UNIT 4: WORK MOTIVATION

**Vocabulary list**

- accomplishment
- ambition
- ambitious
- attitude
- benefits, fringe benefits
- bonus
- commission
- perk
- carrots and sticks approach
- reward and punishment
- challenge
- commitment
- compassion
- confidence
- dedication
- desire
- determination
- eagerness
- empowerment
- encouragement
- endurance
- energy
- enjoyment
- enthusiasm
- faith
- faithful
- fulfillment
- honor
- honors, to graduate with honors
- incentive
- impetus
- inspiration
- integrity
- intrinsic motivation
- extrinsic motivation
- mission
- motivation
- obstacles
- opportunity
- optimistic
- passion
- patience
- performance
- productivity
- perseverance
- persistence
- positive mindset
- promotion
- role model
- satisfaction
- self-satisfaction
- spirit
- to accelerate creativity
- to accomplish
- to achieve
- to conquer
- to empower
- to encourage
- to incentivise
- to endure
- to inspire
- to motivate
- to overcome
- to persevere
- to prioritize
- to succeed
Motivation

1. Someone with a great desire to learn is said to be highly motivated. **Motivation** is very important in what one learns and how quickly one learns it. A motivated person will generally learn faster and more **efficiently** than an unmotivated one. To learn efficiently, a person must intend to learn (intentional learning). However, incidental learning—learning that is not intended but which results simply from exposure to material—sometimes does occur. The degree of incidental learning does not approach that of intentional learning in real-life situations. To what extent motives aid learning is undecided. Motives do contribute as **incentives** to performance of what has been learned. If an individual expects to be rewarded for doing well, performance (perhaps on a test) may improve. It also may worsen, if the fear and anxiety over not passing is great enough. Human motives in relation to learning are so varied and complex that controlled experiments to analyze them are virtually impossible.

1. According to the passage, which of the following is true about incidental learning?
   (A) More learning is incidental rather than intentional.
   (B) Incidental learning is caused by a desire to become more educated.
   (C) Less learning is incidental rather than intentional.
   (D) Incidental learning is superior to intentional learning.

2. According to the passage, which of the following is true about motivation and learning?
   (A) The connection between motives and learning is clearly known.
   (B) The expectation of reward always leads to increased performance.
   (C) The connection between motives and learning is too complex to precisely analyze.
   (D) There is absolutely no connection between motives and learning.

3. Which of the following situations is an example of incidental learning?
   (A) Studying for an exam
   (B) Reading a book about astronomy
   (C) Going to a lecture about art history
   (D) Seeing newspaper headlines while waiting for the bus

4. In line 8, "incentives" most nearly means
   (A) motivators. (B) rewards. (C) obstacles. (D) payments.

5. Which of the following summarizes the author's opinions about learning?
   (A) Incidental learning is superior to intentional learning.
   (B) Intentional learning, while more efficient than incidental learning, is far less prevalent.
   (C) Intentional learning is a more efficient and superior means of learning.
   (D) There is essentially no difference between intentional and incidental learning.
6. Which of the following would be the best title for this passage?
(A) "Motivation and School Performance"
(B) "Incidental Learning in the Classroom"
(C) "The Connection Between Motivation and Learning"
(D) "Experiments in Intentional Learning"

7. In line 3, what is the closest meaning of "efficiently"?
(A) Effectively  (B) Quickly   (C) Cheaply    (D) Proficiently

8. The passage implies that if a student studies for an exam, he is practicing
(A) incidental learning.  (B) intentional learning.
(C) residual learning.    (D) motivational learning.

9. In line 1, "motivation" means
(A) dread.  (B) repulsion. (C) neglect.  (D) impulsion.

10. According to the passage, in order to learn by intentional learning, one must be
(A) highly motivated.  (B) unmotivated.
(C) tired of learning. (D) in need of learning.

Task 04-02

Read the text about motivation and answer questions 1-10 below.

How important is job satisfaction?

At its most basic, a job is (0) just a collection of tasks and duties. An employee’s enjoyment of his or her job will thus (1)___ depend upon whether or not he or she is happy with the particular mix of tasks and duties (2)___ to that position. Naturally, each and every member of staff is different- some employees want to do easy, (3)___ tasks without any responsibilities at all, whilst others prefer challenging, varied ones and are pleased to accept any additional responsibilities offered to them. Of course, with a job there are more (4)___ in play than this: work conditions, pay, working relations and future prospects are (5)___ too. Nevertheless, tasks and duties are the central feature, and should therefore be considered as a separate (6)___ in themselves.

So, how important is an employee’s enjoyment of his or her individual (7)___ of tasks and duties? Most business owners and managers would (8)___ that it is very significant indeed. If a member of staff considers his or her tasks and duties to be too easy or unchallenging or, in contrast, too diverse or irksome, then he or she will feel dissatisfied, and all the inevitable knock-on effects will (9)___ themselves – absences, lateness, reduced work-rate and performance, conflict, low morale, or even resignations. Thus it is important that staff are well suited to their employment, that jobs are improved as far as possible and redesigned as and when necessary – all to (10)___ that your employees enjoy what they do.

0 A quite  B even  C just  D yet
1 A highly  B largely  C extensively  D widely
2 A devoted  B intended  C identified  D allocated
3 A customary  B habitual  C usual  D routine
4 A pieces  B roles  C factors  D parts
Productivity and Rewards

An important management principle is that when behavior is rewarded, it tends to be repeated. It follows that in many business enterprises, the approach to getting employees to work hard or improve productivity is to reward them with money or company stock. In addition, some enterprises use other forms of compensation such as special privileges or perhaps promotion or job reassignments or even company-paid luxury vacations and other bonuses in kind. All such rewards are usually tied in to some index of performance, which precisely calculates the relative amount of increased productivity.

Whatever the type of reward given, managerial consultants point out that the promise of such incentives improves employee attitudes, motivation, and productivity. Typical business handbooks describing compensation methods advocate giving the greatest rewards to those who perform the best. For example, a well-known academic text on incentives points out that "the closer the link between job performance and rewards, the greater the motivational effect."

Advocates of improving productivity through rewards tacitly accept that people are rather like physical bodies that require the application of some external motivating force to be set in motion. Furthermore, they argue that any such incentives must have a high perceived value to the employee and must also be perceived as within the reach of that person. If the productivity goal appears beyond the reach of the person striving for the reward, then the motivational effect will be lower and productivity may decline. But if the reward system is correctly structured, productivity experts argue, it is possible to persuade people to achieve remarkable results.

Now, the passage will be removed and you will listen to a lecture about the same topic. While you listen, you may also take notes.

Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on the points made in the reading.

Directions: You have 20 minutes to plan and write your response. Your response will be judged on the basis of the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.
Task 04-04

Look at the statements below and at the five extracts below from an article about how employees are motivated. Which section does each statement refer to? For each statement (1-8), mark one letter (A-E). You will need to use some of these letters more than once.

0-A. One of the biggest difficulties that managers face is motivating staff.
1. People may perceive the same type of work very differently.
2. It is important that staff gain recognition for what they have done.
3. The behaviour of staff may be influenced by disappointment with what their organisation provides.
4. Traditional ways of motivating staff cannot be put into practice these days.
5. A good salary alone is no longer enough to motivate staff.
6. It is desirable for staff and their employers to have similar objectives.
7. Staff should be able to improve their abilities through their work.
8. Not all companies see a need to find out what motivates their staff.

A
Ensuring employees arrive at work geared up and ready to give their all is a major challenge facing managers today. It used to be so easy. A fat pay cheque and the promise of promotion was all that was needed to keep people committed, loyal and happy. But the world of work has changed, and nowadays, organisations cannot rely on the corporate cheque book to give them the edge. Numerous employee surveys have shown that although pay still makes people tick, a whole raft of other issues have entered the motivation equation.

B
One of the problems is that managers often don't appreciate they are playing in a completely new ball game, and a reliance on old-style motivational techniques just won't work in today's technology-driven, fast-paced business environment. For example, an employee could be working in South Africa, with a boss sitting in London and the main client they are dealing with based in Asia. So for someone who is very motivated by face-to-face contact and a collegiate environment, that could be a huge problem.

C
What most employees expect is the chance to work flexibly, on interesting and stimulating tasks that give them the opportunity to develop their skills and talents. Managers on the ground may not always be able to influence pay and working practices – but, if they are to extract top performance from their teams, they need to know how to press the right buttons and create a culture that will inspire their workforce, a culture in which achievement is acknowledged and people feel valued.

D
Organisations should focus on asking people what they want – a relatively simple task that is too often considered unnecessary. However, questions about motivation have to be asked skilfully, or you won't get to the bottom of what really makes people go that extra mile. Two people may both
say they want an interesting and stimulating job, but have widely divergent ideas of what would constitute such a position: a city trader would probably find business consultancy boring, and a consultant might be scared by the city trader's job, but both may be very satisfied with their own job.

E
There are huge gaps between what employees expect from employers and what they actually get. For instance, employers' emphasis on employability (equipping workers with 'marketable' skills) may be somewhat misguided. One study showed that what people really wanted was not employability but job security. As a result, employees had the feeling that their employer wasn't delivering, which had a detrimental effect on the employees' workplace performance and attitudes. The problem lies partly in a lack of communication: to ensure mutual understanding and to align employees' values and goals with those of the organisation, much more conversation is needed.

BEC materials

Task 04-05

Discussion:
1. What types or forms of motivation do you know which were not used in this class?
2. Which types and forms of motivation do you find most efficient and appropriate for:
   a) company employees,
   b) school or university teachers,
   c) school students,
   d) university students?

For group discussion, each participant is advised to make a list of 3 top types of motivation and get ready to argue and defend their choice.

Task 04-06

Read the article below about work motivation. Find disputable points, present them and involve your peers in discussion.

HAVE YOU ACCIDENTALLY SABOTAGED YOUR MOTIVATION TO WORK?
Leisure activities are meeting needs we used to satisfy through work.
Jim Stone, Ph.D.
http://www.psychologytoday.com/blog/clear-organized-and-motivated/201403/have-you-accidentally-sabotaged-your-motivation-work

"How can I motivate myself to work?" I've asked myself that question many times in my life. It's funny, though. Here are some questions I've never asked:
- How can I motivate myself to eat pizza?
- How can I motivate myself to talk with an attractive woman?
- How can I motivate myself to get out of these cold, wet clothes and slip into the hot tub?
  I haven't asked these questions, either:
- How can I motivate myself to play my favorite video game?
- How can I motivate myself to play disc golf?
At this point a question comes to mind.
Why Are So Many Activities So Much More Compelling than Work?

I find the above activities intrinsically motivating. My work often isn’t? Why?

Some of the above activities are designed to help meet my immediate physical needs (for food, for sex, for companionship, for warmth). There’s little puzzle there. Such activities are essential to my evolutionary mandate to survive and replicate.

But, when we compare the leisure activities to work, things get a little puzzling. Work seems to have a much stronger connection to evolutionary fitness than playing video games or disc golf. Shouldn't we expect work to be more compelling as well?

In some ways this is just as puzzling as other things we find in the modern world.

The Beetle-Bottle Battle

Once upon a time, if you were a male jewel beetle, the female jewel beetle was the sexiest thing around. Those beautifully-dimpled, amber-brown wings...those mesmerizing hips...mmm. Then one day, the Australian stubby beer bottle came along.

And that was that.

That beetle is doing exactly what you think it’s doing to that bottle. This is happening all over Australia, while female beetles go unwooed.

Why are Beetles Hitting the Bottle?

Male jewel beetles are (and were designed through evolution to be) triggered by patches of amber-brown and the presence of dimples to pursue sex with anything in their environment bearing those cues (apparently).

And for ages those cues reliably led male beetles to pursue sex with female beetles. The normal stimulus triggered adaptive behavior.

Then things changed. The Australian stubby beer bottle came along bearing these same cues, only much more clearly. The amber-brown, dimpled goodness of the beer bottle is not a normal stimulus. It’s a super-normal stimulus. And this super-normal stimulus is triggering maladaptive behavior.

Or consider another question relevant to members of our own species.

Why are Humans Hitting the Food Court?

It used to be that a fairly bland stew of beef, carrots, cabbage, and potatoes was the tastiest thing around. Hearty and satisfying.

But now we have pizza and pastries. And potatoes need to spend hours getting all gussied up if they want to have the slightest chance of getting our attention.

Many people are starting to think that junk food, too, is a super-normal stimulus for humans (This is the theme of David Kessler’s book, The End of Overeating).

Whole foods, with their higher water content, higher fiber content, lower salt and flavor content, are the normal rewards of food-seeking behavior. We are supposed to like those foods. But we don’t like them as much as we used to. We have tasted pizza, and things might never be the same again.

In the case of junk food, it’s not the external cues that are super-normal, but the internal reward (Actually, thanks to modern marketing, it’s both, but it starts with the internal reward). Pizza delivers its payload of glucose, salt, fat, and flavor in a relatively intense way when compared to whole foods. So the behavior of pursuing and eating pizza is reinforced more strongly than the behavior of pursuing and eating foods with less flavor, lower calorie density, and more fiber.
And that means, when we get that pang of hunger, and start thinking about what to eat, pizza and other processed convenience foods are much more likely to come to mind than a simple pot roast. Add to that the fact that a good pot roast can take hours to prepare, and you can typically shove a large bolus of junk food down your gullet within minutes, and it’s little wonder people are eating more super-normal food, and less normal food.

If junk food turns out to play a causal role in the diabetes and obesity stories, then this is another case of super-normal stimuli causing maladaptive behavior.

Now, with the idea of "super-normal stimulus" in mind, let's get back to work.

**Work as a Way to Meet Basic Psychological Needs**

According to Self Determination Theory, we humans have three main psychological needs. We have a need for autonomy, a need for competence, and a need for relatedness (or connection to a community).

And, believe it or not, work can be a fantastic way to get these needs met.

If you were the blacksmith in an medieval town, your work wasn't perfect. It could become tedious, and demand for your services would have its ups and downs. But you could also hone your craft over time, and become a master of metal. No one would tell you how to do your job, because no one else knew your craft like you did. And, if anyone needed smithing services, you were the go-to person for that service for the community.

In short, your craft provided you with autonomy and felt competence. And, because others depended on you for your skills just as you depended on them for their skills, your work contributed to your sense of connection to your community as well.

We are attracted to activities that promise autonomy, competence, and relatedness. And that means we can be very attracted to at least some kinds of work.

However, there’s a reason this example comes from a bygone era. Such examples are clearer and crisper, because some features of the modern work world can also frustrate our psychological needs.

In the modern world autonomy is often frustrated by the need of firms to coordinate the activities of one employee with another.

And felt competence is frustrated by fact that we now live in a village of seven billion people instead of a few hundred. In an old-style village we might spend 500 hours achieving “go-to” status for a skill. In the modern world we can work all our lives and still feel mediocre.

That’s not to say that no one enjoys their work these days. Many people do. In fact some people are positively driven to advance their careers. But a large portion of the workforce is also simply “working for the weekend."

And, even as work becomes less compelling, something else is happening.

**Leisure Activities are Growing More Compelling**

As a species we have invented many leisure activities, and the ones that have turned out to be most rewarding have been selected and modified, while the less-compelling activities have been forgotten.

As the world became smaller over the last few centuries, we could choose not only from the pastimes that had evolved within our own community, but also from those that evolved in communities around the world. Just as we learned to ask ourselves whether we’re more in the mood
for Mexican or Chinese food, we also began selecting our leisure activities from a larger pool of options.

Disc golf is an extremely compelling activity for many people (the author included). And some (the author included) might even consider it the pinnacle of old-style pastime evolution.

Playing disc golf well requires many different skills, which gives a person many opportunities to develop competence. Each shot provides reinforcement. Sometimes the reinforcement is positive, and sometimes it's negative. As one gets better, other players say “nice shot” more often. And, because there are many kinds of shots, and players have different physical abilities, there’s some freedom to develop an individual playing style that matches one’s native abilities and one’s risk/reward temperament.

These different playing styles can become important when playing a “doubles” version of the game. Two average players with complementary skills can find themselves paired up in a team that’s much better than the sum of its parts. And that’s an almost surefire recipe for feelings of relatedness or connectedness.

In short, disc golf provides its players with feelings of competence, autonomy, and relatedness. And it provides it faster and more purely than any job they've had.

**And That’s Just the Beginning**

In the past our leisure activities grew more and more compelling through a relatively slow process of tinkering and filtering.

But now, video game developers are very consciously designing their games to satisfy our needs for autonomy, competence, and relatedness (meeting psychological needs is one of the rubrics Jesse Schell recommends in *The Art of Game Design*). And these games are growing more compelling by the year.

*Skyrim*, for instance, allows a player to go anywhere in the game world at almost any time, and allows a player some freedom to mold her character in her own image. As a player’s character develops skills within the game, the player also gains skills as a player. The game provides players with virtual companions who form a team, and each member of the team contributes something unique to the success of the team, making the whole greater than the sum of its parts. And, as time goes on, the townsfolk express more and more awe and admiration whenever the player’s character ambles into town.

Few jobs can satisfy a person’s needs for competence, autonomy, and relatedness so quickly and purely.

Games like *Skyrim*, *Call of Duty*, and *World of Warcraft* can deliver hits of autonomy, competence and relatedness, for those susceptible to its charms, better than anything previously seen in history. And these games are getting more and more compelling all the time. People already sink hundreds of hours into these games. Imagine what game developers can do when much more immersive virtual reality systems come online. People may never leave these games.

Not everyone enjoys video games (yet). But developers are rapidly figuring out ways to offer more and more different kinds of people the kinds of experiences that appeal to them.

And other activities, such as social media and video entertainment are rapidly evolving as well. So that raises yet another question.

**Are Our Leisure Activities Spoiling Our Appetites for Work?**

If we are hungry, and someone offers us a plain baked potato, we might well turn our noses up
at it, in spite of the fact that a plain potato is perfectly good nutrition. And part of the reason we find that potato unappetizing is because tastier modern foods have raised our reward thresholds. Old, normal rewards just don’t cut it anymore.

So, when we find ourselves asking “How can I get myself to do my work?”, perhaps it’s reasonable to suspect a similar dynamic at play. Perhaps we find our work less compelling, in part, because our leisure activities have raised our reward threshold, and it takes a more intense reward to satisfy our psychological needs.

If so, that will help shape our answers to our final question.

How Can We Increase Our Workplace Motivation?

There are many reasons we might lose our motivation to work. Finding it relatively dull or uninspiring is just one of them.

If we are stuck staring at our computer screen because we are overwhelmed with dozens of stray thoughts distracting us, then we should simply find a way to clear our minds.

If we are unclear about the purpose of our work, then we should figure out the purpose of our work.

If we don’t know how to do something, we should plan it out better, or learn a new skill.

But if we lack motivation to work because we find our work dull, and our thoughts are more on the golf course than on our work, then it seems we have a couple choices. We can 1) try to make our work more interesting, or 2) reduce our exposure to psychological junk food.

There is not space here to go into detail about both of these kinds of strategies. So I’ll just say a word or two about each and point to a good resource for further investigation.

Workplace Gamification

The goal of workplace "gamification" is to make our work as compelling as the games we enjoy.

The term has been a buzzword for at least a few years now, and many tricks have been tried.

Some attempts to gamify work can create perverse incentives that work against the long-term interest of the firm. Some can make employees feel like children, or stifle creativity.

However, when done well, there are many ways to restructure our work so it is much more compelling, and much more likely to provide things like autonomy, felt competence, and relatedness.

And some of the most successful gamification techniques have already been in use for decades.

Agile SCRUM is a wildly successful development strategy in many sectors of the economy (but especially in software development). Part of its charm is that it breaks large projects into quests (called "sprints") that take one or two weeks each. It allows each member of the team to contribute to the completion of the sprint in his or her own unique and essential way, and it provides regular feedback that leaves team members with an ever growing sense of competence.

So one way to make our work more compelling is to make our work more compelling.

But there's another way to approach the problem. And please don't hate me for bringing it up, but maybe our best bet is to do something downright puritanical.

Stop Having So Much Fun Outside of Work

Please tell me you are resisting this suggestion. I know I am.

This is not universal advice. There are places for compelling leisure activities. And maybe, one day, when robots and software are doing all the productive work needed by the economy, we
humans will be free to pursue whatever compelling activity suits our fancy.

But, if you are serious about advancing your career, perhaps, just maybe, you might want to keep your appetite for work strong. And that means that maybe, perhaps, just possibly you should consider cutting back on the activities you find more compelling than your work.

Let me be more blunt and specific. If you want to succeed in business, maybe you should give up your favorite video game. Or maybe you should consider limiting your time spent on social media such as Facebook. Or maybe you should stop watching television.

The reason these might be good ideas is not only because these activities compete for your time. It's also because, by indulging in them, you might be making your work feel dull and uninspiring by comparison.

It might be that you have been spoiling your appetite for work.

So there you have it. Now let me have it. Tell me why I’m a killjoy. I’m prepared.

**Task 04-07**

*Read the article below about work and leisure. Choose the correct word to fill each gap.*

**Leisure time**

There are some people who really do live for their work and (0) **lead** totally fulfilled lives with this as their only or main focus. Are you one of them? If not, are you (1) **setting** enough attention to your need for time away from work?

There are two big problems here. One is finding a job that does not involve excessive hours, a job where you are still (2) **dealt** seriously even if you don’t frequently work late. The other is deciding how you want to spend your leisure time. If circumstances are conspiring to squeeze that last bit of precious (3) **lone** time out of your week, then (4) **hang** on to some time, even one hour a week, as sacred. Build it into your diary and never let anyone (5) **grip** you out of it. Even if it means doing an extra hour earlier in the week, it’s worth it.

Another (6) **street** is to try to change the status quo. It is often middle management who want to see us at our desks 24 hours a day, (7) **regardless** output, whereas more objective senior managers may (8) **thoughtless** that going home on time is a more productive long-term strategy. Perhaps it’s time for us to (9) **give** a stand. Even if, in the short term, we cannot work fewer hours and so cannot find the leisure time we need, then at least we can bear it in (10) **idea** as an aim for the future.

0 A **lead**  B **conductor**  C **drive**  D **guide**
1 A **setting**  B **paying**  C **putting**  D **holding**
2 A **dealt**  B **received**  C **handled**  D **taken**
3 A **lone**  B **single**  C **individual**  D **personal**
4 A **hang**  B **grasp**  C **lean**  D **sit**
5 A **convince**  B **tell**  C **talk**  D **converse**
6 A **lane**  B **street**  C **avenue**  D **alley**
7 A **thoughtless**  B **regardless**  C **uncaring**  D **unconcerned**
8 A **accept**  B **view**  C **support**  D **approve**
9 A **give**  B **bring**  C **place**  D **make**
10 A **opinion**  B **idea**  C **mind**  D **memory**

*BEC materials*
Task 04-08

Read the article below about problems of motivation at work. For each question (1-10), write one word.

REGAIN YOUR MOTIVATION

Getting out of bed to go to work is (0) one of life's lesser pleasures. (1)___ great the job is, most of us struggle on Monday morning. But when that feeling stretches through the entire week, something deeper may (2)___ wrong. Sometimes it's tempting to dismiss feelings of boredom or frustration (3)___ part of working life. But if you're constantly feeling uninterested, you need to ask yourself some questions. Demotivation isn't just caused by major setbacks, like being passed (4)___ for promotion, or refused a salary increase, but can be a product of far more subtle aspects. Try to define the most important aspects of your job for you personally – and (5)___ action if you feel things aren't right. Talk to agencies or headhunters about your skills and find out (6)___ you're worth on the open market.

It can be all (7)___ easy to blame your job when you feel demotivated – when it can be just as easily down to you, as Sally Martin, a fundraising manager for a charity, discovered. 'I had started to resent my job, the fact that I had no perks, no chances to travel – (8)___ from visiting other dingy offices for meetings. But then some friends were talking about how superficial they felt their jobs were, and I suddenly realised I couldn't say that about my job. In fact, I really felt (9)___ was a point to it. I remembered that's why I'd taken it in the (10)___ place.'

So remember; always give your old job a chance before starting to search for a new one.

BEC materials
Task 04-09

Look at some pictures showing different jobs. First, talk to each other about the most and the least satisfying aspects of these jobs. Then decide which two jobs are the most rewarding.

Discussion:

1. Which would you prefer to have: a job which is well-paid but monotonous or one which is poorly paid but fulfilling? Why?
2. Do you think that school prepares young people adequately for the world of work? Why? / Why not?
3. What difficulties do young people in your area face when searching for work?
4. What do you think is the ideal age to retire? Why?
5. Do you think people who earn large amounts of money have a moral obligation to donate money to charity? Why? / Why not?
Task 04-10

Watch a very paradoxical and thought provoking presentation, The puzzle of motivation by Dan Pink (http://www.ted.com/talks/dan_pink_on_motivation). Get ready to discuss the message given here: “The secret to high performance isn't rewards and punishments, but...” (watch the video to see the end of the phrase 😊).

Task 04-11

Discussion: The profession of a teacher

1. Are you planning to be a teacher after graduation? Why? Why not?
2. What are the challenges of being a teacher in Russia today?
3. What should be done to make teaching more prestigious?
4. What does it mean to be a good teacher?
5. Do you think you are ready to teach after graduation? Why? Why not?