

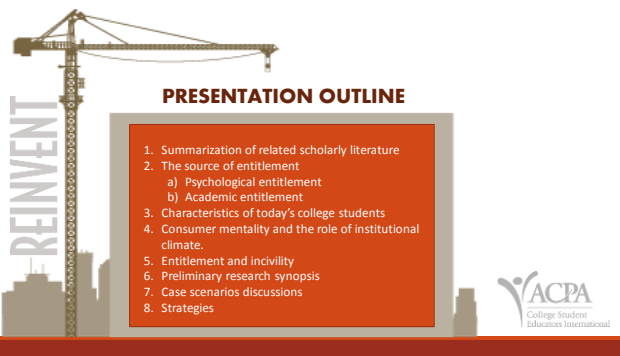


THE CULTURE OF ENTITLEMENT: IMPLICATIONS FOR STUDENT AFFAIRS PROFESSIONALS AND THE CAMPUS COMMUNITY



DR. MONICA GALLOWAY BURKE
WESTERN KENTUCKY UNIVERSITY

DR. AARON HUGHEY
WESTERN KENTUCKY UNIVERSITY



PRESENTATION OUTLINE

1. Summarization of related scholarly literature
2. The source of entitlement
 - a) Psychological entitlement
 - b) Academic entitlement
3. Characteristics of today's college students
4. Consumer mentality and the role of institutional climate.
5. Entitlement and incivility
6. Preliminary research synopsis
7. Case scenarios discussions
8. Strategies



en·ti·tle·ment

en 'titlment/

Psychological entitlement refers to an individual's beliefs about what they deserve, and how they should be treated by others (Levin, 1970).

Psychological entitlement is a "...stable and pervasive sense that one deserves more and is entitled to more than others. (p. 31)" (Campbell, Bonacci, Shelton, Exline, & Bushman, 2004).

Entitlement is an attitude, a way of looking at life. Those who have this attitude believe they do not have to earn what they get. They get what they want because of who they are, not because of what they do... Entitlement destroys motivation. It lowers productivity. In the long run it crushes self-esteem (Hams, 2012).

Today's College Student



Today's college student is growing up in a world very different than those in the previous generation.

Tales from the Trenches: Dealing with Entitled Students

- Many residents - especially females - feel entitled to a "dating process" before they are paired with a roommate. If a student does not pay for a private room, they must have a roommate even if he/she is not of their specific choosing. On many different occasions, we have had residents stomp into our offices demanding that the new roommate move out or his/her parents will call and demand the same. Contrary to popular belief, students are NOT entitled to a revolving door of roommates.
- Honors students feel a sense of entitlement when it comes to academics. I have had a number of my honors' students come to me requesting (more like demanding) that I call their professor(s) to ask for extensions on papers and projects OR give some sort of excuse for missing class or having a bad grade.
- Student staff members are often the most entitled people on campus. Sometimes they feel as though they are above the law and deserve special treatment. I have had to put a number of student staff members on probation for violating visitation policies, safety policies, and customer service issues. They often do not realize that being a staff member comes with additional expectations and responsibility in addition to certain privileges.

Dubbed as "Generation Me" (Twenge, 2006) or the "Trophy Generation," these students' self-esteem was propped up (Carroll, 2003) as they were given consistent positive reinforcement and pampering, which manifested in parents praising children with hopes of raising a successful, happy child with high self-esteem (Martin, 2013).



Anderson, Halberstadt, and Aitken (2013) conclude that "while a minimal sense of entitlement may be motivating, excessive entitlement may be demotivating, resulting in a reduction in effort and performance, particularly when challenges to success are encountered" (p. 151).



Students' entitlement attitudes are already developed **before** they enter college (Greenberger, Lessard, Chen, & Farruggia, 2008).

This has often been associated the concept of "**Trophy Kids**" (Alsop, 2008), referring to children receiving trophies (reward) for participation in competitive sports.

Parents emphasized how special their children are, and this emphasis on being special evolves into a **sense of entitlement** (Crosby, n.d., para. 9).



The **self-esteem movement**, which began in the 1980s, has been associated with the growth of **self-centered attitudes** in the younger generation since it emphasized the importance of engendering self-esteem in youth but not linking self-esteem to the development of skills and competencies (Greenberger, Lessard, Chen, & Farruggia, 2008).



CHARACTERISTICS
TODAY'S COLLEGE STUDENT



Self-love: New data suggests students today are convinced of **their own greatness** regardless of whether they've accomplished anything.

Essentially, this generation is characterized as **egotistical, entitled, and self-centered** and this is due, at least in part, to self-esteem enhancement programs and the "culture of narcissism" (Trzesniewski, Donnellan and Robins, 2008).

- In fact, according to the National Institutes of Health, 58% more college students scored higher on a narcissism scale in 2009 than in 1982 (Stein, 2013).

College students' familiarity with and reliance on new technologies shape the nature of their **social relationships, study habits, and norms of interpersonal communication and decorum** (Frand, 2000).



The avid social networking and the often continuous connectedness to cell phones, iPods, laptops, or videogame players, this generation—sometimes called the MyPod Generation—has been accused of possessing **poor interpersonal communication skills** by educators and employers (Alsop, 2008).

These technologies empower students but also heighten a sense of immediacy and alter the norms of social interaction.



"Ok, how about this motto: 'If you are unhappy for any reason, we will feel really bad'."

THE "CONSUMER MENTALITY"



Developments in university programming and infrastructure cater increasingly to the wishes and interests of students — including better and more interesting food choices, 24-hour fitness centers, expansive new residence halls with no shared bathrooms, on-campus writing and learning centers, and student unions that resemble resorts and shopping malls.

As students are increasingly marketed to as “consumers” of an “experience” (Edmunson, 1997), they may be internalizing that orientation and taking those role-behaviors into the classroom and in one-on-one interactions with faculty members and staff.



Academic Entitlement: When Entitlement & Consumer Mentality Enter the Classroom

In the context of academia, the desire for preferential treatment and expectations of students is referred to as academic entitlement.

Defined by Chowning and Campbell (2009), academic entitlement is seen as “a tendency to possess an expectation of academic success without taking personal responsibility for achieving that success” (p. 982).

1. Specific outcomes are deserved because students pay tuition.
2. Students should have control over class policies.
3. Inadequacy of the teacher, course, and/or system contribute to student’s problems in learning.
4. It is others’ responsibility to provide the necessary education.
5. Knowledge should be imparted with a minimum amount of exertion and discomfort on the part of the student as a consumer. (Kopp, Zinn, Finney, & Jurich, 2011).

Academic Entitlement

Characteristics of self-entitled students may include:

1. an apparent low degree of concern for how negative behavior affects others.
2. a poor work ethic (coupled with the expectation of high grades).
3. inappropriate or unrealistic expectations of instructor and/or instructor time.
4. inappropriate (emotional) reactions to constructive feedback from instructors and cheating.

(Achacoso, 2002)

IN OUR RESEARCH STUDY

Most of the respondents indicated their belief that:

- *If I work hard in a class, a professor should take that into consideration when determining my final grade.*
- *I feel that I should express my opinion, even those that are challenging to faculty in the classroom.*
- *I feel that I should express my opinion, even those that are challenging to faculty outside the classroom.*



The Role of the Institution



Universities cater to students to boost enrollment numbers and as students are increasingly marketed to and recruited as 'consumers', this has produced a consumer mentality among some college students.

This concept of student consumerism is also based on the fact that students are paying for their education, and thus, deserve to be treated as customers (Delucchi & Korgen, 2002).

The Consequence of a Consumer Mentality

- ❑ Student consumerism refers to students' attitudes toward education as a commodity and therefore, should be catered to since they are paying customers (Cain, Romanelli, & Smith, 2012).
- ❑ Essentially, students can regard college as simply another consumer marketplace (Bellah, 1999).
- ❑ Students seeing themselves as consumers of education can negatively impact their thoughts and expectations (Ewing, Geller, Jones, & Sauer, 2007).

What this means for the institution...

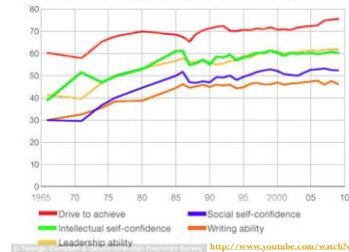
On some level, students believe they are entitled to or deserving of **certain goods and services** provided by their institutions and professors, something that is **outside of the students' actual performance or responsibilities** inside the classroom (Singleton-Jackson, Jackson, & Reinhardt, 2010, p. 344).

Students who are about to attend college often believe that they are **entitled to attend college, and that institutions are obligated to ensure their success towards graduation** (Lombardi, 2007).



ENTITLEMENT, INCIVILITY, AND BEHAVIOR

American students who rate their abilities above average



Over the past 50 years American students have increasingly grown confident not only socially but also about their own writing and intellect skills and their confidence in leadership ability.



Students who arrive in college with this sense of entitlement **are not** a majority and any consideration of how to respond to these students needs to be measured against how those responses will affect the learning environment and campus climate for other students.

These students take up more of a professional staff and faculty's time and energy.

Entitlement Comes to College

The behavior that stems from a sense of entitlement can be a product of millennial's parents treating their children as friends and equals and thus, by the teen years they have learned to use bad behaviors to get what they want.

- As Dr. Susan Jennings, a licensed Mental Health Counselor and Board Certified Behavior Analyst, says, "If the kid gets what she wants, she's all sweetness." If not, she'll tantrum, sulk, and otherwise torture her parents until she gets her way.

Entitlement & Incivility

The behavioral manifestations of entitlement can often create issues for student affairs professionals and faculty on a college campus. For example, a research study has shown that student's greater sense of entitlement significantly increases one's cheating tolerance and students are coming to college with **preexisting entitlement attitudes and cheating values** (Shapiro, 2012).

Entitlement & Behavior

Students with a grander sense of entitlement may be more **aggressive, obtrusive, and feel empowered** to make demands of the staff, faculty, and administrators (Cain, Romanelli, & Smith, 2012).

The increased sense of entitlement can manifest itself in students expressing **higher expectations** from the faculty, staff, and administrators, which can create undue demands and stress.

Entitlement & Behavior

These behavioral manifestations of entitlement can often create unpleasant and sometimes very difficult experiences for faculty, staff, administrators and other students.

- Direct confrontations
- Threats
- Berating
- Outbursts
- Yelling
- Physical altercations

What does this translate into for the college campus?

Outside of the classroom:

- How do you end up not being caught off guard (lack of preparation to deal with it)?
- Understand institutional norms, climate and culture regarding inappropriate behavior associated with unreasonable demands and/or expectations.

What does this mean for Student Affairs Professionals?



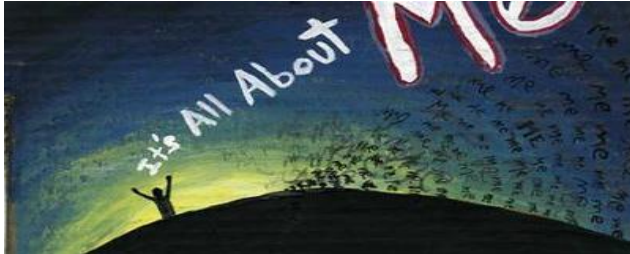
i don't have a problem
with entitlement! the
problem is that i'm not
getting everything i want!



RESEARCH STUDY

Preliminary Results

Our current study investigated the relationship between demographic variables and psychological entitlement; academic entitlement, including students' beliefs about academic expectations; and students' perception about uncivil behavior on their respective campuses and their engagement in uncivil behavior.



GROUP DISCUSSION: SCENARIOS

- The Scolding RA
- Pushy Perry
- Nasty Nancy

Responding to Student Entitlement

STRATEGIES

Strategies

1. Make expectations explicit.

This can be done through student codes of conduct and policies on campus. In addition, as a professional, clarify direction, goals, and accountability even when this is resisted or ignored.



Strategies

2. Give students something to lose by laying out the consequences.

Entitled students often make unreasonable requests. There seems to be a direct/indirect correlation between being demanding, aggressive and voluble and typically getting what you want. Entitled students make demands because they believe that they really have nothing to lose. Student affairs professionals should **lay out the pros and cons of exhibiting entitlement behavior** to the student. Change occurs when others are uncomfortable with the current situation—so build a little discomfort.

Strategies

- 3. Role model when possible.** Some college students, especially incoming freshmen, may not have an accurate sense of expected behaviors inside and outside of the classroom. Student affairs professionals can **create opportunities to show students the differences between what is appropriate and inappropriate behaviors; wants and needs; and realistic and unrealistic expectations.** Students should practice how to apologize to others, to understand others' viewpoints, and demonstrate "emotional intelligence".

Strategies

- 4. Acknowledge students' emotions with basic microcounseling skills** — When a student is reacting (or overreacting) to your decision or statement, use basic microcounseling skills in your response— "So you're feeling we are not providing the support you need. Is this correct?" Choose to respond with a non-adversarial, composed approach. There is not a need to make the situation more contentious.

Strategies

- 5. Walk away and give them time.** Time allows individuals to think about a situation more holistically, which often leads to a consideration of a wider variety of factors that led to the event, and reorientation of the individual to it (Levine, 1996).



Strategies

- 6. Institutional responses.** Institutional climate plays a role in determining how students behave and certain climates diminish the amount of entitlement students may feel. There are a variety of ways to address the issue including first-year seminars (establish intellectual and behavioral expectations for students), Civility Projects/Campaigns, and clearly outlining the student code of conduct (in concert with judicial affairs). Sometimes, experiences and consequences are the best teacher.



Measure
Through the
Windshield,
Not the
Rearview
Mirror

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