

# Understanding Motivations to Influence Adult Audiences

Jamie Cook

Iowa State Coordinator

Pheasants Forever Inc. / Quail Forever

# mo·ti·va·tion

ˌmōdəˈvāSH(ə)n/

*noun*

1.the reason or reasons one has for acting or behaving in a particular way.  
"escape can be a strong motivation for travel"

*synonyms:*

*motive*, motivating  
force, *incentive*, *stimulus*, *stimulation*  
, *inspiration*, *inducement*, *incitement*  
, *spur*, *reason*; *informal* carrot  
"his motivation was financial"

2.the general desire or willingness of someone to do something.  
"keep staff up to date and maintain interest and motivation"

*synonyms:*

*enthusiasm*, *drive*, *ambition*, *initiative*, *determination*, *enterprise*; *informal*  
get-up-and-go  
"keep up the staff's motivation"

# What motivates you?

Name an activity you engage in daily?

Name an activity you engage in weekly?

Name an activity you engage in monthly?

Name an activity you engage in seasonally?

# What motivates you?

- Pick a nearby person you're not acquainted with and pair up.
- Pick one of your activities you enjoy most and share the activity with your partner.
- *Why do you do it?* The word enjoy can't be used, but be as descriptive and specific as possible with your answers.

# The Human Question

- At the basis of **EVERYTHING** we do is the question, **“What’s in it for me?”**



# The Nature of Americans

A National Initiative to Understand and Connect  
Americans and Nature

[NatureofAmericans.org](http://NatureofAmericans.org)

Dr. Stephen R. Kellert

*Yale University*

David J. Case, Dr. Daniel Escher, Dr. Daniel J. Witter,

Dr. Jessica Mikels-Carrasco, Phil T. Seng

*DJ Case & Associates*

**15**

**Focus groups with adults**

**Online survey of adults**

**10,156**

**771**

**Interviews with children &  
survey of parents**

**771**

# Disconnection

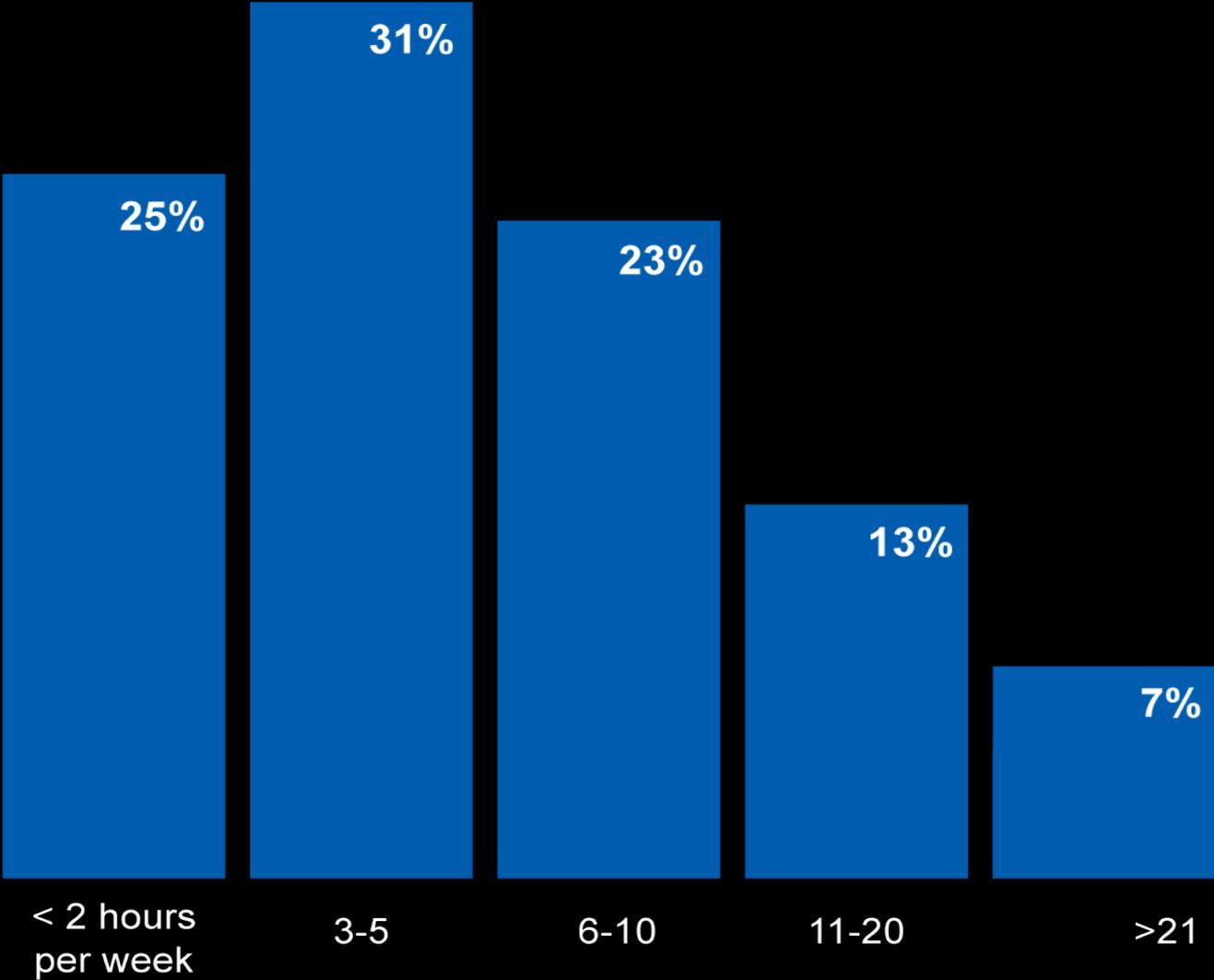


# Competing priorities

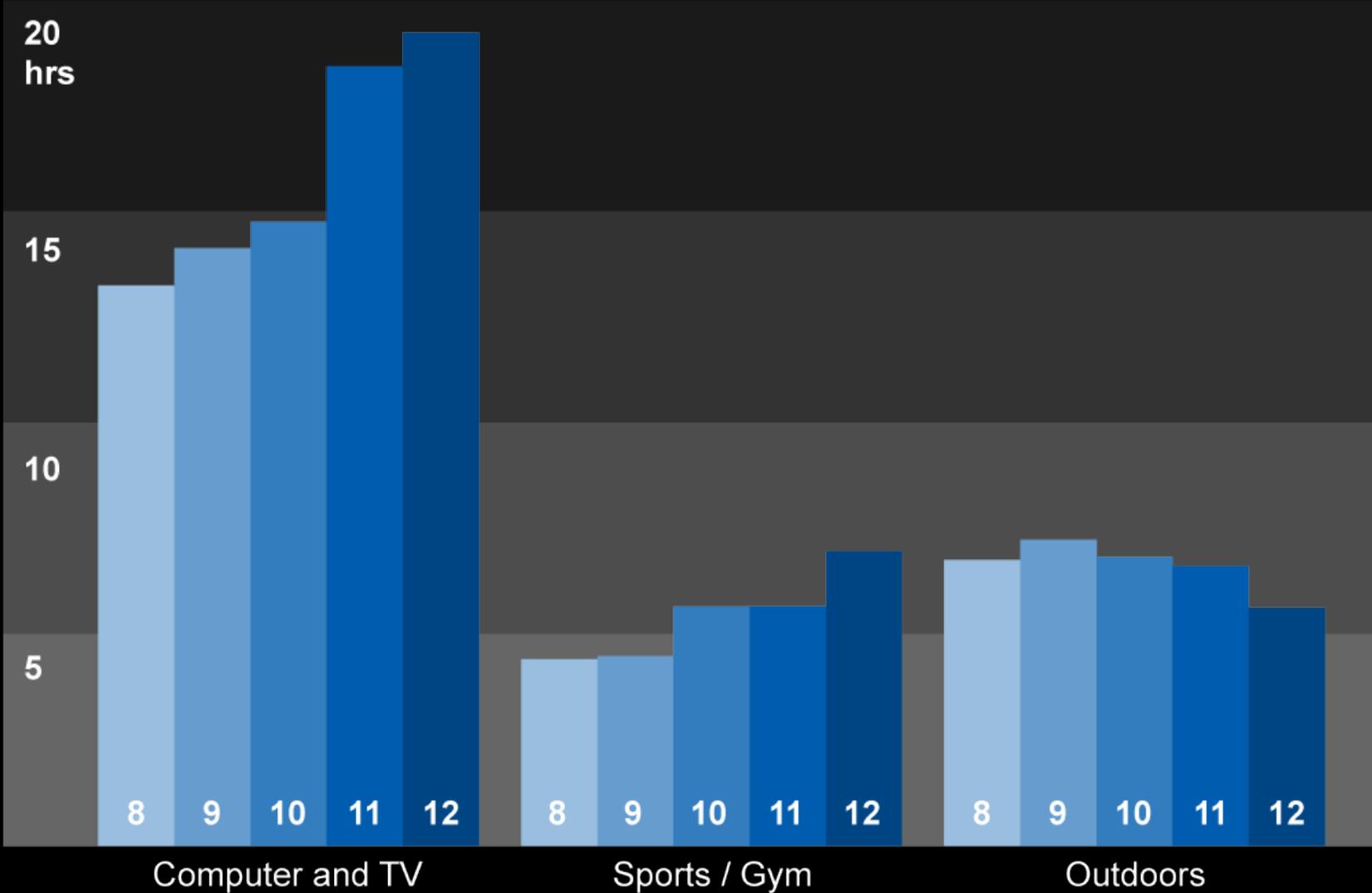
Work and home, go put the kids to bed.  
That's pretty much all we have time for.

white woman, late 30s, some college, middle income

Adults: In a typical week, when weather allows, about how many hours do you spend outside in nature?



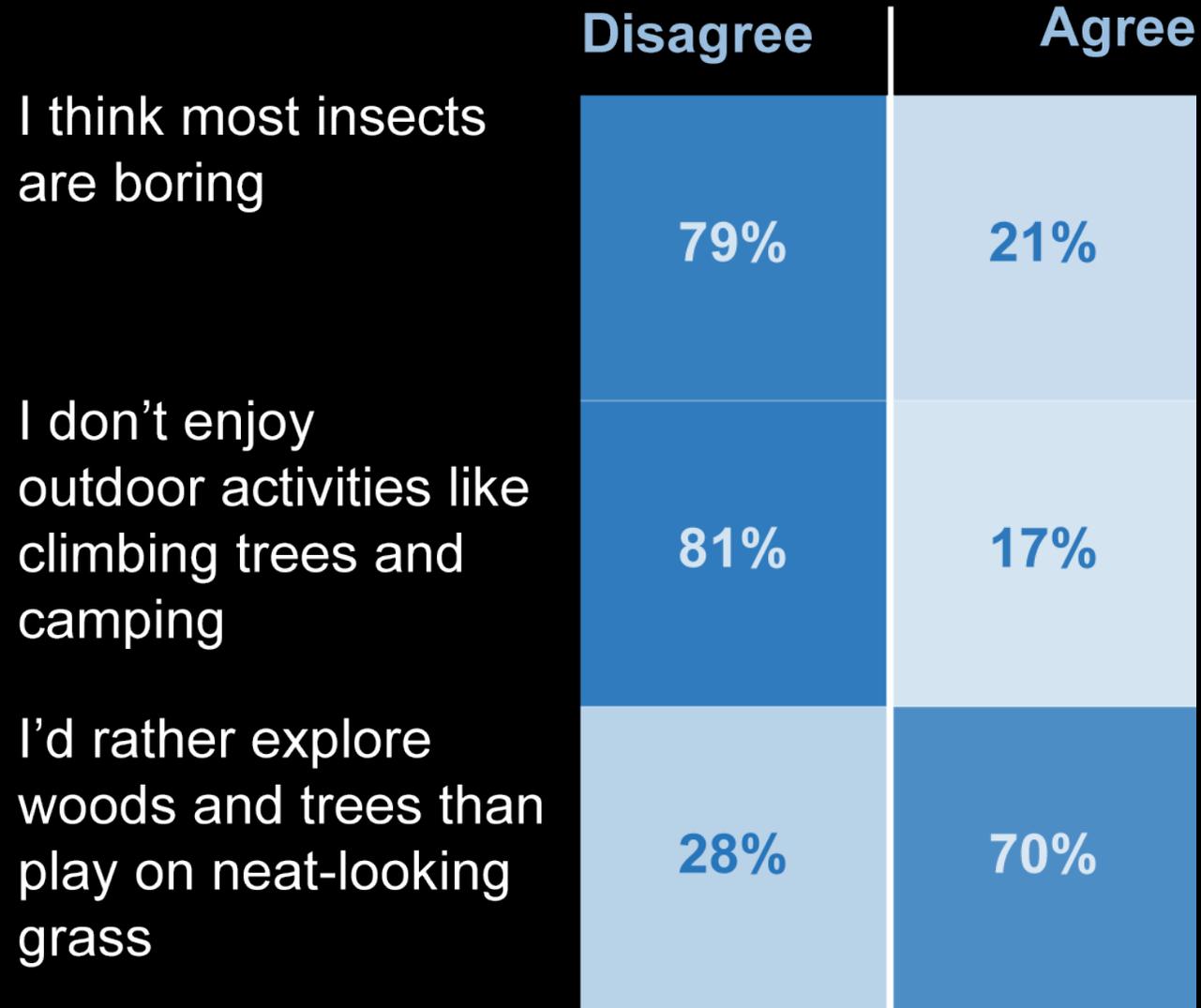
Parents: In a typical week, how much time does your child spend on the following activities?



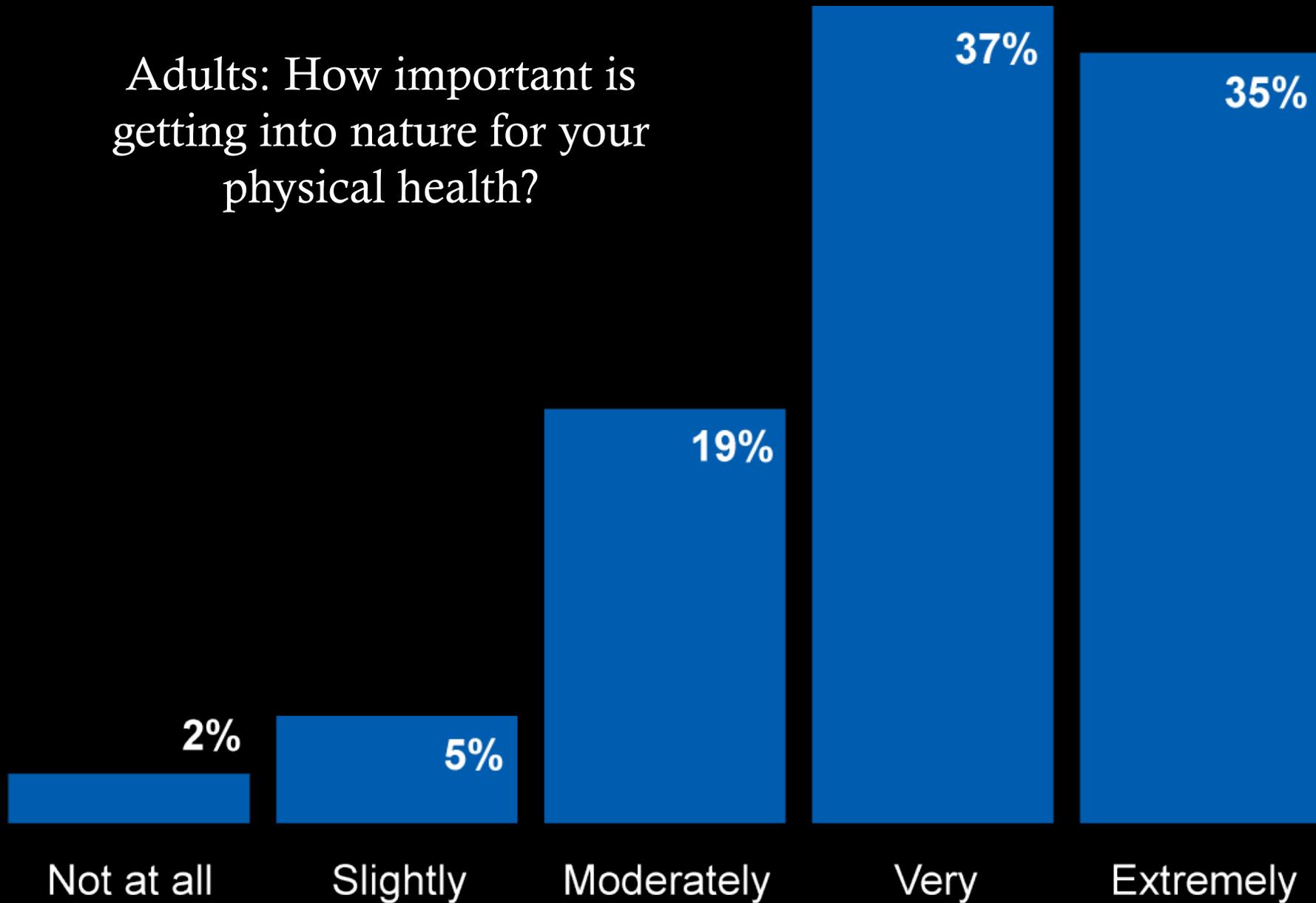


Interest in Nature

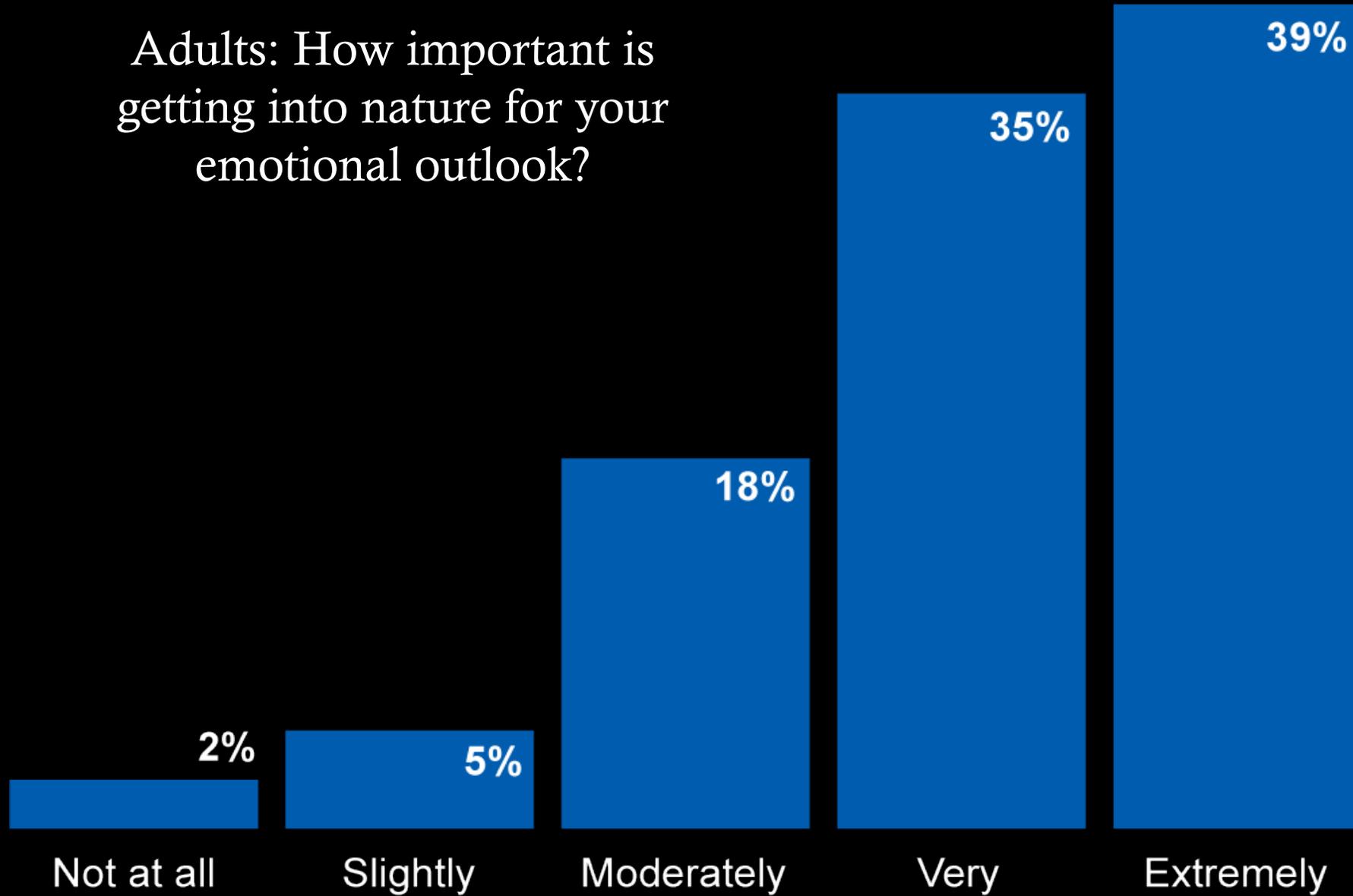
# Children: Do you agree or disagree with the following statements?



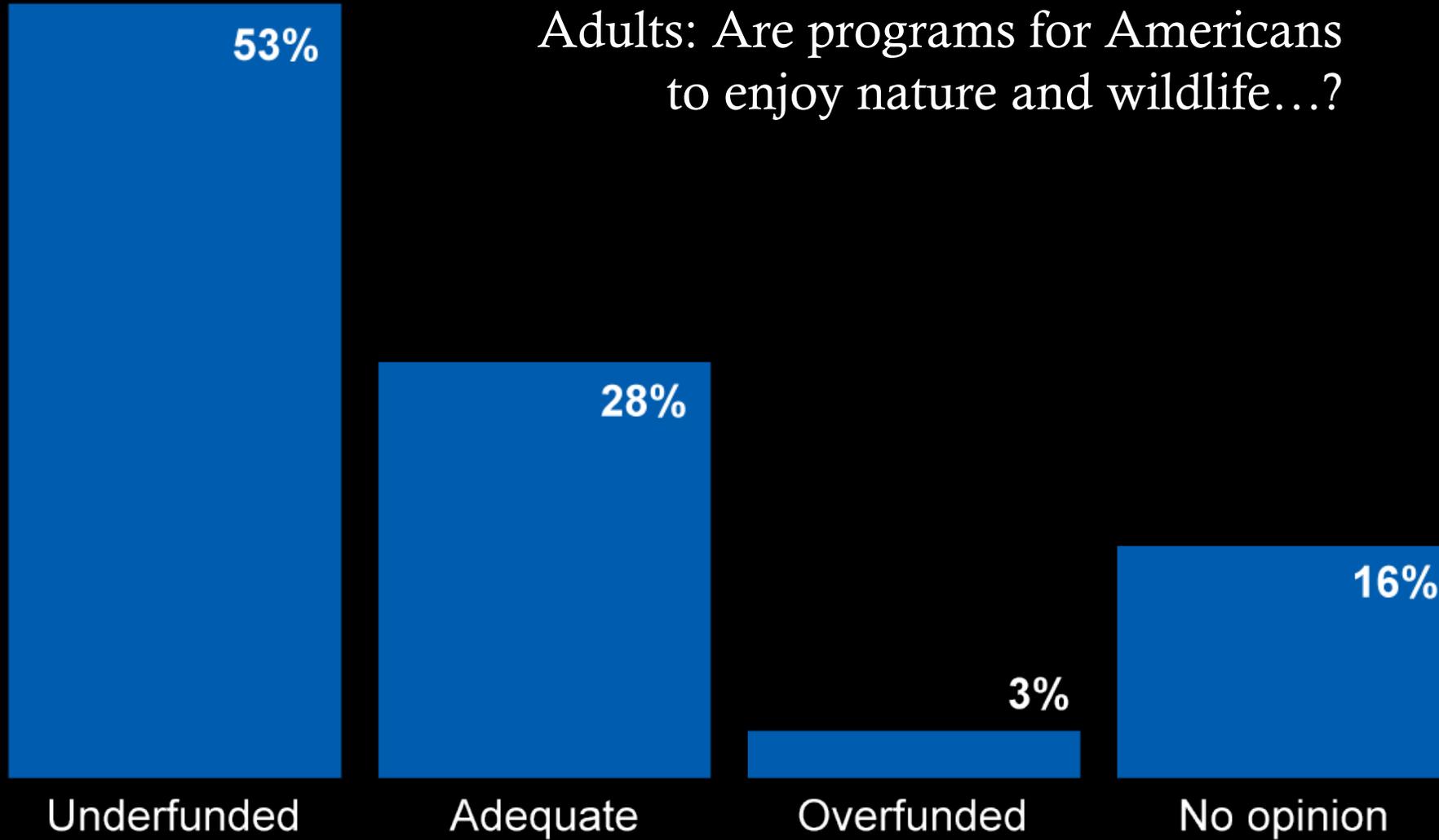
Adults: How important is getting into nature for your physical health?



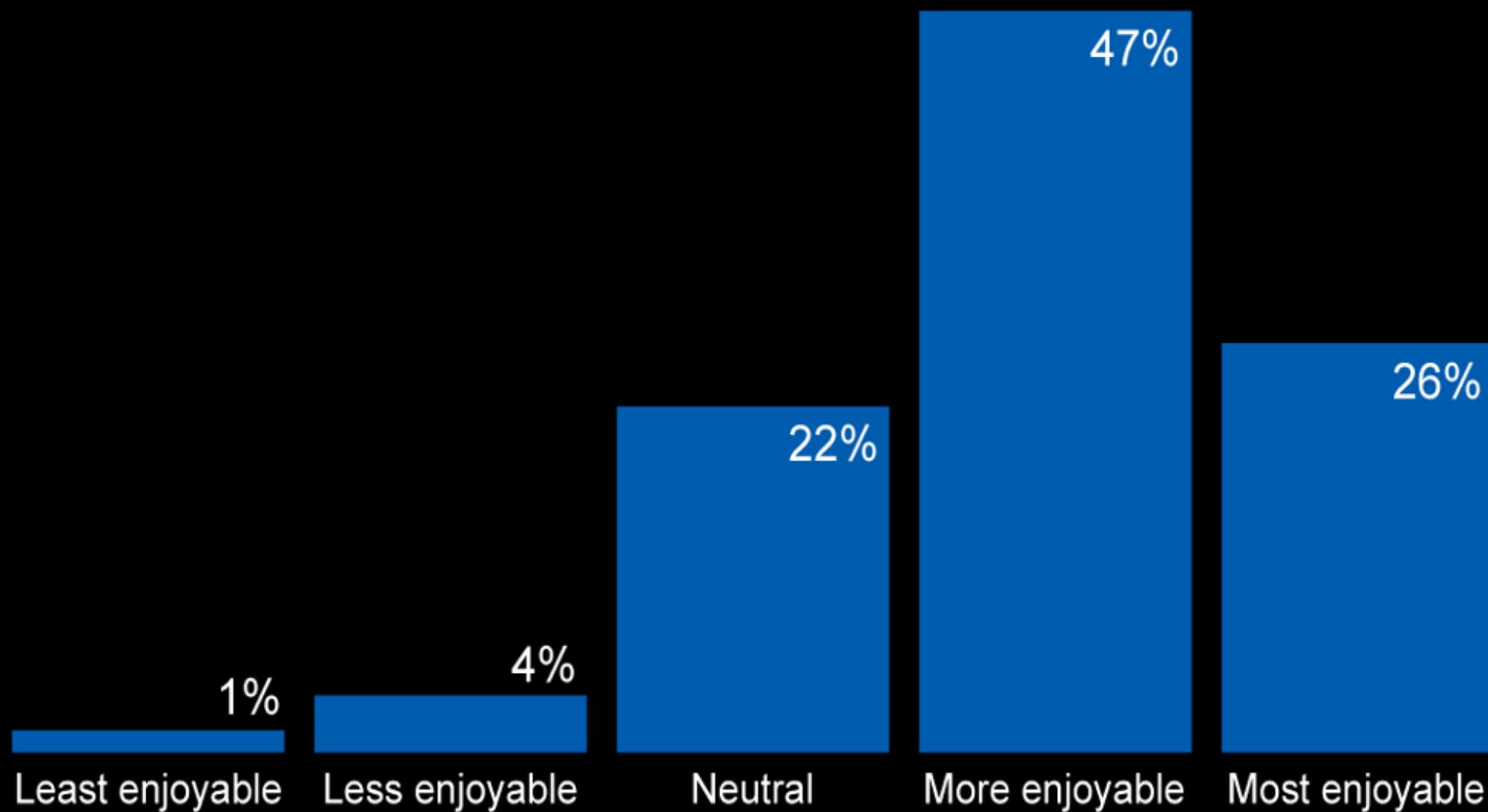
Adults: How important is getting into nature for your emotional outlook?



Adults: Are programs for Americans to enjoy nature and wildlife...?



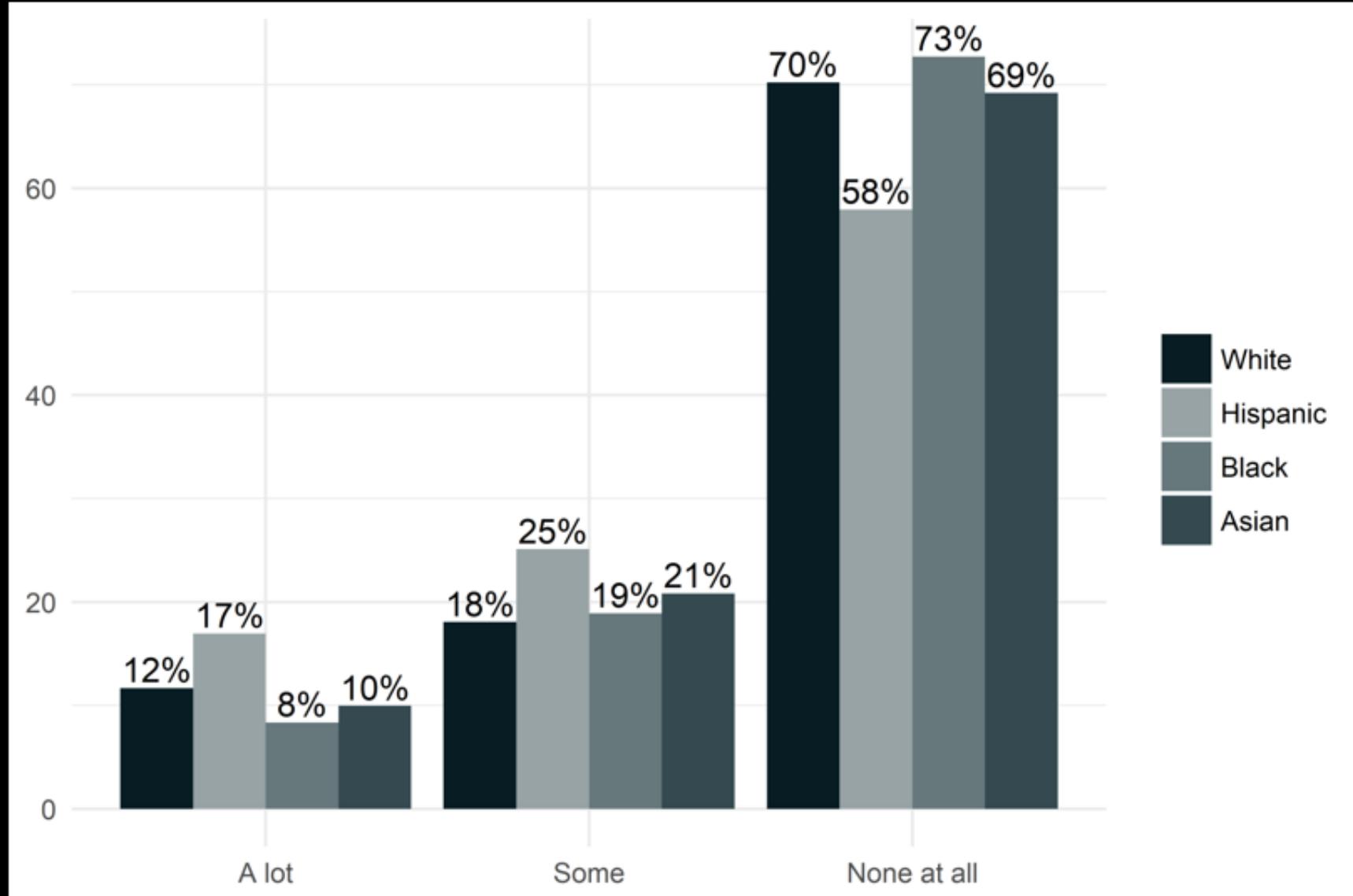
# Adults: How do your interests in nature compare with your other interests?



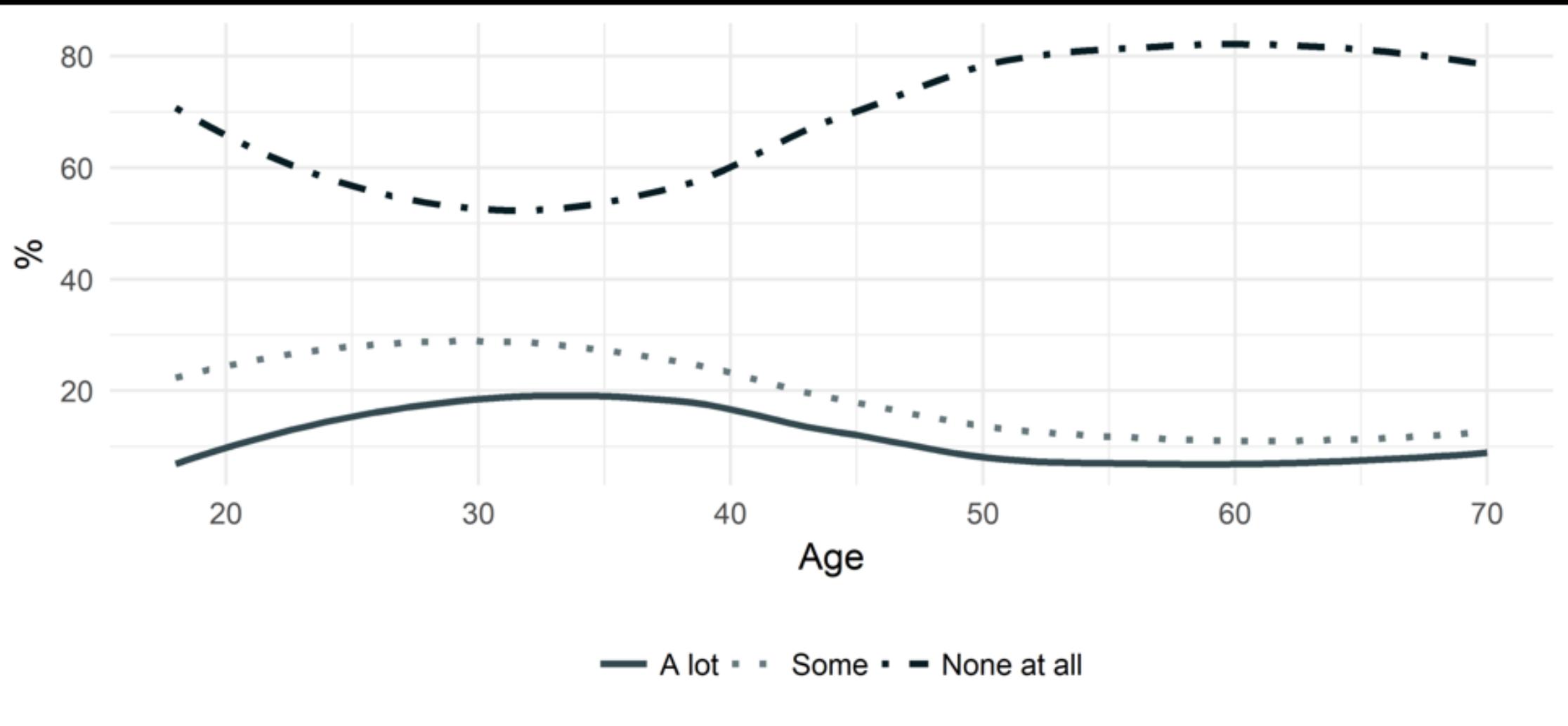
Adults: How would you rate your interest in each of the following activities?

	None at all	Some	A lot
Hunting	68%	20%	12%
Fishing	38%	33%	29%
Feeding / Watching birds / wildlife	21%	42%	37%
Exploring the outdoors	12%	38%	51%

# Adults: Interest in hunting, by race and ethnicity



# Adults: Interest in hunting, by age





# Recommendations

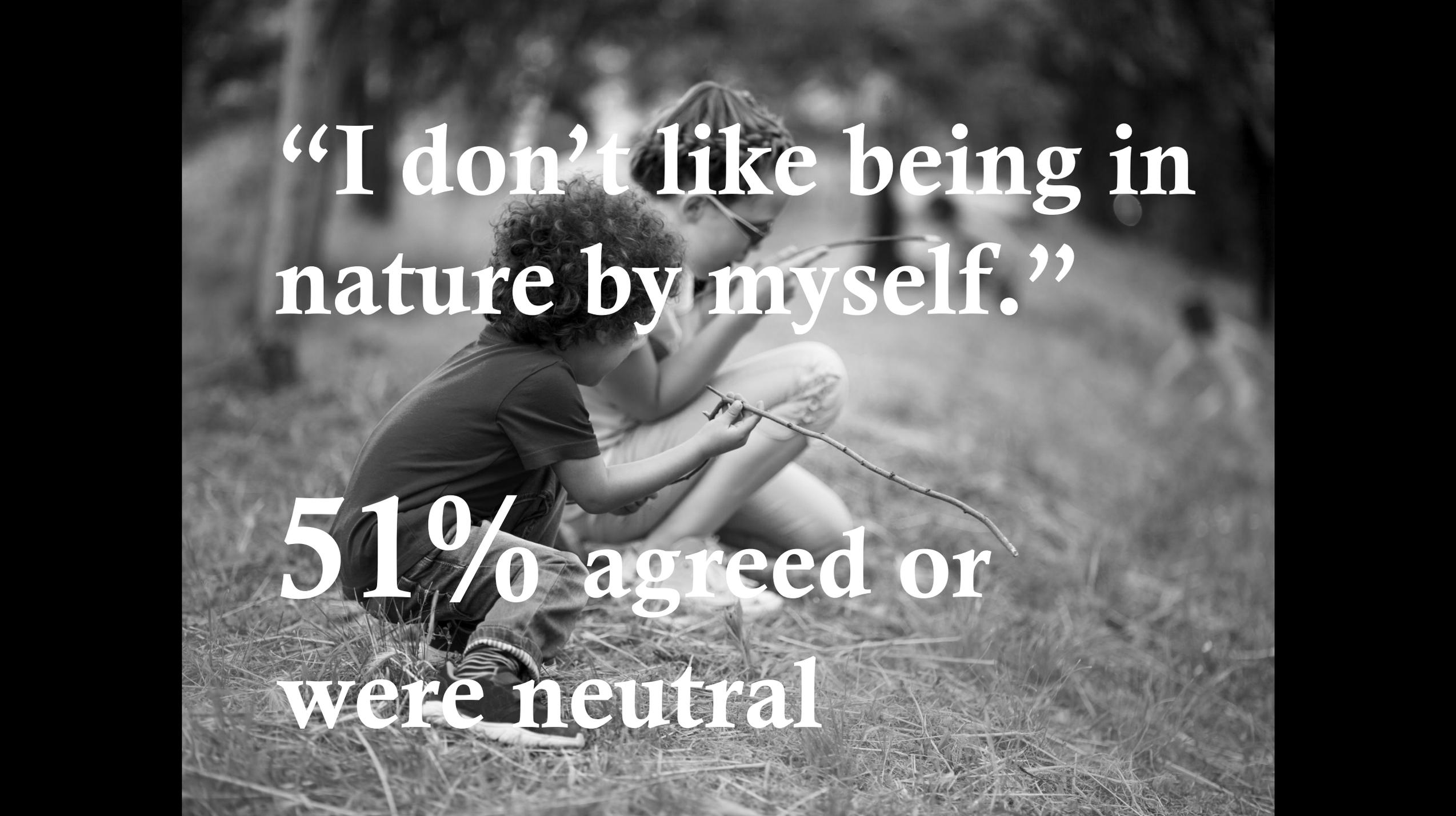
# **1. Redefine connecting with nature**







## **2. Be social**



**“I don’t like being in nature by myself.”**

**51% agreed or were neutral**

NatureofAmericans.org

# Find your new acquaintance...

- Are you as an individual willing to “re-think” the methods to engage adult audiences?
  - Time
  - Re-evaluating your most cherished programs (share an example)
  - What’s in it for me?

# Adult Learning Principles

- How Students Learn

- Children

- Rely on others to decide what is important to be learned
    - Accept the information being presented at face value
    - Expect what they are learning to be useful in their long-term future
    - Have little or no experience upon which to draw – are relatively “clean slates”
    - Little ability to serve as a knowledgeable resource to instructor or fellow students

- Adults

- Decide for themselves what is important to be learned
    - Need to validate the information based on their beliefs and experiences
    - Expect what they are learning to be immediately useful
    - Have much past experience upon which to draw – may have mixed viewpoints
    - Significant ability to serve as a knowledgeable resource to the instructor and fellow students

# Adult Learning Principles

- **Adults are internally motivated and self-directed**
  - New outdoor recreationists may resist learning if you impose information, ideas or actions on them
  - A defense of hunting is unnecessary; their motivation to learn indicates support of the activity

# Adult Learning Principles

- Adults bring life experiences and knowledge to learning experiences
  - New participants will appreciate being given the opportunity to use their existing foundation of knowledge and life experiences and apply it to your course or event.
    - Find out about your hunter(s) – they may have never handled a firearm or been on a hunt, but they may have other outdoor or even wildlife management experience that is relevant and valuable
    - Assist them in relating their knowledge and experiences to the practice of kayaking, and how it might help them with problem-solving and decision-making in the field

# Adult Learning Principles

- Adults are goal-oriented
  - Find out what your participants goals and motivations are, as this will provide guidance for you as a mentor or instructor. Pre-Survey...
  - If these goals and motivations differ from your own, that is OK

# Adult Learning Principles

- Adults are relevancy oriented
  - Adults want to know the relevance of what they are learning to what they want to achieve
  - One way to help new participants to see the value of their observations and practical experiences throughout their learning is to:
    - Ask them to do some reflection on what they hope to learn prior to the experience, on what they learned after the experience, and how they might apply what they learned in the future, or how it will help them to meet their outdoor skills goals
    - Provide two or more options, so that learning is more likely to reflect the new participant's interests...GET SUPERVISOR OR BOARD BUY IN!!!!!!

# Adult Learning Principles

- Why We Hunt

- Current Hunters

1. Recreation/Sport
2. Be with Family/Friends
3. Close to Nature
4. For the Meat

- Potential Hunters

1. MEAT (self-sustainment)
2. Social/Community
3. “Real” Outdoors

# Adult Learning Principles

- **Adults are practical**
  - This may tie into their motivations, like hunting for food
  - It may also relate to how they think about equipment – buying or sharing just the necessities, keeping it simple
- **Adults learners like to be respected**
  - Respect can be demonstrated to your participant by:
    - Taking interest in them and what motivates them to learn to be outside
    - Acknowledging the wealth of experiences that they bring to the table
    - Regarding them as a colleague who is equal in life experience
    - Encouraging expression of ideas, reasoning and feedback *at every opportunity*

# Adult Learning Principles

- Different Relationship with the Outdoors
  - They may not have played in the outdoors like you did
  - They might jump when an owl hoots....if they stay out that long
  - They may be naturalists, but they may not be comfortable with hunting
  - They need help writing or re-writing their outdoor identity

# Adult Learning Principles

- Tradition is Meaningless...For Now
  - Do not talk about tradition...they do not have any yet
  - They do not have family heritage or the support and institutional knowledge that goes with it
  - They need someone to invite them and encourage their learning
  - They need time to make a social support circle for hunting/fishing/shooting from their existing circles

# Adult Learning Principles

- What Do They Like?

- You support who they are and what they believe in
- You are authentic and open
- You keep it simple...they are prepared for homework
- ALL of your knowledge and experience!

# Adult Learning Principles

- You are NOT Going to Change Their Values
  - Their views will evolve on their own
  - Do not try to convert them to your thinking or culture
  - If they sense coercion, they will walk away
  - Fully support their choices

# Adult Learning Principles

- Adults are Conscious Learners
  - Are less forgiving of teaching styles
  - Like and need to feel respected
  - Want to be active in their learning
  - Make time to learn about:
    - Who they are
    - What they want to learn and do
    - What concerns them
  - Adapt your approach

# Adult Learning Principles

- People Generally Remember
  - 10% of what they READ
  - 20% of what they HEAR
  - 30% of what they SEE
  - 50% of what they HEAR & SEE
  - 70% of what they SAY or WRITE
  - 90% of what they SAY AS THEY DO SOMETHING

# Find your new friend...

- Share a poor experience you've *personally* encountered as a participant.
  - Be as descriptive as possible as to why it was poor.
  - Jot down key words

# Ask yourself...

- Are there ideas or approaches in my program that I should consider adapting?
  - Who needs to know?
  - Who can help?

# Final Challenge

- Find a friend, family member, or new acquaintance and mentor them in the outdoors.
- Bonus points for doing something new to BOTH of you...

