

Activity: Identifying the trainee's type of motivation

Instructions:

1. Watch the brief video.
2. Determine the trainee's type of motivation and internalization.

Video of Marissa's situation

Marissa is at a computer station, looking at the monitor, disheartened. Marie-Ève arrives.

Marie-Ève: Are you okay?

Marissa: Blah!

Marie-Ève: You really look discouraged!

Marissa: Nothing works. I can't document anything using the hospital's computer software. And my supervisor wants me to be autonomous within the next two weeks.

Marie-Ève: Well... that's normal isn't it? He can't, just...

Marissa, interrupting Marie-Ève: Absolutely not. The software is obsolete. They'll change it in a month... And, as you know, computers are not my forte. Why should I struggle to learn something that will change almost immediately?

Marie-Ève: Yeah, it's true, you're right...

Feedback

Marissa is **unmotivated**. There is **no regulation**.

Marissa is not motivated at all to learn how to use the software, because she does not perceive how it would be useful and relevant to do so. She does not believe in her ability to learn quickly and satisfactorily. She is forced to do it by her supervisor.

Video of Raphael's situation

Raphael is studying a standardized assessment. We see him sitting at a desk.

Raphael, thinking: I believe that I understand how to conduct and rate the assessment. It takes a long time to get prepared, but it is essential that I master this skill if I want to successfully complete my placement.

Feedback

Raphael demonstrates extrinsic motivation and identified regulation. He is motivated to learn how to rate and administer his evaluation, because it will allow him to achieve a placement objective. In contrast to Marissa, Raphael values this learning.

Raphael's regulation is not yet integrated, because the video shows that he doesn't make connections with his values.

Video of Marie-Ève's situation

Marie-Ève and her supervisor are having a conversation.

Caroline: Marie-Ève, the neurologist will come by tomorrow at the end of the day. I would like you to finalize all the files.

Marie-Ève: Okay.

Caroline: I want to propose something: if you are able to update all of the files, I will invite you to the conference on Thursday.

Marie-Ève: Oh! Cool!

Thursday.

Marie-Ève, thinking: I finished! All the files are up to date. Yes! I'll be able to attend the conference on Parkinson's disease.

Feedback

Marie-Ève's motivation is **extrinsic** and her regulation is **external**.

Marie-Ève is motivated to update her files to satisfy her supervisor's request. Her source of motivation (taking part in a conference) is external. Her motivation is controlled by her supervisor.

Video of Laurence's situation

Two trainees are engaged in a discussion.

Laurence: Hey, I really love my new placement setting.

Raphael: Really! Seems you always finish late. It doesn't bother you?

Laurence: Not at all! Time flies by. I don't even notice it. I am working with a clientele who is quite complex and specialized.

Raphael: Exactly, isn't it too complex? How can you be autonomous?

Laurence: Well, my supervisor adapts to my needs. She provides me with just the right amount of support and she also gives me a lot of feedback so I can improve. Each day, I develop my skills and I become more autonomous. Plus, the team is so welcoming. I feel like I am part of the team.

Raphael: Oh well, that's good.

Feedback

Laurence's motivation is **intrinsic** and her regulation is **intrinsic**. She is motivated to get involved in her placement and to work for a longer period because she finds this activity interesting and enjoyable.

This satisfies her need for competence and belonging.

Addressing factors that impact learning

You may have noticed a similarity between Raphael (extrinsic motivation and identified regulation) and Laurence (intrinsic motivation and intrinsic regulation). These two trainees' motivation is more autonomous and self-determined. Their learning will be more long-lasting. In general, a trainee who has high intrinsic motivation will learn more effectively (Jordan, Carlile & Stack, 2008).

Marissa and Marie-Ève are similar in terms of motivation: it is non-autonomous and non-self-determined. Their motivation is controlled by their supervisor.

In order to increase a trainee's motivation, his internalization and self-determination must be enhanced.