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SELF-EFFICACY:

What is it, what affects it, and how as coaches can we work with it?

Special Group in Coaching Psychology
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#selfefficacy



Objectives

Our group will:

- Understand the **meaning** of self-efficacy and its relevance to coaching
- Know the **factors** that influence self-efficacy
- Have ideas for **practical ways** to support coachees and teams to develop their sense of self-efficacy
- Be aware of some **psychological approaches** which are relevant to working with self-efficacy
- Be able to **read/investigate further** as desired



The Big Picture

1. Defining self-efficacy
2. The relevance of self-efficacy to coaching
3. What influences our self-efficacy beliefs?
4. How can we support coachees to develop self-efficacy beliefs?
5. Relevant approaches when working with self-efficacy
6. References and further reading



A few ground rules...

1. Respect each others' needs
2. Welcome and embrace different opinions/perspectives
3. Listen to each other
4. Only one voice at a time
5. After talk-breaks, let's come back together *quickly*
6. If you don't understand someone's point, please ask them to clarify
7. Confidentiality
8. Phones on silent, please



What is 'self-efficacy'?



On a scale from 0-10, how confident are you in your ability to produce desired results in a coaching engagement?

What has contributed to your rating being as it is?

What is 'self-efficacy'?



On a scale from 0-10, how confident are you in your ability to work with issues related to self-efficacy in coaching?

What has contributed to your rating being as it is?

Definitions of self-efficacy

“People’s beliefs in their capabilities to produce desired effects by their own actions.”

(Bandura, 1997, p. vii)

“One’s conviction (or confidence) about his or her abilities to mobilize the motivation, cognitive resources, and courses of action needed to successfully execute a specific task within a given context.”

(Stajkovic & Luthans, 1998, p. 66)



Some considerations...

- Not ability – *belief* in ability
- Domain-specific
- State not trait
- Develops over time and through experience
- Variable
- Influenced by others
 - Their expectations of you and what they tell you about yourself
 - What we see others do (vicarious learning)



The premise of self-efficacy theory

“[People’s self-efficacy beliefs] are the most important determinants of the behaviours people choose to engage in and how much they persevere in their efforts in the face of obstacles and challenges.”

(Maddux, 2005, p. 277)



Relevance of self-efficacy to coaching

Links between self-efficacy and:

- Psychological adjustment and well-being (sense of control over one's surroundings)
- Adoption of behaviours
- Maintenance of behaviour change
- Self-regulation
- Pursuit of goals
- Effort and persistence in the face of challenges
- Attributions re failure (circumstances vs. self)
- Work performance

See Maddux (2005) and Lufthans, Youssef & Avolio (2007) for summaries



What influences our self-efficacy beliefs?



What influences our self-efficacy beliefs?

1. Success experiences (however, success does not equal efficacy. Cognitive processing of success and failure = efficacy)
2. Vicarious experience
3. Imaginal experiences
4. Verbal persuasion
5. Physiological and emotional states

(Bandura, 1997; Maddux, 2005)



How can we support coachees to develop SE beliefs?

Activity:

Given what we know about self-efficacy, and drawing on your own coaching experience, can you generate some ways in which coachees could be supported to develop self-efficacy beliefs?



1. Success experiences

- Recalling past successes
- Get going – courage precedes confidence (Neenan, 2009)
- Setting and moving towards SMART goals
- Behavioural graded exposure (Wolpe, 1974; Palmer & Dryden, 1995)
- Reality testing of aversive images (Beck, 2011)
- Emphasizing incremental nature of competence/growth, and importance of effort and persistence (Dweck, 2000)



1. Success experiences (ctd)

- Giving information or suggestions
- Discrete skills training
- Simulations



Facilitating efficacy-supportive processing of success experiences



- Reflecting on progress towards goals
- Drawing attention to *the coachee's role and efforts* in achieving it.
- Drawing attention to evidence of success *and the meaning attributed to it* – “*What does that tell you about yourself?*”
- Comparison
Over time: “*Let’s compare that to how you did it previously.*”
To inferior strategy: “*Tell me why you did that and not...*”
- Responding to confidence talk: Reflect, affirm, amplify, consolidate (Miller & Rollnick, 2002)



Bridging

PAST
SUCCESS



CURRENT
SITUATION



2. Vicarious experience

- Real-life models
- Filmed models

Importance of:

- Similarity between model and coachee
- Similarity between observed situation and real task
- Reflection time



(Lufthans et al, 2007)



2. Vicarious experience (ctd)

Importance of attributions about the success of others – ensure the coachee is realistic about how *others* may have achieved success.

“People see the extraordinary feats of others but not the unwavering commitment and countless hours of perseverant effort that produced them.”

(Bandura, 1997, p. 119)



3. Imaginal experience

- Coping imagery (Palmer & Cooper, 2000)



4. Verbal persuasion

- Communicating belief in the person
- Giving positive verbal feedback
- Encouragement
- Encouraging small risks
- Challenging self-limiting beliefs
- Consider also in relation to line-manager behaviour (Ogilvy & Ellam-Dyson, 2012)

A blue speech bubble with a white drop shadow, containing the text "You can do it!" in a bold, black, sans-serif font. The bubble has a tail pointing towards the bottom right.



5. Physiological and emotional states

Strategies for controlling and reducing physiological and emotional arousal

- Meditation
- Mindfulness
- Relaxation training
- Exercise



Some relevant approaches

- Solution-focused (Berg & De Jong, 2002; de Shazer, 1985, 1988; Iveson et al, 2012; Palmer et al, 2012)
- Cognitive-behavioural (Beck, 2011; Greenberg & Padesky, 1995; Neenan & Palmer, 2012; Palmer & Szymanska, 2007), also:
 - attributions re failure (see e.g. Seligman, 2003)
 - reframing e.g. 'failures' as 'tries' (Miller & Rollnick, 2002)
- Motivational interviewing (Miller & Rollnick, 2002)



Further reading: Self-efficacy

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84 (2), pp. 191-215.

Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: Freeman.

Luthans, F., Youssef, C. M. & Avolio, B. J. (2007). *Psychological Capital*. New York: Oxford University Press.

Maddux, J. (2005). Self-efficacy: The power of believing you can. In C. Snyder & S. Lopez (Eds), *Handbook of Positive Psychology*. New York: Oxford University Press.



Self-efficacy in coaching

Adams, M. (2015). *Coaching Psychology in Schools: Enhancing Performance, Development and Wellbeing*. Routledge.



Thanks very much!

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