



Engaging Students through Careers

Part I: Understanding Motivation

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Series Overview

- **Part I:** Understanding Motivation
- **Part II:** Connecting Students with Careers
- **Part III:** Using Careers to Engage Students



Overview

Part I: Understanding Motivation

- Is motivation an issue among your students?
- What is/isn't working for your students?
- What is motivation?
- What affects motivation?
- How can we enhance motivation?
- How can career exploration help?



Is motivation an issue?

Let's take a moment and reflect on motivation among students in your school/district.

- What are students motivated to do?
- What are they not motivated to do?
- Is motivation an issue? How?
- What strategies have you found to be most and least effective in motivating students to engage in behaviors that promote their success?



What is motivation?

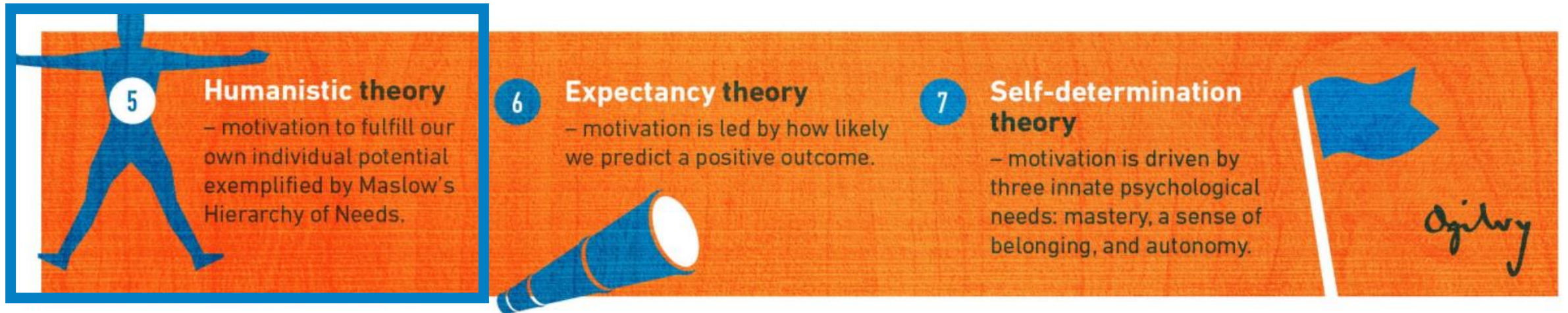
Motivation = a need or desire that energizes and directs behavior

- An internal force that emerges from a basic survival need or something we want that changes behavior.
- Theories of Motivation
 - Help us understand human needs/wants and the behaviors related to these needs/wants.
 - We can gain a better sense of why we do what we do!





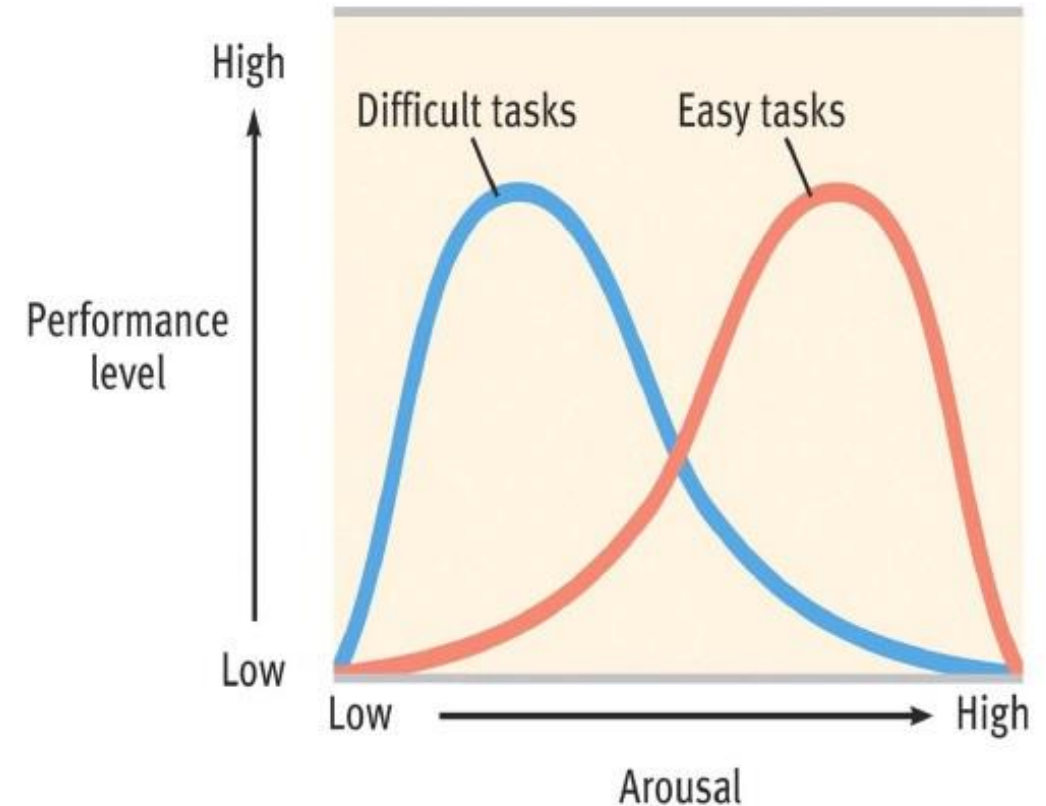
7 Theories of Motivation



Arousal Theory

- Humans are motivated to seek optimum levels of arousal.
 - Once biological needs have been satisfied, we are driven to experience some degree stimulation.
 - In other words, we don't do well with boredom.
 - Arousal has an interesting relationship with performance.
 - **Difficult Tasks** = best at lower levels of arousal
 - **Easy Tasks** = best at higher levels of arousal

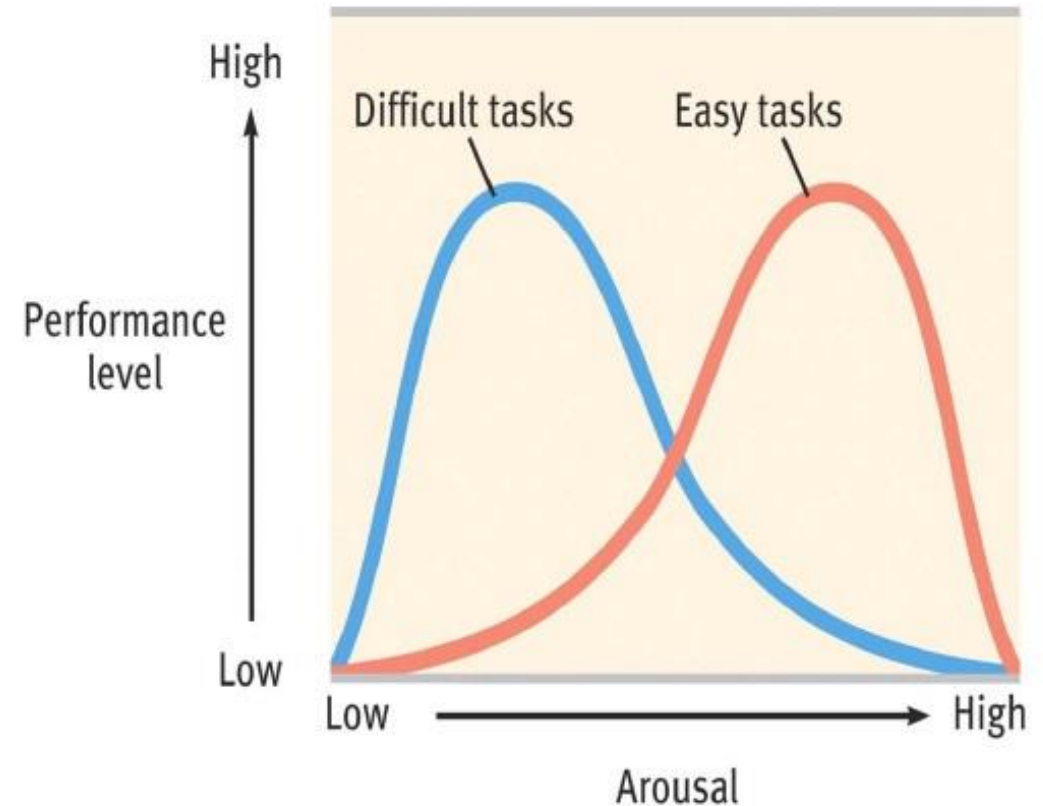
Yerkes-Dodson Law



Arousal Theory

- What does this mean for our work with students?
 - When students are bored, they naturally will seek stimulation.
 - Keeping students engaged in school-related tasks will keep them on track.
 - If they are not engaged, they will naturally find alternate forms of entertainment that may not promote successful outcomes.
 - Be mindful of students' arousal. Pushing too hard on difficult tasks can raise anxiety and reduce performance.

Yerkes-Dodson Law



Maslow's Hierarchy of Needs

- Basic needs must be satisfied before higher-level, psychological needs.
- Provides a basic framework for understanding the order individuals seek to satisfy needs.
- Not universally fixed.
 - Some individuals will satisfy higher needs before lower needs.
 - Not all individuals seek self-actualization.



Maslow's Hierarchy of Needs

- What does this mean for our work with students?
 - We should consider students' needs and the order they seek to satisfy them.
 - If students are struggling with basic needs, they may not be motivated to explore higher needs.
 - Taking a moment to assess and address basic needs may help free students to pursue higher needs.



Encouraging Behaviors

Positive Reinforcement vs. Punishment



- **Positive Reinforcement** = praise, rewards, pleasant outcomes
- **Punishment** = negative criticism, penalties, unpleasant outcomes
- Positive reinforcement is more effective than punishment in directing behavior toward specific outcomes and maintaining the behavior.

Positive experiences help individuals...

- know what they should do again.
- develop a positive connection with tasks.

Unpleasant experiences help individuals...

- know what they should not do again.
- develop a negative connection with tasks.

Encouraging Behaviors

Growth Mindset = the belief that one's basic abilities can be developed through dedication and hard work

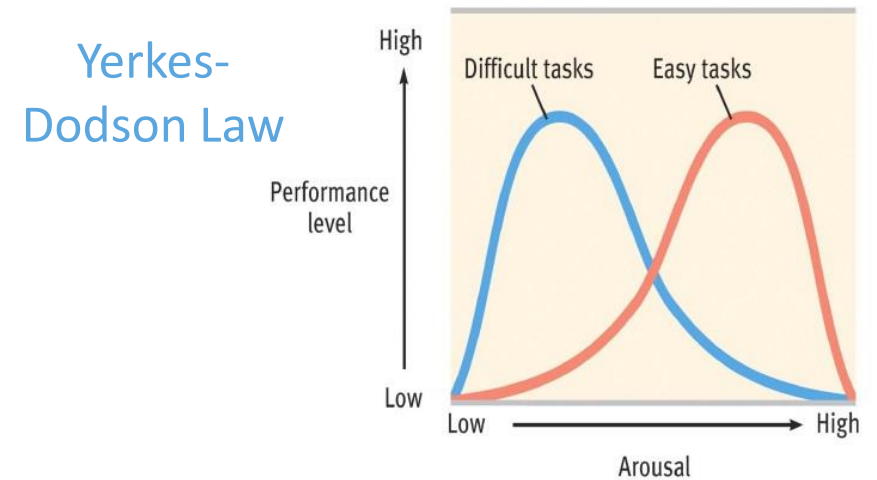
- Praise the process more than the outcome.
- When possible, avoid personal opinion statements, such as, “I like...”
- Use descriptive comments. “You provided a lot of explanation on....”
- Praise the work and actions done to reach the outcome. “You worked really hard on...” “You demonstrated tremendous focus on....”
- **Objective** = to help individuals develop personal desire (intrinsic motivation) to grow and change through hard work and persistence



Reflection/Discussion

- **Arousal Theory** = individual seek optimum levels of arousal
 - Yerkes-Dodson Law
- **Maslow's Hierarchy** = basic needs before higher needs
- **Positive Reinforcement vs Punishment**
- **Growth Mindset**

What resonated with you? How might you use this information in motivating students?



Interests and Needs

- Students will be drawn to things they are interested in – **Arousal Theory**
- Students are motivated to satisfy needs, with some being more urgent than others – **Maslow's Hierarchy**
- We can best encourage students to accomplish tasks using **positive reinforcement** and praising their **persistence and effort**.



Interests and Needs

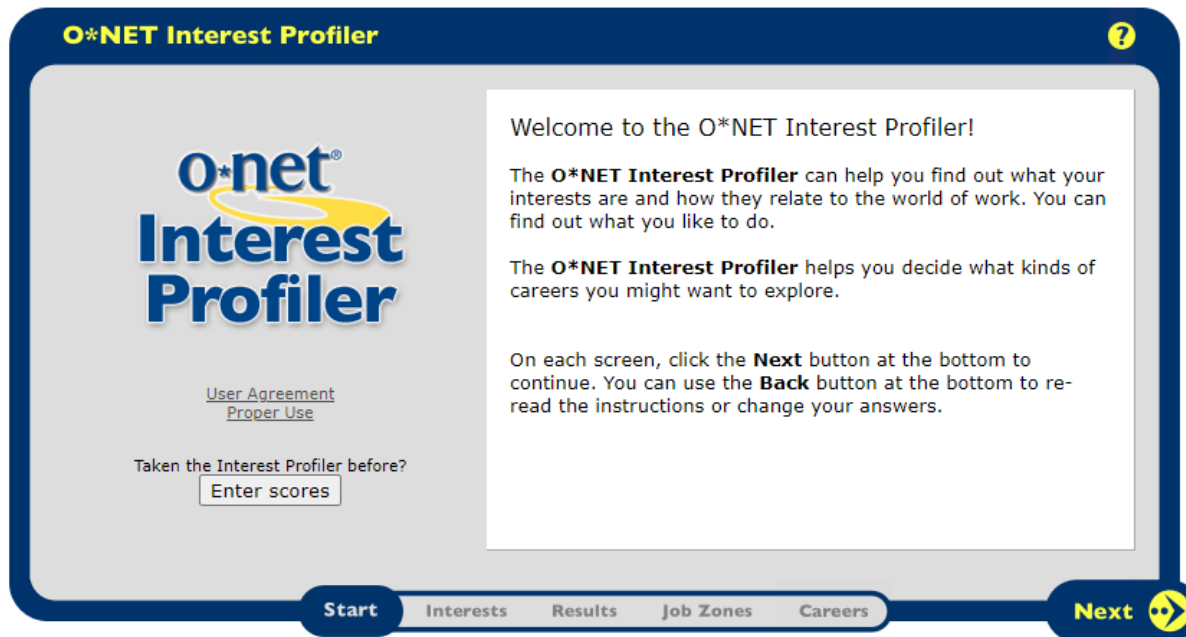
- How can we connect with students' interests and needs to help keep them motivated to work toward successful outcomes?
- **Career Exploration**
 - Universal – a process that applies to most students
 - Assessments – interests, values, skills
 - Personalization – provides insight that can be used to connect academic goals with students' interests and needs
 - Purpose – students can relate their learning to interests and needs associated with their future occupation



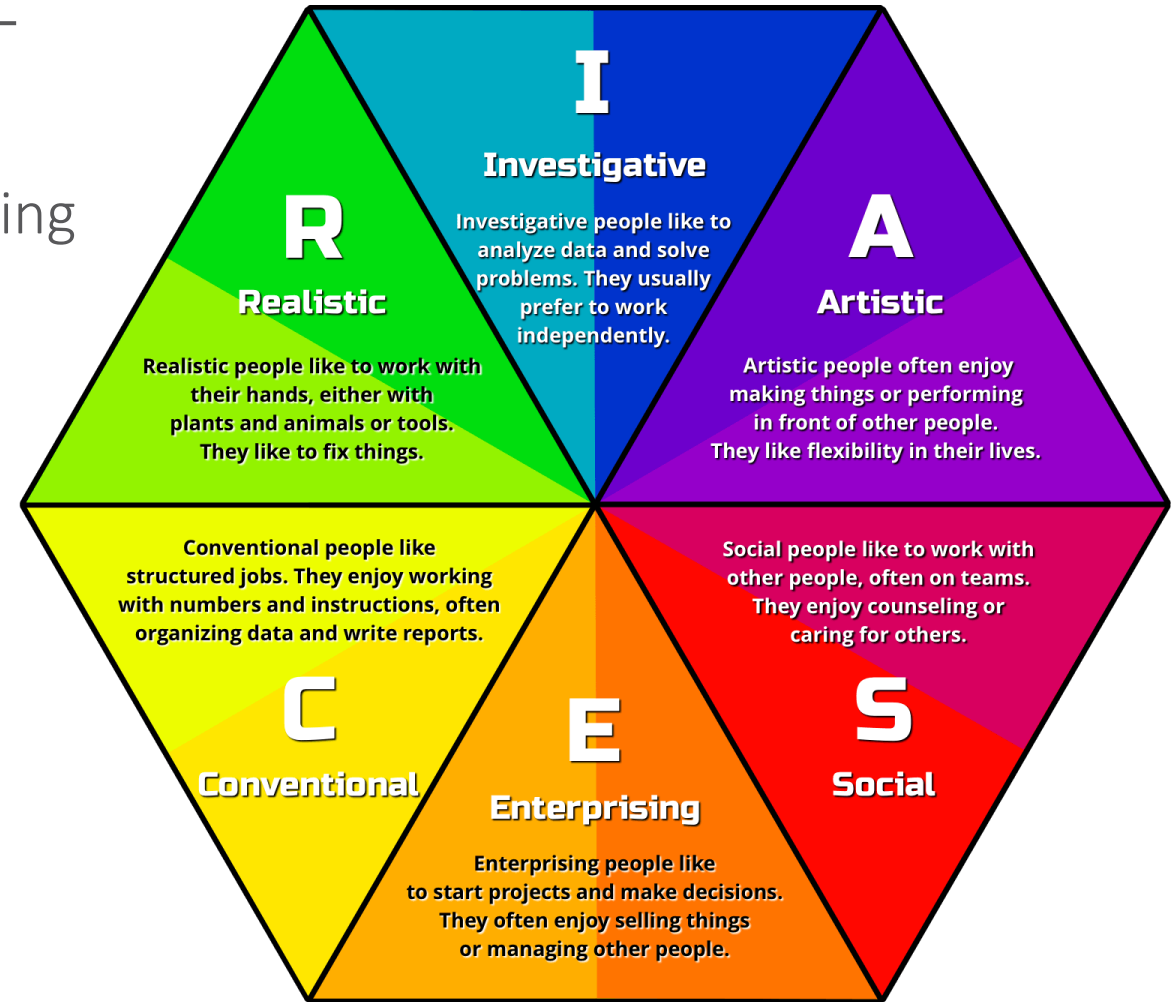
Interests and Needs

O*NET Interest Profiler

- Assesses occupational interests according to Holland's personality types.



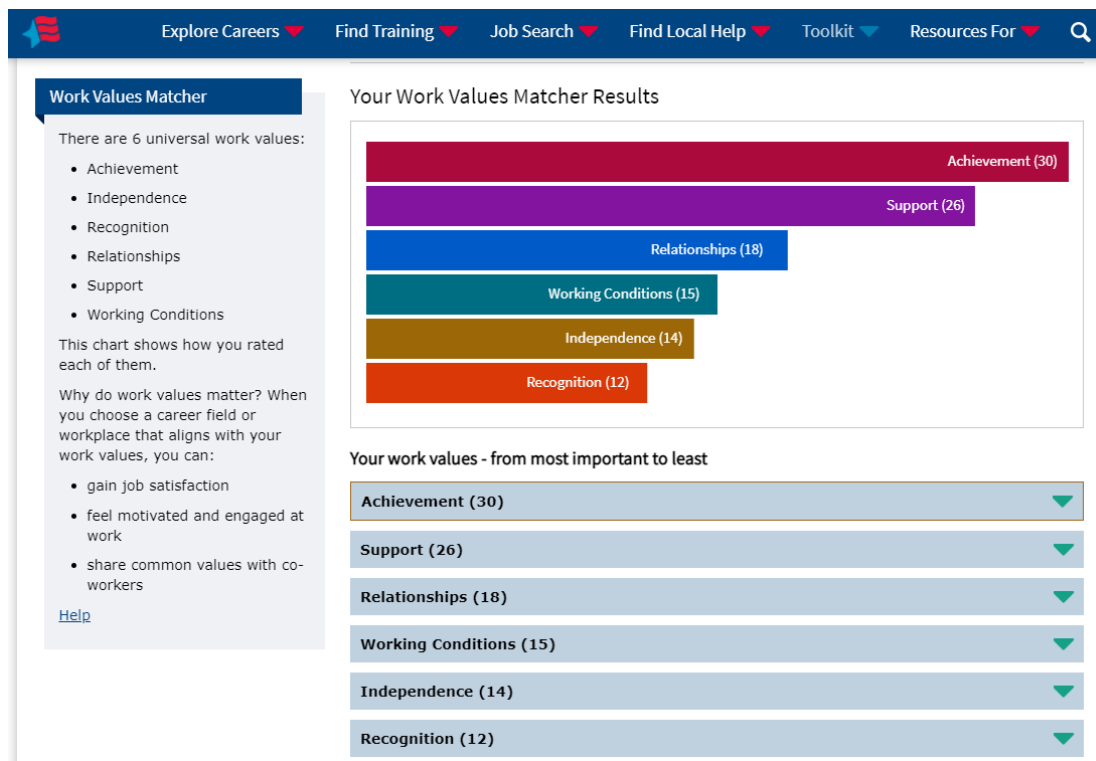
mynextmove.org/explore/ip



Interests and Needs

O*NET Work Importance Locator

- Helps identify work values and needs.



careeronestop.org/ExploreCareers/Assessments/work-values.aspx

Achievement

If **Achievement** is your highest work value, look for jobs that let you use your best abilities. Look for work where you can see the results of your efforts. Explore jobs where you can get the feeling of accomplishment.

Independence

If **Independence** is your highest work value, look for jobs where they let you do things on your own initiative. Explore work where you can make decisions on your own.

Recognition

If **Recognition** is your highest work value, explore jobs with good possibilities for advancement. Look for work with prestige or with the potential for leadership.

Relationships

If **Relationships** is your highest work value, look for jobs where your co-workers are friendly. Look for work that lets you be of service to others. Explore jobs that do not make you do anything that goes against your sense of right and wrong.

Support

If **Support** is your highest work value, look for jobs where the company stands behind its workers and where the workers are comfortable with management's style of supervision. Explore work in companies with a reputation for competent, considerate, and fair management.

Working Conditions

If **Working Conditions** is your highest work value, consider pay, job security, and good working conditions when looking at jobs. Look for work that suits your work style. Some people like to be busy all the time, or work alone, or have many different things to do. Explore jobs where you can take best advantage of your particular work style.

Interests and Needs

Where to find assessments?

- My Next Move (mynextmove.org)
- CareerOneStop (careeronestop.org)

The screenshot shows the My Next Move website. At the top, it says "MY NEXT MOVE" with a logo. Below that, it asks "What do you want to do for a living?". There are three main sections: "I want to be a ..." with a search bar and a "Search" button; "I'll know it when I see it." with a dropdown menu and a "Browse" button; and "I'm not really sure." with a "Start" button. An orange arrow points to the "Start" button.

The screenshot shows the CareerOneStop website. At the top, it says "careeronestop" with a logo and "your source for career exploration, training & jobs". Below that, it says "Sponsored by the U.S. Department of Labor. A proud partner of the americanjobcenter network." There is a search bar and a "Search CareerOneStop" button. The main navigation bar includes "Explore Careers", "Find Training", "Job Search", "Find Local Help", "Toolkit", and "Resources For". Below the navigation bar, there is a large image of two men in hard hats. Overlaid on the image is a purple box with "Explore Careers" and a list of links: "Skills", "Salaries", "Assessments", and "And More...". An orange arrow points to the "Assessments" link. Below the image, there are buttons for "COVID-19 Unemployment Insurance Info", "Find Training", and "Find Local Help". At the bottom, there is a "Resources for" section with a grid of buttons: "Getting Back to Work", "Career Changer", "Military and Veterans", "Worker with a Criminal Conviction", "Businesses", "Entry-level Worker", "55+ workers", "Young Adult", "Workers with Disabilities", "Credential Seeker", "Self-employment", and "Career Advisors".

Interests and Needs

O*NET Resource Center

- Assessment information and resources
 - onetcenter.org

The screenshot shows the O*NET Resource Center homepage. An orange arrow points to the 'Career Exploration Tools' link in the 'Tools' dropdown menu. Another orange arrow points to the 'O*NET Career Exploration Tools' section on the left sidebar. The main content area features several tiles: 'Get O*NET Data!', 'Check Out O*NET Websites and Tools!', 'Discover the Science Behind O*NET!', 'O*NET Data Collection!', 'What is O*NET?', and 'Connect with Us!'. The 'Check Out O*NET Websites and Tools!' tile lists links to 'My Next Move', 'My Next Move for Veterans', 'Mi Próximo Paso', 'O*NET OnLine', 'O*NET Code Connector', and 'Career Exploration Tools'. The 'Discover the Science Behind O*NET!' tile lists links to 'Content Model', 'Occupation Taxonomy', 'Update Summary', 'Reports & Documents', 'References', and 'Additional Initiatives'. The 'Connect with Us!' tile lists links to 'O*NET Updates sign-up' and 'Contact Us'.

The screenshot shows the 'O*NET® Career Exploration Tools' Overview page. An orange arrow points to the 'O*NET Ability Profiler' link in the list of tools. The page includes a search bar, navigation tabs (Data, Tools, Science, Collection, Overview, Connect), and a list of tools: 'O*NET Ability Profiler', 'O*NET Interest Profiler', and 'O*NET Work Importance Locator'. Below the list, there is a paragraph explaining the purpose of the tools and a Creative Commons license notice.

Interests and Needs

NM DWS Career Solutions

- NM career exploration resource
- nmcareersolutions.com

The screenshot shows the 'Career Exploration' section of the NM DWS Career Solutions website. At the top, there's a navigation bar with links: My Dashboard, Career Exploration (active), Education & Training, Gain Experience, and The Job Search. Below the navigation bar, the 'Career Exploration' title is followed by a brief introduction: 'What do you want to do? You've been asked that a lot, but do you have an answer? Whether you do or you don't, this website is here to help!'. A paragraph explains the process: 'The process of identifying careers you're interested in is called Career Exploration. Take the time now to evaluate who you are and what you want so you can get started on the right path. Follow these Career Explorations steps to assess, explore and inform, plan, and act to discover the right career for you.' Below this, a 'CAREER EXPLORATION' progress bar shows five steps: 1 (play icon), 2 (question mark icon), 3 (people icon), 4 (book icon), and 5 (person icon). Step 1 is highlighted. Navigation buttons include 'First', '<< Back', 'Next >>', and 'Last'. The main content area for step 1 is titled '1 GET STARTED' and contains the text: 'Take the first step in exploring careers by thinking about the things you're interested in and enjoy doing. Fill out the **Career Exploration Worksheet** to get things going. Keep an open mind about what motivates and inspires you and what you're good at. Your non-work experiences are as valuable as anything else, so tap into all of your activities and interests.' To the right, a 'TOOLS' section lists: 'Career Exploration Worksheet', 'Work Interests Assessment', 'Work Values Assessment', 'Why I Work' (with a document icon), 'Occupation Finder', 'Compare Occupations', and 'Occupation Library'.

The screenshot shows the 'Getting Started' section of the NM DWS Career Solutions website. At the top, there's a navigation bar with links: My Dashboard, Career Exploration (active), Education & Training, Gain Experience, and The Job Search. Below the navigation bar, the 'Career Solutions' title is followed by a large image of three young women looking at a screen. The 'Getting Started' title is followed by the text: 'Finding careers you're interested in is called career exploration. Take the time to evaluate who you are and what you want so you can get started on the right path.' Below this, a 'CAREER EXPLORATION' button with a right arrow is visible.

Interests and Needs

How can we use this information to motivate students to work toward successful outcomes and achieve academic goals?

Identify Needs and Interests

- Use assessments with students.
- Obtain assessment results.

Connect Academic Goals to Needs and Interests

- Note basic needs and interests.
- Look for opportunities to meet these needs and interests.
- Look for connections in required courses and activities.

Encourage Students to Anticipate Future Needs and Interests

- Explore occupations that meet student needs and interests.
- Keep students focused on current activities/tasks that support future needs and interests.

Interests and Needs

How to encourage completion of assessments?

- Positive Reinforcement
 - Simple incentives, rewards
 - Talk about the positive outcomes related to completing the assessments
 - Attention and interest in students' personal characteristics



Reflection/Discussion

- What career exploration activities are you currently engaging in with your students?
- Have you used career exploration assessments before?
- How have you encouraged the use of assessments?
- How have you used the information from these assessments?



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