

# **Psychological Implications of the SHEP Approach: Motivation as a Key to Success**

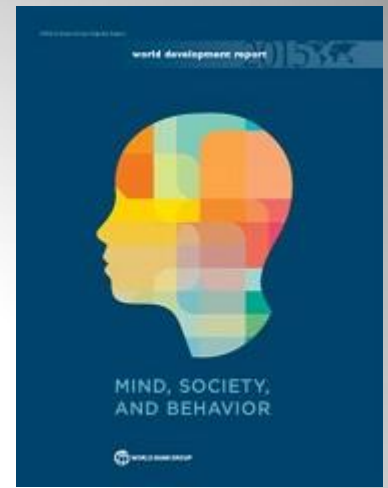
**TICAD VI Side Event  
SHEP Approach Workshop  
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# Psychology in the Spotlight

## World Development Report 2015: Mind, Society, and Behavior



*Recent research has advanced our understanding of the psychological, social, and cultural influences on decision making and human behavior and has demonstrated that they have a significant impact on development outcomes.*

*...development practitioners need to **focus not only on what interventions are needed but also on how they are implemented.**(p.xi)*

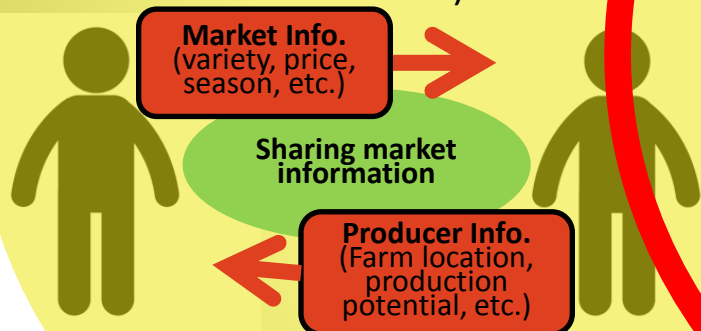
→proposes psychologically and socially inspired interventions

# SHEP's Emphasis on "Motivation"



## Promoting "Farming as a Business"

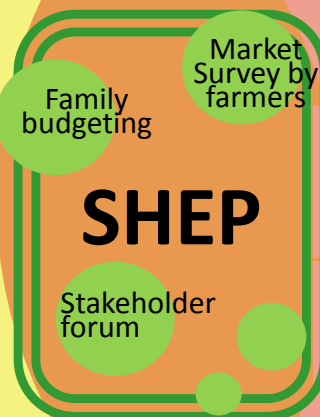
Sharing information among market actors & farmers for improving efficiency of local economies  
(Mitigating the **asymmetry of information**)



### Market actors

- Retailers, middlemen
- Agricultural inputs companies (seed, fertilizers, etc.)
- Agricultural product processors

### Producers



## Empowering and motivating people

Raising motivation for continuous activities implementation  
(Self-determination Theory)

-Three psychological needs to motivate people-



### **Autonomy**

People need to feel in control of their own behaviors and goals



### **Competence**

People need to gain mastery of tasks and learn different skills



### **Relatedness**

People need to experience a sense of belonging and attachment to other people

# Edward Deci's Self-Determination Theory: Three Psychological Needs

- **Autonomy**
  - People need to feel in control of their own behaviors and goals
- **Competence**
  - People need to gain mastery of tasks and learn different skills
- **Relatedness**
  - People need to experience a sense of belonging and attachment to other people

# Can We Motivate Other People? No!

Edward Deci's words:

*The proper question is not, “how can people motivate others?” but rather, “**how can people create the conditions within which others will motivate themselves?**”*

*The real job involves facilitating their doing the activities of their own volition, at their own initiative, so they will go on doing the activities freely in the future when we are no longer there to prompt them.*

# Raising Motivation by (1) “Effective Activity Design” and (2) “Crafting Effective Tips for Each Activity “

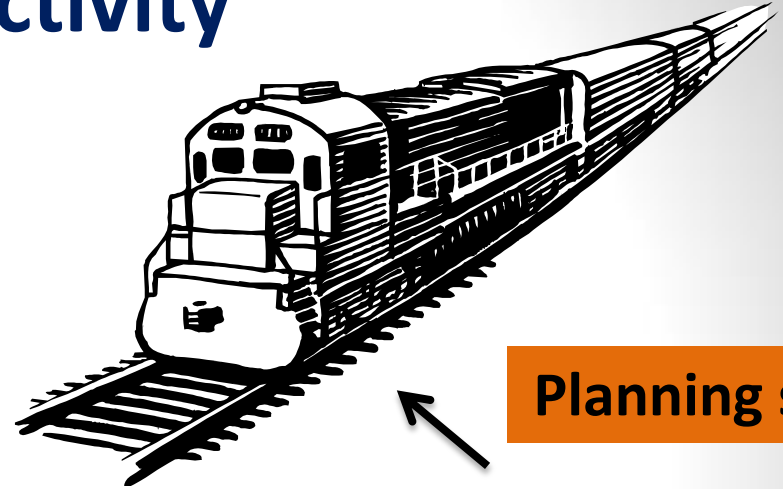
(2) Removing obstacles and putting lubricant oil on the rail= crafting effective tips for each activity

*How we do it?*



**Implementation stage**

**Consideration  
to three  
psychological  
needs**



**Planning stage**

(1) Laying a railroad track = designing an effective project framework  
*what activities? In what sequence? At what timing?*

# Effective Activity Design (Optimal Sequence of Activities) for Motivating Farmers (1)



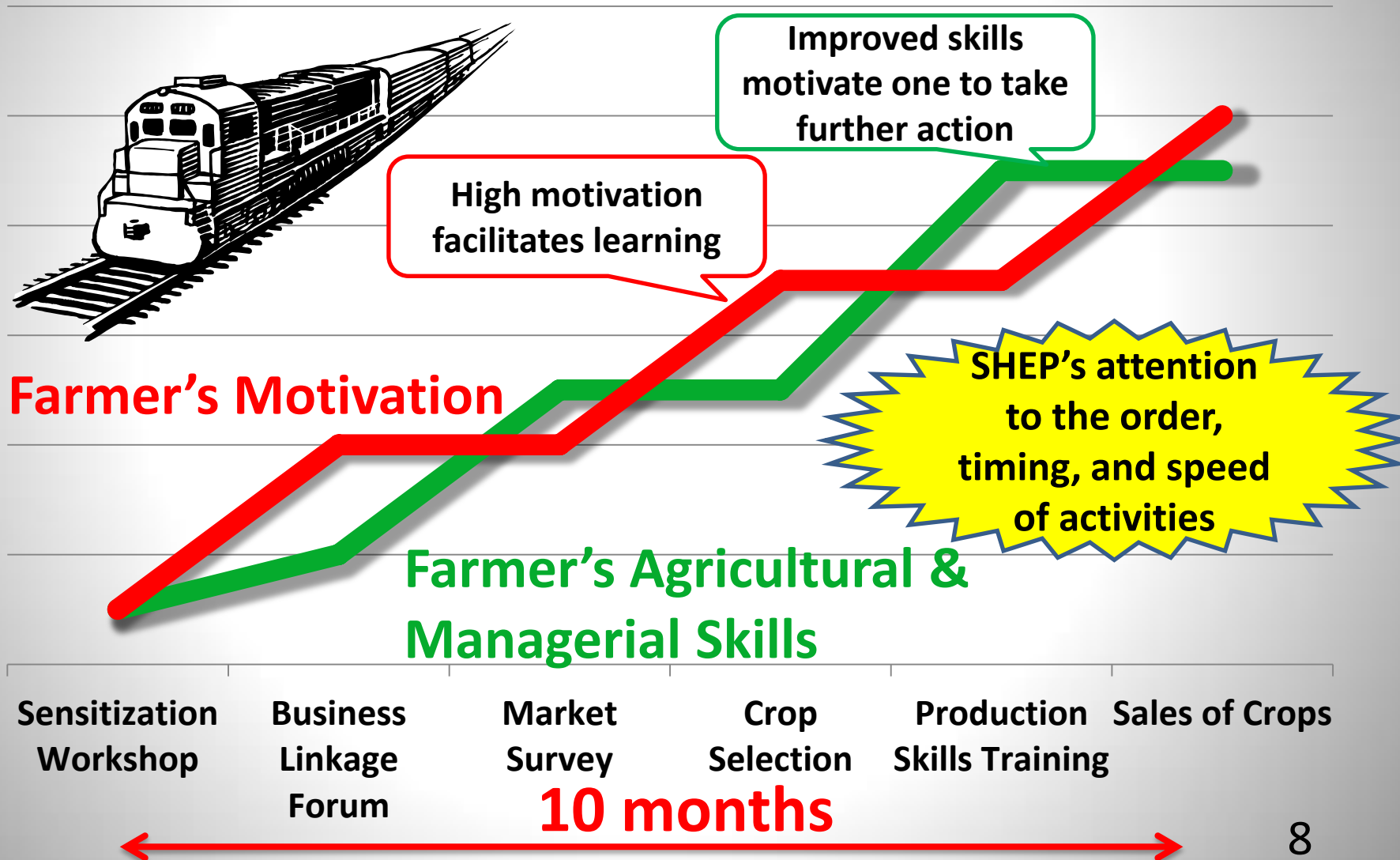
Steps	Activities
1. Sharing the vision/ goal	Sensitization Workshop
2. Discovering new knowledge and opportunities	Participatory Baseline Survey FABLIST Forum (Business Linkages Forum) Market Survey
3. Formulating a plan (decision-making)	Crop Selection Action Plan Making
4. Providing technical solutions	In-field Trainings (production skills training)

**Farmers' relatedness**

**Farmers' autonomy**

**Farmers' competence**

# Effective Activity Design (Optimal Sequence of Activities) for Motivating Farmers (2)





# Crafting Effective Tips for Each Activity (1)

- **Autonomy support**
  - Farmers, not government staff, conduct market survey. They understand what the market want from them (not just info. on prices).
  - Farmers themselves decide the crops to grow and make an action plan based on the results of the market survey.



Market survey by farmers

# Why is **Autonomy** Important?

## Psychological Theory: “Origin and Pawn”

“Origin” of a chess game

I am the  
player.



VS.

“Pawn” of a chess game

**SHEP encourages  
farmers to  
become the origin.**

I am  
controlled.



(deCharms, R.)

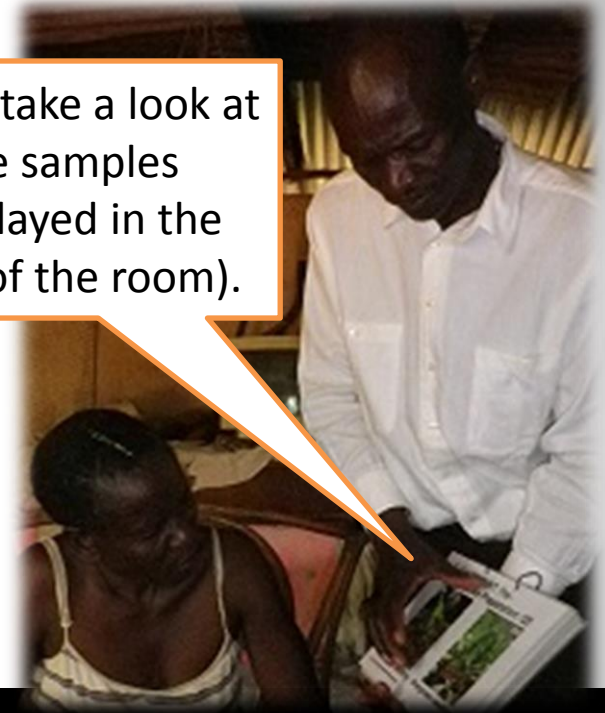


## Crafting Effective Tips for Each Activity (2)

- **Competence support**

- Training materials are prepared based on the crops the farmers have chosen. (Demand-driven training)
- Picture-based training materials are used during the training. (appropriate level of difficulty for farmers)
- A check list on production skills is used to let farmers know how much their skills have improved.

Please take a look at  
the samples  
(displayed in the  
back of the room).



Picture-based training  
materials

**SHEP gives farmers  
tasks of appropriate  
level of difficulty**



## Crafting Effective Tips for Each Activity (3)

- **Relatedness support**

- Farmers and extension workers attend the same training.
- Farmer representatives are required to hold a meeting for all the group members to share the market information they obtained during the market survey.



Together at the training

# Does Reward Motivate Farmers?

## Reward Can Either (1) Thwart Autonomy or (2) Support Competence

### In SHEP....

- No monetary or material rewards are given to farmers. Only technical assistance is given.
- Farmers are informed SHEP is purely technical assistance.



### Results

Those farmers who just want to receive "hand-out" are not attracted to SHEP. Only those farmers who are genuinely interested in improving their agricultural/managerial skills attend SHEP trainings. → Very low drop-out rate.

# Beware of “Undermining Effect”

**[Undermining Effect]** Material reward undermines one's intrinsic motivation (Somethings one enjoys doing) .  
Intrinsic motivation is replaced by extrinsic motivation.

## **A typical story in a farming community:**

*A farmer in X Community was very good at tomato production. She taught other farmers how to grow tomatoes without being paid. She enjoyed teaching others. One day, a project came to this community and selected her as a model farmer. The project paid her money for her effort of teaching others.*

*When the project finished, she stopped teaching others. She said to other farmers; “I am not going to teach you any more because nobody is paying me”.*

# SHEP's Success in Improving Quality of Motivation

Promotion of motivation based on the self-determination theory (autonomy, competence, relatedness) enables farmers' **sustainable and continuous** action.



Farmer can continue, develop, and be creative of their action even after the project finishes if their quality of motivation is high.

For more details on psychological analyses on agricultural/rural development projects, please refer to JICA's booklet; *“Introduction to the Psychology of International Cooperation: Sixteen cases on motivation collected from the field”* available at this venue.

# An Excerpt from the booklet “Temporal Motivation Theory”

【Time as a critical motivational factor】

$$Motivation = \frac{Expectancy \times Value}{1 + Impulsiveness \times Delay}$$



▪ If people think the result that they can get will be delayed, their motivation will decrease.

(Steel & König)

# An Excerpt from the booklet

## “Undermining Effect”

A shop was being harassed by rowdy young men. The shop owner told them he would give them 10 cents for their rudeness. They were delighted and shouted their insults at him even more. The shop owner continued to give them 10 cents everyday.

One day, the shop owner told them he could give them only 1 cent from now on. They became angry and told him they would not spend their time insulting and shouting at him only for 1 cent. They then left for good. In the end, the shop owner succeeded to get rid of the bad guys.



# An Excerpt from the booklet

## “Two Types of Reward”



Informative reward

e.g. Verbal reward such as praising one's efforts

VS.

**Supports intrinsic  
motivation**

Controlling reward

e.g. Financial reward

**Changes intrinsic motivation  
to extrinsic one**



# An Excerpt from the booklet “Intrinsic Motivation and Creativity”

Artwork for reward

Uncreative  
work

VS.

Creative  
work

Artwork without reward



(Experiments by Amabile)

# An Excerpt from the booklet

## “Learned helplessness”

The dogs were given electric shocks at random times without given a lever to stop the shocks (e.g. The shocks were Inescapable)



The dogs stopped trying to escape and continued to be shocked even in a situation where they can easily escape.

(Experiment by Seligman & Maier in 1967)