SRO Survey Process Forum
Training Insights Series

Principles of Adult Motivation to Learn

Jeffrey Albrecht
**Margaret Hudson**

Learning Goals for Session

1. Differentiate types of motivation and engagement

2. Understand the relationships between motivation and engagement

3. Identify motivational principles in SRO training

Reminder: Adults Learner Characteristics

1. Motivated by concerns with material implications

2. Independent and self-directed learners

3. Knowledgeable from prior experience

4. Problem- and application-oriented

Knowles (1996)

Ecology of Adult Motivation

- Motivation is the product of interacting situational factors

- Motivation develops over time across contexts

- Motivation is guided by societal influences and related concerns

Self

Relationships

Community

Society

Time
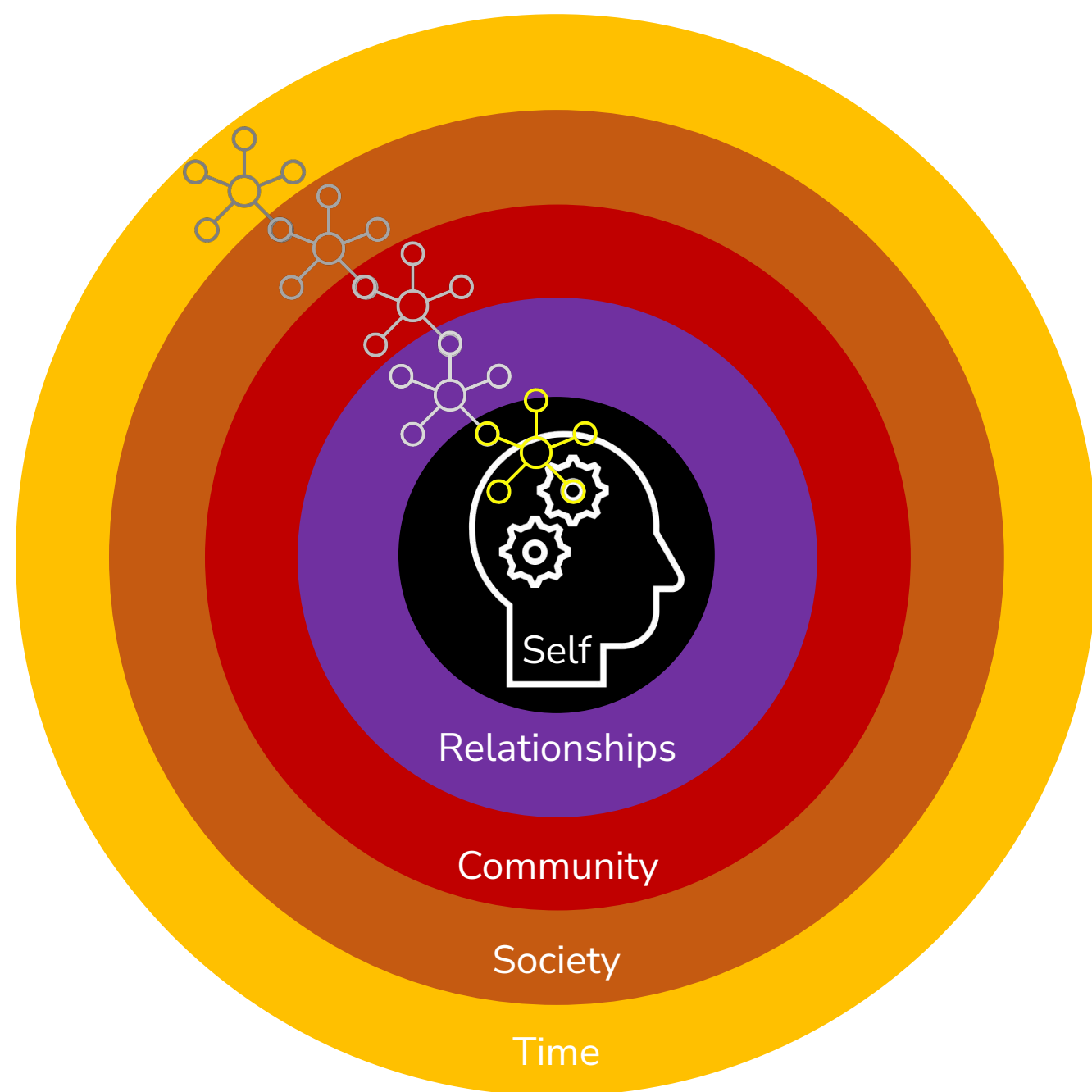
Bronfenbrenner (1979)

Motivation Defined

- Psychosocial factors influencing the direction, intensity, and duration of behavior, including...
  - **Beliefs (e.g., self-efficacy and value beliefs)**
  - **Needs (e.g., safety and self-actualization)**
  - Goals (e.g., career goals and life values)
  - Emotions (e.g., interest and boredom)
- Achievement motivation drives engagement in learning tasks
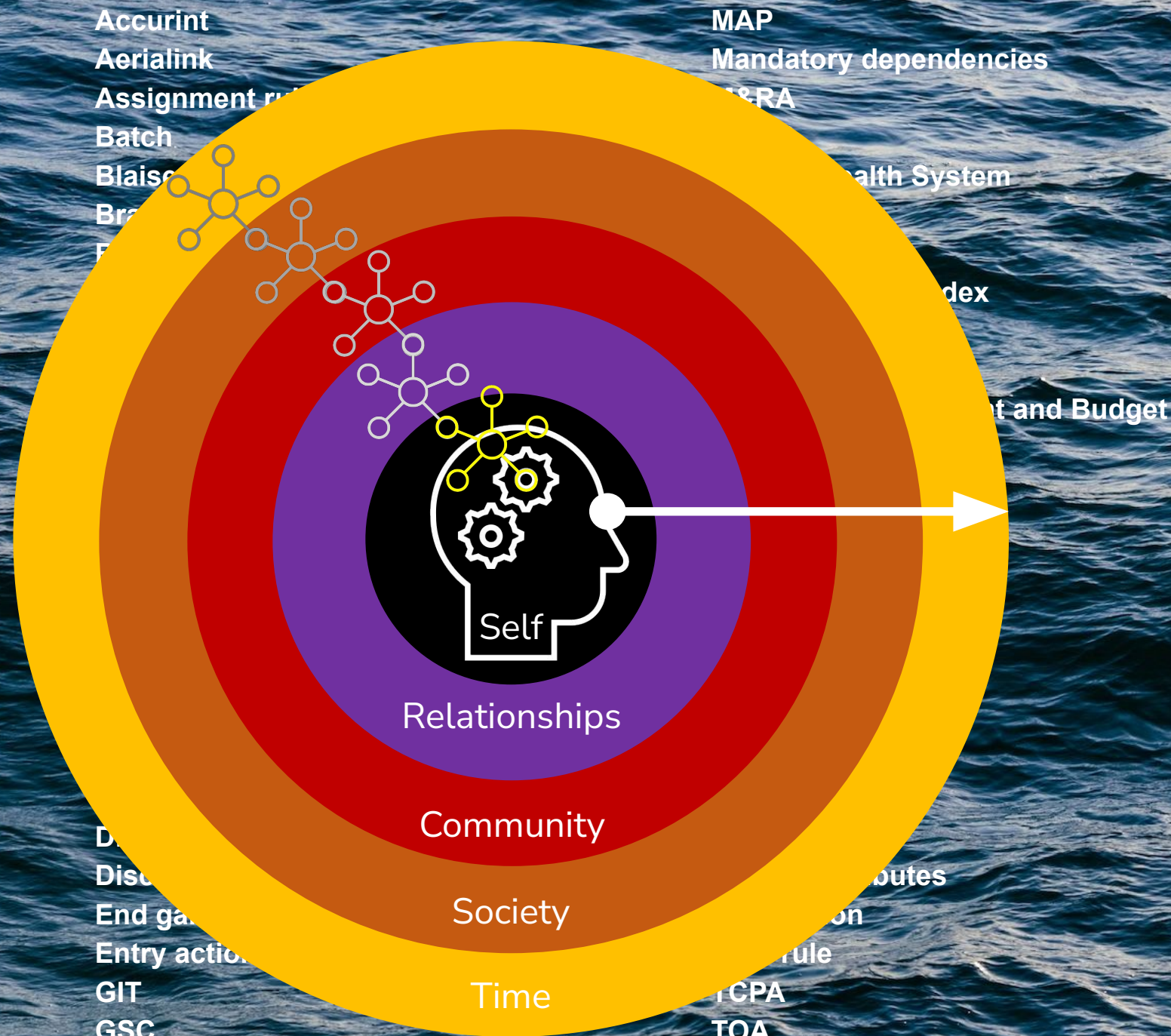
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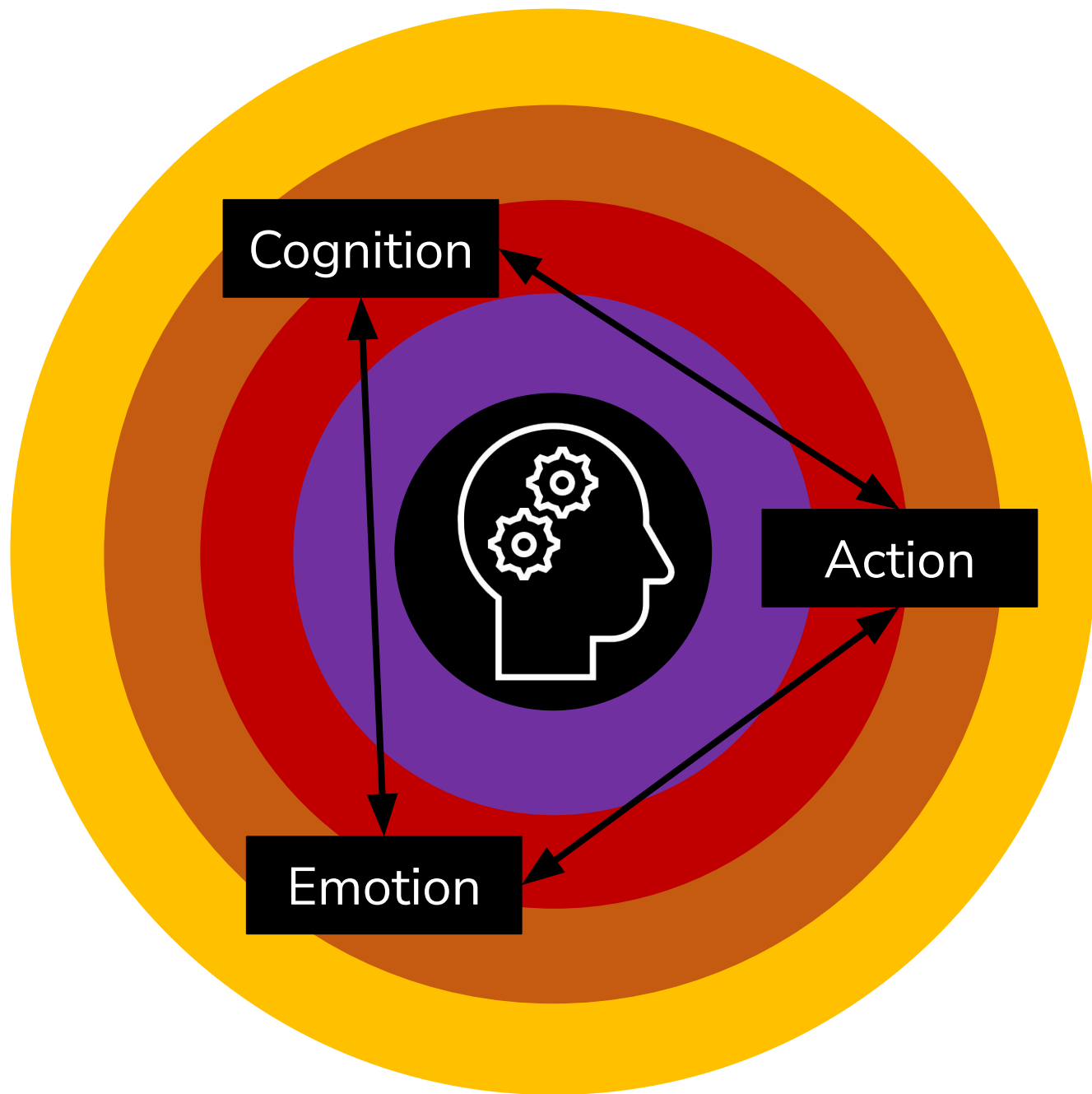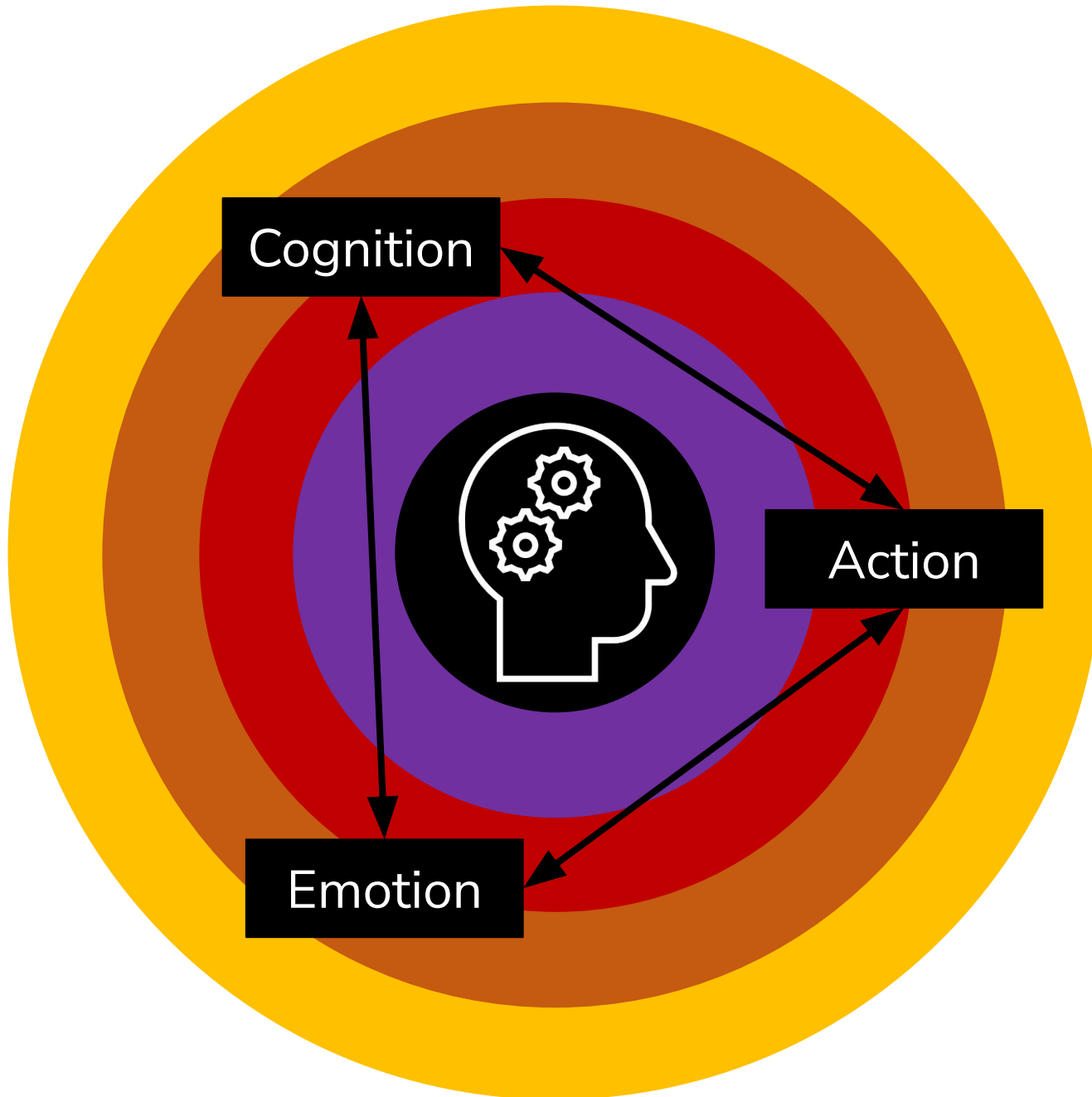...&RA
...alth System
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Transitions
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TOA
Web SMS vs. WSMS

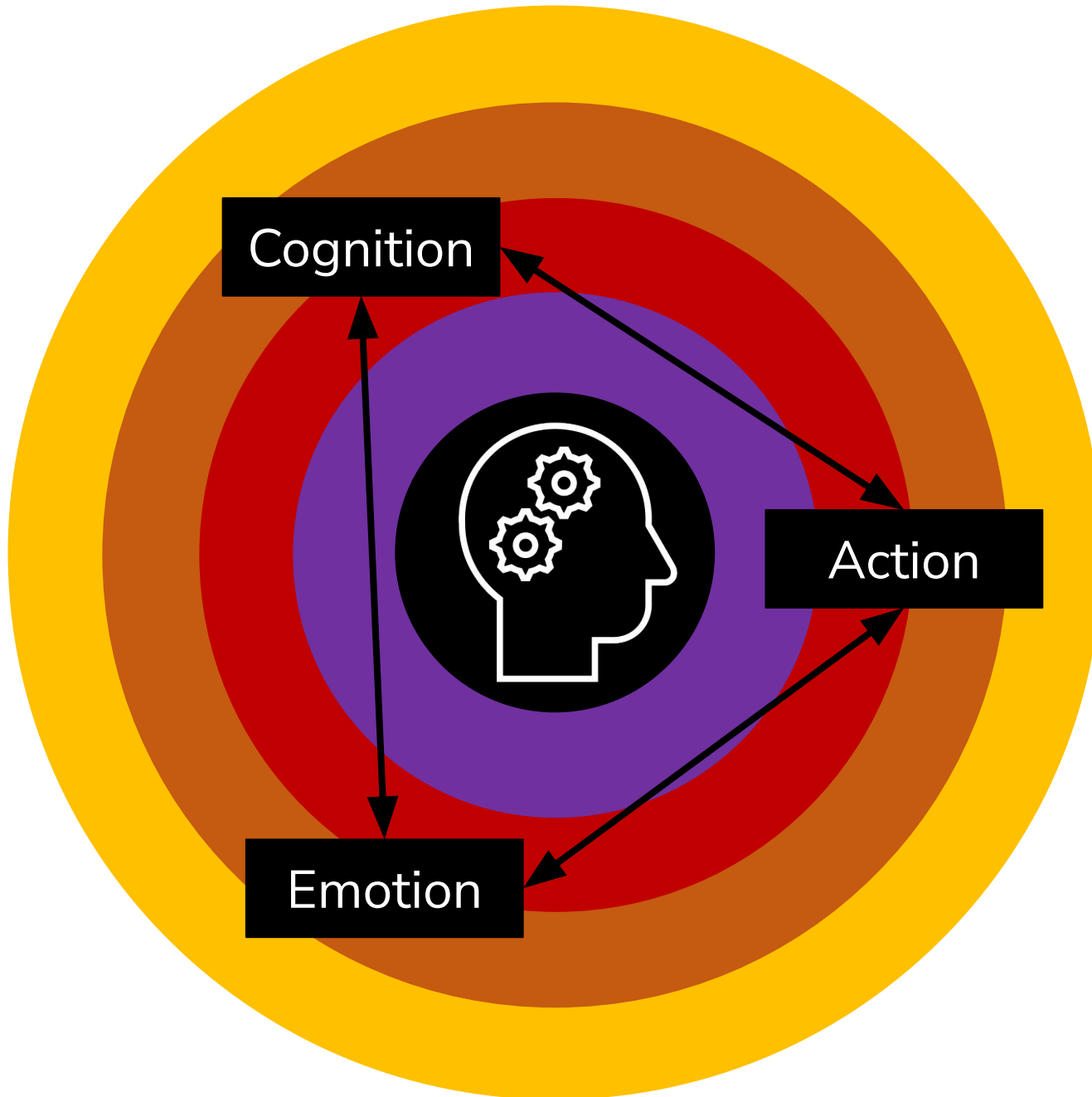Self
Relationships
Community
Society
Time

Engagement

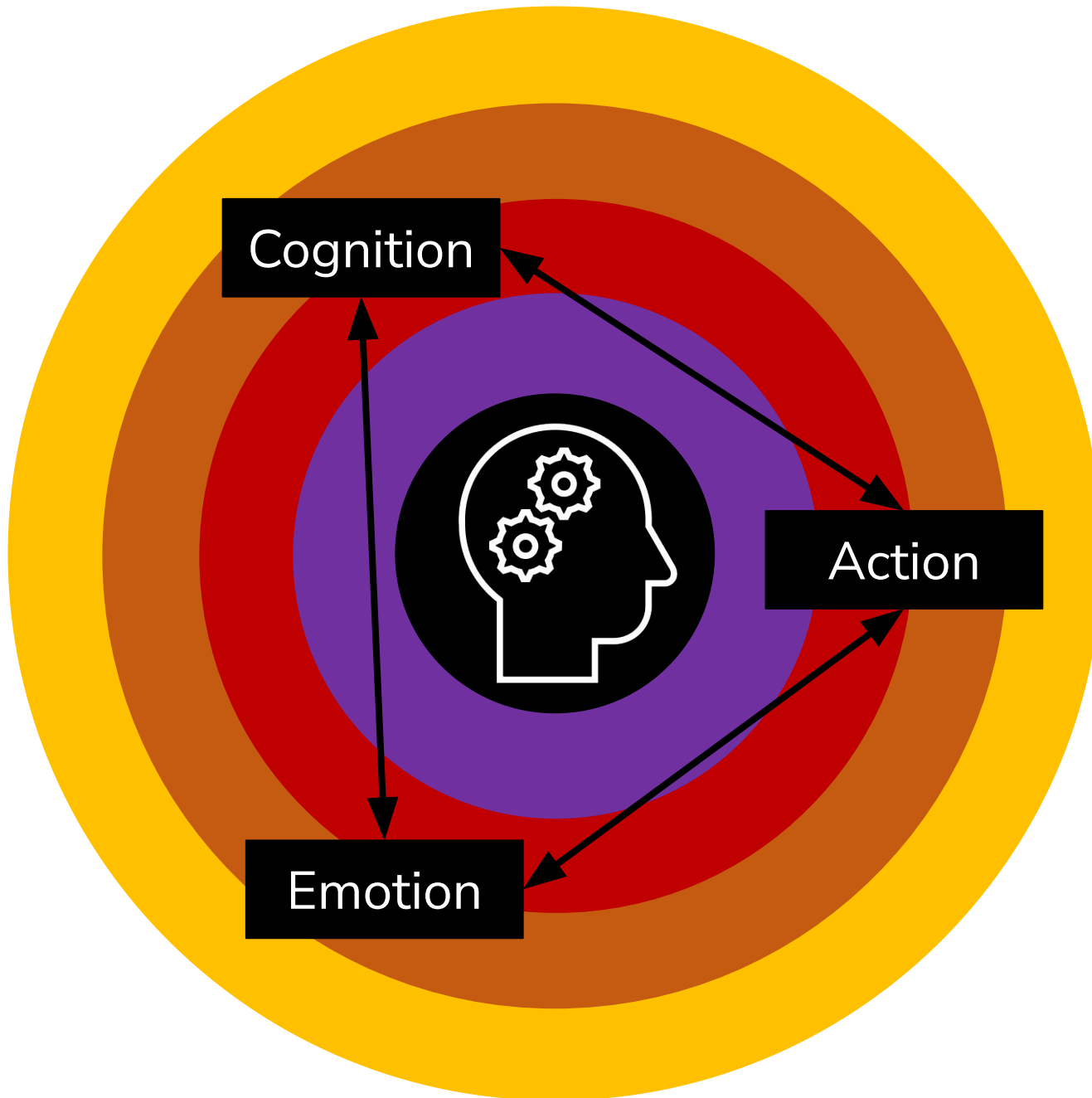- Investing personal resources and energy in learning

Behavioral Engagement

- Comes prepared
- Pays attention
- Asks questions
- Participates
- Completes work

Cognitive Engagement

- Focuses on task
- Actively processes information
- Remembers information
- Uses critical thinking
- Elaboration

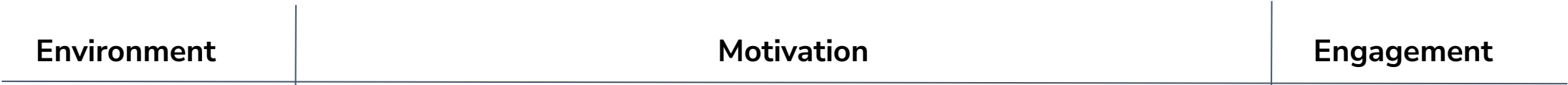# Emotional Engagement

- Interest
- Inspiration
- Intrigue
- Contentment
- Light-heartedness
- Happiness
- Eudaimonia

Motivational Beliefs

Social-Cognitive Career Theory
Lent & Brown (2019)

Environment	Motivation	Engagement

Situated Expectancy-Value Theory

- Task value beliefs
  - Attainment value
  - Interest value
  - Utility value

- Task cost beliefs
  - Effort cost
  - Opportunity cost
  - Psychological cost

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Relevance and Motivation

Albrecht (2019)
Albrecht & Hecht (2022)
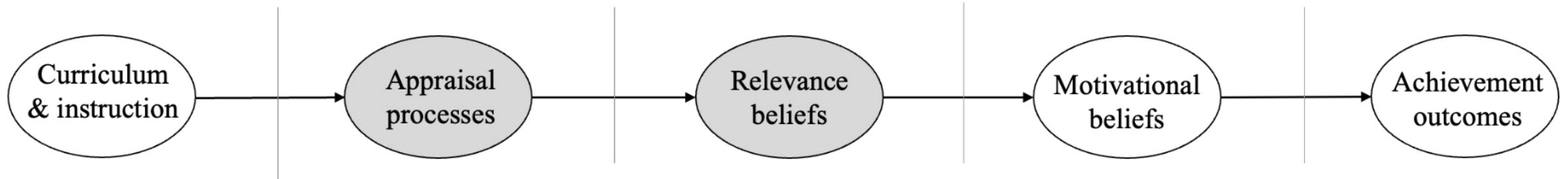
Motivational Needs

Basic Need Satisfaction
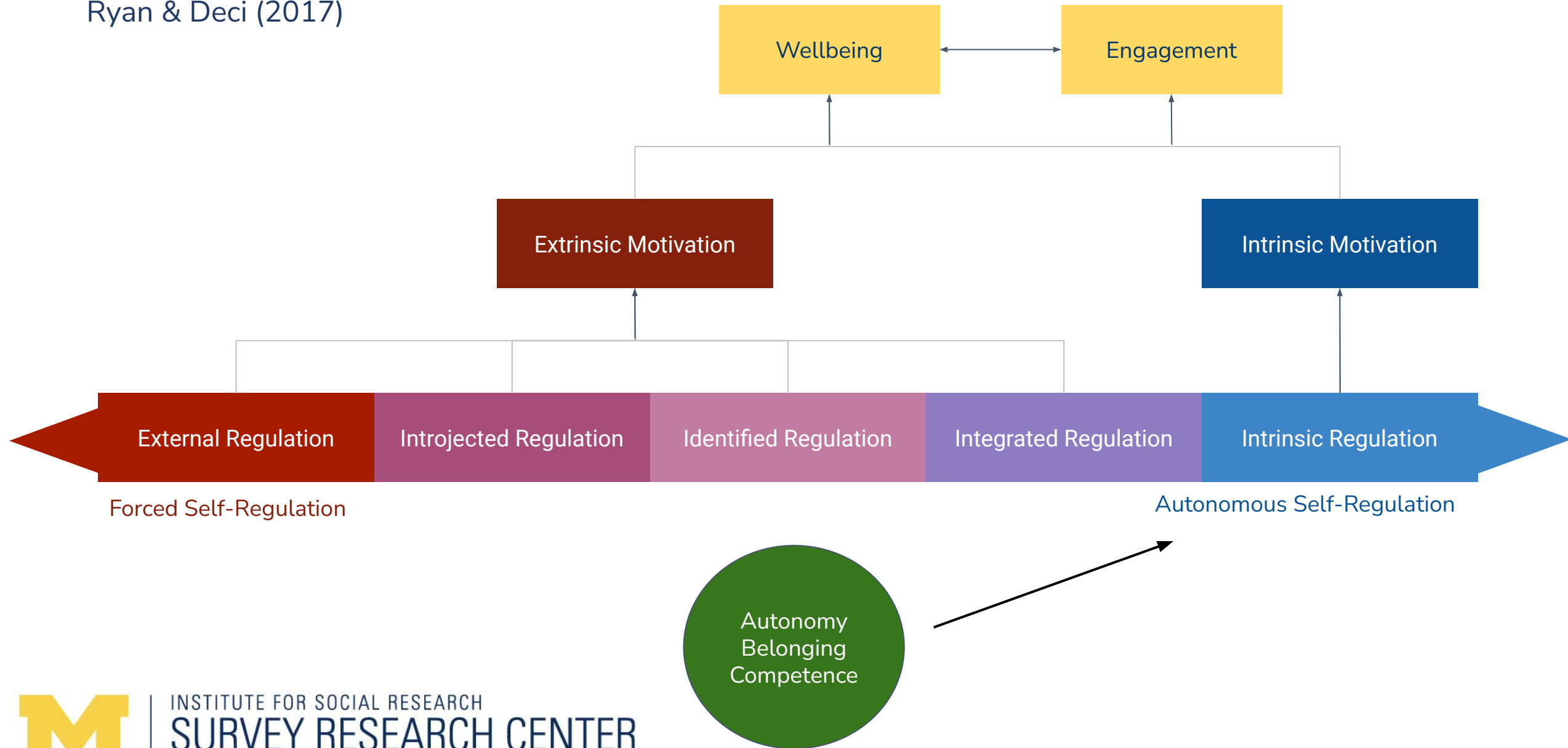
Motivation and Engagement at SRO
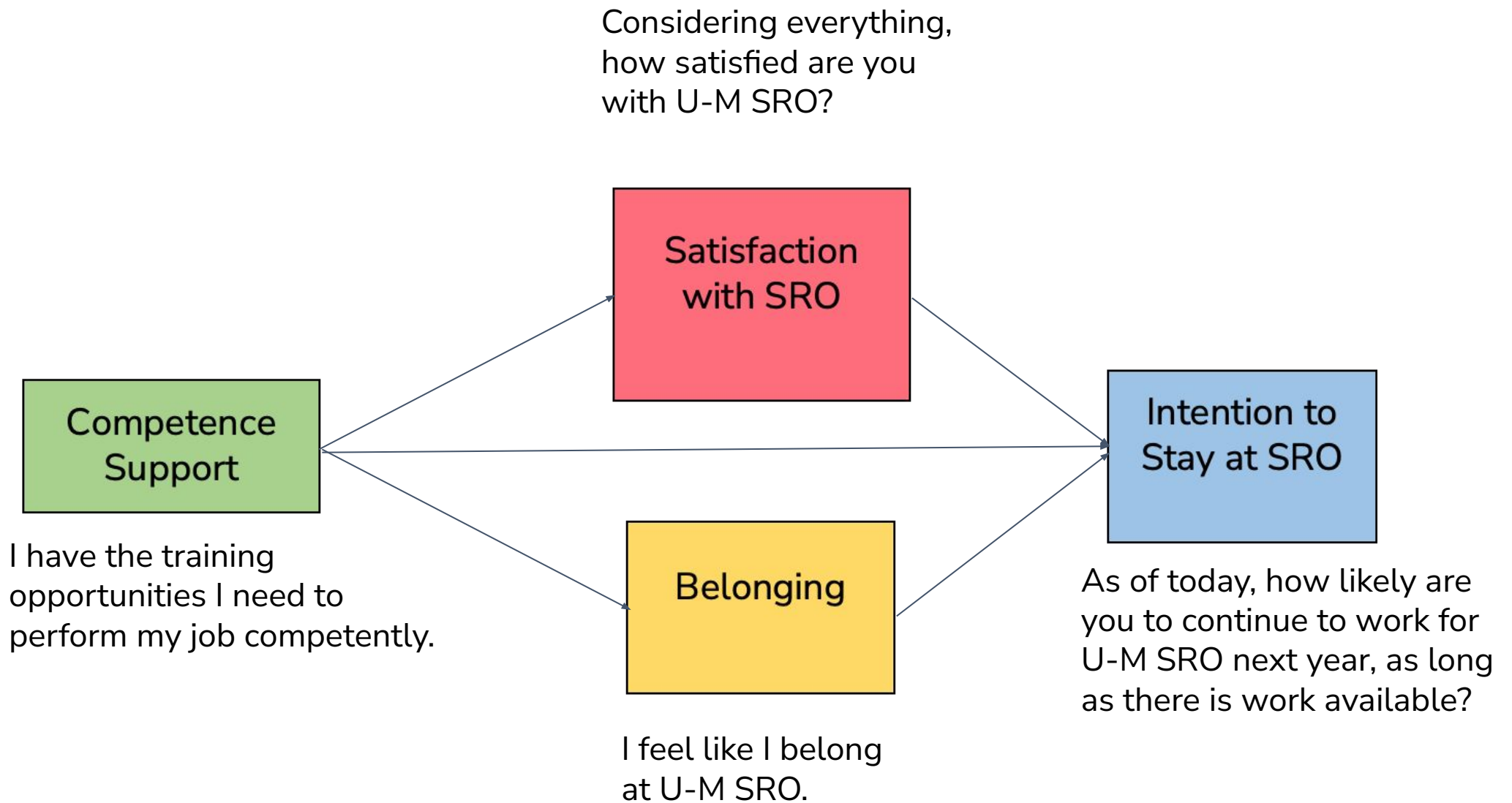
Interviewer Satisfaction Survey 2022
Viera-Martinez & Albrecht (2023)
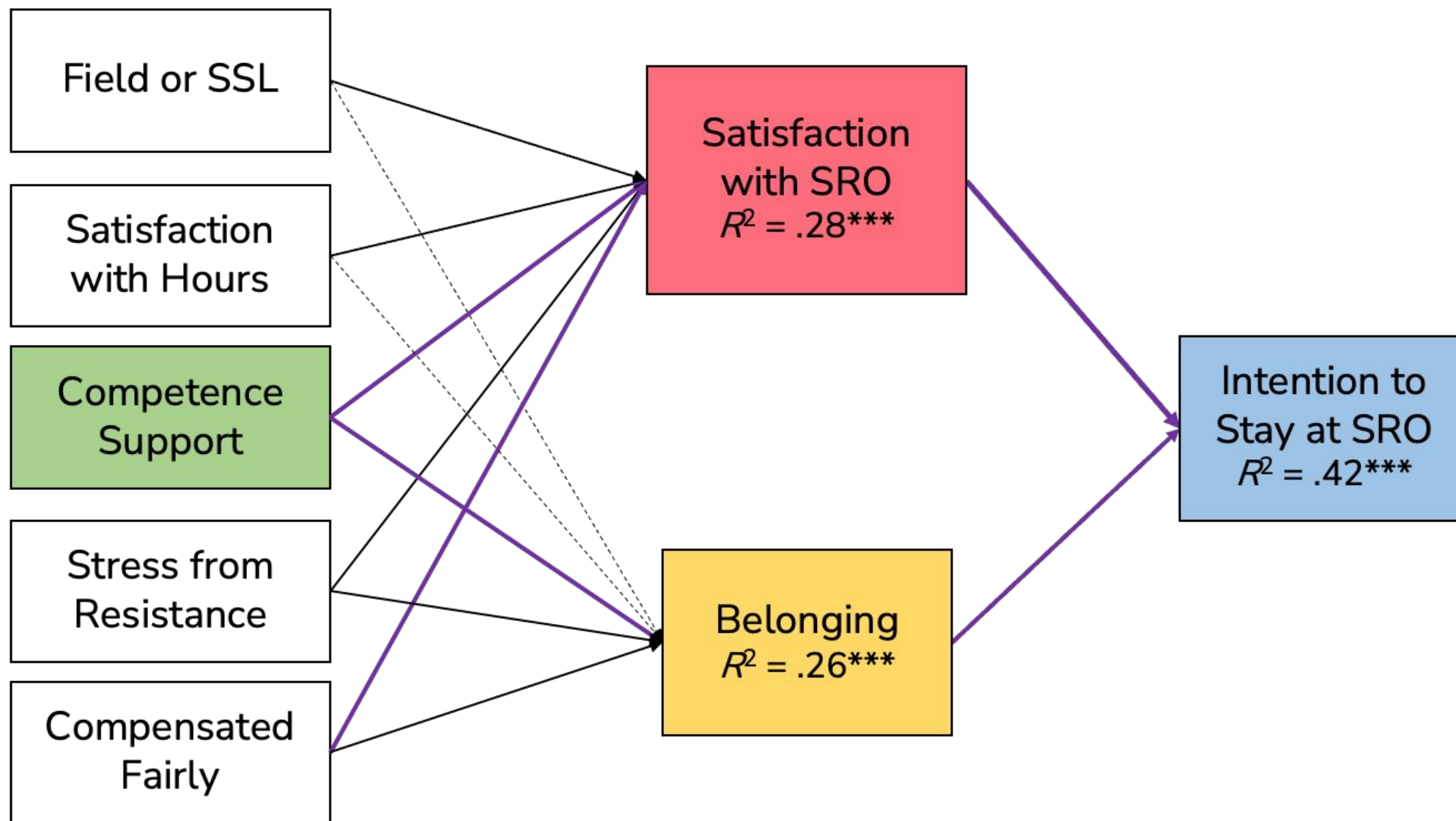
How helpful are the following training approaches for your learning?

SRO Interviewer Satisfaction Survey 2023
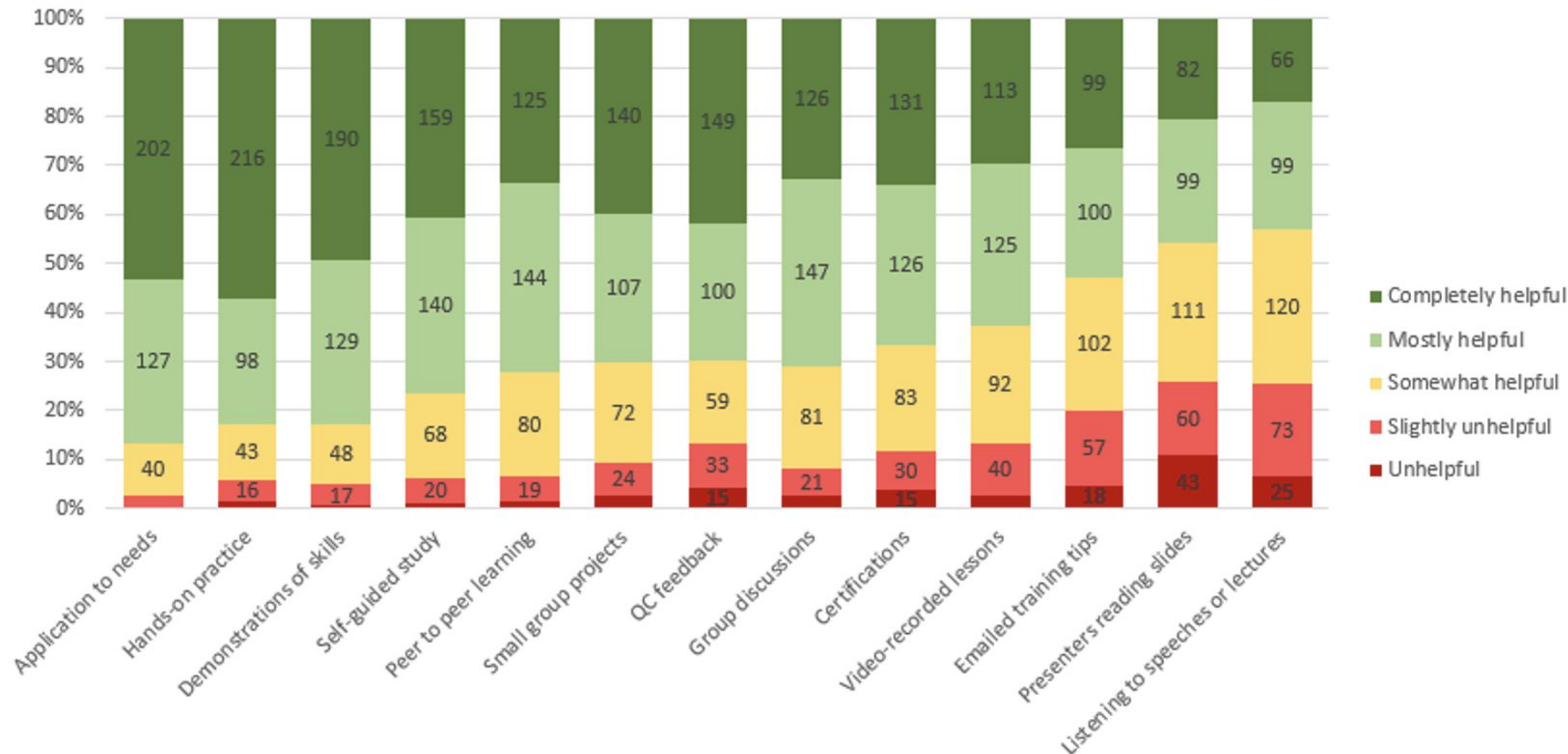
How do you feel about the use of these training approaches at SRO trainings?
- Trainings have the right amount of this.

Training approach	Percentage
Home study / self-guided study	71%
Large group discussions	64%
Video recorded lessons	63%
Presenters reading slides	56%
Demonstration of skills	56%
Applying learning to needs	53%
Giving speeches or lectures	52%
Hands-on practice	51%
Small group projects	49%
Peer-to-peer learning	48%
Highlighting most important content	42%
Learning games	39%

SRO Interviewer Satisfaction Survey 2023

How do you feel about the use of these training approaches at SRO trainings?

Training approach	Want less	Want more
Highlighting most important content	0%	55%
Demonstration of skills	1%	41%
Hands-on practice	3%	41%
Learning games	13%	39%
Peer-to-peer learning	5%	38%
Applying learning to needs	1%	36%
Small group projects	7%	33%
Home study / self-guided study	6%	20%
Video recorded lessons	11%	20%
Large group discussions	18%	12%
Giving speeches or lectures	34%	6%
Presenters reading slides	37%	4%

■ Want less   ■ Want more

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SRO Interviewer Satisfaction Survey 2023

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Discussion

References

Knowles, M. S. (1996). Adult learning. In R. L. Craig, *The ASTD Training & Development Handbook: A Guide to Human Resource Development.*

Lent, R. W., Brown, S. D., & Hackett, G. (2006). Social Cognitive Career Theory. In J. H. Greenhaus, & G. A. Callanan (Eds.), *Encyclopedia of Career Development.* SAGE Publications, Inc. https://doi.org/10.4135/9781412952675