

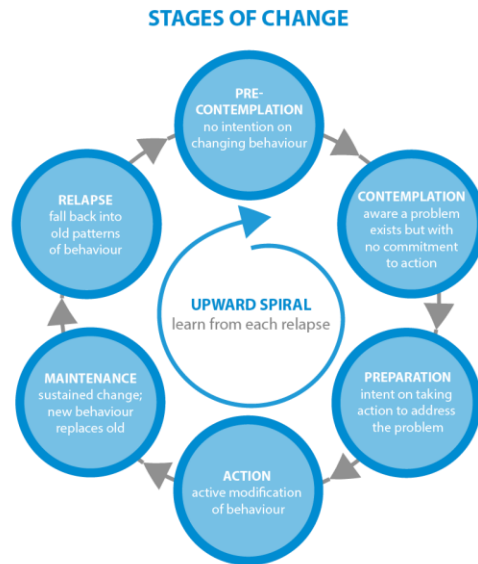
**Understanding CHANGE, MOTIVATION, &
SELF-EFFICACY**

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The Transtheoretical Model: Stages of Change

Developed by Prochaska, Norcross, & DiClemente
<http://www.prochange.com/transtheoretical-model-of-behavior-change>

Below is an outline of the six possible stages of motivation and commitment according to The Transtheoretical Model, followed by strategies that may be implemented to help students move towards change.



Precontemplation (Not Ready)

Precontemplation is when people do not intend to change habits in the near future (the next 6 months). Multiple unsuccessful attempts at change can lead to low morale about ability to change. The uninformed and under-informed avoid reading, talking, or thinking about their behaviors.

Contemplation (Getting Ready)

Contemplation is when people intend to change in the next six months. The pros and cons of changing are known - especially the cons. Weighing these pros and cons can cause a "freeze," remaining in this stage for long periods of time (ex. long-term contemplation, visible procrastination).

Preparation (Ready)

Preparation is when people plan to take action in the immediate future (the next month). They've already taken significant action in the past year (meeting with academic advisor, attending counseling, participating in tutoring).

Action

Action is when people have made specific modifications to their lifestyles within the past six months.

Maintenance

Maintenance is when people work to prevent relapse of past behaviors. They can grow in their confidence and their ability to continue to make change.

GROW
A four step process to change!
(Alan Fine)

Excerpt from the Academic Coaching Manual from the Learning Center at Central Connecticut State University.

Goal: What to work towards

Reality: Circumstances/Perceived World

Options: Going from Reality --> Goal

Way Forward: Action steps to commit to doing/trying

Guiding from Reality to Goal:

GOAL

Why do you want outside help?

How will outside support help you become more successful?

What is your goal (or goals) for this semester? Are they SMART?

REALITY

What's been happening?

What have you tried so far to change your habits? What were the results?

What obstacles are in your way?

Is your goal still realistic?

OPTIONS

What could you do to make progress?

What would others need so you could get their attention?

If you were watching yourself work through this issue, what would you recommend?

What are some other ways to make progress?

Which option interests you the most?

WAY FORWARD

How will you go about it?

What might get in the way? How might you overcome that?

What and when is your next step?

How will this contribute to reaching your long term goal?

Making changes is all within your control - your resources are just support. YOU have to make the change!

Types of Motivation

Motivation explains the reasons for people's actions, desires, and needs.

Achievement Motivation

It is the drive to pursue and attain goals, advancing up the ladder of success. Here, accomplishment is important for its own sake, not for any rewards.

Affiliation Motivation

It is a drive to relate to people on a social basis. With affiliation-motivation, people work better when they are complimented for their favorable attitudes and cooperation.

Competence Motivation

It is the drive to be good at something and perform high quality work. Competence-motivated people seek job mastery, develop and using problem-solving skills, and be creative when facing obstacles. They learn from experience.

Power Motivation

It is the drive to influence people and change situations. Power-motivated people wish to create impact and are willing to take risks to do so.

Attitude Motivation

Attitude motivation is how people think and feel. It is their self-confidence & attitude towards life. It is how they feel about the future and how they react to the past.

Incentive Motivation

It is when a reward is earned from an activity. The types of awards and prizes drive people to work a little harder.

Fear Motivation

It is a drive that comes from fear of consequences. It is instantaneous and gets the job done quickly. It is helpful in the short run, but not for long term.



What Is SELF-EFFICACY?

It is a person's belief in his or her ability to succeed in a particular situation. Self-efficacy can have an impact on everything from psychological states to behavior to motivation. It plays a major role in how goals, tasks, and challenges are approved.

Strong self-efficacy looks like...

- View challenging problems as tasks to be mastered
- Develop deeper interest in activities they participate in
- Form strong sense of commitment to interests & activities
- Recover quickly from setbacks & disappointments

Less-developed self-efficacy looks like...

- Avoid challenging tasks
- Believe difficult tasks & situations are beyond capabilities
- Focus on personal failings & negative outcomes
- Quickly lose confidence in personal abilities

Sources of Self-Efficacy

These beliefs begin to form in early childhood as children deal with a wide variety of experiences, tasks, and situations. The growth of self-efficacy does not end during youth. It still evolves throughout life (new skills, experiences, and understanding). There are four major sources of self-efficacy.

1. Mastery Experiences

Completing a task strengthens our sense of self-efficacy. Failing to adequately deal with a task or challenge can undermine and weaken self-efficacy.

2. Social Modeling

Seeing people similar to oneself succeed raises observers' beliefs; they also can succeed in these activities.

3. Social Persuasion

People could be persuaded to believe that they have the skills/capabilities to succeed. Getting verbal encouragement helps people overcome self-doubt and give their best effort to the task at hand.

4. Psychological Responses

Emotional reactions/responses play an important role in self-efficacy and how you feel about personal abilities (moods, emotional states, physical reactions, and stress levels). People who become nervous before public speaking may develop a less-developed self-efficacy in those situations. By learning how to minimize stress and elevate mood when facing difficult or challenging tasks, people can improve their sense of self-efficacy.

10 Growth Mindset Statements

What can I say to myself?

FIXED MINDSET (represented by a brick head) **GROWTH MINDSET** (represented by a tree head)

INSTEAD OF:

- I'm not good at this.
- I'm awesome at this.
- I give up.
- This is too hard.
- I can't make this any better.
- I just can't do Math.
- I made a mistake.
- She's so smart. I will never be that smart.
- It's good enough.
- Plan "A" didn't work.

TRY THINKING:

- 1 What am I missing?
- 2 I'm on the right track.
- 3 I'll use some of the strategies we've learned.
- 4 This may take some time and effort.
- 5 I can always improve so I'll keep trying.
- 6 I'm going to train my brain in Math.
- 7 Mistakes help me to learn better.
- 8 I'm going to figure out how she does it.
- 9 Is it really my best work?
- 10 Good thing the alphabet has 25 more letters!

Resource: http://psychology.about.com/od/theoriesofpersonality/a/self_efficacy.htm

Strategies for Change, Self-Efficacy, and Motivation

Precontemplation stage

Goal: student will begin thinking about change.

Questions:

- "What would have to happen for you to know that this is a problem?"
- "What warning signs would let you know that this is a problem?"
- "Have you tried to change in the past?"

Contemplation stage

Goal: student will examine benefits and barriers to change.

Questions:

- "Why do you want to change at this time?"
- "What were the reasons for not changing?"
- "What would keep you from changing at this time?"
- "What things (people, programs and behaviors) have helped in the past?"
- "What would help you at this time?"

Miracle Question: What would life look if the areas you are struggling in improved or all your poor habits disappeared?

Scaling: Answer by giving a number on a scale from 1 to 10 (1 being not very much and 10 being a lot). Review & re-answer these questions in two weeks.

"How stressed are you now?"

Now: _____ Two Weeks: _____

"How confident are you about your college level study skills?"

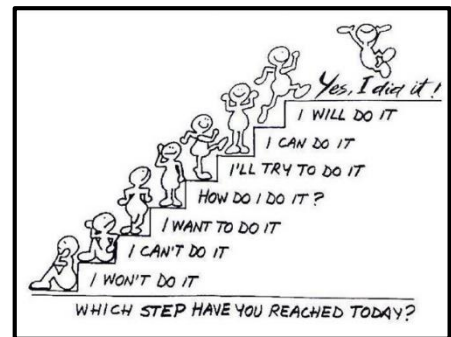
Now: _____ Two Weeks: _____

"How motivated are you to improve your habits?"

Now: _____ Two Weeks: _____

"How prepared do you feel to be successful in your classes?"

Now: _____ Two Weeks: _____



Additional Questions for Motivation:

- Are you happy with your current academic standing and study skills?
- What are your strengths?
- What skills can you develop more?
- What steps can you take to develop more?
- If you woke up tomorrow and everything was perfect (academically), how would things be differently?
- What was your best academic experience?
- How do you plan to use the skills of your success to apply to the same course or other courses?
- Why are you in your major?
- What is your dream job? What do you like about your chosen profession?
- What are some steps you need to take in order to get to your dream job?
- What is your main goal? Be specific.
 - What is the deadline for you to achieve your goal?
 - What do I need to do to reach my goal?
 - What sacrifices am I willing to make to reach my goal?
 - On a scale of 1 – 10, how strong is my desire to achieve my goal?
 - What are the benefits of reaching my goal?
 - How will I encourage myself when I want to give up?
 - What will I say to people who tell me I cannot reach my goal?
 - How can friends and family members help me achieve my goal?
 - Is there a local support group that I can join to help me achieve my goal?

Topics & Issues for Discussion

- Goals, Values, Priorities, Influences/Pressures (e.g. self, parents, dreams, money, etc.)
- Their impressions of their current skills (e.g. attitude, awareness, self-efficacy)
- How change works (stages and processes) - gradual; requires self-discipline, possibly trial and error