

Facilitate for Impact

Module 3 Transcript

Welcome back to Facilitate for Impact. We are together turning learning moments into lasting change, and that feels so good. Now, if you have ever tried to motivate adults to learn, you're in it.

We can't make someone care. But we can design learning that makes them want to care and want to learn. And that's where self-determination theory or SDT comes in.

It's like the recipe card for motivation. It's three ingredients that, when blended just right, make learning stick. Now, self-determination theory was developed by psychologists Edward Desai and Richard Ryan back in the 70s and 80s.

And they wanted to understand what truly drives people, not just to perform, but to thrive. And at the heart of SDT are these three fundamental psychological needs, autonomy, competence, and relatedness. And when these three are met, motivation shifts from have to to want to.

And that's when real learning happens. So let's dig into those three. The big three, competence.

We all want to feel capable. We all want to be competent. We like when we can do things and do them well.

Competence fuels our confidence. It fuels our growth. That satisfying, I've got this feeling.

That's what keeps learners coming back for more. Autonomy is about control. Adults don't like to be told what to do, especially in a learning environment.

So autonomy means having the freedom and the choice to learn their way, in their time, for their reasons. And then relatedness. At our core, we want to belong.

When people feel connected to you, to each other, to the material, their guard comes down. And once that happens, their minds open up. When all three are in play, learners engage more deeply.

They remember more and they walk away actually wanting to apply what they want. Now, motivation. Motivation comes in two flavors.

Extrinsic and intrinsic. Extrinsic motivation is the carrot. Those are the external rewards like bonuses and praise or passing grades.

It works for motivation, but it fades fast. Intrinsic motivation, that's the good stuff. That's driven by curiosity, by purpose, by internal satisfaction.

It's the kind of motivation that lasts. It comes from within the learner. So SDT gives us the how behind building that kind of motivation.

When we design learning that hits competence, autonomy, and relatedness, we're not just filling heads, we're filling hearts and minds. STT is a game changer for facilitators because it helps us understand learner motivation. It gives us language for why people show up or don't.

It promotes intrinsic drive. When they feel seen and supported, learners will lean in and want more. It enhances learning outcomes.

Meeting those three needs increases both engagement and retention. It also helps us shape better learning environments because it reminds us that adults don't learn from people that they don't trust or connect with. So instead of pushing people to learn, STT helps us pull them into learning.

Feels different. The results are different. Now picture this.

Two learners take a certification exam. Both fail. The self-determined learner says, gosh, I should have studied more.

I'll carve out some time, extra time this week. I'll do more studying. I'll pass it next time.

They own it because they value competence and growth. The low self-determination learner says that exam was unfair. The instructor didn't teach it right.

They were trying to trick me. It's when learners don't feel confident on the questions. They deflect because they don't feel in control.

Same outcome, totally different mindset. That's the power of self-determination. And it turns setbacks into self-corrections.

Now let's bring it back to you. Prompt, learner prompt three is going to walk you through as a facilitator, which of the three SDT components needs your attention. Maybe you excel at creating belonging, but you struggle to give up control.

Maybe you're great at building skills, but you forget to invite input. Whatever your situation is, learner prompt number three will walk you through how to kind of self-assess. Now, when we design with SDT in mind, we don't have to motivate adults to learn.

We simply create conditions where motivation thrives naturally and that autonomy gives them choice, competence gives them confidence, and relatedness gives them connection. And together, the three give every facilitator everything we want, which is engaged learners who actually want to be there. Now, that's it for this module.

Great facilitation isn't about teaching perfectly. It's about sparking growth. We'll see you in the next module.