

DRIVEN TO SUCCEED:
**UNDERSTANDING STUDENT MOTIVATION, & ITS
RELATIONSHIP TO STUDENT SUCCESS**

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AGENDA

- We will discuss ways to discover an individual's motivation factors.
- Incorporate established academic advising theory as it relates to student motivation.
- Share advising practices that support meaningful & lasting student motivation.



LEARNING OUTCOMES

- We will discuss the different types of motivation and how they influence student performance.
- We will review established advising theory that will support our daily interactions.
- We will examine ways to determine exactly what motivates our students.



WHAT IS THE ISSUE?

- We have all dealt with a student that could be described as being unmotivated.
- Think back to your time with that student and ask yourself if you had any assumptions you have had about that students motivation:
 - Would rather be partying
 - Would rather be playing video games
 - Wants a job with a high paying salary
 - Etc.



WHAT I LEARNED...

1. Maybe the simple thought of motivation was a little more complex than I had assumed.
2. I was going about advising my students in an ineffectively way and I needed to approach each situation from a different vantage point.
3. My thoughts on motivation were anything but ground breaking and I was just scratching the surface.



THINGS I NOTICED...

There was a *disconnect* between *what I was doing* and *what I needed to do* during advising appointments with my students.

My thought was... **HOW** can **I** motivate my students to succeed?

The more I thought about this question, I realized that I was searching for an answer that did not exist...



A MOMENT OF CLARITY

I instead of struggling with the HOW, I started to ask the question... WHAT motivates my students to succeed in THEIR individual goals?

My advising sessions were better than ever!



MOTIVATION IS...

The definition of motivation that I am using for this presentation is the process that initiates, guides and maintains our goal-oriented behaviors.

Motivation is what causes us to act on a basic need or desire, such as:

- Getting something to eat when you're hungry.
- Reading a book for personal entertainment.
- Putting in extra hours at the office in hopes of getting a raise.
- Doing a puzzle for fun or challenge.



TWO TYPES OF MOTIVATION?

There are two typical types to motivation:

- Extrinsic (External) Motivation
- Intrinsic (Internal) Motivation



EXTRINSIC (EXTERNAL) MOTIVATION

If = Then



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"I understand the concept, sir, but I think I'd do better if it were a donut"



EXTRINSIC (EXTERNAL) MOTIVATORS

Financial Security – Salary/Money

Fame/Notoriety/Prestige/Recognition

Scholarships

Grades

Degrees

Family expectations

Societal expectations



EXTRINSIC (EXTERNAL) MOTIVATION



Tricks & Good Behavior = Treats & Belly Scratches



EXTRINSIC (EXTERNAL) MOTIVATION

Extrinsic motivation is what gives us the drive to complete a task...

Do we stress the importance of these incentives to our students?
Or are we assisting them by diving deeper for a look at the bigger picture?

Much of the academic world, businesses, and everyday life is structured around the IF = THEN approach.



EXTRINSIC (EXTERNAL) MOTIVATION

The *exclusive use of extrinsic motivation* factors could, in time, begin to *diminish our internal motivation* to accomplish long term goals.

How?

Researchers found that *when rewards were the primary reason* for goal/task completion. It was discovered that there *were lower performance levels and less creativity* among those observed.

([Candle Video](#) – TED Talk 1:32 – 5:05)

Motivation in relation to production

Extrinsic motivation can be a good tool if used for routine tasks; however, our students and their educational needs are anything but routine. So, assisting our students find what motivates them becomes the challenge as every student and situation is unique.



INTRINSIC (INTERNAL) MOTIVATION

Intrinsic motivation is what we do because we find the task engaging, meaningful or interesting. Those that are intrinsically motivated are not focused on a reward, because the process itself is rewarding.

Intrinsic motivation can be delicate though, and it needs to be properly nurtured in order to flourish.



INTRINSIC (INTERNAL) MOTIVATORS

Feeling a sense of worth

Mental stimulation

Skill development

Goal completion

Mastery

Curiosity



INTRINSIC (INTERNAL) MOTIVATION



Curiosity & Challenge = Freedom & Satisfaction



ONES MOTIVATION CAN & DOES CHANGE OFTEN

What happens when **EXTRINSIC** motivation overcomes our **INTRINSIC** motivation? Consider the curious case below:

1986 - 1998 – 3 MVP, 8 GG, 411 HR, 1,216 RBI, 445 SB & .290 BA – **Ages 21-33**

Any guesses of who this impressive stat line belongs to?

In 1998 MLB's popularity spiked and Roger Maris' single season HR record of 61 was shattered.

Mark McGwire – 70

Sammy Sosa – 66

Barry Bonds – 37

“Barry Bonds yearned to be the Michael Jordan of baseball, the icon of the game. He knew that he was better than (Mark) McGwire and (Sammy) Sosa, and at that point he was factually better. But everyone loved Mac and Sammy, and nobody loved Barry.” - Anonymous Ex-teammate, (ESPN Magazine, 2008)

1999 - 2007 – 4 MVP, 351 HR, 780 RBI, 69 SB & .316 BA – **Ages 34-42**



WHAT'S AN ADVISOR'S ROLE IN MOTIVATION?

Q: **How** can **I** motivate my students?

A: You can't...



Q: **What** motivates my students?



WE CAN HELP OUR STUDENTS FIND CLARITY & FIND THE “WHAT”

Dan Pink, Author & Researcher

Drive & To Sell Is To Human

- Pink defines clarity as, “the capacity to help others see their situation in fresh and more revealing ways and to identify problems they didn’t realize they had.” (Pink, 2012, p. 84)
- The ability for advisors to move advisees, hinges on *problem finding*, not *problem solving*.
- To move people a long distance for the long term, we need to create the conditions where our students can move themselves.



WHICH ADVISING METHODS/APPROACHES CAN ADVISORS UTILIZE WITH THEIR ADVISEES?

Advising Approaches:

Developmental Advisement – B.B. Crookston

“Developmental Advising is concerned not only with a specific personal or vocational decision but also with facilitating the students’ rational processes, environmental and interpersonal interactions, behavioral awareness, problem solving, decision making and evaluating skills.” (Crookston, 1972, p. 5)



QUESTIONNAIRES

Questionnaires are a great way to stimulate thinking, encourage reflection, establish rapport, guide discussion and assess student progress.

This short questionnaire may help to break the ice with your students. Questions/statements such as:

- This is what I want to learn...
- This is what I want to accomplish...
- This is what I want to get better at...
- Who or what is pushing for you to go to attend school?
- What courses in school have you enjoyed the most and why?
- What types (subject, learning style, format, etc.) of courses do you struggle with the most?
- What is your definition of success in school?
- What type of a job, if any, would you do for free?



PROBLEM FINDING

Do It Yourself (D.I.Y.) Report Cards

Share with students the idea to give themselves a report card on all areas of their education. Students can give themselves a letter grade along with explaining their answers on the following questions:

- How do you feel you did on the selection of courses this semester?
- What class do you feel more engaged in this semester?
- What class do you feel are you not engaged in this semester?
- Did you go above or beyond the readings presented in your courses?
- How do you feel you did in course participation? Please list the class and grade each course.
- Have you set short/long term goals? What are they and how have you done on each goal?
- Did you set time away to study daily?



CAMPUS RESOURCES FOR DISCOVERY

Campus Resources

Major Exploration/Career Courses:

- Career courses and occupational exploration which will allow students to explore themselves (discover values, likes, dislikes)
- Improve a students self-competence
- Take stock of their situation
- Foster a sense of self-authorship

Career Service Centers:

- Career Counseling
- Interest assessment:
 - Myers-Briggs Type Indicator
 - Strong Interest Inventory
 - Holland Occupational Themes (RIASEC)



ESTABLISHING GOALS

Understanding and establishing student goals is vital in determining what the students definition of success is as it relates to their education.

Asking the WHAT not HOW, is vital in understanding what drives our students reach their individual educational and life goals.



TIME FOR PRACTICE

Break off into pairs & for the next 5 minutes each person will represent a troubled student who is visiting his/her advisor for the first time. The other partner will play the role of the advisor seeking to assist his/her student.

Try to find the root of your student's motivation and discover the best ways to assist him.

Helpful Hint:

Start the exercise with the assumption that, as the advisor, you are in the position of lower power. This will allow you to better see the needs and perspective of your advisee.



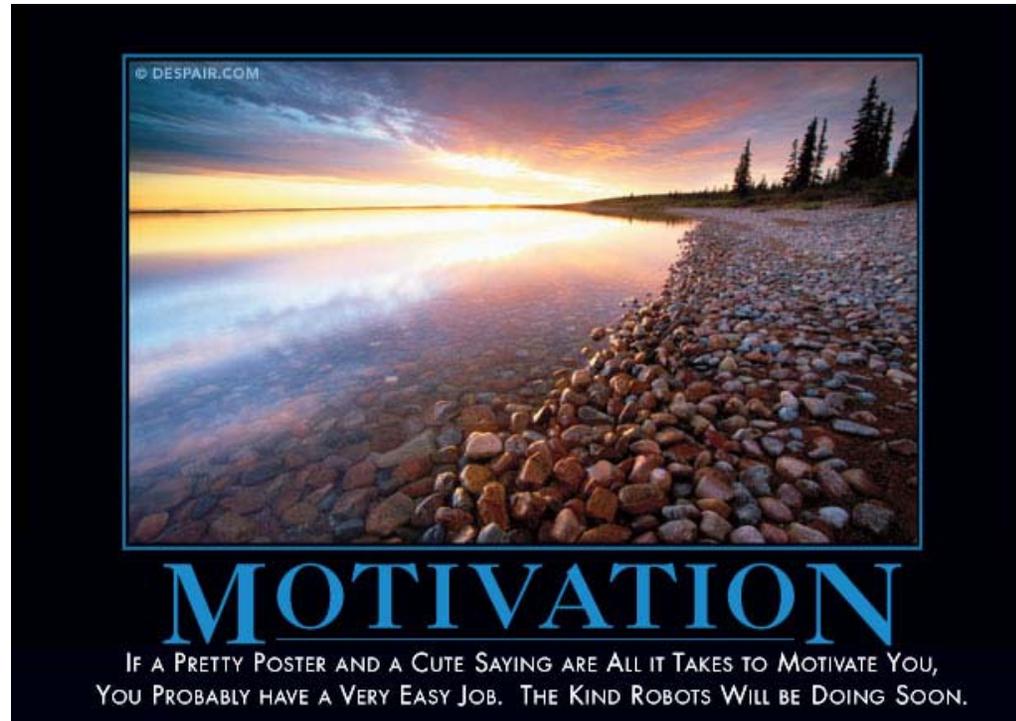
INDIVIDUAL MOTIVATION DISCOVERY

Please take time to fill out the brief questionnaire that was handed out to you earlier.

What did you find out about your individual motivation?



MOTIVATION, AN EXACT SCIENCE? NOT EVEN CLOSE...



There is no set formula to advising our students...
It's just not that easy!



IN CLOSING

“You can motivate by fear. And you can motivate by reward. But both of these methods are only temporary. The only lasting thing is self-motivation.”

Homer Rice

Head Coach, Cincinnati Bengals - 1979



QUESTIONS

Thank you & feel free to contact me for thoughts or questions:

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