Increasing Student Involvement in Your Association

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Disclosure

- Rene Utianski has no relevant financial relationships to disclose. Rene is currently serving as President of the NSSLHA Executive Council, a volunteer position.
- Dawn Dickerson is a paid staff member of the American Speech-Language Hearing Association. Dawn has no nonfinancial relationships to disclose.

Perspective

How do you manage this type of student?

is this gonna be on the test?

What do you mean I can’t turn this in when I finish it?

When are you going to post the ppts?

Pieces of the Puzzle: Getting students engaged

Success

Value

Investment

Engagement

MOTIVATION IS KEY!

Motivation refers to the personal investment that an individual has in reaching a desired state or outcome (Maehr & Meyer, 1997).
Impact on Performance

Motivation

Goal-directed behavior

Performance

Motivation in Learning

Motivation influences:
- Direction
- Intensity
- Persistence
- Quality of engagement

Goals

- *Performance goals* emerge when the student wishes to succeed in order to protect their image or reputation.
- *Learning goals* are different in that the student is actually motivated to learn for the sake of acquiring a skill or new knowledge.
- *Work-avoidant goals* involve students rushing to finish their work as quickly as possible, going through the motions of accomplishing their assignments but not intrinsically mastering the work.

Students who desire to achieve multiple goals are more likely to succeed.

Goals, value, and expectancies are the drivers behind motivation.

Value: The goal’s importance

- *Attainment Value* is the term used to describe the motivation to succeed simply for the reward of accomplishment (e.g. good grade).
- *Intrinsic Value* is the sense of accomplishment one feels simply doing a task rather than the reward of completing it (e.g. volunteering)
- *Instrumental Value* is seen when the prime motivating factor for success is something measureable (e.g. promotion or prestige).

Expectancies

- *Outcome Expectancies* lead the motivation that if student does “x”, then the reward will be “y”.
- *Efficacy Expectancies* is holding the belief in oneself that a task completed will bring about the desired changes. Positive thinking is a strong factor in overcoming learning obstacles.
Supportive environments, coupled with opportunity, provide the propensity for success!

Exploring Generational Differences

Generations in the Current Workforce

- Traditionalists: 1900 -1945 -- 75 million
- Baby Boomers: 1946 -1964 -- 80 million
- Generation Xers: 1965 - 1980 -- 46 million
- Cusper: Born on cusp of 2 generations
  - Often has traits of both generations

Each Generation feels they are not seen in a positive light:

- Traditionalists resent Millennials for their entitlement mentality
- Boomers resent Xers for finding it so easy to change jobs and for demanding balance in their lives
- Xers resent Traditionalists for being resistant to change
- Millennials resent the Boomers for leaving the planet a mess

Events Influencing Traditionalists

- Great Depression
- World War II (over 50% of the men were veterans)
- New Deal
- Korean War

Traits of the Traditionalist

- Loyal
- Patriotic
- Fiscally conservative
- Faith in institutions
- Top down management style/respect
- Individual needs put aside and work for common goal
Events Influencing Baby Boomers
- Booming birthrate
- Vietnam
- TV
- Sex, drugs, and rock ’n roll
- Civil rights
- Women’s rights, reproductive rights
- Ecological movement

Events Influencing Generation Xers
- Sesame Street
- MTV
- Bill Clinton
- O. J. Simpson
- Personal Computer
- Skyrocketing divorce rate

Events Influencing Millennials
- Technology and media expansion
- Mixed economy
- Fall of Berlin Wall
- Oklahoma City
- Columbine
- September 11

Traits of the Baby Boomers
- Optimistic
- Anything is possible
- Competitive
- “Me Generation”
- Challenge authority

Traits of the Generation Xers
- Skeptic
- Resourceful
- Self-reliant
- Distrustful of institutions and personal relationships
- “Don’t talk to strangers”

Traits of the Millennials
- Realistic
- Globally concerned
- Raised in participatory democratic style
- Concerned about personal safety
- Diversity part of life
Millennial are Easily Influenced

The “Plurals” – the next generation
- Traditionalists have given a dose of their loyalty and faith in institutions
- Boomers have given them confidence to be optimistic about their ability to make things happen
- Xers have given them just enough skepticism to be cautious

Interactions with one another contribute to the characteristics of new generations

Generational Characteristics

<table>
<thead>
<tr>
<th>Traditionalists</th>
<th>Boomers</th>
<th>Xers</th>
<th>Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loyal</td>
<td>Optimistic</td>
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<td>Top down</td>
<td>Anything is possible</td>
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Orientation to Work

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<tbody>
<tr>
<td>Grateful to be employed</td>
<td>Workaholic</td>
<td>Work to live, don’t live to work</td>
<td>Want balance and flexibility</td>
</tr>
</tbody>
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Motivation

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<tr>
<td>Satisfaction of job well done</td>
<td>Money, title, recognition, corner office</td>
<td>Freedom</td>
<td>Work that has meaning for me</td>
</tr>
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Rewards

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<tr>
<td>Use their wisdom; recognition</td>
<td>Tangible, time for sandwich generation</td>
<td>Freedom, portable retirement, invest in education, PTO, relaxed dress codes</td>
<td>Tangible and intangible; fun environment, participate in decisions</td>
</tr>
</tbody>
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Management Style

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<tr>
<td>Chain of command; know your place</td>
<td>Change of command</td>
<td>Self-command</td>
<td>Collaborate</td>
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Feedback

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<td>No news is good news</td>
<td>Feedback 1x a year with lots of documentation; double talk</td>
<td>Ask for feedback frequently; often at inopportune times; dislike “double talk”</td>
<td>Expect feedback with high frequency and at the push of a button</td>
</tr>
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Teaching / Learning

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<td>Comfortable just listening; don’t want to be embarrassed</td>
<td>Trainers need to create an “O.K. to disagree” environment</td>
<td>The more interactive &amp; involved the more effective</td>
<td>Push the speed-o-meter and the fun-o-meter; generate own solutions</td>
</tr>
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Rules of Etiquette

Younger generations owe it to the older ones to figure out the rules of the game and play by them.

Or

It is the job of the older ones to adjust because the younger ones don’t know the rules.

Take what we know... And put it into practice!

Value of learning

High expectations

Support for success

Watch the investment grow!

How can put this information to good use?
Strategies to Establish Value

• Connect to students’ interests
• Provide authentic tasks
• Show relevance to professional life
• Identify what you value
• Show your passion and enthusiasm!

Strategies to Build Positive Expectancies

• Identify appropriate level of challenge
• Provide opportunities for success
• Articulate expectations
• Provide feedback
• Explain success and failure

Strategies that address Value and Expectancies

• Provide flexibility and control
• Give the opportunity to reflect
• “Rubric” — Defined expectations

Embrace the Cycle of Trust-Success

**Trust**

**Success**

**Purposefulness**

HOW CAN WE FACILITATE AN INVESTMENT?
Explain the benefits

• Networking
• Strong sense of personal mission
• Minimize anxiety
  – Committee and board experience
  – Strategic planning
• Ability to work with different constituencies
• Sense of personal power
• Increased willingness to take risks
• Become more concerned about the future
• Understand the BIG PICTURE

Share your positive experiences

TRUE OR FALSE

WHAT DO YOU KNOW ABOUT NSSLHA??

TRUE OR FALSE

• NSSLHA WAS CREATED SIGMA ALPHA ETA HONOR SOCIETY AND THE ASHA JOURNAL GROUP?

TRUE OR FALSE

• NSSLHA MEMBERS ARE MOSTLY UNDERGRADUATES

TRUE OR FALSE

• NSSLHA IS RUN BY STUDENTS?
Council roles and responsibilities

- NSSLHA Executive Council
  - Regional Councilors
  - Regional Delegates

TRUE OR FALSE

- EVERY CAA-ACCREDITED PROGRAM HAS A NSSLHA CHAPTER?

TRUE OR FALSE

- NSSLHA PROVIDES FINANCIAL SUPPORT TO LOCAL CHAPTERS?

TRUE OR FALSE

- NSSLHA DAY @ THE ASHA CONVENTION IS PLANNED BY THE NSSLHA EXECUTIVE COUNCIL

TRUE OR FALSE

- STUDENTS ONLY CARE ABOUT IS GETTING INTO GRADUATE SCHOOL?
Survey Says!
Top 3 things students want to know

- Jobs
- Certification
- Support as a New Professional

TRUE OR FALSE

- STUDENT DON'T WANT TO ATTEND STATE ASSOCIATION CONVENTIONS

Host a Mini NSSLHA Day Session @ Your Convention

- Sessions...
  - for students,
  - by students,
  - relevant to students.
- Acknowledge student accomplishments
- Adding a student to your convention planning committee
- Partner with a local NSSLHA chapter

Possible Convention Topics

- Career Choices
- Praxis Exam
- Future Colleagues

Engage a student in your Association

- Board
  - Active student representatives
  - Social Media positions
- Convention
  - Programs
  - Volunteers

Career Choices!

- EBS
  - Melanie Hudson
- Career Fair
- Designated interview areas
Praxis, Praxis, Praxis!

- ETS
  - Kathy Pruner
- Praxis Workshop
  - Preparation course
- Praxis Bowl
  - University competition
  - Trophy
  - Cash prizes (or Praxis reimbursement!)

Networking

- Social events with professors
- Acknowledgement of future colleagues

NSSLHA CAN HELP YOU REACH STUDENTS

- Promote your state association activities.
- Provide you with a list of students in your state that you may contact for membership.
- Participate in planning a student activity during the state convention.
- EC members can attend state conventions

References


Possible Discussion Questions

- What are the ways in which you are currently engaging students?
- What opportunities can you provide for students to participate on your Board?
- How can you send the message to professionals to encourage student involvement?

How would you respond to this?