

**OBTC 2015 at University of La Verne**

**June 17th – 20th, 2015**

Submission Template

SUBMISSION GUIDANCE

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| **Submission Template for the****2015 OBTC Teaching Conference for Management Educators** |

1. **Title of Proposal:**

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| A Strong Interest – Combining a Strong Interest Inventory sample activity, Making Connections, with an exploration of intrinsic/extrinsic motivation |

1. **Abstract:**

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| During the session, we will examine one of six activities used in an exercise designed to explore motivation. The design of the full exercise, “A Strong Interest” will be described, followed by the Making Connections activity and ending with a discussion of the exercise.For the OBTC session, only the activity, Making Connections (one of the six activities in the full exercise), will be demonstrated. Participants will not take the IStartStrong inventory or participate in the other five A Strong Interest activities described below. The full exercise will be discussed after the Making Connections’ social activity.The extended exercise from which this segment is taken provides students with an opportunity to explore activities representing the 6 Strong Interest Inventory (SII) themes (Social – caring for others, Investigative - analytical, Enterprising – business-oriented, Conventional – following procedures, Artistic – expressive, and Realistic - mechanical) and compare them with their own results from the IStartStrong online version of the SII. After each activity in the full exercise, students reflect on their personal motivation in the activity (intrinsic) and whether they would need to be paid to participate again (extrinsic). After running the full exercise with undergraduates, it would be followed by a classroom discussion on the SII and careers as well as intrinsic and extrinsic motivation. |

**Keywords:**

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| Intrinsic motivationExtrinsic motivationStrong Interest Inventory |

1. **Format**

 X Activity or exercise

 Discussion roundtable (60 minute only)

 General discussion session

1. **Time Requested:**

 X 30 Minutes

 60 Minutes (*Roundtables must select 60 minutes*)

 90 Minutes

1. **Planning Details:**

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Access to a computer with PowerPoint, attached to a projector and screen.

Movable chairs to form a circle.

1. **Learning Objectives or Goals for the Session:**

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Examine 1 (Making Connections) of the 6 activities from the full “A Strong Interest” exercise and the relationship to the Strong Interest Inventory theme (**Social – caring for others**).

Examine how intrinsic and extrinsic motivation is observed in the exercise.

Consider the career planning aspect of the exercise.

1. **Management or Teaching Topics:**

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| Management Education has focused on lecturing with regards to motivation. With the A Strong Interest exercise, we are exploring intrinsic and extrinsic motivation in an active learning format. For the OBTC session, we will engage in one of the six “A Strong Interest” activities called Making Connections which relates to the Social theme of the Strong Interest Inventory. OBTC participants will not take the IStartStrong instrument that will be used with undergraduate classes engaged in the full exercise.Rather than reading or listening to a lecture about intrinsic and extrinsic motivation, the full “A Strong Interest” exercise allows participants to get a taste of different activities and determine their own level of intrinsic verses extrinsic motivation. By creating the events as samples of activities related to the 6 themes of the Strong Interest Inventory (Social – caring for others, Investigative - analytical, Enterprising – business-oriented, Conventional – following procedures, Artistic – expressive, and Realistic - mechanical). the exercise also opens the door to considerations of personal fit. While the activities are just samples of the themes, it does allow for further exploration. This is especially true with the tie-in to the online IStartStrong measure. IStartStrong provides immediate results from the Strong Interest Inventory to the test-taker. The results are an 8-page summary, rather than the detailed results available to career counselors for the test-takers. Subsequent lectures can then guide participants in selecting courses or internships that fit their interests. |

1. **Session Description and Plan:**

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10 minutes – Overview of the full “A Strong Interest” exercise and description of the 6 activities included in the full exercise along with the connection to the 6 themes of the Strong Interest Inventory (**Social – caring for others**, Investigative - analytical, Enterprising – business-oriented, Conventional – following procedures, Artistic – expressive, and Realistic - mechanical).

 5 minutes – Provide participants with the opportunity to engage in the Making Connections activity that is one of the 6, related to the Social theme of the SII.

15 minutes – Discuss the overall exercise debrief and an open up a discussion of the exercise.

1. **For Activities and Exercises:**

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These are the running notes for the session activity, Making Connections:

**Making Connections**

**Running Notes**

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<http://blog.openhelix.eu/?p=3467>

Setup:

* Small tables in the room
* Chairs around the tables
* Computer projected to a room screen
* PowerPoint Instructions on display
* Making Connections cards and tally sheets on tables

PowerPoint:

* This is the room of Making Connections.
* Take a seat around a small table.
* Each of you will, in turn, take and read a card out loud.
* Raise your hand if the statement applies to you. The person closest to the door should keep the Tally Sheet.
* Spend some time chatting, no need to do every card.
* Be ready to make up a question/statement if you draw one of the “Create Your Own” cards.
* Discover the connections you have with others in the room and have fun with it!

Materials:

* Making Connections PowerPoint
* Making Connections Cards
* Making Connections Tally Sheets

Activity:

* If running as a section of the “A Strong Interest” exercise, simply draw participants’ attention to the PowerPoint Instructions.
	+ Will be limited to 5 minutes.

**Debrief**

If exercise is done in conjunction with students taking the Strong Interest Inventory (SII), the debrief focus will be on the Social Theme of the SII.

* This exercise provided prompts for your group to discover commonalities. How many groups used those prompts to further explore personal connections?
* How many of those who further explored in their groups rated high on the Strong Interest Inventory’ Social Theme?
* How can you explain the connection? Why might there not be a connection to the SII?
* How does this relate to the workplace?
* Consider your motivation to persist in tasks with a similar social element.
* What does it tell you about the types of jobs that would be of interest to you?

**Making Connections**

**Card Statements**

#1 Born During Daylight Hours

#2 Have Been To A Beach

#3 Have Read One Of The Harry Potter Books

#4 Have Played In The Snow

#5 Have At Least One Sibling

#6 Had a Pet As A Child

#7 Have Played Soccer

#8 Took AP Courses In High School

#9 Have Had Your Picture Taken Next to Tommy Trojan

#10 Have Watched A Star Wars Movie

#11 Have Eaten A McDonald’s Happy Meal

#12 Have Traveled Outside Of the United States

#13 Enjoy Spicy Foods

#14 Wear Glasses/Contacts

#15 Have Been Skiing/Sledding/Snow Boarding

#16 Plan On Owning/Running A Business

#17 Own An Article Of USC Clothing

#18 Have a “Selfie” On My Phone Now

#19 Talk To A Family Member At Least Once A Week

#20 Have Had A Bad Haircut

#21 Have Built A Snowperson

#22 Have Been “Buried” In Sand/Snow

#23 Have Been Stung By A Bee/Other Bug

#24 Have Caught A Lightening Bug

#25 Have Eaten A Strange Food

#26 Have Sung In The Shower

#27 Have Been To A USC Athletic Event

#28 Have Been East Of The Mississippi River

#29 Have Been To Disneyland

#30 When Sick As A Child, Would Watch The Same Video Repeatedly

#31 Can Name At Least One Rolling Stone Song

#32 Know The Definition Of Intrinsic Motivation

#33 Played A Musical Instrument In High School

#34 Have Played Grand Theft Auto

#35 Went To A Dance in High School

#36 Am On Facebook

#51 Create Your Own

#52 Create Your Own

#53 Create Your Own

#54 Create Your Own

#55 Create Your Own

#56 Create Your Own

1. **Implications for Teaching or for Teachers:**

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| Motivation is at the heart of organizational behavior and it is easy to simply dismiss someone as unmotivated. The full “A Strong Interest” exercise allows students to compare their experiences with various activities and consider their level of intrinsic motivation and where extrinsic motivation factors in. The activities are designed to sample the Strong Interest Inventory (SII) themes (Social – caring for others, Investigative - analytical, Enterprising – business-oriented, Conventional – following procedures, Artistic – expressive, and Realistic - mechanical). which is useful to professors wishing to incorporate the SII. |

1. **Application to Conference theme:**

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| One of the conference themes is: “Creating an active learning community where students connect their learning to the subject, themselves, and their fellow learners.” The exercise at the heart of this proposal allows students to experientially connect their learning about motivation from an Organizational Behavior class to their experiences in the exercise. How did they feel about each activity and then to expand that to how it relates to the results from their Strong Interest Inventory.1. ***Unique Contribution to OBTC:***

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| This will be the first time this work has been presented and has not been submitted anywhere else. |

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1. ***References and/or Additional Materials:***

The Facilitator’s Guide for A Strong Interest exercise, from which the Making Connections activity is taken follows:

**A Strong Interest**

**Facilitator’s Guide**

NOTE – The weeks prior to running this exercise, students should have taken the IStartStrong online Interest Inventory and know the order of their Strong Interest Themes. They can use their Strong results to evaluate their responses to the various activities. Students should be told to bring the rank order of their Strong Interest Inventory results for the exercise..

Goals:

* Provide experiences varying in intrinsic motivation tied to the Strong Interest Inventory results
* Examine the amount of extrinsic motivation ($) needed in the absence of intrinsically motivated activities
* Exposure to 5 of Gardener’s forms of intelligence (Logic, Interpersonal, Musical, Spatial, & Linguistic) and 6 Strong Interest Inventory themes (Investigative, Enterprising, Social, Artistic, Realistic, & Conventional)

Setup:

* Conference tables in A, B, E, and F(JKP), a small table surrounded by chairs in C
* Small table in D in one corner with chairs and chairs in a circle in the opposite corner
* Staff room in Bridge with 2 small tables and chairs for 6
	+ Room A – Logic puzzles (handouts and physical puzzles) [Logic/Investigative]
	+ Room B – Online “Tycoon” game [Interpersonal/Enterprising]
	+ Room C – Making Connections (Cards with questions to find commonalities within the group & Tally Sheet) [Interpersonal/Social]
	+ Room D – Drumming circle (Drums) and Drawing (Art kit and paper) [Musical/Artistic]
	+ Room E – Construction (Lincoln logs; Straws & clips) [Spatial/Realistic]
	+ Staff Room – Word jumbles/Number Problems (handouts) [Linguistic/Conventional]
* Display the Intrinsic-Extrinsic Motivation PowerPoint the slide specific to the activity for the table.
* Debrief computer logged into Turning Point
* Clickers in debrief room
* On the long whiteboard in Room D, divide into 6 sessions with lines and titles at the top.

Materials:

* + Logic puzzles handouts and physical logic games (Rush Hour, Visual Brainstorms, Gravity Maze, Airport Traffic Control, IQ Fit, Logic Links Puzzle Box)
	+ Construction (Straws Builders, Quercetti Georello Tech, Structures Plank Set, ZOOB Building System, Tumble Tree Timbers)
	+ Making Connections (Cards & Tally Sheet)
	+ Drumming circle (Djembe Drums, Multicultural Music Kit); Drawing circle – (paper and drawing supplies)
	+ Link to Online “Tycoon” game – Lemonade Tycoon, or (Restaurant Empire game)
	+ Word & number puzzles (Word A Round, Wordplay, Sudoku DVD, Scrabble Boggle, Jumble puzzle handouts, Entertaining Mathematical puzzle handouts)
	+ Individual Surveys
	+ TurningPoint PowerPoint to capture results & clickers
	+ Room Assignment Cards – color-coded for first room assignment

Acknowledgements:

The authors wish to thank the following colleagues for their insightful contributions to the design of A Strong Interest: Michael Coombs, Gita Govahi, Jody Tolan, and Stephanie Westmyer. Also essential to the design of this exercise was the Strong Interest Inventory, published by CPP, Inc., and Howard Gardner’s *Frames of Mind* (1983).

Activity:

All computers logged onto elcgeneral and the A Strong Interest PowerPoint installed. Bring up the PP instructions specific to that room and project to the screens. Will need to install on the Staff Room computer if in Bridge.

Randomly assign students to rooms as they enter the ELC. Cap each room at 6 students.

* Once students are assigned to rooms/activities, announce: “Welcome to the ELC. This may be your first time here in the Experiential Learning Center, so let me go over aspects of what we do here.

The ELC has been here since 1967, which demonstrates the school’s commitment to integrating course concepts with the business skills you will need to become leaders in the business world. The ELC provides a stage for you to apply the lessons you are learning in class and test them out in a risk free environment.

Parts of that environment are the cameras above the windows by the doors and the one-way mirrors that we can observe through. We take clips of what is transpiring in your groups and play them back during our debrief of the exercise. It gives you the opportunity to see yourself from a new perspective, observing how others responded to you. Unfortunately, the ELC clips cannot make you a star on YouTube since they are erased by the end of the semester. Everything is set up to create a safe environment for you to test out new skills without risk of damage to your career. You do not get fired in the ELC.

To ensure that you can take full advantage of this opportunity, we have a couple of operational restrictions. First, there is no food or drink allowed in the ELC. And second, the ELC is a non-electronics device zone. One of the skills we are helping you to develop is breaking your potential addiction to your smart phone and allowing you to be in the moment. Developing the practice of giving full attention to the task at hand is an essential skill for future leaders.

Today’s exercise is divided into 6 sessions followed by a debrief. Each of you is in a room dedicated to a very specialized activity and the materials needed to explore it. Each of the activities is representative of one of the 6 themes in the Strong Interest Inventory you previously completed. While you may be thinking ‘How does this help me become a better leader?’ we hope to help you make that discovery at the end in our debrief. So for now, you will have 8 minutes to jump in and play. I will let you know when the 8 minutes are up and give you further instructions.

Start having fun.”

Check in with each room to see if they are engaging with the activities and answer any questions.

Place the Room Assignment cards and surveys in the message boxes.

CLIPS – Either take a scan of the rooms or take clips of engagement. Since the participants are randomly assigned, some people will be in their least preferred activity so you might capture disengagement, frustration. This will be a rather fast-paced exercise.

* After 8 minutes, announce: “Please stop your activity now. In your message box, you will find 2 groups of items. One is a set of room assignment cards. In order for you to have the opportunity to work with different people, your group will be disbursed to different rooms. Everyone should take a card and use it as a guide for your room assignments for the rest of the ELC session. If there are only 5 people in your room, put the #6 card back in the message box.

The second is a survey for each of you to complete about your personal experience. You will use this same form for all of your activities. But before you fill it out, let me explain the structure of the survey itself.

Instead of filling in the first block, you will need to find the block related to your specific activity. The form lists both the room letter and the activity itself. While most of the questions will be the same for each of the 6 activities, there are some activity specific questions.

If you are in an activity where you created something, please take a picture of the creation and email it to elc.fighton@gmail.com.” After completing the survey, please put the materials back in the state you found them when you entered the room. We need your help in re-setting the room for the next group.

* Once all rooms are back to the starting state, announce: “Please listen carefully as I explain where you are headed next. Please look at the Room Assignment Card you selected. The first activity is the room you are currently in. Please look at the assigned room for activity 2. Each person in the room will likely be going to a different room, which may include the ELC Staff Room. That is the room next to Room D. I will be in the hallway to help direct you if you need it. Please keep your Room Assignment card with you throughout the exercise.
* Once everyone is in their new rooms, announce: “You know the drill. Please dig into the materials in your rooms and see what you can do.”

CLIPS – Either take a scan of the rooms or take clips of engagement.

* After 8 minutes, announce: “Please stop your activity now. Please complete the appropriate section on your survey form for this activity. Remember that you need to locate the section of the survey related to your activity. If you are in activity where you created something, please take a picture of your creation and email it to elc.fighton@gmail.com.”

Repeat the process for the remaining 4 activities.

Ask your Tech to break down the walls for the debrief.

* Now that you have participated in all 6 activities, let me explain the last section of your survey form. We want you to rank order your level of motivation to engage in each of the activities. You will need to decide on your top activity and give it a “1”, find the second most engaging, giving it a “2”, and on down to “6”. Please use 1 through 6, you cannot have ties.

Next to that ranking, we want you to now list the order of the 6 Strong Interest Themes associated with each of the activities. You received this information when you completed the Strong Interest Inventory. While the results of the Strong focus on your top 2 or 3 interest themes, we want you to rank order all 6 for comparison purposes. So let’s say your highest Strong Interest Theme was Realistic. Next to the Construction – Realistic activity, you would mark a “1” in the SII column. You would do the same matching for the other 5 Strong Interest Themes.

So the first column is your ranking of your motivation to engage in each of the 6 activities (1 being the highest in motivation to engage down to 6 being the lowest). The second column is the order of those representative activities as they relate to your Strong Interest Inventory. The third column is the different score of your personal motivation, column 1 and your Strong Interest Score, column 2, for each activity. Please simply record the absolute difference (no pluses or minuses) for each activity. You will then add up all the difference scores and enter on the “Total” line.

* Announce: “Once everyone in your room has completed the scoring, please come to the debrief room and try to sit with the rest of your group.

Once in the debrief room, please grab a clicker from the table in room E before taking your seat.”

Debrief

Publishing:

* Make sure everyone has a clicker and the A Strong Interest PowerPoint is opened through TuringPoint. Have everyone verify that they are on channel 41. Lead everyone through the voting process to compare results.
* Show clips –potentially by room over the different rounds. Will need to allow time for your Tech to fast forward between rounds. Have students comment on each round while waiting.

Processing:

* What activities were intrinsically motivating for you?
* What did you notice with your personal ratings of the different activities?
* What connections could you make between the activities and your Strong Theme Codes?
* Display the Strong Interest Inventory graphic. Could you see the connections between the 6 simple tasks and the 6 Strong Interest Themes? Which ones seemed to be a stretch? What else may have been happening (e.g., social aspect rewarding in some of the group activities)?

Generalizing

* How was extrinsic motivation measured with this exercise? [payment needed]
* What are the benefits to tapping into intrinsic motivation?

Application:

* How can today’s exercise be used when considering your future career?
* How can you use what you experienced today in managing others in the future?
* Strong Interest Inventory



http://ctjobskills.blogspot.com/2013/01/task-1-assessment-interest-inventory-is.html

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sequence of Your Strong Interest Themes: \_\_ \_\_ \_\_ \_\_ \_\_ \_\_

**Room A Investigative Activity [Strong – I]: Logic Puzzles**

What did you accomplish? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **LOW HIGH**

Your level of personal motivation in performing the activity 1 2 3 4 5 6 7 8 9 10

Your level of interest in engaging in the activity again 1 2 3 4 5 6 7 8 9 10

If we were to ask you to do the task again for an experiment, please select **one** of the options below:

 \_\_\_ Would like to do it. \_\_\_\_ Would need to be paid. \_\_\_ No interest in doing this task.

**Room B Enterprising Activity [Strong – E]: Tycoon Game**

What did you accomplish? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **LOW HIGH**

Your level of personal motivation in performing the activity 1 2 3 4 5 6 7 8 9 10

Your level of interest in engaging in the activity again 1 2 3 4 5 6 7 8 9 10

If we were to ask you to do the task again for an experiment, please select **one** of the options below:

 \_\_\_ Would like to do it. \_\_\_\_ Would need to be paid. \_\_\_ No interest in doing this task.

**Room C Social Activity [Strong – S]: Making Connections**

What did you accomplish? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **LOW HIGH**

Your level of personal motivation in performing the activity 1 2 3 4 5 6 7 8 9 10

Your level of interest in engaging in the activity again 1 2 3 4 5 6 7 8 9 10

If we were to ask you to do the task again for an experiment, please select **one** of the options below:

 \_\_\_ Would like to do it. \_\_\_\_ Would need to be paid. \_\_\_ No interest in doing this task.

**Room Staff Room Conventional Activity [Strong – C]: Word and Number Puzzles**

What did you accomplish? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **LOW HIGH**

Your level of personal motivation in performing the activity 1 2 3 4 5 6 7 8 9 10

Your level of interest in engaging in the activity again 1 2 3 4 5 6 7 8 9 10

If we were to ask you to do the task again for an experiment, please select **one** of the options below:

 \_\_\_ Would like to do it. \_\_\_\_ Would need to be paid. \_\_\_ No interest in doing this task.

**Room D Artistic Activity [Strong – A]: Drumming and Drawing**

What did you accomplish? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **LOW HIGH**

Your level of personal motivation in performing the activity 1 2 3 4 5 6 7 8 9 10

Your level of interest in engaging in the activity again 1 2 3 4 5 6 7 8 9 10

If we were to ask you to do the task again for an experiment, please select **one** of the options below:

 \_\_\_ Would like to do it. \_\_\_\_ Would need to be paid. \_\_\_ No interest in doing this task.

Before leaving this room, if you created a drawing, please attach it to your session/round # on the whiteboard.

**Room E Realistic Activity [Strong – R]: Construction**

What did you accomplish? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **LOW HIGH**

Your level of personal motivation in performing the activity 1 2 3 4 5 6 7 8 9 10

Your level of interest in engaging in the activity again 1 2 3 4 5 6 7 8 9 10

If we were to ask you to do the task again for an experiment, please select **one** of the options below:

 \_\_\_ Would like to do it. \_\_\_\_ Would need to be paid. \_\_\_ No interest in doing this task.

**Final Ranking**

**In the first column, please rank your level of motivation to engage.**

**(1-highest to 6-lowest)**

**\_\_\_\_**

**\_\_\_\_**

**\_\_\_\_**

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**\_\_\_\_**

**\_\_\_\_**

**Activity, Room, and Strong Interest Theme**

 **Logic Puzzles – Room A – *Investigative***

 **Tycoon Game – Room B – *Enterprising***

 **Making Connections – Room C – *Social***

 **Math/Word Puzzles – Staff Room – *Conventional***

 **Drumming & Drawing – Room D – *Artistic***

 **Building – Room E – *Realistic***

**In this column, please list the results from your Strong Interest Inventory**

**(1-highest to 6-lowest)**

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**\_\_\_\_**

**Calculate your absolute difference scores for each of the activities (disregard plusses and minuses). Sum the differences.**

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\_\_\_\_

 **Total** \_\_\_\_\_\_

