Discovery Aspects	Questions to Consider	Possible Answers	Notes/Comments
Sources of Motivation	What motivates your student to be successful academically?		
Assets Highlighted or Overlooked	What qualities, skills or resources did the students mention as contributors to success? How do these factors contribute positively your student's potential for success?		
Resources	What campus resources would most benefit your student?		

Sources of Motivation

Intrinsic motivators include fascination with the subject, a sense of its relevance to life and the world, a sense of accomplishment in mastering it, and a sense of calling to it.

Students who are intrinsically motivated might say things like the following:

- "Literature interests me."
- "Learning math enables me to think clearly."
- "I feel good when I succeed in class."

Advantages: Intrinsic motivation can be long-lasting and self-sustaining. Efforts to build this kind of motivation are also typically efforts at promoting student learning. Such efforts often focus on the subject rather than rewards or punishments.

Disadvantages: On the other hand, efforts at fostering intrinsic motivation can be slow to affect behavior and can require special and lengthy preparation. Students are individuals, so a variety of approaches may be needed to motivate different students. It is often helpful to know what interests one's students in order to connect these interests with the subject matter. This requires getting to know one's students. Also, it helps if the instructor is interested in the subject to begin with!

Extrinsic motivators include parental expectations, expectations of other trusted role models, earning potential of a course of study, and grades (which keep scholarships coming).

Students who are extrinsically motivated might say things like the following.

- "I need a B- in statistics to get into business school."
- "If I flunk chemistry, I will lose my scholarship."
- "Our instructor will bring us donuts if we do well on today's quiz."

Advantages: Extrinsic motivators more readily produce behavior changes and typically involve relatively little effort or preparation. Also, efforts at applying extrinsic motivators often do not require extensive knowledge of individual students.

Disadvantages: On the other hand, extrinsic motivators can often distract students from learning the subject at hand. It can be challenging to devise appropriate rewards and punishments for student behaviors. Often, one needs to escalate the rewards and punishments over time to maintain a certain effect level. Also, extrinsic motivators typically do not work over the long term. Once the rewards or punishments are removed, students lose their motivation.

Employment
Parents
Growth in Self Confidence
Interest in the Subject, Skill, Field
Identity Formulation
Fear of Failure

Strategies for Motivating Students: Effectively executing the Discovery Phase IS a student motivator

- **Effective open ended questions and getting to know your students.** You will be able to better tailor your conversation to the students' concerns and backgrounds, and your personal interest in them will inspire their personal loyalty to you. Display a strong interest in students' learning and a faith in their abilities.
- **Attending behavior and active listening with help you become a role model.** Listening intently and when you dialogue, deliver your conversations with energy and enthusiasm. As a display of your motivation, your passion motivates your students. Make the dialogue personal, showing why you are interested in the student.
- **Use examples freely.** Many students want to be shown why a course or program is useful before they want to study it further. Inform students about how your program prepares students for future opportunities.
- **Set realistic performance goals** and help students achieve them by encouraging them to set their own reasonable goals. Design assignments that are appropriately challenging in view of the experience and aptitude of the student.
- **Use positive reinforcement through strength-base story reconstruction.** Be free with praise to reinforce a student's assets and accommplishments. If you need to provide constructive criticism, be sure that negative comments should pertain to particular performances, not the performer. Offer nonjudgmental feedback on students' work, stress opportunities to improve, look for ways to stimulate advancement.

Assets Highlighted/Overlooked

Highlighted?		Overlooked?	
Previous Success	Excellent predictor of future success. Still Relevant? Translatable?	Attitude	Most important quality for success
Confidence	Almost everyone believes they will be successful and belief in ones abilities is needed	Self-Discipline	It is difficult to admit and acknowledge that self-discipline needs to improve.
Networked	A strong support group can be crucial during adversity	Self-aware	It can be a challenge to see yourself as you are or how you are perceived. "You can't watch yourself swing a golf club."
Goal Focused	Education for Employment	Emotional Competence	Personal matters are not typically revealed until a strong rapport is developed
		Preparedness	See Self-aware and confidence

Resources

How does discovering students' motivations and assets help you recommend campus resources to a student?

- Identifies need
- Help describe "fit" of resources to students motivation and assets

What are some effective methods of convincing students to seek out a resource they need but are reluctant to pursue?

- Describe the features and benefits of the resources
- Use success stories from previous students