



The I's Have "It!"....Motivation and Students

NCCCS SGA Advisors Retreat June 2010

Ahh...The I's Have "It!"

- “Leadership is one of the most observed, yet least understood phenomena on earth” (Burns, 1978)... But we know “IT” when we see “IT”, and we know “IT” when we feel “IT”; however, what “IT” actually is can be challenging to describe or define. (Shankman & Allen, 2008)

Students don't always show "IT!"

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Enter.....The Role of the Advisor...

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- Intrinsic
- Inquiry
- Inclusive
- Influence
- Inspiration
- Impression
- Introspection

I is for Intrinsic....What's our Role?

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□ Extrinsic Motivation

- Monetary
- Having Power
- Having a title
- Public Recognition
- Social Status
- Winning over others

□ Intrinsic Motivation

- Personal growth
- Satisfaction of a good job
- Helping others
- Finding meaning from efforts
- Being true to one's beliefs
- Making a difference

Think/Pair/Share

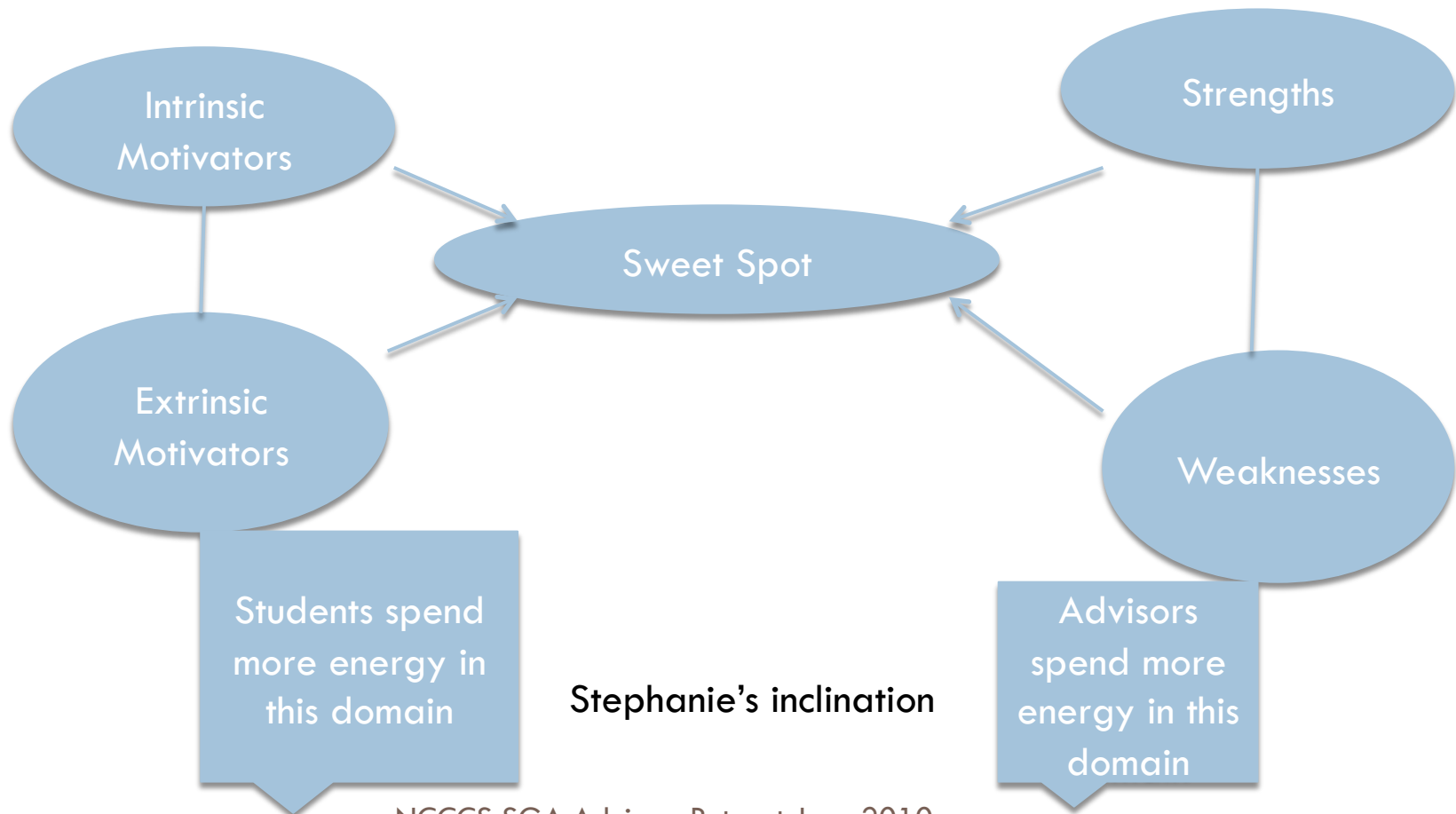
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- ❑ When was the last time you felt committed to a cause or course of action?
- ❑ What made you feel committed?
- ❑ Was it the relationships?
- ❑ Was it a leader?
- ❑ Was it the cause?
- ❑ Was it a combination?

- ❑ *This is the essence of leading from the inside out (Leading with Soul: An Uncommon Journey of Spirit, 1995)*

The Sweet Spot of Motivated Capabilities (True North, 2007)

Find out what you are good at and what you like to do (Csikszentmihalyi)



Student's Voice

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- “We’re college students and still learning how to react in professional or appropriate ways, and sometimes our younger sides get the better of us. You realize five minutes after you blew up at Sally or Joe that it was inappropriate, but that does let you practice apologizing, which is an important skill for a leader to have.”
- ▣ *Female senior, at Florida State University, involved in student government, volunteering and a religious organization*

I is for Inquiry...What's our Role?

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- Appreciative Inquiry (Cooperrider, Sorenson, Whitney & Yaeger, 2000)
 - Discovering (Appreciating) periods of excellence and achievement
 - Telling the story
 - Dreaming (Envisioning results) an ideal organization or community
 - Compelling possibilities
 - Designing (Co-Constructing) new structures and processes
 - Provocative propositions to stretch with realism
 - Delivering (Sustaining) the dream
 - Action, developing strategies, forging linkages and mobilizing

Share Aloud!

What was the last audacious question you asked in the format of Appreciative Inquiry of your student(s)?

I is for Inclusive... What's our Role?

- A component of the Relational Leadership Model
 - ▣ Assisting students to know self and others; engage in learning new information while developing competencies to fulfill the role
 - ▣ Encourage openness to difference and value other's perspectives
 - ▣ Affirm listening skills, coalition building, interpersonal skills and effective civil discourse
 - ▣ Empower talent development

Student's Voice

- “By being included, I will want to contribute more. If I feel like an outsider, I would not want to come to the meetings or activities, and I would eventually become disinterested in the group.”
 - ▣ *Female sophomore at Appalachian State University, involved in a religious organization*

I is for Influence...What's our Role?

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- Demonstrating Skills of Persuasion
 - ▣ Reward Power: Influence with reward for a job well done
 - ▣ Coercive Power: Influence through the ability to punish
 - ▣ Legitimate Power: Influence and secure compliance out of obligation
 - ▣ Expert Power: Influencing through knowledge or experience
 - ▣ Referent Power: Influence others due to respect and admiration
 - ▣ ***Think/Pair/Share: What source of power do your student leaders utilize to influence?***

Student's Voice

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- “I’m influenced by a leader who is intelligent and charismatic, a leader who takes time to understand me as a follower and explains each and every action.”
 - ▣ *Male junior at Miami University (Ohio)*

I is for Inspiration...What's our Role?

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- Moving others toward a shared vision
- Making others feel heard and valued
- Caring for others and their interests
- Recognizing you can't be all things
- Empowering followership
- The ideal....what inspires or motivates you?

Student's perspective

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- “What inspires me as a follower is seeing a leader jump into the pit with you to dig the organization out of the hole they have made.”
 - ▣ *-Male senior at University of Cincinnati, involved in a fraternity, honor society, professional organization, job/internship, and volunteer work*

I is for Impression...What's our Role?

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- What is the purpose of one's leadership?
- What are the experiences needed to develop leadership?
- How will you integrate your personal life, family life, academic life and community life to become a better leader?
- What kind of legacy would you like to leave on the campus? – Encourage students to create a legacy statement and you create one as an Advisor!

Student's Voice

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- “There needs to be the catalyst for change, and sometimes it is someone who stands above the rest and says, “let’s do this” who initiates that change. Change can be scary but, when someone cries for it and gets momentum going, it is not so bad.”
 - ▣ *Male sophomore at Michigan Technological University, involved in a fraternity, university programming board, volunteer work, and a job/internship*

I is for Introspection...What's our Role?

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- Reflection is vital and critical! Leaders should practice:
 - Retreat
 - Renewal
 - Return

What May I Do?

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- Remember, programs that require the most administrative effort seem to have little or no effect because less students are involved
- Consider that we need to be catalysts and make environments where students teach themselves instead of being leadership sages
- Students tend to follow first the person, then the plan
- Encourage students to delegate and praise
- Take and encourage risks! Create a “war room”
- Explore strengths and talents of your students
- Foster collaboration and create trust
- Imagine different ways of operating
- Instill rituals
- Assess your efforts and close the cycle
- They aren’t going to always do it “our” way. Teachable moments are good and bring about the character we know they possess. Remember Lewin’s theory of Challenge and Support.

“I – Thou” Leadership

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- National Invitational Leadership Symposium (1990)
 - To truly establish a sense of “we” the individual needs to let go of self enough to see the connection with others
 - (I) needs to be de-emphasized
 - (i) to truly engage with another
 - (you) as equals, so that all can move forward to become a community (we)

 - Maybe the “I’s” Don’t Have “It” but We Do!
 - What BOLD move may you take regarding motivation in the upcoming academic year? Post – “It”!

We are the Ones We've Been Waiting On

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- Thank you!
- Stephanie Helms Pickett, Duke University, Division of Student Affairs, stephanie.helms.pickett@duke.edu
- Presentation Resources:
 - ▣ True North by Bill George
 - ▣ Emotionally Intelligent Leadership: A Guide for College Students by Marcy Levy Shankman and Scott J. Allen
 - ▣ Exploring Leadership by Komives, Lucas & McMahon
 - ▣ Leading through Conflict by Mark Gerzon