Why motivation is not enough: Lessons on self-efficacy and student success from Arnold Schwarzenegger

LESSTONS FROM THE TERMINATOR

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Tatiana Leavitt
Brigham Young University
### Arnold Alois Schwarzenegger

<table>
<thead>
<tr>
<th>Body Building</th>
<th>Political Career</th>
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<tbody>
<tr>
<td>• Mr. Olympia (7 times) – Youngest winner at age 23</td>
<td>• Governor of California (2003)</td>
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<tr>
<td>• Mr. Universe (5 times)</td>
<td>• (Was) Married to Maria Shriver Kennedy</td>
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<td>• Mr. Europe</td>
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<table>
<thead>
<tr>
<th>Film Credits</th>
<th>Business Career</th>
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<tbody>
<tr>
<td>• Starred in 43 feature films (the Terminator Series, True Lies, Collateral Damage, Total Recall, Predator)</td>
<td>• Became a millionaire before age of 30 through business ventures and investments</td>
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<tr>
<td></td>
<td>• Owns real estate, restaurants, malls and the Planet Hollywood restaurant chain</td>
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</tbody>
</table>
1. How do you measure motivation?
2. “I’ve heard that word before, but remind me again, what exactly is self-efficacy?”
3. WWAD? (What Would Arnold Do?)
4. Factors influencing self-efficacy

Additional Information on Handout

6 ways advisors can help students develop self-efficacy with real-world application
How do you measure motivation?

“Actions speak louder than words”

The best indicators of one’s level of motivation are actual behaviors:

• Choice of behavior
• Level of activity and involvement
• Persistence and management of effort
A model of motivation in college (Dembo & Seli, 2013)
• Choice of behavior
• Level of activity and involvement
• Persistence and management of effort
Motivated behaviors

Sociocultural Factors

Internal Factors

Environmental Factors

• Choice of behavior
• Level of activity and involvement
• Persistence and management of effort
“Self-efficacy is defined as the levels of confidence individuals have in their ability to execute courses of action in regards to initiating behavior, how much effort will be applied to attain an outcome, and the level of persistence applied to the task in the face of difficulties and setbacks.” (Lane and Lane, 2001)
“Self-efficacy is the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations.”

Bandura (1977)

What is self-efficacy?

What factors influence self-efficacy?

How can I promote self-efficacy with my clients?
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“Self-efficacy is the belief in one's ability to succeed in specific situations”

Bandura (1977)
“Efficacy in dealing with one’s environment is not a fixed act or simply a matter of knowing what to do. Rather, it involves a generative capability in which component cognitive, social, and behavior skills must be organized into integrated courses of action to serve innumerable purposes. A capability is only as good as its execution.”

-Bandura (1982)
“Operative competence requires orchestration and continuous improvisation of multiple subskills to manage ever-changing circumstances.”

-Bandura (1982)
Self-efficacy and motivation

What is self-efficacy?

“Self-efficacy is defined as the levels of confidence individuals have in their ability to execute courses of action in regards to initiating behavior, how much effort will be applied to attain an outcome, and the level of persistence applied to the task in the face of difficulties and setbacks.” (Lane and Lane, 2001)
“One’s sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges.”

-Bandura (1977)
Choice of behavior
Level of activity and involvement
“Judgments of self-efficacy also determine how much effort people will expend and how long they will persist in the face of obstacles or aversive experiences. When beset with difficulties people who entertain serious doubts about their capabilities slacken their efforts or give up altogether, whereas those who have a strong sense of self-efficacy exert greater effort to master the challenges.”

-Bandura (1982)
“College students with high self-efficacy approach difficult tasks as challenges to be triumphed rather than as threats to be avoided.”

-Vuong, Brown-Welty, & Tracz (2010)
Persistence and management of effort

What is self-efficacy?

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4 factors influencing self-efficacy:

1) Affective feelings
2) Vicarious experiences
3) Performance feedback
4) Mastery experience (success with previous tasks)

(Lane & Lane, 2001, Lane, Lane & Kyprianou, 2004)
How can you encourage self-efficacy?
6 ways to help students develop self-efficacy

**What is self-efficacy?**

1. Provide students with a clear knowledge of the task at hand. (Lane and Lane, 2001)

2. Establish specific, short-term goals that will challenge the students, yet are still viewed as attainable. (Schunk and Pajares, 2002)

3. Encourage students to observe other people’s success and experiences. If possible, introduce them to others who have succeeded before. (Lane and Lane, 2001)

**What factors influence self-efficacy?**

4. Help students develop a network of people who will support them and offer encouragement.

5. Have students show evidence of work they have passed before. (Lane and Lane, 2001)

**How can I promote self-efficacy with my clients?**

6. Help students lay out a specific learning strategy and have them verbalize their plan. As students proceed through the task, ask students to note their progress and verbalize the next steps. (Schunk and Pajares, 2002)
What is self-efficacy?

Provide students with a clear knowledge of the task at hand. (Lane and Lane, 2001)

What factors influence self-efficacy?

- Help students figure out the exact GPA needed to improve academic standing.
- Help students prioritize and plan by analyzing the course syllabi, assignment descriptions, and class schedules.
- Conduct a mid-semester assessment to determine specific areas of improvement in each of the graded categories for the course.

How can I promote self-efficacy with my clients?

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Establish specific, short-term goals that will challenge the students, yet are still viewed as attainable. (Schunk and Pajares, 2002)

• Help students develop micro-goals that are based on specific behaviors (class attendance, how many hours they plan to spend on campus, how many review sessions/TA sessions they want to attend rather than performance-based goals (“I want to get an A in the class”).)
Examples from working with students

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How can I promote self-efficacy with my clients?

3 Encourage students to observe other people’s success and experiences. If possible, introduce them to others who have succeeded before. (Lane and Lane, 2001)

- Encourage students to join peer groups/pair up with successful students, work with peers who have taken the course before.

- “What would the ideal student do?” “What separates your performance from the ideal student?”
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Help students develop a network of people who will support them and offer encouragement.
Examples from working with students

What is self-efficacy?

- Reflect on students’ most successful habits or best practices that they’ve incorporated that semester.
- Have the student “show and tell” something they have been successful at and break down the steps to see if they can use the same formula in other situations.

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How can I promote self-efficacy with my clients?

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How can I promote self-efficacy with my clients?

• After developing a plan with students, discuss:

  “What do you plan on doing from here?”

  “Walk me through the next steps.”

  “Show me how you would do it.”

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