

EXPANDED AND REVISED 2ND EDITION

# MOTIVATING THE MIDDLE

FIGHTING APATHY IN COLLEGE STUDENT ORGANIZATIONS



T.J. SULLIVAN

# Motivating The Middle Fighting Apathy In College Student Organizations

**Nicholas D. Young, Christine N.  
Michael, Jennifer A. Smolinski**



## **Motivating The Middle Fighting Apathy In College Student Organizations:**

*Motivating the Middle* T. J. Sullivan, 2011-11 If you lead a student organization and you're frustrated that you and a few others do all the work you need to motivate a specific set of overlooked members It's the concept that will set student leaders free Stop focusing on those who check out or cause problems and start focusing on those middle third members who hate drama care for your organization and prefer to play a supporting role Directing your efforts toward the middle and understanding what they can contribute may solve your most pressing leadership challenges *Motivating the Middle* offers a simple empowering strategy for student government officers team captains chapter presidents club leaders residence life staff and other college students looking to make a difference on today's campuses About the Author T J Sullivan is the cofounder and CEO of CAMPUSPEAK Since 1992 T J Sullivan has spoken professionally to millions of college students empowering them to take nontraditional approaches to advancing their organizations Visit his blog at [www.tjsullivan.com](http://www.tjsullivan.com)

**Motivating the Middle** T. J. Sullivan, 2012      **Law and Social Justice in Higher Education** Crystal Renée Chambers, 2016-11-25 The latest volume in the Core Concepts in Higher Education series explores the complexity of law in higher education and both the limits and opportunities of how law can promote inclusivity and access on campus Through a historical and legal framework this volume discusses undergraduate students' histories of inclusion and struggles for social justice in higher education by race sex social class disability and sexual orientation Bridging research theory and practice *Law and Social Justice in Higher Education* encourages future and current higher education and student affairs practitioners to consider how they can collaborate to further a just society Special features Discussion of case law illustrates the reach and limits of law and where higher education professionals can continue to push for social justice Accessible to non-lawyers chapters highlight key legal terms and key concepts to guide readers at the beginning of each chapter End of chapter questions provide prompts for discussion and encourage student interactivity      *Resources in Education*, 1994      *A Study of Beginning Teachers' Perceptions Regarding Their Teacher Preparatory Programs* Kevin J. Davis, 1999      *Leadership Development* James Lonnie Street, 1997      **Great Student Leaders Aren't Born They're Made** Mike Fritz, 2013-04-16 This is THE leadership book for college students It provides them with 52 practical ways to start leading on campus immediately If you are a student leader parent teacher athlete professor or you are in any other position of influence this book is for you

*Captivating Campuses: Proven Practices that Promote College Student Persistence, Engagement and Success* Nicholas D. Young, Christine N. Michael, Jennifer A. Smolinski, 2019-12-15 What role does student engagement play in educational achievement on the post-secondary campus And what factors affect each student's ability and motivation to engage with the full college experience both in and outside of the classroom It is now widely acknowledged that post-secondary institutions must not only focus on facilitating the transition from high school to college but that they must also make a concerted effort to listen to the needs and experiences of their students in order to achieve maximal involvement within the college

environment Students need to be captivated by at least one element of their college experience whether that be in the classroom dorm or extracurricular activities in order to form a bond with their institution and feel motivated and attached enough to put in the hard work until graduation Campuses that capture their students interests and passions provide spaces for them to develop as individuals and opportunities to form meaningful professional and personal relationships have a far greater chance of both retaining their students to graduation and helping them develop as whole human beings who will contribute This book studies the many facets of student engagement as it attempts to define student engagement differentiating it from involvement and covers seminal theories of college student engagement The contributions to this volume discuss the powerful role that relationships play in helping students identify their interests and talents and other examples of best practice when it comes to creating engaging classroom experiences such as collaborative projects with peers study abroad and learning that is situated in real life problems that are of importance to the student

**A Day in the Life of a College Student Leader** Sarah M. Marshall, Anne M. Hornak, 2023-07-03 Sarah Marshall and Anne Hornak have done a magnificent job exploring diverse contexts in which college students expand their individual leadership capacity and learn and practice engaging in relational leadership with others These cases are realistic because they were gathered from their interviews with real students engaging in leadership From whatever perspective students can learn that they are doing leadership when they work with others to address shared issues solve shared problems and work toward positive change from the Foreword by Susan R Komives This book presents over 230 case studies that reflect typical issues faced by undergraduate student leaders The scenarios cover the range of functional areas of student life These cases are intended for use by faculty and student affairs professionals as training tools for new student leaders who generally receive little preparation before assuming their positions Cases provide an opportunity for students to roleplay and discuss scenarios before they encounter potentially similar events in their daily lives as leaders engage students intensely in their learning as they work through the issues and problems and promote meaningful dialogue and discussion of relevant theory The cases are based on real life dilemmas and reflect both contemporary and historical campus issues They are derived from interviews with 110 undergraduates and 11 student affairs administrators from large public research institutions small privates community colleges and mid sized comprehensive schools The book begins with guidance on how to use case studies effectively and on how to incorporate theory in analyzing them The cases are then grouped into chapters each of which focuses on a particular type of student organization The cases vary in length to allow for multiple uses Shorter cases can be role played and discussed in leadership training workshops while longer cases can be used as take home assignments or debated during longer training sessions The book concludes with general advice for student leaders To assist with the facilitation process the authors provide discussion questions to begin the analysis of each case The cases are written broadly enough to allow for a variety of possible solutions

The Influence of College Students' Intensity of Involvement in Student

Organizations on Leadership Values Sheila M. Coressel, 2014      *Transformational and Transactional Leadership Development Through Participation in Collegiate Student Organizations at Texas A & M University* Mary Katherine Hanselka, 2001      **A Guide for Student Organizations** David E. Smith, University of Waterloo. Board of Publications, **The 4.0 Leaders** Bin Mughees Saad, 2025      **Education for Constructive Social Influence Through Student Organizations** Helen Marie Atkinson, Cecile White Flemming, Mrs Cecile Woodward (White). Flemming, 1933      College Student Leadership Development Valerie I. Sessa, 2017-03-27

College Student Leadership Development introduces the idea that we all play a part in producing leadership and that learning how to participate in the process of leadership is something that all college students need to learn as part of their college academic experience Rather than approaching leadership from the traditional model emphasizing specific skill sets this book acquaints students with how to learn leadership using the ReAChS model of leadership development Reflection Assessment Challenge Support It then encourages students to directly engage their own experiences to hone their leader identity and understanding of leadership as well as improve their leadership knowledge and skills Step by step exercises lead students in reflecting on their experiences assessing themselves choosing challenges creating support networks and finally capturing and communicating to others what they have learned Throughout examples of student leaders experiences provide readers with powerful examples of others successes and struggles in leadership alongside the latest psychological research on learning and development      **Self-concepts and Participation in Student Organizations** Vicky Bailey Saari, 1991      Belonging Beyond the Classroom Stephanie Levitt Shaulskiy, 2016

Higher education institutions have invested time and resources into creating a wide range of student organizations to join in order to promote positive outcomes for college students Previous literature has found links between participating in student organizations and retention as well as positive academic and psychological outcomes Previous literature has also linked perceptions of belonging in educational settings such as universities to retention and positive academic and psychological outcomes Additionally literature about underrepresented students in higher education suggests that these students may obtain an even greater benefit from perceiving belonging to a student organization compared to their majority peers The results from two separate but related surveys conducted in the same semester are examined in this dissertation organized into Study 1 presented in Chapter 3 and Study 2 presented in Chapter 4 Both studies examine student perceptions of belonging to student organizations group belonging Results from Study 1 demonstrate the importance of being a group member for academic success and perceptions of group belonging for psychological well being This study did not find support for the hypothesis that there would be stronger associations between perceptions of group belonging and academic success and psychological well being for underrepresented students Study 2 examined the factors that contribute to the perception of belonging within student organizations finding that group cohesion and membership in an academic organization were significantly associated with students sense of group belonging This study did not find support for the

hypothesis that there would be stronger associations between group cohesion individual motivation and activity type and perceptions of group belonging for underrepresented students compared to their peers Chapter 5 includes an overall discussion of the two studies together including implications for practice and a discussion of the limitations to the study design as well as direction for future research

**The Role of Vocational Student Organizations in the Psychological, Social, and Professional Development of Students** Kelley Todd,      **Leadership Within Collegiate Student Organizations** Shawn Plante, 2016      *Leadership in Student Organizations* Jennifer Cullen Danielson, 1999

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