of benefit to them	<p><b>Stage 2</b></p>  Give the input around the challenges that the residents face and how they feel about the disposal of their food waste.
			 Now ask the group to consider the message they would deliver to the residents association which would motivate them to reduce more of their food waste, and compost what they do have.  How is this different to the original messages that the group came up with? ( no polar bears in sight )  Which is more persuasive for the residents of the housing estate?  Polar Bears or Rats?



Timings	PowerPoint Slide / Flip Chart	Session Objective & Key learning Points	Training Activity
0.50 - 0.59	 <p>Action Plan</p>	<p><b>Action Plan</b></p> <p>What action will you take from this session?</p> <p>What will you do to motivate yourself?</p> <p>What will you do to help motivate your colleagues?</p> <p>How do you think this will help you, your customers, or your organisation?</p> <p><b>Commitment to Action</b></p>	 <p><b>Individual activity</b>, where each participant commits to an action plan that helps develop good habits that deliver great customer service.</p> <p>Ask the group what they have learnt and how they might apply this in their day to day job roles</p> <p>Participants turn to a partner and discuss. If you have time, each person talks through their actions to the group.</p>
0.59 – 1.00		 <p>Play Music as they are leaving.</p>	<p><b>Trainer:</b> Consider asking each person to email their action plan to their line manager.</p>



## Detailed notes

### You will need

**Music** (optional) Moving on Up – M People

Subject to the appropriate **Licences**.

### Handouts

Your Motivators Page 38

Motivating People to Save the Planet Page 39

Action Plan Page 41

**Computer, projector** and **PowerPoint slides** if you choose to run them

**Blu Tack** for posters / flipcharts

**Flipchart paper** and **flipchart pens**

### Preparation:

Before you run the session think through the number of groups / pairs you will split down into for the exercises. It can be useful to think through the pairings. Will you for example put a more experienced person with a less experienced person? Will you put someone strong and positive with someone who is more negative to help balance their views?

Having an idea of who you will put together will help the session run to time.



## Set Up

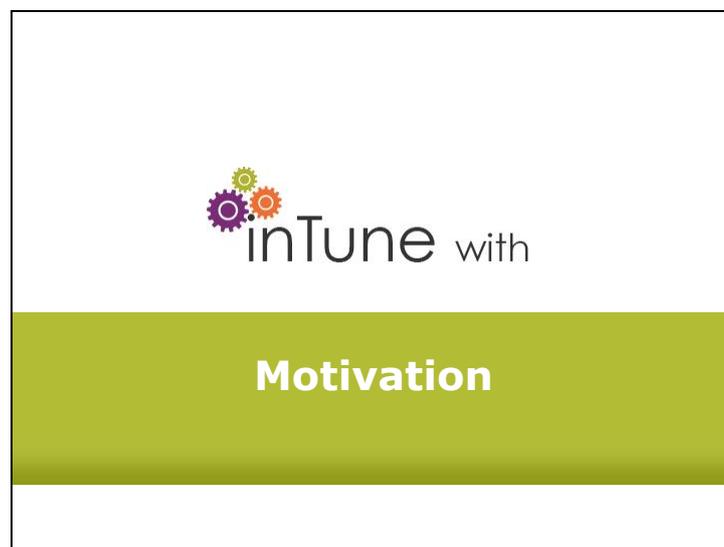
Set up the projector and check that the PowerPoint is clear and in focus, if you are using the PowerPoint slide pack.

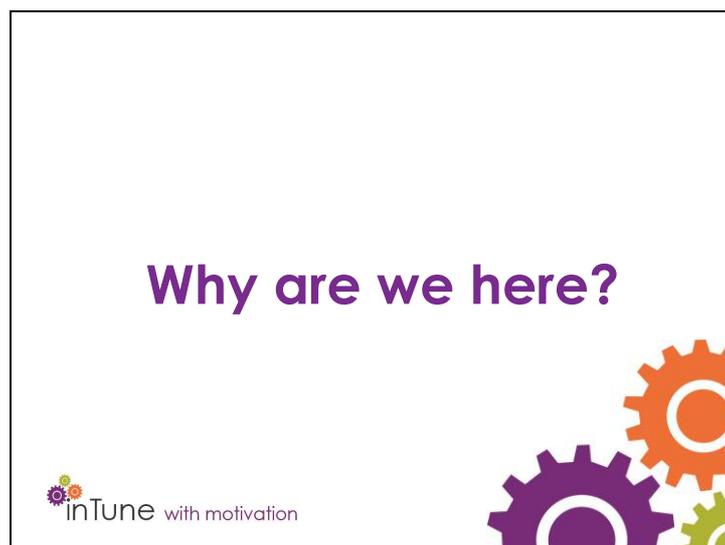
Check you have everything you will need.

Play the music as the participants enter the room.

**You must have the necessary licences and permissions to play music in public according to the country you are based in.**

For **in Tune** with Motivation we suggest Moving on Up – M People





**Session**      **Welcome**



3 minutes

**Objective**      **Welcome & get people to focus on the session**

To be clear on the purpose of the session & demonstrate to participants it will benefit them

At the end of this session, participants will know:-

- Motivation helps us to achieve things
- Motivation comes internally ( from within ) or externally ( encouragement from others )
- Different things motivate different people
- Understanding what motivates us and other people enables us to be more persuasive when interacting with them

**Training Activity**



Trainer gives a short positive introduction to participants welcoming them and explaining the purpose of the session

Motivation helps us to get a job done or done well.

Motivation helps us achieve

We are all motivated by different things

 inTune with motivation



Understanding what motivates people enables us to be more persuasive when interacting with them

 inTune with motivation





**Session**      **Discuss & Do**



2 minutes ( 3 minutes to 5 minutes )

**Objective**      To help participants see the importance of action following the training session.

During the training we will discuss lots of points, but it is what we do afterwards that is important.

It is the action we will all take that will make a difference to us, our customers and our organisation.

**Training Activity**



Trainer to give a short input on the importance of action after the training session – discuss and do.





## Session What is Motivation?



5 minutes ( 5 – 10 minutes )

## Objectives

- Introduce the idea of motivation as fuel –
- Motivation helps us get the job done and/ or done well.
- Motivation comes internally ( from within ) or externally ( encouragement from others )

## Training Activity



Trainer input: **What is motivation?**

Trainer asks the group and writes the answers on a flipchart



Possible answers are:-  
Desire, commitment, pledge, determination, willingness, enthusiasm, energy, inspire, get things done, get the job done, make things happen, action toward a goal.

Input the dictionary definition from the next slide.



Think of Motivation as the fuel that turns your thoughts into action and then carries it through to completion.

It is the willingness to take action and make things happen.

Sometimes it is much more difficult to be motivated to get the job done than others.

So where will you get your motivational fuel?

There are 2 sources of motivation:

- Encouragement from others and / or
- Our own internal drive – our determination and passion to succeed





## Session



## What are your motivators?

10 minutes ( 10 – 20 minutes )

## Objectives

- To reflect on what motivates each participant
- The differences are OK. We are all motivated by different things.
- It is important for you to understand your own personal motivators in order to achieve your personal goals.

## Key Learning Points

## Training Activity



Exercise 1: Handout the list of motivators on Page 38 and introduce the exercise.



Each participant ranks whether the motivator is of high/low importance to them and then chooses the 3 **most** important to them.



Trainer writes up the **top 3** for each person on the flipchart.

Trainer tip: Once a motivator is on the flip chart and someone else says it again, tick that one and count up the ticks. This is easier and quicker than writing the phrases several times



Discuss the list. Ask the participants what stands out for them about the list.

Usually it is a real surprise to everyone that everyone has different motivators as we often all assume that everyone is the same as us.

Restate the point that everyone is different and that is OK

**What are the top three  
that are most important  
to you?**



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**How can we apply this to  
dealing with people?**



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## Session



## How can we apply this?

5 minutes ( 20 – 25 minutes )

## Objective

### **Persuading and influencing**

## Key Messages

You're more likely to be able to motivate someone ( or yourself ) if you understand things from their point of view, and how what you are suggesting will benefit or affect them.

Carefully chosen messages matched to motivators can be very powerful and persuasive.

## Training Activity



Distribute the handouts on Page 39 Motivating People to Save the Planet.



Explain that we are going to look at how thinking about what motivates people can help us be more persuasive.

Give an overview of the exercise from the PowerPoint Slides.

Ask the group for their ideas to get people to reduce and compost their food waste.



Write their answers on a flipchart.

Groups are likely to say:-

It would be too difficult to get people to compost their food waste

People would save money if they wasted less food

Reduce greenhouse gases as this is seen as affecting climate change; as the planet heats up, icebergs are melting and polar bears are losing their homes. ( This is disputed by some scientists - do not debate their thinking, just capture their thoughts )

People thoughts about this often split into two groups – people who are idealists and see the vision of saving the planet and those who see the problems associated with asking people to change their behaviour.

A balance of both points of view is helpful for coming up with a workable solution.



Recycle Plus are a charity whose vision is to persuade people to reduce their food waste and make compost out of the food that does need to be thrown away.

Food waste in plastic bags is the biggest cause of methane and greenhouse gases.





You are a Campaign Manager for Recycle Plus, and are about to go to a large housing estate in your city, with the aim of motivating more people to waste less food and compost more of their food waste.

This housing estate has hundreds of residents live in flats and apartments in high rise blocks.



How can you motivate people to

a) throw away less food?

b) compost the food they do throw away?



## Session

## How can we apply this? Stage 1



15 minutes ( 25 – 40 minutes )

## Objective

The importance of understanding another's point of view before you try to persuade or motivate them to do something.

## Key Message

Asking questions helps you to understand and shows you are interested in their point of view.

## Training Activity

### Stage 1



Split the large group into smaller groups and ask each group to agree the questions they would ask so they that can understand more about the problems, challenges, motivators and de-motivators that they face around disposing of waste.

Give them 5 minutes to agree the questions they would ask. Get them to write the questions on a sheet of flipchart paper or on post it notes.



You then have 10 minutes in the main group to discuss the questions that the groups came up with.

There are suggestions for questions on Page 40.

Residents use large black plastic sacks for their waste and drop them down a communal waste chute.



Waste is collected from a central point every Tuesday.



 inTune with motivation

Residents

- hated the rats attracted by the food waste
- disliked the smell from the chute
- were concerned about the practicalities of composting
- thought the present system was unsanitary and waste should be collected at least twice a week
- didn't want to pay for additional collections
- would like to throw less food away as it would save them money



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## Session



## How can we apply this? Stage 2

10 minutes ( 40-50 minutes )

## Objective

## Key Message

By understanding a situation from another's perspective we can be more persuasive in our communication with them, and use language which is relevant and of benefit to them.



## Training Activity

### Stage 2



Give the input around the challenges that the residents face and how they feel about the disposal of their food waste.



Now ask the group to consider the message they would deliver to the residents which would motivate them to reduce more of their food waste, and compost what they do have.

How is this different to the original messages that the group came up with? ( no polar bears in sight )

Which is more persuasive for the residents? Polar Bears or Rats?

This is based on a true story.



Recycle Plus explained to the residents that by disposing of their waste in plastic bags the rotting food attracted rats. By using special bins for food waste it would get rid of the rats.



By demonstrating an understanding of their world instead of telling them they would save landfill space and reduce carbon emission they focussed on what mattered to the residents – getting rid of the rats.

A real win/win situation

## Summary

In order to motivate we must understand what is important to the other person.

The only way to get a real understanding of someone is to get into their world or put yourself in their shoes.

## Action

1. What will you do to motivate yourself?
2. What will you do to help motivate your team?

Discuss with a partner



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### Session



### How can we use what we've learnt?

**9 minutes ( 50 – 59 minutes )**

### Objective

To get everyone to commit to action that they will put into practice when they are working

### Training Activity

In order to introduce the Action Plan Page 41, refer back to "Discuss and Do", we are moving towards the "Do" part.

Participants will focus on their Action Plan to transfer their learning into the real world.

The trainer will ask each participant to complete an action plan which asks them to consider:

What will you do to motivate yourself?

What will you do to help motivate your colleagues?

Delegates discuss their Action Plans with a partner;  
OR

Delegates make their commitment publicly to the group in a closing round

Play Music as they are leaving.

## Adapting the Course to YOU

These modules are generic and designed to be run quickly and easily. However, there are ideas to help you tailor the material so that it is more relevant to your organisation, your customers and your people.

### Advanced Options

**Tip:** If you are a team leader running this session, this can really help you to understand your team and how you motivate them. It can help you think through how you persuade someone to work, for instance if you need someone to work overtime and their motivation is their work / life balance and their family, talking about reducing a backload and the money won't be that persuasive for them.

You may choose to open the session up and discuss how motivated they feel, and what they and you can do as a team leader to help with that.

You can look at the different motivators in the context of teamwork, and ask the questions - **What does that mean for the team?**

#### **How can you apply this to customers?**

For those in sales or customer facing roles, it can be useful to explore the key learning of this module in the context of persuading your customers to buy from you, or to take some action which would benefit your organisation e.g. checking your website for key information rather than phoning in.

#### **Other scenarios**

#### **You can run this session using scenarios such as:-**

How can you persuade / motivate someone to

- eat healthily?
- do their homework and work hard in school?
- start exercising?
- start saving?



## Session Review

Review the session at a follow up meeting to:

- remind participants of the key messages – keeping them to the front of their mind
- discuss what is working for them and what they are struggling to put into practice
- revisit their collective action plan, celebrate their successes and encourage them to continue to put their learning into practice



# Your Motivators

Look at the list of motivators below.

Which are the most important to you? Which are of least importance? Cross out the ones that are not important, and leave those that matter to you.

Then circle your top three, the ones that are most important to you.

- |                                 |                                    |  |
|---------------------------------|------------------------------------|--|
| <b>Helping Others</b>           | <b>Money</b>                       | <b>Variety</b>                             |
| <b>Having Fun</b>               | <b>Freedom</b>                     | <b>Making a Difference</b>                 |
| <b>Achieving Goals</b>          | <b>Meaningful Work</b>             | <b>Being Part of a Team</b>                |
| <b>Being Stretched</b>          | <b>Job/Financial Security</b>      | <b>Having Responsibility</b>               |
| <b>Winning</b>                  | <b>Doing a Job Well</b>            | <b>Doing New Things</b>                    |
| <b>Getting to do new things</b> | <b>Feeling Good About Yourself</b> | <b>Learning &amp; personal Development</b> |
| <b>Producing Results</b>        | <b>Recognition</b>                 | <b>Contributing</b>                        |
| <b>Excitement</b>               | <b>Reward</b>                      |  |
| <b>Work Life balance</b>        | <b>Family</b>                      |  |
| <b>Personal Integrity</b>       | <b>Success</b>                     |  |



# Motivating People to Save the Planet

Recycle Plus are a charity whose vision is to persuade people to reduce their food waste and make compost out of the food that does need to be thrown away.

Food waste in plastic bags is the biggest cause of methane and greenhouse gases. It is widely believed that these gases are causing climate change.

You are part of Recycle Plus, and are about to go to a large housing estate in your city, with the aim of motivating more people to waste less food and compost more of their food waste.

This housing estate has hundreds of residents who live in flats and apartments in high rise blocks.

**How can you motivate people to**

- a) throw away less food?**
- b) compost the food they do throw away?**

**What questions would you ask residents to understand more about their attitudes to food waste and disposal of waste?**



# Motivating People to Save the Planet

Questions to ask residents to build up a picture regarding food waste.

**How do you feel / what do you think about the way you dispose of your waste on the estate?**

**What are the problems with that?**

**How does that affect you?**

**What would you like to see happen?**

**How much food waste do you put into the chute?**

**How would you feel about composting your food waste?**

**What would stop you composting your food waste?**



# Action Plan



What action will you take from this session?

What will you do to motivate yourself?

What will you do to help motivate your colleagues?

How do you think this will help you, your customers and your organisation?



## Ten staff training modules that you can deliver

<b>Being your best</b>	Being <b>in tune</b> with your best is about striving for excellence in everything you do. Show your team how they can make a real difference to customers and colleagues and feel good about their own role.
<b>Understanding the bigger picture</b>	How to focus attention on the value of the work you do and the difference you and your team make to your organisation.
<b>Listening to understand</b>	Being listened to matters to the customer. Discover the art of listening and reap the benefits — getting things right first time and improving customer satisfaction.
<b>The customer's world</b>	Putting yourselves in your customers' shoes makes things run smoothly and transforms the customer relationship. Learn about key customer types, identify their needs and find out how to help them.
<b>Language and pace</b>	It's not what you say, it's the way that you say it. Find out how to build a better rapport with customers through language — especially if you deal with customers over the telephone.
<b>Being in tune with each other</b>	How effective is your team? Discover how to be <b>in tune</b> with each other so that your team delivers better results.
<b>Choosing your attitude</b>	Help your staff to understand the choices they make around attitude. Being positive feels good and it has real customer service benefits.
<b>Motivation</b>	When we understand what motivates us and those around us we can become more influential. This module allows team leaders to discover what motivates their team
<b>Extraordinary Service</b>	This session will show your staff that they have a choice — they can be ordinary or they can go the extra mile. The difference in customer satisfaction is huge.
<b>Recognition</b>	Discover the power of feedback, positive strokes and recognition. This powerful team-building session allows participants to recognise their own strengths and the strengths of the team.

An **in Tune**<sup>™</sup> video is available to promote the core customer service message - **connect, understand, help** – in a powerful way. You can buy the video and other **in Tune**<sup>™</sup> modules at:

[www.intelligentdialogue.com/training-materials/](http://www.intelligentdialogue.com/training-materials/)

For more **information**, call Intelligent Dialogue on +44 (0) 845 450 0988

or visit

[www.intelligentdialogue.com](http://www.intelligentdialogue.com)