


2.1 Self –awareness and self-efficacy

Duration: 120 mins

Trainer:



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Self-awareness

Self-efficacy

To believe in yourself
and keep developing

(Entercomp)



Learning Outcomes



9. DEFINE SELF-AWARENESS AND SELF-EFFICACY

10. TO USE TECHNIQUES/THEORIES FROM DUVAL & WICKLUND, GOLEMAN AND USING THE PROUST QUESTIONNAIRE TO TURN PUPILS NEEDS, WANTS, INTERESTS AND ASPIRATIONS INTO GOALS.

11. IMPLEMENT DIFFICULT TASKS FOR PUPILS AS CHALLENGES TO BE MASTERED RATHER THAN THREATS TO BE AVOIDED

12. USE TECHNIQUES/THEORIES FROM ALBERTO BANDURA ON SELF-EFFICACY TO SUPPORT PUPILS IDENTIFY THEIR STRENGTHS AND WEAKNESSES

13. SUPPORT PUPILS IN REFLECTING ON LESSONS LEARNED FROM EXPERIENCES THAT THEY MAY CONSIDER AS FAILURES

Training Rules

- ▶ Mobile Phones
- ▶ Smoking
- ▶ Breaks
- ▶ Other



Participation



Respect

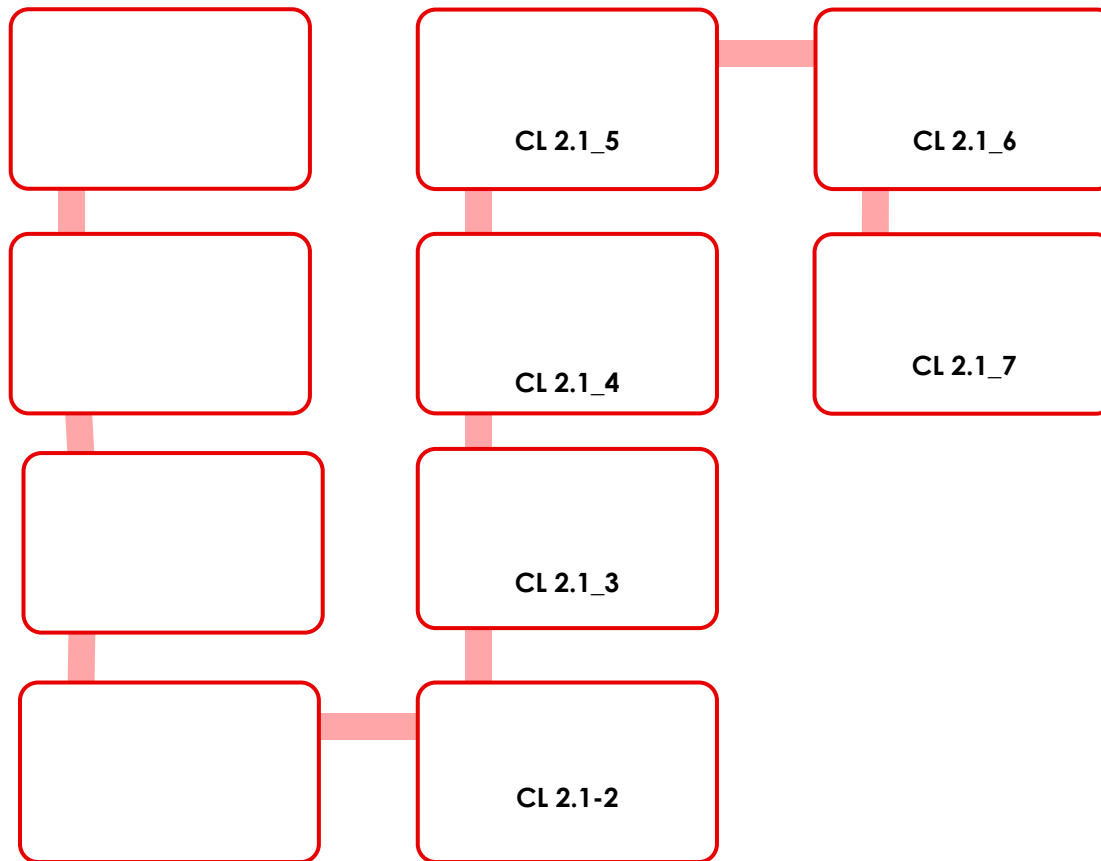
Express your opinion



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2.1 Self-awareness & Self-efficacy

RoadMap



What is Self-awareness?

- ▶ Self-awareness is having conscious knowledge of one's own character and feelings.
- ▶ "We're self-aware enough to know we're making mistakes"



What is Self-awareness?

- ▶ Having self-awareness helps you understand other people and how they view you and your actions.
- ▶ Many people assume that **self-awareness comes easily and naturally**, but this sense of heightened awareness can actually be hard to come by.



What is Self-awareness?

- ▶ Psychologist Daniel Goleman proposed a popular definition of self-awareness in his best-selling book “emotional intelligence,” as “knowing one’s internal states, preference, resources, and intuitions.”
- ▶ This definition places more emphasis on the ability to monitor our inner world, our thoughts and emotions as they arise.

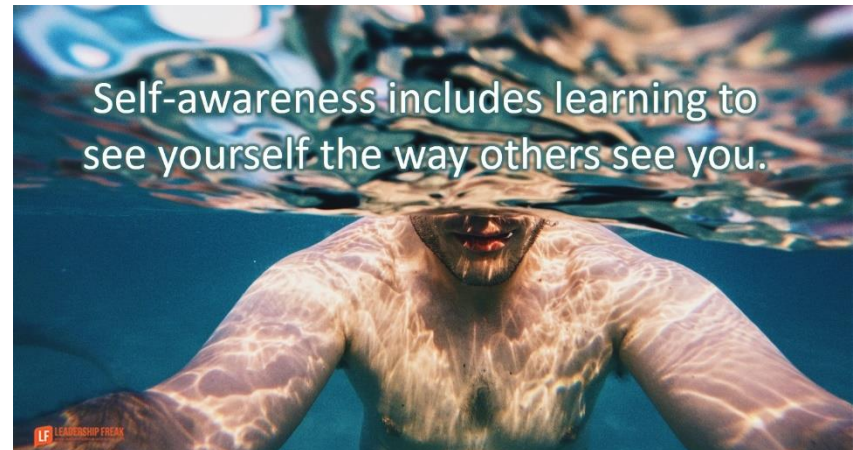


What is Self-awareness?

- ▶ This is—of course—easier said than done.
- ▶ If non-judgmental quality is an essential component of self-awareness, how do we work towards that?

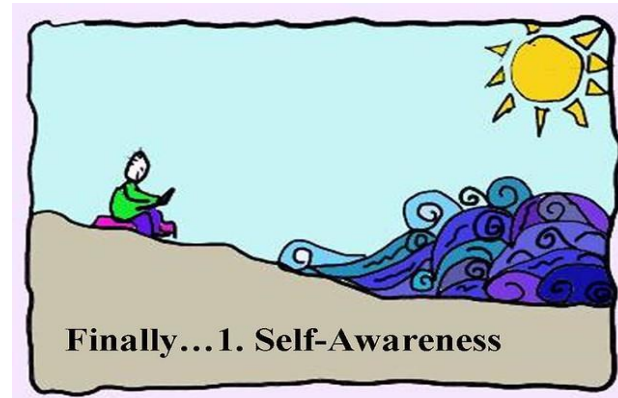


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What is Self-awareness?

- ▶ Self-awareness goes beyond accumulating knowledge about ourselves: it is also about paying attention to our inner state with a beginner's mind and an open heart.
- ▶ Our mind is extremely skilful at storing information about how we react to a certain event to form a blueprint of our emotional life.



What is Self-awareness?

- ▶ Self-awareness is the key cornerstone to emotional intelligence, according to Daniel Goleman.
- ▶ The ability to monitor our emotions and thoughts from moment to moment is key to understanding ourselves better, being at peace with who we are and proactively managing our thoughts, emotions, and behaviours.



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I am not self-Obsessed

I am Self-Aware!!!



<http://sheshachaturvedi.blogspot.in>

What is Self-awareness?

- ▶ The Sutton study found that the self-reflection, insight, and mindfulness aspects of self-awareness can lead to benefits such as becoming a more accepting person, while the rumination and mindfulness aspects can lead to emotional burdens.
- ▶ Several researches have shown self-awareness as a crucial trait of successful business leaders.



Self-awareness

Why is it Hard to be Self-Aware?

- ▶ If self-awareness is so important, why aren't we more self-aware?
- ▶ The most obvious answer is that most of the time we are simply “not there” to observe ourselves. In other words, we are not there to pay attention to what's going on inside or around us.



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Self-awareness

Why is it Hard to be Self-Aware?

- ▶ Daniel Kahneman is a nobel prize winner for his contribution to behavioural science.
- ▶ In his TED talk, Kahneman explains the difference between the “experiencing self” and the “remembering self,” and how this affects our decision-making.



Self-awareness

Why is it Hard to be Self-Aware?

- ▶ He explains how we feel about the experience at the moment and how we remember the experience can be very different and share only 50% correlation.



Self-awareness

5 Ways to Cultivate Self-Awareness

- ▶ Create some space for yourself.
- ▶ Practice mindfulness.
- ▶ Keep a journal
- ▶ Practice being a good listener.
- ▶ Gain different perspectives



Self-awareness - activity

Keep a journal.

- ▶ Keeping a journal creates a permanent record of your thoughts, feelings, and events in your life. This will allow you to look back on important life events and rediscover how you felt at the time.



Self-awareness

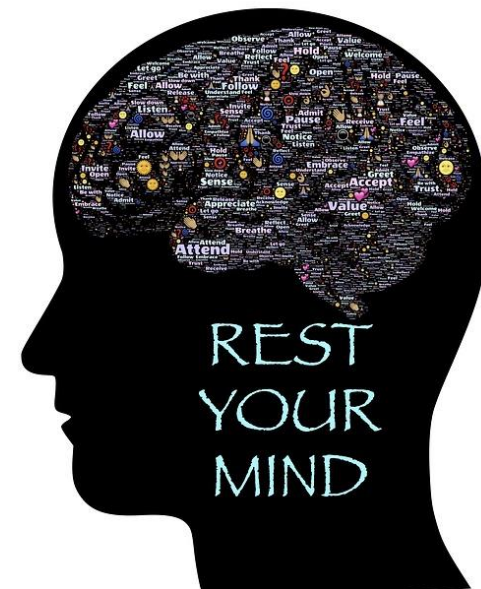
- ▶ As human beings, we may never fully understand ourselves, if there is such a destination. But perhaps it is the journey of exploring, understanding and becoming ourselves that makes life worth living.
- ▶ Whether you want to be more accepting of yourself or more accepting of others, cultivating self-awareness is a good place to start.



Self-awareness

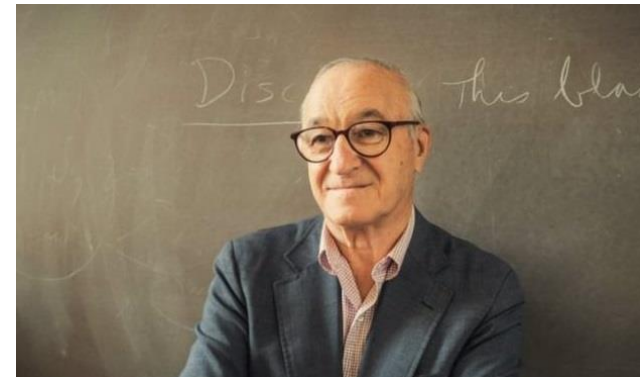
Questions

- ▶ What's on your to-do list that never gets done?
- ▶ How would your best friend describe you?
- ▶ Do you consider your childhood a happy one?
- ▶ When did you last feel disappointed?



What is Self-efficacy?

- ▶ Psychologist Albert Bandura has *defined self-efficacy* as one's belief in one's ability to succeed in specific situations or accomplish a task.
- ▶ One's sense of *self-efficacy* can play a major role in how one approaches goals, tasks, and challenges.



What is Self-efficacy?

► Glossary

► **Affective processes:** processes regulating emotional states and elicitation of emotional reactions.

Cognitive processes: thinking processes involved in the acquisition, organization and use of information.

Motivation: activation to action. Level of motivation is reflected in choice of courses of action, and in the intensity and persistence of effort.

Perceived self-efficacy: people's beliefs about their capabilities to produce effects.

Self-regulation: exercise of influence over one's own motivation, thought processes, emotional states and patterns of behaviour.



What is Self-efficacy?

- ▶ Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes.



What is Self-efficacy?

- ▶ A strong sense of efficacy enhances human accomplishment and personal well-being in many ways.
- ▶ In contrast, people who doubt their capabilities shy away from difficult tasks which they view as personal threats.



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In order to succeed, people need a sense of self-efficacy, to struggle together with resilience to meet the inevitable obstacles and inequities of life.

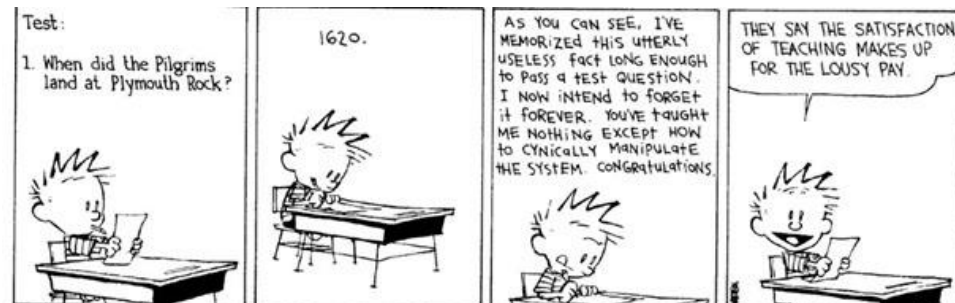
— *Albert Bandura* —

AZ QUOTES

Self-efficacy

Childrens self-efficacy scale

- ▶ Self-efficacy can also help a child develop a sense of mastery, which then reinforces a stronger sense of self-belief.
- ▶ Children with high self-efficacy tend to work harder, feel more optimistic and experience less anxiety overall. A child with high self-efficacy also perseveres more.



Self-efficacy

Academic self-efficacy scale for Students (Zimmerman)

- ▶ The Academic Self-Efficacy Scale for self-regulated learning is another wonderful tool for determining the relationship between academic performance, and self-efficacy.
- ▶ Academic self-efficacy is mainly about a student's opinion about what they can or cannot do as opposed to individual resources.



Self-efficacy

Academic self-efficacy scale for students

- ▶ Students with high self-efficacy tend to get better grades and show greater persistence in both engineering and science courses when compared to students with lesser.
- ▶ Moreover, students with high self-efficacy use more cognitive strategies that are useful when it comes to learning, organizing their time and regulating their own efforts.



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Self-efficacy

Questions

Questions:

1. Does learning affect motivation?
2. Do those in maintenance have higher intention and self-efficacy for a target behaviour than those in pre-contemplation, contemplation, or preparation?
3. Does high self-confidence lead to high self-efficacy? Or is it the other way around?
4. What is similarities and differences between different models of self-efficacy?
5. Why does self-efficacy have a negative effect toward academic achievement?



Self-efficacy

Tips to improve self-efficacy

- ▶ **Tips to improve self-efficacy for struggling students**
- Use moderately- difficult tasks. ...
- Use peer models. ...
- Teach specific learning strategies. ...
- Capitalise on students' interests. ...



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Self-efficacy

Tips to improve self-efficacy

- Allow students to make their own choices. ...
- Encourage students to try. ...
- Give frequent, focused feedback. ...
- Encourage accurate attributions.



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4. Individual Exercises—

Changing self-talk

Changing self-talk

Negative self-talk is perhaps the worst thing that can affect your self-confidence. Regardless of what the others say, what you tell yourself is what you really believe. This activity helps change the negative conversations with the self into positive ones.

You will need:

Pen and paper



4. Individual Exercises -

Changing self-talk

How to:

Make two columns on a sheet of paper. On one side, write “Bad or Negative self-talk” and on the other, write “Good or Positive self-talk.”

List down all negative statements that you make about yourself under the Bad self-talk column.

Next, turn the negative statements into positive ones. The statements should be clear and specific to the talents or abilities of you.

You may need an example in the beginning. You can share with the group how you changed your negative self-talk into positive ones and how that helped you.



4. Individual Exercises -

Changing self-talk

Trying to think positively may not always work.

We feel more than we think.

Engaging in activities that remind you of your abilities and your self-worth is more effective than getting yourself to read a book or attend a lecture on positive self-worth.



4. Individual Exercises – I'm afraid but

I am afraid but...

Fear is powerful and can prevent you from doing anything you like. This activity helps you face your fears.

You will need:

Paper and pen



4. Individual Exercises - I'm afraid but

How to:

List out the things you are afraid to do. For instance, you could be afraid to go to swimming classes because of weight. Or are you scared of doing a class presentation or asking someone out on a date.

The sentences should be something like this:

I am afraid to enrol in the swim team because ...

I am afraid to talk to so and so because...



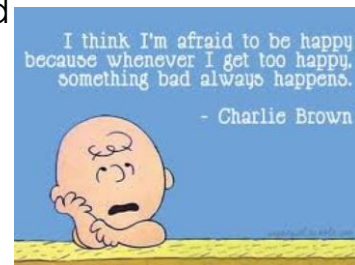
4. Individual Exercises - I'm afraid but

The second step is to imagine doing the thing you fear. Imagine registering for that swim team or talking to that person that you like. Develop a 'so what' mentality. Every time you write down what you are afraid of, write down all of the possible outcomes would be if you tried it.

And next to the negative outcome, write something like:

“even if I don't make it to the team, so what?” or “even if that so and so rejects me, so what?”

This will make facing your fears easier.



4. Individual Exercises – Use Feedback Analysis

Use feedback analysis.

When you are faced with an important decision, write down exactly how and why you produced your decision. Think about an important decision that you have made in the past.

What factors motivated you, and what steps did you take to come to your conclusion?

Now reflect on your previous decision-making process. Assess the outcome of your choice in detail and analyse your ability at the time to make the best decision based on your self-awareness at the time



4. Individual Exercises –

Record your ABC's

Record your ABCs.

This is a good activity to do after you experience an adverse event. It is a helpful way to debrief yourself and get a chance to reflect and discover your beliefs after a big, negative incident occurs in your life.

A – Activating event that triggers your inner dialogue

B – Belief you formed after the event

C – Consequences or how your new belief makes you feel



4. Individual Exercises -

Record your ABC's

Doing this can help you understand your response to stress. While many people can experience the same activating adverse event, their thought processes about it can have a great impact on their lives moving forward.

Using the ABC model can help people recognize their automatic thoughts when they're upset or mad, and change those thoughts into positive things.



4. Individual Exercises – Record your ABC's

For example, imagine you are stuck in a long line, but you are in a rush. You may become very anxious at the thought of possibly being late to your next obligation, causing you to complain out loud to the people around you about how long the line is taking to move. Alternatively, you may decide to relax and put on your headphones to listen to some calming music while you wait.

Either way, the “A” remains the same, but the “B” and “C” show how you respond to the stress.

This can help you look at things more positively and lead you to find alternatives to solving problems and staying calm.



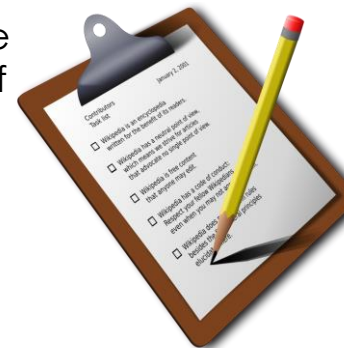
4. Individual Exercises – MIT's (Most Important Tasks)

Write down your most important tasks regularly.

Your most important tasks (MITs) are the things that you need to accomplish each day to help you achieve your long-term goals.

Every night, write a to-do list of your three priority tasks for the following day.

This will allow you to start your day with a purpose and keep you aware of where your focus should be. It will help set a precedent for the day if you are able to accomplish your main goals first and get them out of the way to make room for other items on your to-do list.



4. Individual Exercises — The Freedom Diagram

Utilize The Freedom Diagram.

The Freedom diagram is one of the fun self-awareness activities. It is a short and practical guide to help figure out where you should use your energy in life, you can use the Freedom Diagram.

The three components of The Freedom Diagram are:

Talent, Fun, and Demand.



4. Individual Exercises - The Freedom Diagram

Talent refers to what you just happen to be good at doing.

The **Fun** component is what you wish you could do all the time, even if you weren't paid to do it.

Demand is what people in the world actually need or want and will pay for.

Creating this guide for you will help you decide what skill you should focus on building, so you have a higher chance of success.



4. Individual Exercises — Ask

the three “Whys”

Ask the “Three Whys.”

Many self-awareness activities simply asking yourself difficult questions and trying to answer as honestly as possible. The “three whys” is the perfect example of that.

The “Three Whys” are exactly what they sound like. Before making a big decision, or if you are trying to get to the root of an issue, ask yourself “why?” three times.

This will help to reveal deep and specific issues that you may not otherwise consider.



4. Individual Exercises - The three “Whys”

It's not coincidental that “why?” is a rather simple question. It is an important realization that you must go a few layers deeper before making any critical decision.

Whether you are trying to create a new business, hire a new employee, add a new feature to an existing product, or buy something expensive, you always must dig a bit deeper to reveal the truth behind your motives.

Why?



4. Individual Exercises –

Proust Questionnaire

Ask questions about yourself.

The Proust Questionnaire is a self-exploration questionnaire that is designed to help you uncover your outlook on life and get clarity on how you think. This questionnaire is about one's personality and will make you think about what you want out of life and the things that you appreciate the most.

The Proust Questionnaire has its origins in a parlor game popularized (though not devised) by Marcel Proust, the French essayist and novelist, who believed that, in answering these questions, an individual reveals his or her true nature.



4. Individual Exercises - Proust

Questionnaire

Here is the basic Proust Questionnaire:

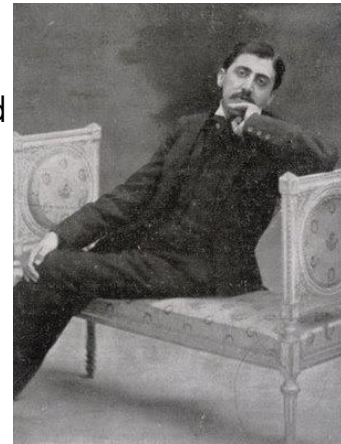
1. What is your idea of perfect happiness?
2. What is your greatest fear?
3. What is the trait you most deplore in yourself?
4. What is the trait you most deplore in others?
5. Which living person do you most admire?
6. What is your greatest extravagance?
7. What is your current state of mind?
8. What do you consider the most overrated virtue?
9. On what occasion do you lie?
10. What do you most dislike about your appearance?



4. Individual Exercises - Proust

Questionnaire

11. Which living person do you most despise?
12. What is the quality you most like in a man?
13. What is the quality you most like in a woman?
14. Which words or phrases do you most overuse?
15. What or who is the greatest love of your life?
16. When and where were you happiest?
17. Which talent would you most like to have?
18. If you could change one thing about yourself, what would be?
19. What do you consider your greatest achievement?
20. If you were to die and come back as a person or a thing, what would it be?
21. Where would you most like to live?
22. What is your most treasured possession?



5. Group Exercises

The Following activities are designed for students to build upon their self-awareness and self-efficacy.

Please try out the activities as they can be adapted for purpose within the classroom



5. Group Exercises – Positive experiences

Positive experiences

This can be a group activity that can be played with friends or family.

You will need:

A bowl or box, index cards, space to play

How to:

Get the children to sit in a circle and give them one index card each. Ask the children to write their names on top of the index card and put it in the bowl. Shake the bowl to mix the cards.



5. Group Exercises – Positive experiences

Pass the bowl around and let the children pick one index card. Ask them to write one positive thing about that person. They pass the card to the next person and the next until everyone has written at least one positive thing about that person.

Collect all the cards and put them back in the bowl. Give the cards with their names back to the children and let them read the positive things people have to say about them.



5. Group Exercises – Serve a snack

Serve a Snack

Focus Skill: Multi-Step Planning

Develop your child's confidence in their cognitive skills by giving them a multi-step challenge. Ask them to plan, prepare and serve a snack (or a lunch, for older children).

This task forces them to think about many different things at once: what to serve, how to prepare the food, how to set the table, etc. This activity encourages multi-step planning and gives them the confidence that they can solve an open-ended challenge.



5. Group Exercises – Invent a recipe

Invent a Recipe

Focus Skill: Learning from Mistakes

Help your children see mistakes as learning opportunities, not failures. Gently encourage mistake-making by asking the group to invent their own pancake recipe.

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Have them write down an ingredient list and quantities of each item.



5. Group Exercises – Wheel of Life

Wheel of Life

This wheel will help you to look at what is important to you in your life.

Think about eight parts of your life that are most important to you.

These can be either linked to: roles you play (e.g. brother, sister, son, daughter, student, friend etc.); areas of life that are important to you (e.g. school, football, swimming, playing computers); or a mixture of both.

Then write these on each section of the wheel.



5. Group Exercises – Wheel of Life

Mark from 0-10 how much energy or attention you are paying to each of these areas at the moment and join these up.

Mark from 0-10 how much energy or attention you want to pay to each of these areas and join these up.

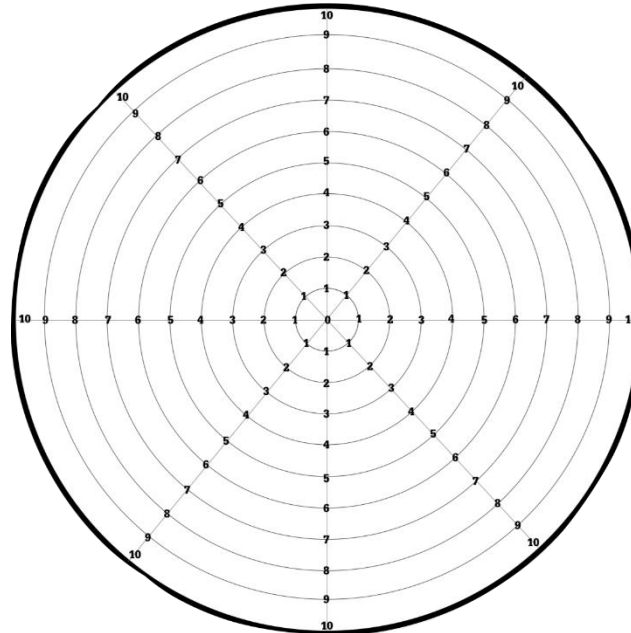
Finally look at where there are gaps between each point.

In your groups with your teacher see if there is anything you can do to change that.

Swap wheels to see others life priorities in the group.



5. Group Exercises – Wheel of Life



5. Group Exercises – Right here, right

Right here, right now!

This activity will look at how you currently spend your time, what you enjoy doing and if there are any difficulties you might have.

In the table on the next slide describe the activities you do each week and how much time you spend doing them:



5. Group Exercises – Right here, right now

- How do these activities match your priorities in your Wheel of Life?
- After speaking with your group and teacher about your current activities and priorities, is there anything you now plan to do differently?



5. Group Exercises – What word describes you best?

What word describes you best?

Everyone has certain likes and dislikes that define their character. Sometimes being forced to describe this helps people to better understand where they are and where they want to go.

Think of 10 words or phrases that describe them the best and write this down. These can be words that describe their character, talent, personality or even their emotional state. The words can describe how they are or how they want to be.



5. Group Exercises – What word describes you best?

Some examples are provided below. However, you don't need to elaborate too much on this as not to anchor learners on their use. You want them to produce their own original words.

Examples are:

- Character / Determined / Friendly
- Over Achiever / Go getter / Honest
- Problem solver / Competitor / Emotions
- Super-happy / Enthusiastic / Skilful
- Explorer / Writer / Artist

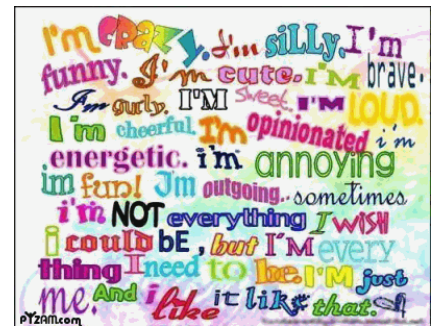


5. Group Exercises – What word describes you best?

After 5 mins, ask the learners to choose one word from the set that describes them the best.

Ask everyone to present their ideal word to other.

Distribute the blank badges and ask them to write their ideal word on their badges. They should wear the badges for the rest of the day to emphasize the word both to themselves and to others. This will also make the word more memorable for them.



5. Group Exercises – What word describes you best?

Optionally, ask the learners to share the other 9 words they have chosen with other participants too. This helps the group to get to know each other better and can act as an icebreaker.



5. Group Exercises – Chore with a purpose

Chore with a Purpose

Focus Skill: Care of Environment

Taking on a consistent chore can be a huge responsibility. In order to promote your child's confidence in their ability to care for their environment, have all the group pick out special chores in the classroom. They could be in charge of watering the plants, cleaning the board, or tidying up the classroom. Compliment them for good, consistent behaviour with specific praises such as, "The plants look nice and healthy because you've been watering them regularly" or "Thank you for cleaning the board every day. It makes my day!"



5. Group Exercises – Tower Build

Tower Build

Focus Skill: Teamworking and planning

Divide children into groups of 3-4 people.

Give each group a set of papers or 25 A4 sheets or a box of spaghetti & tape or glue

Inform participants that the team with the tallest tower wins. Set a time frame (i.e 10 minutes)



5. Group Exercises – Tower Build

Explain the rules clearly.

Ask the teams if they have any questions, then start the countdown.

After the activity, talk about teamwork and encourage participants to reflect on:

How the team designed their procedure. Did they start immediately to build the tower? Did they set a team meeting to decide their building steps?

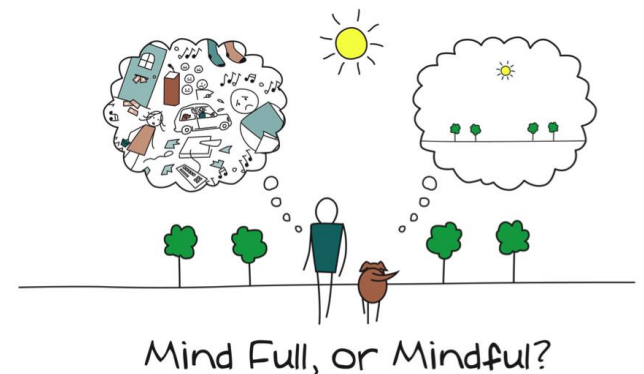
Responsibilities of each member. What was the contribution of each member? and would they change something if they started again?



6. Group Discussion – Mindfulness

What Is Mindfulness?

- ▶ Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations and surrounding environment, through a gentle, nurturing lens.



Group Discussion – Mindfulness

- ▶ Though it has its roots in Buddhist meditation, a secular practice of mindfulness has entered the American mainstream in recent years.
- ▶ In part through the work of Jon Kabat-Zinn and his Mindfulness-Based Stress Reduction (MBSR) program, which he launched at the University of Massachusetts Medical School in 1979.



Group Discussion – Mindfulness

- ▶ Practice mindfulness. Mindfulness is the key to self-awareness. Jon Kabat-Zinn defines mindfulness as “paying attention in a particular way, on purpose, in the present moment, non-judgmentally.”
- ▶ Through **mindfulness practice**, you will be more present with yourself so that you can “be there” to observe what's going on inside and around you.



Group Discussion – Mindfulness practice

- ▶ Find a quiet place to sit comfortably. Whether you are at your desk at work or in your home, clear the space of obvious distractions.
- ▶ Put away phones, email and other distractors.
- ▶ If setting a timer would help you stay focused, rather than worried about how much time you have, then set a timer.



Group Discussion – Mindfulness

practice



- ▶ Once settled and comfortable, you can choose to close your eyes or keep your gaze focused in one spot in front of you.
- ▶ Take a few deep breaths and then begin by bringing your attention to your breath, as you breath in. Notice the tip of the nose as your breath enters your body.



Group Discussion – Mindfulness practice



- ▶ Follow your exhalations, with your awareness, as they flow out of your body. Notice your breath flowing from the lungs, up through airways and out your nose again.
- ▶ Continuing following your breath in this manner for 10 minutes. The first few times you practice, you may find that much of your time is spent lost in thought, rather than focused on your breath.




Group Discussion – Mindfulness practice



- ▶ The practice of mindfulness is about beginning to notice these internal distractions and mind wanderings and, once noticed, to bring your focus back.
- ▶ You may lose focus and bring your attention back many, many times over the course of several minutes. Don't worry, this is part of the practice.



Group Discussion – Mindfulness



*Be Mindful
Today!*

- ▶ Sometimes self-awareness activities are not about what you do or say but how you go about doing it.
- ▶ Body language is an example of this.



6. Group Discussion – Mindfulness

- ▶ While few people have trained themselves to deliberately analyse people's body language, everyone still subconsciously reacts to it.
- ▶ For instance, if your body language demonstrates that you are bored or disinterested in what is going on around you, others will think twice before engaging in conversation with you.

Body
Language



6. Group Discussion – Visualisation



- ▶ Visualization techniques have been used by successful people to visualize their desired outcomes for ages.
- ▶ The practice has even given some high achievers what seems like super-powers, helping them create their dream lives by accomplishing one goal or task at a time with hyper focus and complete confidence.



6. Group Discussion – Visualisation



- ▶ The daily practice of visualizing your dreams as already complete can rapidly accelerate your achievement of those dreams, goals, and ambitions.
- ▶ Using visualization techniques to focus on your goals and desires yields **four very important benefits**.



6. Group Discussion – Visualisation

- 1.) **It activates your creative subconscious** which will start generating creative ideas to achieve your goal.
- 2.) **It programs your brain** to more readily perceive and recognize the resources you will need to achieve your dreams.
- 3.) **It activates the law of attraction**, thereby drawing into your life the people, resources, and circumstances you will need to achieve your goals.
- 4.) **It builds your internal motivation** to take the necessary actions to achieve your dreams.



6. Group Discussion – Visualisation

- ▶ Visualization is really quite simple.
- ▶ You sit in a comfortable position, close your eyes and imagine — in as vivid detail as you can — what you would be looking at if the dream you have were already realized.
- ▶ Imagine being inside of yourself, looking out through your eyes at the ideal result.



6. Group Discussion – Learning from mistakes

- ▶ **'I am' activity:**
- ▶ Do you like yourself? Are you proud of your achievements or do you feel embarrassed because of your shortfalls, if any?
- ▶ You'll know the answers to that with this activity.
- ▶ **You will need:**
- ▶ Chart or drawing paper, cut-outs of adjectives from magazines, glue, colour pen or sketch pen



6. Group Discussion – Learning from mistakes

- ▶ **How to:**
- ▶ List down words that describe you on a piece of paper. It can be negative or positive.
- ▶ Focus only on the good things that people have said about you and make a list of that.
- ▶ Paste your photo in the centre of the drawing or chart paper.
- ▶ Fill the area around the picture with positive words, adjectives that you can relate to.
- ▶ Keep the paper, to reinforcing positive beliefs about yourself.



6. Group Discussion – Learning from mistakes

- ▶ **How to:**
- ▶ **Take up to 20 minutes on this task**
- ▶ Then as a group describe how that process made you feel.
- ▶ It can be difficult writing about ourselves, however the more we are able to positively describe our attributes (even if it is positive things that others say about you), the more it build our self-awareness and increases our self-efficacy.

Mistakes
Are The
Stepping Stones
To Learning!

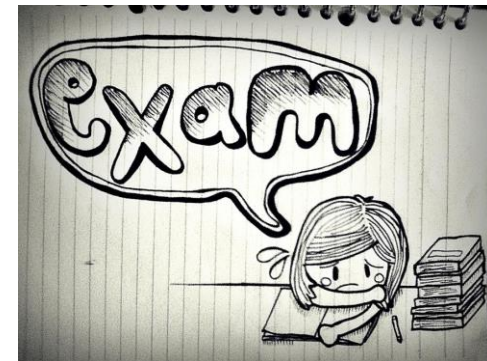
You Will Make Mistakes....
.... Learn From Them



6. Group Discussion – General

Efficacy Scale

- ▶ The scale was created to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events.



6. Group Discussion – General

Efficacy Scale

- ▶ Ten items are designed to tap this construct. Each item refers to successful coping and implies an internal-stable attribution of success.
- ▶ Perceived self-efficacy is an operative construct, i.e., it is related to subsequent behaviour and, therefore, is relevant for clinical practice and behavioural change.



6. Group Discussion – General

Efficacy Scale

- ▶ Weaknesses: As a general measure, it does not tap specific behaviour change. Therefore, in most applications it is necessary to add a few items to cover the particular content of the survey or intervention (such as smoking cessation self-efficacy, or physical exercise self-efficacy).



6. Group Discussion – General

Efficacy Scale

1	I can always manage to solve difficult problems if I try hard enough.
2	If someone opposes me, I can find the means and ways to get what I want.
3	It is easy for me to stick to my aims and accomplish my goals.
4	I am confident that I could deal efficiently with unexpected events.
5	Thanks to my resourcefulness, I know how to handle unforeseen situations.
6	I can solve most problems if I invest the necessary effort.
7	I can remain calm when facing difficulties because I can rely on my coping abilities.
8	When I am confronted with a problem, I can usually find several solutions.
9	If I am in trouble, I can usually think of a solution.
10	I can usually handle whatever comes my way.



6. Group Discussion – General Efficacy Scale

- ▶ Response format:
 - ▶ 1 = Not at all true 2 = Hardly true 3 = Moderately true 4 = Exactly true
- ▶ Validity:
 - ▶ The General Self-Efficacy Scale is correlated to emotion, optimism and work satisfaction. Negative coefficients were found for depression, stress, health complaints, burnout, and anxiety.



6. Group Discussion – General

Efficacy Scale

- ▶ Now you have heard the rationale behind the GES. Now please take the GES test for yourself and see where your own self-efficacy is!
- ▶ Give your test to another member of your group for marking.
- ▶ **On reflection how did it make you feel about yourself?**
- ▶ Now discuss your feelings within your group



7. Exercise –

Write a Personal Manifesto

CL 2.1_7

- ▶ A personal manifesto describes your core values and beliefs, the specific ideas and priorities that you stand for, and how you plan to live your life. This acts as both a statement of personal principles and a call to action.
- ▶ A personal manifesto can help frame your life, point you in the right direction to help achieve your goals, and act as a tool to remind you of your primary concerns.



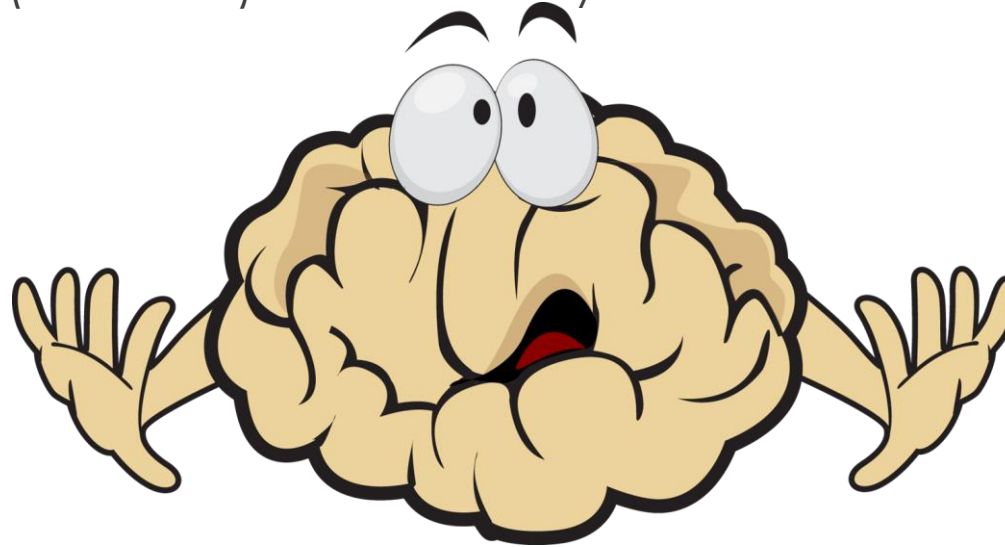
7. Brainstorming – Write a Personal Manifesto

- ▶ To get started, ask yourself questions such as:
- ▶ What things do you stand for?
- ▶ What are your strongest beliefs?
- ▶ How do you want to live your life?
- ▶ How do you want to define yourself? What words do you want to live by?
- ▶ A personal manifesto can be a powerful tool for bringing about your best life. Refer to your personal manifesto often.



7. Brainstorming – Write a Personal Manifesto

- ▶ Spend at least 1 hour (minimum) on this activity



7. Brainstorming – Create a life vision mission

(extension)

- ▶ In an organization, vision & mission statements serve three important roles. They state the purpose of the organization, they inform people of strategy development, and they display measurable goals and objectives to gauge the success of the organization.
- ▶ Creating a vision/mission statement for your life can define your clear direction and rank your priorities. It will help set measurable goals and provide a tactical way to measure success.



Key point:

People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. People then set themselves challenging goals and maintain a strong commitment to them. People heighten and sustain their efforts in the face of failure. People quickly recover their sense of efficacy after failures or setbacks. People attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. People then approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression.



Being self-aware and having high self-efficacy

Suggestions for Self-directed learning



▶ ▶ In his TED talk, Kahneman explains the difference between the “experiencing self” and the “remembering self,” and how this affects our decision-making.

- ▶ Watch the Ted Talk
- ▶ The riddle of experience vs memory
- ▶ <https://www.youtube.com/watch?v=XgRlrBl-7Yg>



Suggestions for Self-directed learning

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Suggestions for Self-directed learning

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