

## UNIT 4

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# Personal Development Plans

### Overview

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A vision that is great on paper is only sight but a vision that is attached to action is an opportunity for growth and development. World-renowned leadership guru Warren Bennis and his co-author Burt Nanus (1986), in their book *Leadership: strategies for taking charge*, emphasized the need for vision as a critical commodity that leaders should always possess. This vision, passion, motivation or desire, is the ingredient that most contributes to the development of a clearly defined plan to move from one point to a next, whether in the formation of a life script or an organisational structure.

Careful consideration of that vision facilitates the wherewithal for the creation of personal and professional plans that enhance youth work, giving it a sense of purpose and direction. The understanding of potential barriers and the necessary preparation to conquer those barriers are wrapped up in effective planning linked to a vision. This unit covers the following topics:

- Vision statements
- Force field analysis
- Personal development plans
- Goal setting
- Professional development plans
- Motivation and relationship building

### Learning Objectives

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By the end of this unit, students will be able to:

1. Characterize the features and key components and function of a clearly stated personal and professional vision statement.
2. Describe 'force field' analysis and its limitations when used to help identify youth and youth worker obstacles.

3. Determine feasible solutions to challenges in using force field analysis, which could be included in personal development plans.
4. Describe what a life plan is, its components, and how making a life plan can help youth and youth worker.
5. Explain how to construct effective SMART goals (Specific, Measureable, Achievable, Relevant, Time bound) and why setting goals is important when making a personal development plan.
6. Describe the key features and components of a personal and professional development plan and why personal and professional development plans are important for both youth and youth workers.
7. Describe what the term motivation means and what motivational theories and tools exist to help youth workers motivate and enhance relationships with youth.

This unit is divided into two sessions as follows:

**Session 4.1:** Developing Vision Statements, Life Plans and SMART Goals

**Session 4.2:** Motivational Theories and Tools



## Readings & Resources

**Note to Students:** Sometimes hyperlinks to resources may not open when clicked. If any link fails to open, please copy and paste the link in your browser to view/download the resource.

### Required Readings

View the video on *Vision Statements* by Erica Olson

<http://www.youtube.com/watch?v=ioY-YSOKBtY>. This video is required for a step-by-step approach to vision statement writing. Notice how the four C's discussed in this unit are tied into the approach.

Read the article entitled *Is a leader visionary?* by Kevin Dwyer.

<http://www.changefactory.com.au/articles/leadership/is-a-leader-visionary/>. This article emphasizes the relevance of having a clear vision for what you are about to do and how you are to do it.

Watch the Video lecture *Force Field Analysis* by James Manktelow and Amy Carlson. <http://www.youtube.com/watch?v=yWfvPxah1xs>. This is a step-by-step approach to doing the force field analysis and can be useful for easy decision making whether personally or professionally.

### *Supplemental viewing/reading*

View the video entitled *People are awesome* 2012.

<http://www.youtube.com/watch?v=j31Wf-R7RM0>. This video highlights the things people are able to achieve as a result of connecting their dreams with their methods - in sports, leisure and sheer fun. Enjoy while learning that nothing is impossible if you put your mind to it and make an effort to achieve it.

## Session 4.1

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# Developing Vision Statements, Life Plans and SMART Goals

### A Personal and Professional Vision Statement

Literally millions of books and articles have been written regarding vision and vision statements. This section will simplify what are key components of a vision statement. Based on the ideas of Erica Olson (2008), Hugh Davidson (2005), and Paul Joyce (2000), we can identify the key components of a professional vision statement as follows:

- It is **CLEAR**
- It involves **COLLEAGUES**
- It is **CHECKED**
- It **CONTAINS** a concise summary about the future

**CLEAR** - Hugh Davidson (2005) indicated that 80 per cent of time is spent on developing vision and value statements, while 20 per cent of time is spent on making them work. In order to maximize the 20 per cent therefore, the youth worker must first make sure the statement is clear. Clarity involves ensuring that the desired outcomes are outlined in as few words and expressions as possible. The significant purpose and where you are going as an individual or company must be clearly stated.

**COLLEAGUES** - Paul Joyce, professor of Strategic Management at the University of North London, emphasized that to be fruitful involves building a shared strategic agenda (Joyce 2000, p. 75). In other words, a vision statement must have colleagues or staff involved so as to energize, inspire and motivate them, and you as well as a youth worker. It is this shared agenda that contributes to an end to the petty secrecy and inflexibility practiced by an old bureaucratic form of public service (Joyce 2000 p. 81).

**CHECKED** - In order to keep on track and to ensure that all is going to plan, a vision statement must be checked to see what is being done and how it is being done. In as much as it involves colleagues, these colleagues may be the ones consulted to check the statement at stated times. This collaboration is good for team building as it allows participants to feel involved. A regular return to the vision statement allows consideration for changes that may become relevant at any given time.

**CONTAINS** - The vision statement must include or contain a summary about the future as time allows for change. A future direction must be stated clearly so as to stimulate those who read it to desire to be part of the dream.

When, therefore, a vision is clear, it involves colleagues, it is constantly checked and it contains features of time and the future, then it creates the possibility of becoming reality through taking the action necessary to make it so. The reality of visions, therefore, is in hearts and minds, not in words on paper or even tablets of stone (Davidson, 2005, p. 90).

## Examine the following vision statements.

### Sample personal vision statements that you can use to create your own.

**Example 1.** Sally is nineteen and thinks she is overweight. She decided that she wants to be a youth worker and to accomplish this she enrolled in UWIOC to gain the necessary training. She feels alone, as she does not yet have a steady relationship while her friends boast of having such and moving forward in their lives. Consider her personal vision statement:

By December 2013, I want to lose 30 cm on my waist and shed 25 pounds. I will also complete the present portion of my higher education and clear all my backlogs regarding assignments at UWIOC.

Sally did this personal vision statement because it helped her to keep focus. Notice the content

**Clear:** the statement is in a few words and precise

**Colleagues:** The interaction involved in the assignments creates a forum for engaging views of her colleagues

**Checked:** Sally can employ check points on a daily, weekly and monthly basis to determine how progress is being made

**Contains** a concise summary about the future: Her statement involves a clearly stated time for achievement.

Such a personal vision statement helps her get to the state she desires and even more so, in the best and simplest way. Personal vision statements may be used to create the motivation towards achieving the stated vision by the anticipated date. These may be used by the youth worker on a personal level so that he/she may know what he/she is trying to achieve. Youth may be encouraged to write similar statements towards their own visions.

### Sample Professional Vision Statement

Troy is an 18-year-old young man whose family fell apart due to his father's involvement in crime. His desire to change things in his life led him to apply himself to his school work and gain entry into the UWIOC Youth Work programme.

**Example 2:** By March 2015, I want to finish this degree in Youth Work and start my own non-government organization that focuses on training young men between the ages of 13-18 in areas of spirituality, physical development, educational enhancement and moral and ethical development.

The youth worker, in learning this skill may help youth to prepare for specific areas of personal development such as education, health and service to others. As youth develop, they may find this skill critical in developing business enterprises that may grow towards corporation status.

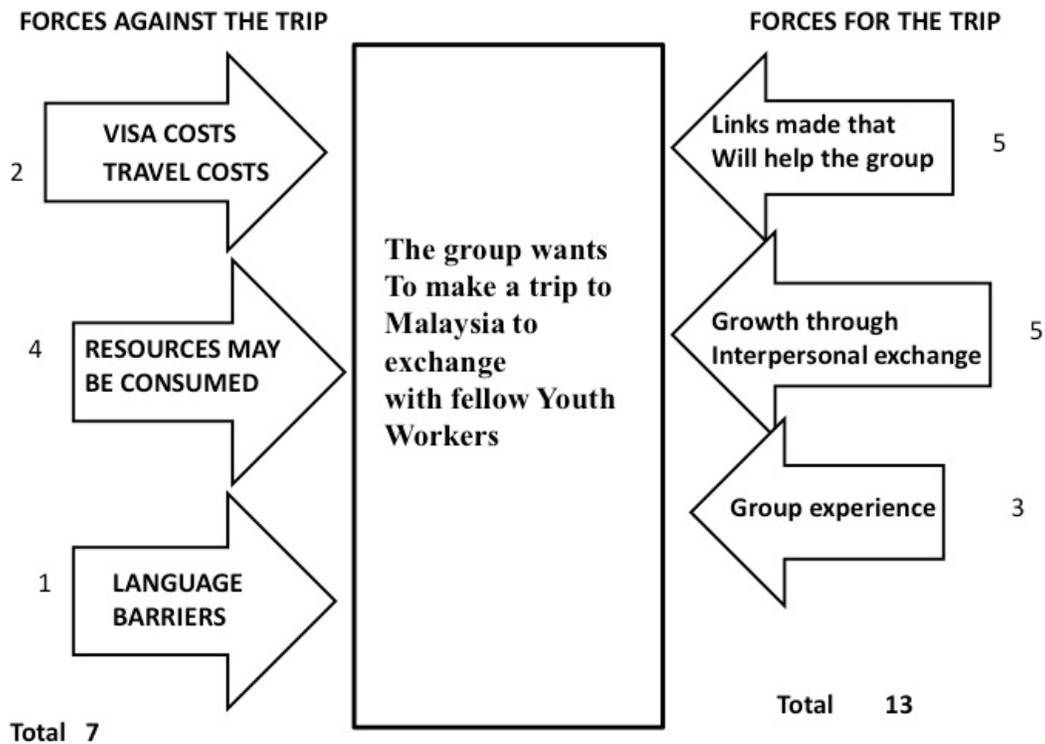
## *Using Force Field Analysis*

Alongside every vision statement is the possibility of resistance to move forward. In fact, an airplane cannot rise unless it has resistance. If that resistance provides the wherewithal for lift, then the plane could soar. Similarly, change brings about resistance. However, in order to receive the new level of comfort, we must be willing to refuse the former level. Abraham H. Maslow (1908-1970), the psychologist and philosopher known for the hierarchy of needs in psychology, indicated that we all move from the first level of biological and physiological needs and work our way to what he calls, the self-actualization level. Each move requires the capacity to make decisions that create change.

The force field analysis is a decision making tool that helps a person to identify the pros and cons of a particular decision. This tool is useful for youth workers in that it can be applied to both personal and professional decision making situations. The force field approach takes a detailed look at the forces for and against change. This approach therefore helps a person decide whether to continue along a particular path and to increase opportunities for success by reinforcing the forces that support the change and reducing the forces that are against it. The youth worker may be faced with major decisions and obstacles regarding investment of time and resources and a careful analysis may identify the pros and cons that will make decision making easier. A developmental plan using force field analysis involves:

- listing all the forces for and against a decision in two columns. This is valuable in as much as the worker gets a glimpse of the factors involved in the decision.
- assigning a value to each factor in the list, 1 being a weak and 5 being a strong value. This step is critical as the worker will be able to ascribe a rating to each possible item, allowing the opportunity for giving priority.
- totalling the score, to identify which side of the issue is weightier (See example below)

While the force field analysis is a simple tool to assist in decision making, it carries its own limitations. A force field analysis may be subjective and therefore requires collaborative thinking. It may not always identify all the factors involved that impact the decision. Despite these limitations, the approach is quite simple and saves time. Assuming that the youth worker now has a group to work with and wants to decide whether the group should visit Malaysia as part of the group's development plan, the force field analysis may look like Figure 4.1 below.



**Figure 4.1:** Illustration of a Force Field Analysis

Assuming that our friend Sally wants to consider either doing a degree or a certificate, the force field analysis may look like the following. Notice that each decision option is clearly listed and rated. This makes decision making simple and gives the idea that there are no problems to solve, only decisions to be made.

## Doing a degree or a certificate

Forces for the degree	value	Forces against the degree	value
Upgraded qualification	5	Longer study period	4
Employment selection	5	Increased research	3
Academic achievement	5	Increased study schedule	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>10</b>

Forces for the certificate	value	Forces against the certificate	value
Academic achievement	5	None to consider	0
Employment possibility	3		
Shorter study time	4		
<b>Total</b>	<b>12</b>		

**Figure 4.2:** Decision Chart Force Field Analysis

As the interaction with the group develops, individuals within the group may also have personal development issues to consider. These may be mapped out in the same way, allowing decisions to be made with consideration and value given to each option. Group decisions may include which event should be done and when, who to include or which project should be given priority as is relevant to youth work. Within personal development planning, personal decisions, like that of Sally's, may use the analysis with ease and comfort.

### *Using Life Plans*

There is an obvious, even trivial sense in which having life plans is the mark of a responsible, self-aware, prudent, and morally committed person (David Heyd 2010). A life plan is an organized, preferably written, perspective of a person's goals and expectations for life. It includes personal health, finances, relationships and any other matter that means much to a person. To simplify this consideration, one may say that a life plan:

- Clarifies
- Challenges
- Connects
- Collaborates

**Clarifies:** A life plan clarifies the goals and expectations that a person may have. The plan itself spells out the details and even procedures that the person may have to use in order to reach a particular goal in a definite time. This is important for the Youth Worker because clarity of direction and goals allows discipline and leadership to develop.

**Challenges:** The life plan may include identifying the possible challenges, embracing the force field analysis mentioned earlier in this unit. Challenges exist especially in the environment of young people. The Youth Worker must also be aware that the majority of adolescents create an imaginary audience (Elkind 1988). Although teenagers can think about their own and other people's thinking, they nonetheless make the characteristic error of confusing what they are thinking about with what other people are thinking about. Elkind suggests, then, that the imaginary audience is responsible for the self-consciousness typical of adolescence (Mitchell, 1992, p. 15). The youth worker therefore, must be aware of these challenges if he or she is to help young people design and create life plans.

**Connects:** The life plan connects the goal to be achieved to the actions that are taking place at present. Simply stated, present behaviour and methods presuppose that a goal exists. For example, if a person has the goal of being a pilot but invests time and resources in the culinary arts, then the present methods will not achieve the goal. Conversely, if a person wants to be a chef, engaging and investing time and resources in the kitchen enhances the possibility of becoming a chef.

**Collaborates:** The life plan must include others. Developing a network, therefore, is a crucial step for the youth worker and the youth. This brings together the various disciplines, resources and personnel that may contribute to the achievement of life goals.

A life plan therefore is able to clarify the goals that are to be achieved, recognize and prepare for the challenges that may arise, connect goals to behaviour and collaborate with those who may be able to assist in the realization of goals.

Assume that as a youth, you desire to be a student of UWIOC so that you may complete a degree in Youth Development Work. Prepare a life plan focusing on education, considering the details of the following life plan (as seen in Table 4.1 below).

Table 4.1: Sample of a Life Plan

GOAL	ACTION STEPS	DEADLINES
Complete a Degree in Youth Development Work at UWIOC	1. Ensure computer, printer and internet access is up to standard	June 15, 2012
	2. Go online to arrange application and set up email address to submit application online	July 3, 2012
	3. Prepare for and do the English language proficiency test (ELPT)	July 10, 2012
Study schedules for daily use as well as preparation for possible employment opportunities may be listed here for future reference.	4. Prepare for orientation programme	July 29, 2012

Life plans vary as they fit into different contexts and generally will be more long term. For example, the focus may be general which includes more personal components like having an income, forming an intimate relationship, getting married, having children and so on. On the other hand, as in the sample, it may focus on a specific issue like education. Notice in the sample that as the goal is to complete a degree in Youth Development Work, the challenges are understood as ensuring preparedness regarding Internet access while the connection exists between what is the goal and specific actions (behaviour) required to achieve the goal.

## *Constructing Effective SMART Goals*

“Central to goal accomplishment is the idea of hope . . . a goal is anything that an individual desires to experience, get, do, or become” (Curran & Reivich, 2011).

The Youth Worker must revisit goals to ensure that they are S.M.A.R.T. (Doran, Miller & Cunningham 1981). Goals should be:

- **Specific**, to ensure that they are aligned with clearly defined objectives. Constructing goal statements must be directed towards clearly defined objectives. The more specific they are, the more they become achievable.
- **Measurable**, to ensure that they are attained at a particular juncture. This measurability allows those involved to become encouraged as points or levels are reached that motivate towards achieving another. The youth worker must create the goal setting in such a way as to clearly define what points are to be measured and when.
- **Attainable**, in as much as that goals are divided into short and long term to ensure that they are in manageable chunks. A youth worker must ensure that larger goals are subdivided into smaller ones. This allows for further motivation as each victory can be celebrated as persistence is poured into the effort to achieve.
- **Realistic**, in that they are valuable and applicable to the youth worker’s experience. The Youth worker must keep in mind that if goals are to be achieved, they must be as realistic as possible. If goals are not realistic and appear to be a “pie in the sky”, then disenchantment and discouragement may set in and affect performance of the youth or the Youth worker.
- **Timely**, in as much as they are influenced by the application of a timeline. As is the case with any vision, use of time is critical to the achievement of goals. Goals are usually futuristic in nature and when a timeline is initiated, assessment of goal achievement becomes possible. The Youth worker, therefore, may construct a timeline, clearly identifying when and how specific actions are to be started or completed.

Setting goals is important when making a personal development plan because the youth worker must know beforehand, what is to be achieved, why, how and when it is to be achieved and by whom. This gives credibility to the work and attracts those who may be able to assist in such achievement.

Consider the following example of a SMART goal as it pertains to young men being sexually active in San Fernando, Trinidad. Bill is a youth worker and has a role at work to reduce the number of sexually active young men.

Table 4.2: SMART Goal Rationale Chart

<p><b>Example of a SMART goal:</b></p> <p>Increase the proportion of young men between the ages of 13 and 18 years old in San Fernando, Trinidad who refrain from choosing to be sexually active, from 5 per cent in January 2012 to 20 per cent in December 2012.</p>	
<b>S</b>	<p>This goal is specific because it states what Bill wants to happen, where and with whom it should happen. It may be more specific if Bill attaches, “if the candidates became 13 at the end of January 2011” as this will help sift the group for age-appropriate material.</p>
<b>M</b>	<p>This goal is measurable because it states what percentage exists now and the change that is expected. Measuring the percentage may even take place at the end of the first training encounter.</p>
<b>A</b>	<p>This goal is attainable because the 5 per cent that exists now may reach out by four times. That means that each young male between 13 and 18 years may try to personally influence four friends to make the same decision. This is relative to Bill and attainable for Bill in as much as his training for youth work is relevant. This may even contribute to Bill's feeling of competence.</p>
<b>R</b>	<p>The goal is relevant to Bill because an increase in sexual activities within the age group contributes to the possible spread of STDs, unwanted pregnancies and premature fatherhood among young people. Bill's role as Youth worker is in no way limited to here and now but also is critical towards generations of young people in building the society.</p>
<b>T</b>	<p>The goal is time bound as it allows for creation of specific actions towards completion dates.</p>

### *Key Features and Importance of Personal and Professional Development Plans*

Like life plans, a personal or professional development plan is a sketch of the goals or aims for a person or a professional within a particular discipline. It would therefore involve clearly defined statements that guide the person or professional along an evaluated route for eventual success or achievement of a stated goal. Within the youth worker's responsibility is the need to personally and professionally address planning for him/herself and that of the youths he/she may have responsibility for. Such plans are useful to a youth worker as they help develop a way forward and keep the user on track regarding how to move forward, when to move and who to move. Taken professionally, such plans allow for effective and strategic development and the opportunity to motivate teams towards achievements that give a sense of accomplishment.

The components of a personal and/or professional development plan are:

- **Conduct Self-Assessment 1:** The youth worker must engage in self-assessment and assist youth to do the same. (This was addressed in Unit 1). The identification of where you are is the starting point of any development plan. Writing this down helps to clarify the present position. The London Department of Education and Science (1987) suggested that young people need to be valued for what they are and do now, not for what they will become, yet youth workers have to be aware that their prime goal is change and development.
- **Determine Attraction:** The youth worker and the youth must then take time to identify goals. The questions to be asked are, “What attracts me?”, “What do I really want?”, “Where do I want to go?” By answering these questions, specific, measurable, attainable, realistic and timely goals may be set.
- **Define Activities:** The youth worker and the youth must consider what actions are to be taken and by whom in order for goals to be met. This may include identifying specific competencies associated with the task to be engaged in, getting formal training in a particular discipline or even checking a friend.
- **Timelines and Limitations:** The youth worker and the youth must now take into consideration the time at which a particular task is to be embraced. The age appropriateness, and time of achievement for that particular task or level of competence should be clearly stated.
- **Identify Associations:** The youth worker and the youth must examine and note the collaboration necessary for the fulfillment or achievement of the goal. Developing a network of persons, companies, agencies or facilities form a critical part of the plan and influences the path forward.
- **Conduct Self-Assessment 2:** The youth worker and the youth at this juncture must re-examine the present status of movement in the direction of the goal to ensure that all is on course and neither person is engaged in rudderless activities.

Personal and professional plans are crucial for youth work. Milson (1972) suggested that youth workers must give first priority to individual personal development and that this can only be fulfilled in social relationships and community involvement. Consider the following example of a personal development plan.

## PERSONAL DEVELOPMENT PLAN SAMPLE

<b>ASSESSMENT 1:</b>	<b>WHERE AM I NOW?</b>
<p>What are some strengths I have now? What are some weaknesses I possess now? What opportunities exist for me now? Am I satisfied with my present job, school, position, etc?</p>	<p>I have the ability to speak clearly I am a bit shy at times and feel scared in front of large crowds I enjoy talking to school children in the schools in my area I am not satisfied with the job I have now</p>
<b>ATTRACTION:</b>	<b>WHAT DO I REALLY WANT?</b>
<p>What exactly do I want? What is it that I hope to achieve? What short-term goal do I need to put in place? What long-term goal do I need to put in place?</p>	<p>I want to be a successful Youth Worker I want to become an agent of social change I want to be assertive I want to be able speak to large crowds</p>
<b>ACTIVITIES:</b>	<b>WHAT DO I NEED TO DO?</b>
<p>What do I need to improve? Do I need formal training to do this? What resources do I need to link with? Is there a number to call? Where do I find it?</p>	<p>My academic qualifications Yes, I must train to do this Youth Work UWI OPEN CAMPUS</p>
<b>AGE:</b>	<b>WHAT TIMELINES?</b>
<p>When do I expect to make calls? When is application due? When will I complete relevant studies? What age will I be upon graduation?</p>	<p>July 1st July 25th August, 2014 24 years old</p>
<b>ASSOCIATIONS:</b>	<b>WHO DO I CONNECT?</b>
<p>Is there someone I can depend on to help finance? Are there others I can encourage to study? Who can I lean on for encouragement? Who do I need to call?</p>	<p>Yes, Maris Chilton The six in the group that I hang out with Friends in Trinidad, Barbados or Canada Charmaine McDonaldzie, Maris Chilton or Deidre Serch</p>
<b>ASSESSMENT 2:</b>	<b>WHERE AM I NOW?</b>
<p>What new knowledge do I have? What acquired skills did I develop? What new resources exist?</p>	

The youth worker must consider the larger context of developmental plans as they apply to the Worker himself or herself as well as the young people with whom they work. Keeping focus on goals allows the opportunity for the youth worker to contribute to personal and group sense of achievements.



## **LEARNING ACTIVITY 4.1**

Create a sample personal development plan following the pattern above. Share this with your colleagues in the discussion forum and allow them to comment on it. Make any adjustments you think necessary based on the comments received and place the revised version in your learning journal with any appropriate comments.

## Session 4.2

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# Motivational Theories and Tools

## Motivating Self and the Youth Using Motivational Theories and Tools

Motivation may be described as the driving force behind a particular goal or action. It is the underlying purpose for a desired goal. The youth worker must be constantly encouraging himself or herself towards clearly defined goals and examining the motives alongside such goals. This must be done in connection with the goals of the youth as well. When a person achieves a goal, usually there is a sense of personal satisfaction. This helps to further motivate a person towards more achievement.

While trying to motivate youths may be a daunting task, the youth worker must be prepared to do so on a daily basis as youth are easily distracted by their own audiences and perceptions. Some theories that the youth worker may want to be familiar with are:

- Hierarchy of needs - Abraham Maslow
- Expectancy - Victor Vroom
- Need for achievement - David McClelland

### *Hierarchy of needs - Abraham Maslow*

Five basic need levels exist for Maslow. Physiological needs, safety needs, belonging needs, esteem needs and self-actualization needs. He suggested that these needs exist in such a way that only when one is satisfied will a person be motivated to achieve the other. The lowest level of unmet needs in the hierarchy is the prime motivator of behaviour; if and when this level is satisfied, needs at the next highest level in the hierarchy motivate behaviour (Sims, 2002, p. 60). Solving everyday problems with this approach involves identifying where a person's needs are. For example, a youth may not have his or her physiological needs met and as such, motivation to get involved in programmes may be low due to social comparison. Identifying which basic needs are not being met narrows the focus and allows room for the youth worker to act in order to satisfy such need to create motivation to get involved. If a youth did not have breakfast, for example, he or she may not have the physical energy to do anything else. The youth worker must become aware of his or her own physiological needs and those of the youths in his or her charge and seek to examine what needs are not yet met so that motivation may be engaged at the appropriate level.

Youth workers can individually assess the needs of youth in order to offer the correct type of support and move the youth up the hierarchy of needs so that the youth can work towards being in the position to support others or conduct selfless acts.

**How Maslow’s Hierarchy of Needs May be Useful within a Youth Worker’s Context:**

<p><b>Step 5: Self-Actualization</b>, which means that a person is now in the position to help others.</p>	<p>This is the stage where a youth has all their other needs met and can actually start to give back or help others that need help or support. The youth can start to give back to society and conduct selfless acts.</p>
<p><b>Step 4: Esteem Needs</b> – are categorized as needs such as for appreciation and respect.</p>	<p>Once a youth has established his or her sense of belonging to a group or organization he or she will start to naturally develop a healthy self-esteem. Esteem needs, when met, play a prominent role in motivating behaviour.</p>
<p><b>Step 3: Belonging Needs</b> – are categorized as needs such as for friendships, romantic attachments, family and social or community groups.</p>	<p>Once a youth has the ability to reasonably understand what may be considered a ‘safe’ choice versus a ‘risky’ choice and can conduct a risk/benefit analysis, the youth will start to embrace the idea of obtaining a sense of belonging somewhere and will be able to identify himself or herself with certain groups or interests.</p>
<p><b>Step 2: Safety needs</b> such as for control and order in life, financial security, health and wellness</p>	<p>Once a youth has his or her basic needs taken care of, he or she is in a position to understand what it takes to make ‘safe’ choices and may also gain a better insight as to things that may impart risk or danger.</p>
<p><b>Step 1: Basic Needs</b> - Physiological needs such as for food, water, clothing and sexual reproduction.</p>	<p>If a youth doesn’t have his or her basic physiological needs met he or she is not in a position to focus on keeping safe, or making safe decisions; he or she cannot obtain a sense of belonging or develop a healthy self-esteem.</p>

*Expectancy Theory*

Victor Vroom: V.H. Vroom (1964) suggested that people consciously choose particular courses of action based upon perceptions, attitudes and beliefs as a consequence of their desire to enhance pleasure and avoid pain (Isaac, Zerbe & Pitt, 2001, p. 212). To Vroom, a person may put effort into a particular task if he or she believes that he or she will succeed. Hancock (1995) suggested that such effort or motivation rests on three foundations:

1. Expectancy — the likelihood of successfully performing a particular behaviour
2. Instrumentality — the likelihood that a particular behaviour will result in certain outcomes
3. Valence — the positive or negative value that a person places on each of those outcomes

The youth worker, therefore, must examine if the tasks he or she is involved in or those that they expect youths to be involved in, bring a level of worth and value to the youth in the form of expectancy. A youth may be daunted in effort if the task is seemingly too difficult, however, if it seems “normal”, (some youth’s expression for normal), then engagement may be forthcoming. For example, a youth may be motivated to participate in a match of basketball if the prize for winning seems to be attractive enough to gain his or her attention.

Youth workers may create situations for motivation through Vroom’s theory by attaching worth and value to any event. This creates an internal motivation and completion of a task brings a sense of achievement.

An example of how Vroom’s theory may be applied to Youth Work in order to create motivation and goal achievement	Expectancy: the likelihood successfully performing a particular behaviour	Instrumentality: — the likelihood that a particular behaviour will result in certain outcomes	Valence: The value associated with the outcome. If a valance is positive, i.e., it fills a need or personal goal, then value is attached to attainment of the goal	
	If a young person/Youth Worker sees being involved in a group as being beneficial to his or her own achievement then belonging to the group is possible	If a young person/Youth Worker sees or evaluates the likelihood that being in the group will bring certain rewards (like acceptance and respect) then motivation takes place towards belonging	If a young person/Youth Worker attaches value to the task at hand then motivation is high to perform	

## *Need for Achievement - David McClelland*

McClelland and his colleagues (1953) developed a theory of achievement motivation which focused on the role of an underlying achievement motive (need for achievement) in determining achievement behaviour (Thomas, 1990, p. 411). For McClelland, motivation develops through the perception that a particular task is easy to achieve. This moves the person to attempt another task. Robbins and Judge (2011) noted that McClelland's theory focuses on three "needs":

1. Need for achievement - a drive to excel in relation to standards set
2. Need for power - to make others behave in a way in which they would not have behaved otherwise
3. Need for affiliation - the desire for friendly and close interpersonal relationships

The youth worker and, by extension, the youth must constantly examine the various needs and employ the wherewithal to achieve, keeping in mind that younger people have a higher need to achieve than older people (Lopatto, Ogier, et al. 1998). The youth worker is positioned to bring together the talent and motivation of youth that may result in tremendous success. When the need for affiliation exists, this can be filled through regular contact thereby encouraging new levels of competence among youth and their peers.

<b>How the Needs theory applies to Youth Worker/Youth situations</b>	<b>Youth Worker involvement continuum</b>	<b>Compared to Maslow</b>
<b>Need for achievement</b>	Either fears failure, avoids risks, responsibility and action OR must win at any cost. Youth Worker/Youth may either be fearful to take up responsibility to motivate the group or be liberal in trying new things	Self Actualization
<b>Need for power</b>	Either dependent and subordinate OR controls everything. Youth Worker/Youth may be subordinate regarding leadership of the group or be in control, making solo decisions, and autocratic in leadership style	Self-Esteem
<b>Need for affiliation</b>	Either remains aloof and maintains social distance OR demands loyalty and does not tolerate disagreement. Youth Worker/Youth may be afraid to engage in relationship building or be absolutely involved, not accepting no for an answer.	Social needs Security needs Physiological needs

As a result of these theories, tools emerge for the enhancement of leadership and esprit de corps among youth. Providing a basketball, for example, to create an interactive session leans on concepts of Maslow while showing a trophy as a prize for winning a tournament, is gleaned from Vroom. Some other tools may be developed; for example, giving specific tasks to youths who may show interest satisfies the need for affiliation. As a simple tool, youth workers may reward youth for academic achievements and allow that to be a motivator towards others doing likewise. Rotating responsibility within the group, as long as the group meets, fits McClelland's model. Sharing responsibility and group activities allow for the enhancement of leadership potential while modeling is taking place.



## LEARNING ACTIVITY 4.2

### *Discussion*

In approximately 150-250 words answer the following questions:

1. What do you think are the benefits of having a personal development plan?
2. Beyond this course, have you ever created a personal development plan? How can a Youth Worker encourage youth to create and use development plans? What benefits will this bring to youth? What strategies can a Youth Worker use to encourage youth to get them to make their own development plan?



## USEFUL RESOURCE LINKS

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- Green, H. (2010). Transformational leadership in education. USA: GlobalEdAdvancePress
- Sutton, J., Stewart, W. (2008). Learning to counsel, 3rd edition. Oxford United Kingdom: How to books.
- Social Motivation in Youth Sport.  
[http://groups.jyu.fi/sporticus/lahteet/LAHDE\\_5.pdf](http://groups.jyu.fi/sporticus/lahteet/LAHDE_5.pdf)
- Increasing Youth Motivation: Laying the Foundations for Success. Career Circuit.  
[http://groups.jyu.fi/sporticus/lahteet/LAHDE\\_5.pdf](http://groups.jyu.fi/sporticus/lahteet/LAHDE_5.pdf)
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<http://www.cs.unca.edu/~manns/MotivationExpectancyTheory.pdf>

## Unit 4 Summary

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The role of the Youth Worker is a tremendous one and has significant opportunity for the development of future leaders. The Youth Worker must therefore, develop a clear vision of the potential that exists among youth. This is enhanced when goals stimulate a definite development plan that includes elements of motivation, while facing challenges and obstacles that may arise.

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- Olson E. (2008). *Vision Statements*. <http://www.youtube.com/watch?v=ioY-YSOKBtY>

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