



GC-EMA: Client Motivation & Analysis

LEARNING OBJECTIVES

- Learn how to identify the learning or coaching needs of the clients
- Explore how context impacts a needs analysis (personal, team, organisational)
- Learn about different methods for identifying client requirements

ICF COMPETENCIES

C. Communicating Effectively

2. Evokes Awareness

Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy

D. Cultivating Learning and Growth

8. Facilitates Client Growth

Partners with the client to transform learning and insight into action. Promotes client autonomy in the coaching process.

[See all competencies](#)

CLIENT MOTIVATION & ANALYSIS

The skill of a group coach, trainer, facilitator or workshop leader is to quickly be able to read the room, assess where people are coming from, determine their motivation and tailor the session accordingly.

Pitching your workshop or group coaching in a way that meets your participants exactly where they are, is a skill. It involves being able to assess where your clients are coming from, what their skill or knowledge level is, what is motivating them and what they are hoping to achieve.

PART 1: CLIENT MOTIVATION

Adult Learning Principles

Malcom Knowles, the theorist widely known for his work on Andragogy (the study of adult learning) identified 6 principles of Adult Learning:

1. **Need to know:** Adults need to know the reason for learning something.
2. **Foundation:** **Experience** (including **error**) provides the basis for learning activities.
3. **Self-concept:** Adults need to be responsible for their decisions on education; involvement in the **planning** and **evaluation** of their instruction.
4. **Readiness:** Adults are most interested in learning subjects having immediate **relevance** to their work and/or personal lives.
5. **Orientation:** Adult learning is **problem**-centered rather than content-oriented.
6. **Motivation:** Adults respond better to internal versus external motivators.

<https://en.wikipedia.org/wiki/Andragogy>

We can see from this list that motivation plays a key part in the success of adult learners. They need the learning activity to be relevant to their lives. They need to know why they are engaged in the learning activity, and they need to connect with their intrinsic motivation.

In many ways Theories of Coaching overlap with Theories of Adult Learning. If we think of coaching as a “learning activity or experience”, then it is critical we are aware of the motivation of our clients.

Types of Motivation

Motivation can be broadly defined as 'Wanting a change in behavior, thoughts, feelings, self-concept, environment, and/or relationships.' (Baumeister, 2016) However, motivation presents differently depending on the context and the person.

There are a range of theories on motivation in various contexts including sport, psychology and organizational development. You can [read more about those here](#)

In terms of Group Coaching one of the key distinctions to look for in your clients' motivation is whether it is intrinsic or extrinsic.

Intrinsic Motivation is internal, it comes from the self. It is either driven by personal goals or values or by a need or desire.

Extrinsic Motivation is external, it is created by forces outside of the self. It can be a desire for reward, or avoidance of punishment. Or it can be set by an external body like a workplace or school.

It is widely believed that intrinsic motivation is more powerful than extrinsic motivation, as this excerpt from FastCompany.com describes.

Extrinsic motivation is a nice way of describing when you do things primarily to receive a reward. You might take a new job because of the higher pay and better benefits package. Then you work 60-hour weeks to reach an arbitrary goal that someone else has set. After all, it will look good on your résumé a few years from now when someone is judging you—based on their own motivations.

Intrinsic motivation—or deep internal motivation—is much richer. For example, consider a teacher who is inspired by the growth of a student or a doctor who is driven by improving health. Intrinsic motivation stems from the meaningfulness of the work you do. You are driven by what you yearn to do even if there is no reward or compensation.

www.fastcompany.com/3047370/the-only-type-of-motivation-that-leads-to-success

How are your Clients Motivated?

Motivation is also a key factor when delivering a workshop or group coaching session.

- What reason do people have for attending?
- Are they seeking change in a general sense?
- Are they seeking a specific outcome?
- Or are they simply curious about coaching?

You could be running your Group Coaching session or FlipIt workshop in a range of different contexts. Each context and each client group will have different types of motivation. If you are working in an organisational setting it is possible that your clients are extrinsically motivated. If that is the case it can be useful to look for ways to intrinsically motivate your clients.

- Is there a way they can personally connect to the workshop outcomes?
- Can they identify a personal goal that aligns with the organisational goals
- Is there a way the workshop can be relevant to their individual life/situation
- Are there any personal values that overlap with corporate values

PART 2: CLIENT ANALYSIS

Aside from motivation there are a range of other factors that will influence the way you run your session or workshop.

Knowledge of Coaching

Not everyone has heard of coaching, or knows exactly what it is. As a relatively new profession it is often confused with mentoring or sports coaching. Running a Group Coaching session with clients who have been coaching for years, or are even coaches themselves, is very different to running a session with clients who have never experienced coaching before. Consider the following questions.

- Are your clients new to coaching, or are they professional coaches themselves?
- What do they understand about the role of the client?
- Have they been a client before?
- What do they understand about the role of the coach?

Personal Development

The next thing to consider is what degree of personal development they have done, and what beliefs participants hold about themselves and the world around them.

Flipping, or shifting a perspective is a very different conversation if your client does not hold the belief that they are responsible for the way they see their world. Or if they have not developed any awareness around responsibility, or judgement, or perspective.

- Do they know or believe that they can control their reality via their perspective?
- Do they know or believe that their “truth” is but one of many truths?

Willingness to Change

Finally, one of the key factors to look at is participants’ willingness to change

- To what degree are they prepared to be vulnerable?
- What is the degree of trust in the group?
- Are the participants there by choice? Or is it a compulsory workplace activity?

FURTHER READING & RESOURCES

- [Article] [20 Most Popular Theories of Motivation in Psychology](#)
By Beata Souders, MSc, Positive Psychology.com
- [Article] [Differences of Extrinsic and Intrinsic Motivation](#)
By Kendra Cherry, VeryWellMind.com
- [Article] [Coaching people through the Change Curve](#)
By Insight, 2020
- [Article] [Tips for Reading the Room Before a Meeting or Presentation](#)
By Rebecca Knight, 2018
- [Article] [Setting Expectations For Participants, Organizers, and Yourself](#)
By DJ, Nick Sera-Leyva, 2016
- [Video] [How to Influence Different Types of People - Leadership Training](#)
Project Management Videos, 2015
- [Ted Talk] [The Puzzle Of Motivation](#)
Dan Pink TEDGlobal, 2009
Start at 1.46 min to 5 mins