Carrots not sticks:
Applying Motivation Theories to Faculty Development to Encourage Sustained Engagement

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Background:

- Medical educators provide programs, workshops, and events to develop faculty, yet engagement in these efforts is consistently challenging.

- Tailoring Faculty Development (FD) to motivational factors can encourage persistence and productivity. Ignoring it could contribute to burnout.

- Motivational strengths and challenges exist for all faculty development offerings and can be connected to motivation theory, as outlined here:
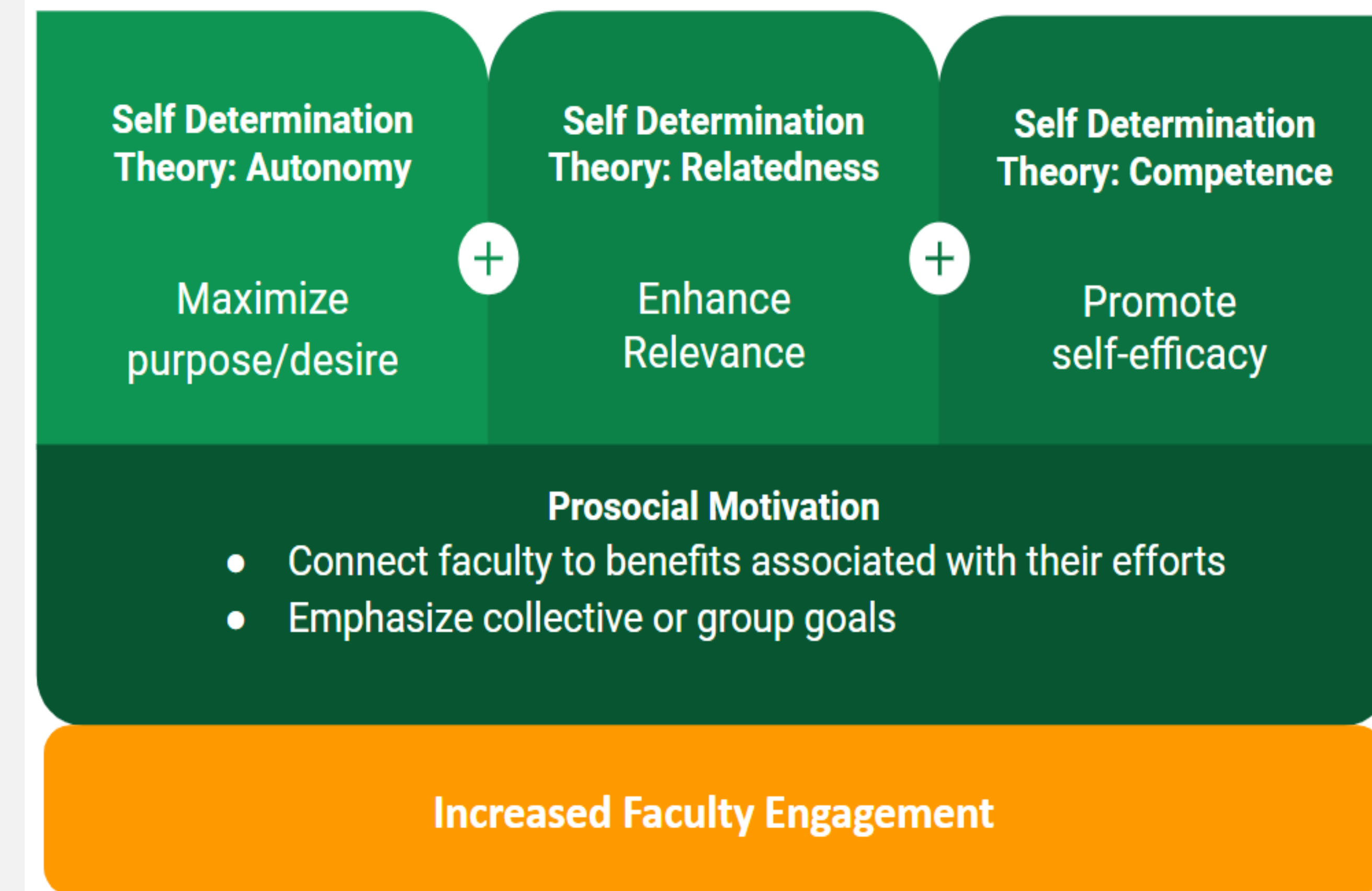
Methods:

- Authors led a workshop encouraging participants to critically review their FD efforts from the lens of motivation theory, specifically SDT and prosocial motivation

- Participants:
  - Engaged in discussion and an interactive exercise to identify motivational strengths and challenges of their own FD offerings
  - Evaluated their own programs and identified ways to leverage motivation theory to enhance their FD offerings
  - Completed a worksheet to identify:
    - An FD activity where they were struggling to achieve engagement
    - Ways they COULD enhance engagement using SDT and Prosocial motivation
    - One practical way they could implement a change based on motivation theory

- Using an iterative process to reach consensus, authors identified themes from the worksheet comments to identify how participants' might optimize their FD offerings using motivation theory.

Results:

- Analysis of comments yielded the following themes:

  - Connecting faculty to benefits of their efforts
  - Emphasizing collective or group goals
  - Relying on transformational or deeply inspiring leaders who connect faculty goals with institutional priorities.

Top FD Activities Where Organizations Struggle to Achieve Engagement

Webinars
Workshops
Journal Clubs
Mentorship Opportunities
Grand Rounds

Identified Motivational Principles to Enhance Engagement

Autonomy	• Provide multiple offerings • Allow participants control over topics • Allow for customization • Connect to purpose
Prosocial Motivation	• Include contributions from participants • Link content to shared goals
Relatedness	• Emphasize impact on patients and society (how it can lead to better patient care outcomes) • Share evaluation results • Connection
Competence	• Demonstrate previous offering successes • Create day-to-day connection to work • Provide concrete practical tips for application of skills/knowledge • Promote self-efficacy • Demonstrate outcomes

Self Determination Theory: Autonomy	Self Determination Theory: Relatedness	Self Determination Theory: Competence
Maximize purpose/desire	Enhance Relevance	Promote self-efficacy

Prosocial Motivation
- Connect faculty to benefits associated with their efforts
- Emphasize collective or group goals

Increased Faculty Engagement

Conclusion:

Participants were able to:

- Identify ways to enhance their faculty development programs to appeal to their faculty.

- Successfully map their faculty development activities to SDT and prosocial motivators

- Think creatively about molding faculty development to align with the prosocial and intrinsic motivation of their faculty.

Authors hope that this exercise can serve as a model for others to help enhance their own faculty development offerings.

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