The Millennial Medal of Participation versus Authentic Achievement

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HIMYM video (participation trophies vs. trophies just for winners

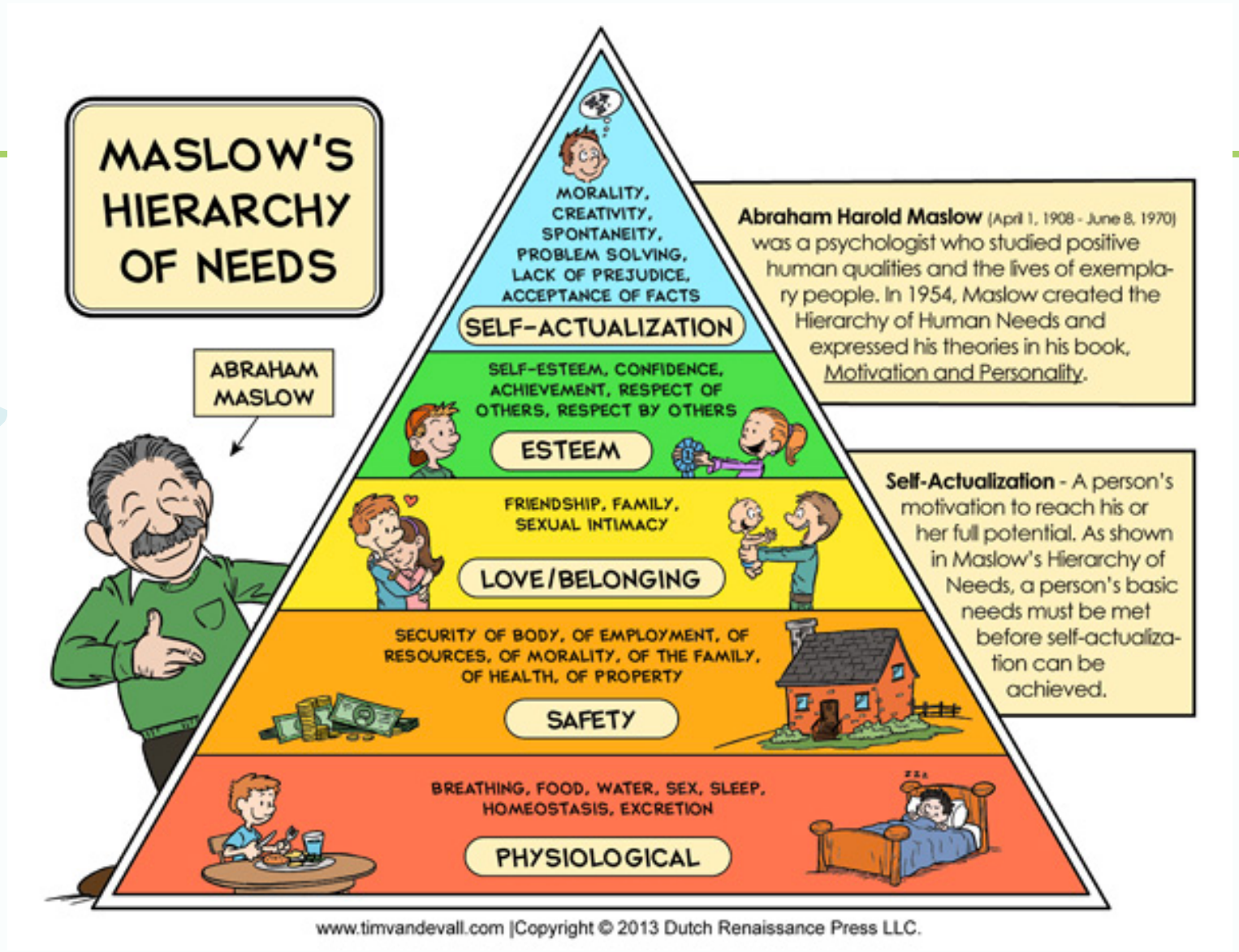
So which way works?

- Audience poll in the presentation said:
  - Out of 32 participants
    - *18 said "only winners get trophies"*
    - *14 said "reward participation, not with trophies"*
    - *0 said "participation trophies for everyone"*

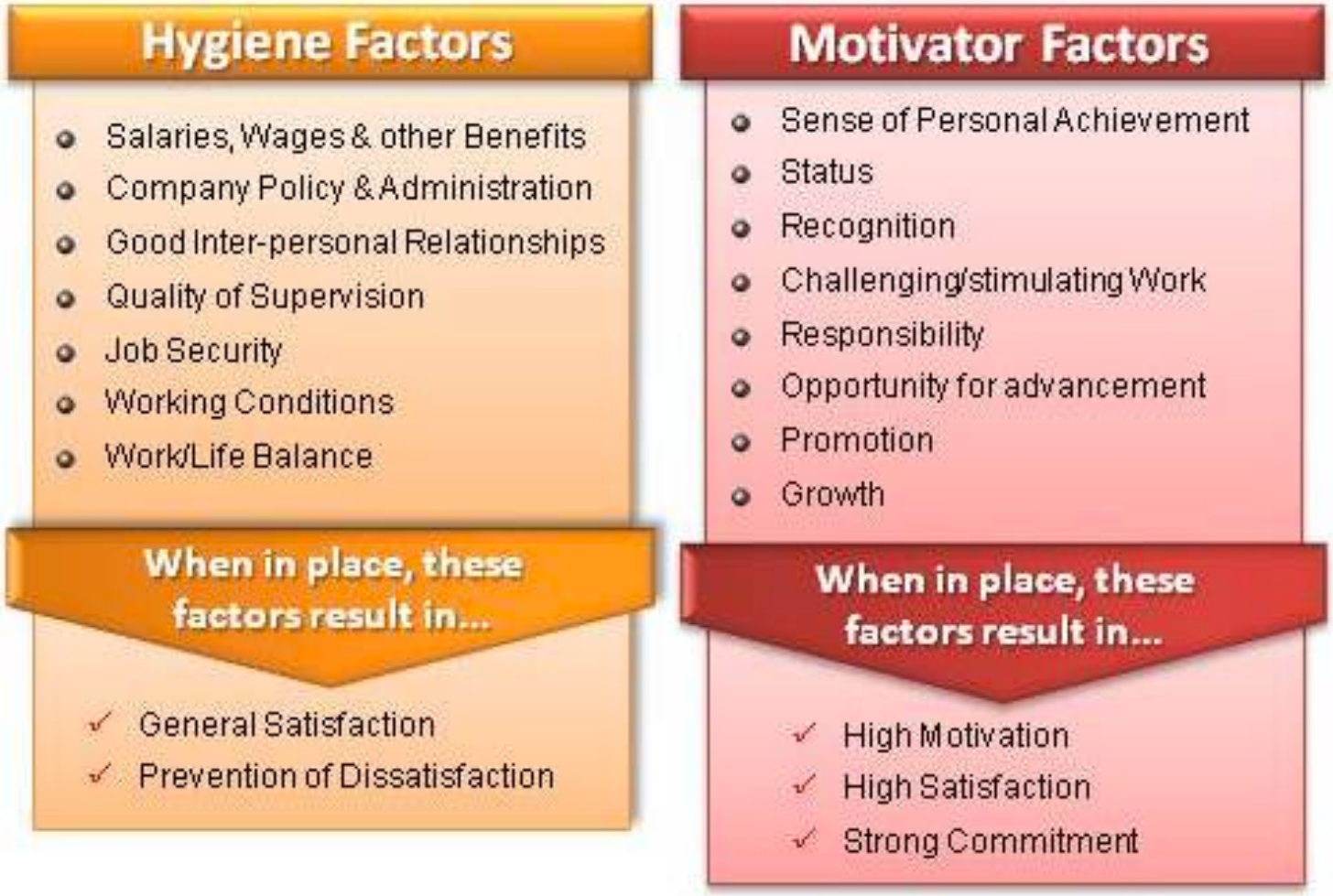
What does the research say?

Classical Conditioning--1913

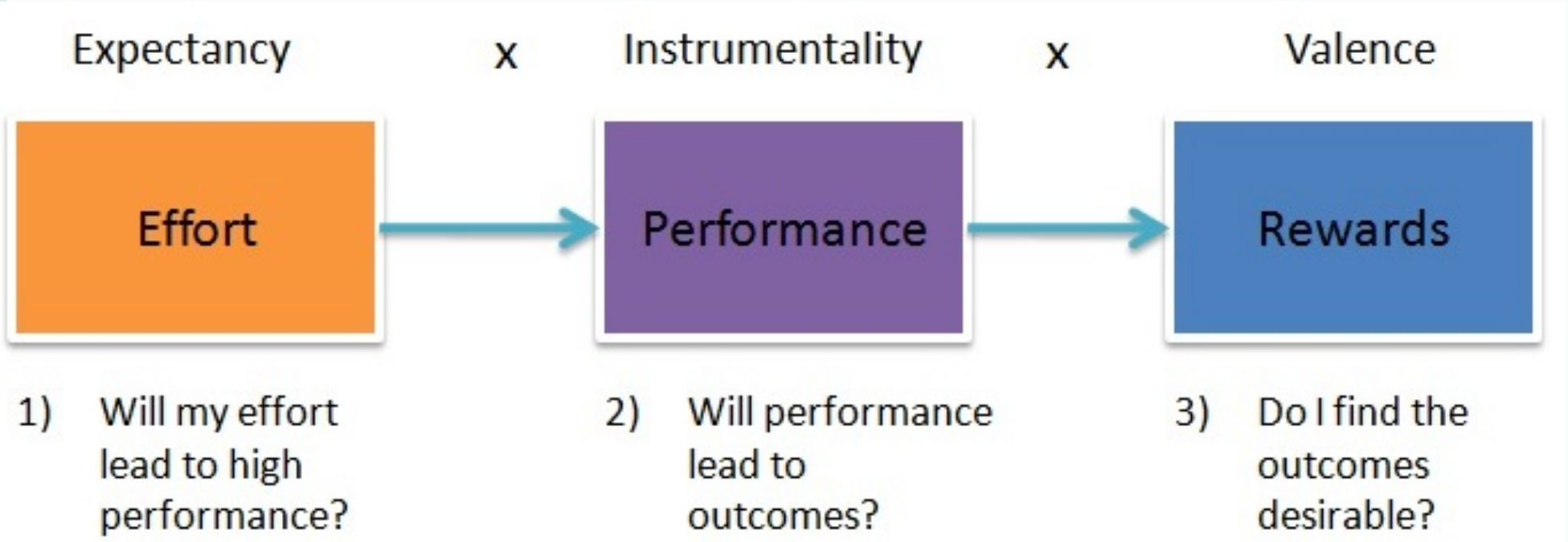
Motivation Theory--Maslow (1943)



Motivation Theory—Herzberg two-factor theory (1959)



Expectancy Theory—Victor Vroom (1964)

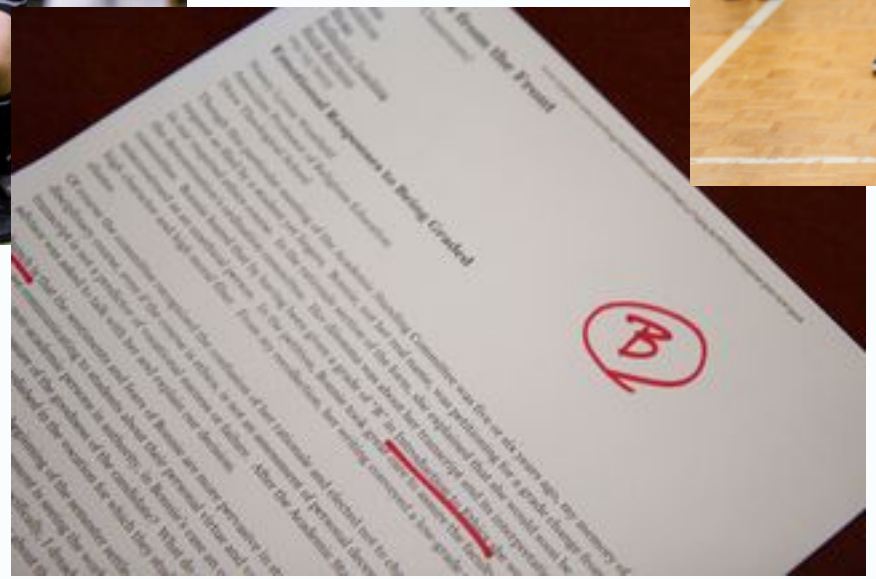


Self-esteem Research (1969)

- Nathaniel Branden opined in the 1969 publication of *The Psychology of Self-Esteem* that self-esteem was the single most important facet of a person
- From 1970 to 2000, there were over 15,000 scholarly articles written on self-esteem and its relationship to everything
- By 1984, the California legislature had created an official self-esteem task force, believing that improving citizens' self-esteem would do everything from lower dependence on welfare to decrease teen pregnancy

From *Nurtureshock*, by Po Bronson and Ashley Merryman

The self-esteem train



Achievement Motivation Research—Atkinson & McClelland (1953)

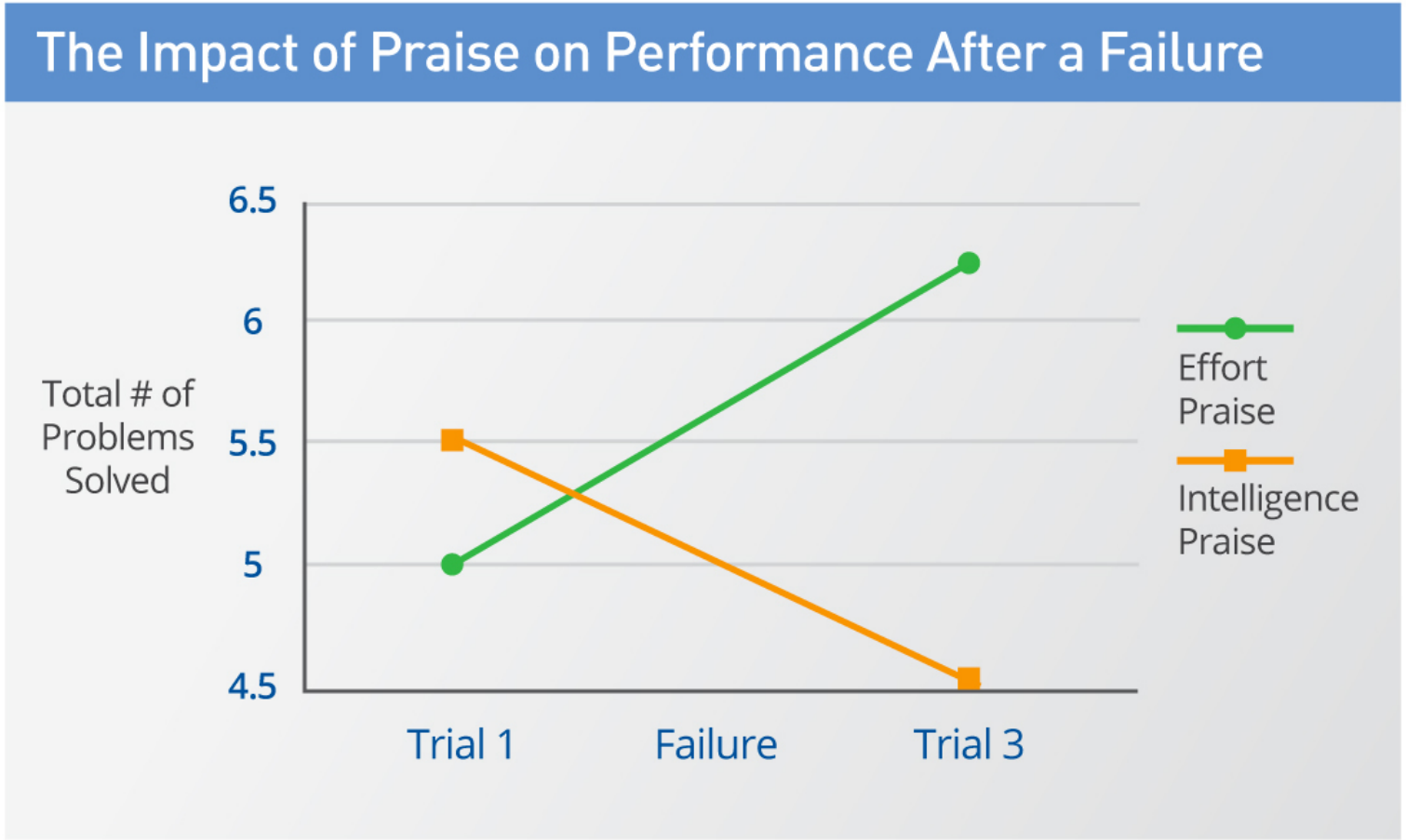
- "Motivation is based on your emotions and achievement-related goals…Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external." --Scott T. Rabideau

Achievement Motivation Research

Mindset Research

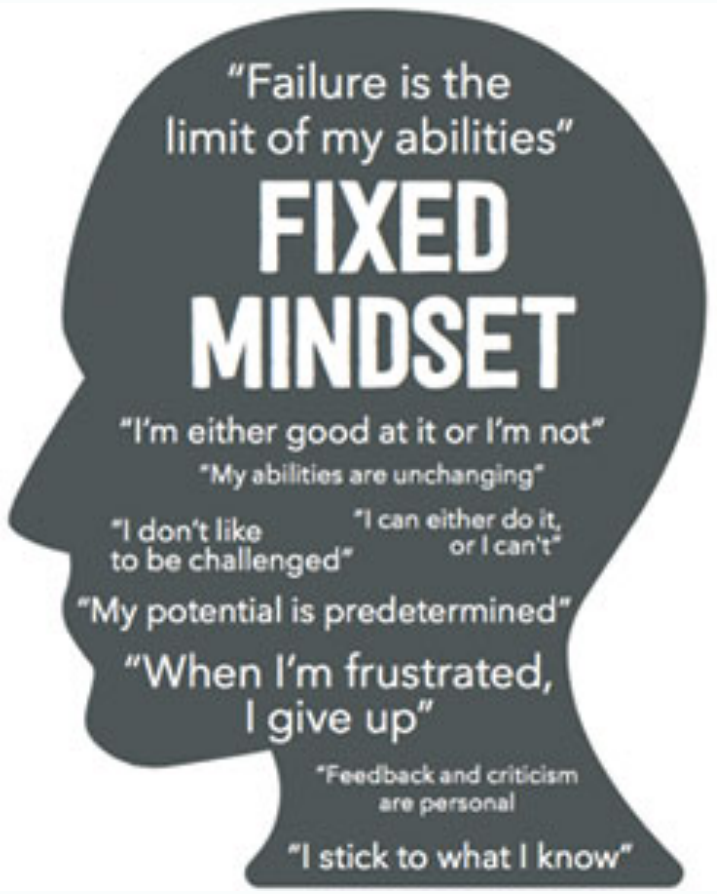
– All roads lead to Carol Dweck…

The simple difference between "you must be smart at this" and "you must have worked really hard."



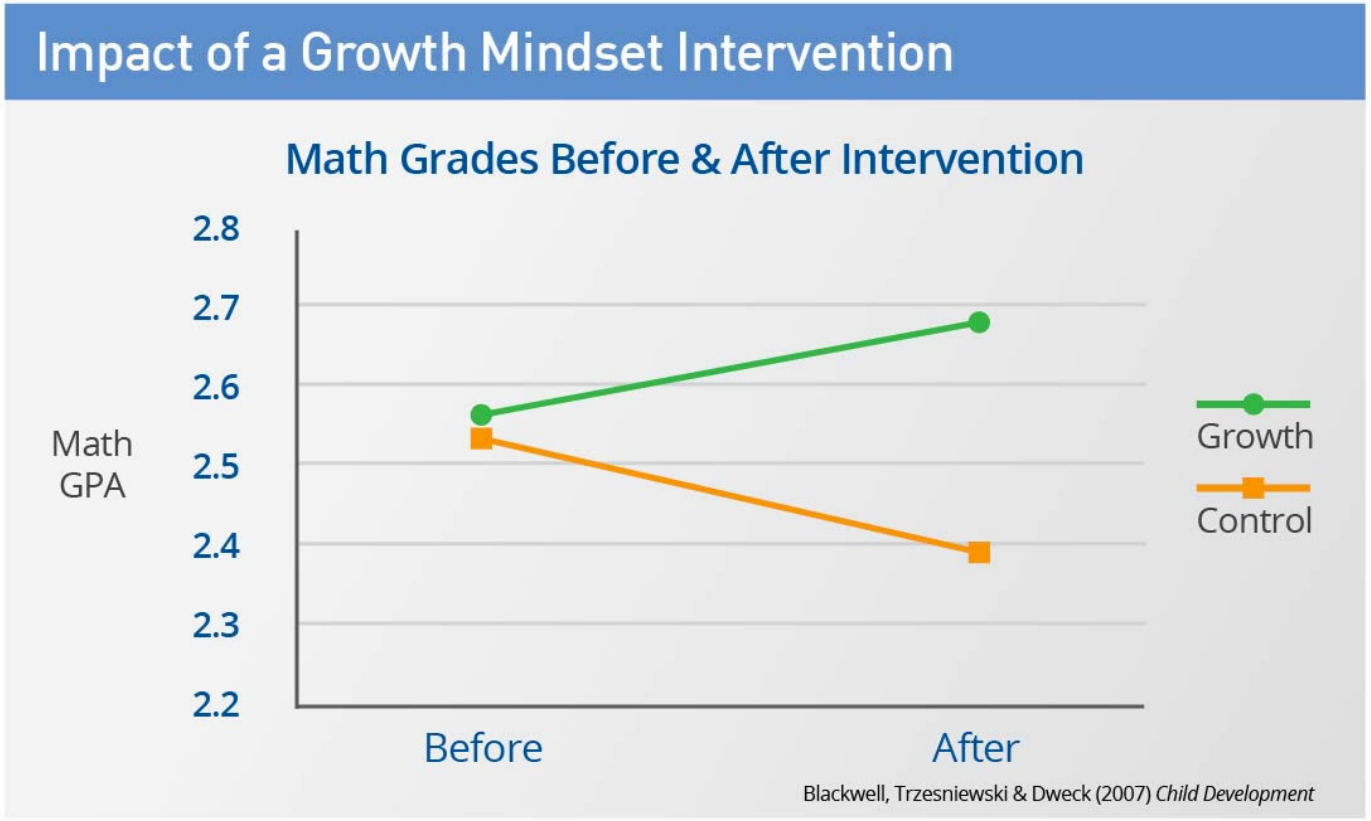
Mindset

"Failure is an opportunity to grow"
GROWTH MINDSET
"I can learn to do anything I want"
"Challenges help me to grow"
"My effort and attitude determine my abilities"
"Feedback is constructive"
"I am inspired by the success of others"
"I like to try new things"


"Failure is the limit of my abilities"
FIXED MINDSET
"I'm either good at it or I'm not"
"My abilities are unchanging"
"I don't like to be challenged"
"I can either do it, or I can't"
"My potential is predetermined"
"When I'm frustrated, I give up"
"Feedback and criticism are personal"
"I stick to what I know"

Math Scores

AREA
6X6
X BREADTH


Impact of a Growth Mindset Intervention
Math Grades Before & After Intervention
Math GPA
2.8
2.7
2.6
2.5
2.4
2.3
2.2
Before
After
Growth
Control
Blackwell, Trzesniewski & Dweck (2007) Child Development

Praise from parents

What do we see?

- Kids who underrate the importance of effort, and overrate how much help they need from parents and others
- College students who drop classes rather than suffer a mediocre grade and have a hard time committing to a major
- Students who are competitive and interested in tearing others down
- Young people who can't persist when they are frustrated or don't receive frequent rewards
- In other words, **serious lack of resilience**

What does it mean for us?

Developmental and situational appropriateness of praise

Developmental and situational appropriateness of praise

By age 4 or 5, children aren't fooled by all the trophies. They are surprisingly accurate in identifying who excels and who struggles. Those who are outperformed know it and give up, while those who do well feel cheated when they aren't recognized for their accomplishments. They, too, may give up.

Ashley merryman

Developmental and situational appropriateness of praise

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Developmental and situational appropriateness of praise

Dear Rob,

In your acting for Musical Theater 1 class, I currently have a C- which is a failing grade for the BFA. I was wondering if you would be willing to offer any extra credit to help me pass this course.

The reason I feel I should receive extra credit even though I did not turn in three assignments , is because I have worked really hard on other aspects of the class and don't deserve a failing grade. A person who Fails a class, to me resembles someone who has done no work, since I have done the majority of the work for this course, I feel as though I should be able to pass the class. Offering a source of extra credit to students, who want to succeed, who may have missed assignments due to legitimate life conflicts, is a great way of helping students succeed.

I would also like to petition the late work policy for the following reason. When life happens and we miss assignments for whatever reason, and we know we will get zero credit for it, we do not do the assignment. This is actually a less effective way to educate because students miss important parts of the curriculum. You say you want to help us pass courses. I submit that the late work policy does not necessarily help the BFA to be more professional and pass classes fully educated, but rather dampens our chances of learning, assuming that conflicts do arise in college student's lives, which they will, because no one will do a late assignment they will not receive credit for.

If a 1/2 credit or grace period was offered for late work instead, students would still learn the content and purpose of their assignments and course, and truly believe that their professors wanted them to succeed.

Developmental and situational appropriateness of praise

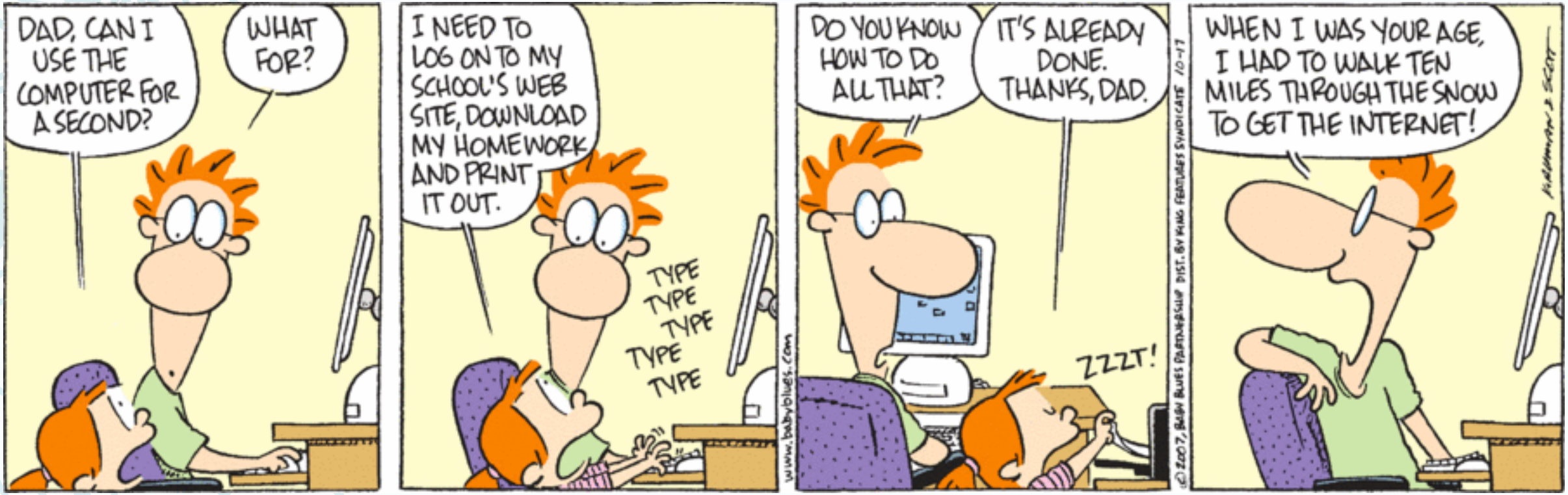
We have to stop saying…

Tim and Charlie…

- Yoplait Gogurt commercial
  https://www.youtube.com/watch?v=zt8x6LJQmdA

When I was your age…

The Resourcefulness of the Millennial



Self-esteem has to be based on something

- How do you help students identify their strengths?

Overcoming challenge (like failure and losing) builds resilience

- When children make mistakes, our job should not be to spin those losses into decorated victories. Instead, our job is to help kids overcome setbacks, to help them see that progress over time is more important than a particular win or loss, and to help them graciously congratulate the child who succeeded when they failed. -Ashley Merryman

Building Resilience in Staff

- We help with professional development by acknowledging mistakes and challenges and providing opportunities for learning and growth
- Promoting growth mindset in staff builds a stronger team and increases the likelihood that growth mindset will be modeled for students
- Acknowledging the unique skills and abilities of millennial staff enhances program development and supports professional growth

The “near win”

- Common intuition and research suggest that winning is more motivating than losing. However, we propose that *just* failing to obtain a reward (i.e., nearly winning it) in one task leads to broader, positive motivational effects on subsequent unrelated tasks relative to clearly losing or actually obtaining the reward. We manipulated a near-win experience using a game app in Experiments 1 through 3 and a lottery in Experiment 4. Our findings showed that nearly winning in one task subsequently led participants to walk faster to get to a chocolate bar (Experiment 1), salivate more for money (Experiment 2), and increase their effort to earn money in a card-sorting task (Experiment 3). A field study (Experiment 4) demonstrated that nearly winning led people to subsequently spend more money on desirable consumer products. Finally, our findings showed that when the activated motivational state was dampened in an intervening task, the nearly-winning effect was attenuated.

  (From the abstract for research published in *Psychological* Science: **Can a Near Win Kindle Motivation? The Impact of Nearly Winning on Motivation for Unrelated Rewards** by Monica Wadhwa and JeeHye Christine Kim, May 2015)

Real achievement builds confidence

So what does it mean for us?

- Developmental and situational appropriateness for praise and reward
- We have to stop saying these words…
- Self-esteem has to be based on something, so we need to help students identify real strengths
- Overcoming challenges builds resilience—so we need to provide challenges and expect persistence
- Real achievement builds confidence and grit---so it's important that we provide real opportunities to achieve

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True North Wilderness Program

www.truenorthwilderness.com/handouts