

14a

*The top 5 motivators*

	me	most people
<b>ACHIEVEMENT:</b> I see my job as a challenge and I need the satisfaction of making a contribution.		
<b>ADVANCEMENT:</b> I hope to succeed and be promoted to better and better jobs.		
<b>JOB GROWTH:</b> I seek out opportunities in my job to learn and develop, both as a professional and as a person.		
<b>JOB INTEREST:</b> I find what I do stimulating and gratifying in itself.		
<b>OBEDIENCE:</b> I follow my job description and company policy.		
<b>RECOGNITION:</b> I want the effort I put in and the quality of my work to be acknowledged by others.		
<b>RELATIONS WITH SUPERIORS:</b> I wish to have good relations with my boss and other people above me in the hierarchy of the company.		
<b>RESPONSIBILITY:</b> I have a sense of duty and loyalty and I enjoy having responsibility.		
<b>SECURITY:</b> I want to be sure of keeping my job, so I make myself useful to the company.		
<b>STATUS:</b> My standing in the company and in the community is important to me.		

# The top 5 motivators

## Worksheet 14a

NOTE: This activity may sometimes be inappropriate in groups where higher and lower level employees are mixed.

### ACTIVITY

Whole class, individual and groupwork: reading, speaking

### AIM

To discuss what motivates people at work.

### GRAMMAR AND FUNCTIONS

Opinions

Relative clauses

### VOCABULARY

*achievement, promote, advancement, challenge, duty, loyalty, responsibility, status, hierarchy, job description, security*

### PREPARATION

Make one copy of the worksheet for each student.

### TIME

15-25 minutes

### PROCEDURE

- 1 Write the word *motivation* on the board.
- 2 Ask the students what words they associate with it; brainstorm as many as possible in 2 minutes.
- 3 Discuss the words on the board and check that the students understand them.
- 4 Tell the students that they are going to talk about motivation at work.
- 5 Give out one worksheet to each student.
- 6 Ask them to decide, individually, what the five most important motivators are for themselves and to prioritise them, giving them numbers from 1 (most important) to 5, in the column headed *me*. For the time being they should write nothing in the last column. Allow 5-10 minutes.
- 7 Divide the class into groups of three.
- 8 Ask them to compare their top five motivators and to see if they got the same.
- 9 The groups now decide what the average person's response is. Once again, they choose the top five motivators and prioritise from 1 to 5, this time in the last column. Allow 10-15 minutes.
- 10 Compare results between different groups.

### FOLLOW-UP

Show the students the ranking given by the Industrial Society and ask if they have any comments.

- 1 Achievement
- 2 Recognition
- 3 Advancement
- 4 Job interest
- 5 Responsibility

Roughly the same answers are given by people at all levels of a company.