

# Motivation and Goal Accomplishment

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# This masterclass

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- Chapter 1: Goals
- Chapter 2: Attention for Goals (A)
- Chapter 3: Outcome Expectancies (T)
- Chapter 4: Motivation behind Goals (M)
- Chapter 5: Goal-directed Behaviour (A)
- Chapter 6: Summary

# 1



Goals

(destinations)

# Goals

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- last element of sailboat metaphor
- destinations



## Elliot and Fryer (2008, p. 245)

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”

“A goal is a cognitive representation of a future object that the organism is committed to approach or avoid.”

# Importance of goals

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direction

attention and  
effort toward  
goal-relevant  
activities

energy

self-confidence,  
self-efficacy

activation

use of task-  
relevant  
knowledge and  
strategies

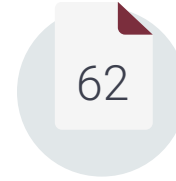
# Goals ≠ Values

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- goals are reachable end points
- goal setting can help to concretize values

# Your goals

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List up to 10 goals that you are currently pursuing. These can be small or large goals; anything that you are aiming to accomplish.

# 5 types of goals

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- short-term vs long-term
- approach vs avoidance
- performance vs learning
- nonspecific vs specific
- end-state vs process

Chapter 1 – Goals (destinations)

## Short-term goals

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- can be obtained in the near future
- aka proximal goals and sub-goals
- e.g. "I will go the gym this week"



# Short-term goals

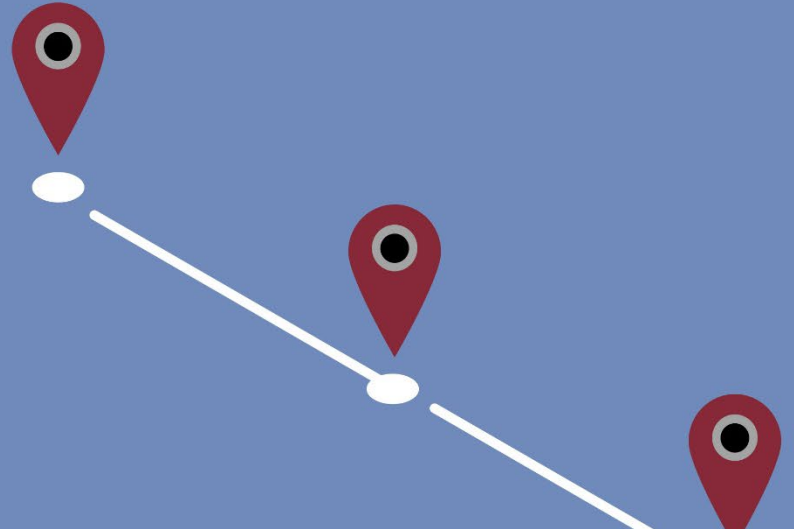
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- make long-term goals more manageable
- can enhance self-efficacy by initiating a positive, upward spiral upon completion
- can increase persistence

Chapter 1 – Goals (destinations)

# Sailboat metaphor

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## Long-term goals

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- distal goals
- more abstract
- less specifically defined
- more motivating
- e.g. "I want to run a marathon"



Chapter 1 – Goals (destinations)

# Sailboat metaphor

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# Long-term & short-term

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- only short-term goals = lack of commitment
- only long-term goals = lacking marker of progress
- short-term + long-term goals = enhanced strategy development and better long-term performance

## Practical note

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For clients who are **ambivalent about change**, it may be more useful first to set more long-term goals and focus on developing a broad vision. Alternatively, for clients who do have **a clear view of their long-term aspirations**, formulating short-term goals can be a powerful way to break down their aspirations into feasible steps.

# Approach goals

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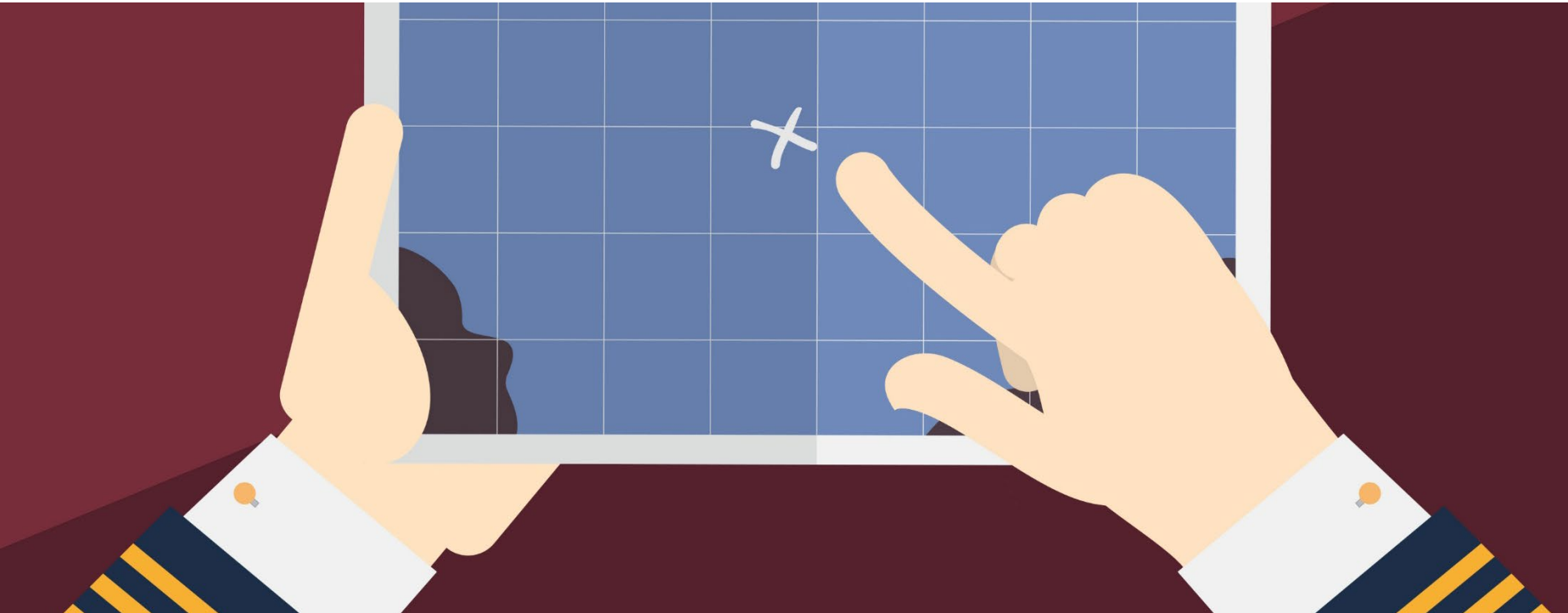
- moving towards a positive outcome
- e.g. “to enjoy a fulfilling balance between work demands and personal relaxation”



Chapter 1 – Goals (destinations)

# Sailboat metaphor

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# Avoidance goals

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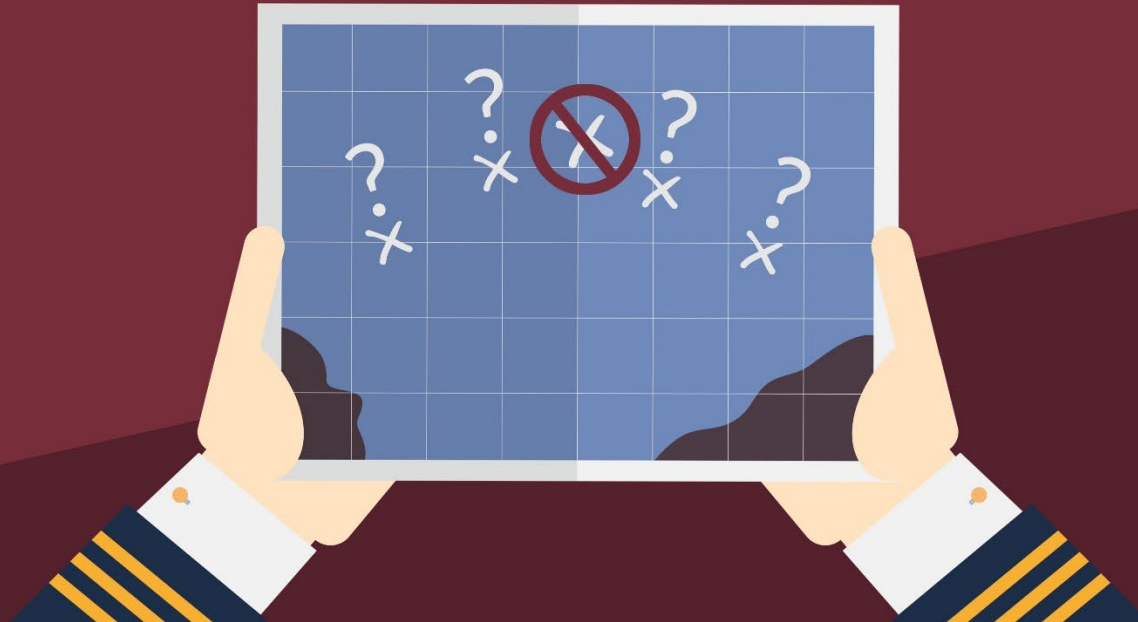
- moving away from an undesirable outcome
- associated with poor well-being
- e.g. " to not fear public speaking"



Chapter 1 – Goals (destinations)

# Sailboat metaphor

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# Approach versus Avoidance goals

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## Approach goals are:

- associated with higher levels of well-being
- associated with higher levels of academic performance
- more effective at motivating performance

## Practical note

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Helping clients to rephrase avoidance goals:

1. **acknowledge the problem of the client**  
("I can imagine this must be difficult for you")
2. **suggest a desire for change**  
("I guess you would like things to be different?")
3. **ask the client to talk about the desired outcome**  
("How would you like things to be different?")

# The Miracle Question

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If a miracle happened overnight and your problem is solved, if things went better (a little bit less worse)...

- What would you notice?
- What would be different?
- How would you know?

# The Miracle Question

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- useful when clients only formulate avoidance goals
- useful when a client simply does not know what a preferred future would look like
- problem saturated context → visionary context

Chapter 1 – Goals (destinations)

# Learning goals

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- aka mastery goals
- process-oriented
- focus on learning and personal development
- e.g. “to learn to speak Spanish”



Chapter 1 – Goals (destinations)

# Sailboat metaphor

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# Performance goals

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- focus on the result
- aim = perform really well on a specific task
- often experienced as competitive
- e.g. “score a high grade for my Spanish exam”



Chapter 1 – Goals (destinations)

# Sailboat metaphor

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# Performance goals

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people with performance (vs learning) goals:

- are more focused on receiving favorable judgments from others
- are motivated to avoid negative judgments from others
- generally respond poorly to obstacles and setbacks
- are more likely to cheat
- are more reluctant to cooperate with peers

# Learning vs performance goals

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## People with learning (vs performance) goals:

- attribute failure to insufficient effort or an ineffective strategy
- perceive setbacks as challenges to be mastered
- report higher levels of intrinsic motivation
- report higher levels of well-being
- show greater task absorption

# Non-specific goals

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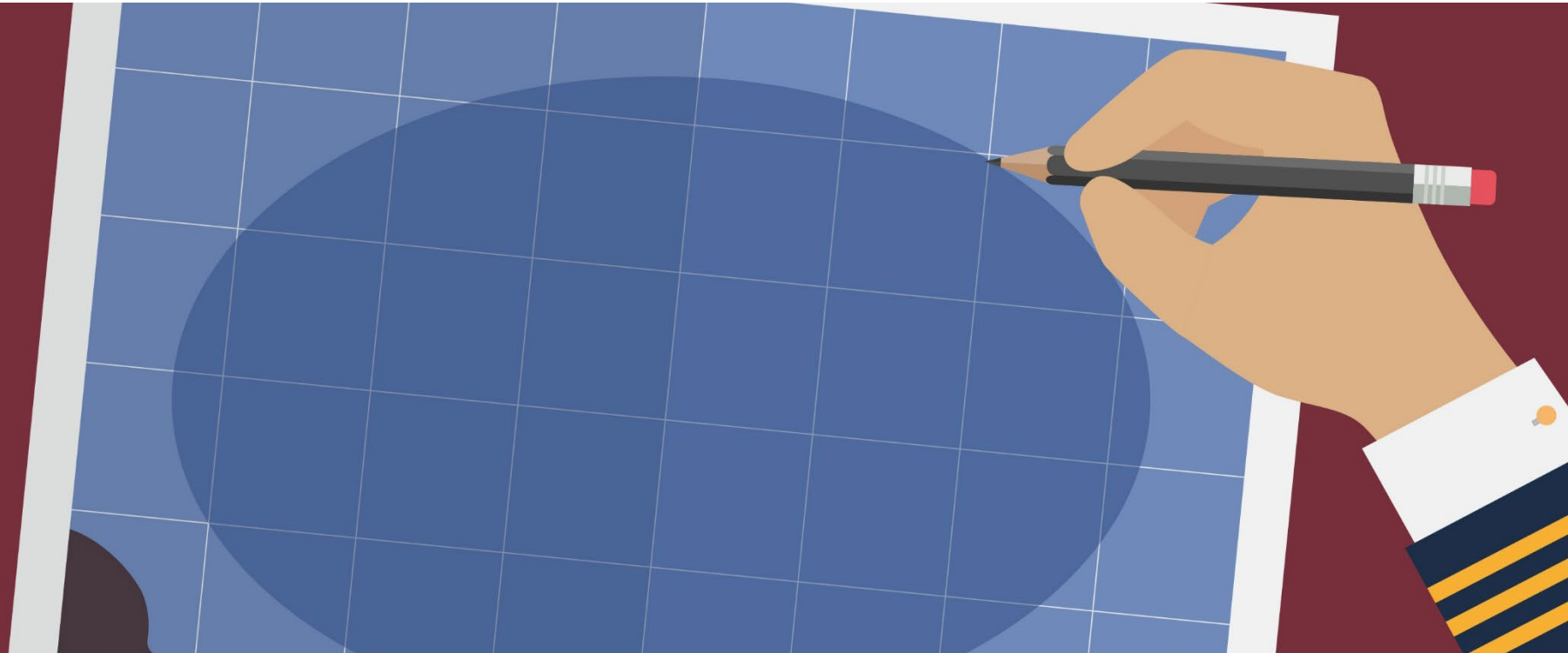
- ambiguous or diffuse in the exact level of performance that is required to achieve them
- e.g. “losing weight”, “earning money”, “do your best”



Chapter 1 – Goals (destinations)

# Sailboat metaphor

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# Benefits of non-specific goals

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perceived as less difficult more attainable



encourages to adopt them more readily

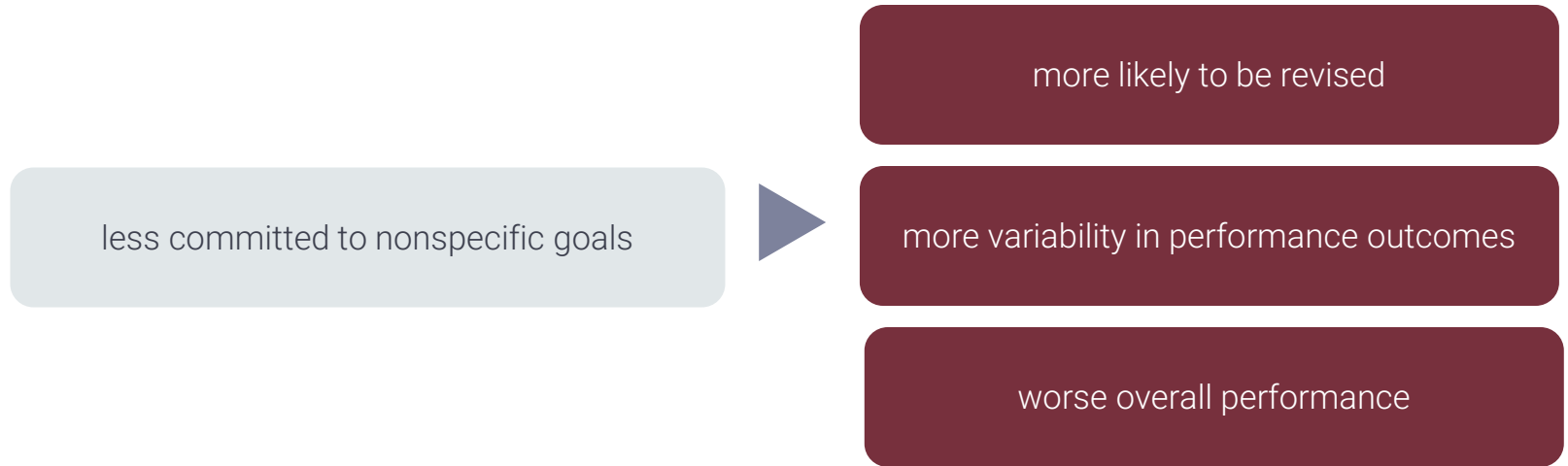
less likely to generate feelings of failure



reduces goal abandonment

# Downside of non-specific goals

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## Specific goals

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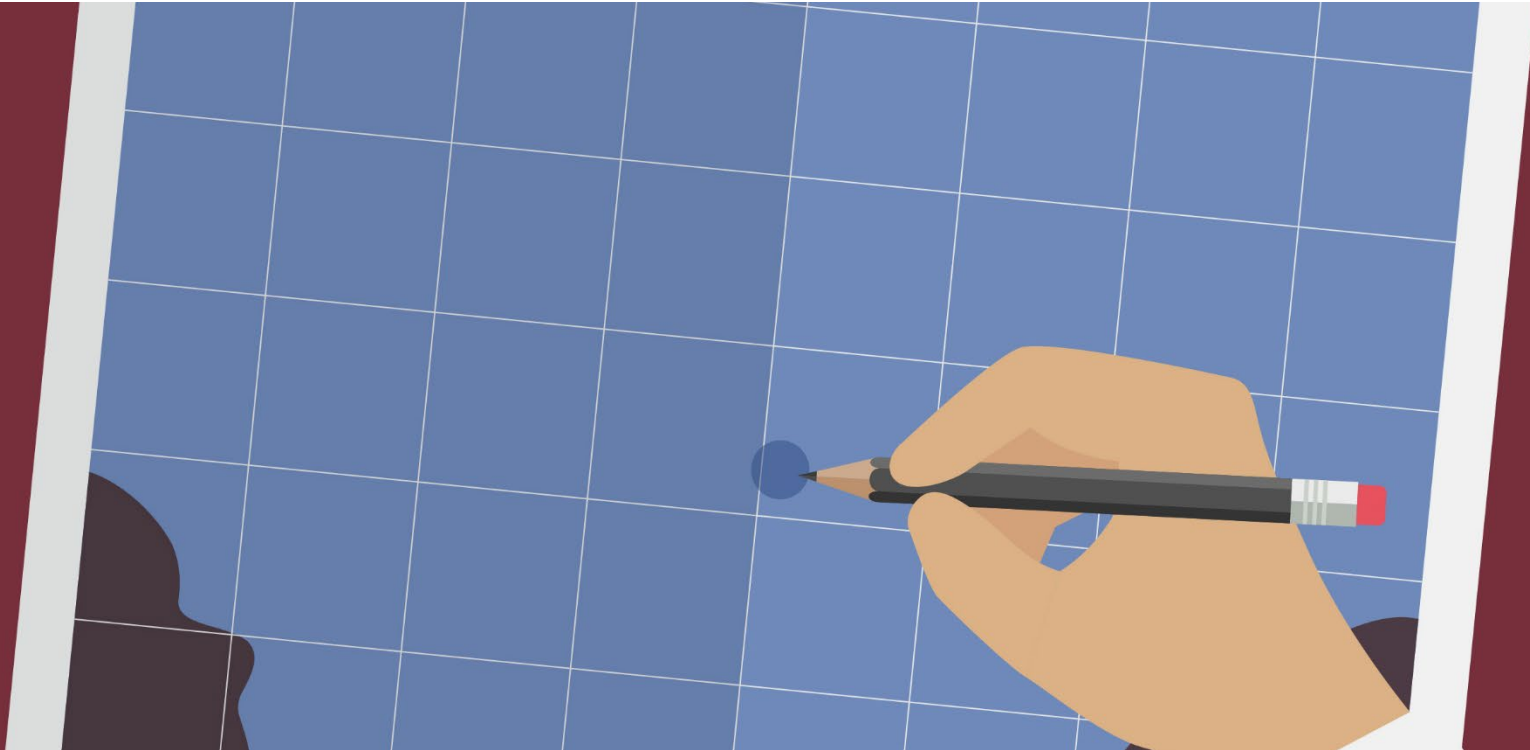
- clearly defined end-state
- e.g. “losing five pounds” or “earning \$500”
- easy to accurately evaluate the performance



Chapter 1 – Goals (destinations)

# Sailboat metaphor

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## Practical note

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Some clients tend to set nonspecific goals to avoid feelings of failure. Practitioners **should address the fear of failure** that often drives clients to set non-specific goals. By examining these feelings and offering the client **ways to regulate them**, the practitioner can help the client reduce the effects of fear on the goal-setting process.

## End-state goals

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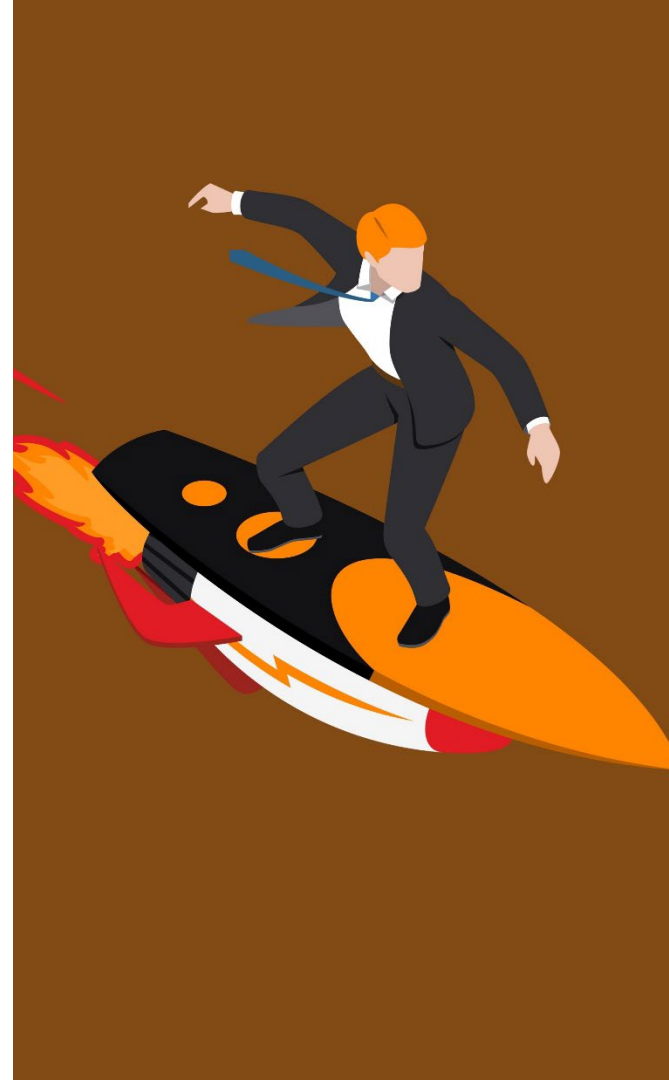
- aka outcome goals
- once achieved, no additional action is required
- e.g. “publishing an article”



# Process goals

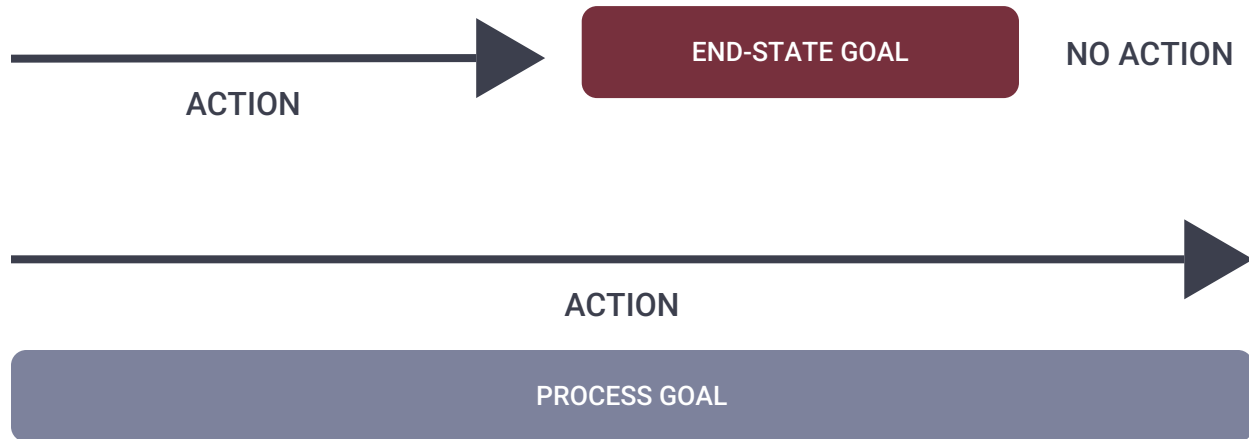
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- require continuous action
- long lasting change
- standards that should be maintained
- e.g. “staying healthy”



# Different duration of involvement

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## Practical note

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Many clients set end-state goals when their desired change **requires setting a process goal**. Consider a client who wants to lose weight. The true goal is not to “lose 15 pounds” but to “maintain weight loss”. Help clients to **reframe an end-state goals into a process goal**, such as, “My goal is to keep healthy body weight.” Attention automatically shifts to the “keep” part of the goal. Which form of **repeated action** is needed to stay at a healthy body weight? Instead of setting a goal to lose 15 pounds, the client may now decide to set a goal to exercise for 10 minutes every morning.

# Goal analysis

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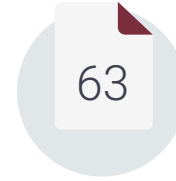
**Step 1:** Take a look at the list with goals that both of you made.

For each goal decide:

- Is it short-term or long-term?
- Approach or avoidance?
- Learning or performance?
- Nonspecific or specific?
- End-state or process?

# Goal analysis

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**Step 2:** Determine how effective and helpful each goal is. Are there goals that could be improved? You may think of reframing these goals, combining them with other goals, or maybe even abandoning them.

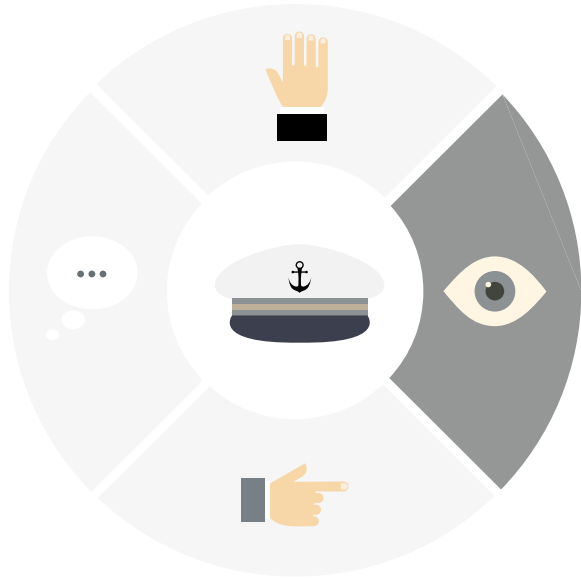
# 2



Attention for Goals  
(destinations– attention)

# The captain: Attention

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## Core question

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“How much attention does the individual pay to his or her goals?”

# Attention for goals

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- A. insufficient attention for goals
- B. excessive attention for goals
- C. balanced amount of attention for goals

## Locke & Latham (1990, p. 241)

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Goal setting is “... usually only effective when feedback allows performance to be tracked in relation to one's goals”

## A) Insufficient attention

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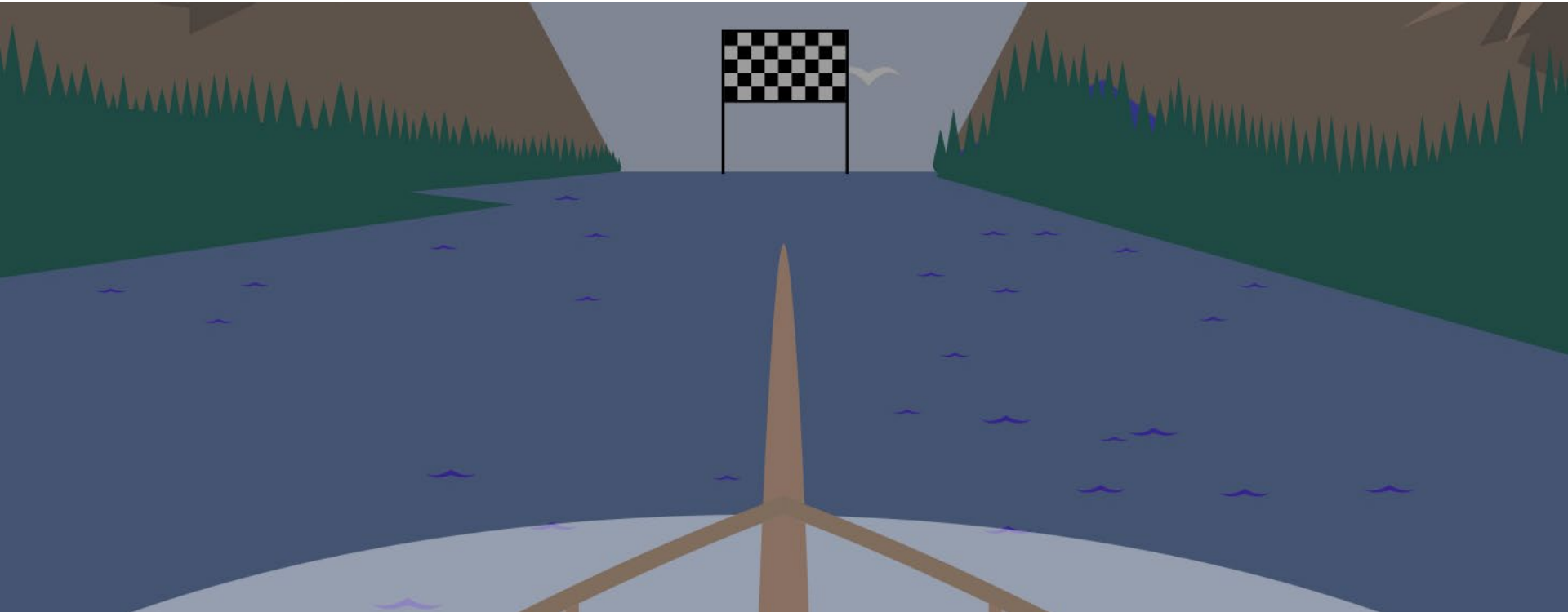
- failing to monitor goal progress
- distraction by non-goal-related activities
- failure to reach goals



Chapter 2 – Attention for Goals (destinations– attention)

# Sailboat metaphor

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## Reasons for insufficient attention

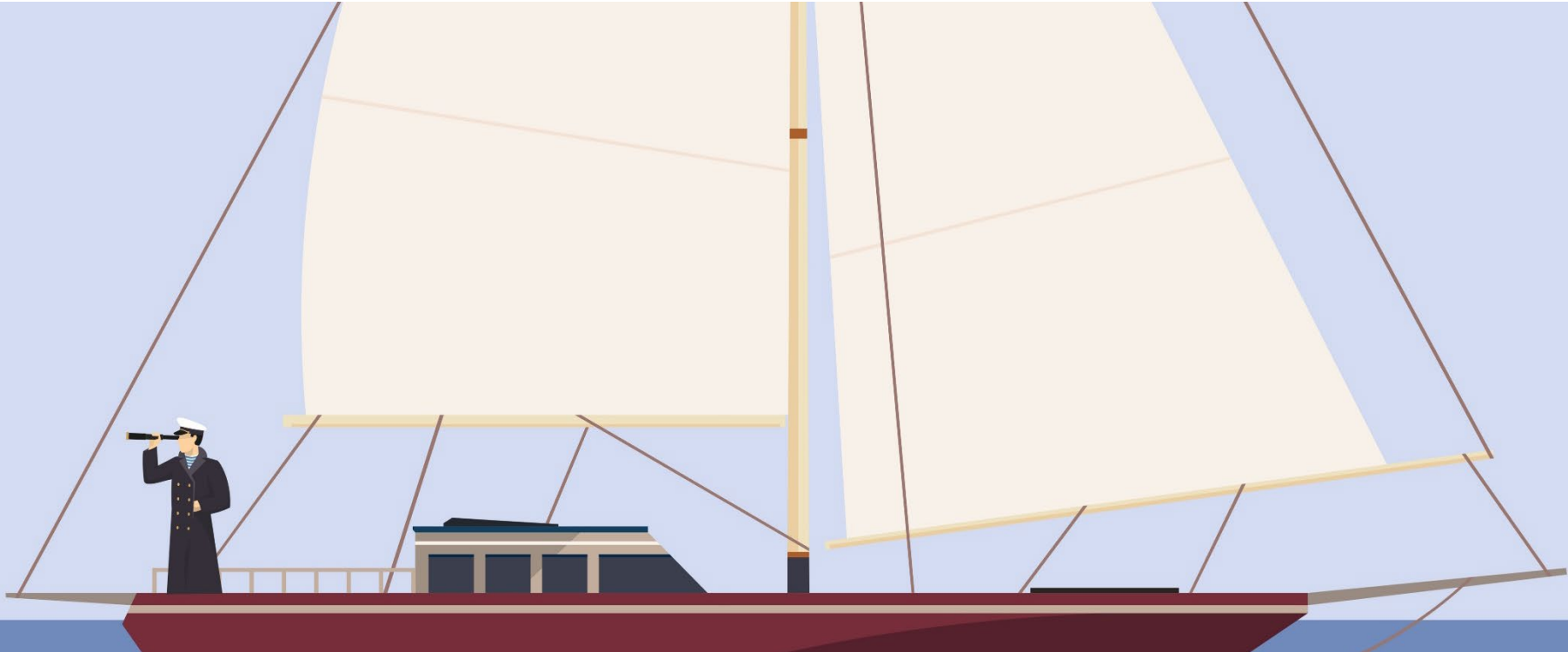
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- goals are not considered important enough
- goals are too vague (difficulty monitoring)
- progress towards the goal is slow
- too much focus on the past
- hedonic present moment orientation

Chapter 2 – Attention for Goals (destinations– attention)

# Sailboat metaphor

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## **B) excessive attention**

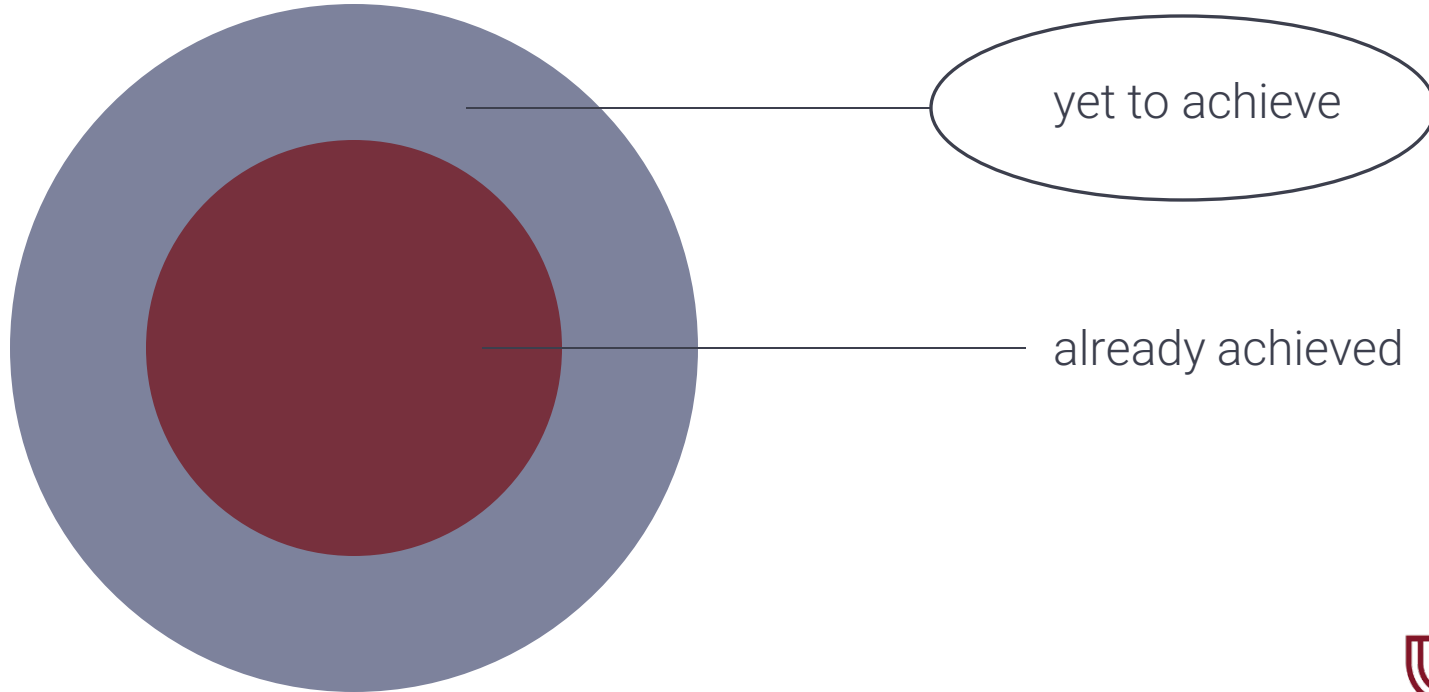
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- failing to enjoy present moment
- present moment evaluated in terms of goal relevancy
- little awareness of accomplishments



# Excessive attention

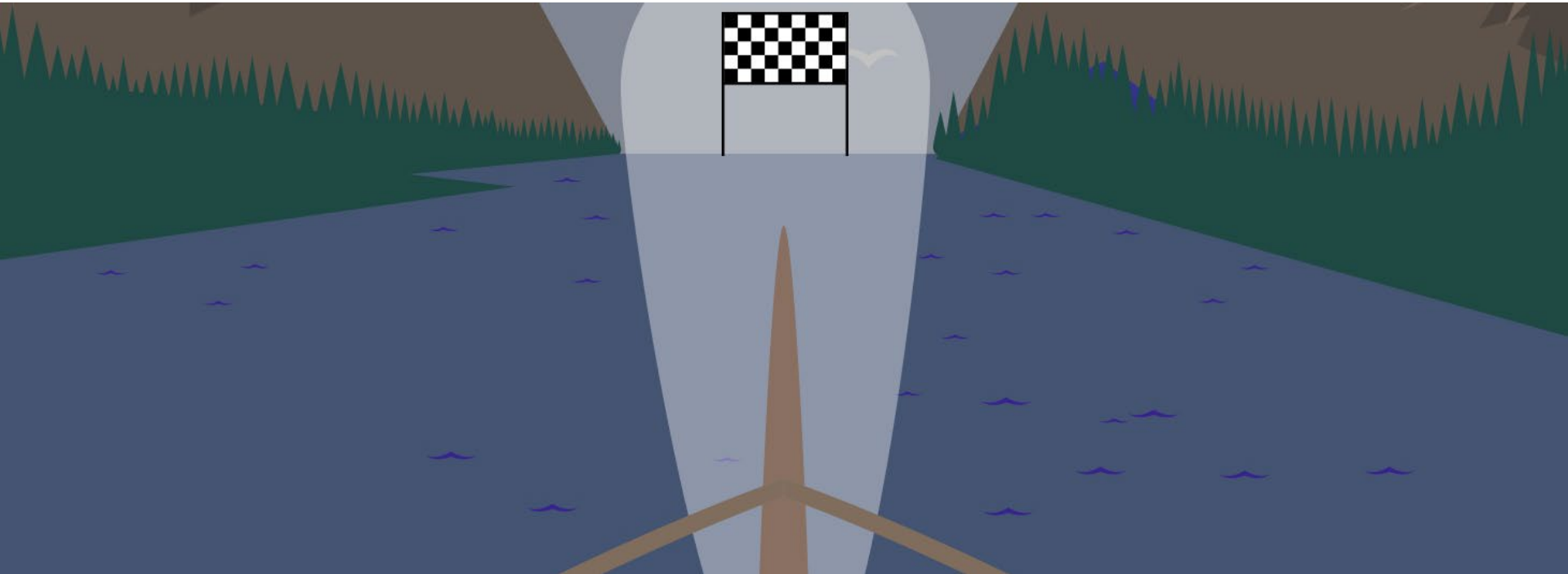
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Chapter 2 – Attention for Goals (destinations– attention)

# Sailboat metaphor

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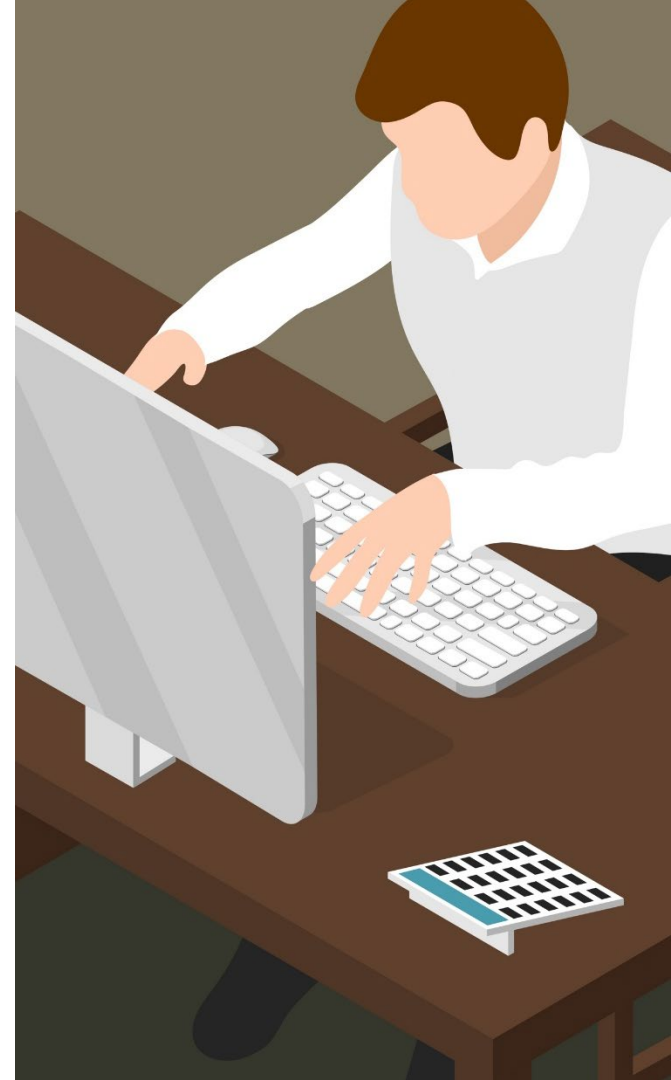


## Excessive attention

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### negative impact on well-being:

- workaholism
- neglect of friends and family
- not taking time for occasional self-indulgence
- not having time for hobbies



Chapter 2 – Attention for Goals (destinations– attention)

# Sailboat metaphor

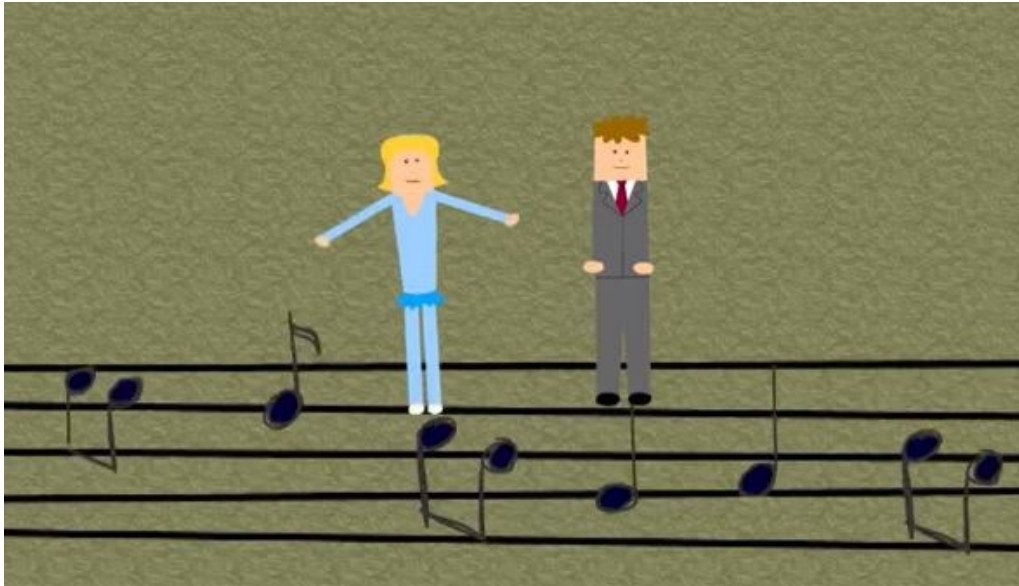
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Chapter 2 – Attention for Goals (destinations– attention)

# Alan Watts: Music and life

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## Excessive attention

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negative impact on performance:

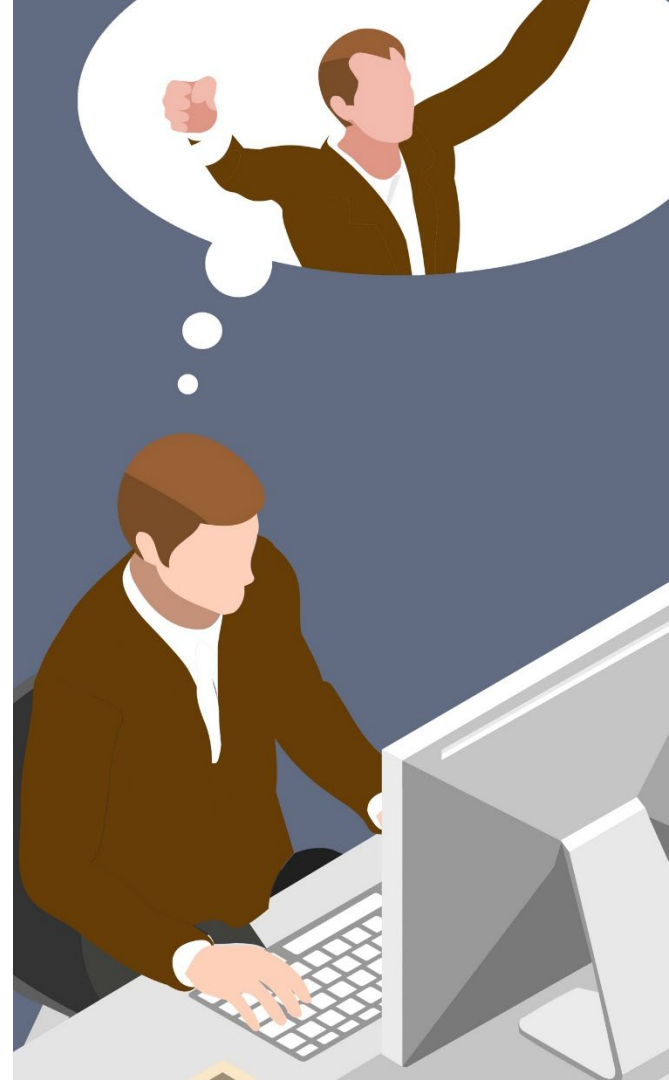
- interference with process
- paradoxical
- goal frustration



## Impact bias

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- people overestimate the impact and duration of an emotional event
- cause: hedonic adaption



## Tal Ben-Shahar (2012)

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”

“[kids] have been told their entire life if you want to be happy you've got to make it. When they get there they realise there is no 'there' there.”

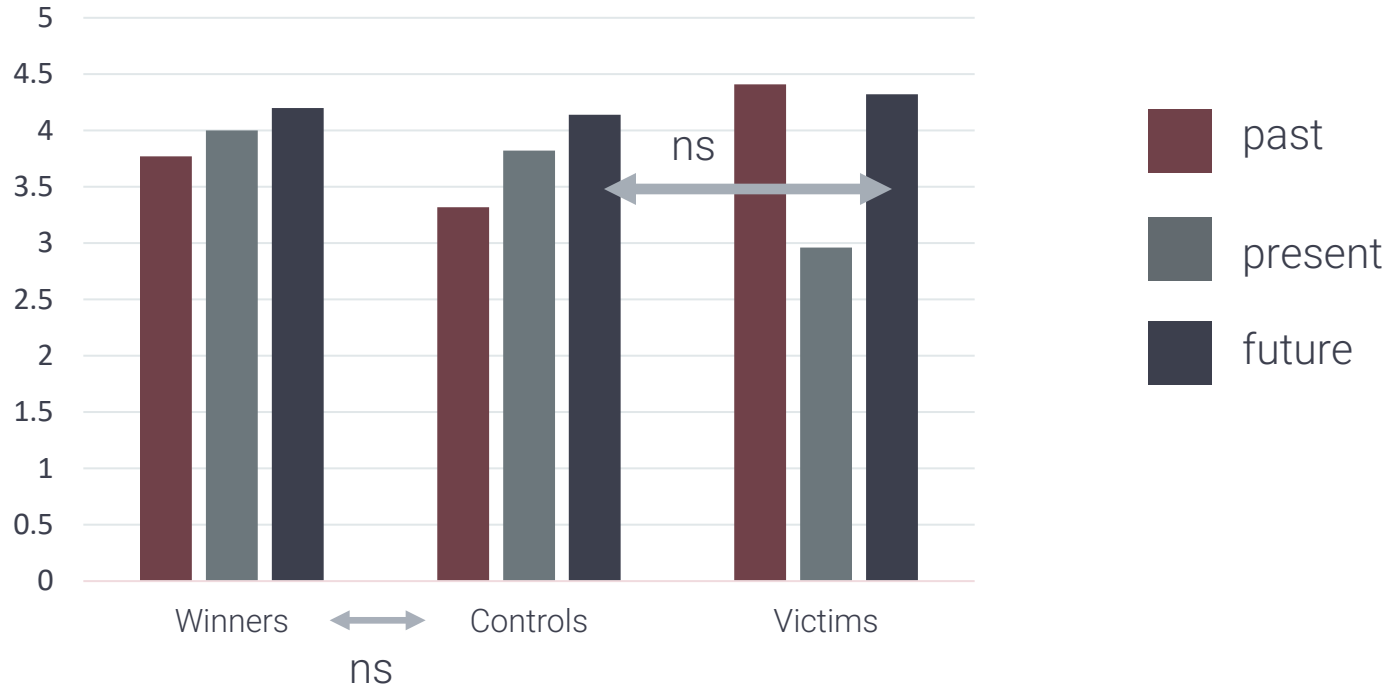
## Brickman, Coates & Janoff-Bulman (1978)

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major lottery winners vs paralyzed accident victims vs controls:

- How happy are you now (at this stage of your life)?
- How happy were you before the accident/winning/6 months?
- How happy do you expect to be in a couple of years?

# Brickman, Coates & Janoff-Bulman (1978)



## Practical note

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Practitioners are advised to **analyze the needs** that clients with an excessive goal focus **believe** will be satisfied once the goal has been accomplished. Since research has shown that the effect of goals on well-being is often weaker than expected, clients need to consider what they can do to improve their well-being or other immediate needs **now**. For example, a client who believes that reaching the goal of financial independence will satisfy the need for freedom and rest may ask him- or herself: What can I do to create more freedom, rest, and a worry-less mind at this moment?

# Your adaption

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- Are there things that have happened in your life that you thought would make you more happy than they actually did?
- Are there things that have happened in your life that you thought would make you more unhappy than they actually did?

Chapter 2 – Attention for Goals (destinations– attention)

## **C) balanced attention**

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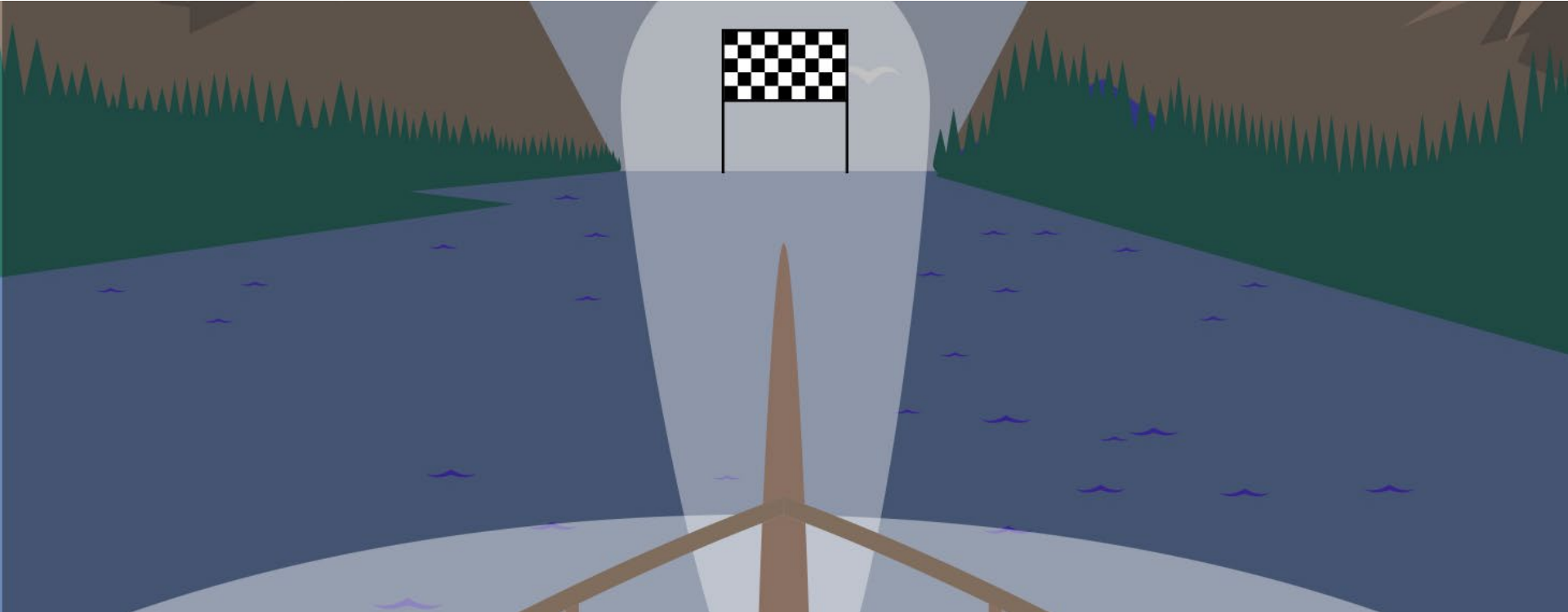
paying mindful attention to an activity, without forgetting the goal that is served by the activity



Chapter 2 – Attention for Goals (destinations– attention)

# Sailboat metaphor

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# Balanced attention = mindful attention

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Mindfulness is defined as:

“the awareness that emerges through paying attention, on purpose, in the present moment, and non-judgmentally to the unfolding of experience moment by moment”

(Kabat-Zinn, 2003 p. 145)

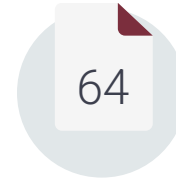
# Mindful attention

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- facilitating behavioural change by de-automatization
- detecting when distraction takes attention away from activities that are needed for goal accomplishment
- less goal-frustration

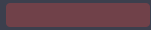
# Goal focus analysis

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- In which of the previously described three types of focus do you recognize yourself the most?
- What do you believe causes you to focus on goals the way you do?

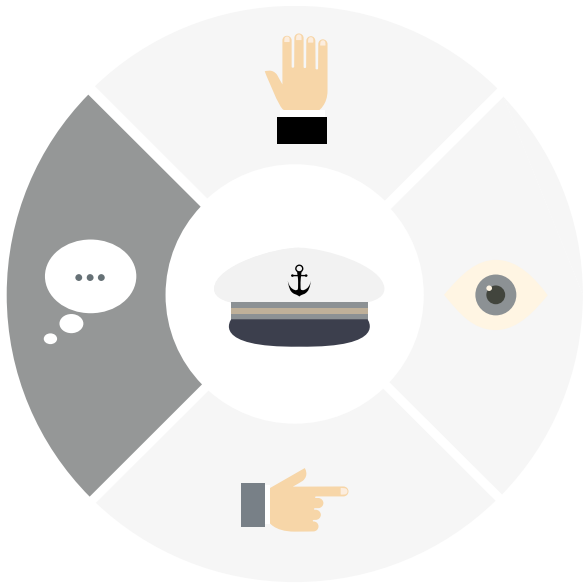
# 3



Outcome Expectancies  
(destinations– thoughts)

# The captain: Thoughts

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## Core question

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“To what extent does the individual believe he or she is able to reach his or her goals?”

## Bandura (1983, p. 228)

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”

“Unless people believe that they can produce desired effects and forestall undesired ones by their actions, they have little incentive to act. Whatever other factors may operate as motivators, they are rooted in the **core belief** that one has the **power to produce the desired results.**”

## Self-efficacy beliefs

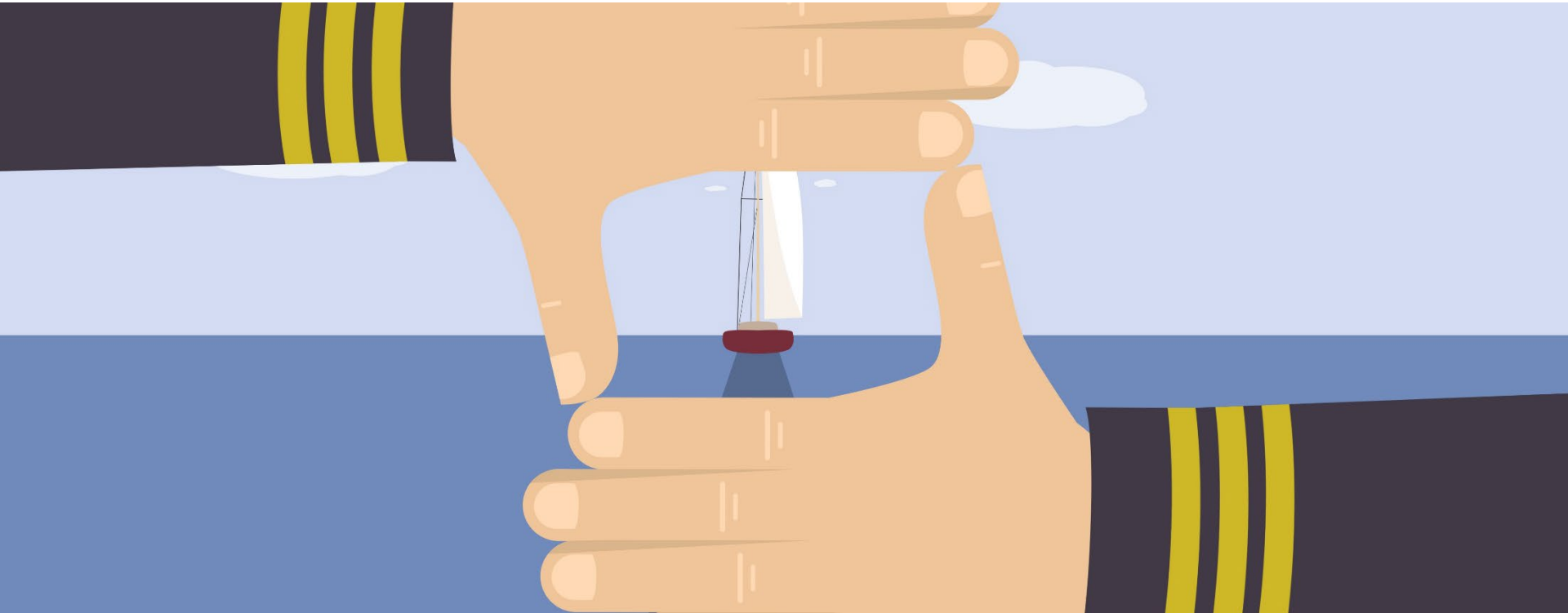
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- the extent to which the individual believes he or she is able to carry out what is necessary to realize his or her goals
- strongly associated with goal commitment

Chapter 3 – Outcome Expectancies (destinations - thoughts)

# Sailboat metaphor

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# Self-efficacy beliefs

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## self-efficacy beliefs determine:

- whether instrumental actions will be initiated
- how much effort will be expended
- how long effort will be sustained in the face of obstacles and failure

# Self-efficacy cycle

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## Practical advice

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Task-specific self-efficacy judgments have been found to predict performance more successfully than do generalized self-efficacy judgments. Therefore, rather than addressing the client's general level of self-efficacy, it is important to **address the client's self-efficacy beliefs about specific goals.**

# Self-efficacy beliefs

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Please rate how certain you are that you can reach each of the goals you listed in the first exercise (“your goals”).

# Increasing self-efficacy

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What can you do to increase the client's level of self-efficacy?

# Increasing self-efficacy

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## Ways to increase self-efficacy:

- assist clients in taking small steps
- deliberately focus on the client's successes
- express confidence in the client's abilities
- help clients to develop the necessary skills

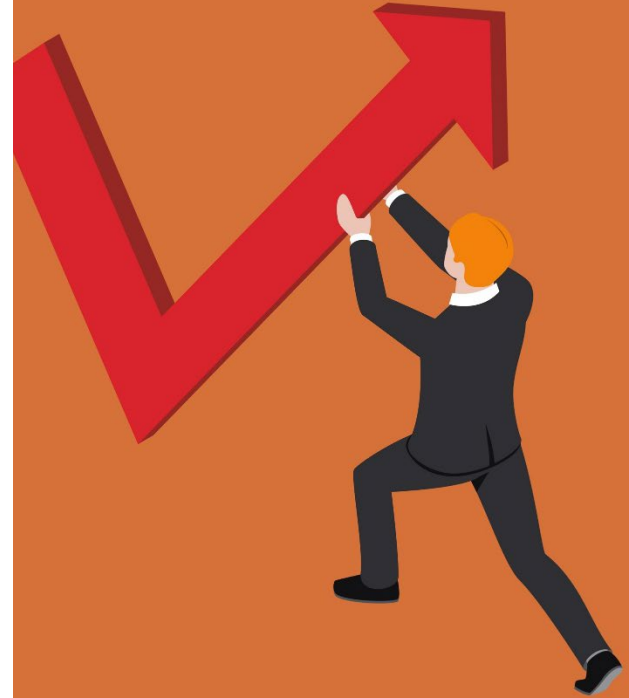
Chapter 3 – Outcome Expectancies (destinations - thoughts)

## level of aspiration defined

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The subjective idea about when a goal is successfully accomplished.

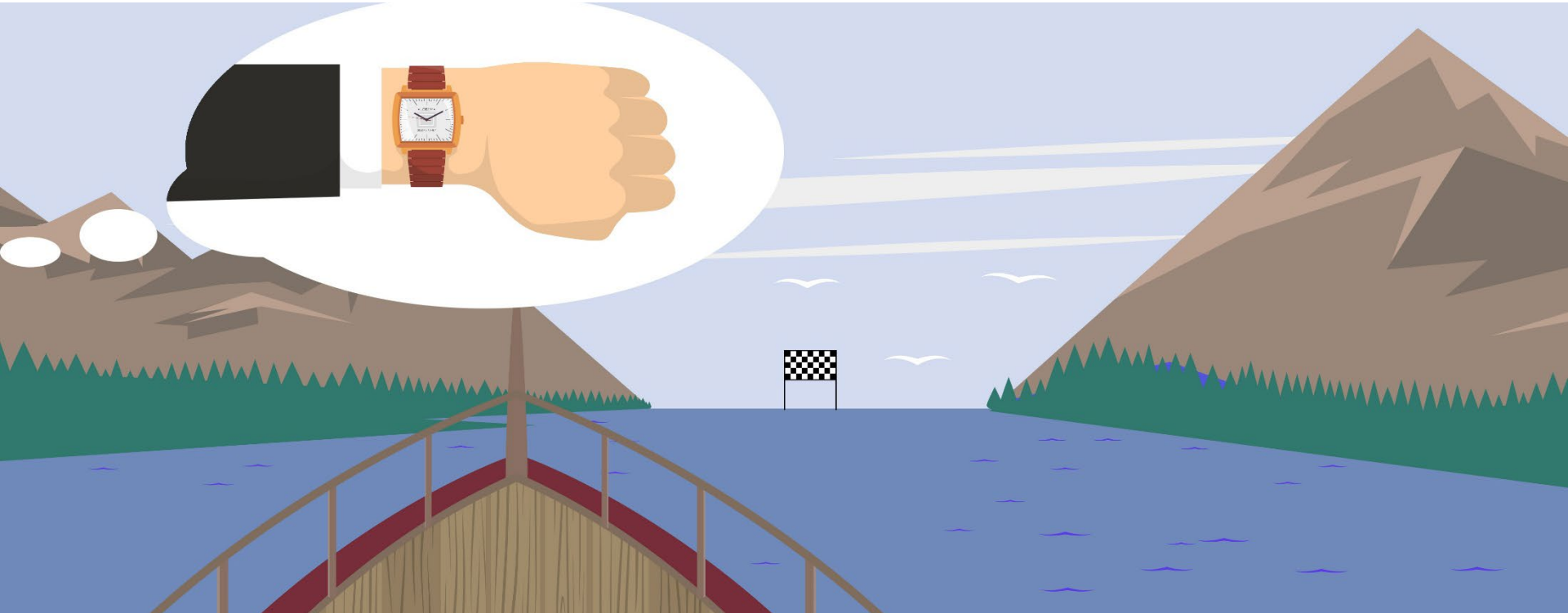
It is the level of performance an individual wants to "aim for".



Chapter 3 – Outcome Expectancies (destinations - thoughts)

# Sailboat metaphor

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## Causal factors

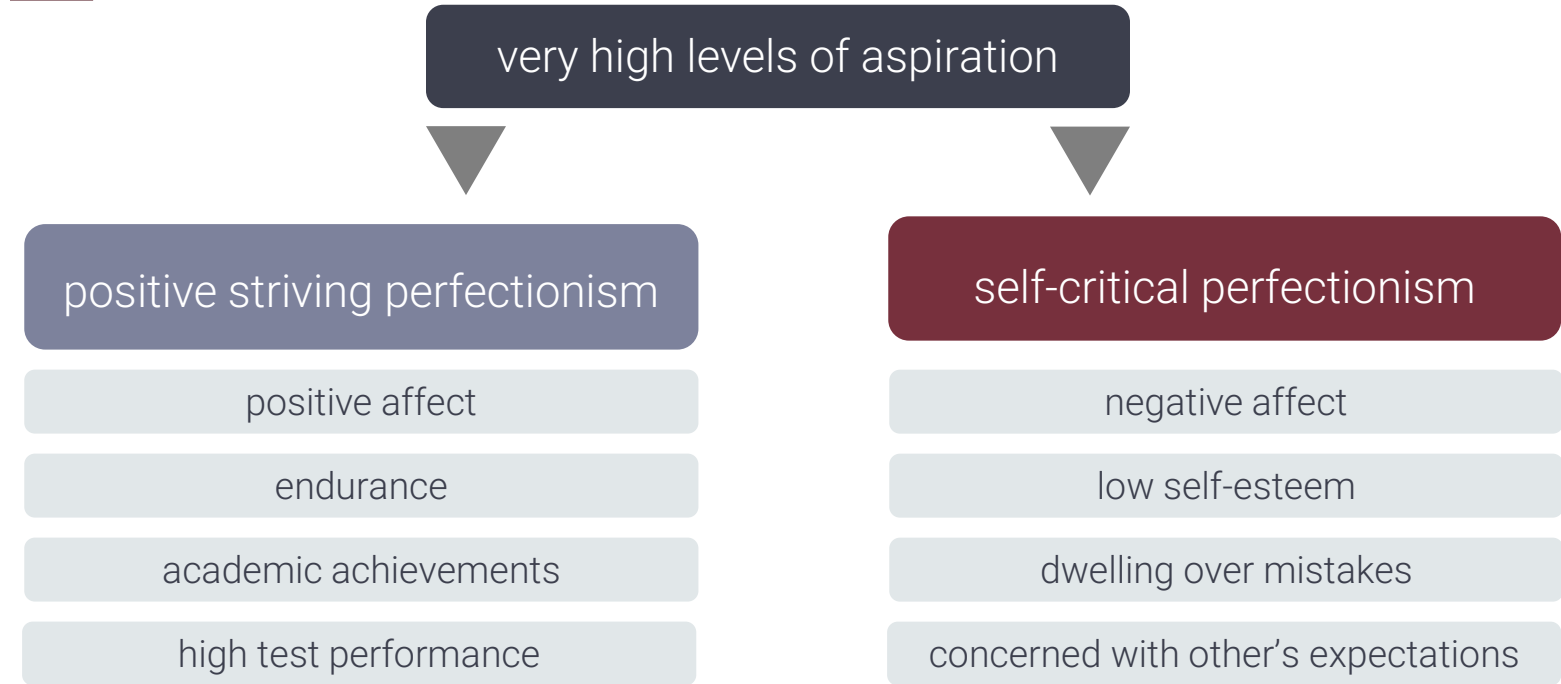
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### The chosen level of aspiration depends on:

- one's self-efficacy at the tasks required to reach the goal
- past performance
- knowledge of task performance norms



# Perfectionists



## Problematic levels of aspiration

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Levels of aspiration become problematic when:

- they are standards against which the self's worth is being evaluated
- stem from the need to be perfect
- failing to achieve them results in feeling like a failure



## Practical advice

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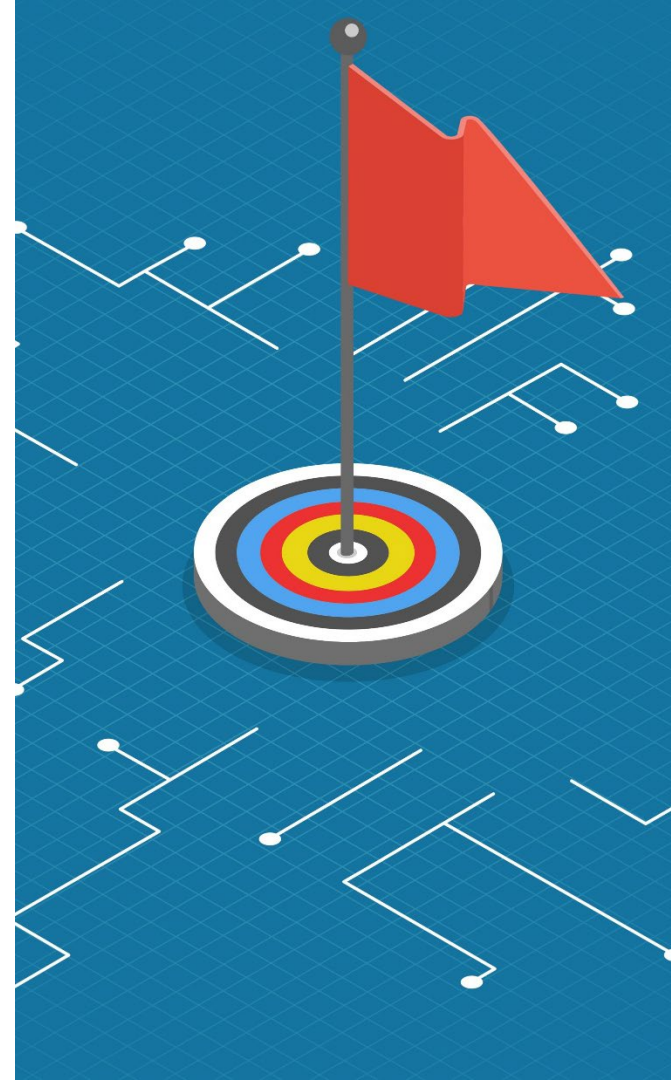


Practitioners are advised to first **examine the driving force** behind the client's ambitious aspirations. When the client's goal pursuit is characterized by a high concern over mistakes, high levels of self-criticism and concerns with self-worth, this is indicative of **conditional self-acceptance**. In these cases, it is more important for clients to first **create a more accepting relationship** with themselves, where a failure to meet a goal is not perceived as a devaluation of the self.

# Pathways thinking

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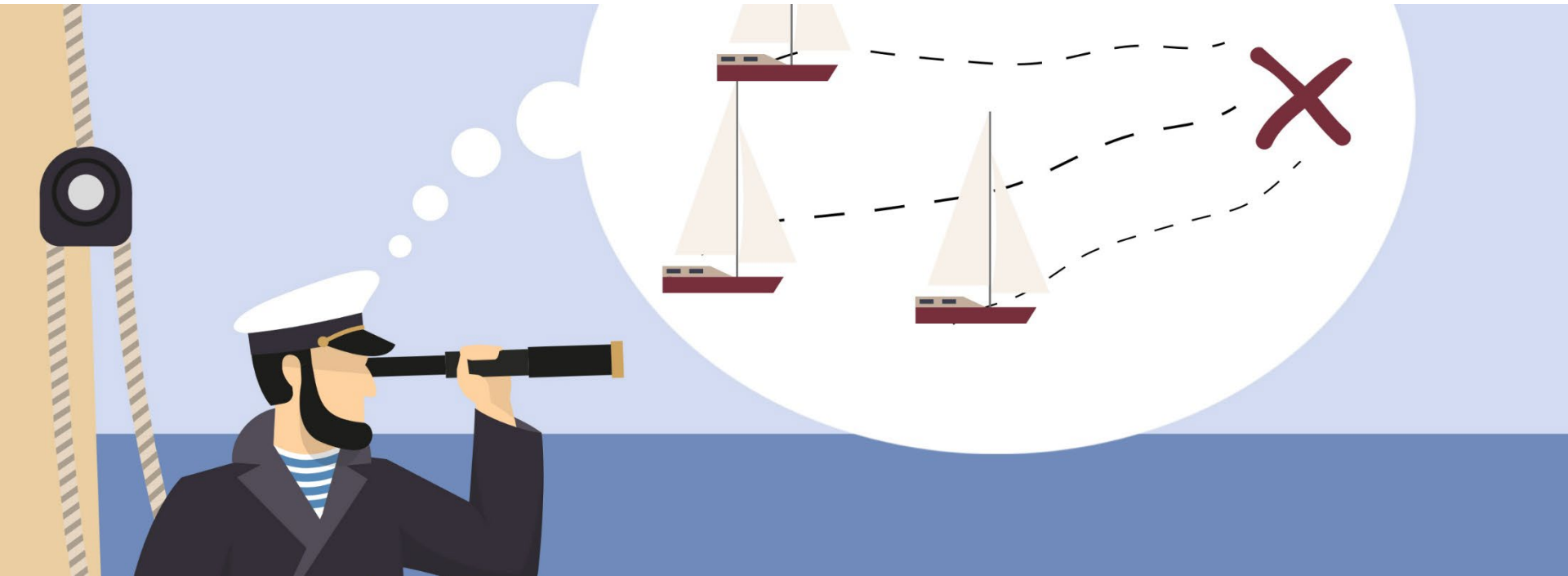
- thoughts of being able to generate at least one, and often more, usable route to a desired goal
- important when encountering obstacles
- hallmark of hope



Chapter 3 – Outcome Expectancies (destinations - thoughts)

# Sailboat metaphor

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# Hope Map

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## Exercise designed to teach pathway thinking:

- articulate expectations for the future
- develop a clear-eyed view of the obstacles
- consider strategies to overcome obstacles
- unlock motivating energy of hope

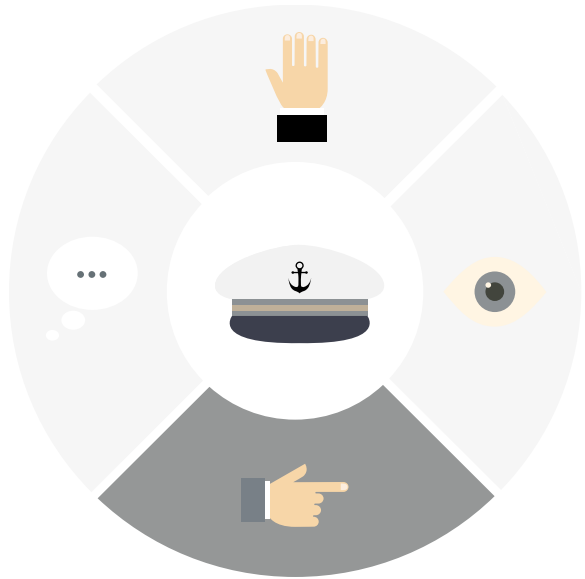
# 4

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Motivation behind goals  
(destinations– motivation)

# The captain: Motivation

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## Core question

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“Why does the individual pursue his or her goals?”

# Self-concordance model of goal setting

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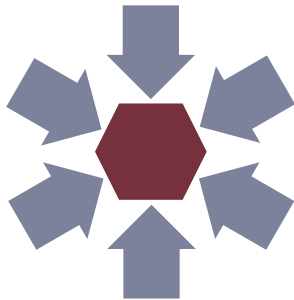
- it is of vital importance to consider the extent to which goals align with enduring interests and values
- relative autonomy
- high level of self-concordance = high level of well-being

# Autonomy

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lack of intention and  
motivation



volition  
self-endorsement  
of actions



# Extrinsic vs intrinsic motivation

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extrinsic motivation

focus of the goal-directed behaviour is the **outcome**

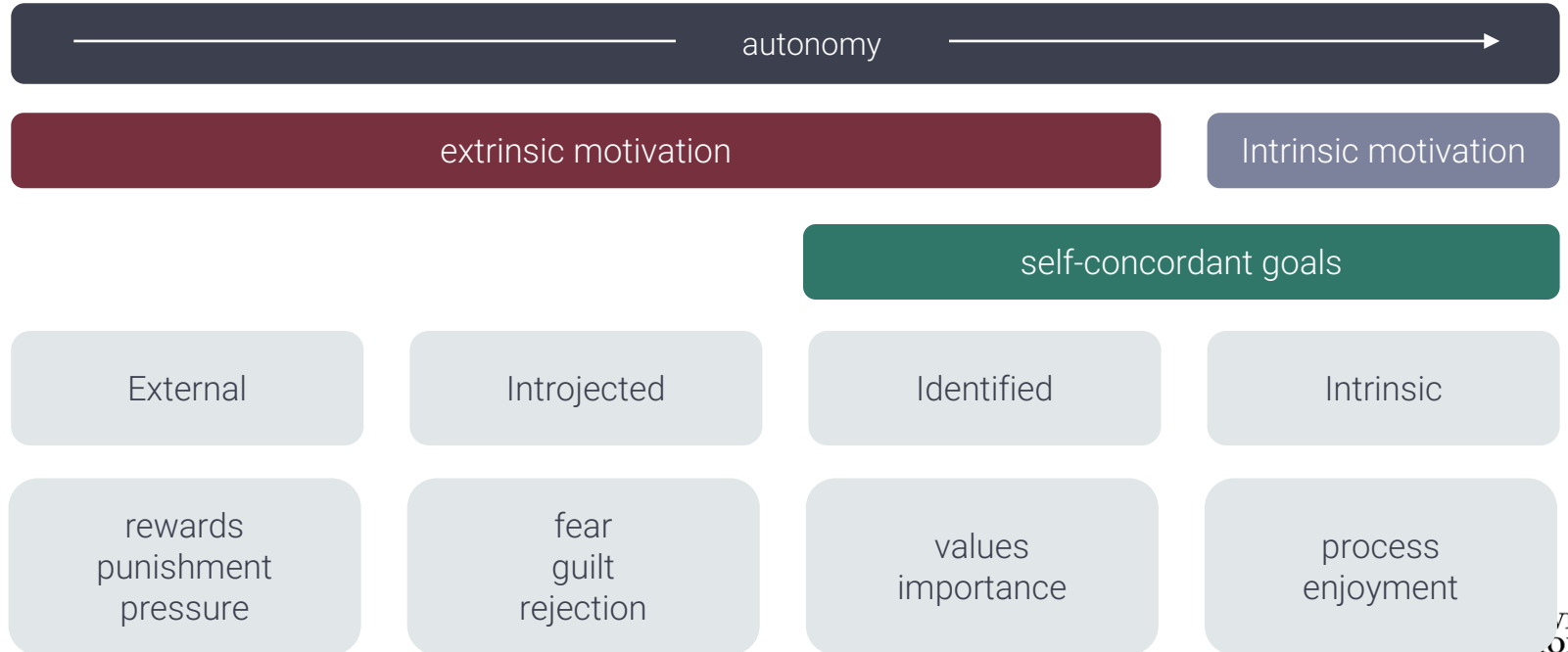
focus = **future**

intrinsic motivation

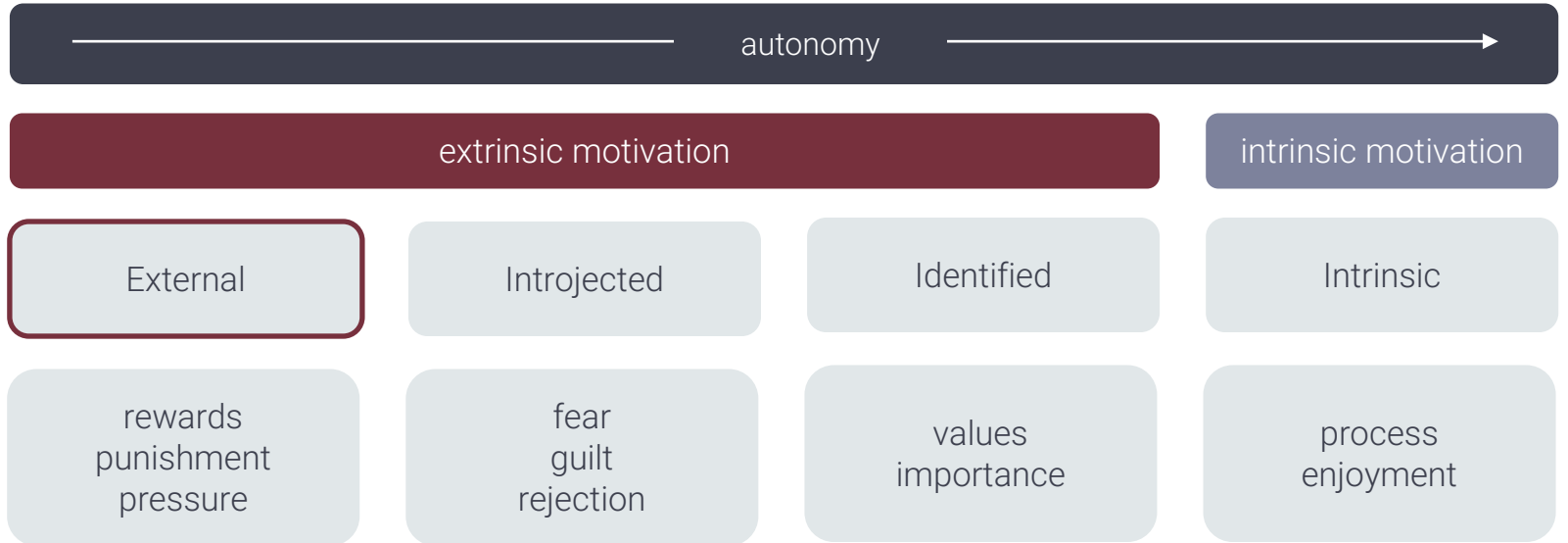
focus of the goal-directed behaviour is the **process**

focus = **now**

# Self-concordance model of goal setting



# Self-concordance model of goal setting

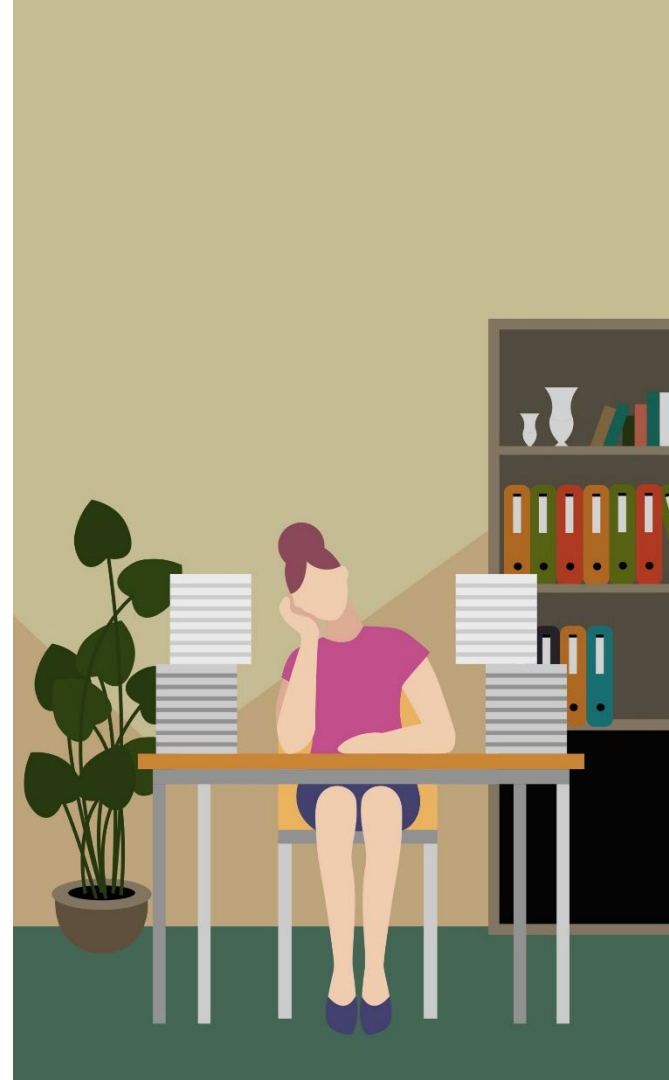


# External motivation

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## behaviour performed:

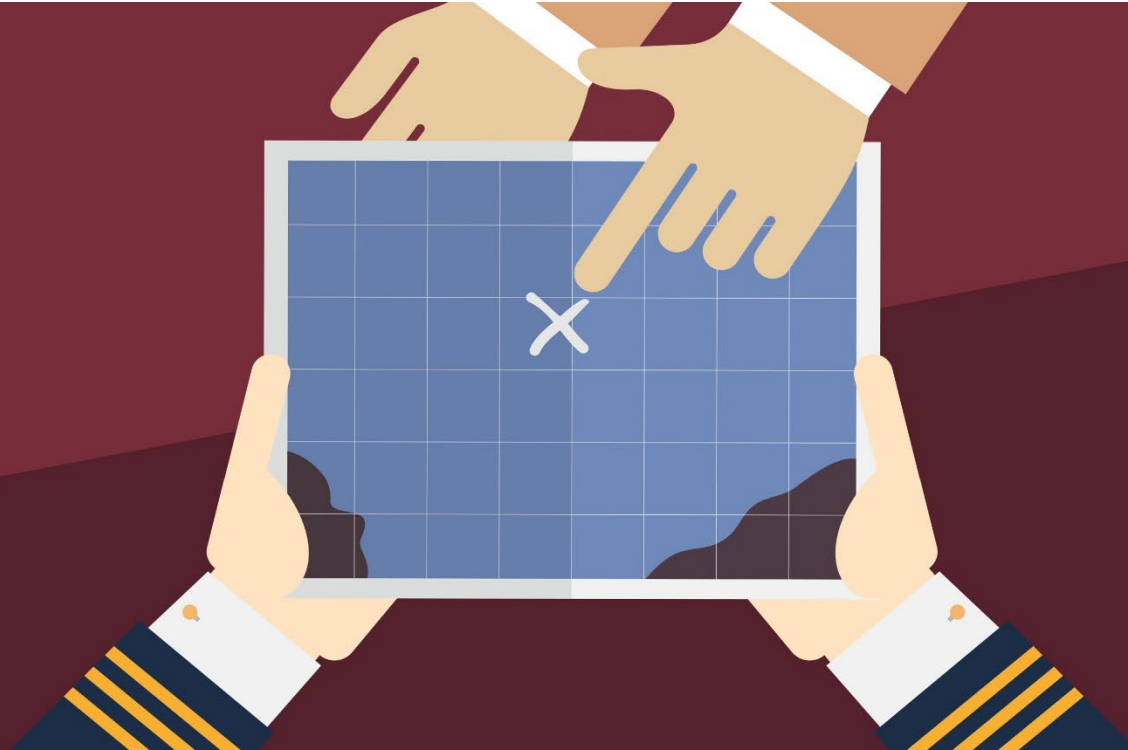
- in accord with some external incident
- to obtain reward
- avoid punishment
- comply with a salient demand



Chapter 4 – Motivation behind Goals (destinations – motivation)

# Sailboat metaphor

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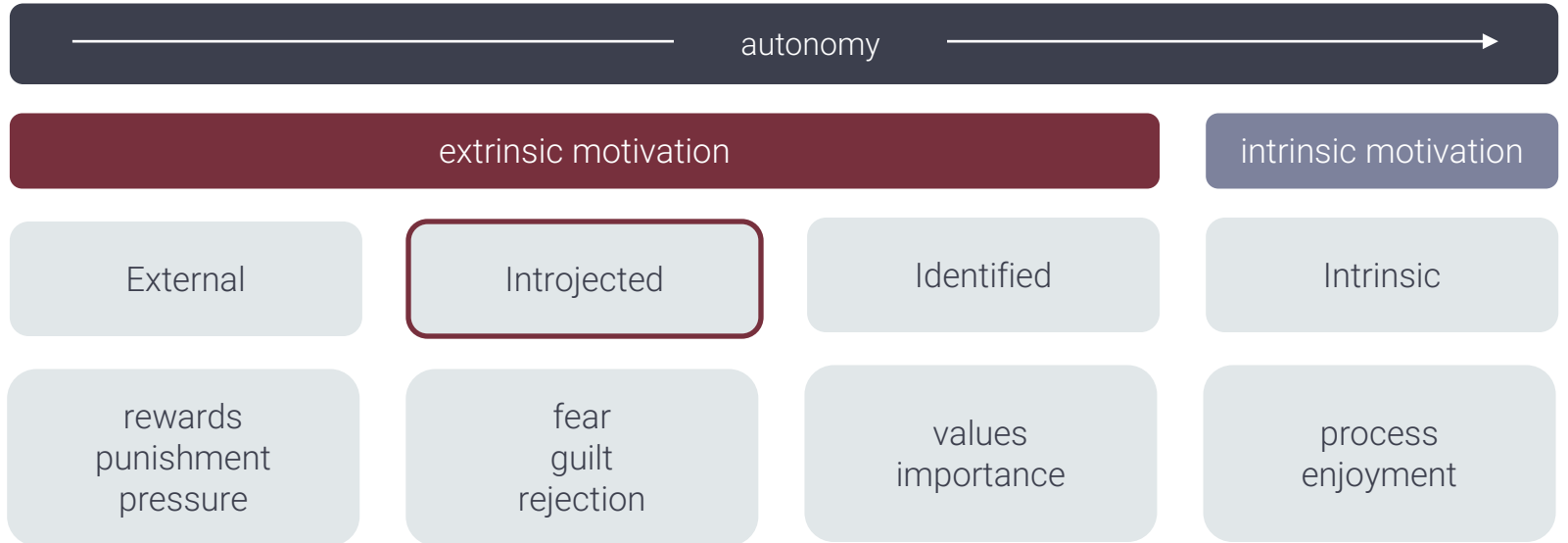
## Practical advice

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Although external motivation can generally be considered an unhealthy form of motivation, it can sometimes be used to initiate desired behavior, which, over time, can **become more autonomous**. Consider a person who decides to sign up at a local gym only because a nice welcome gift is received after subscribing. Although this can be regarded as an example of external motivation, it is possible that after some time, this person starts to **enjoy going to the gym**. The behavior that was originally fueled by extrinsic motives has now **transformed** into autonomous behavior.

# Self-concordance model of goal setting



# Introjected motivation

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## behaviour performed to:

- meet self-approval
- attain ego rewards; pride
- avoid guilt, anxiety, or disapproval from self or others
- maintain a sense of self-worth



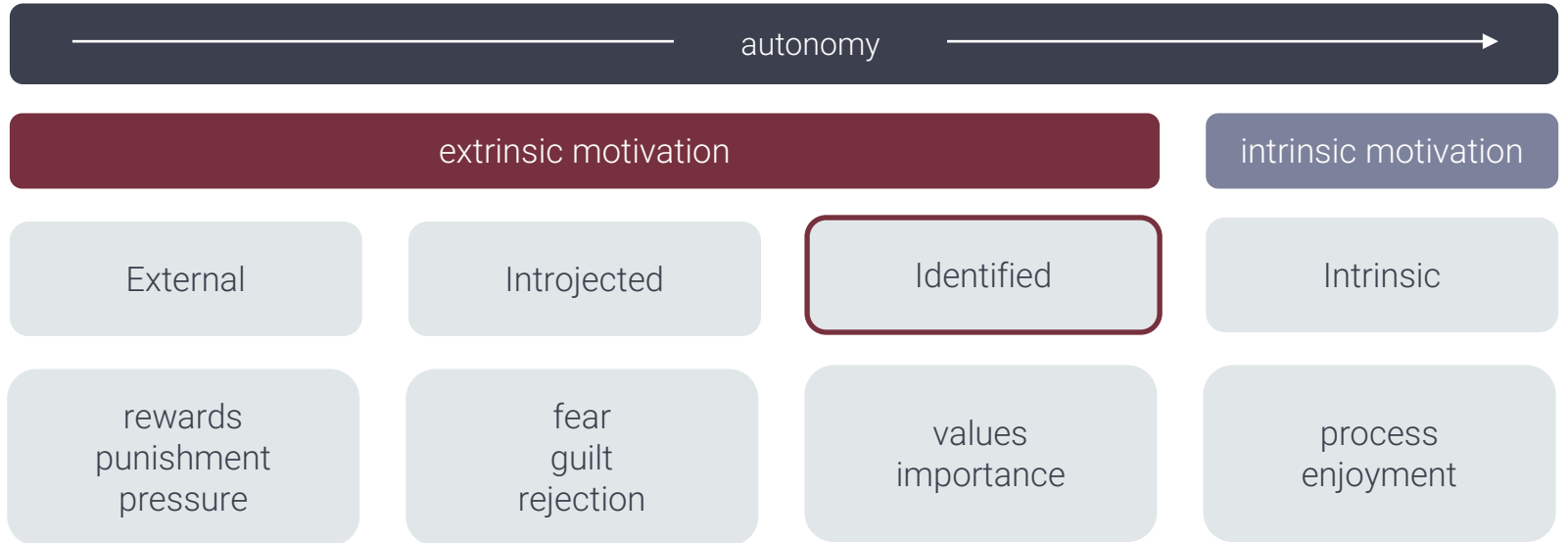
Chapter 4 – Motivation behind Goals (destinations – motivation)

# Sailboat metaphor

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# Self-concordance model of goal setting

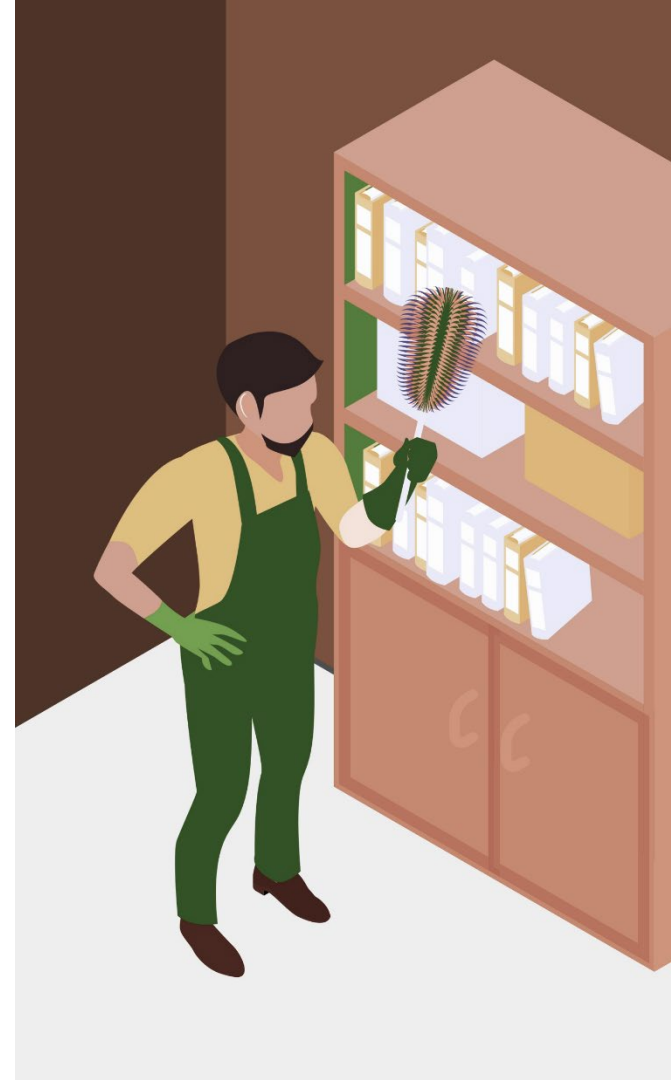


## Identified motivation

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### behaviour:

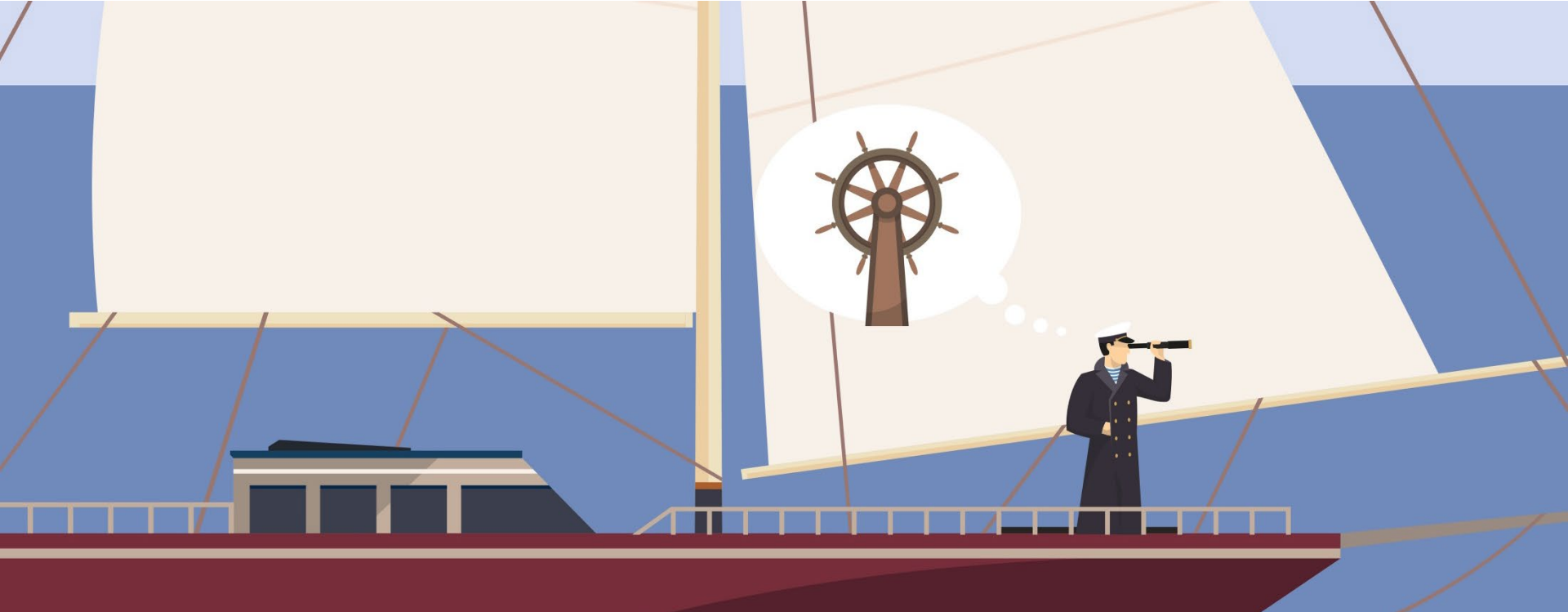
- consciously valued
- embraced as personally important
- feels relatively volitional or self-determined



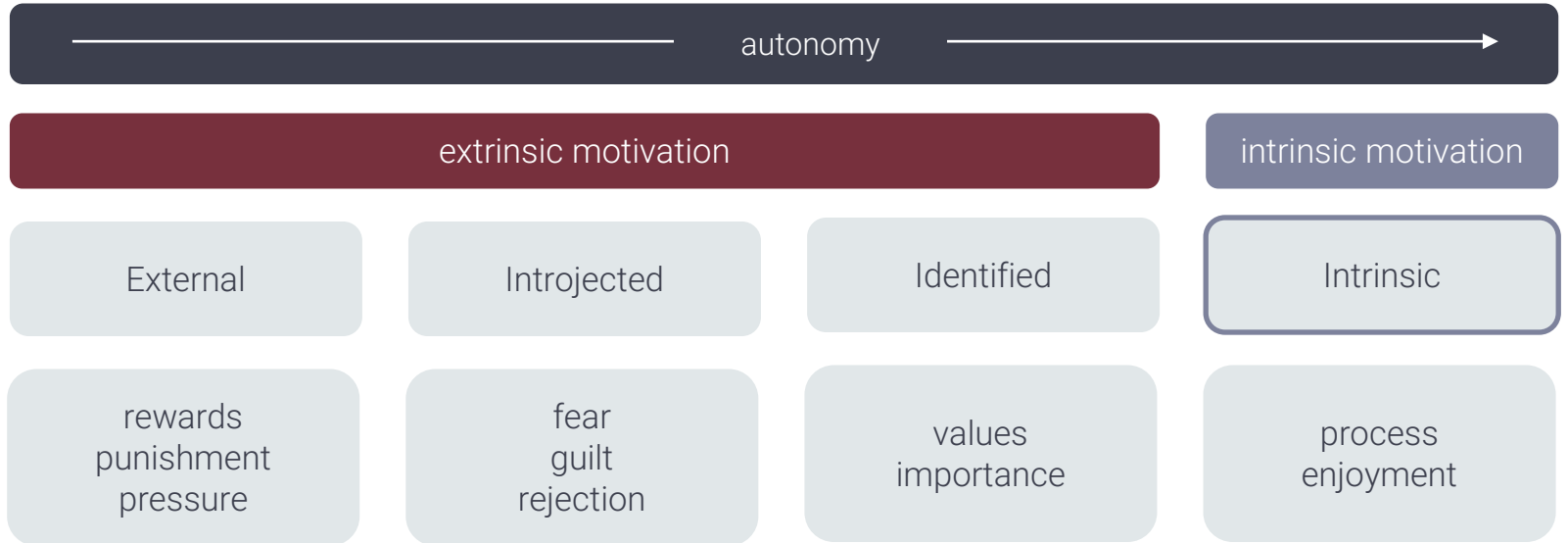
Chapter 4 – Motivation behind Goals (destinations – motivation)

# Sailboat metaphor

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# Self-concordance model of goal setting



Chapter 4 – Motivation behind Goals (destinations – motivation)

# Intrinsic motivation

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- interest
- enjoyment
- no struggle, no control
- flow experience



Chapter 4 – Motivation behind Goals (destinations – motivation)

# Sailboat metaphor

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Chapter 4 – Motivation behind Goals (destinations – motivation)

# Movie: The Legend of Bagger Vance

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# Flow

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- intense focused concentration on the present moment
- loss of relative self-consciousness
- effortless involvement
- action and awareness are merged
- the activity is intrinsically rewarding
- high level of personal control and agency
- distortion of time

## Practical advice

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In order for clients to get an idea of how self-concordant their day-to-day activities are, it can be helpful to **examine activities that result in flow** and then use these activities as a motivational benchmark. Basically, activities that result in flow experiences are “as good as it gets” and represent a **gold standard** against which the client can compare all other activities.

# Flow

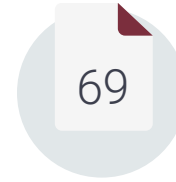
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If we operate from intrinsic motivation, flow experiences are more likely to result. They represent a gold standard against which one can compare the other types of motivation. In pairs, discuss times when in your life you feel completely absorbed and focused on what you are doing. Is there a characteristic that is shared by the examples that you mention?

## Self-concordant goal analysis

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Analyze the motivation behind the goals listed in the first exercise (“Your goals”). Choose three goals to work with in this exercise.

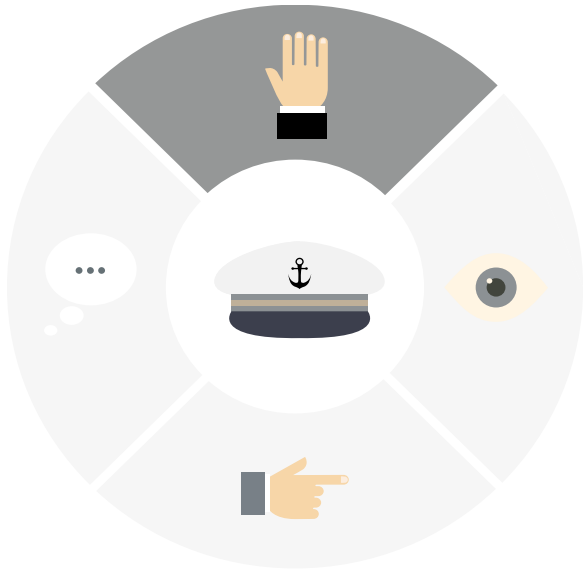
# 5



Goal-directed behavior  
(destinations– action)

# The captain: Action

---



## Core question

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”

“Which behaviours/actions will help the individual realize his or her goals?”

Chapter 5 – Goal-directed Behavior (destinations - action)

# Facilitating goal achievement

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- mental imagery
- action plans
- habit formation
- a goal buddy
- positive reinforcement



# Mental imagery

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- promotes goal-related behavior
- improves performances
- increases people's expectations of success
- increases motivation and emotional involvement
- prompts problem-solving activities

Chapter 5 – Goal-directed Behavior (destinations - action)

# Sailboat metaphor

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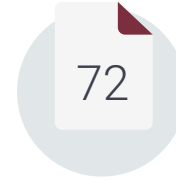
## Critical notes

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- defensive pessimists become less motivated when asked to focus on their future success
- positive mental images are more beneficial when they focus on precisely **how** the individual will attain the desired outcome (vs outcome only)
- stronger effects of positive images on motivation and subjective confidence when they are perceived as **controllable**, are **easily imagined**, and are **highly accessible**

# Goal visualization

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- Guide the other person into a goal visualization.
- Evaluate this exercise.

## Practical advice

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Engaging in goal imagery can help clients to **realize what it would mean** to strive for a specific goal by **experiencing how emotionally satisfying** its pursuit and attainment would be for them. After visualizing the goal, the practitioner may ask questions such as: "What did you feel when you were visualizing?" and "How motivating and engaging was connecting to the idea of reaching your goal?". This can help clients **decide whether to commit themselves** to the goal or not, depending the level of emotional arousal during the visualization.

## Action plans

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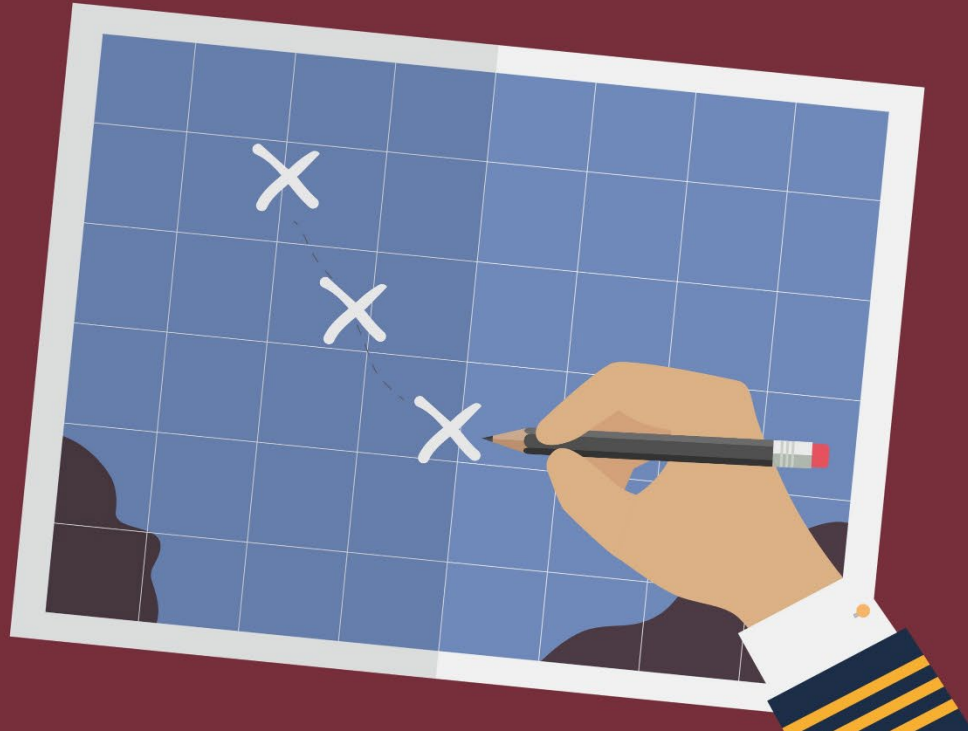
planning short-term, concrete actions that are necessary for successful accomplishment of the larger goal(s)



Chapter 5 – Goal-directed Behavior (destinations - action)

# Sailboat metaphor

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## Action plans

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- usually focus on a period of a week
- created and owned by the person who follows the plan
- highly specific; ‘what’, ‘how much’, ‘how often’, and ‘when’

## Benefits of action plans

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- effective way to translate goal intentions into actual behavior
- behavior that is initiated with the help of action plans can build self-efficacy
- it is possible to consider potential barriers beforehand

# Implementation intentions

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- specific action planning technique
- specific “if-then” plans
- “If situation Y occurs, then I will initiate behaviour X in order to obtain outcome Z!”

# Implementation intentions

---

intention

I will make an appointment with the doctor.

I will drink enough water at work.

implementation intention

Tomorrow morning, after having breakfast (situation), I will call the doctor (behavior) to make an appointment (outcome).

As soon as I notice that my glass of water on my desk is empty (situation), I will walk to the water fountain at work and refill my glass with water (behavior) so that I drink enough water (outcome).

# Implementation intentions

---

selecting a good **opportunity** to act + a good **action** to perform

the anticipated opportunity  
becomes highly **accessible**

a strong **mental link** is forged  
between the **situation** and  
goal-directed **response**

# Implementation intentions

---

- significantly increase chance of goal achievement
- induce tenacious goal striving following blockage of an initial attempt to reach the goal
- can be used to reduce emotional reactivity

# Implementation intentions

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Implementation intention and action planning interventions have been shown to be effective in:

- physical activity
- healthy and unhealthy eating
- smoking
- alcohol consumption
- cancer screening behaviours
- workplace health and safety

## Practical notes

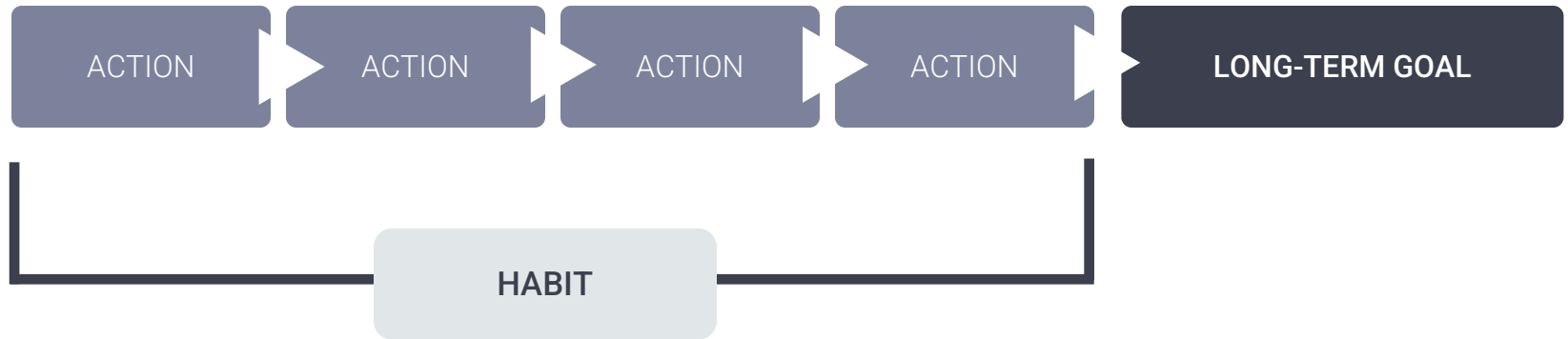
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- enter plans in agenda
- consider potential barriers
- remind the client/discuss commitment

# Habits

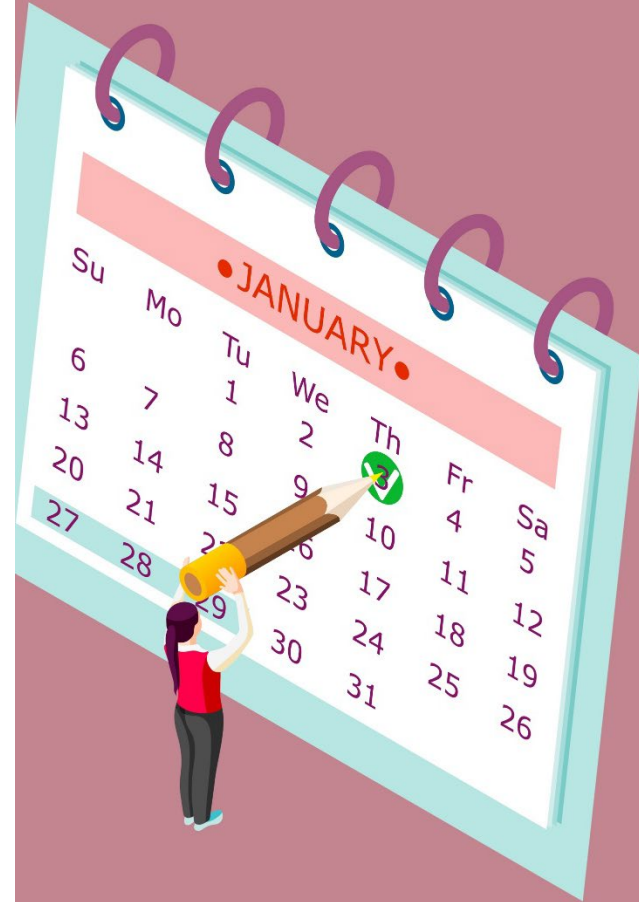
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# Three ways to build habits

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- A) Drastic change
- B) Incremental change
- C) Chunked change



## A) Drastic change

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- drastically changing one's behavior from the start
- “all-or-nothing” approach
- undesirable habits
- often difficult to maintain
- e.g. write 500 words daily, or not smoking anymore



## B) Incremental change

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- start with a low dose of goal directed behavior
- gradually increase the frequency or duration of the behavior
- e.g. write 20 words daily in the first week, then 30 words in the second week, etc.



## C) Chunked change

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- consistently engaging in the same, low dose of goal directed behavior
- e.g. write 30 words every day



# Building Habits by Setting Process Goals

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- translate long-term goals into process goals
- Which behaviors need to be carried out repeatedly in order to reach a goal?
- automatically generates actions that are needed to build a habit

## The benefits of habit formation

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- A) Sustained goal pursuit
- B) Protection against temptations
- C) Compound effects over time
- D) Identity-based motivation

## A) Sustained goal pursuit

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- habits help to sustain goal pursuit
- e.g. forming gym-going habits enabled new members of a health club to sustain working out
- e.g. forming nonsmoking habits enabled former smokers to remain abstinent a year after the end of a smoking cessation program



## Practical advice

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A powerful way to remind clients of their new habit is by using **visual cues as a reminder**. For example, a client who decides to write daily in order to finish his book, can be reminded of this habit by a postcard of a book that is **placed where it can be seen every day** (e.g., on the refrigerator or office desk). Exposure to this card serves as a prime or reminder for engaging in the habit of writing daily.

## B) Protection against temptations

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- people who are high in self-control are better at goal attainment because they form habits that avoid dealing with unwanted temptations
- e.g. making a grocery list with healthy food before doing groceries



## Practical advice

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Together with the client, the practitioner is advised to carefully **examine temptations** that contributed to unsuccessful goal pursuit in the past. Using this information, the practitioner can help clients to build routines that **minimize or eliminate exposure to these temptations**. For example, a client who indicates that his past attempts to increase productivity at work often failed because he was interrupted often may now decide to turn off his phone and email on fixed hours during the day.

## C) Compound effects over time

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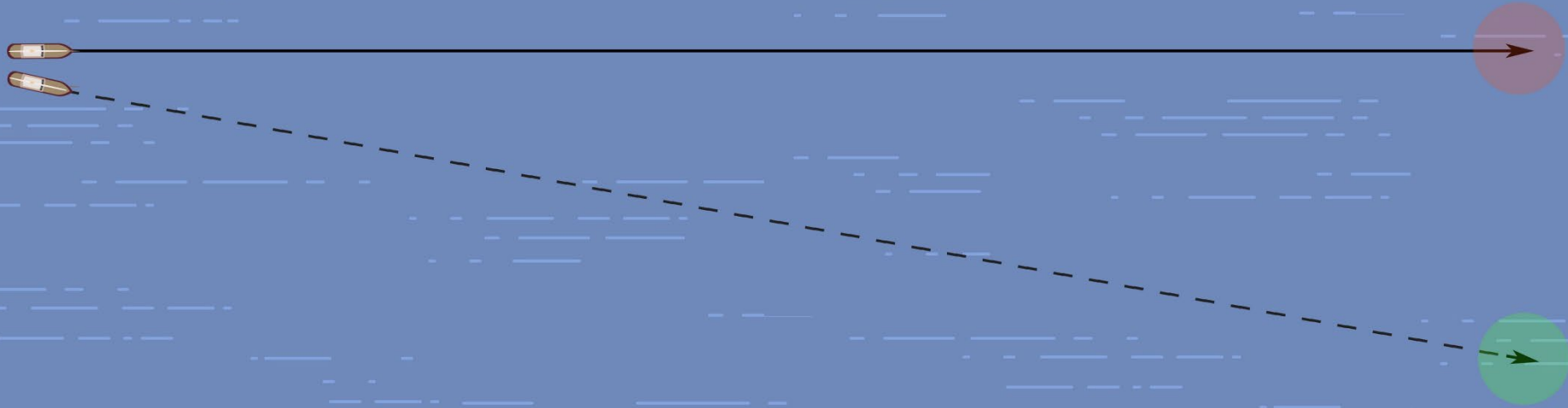
- even a slight change in daily habits can have a great impact over time.
- e.g. writing for 20 minutes over the span of two months will contribute considerably to goal progress



Chapter 5 – Goal-directed Behavior (destinations - action)

# Sailboat metaphor

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## Practical advice

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The practitioner is advised to assist clients in adopting a mindset that is focused on making incremental changes, by making them **aware of the impact** that these changes can have over time. For instance, the practitioner may track the client's progress towards the goal and devote ample time to discuss the total amount of progress made so far.

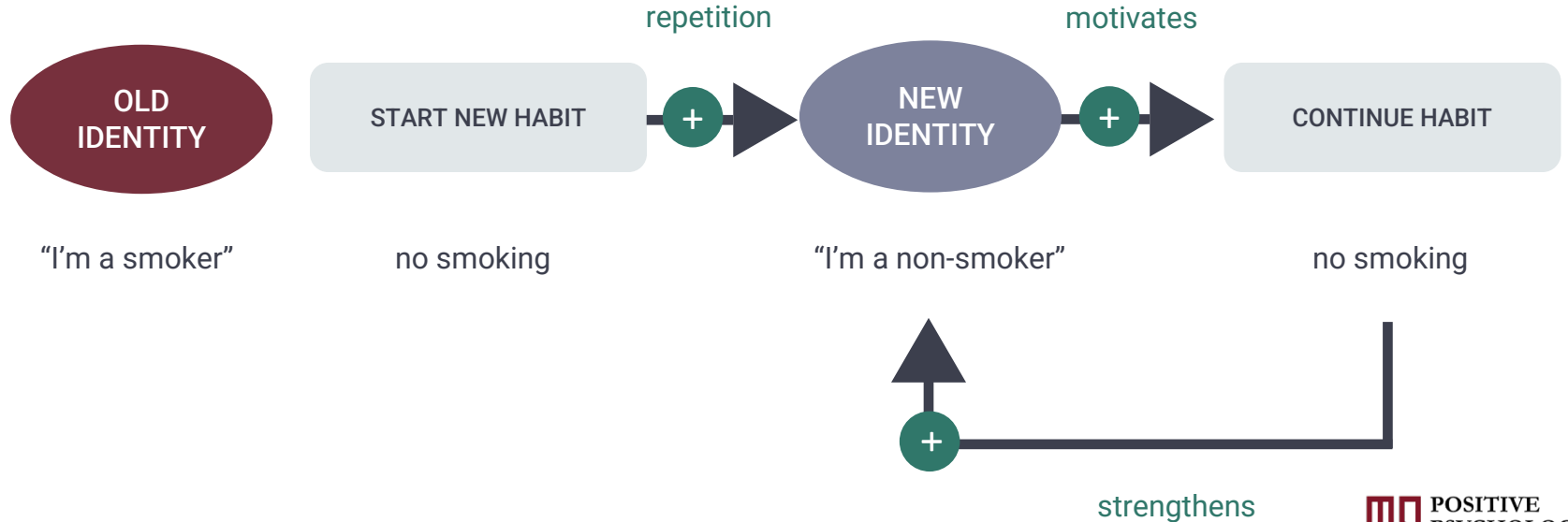
## D) Identity-based motivation

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- by repeatedly engaging in the same identity-consistent behavior, we provide “proof” for our identity
- the stronger a new habit becomes, the greater its power to change one’s identity
- the stronger our identity, the more motivated we become to perform identity-consistent behavior



# D) Identity-based motivation



## Practical advice

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A common obstacle that prevents clients from engaging in new, goal-directed behavior is that the new behavior **does not align with their current self-view**. Typically, clients respond that the new behavior is “awkward” and “does not feel like me”. Clients should be informed that it is **very normal** to experience the new behavior as unnatural in the beginning. Moreover, the practitioner should encourage the client to focus on the fact that they are **shaping their “new self”** through their actions.

# Habit tracker

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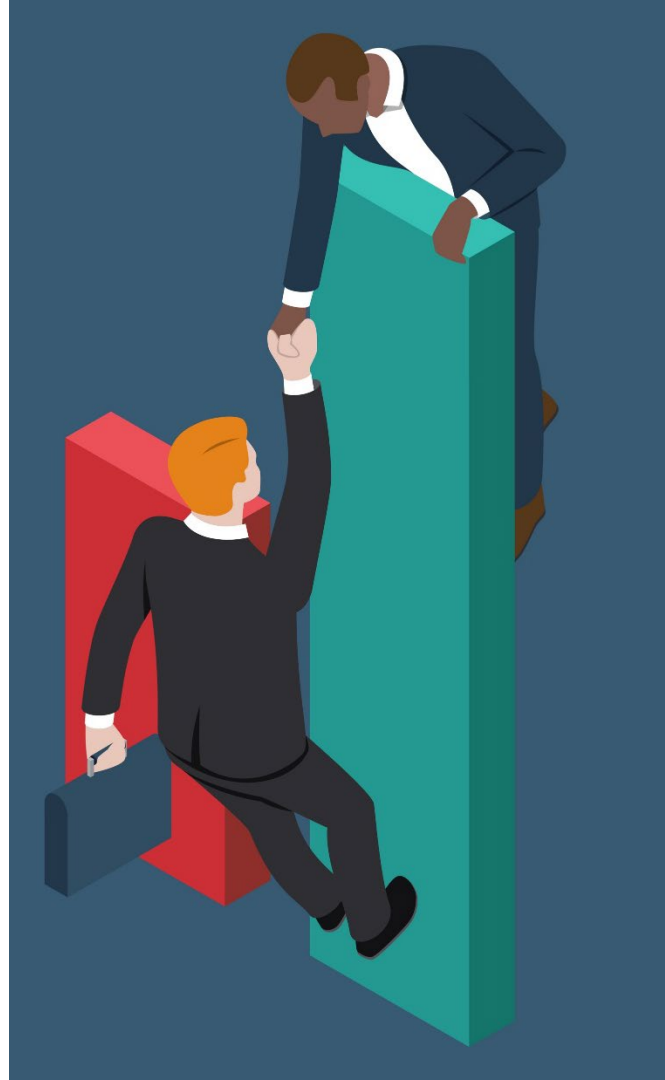


- a tool to monitor and record the use of desired behaviors
- provides a visual reminder that supports the repetition and maintenance of new behaviors
- is intrinsically motivating, satisfying, and provides clear evidence of progress and growth

## A goal buddy

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- form of social support
- two people operate together as a unit to monitor and help each other reach a goal
- e.g. friend, co-worker, spouse, or family member



## Benefits of a goal buddy

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achieving a goal is easier when  
another person:

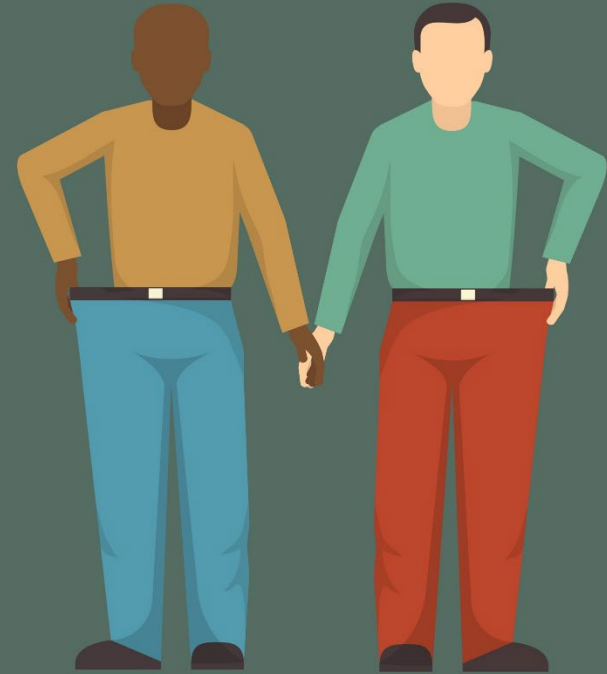
- keeps you motivated
- keeps you accountable
- supports you during difficult times
- celebrates successes with you



## Research findings

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- having a buddy is positively related to success in smoking cessation
- participants with more frequent contact after a weight-loss intervention: more successful at maintaining weight loss



Chapter 5 – Goal-directed Behavior (destinations - action)

# Sailboat metaphor

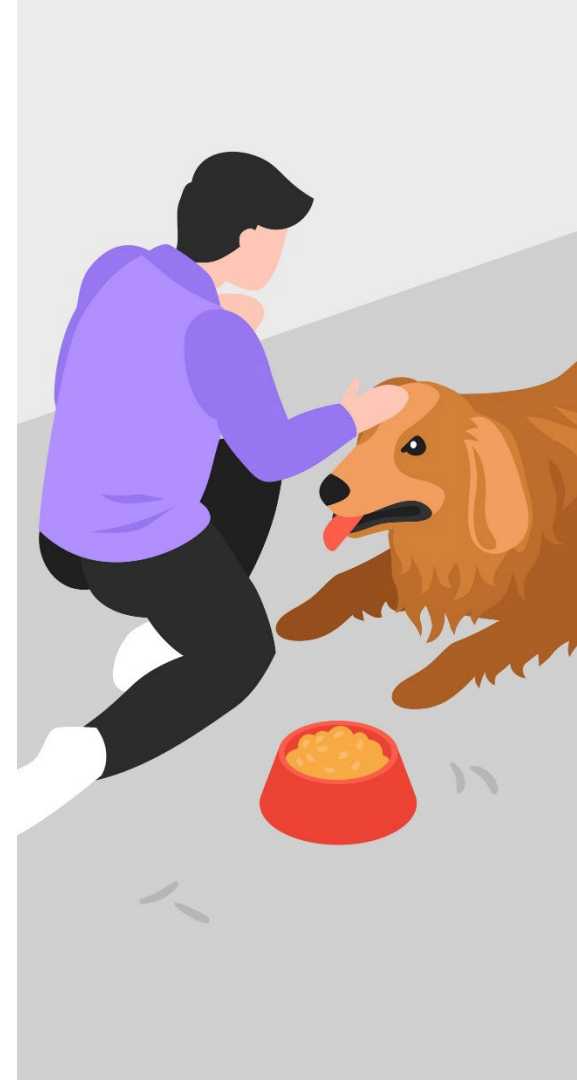
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# Positive reinforcement

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- behavior with positive consequences tends to be repeated
- behavior with negative consequences tends to cease
- positive reinforcement = giving a positive response when an individual shows the desired behavior



# Three forms of positive reinforcements

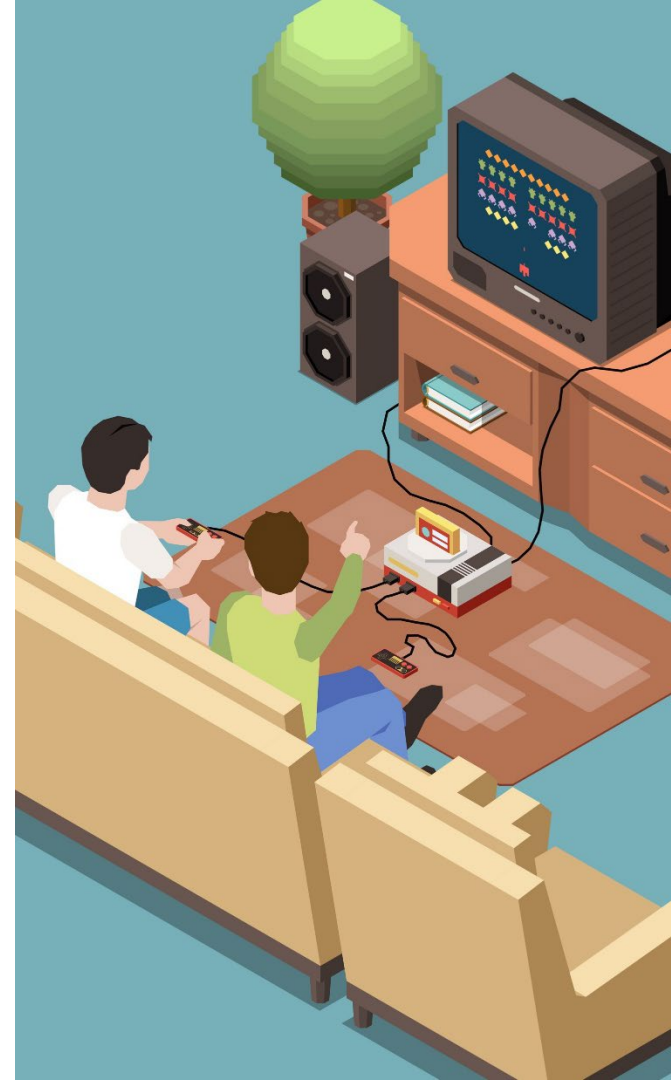
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- A) Self-rewards
- B) Awareness of progress
- C) Celebrating small wins

## A) Self-rewards

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- a “gift” that a person promises him- or herself
- also recommended in the professional treatment of problem behaviors
- e.g., watching TV, having lunch with a friend or visiting the sauna



## Practical advice

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A practitioner may help clients to think about **suitable self-rewards**. Preferably, clients use “**small rewards**” that are sufficiently enticing to motivate them, but that are not so important to clients that they would get them even if they failed to perform the desired behavior. Examples would be “play a computer game” or “have a nice dinner with your spouse”. Also, clients should be encouraged to **avoid self-rewards** that have a severe **negative impact on their health**, such as consuming large amounts of fattening food.

## B) Awareness of progress

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- **the progress principle:** recognized progress provides encouragement that moves us forward
- **goal gradient hypothesis:** the more people move closer to their goal, the greater their motivation becomes to approach this goal



## C) Celebrating small wins

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- appreciating one's progress towards a goal or the completion of a goal
- conceptually similar to savoring
- e.g., sharing success with a friend and have a toast or giving a high-five to a colleague who helped finishing a report



## Practical advice

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Practitioners are advised to stress the importance of celebrating small victories to clients. First, celebrations can help clients to become **aware** of their **talents and abilities**. Celebrations, no matter how small, remind clients of their resilience or persistence. Second, taking the time to stand still and reflect on an accomplishment can **motivate** clients to keep working towards their goals. A sense of accomplishment builds self-efficacy and strengthens the client's belief that the goal is attainable. Third, when accomplishments are celebrated with others, such as family, friends or co-workers, this can **strengthen the bond** with these people.

# 6

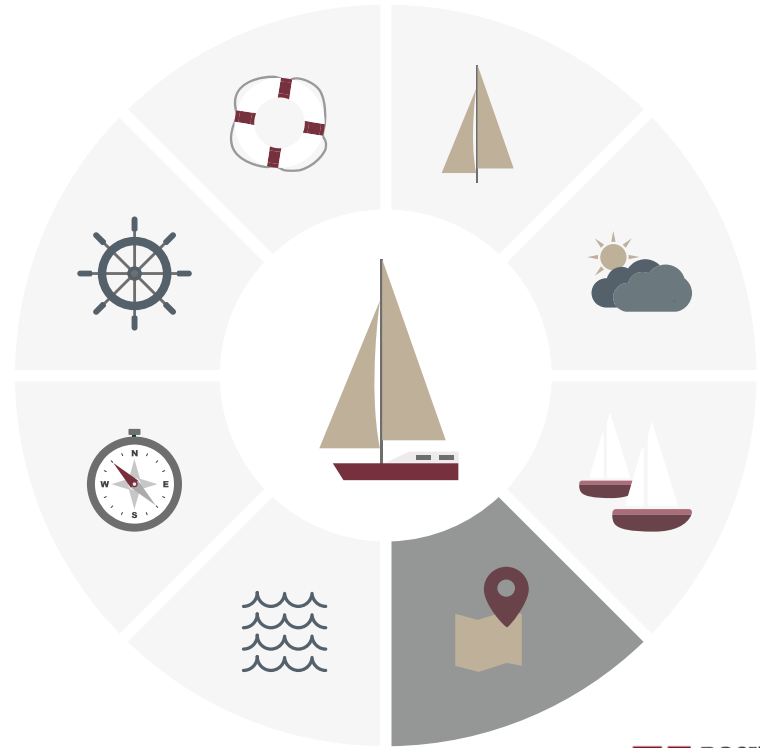
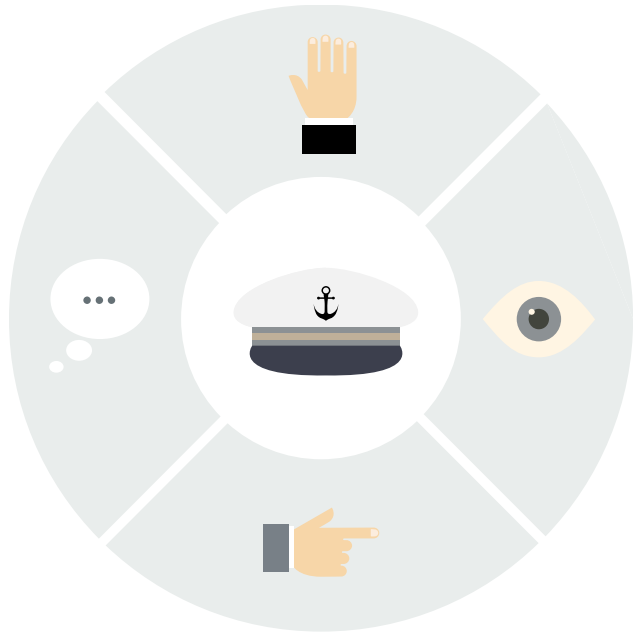


Summary

Chapter 6 – Summary

# This masterclass

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# Thanks



for your attention