

Peer Mentoring Program: Mentor Training Session 4

Introduction

As in Session 3, this workshop is divided into two parts. In the first part, the ILC Lecturer will discuss with you the topic of motivation. This is important because, although first-year undergraduates may begin with enthusiasm and interest in their studies, after their initial excitement at joining CUHK may subside, and they may experience a dip in motivation later on in the semester. This session will equip you with the knowledge to help Mentees reflect upon and find reasons to feel positive about studying. In the second part, the OSA Counsellor will continue to develop your communication skills, highlight potential difficulties that new undergraduates might face and provide practical tips on caring for Mentees.

Training Session Objectives

During the session, you will:

- Understand categories of motivation and factors that influence it
- Become familiar with reflective strategies that encourage persistence in studying
- Start to develop communication skills essential for successful interaction with Mentees
- Raise your awareness of possible difficulties for Mentees and ways to provide support

Motivation

Task 1: What interests you in your studies? Work in pairs. Interview your partner. Note your answers below.

a. Of all the subjects you have studied at CUHK, which ones are your favourites?

You	Your partner

b. Why do you like these subjects so much?

You	Your partner

Peer Mentoring Program: Mentor Training Session 4

Motivation

Task 1 (cont.)

c. Do you like all of a favourite subject, or just certain topics within the subject?

You	Your partner

d. Which subjects do you like the least?

You	Your partner

e. Why do you dislike these subjects so much?

You	Your partner

f. Do you dislike all of a hated subject, or just some topics within the subject?

You	Your partner

Share your responses with another pair of Mentors.

Peer Mentoring Program: Mentor Training Session 4

Motivation

Task 2: What motivates you in your studies? Answer these questions by circling one of the three options on the scale.

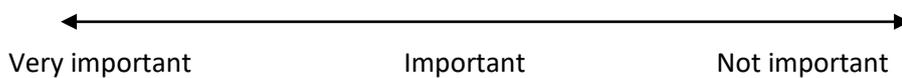
i. Achieving good exam results



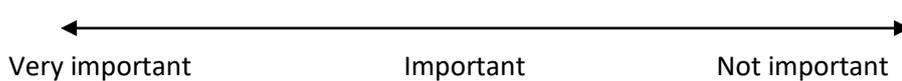
ii. Being praised by professors and classmates



iii. Because what I learn at university will be useful in my life



iv. Supporting classmates when you work in teams or groups



v. Taking pride in the quality of your work



vi. Setting targets for yourself and meeting those targets



Peer Mentoring Program: Mentor Training Session 4

Motivation

Task 2 (cont.)

vii. Good quality teaching



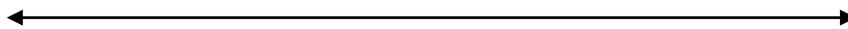
Very important Important Not important

viii. Seeing that you are making good progress



Very important Important Not important

ix. Simply because you enjoy learning



Very important Important Not important

x. Being successful so that your family will be proud of you



Very important Important Not important

xi. Getting a secure job and good income in future



Very important Important Not important

Is there anything else that motivates you to study?

Discuss in small groups the similarities and differences between your motivations to study.

Peer Mentoring Program: Mentor Training Session 4

Motivation

Extrinsic

Most of the time, people's behavior is due to extrinsic reasons, not because they wish to do a particular activity, but because the activity will result in what they want. So, when they are extrinsically motivated they are driven by external rather than internal factors. For example, some people dislike their jobs, but go to work to obtain a salary, and some people only obey the law to avoid punishment. In a school context, a student may be rather lazy by nature, but will work hard because of pressure from teachers and parents. How about at university?

Intrinsic

People who are intrinsically motivated are driven by internal factors, where there is a sense of reward from doing the activity in itself, not just because of the results it brings. This type of reward may simply be a sense of pleasure or enjoyment from within. People who are lucky enough to have jobs that they enjoy can be intrinsically motivated. In a university context, a student may genuinely appreciate the sense of personal satisfaction gained from persevering and making progress and, as a result, will work hard.

Integrative

People who are integratively motivated have a positive attitude towards the subject, and therefore have a willingness to learn. They will not only be interested in the subject itself, but also in the people, lifestyle and culture associated with the subject. For instance, a student may be enthusiastic to study biology because s/he is a logical, rational person and admires scientists' contribution to knowledge.

Instrumental

People who are instrumentally motivated have a specific desire to learn a subject to further their own personal goals, e.g., it will enable them to get a better job, they might get promoted or they might earn more money. For example, many people in China have studied English at home in order to enable them to get a better job in their own country, but they might have no plans to live in or visit an English speaking country. An example of a student who is instrumentally motivated at university might be interested in excelling in assignments, to get a good GPA, and to qualify for a postgraduate course or to get the job of their dreams.

Source: Schunk, D., Pintrich, P., & Meece, J. (2008). *Motivation in education: Theory, research and applications*. Upper Saddle River, N.J. : Pearson/Merrill Prentice Hall.

Peer Mentoring Program: Mentor Training Session 4

Motivation

Task 3: List some of your major/minor subjects and tick the types of motivation that you have for studying them.

Subject	Intrinsic	Extrinsic	Integrative	Instrumental

Identify some positive comments for taking subjects that you do not particularly enjoy. How did you benefit?

Subject	Positive

What are some other ways to keep yourself motivated? Discuss in small groups and note your ideas below.