

Chapter 6: Self-Efficacy and Self-Esteem

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Chapter 6

Self-Efficacy and Self-Esteem

"Whether you think you can, or think you can't, you're right."
Henry Ford

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After reading this chapter, you will be able to:

- Define and describe the similarities, differences, and relationship between self-efficacy and self-esteem.
- Define and discuss the four sources of self-efficacy
- Demonstrate facility with using the four sources of self-efficacy within a coaching program
- Demonstrate facility with a variety of positive psychology techniques to build self-esteem
- Define and discuss how Appreciative Inquiry (Chapter 4) as well as Nonviolent Communication, and Motivational Interviewing (Chapter 5) contribute to self-efficacy and self-esteem
- Flexibly utilize a wide variety of change strategies within a coaching session in order to assist clients to reach their positive Vision (or desired future)



Self-Efficacy: The End Game of Coaching

Self-efficacy, the belief that one has the capability to initiate or sustain a desired behavior, is one of the most important outcomes of coaching, in combination with improvements in self-image (becoming one's best self) and lasting behavior change. We want our clients to not only achieve the goals that brought them into coaching; we also want them to become confident as to their ability to set new goals in the future and to handle challenges as they arise. We want them, in other words, to learn how to learn so that they can move on from coaching in self-directed and successful ways.

Social Cognitive Theory

A primary resource for understanding self-efficacy is Social Cognitive Theory (SCT), officially launched in 1986 with the publication of Albert Bandura's book, *Social Foundations of Thought and Action: A Social Cognitive Theory*. Simply put, SCT asserts that human behavior is determined by three factors which interact with each other in dynamic and reciprocal ways: personal factors (such as what we believe and how we feel about what we can do), environmental factors (such as our support networks and role models) and behavioral factors (such as what we ourselves experience and accomplish). SCT is called a Social *Cognitive Theory* because it emphasizes the primacy of cognitive processes in constructing reality and regulating behavior.

Writing about flow, Mihaly Csikszentmihalyi captures this view:



“It is easier to become completely involved in a task if we believe it is doable. If it appears to be beyond our capacity we tend to respond to it by feeling anxious; if the task is too easy we get bored. In either case attention shifts from what needs to be accomplished – the anxious person is distracted by worries about the outcome, while the bored one starts searching for other things to do. The ideal condition can be expressed by the simple formula: Flow occurs when both challenges and skills are high and equal to each other”
(Csikszentmihalyi, 2003, p. 44).

Self-efficacy is impacted by all three factors (personal, environmental, and behavioral) and masterful coaching works to align those factors in the service of client goals. Bandura (1994, 1997) indicates that we do this by paying attention to four sources of self-efficacy: physiological / affective states, verbal persuasion, vicarious experiences, and mastery experiences. Combined with other bodies of knowledge, including the Transtheoretical Model of Change (TTM) (Chapter 3 and Prochaska, et. al., 1994), Appreciative Inquiry (AI) (Chapter 4 and Kelm, 2005, Whitney, et. al., 2003), Nonviolent Communication (NVC) and Motivational Interviewing (MI) (Chapter 5, Rosenberg, 2003, and Miller & Rollnick, 2002), Positive Psychology (Snyder & Lopez, 2002), and Flow (Csikszentmihalyi, 1990, 1993, 1997, 2003), Bandura’s work on self-efficacy and SCT can complement the coaching toolbox by bringing a unified conceptual framework to these different but related theories.



Physiological / Affective States – Cultivating Eustress, Minimizing Distress

Nothing is more personal than our bodies and our feelings, both of which can interfere with self-efficacy. That's why it's so important to assist clients to become physically and emotionally comfortable with, rather than intimidated by, the prospect of change. The reasons for change become motivational only when they engage the whole person, including our physical sensations and emotional reactions. Simply put, how we feel about the prospect of change impacts our self-efficacy. If we have butterflies in our stomach or a dry throat, for example, we are more likely to have low self-efficacy than if we are relaxed and confident.

That may seem obvious, but the cause and effect relationship goes both ways – physiological states affect self-efficacy and vice versa, and coaches work to elicit both. Humorist and stress coach Loretta LaRoche (1998) points out that if we get our bodies to smile or laugh out loud, sooner or later our minds will figure out that we must be happy. It's not always clear which comes first, the chicken or the egg – the self-efficacy beliefs or the physiological / affective states – so it's important to work on building them simultaneously.

If stress is defined as stimulation, then distress represents either too much or too little stimulation. As noted above, the former provokes anxiety while the latter produces boredom. Both are distressing and, in the extreme, both generate negative health-impacts, even to the point of death.



Eustress, literally defined as “good stress,” represents the flow zone. We find ourselves engaged, but not overwhelmed; in control of our experience, but not bored. This is the sweet spot that coaches seek to hit with clients, both during the coaching conversation itself – challenging clients to stretch their thinking and feeling, while being affirmative and empathetic to avoid distress (Rosenberg, 2003) – and after the coaching conversation, as clients actively pursue their vision and goals.

Giving respectful attention and understanding to physiological / affective states, both during and between coaching sessions, can assist coaches and clients in finding that sweet spot. For example, during coaching conversations, coaches can offer empathy reflections (see Chapter 5) to elicit and connect with what clients may be feeling and needing in the moment. Coaches can also ask clients to change body position, to breathe rhythmically, to move their hands, to walk around, to trace a labyrinth, to look at an object, to draw pictures, to play music, or to connect in other ways with their physiological / affective states as different actions are being contemplated and reviewed.

The same is true for the coach’s own physiological / affective states, since they often mirror what the client is feeling and needing. The more aware coaches become of their own sensations and feelings in the moment, as coaching conversations progress, the more on-target coaches become with their questions and interventions.



Getting clients to pay attention to their physiological / affective states between coaching sessions is equally vital in assisting clients to move forward. Noticing and understanding what's happening on an emotional level while clients are experimenting with behavior changes can assist clients to discover the things that fill them with or drain them of energy. Self-efficacy increases as clients do more of the things that fill them with energy. This amounts to setting aside doing things out of a sense of obligation or "should" in favor of doing things out of a sense of choice and "want". When the locus of control shifts from the external to the internal frame, clients find more energy, motivation, and greater confidence to change.

Verbal Persuasion – Evoking Change Talk

Many different environmental factors impact self-efficacy; two of the most important are the things people say to us (verbal persuasion) and the things people do around us (vicarious experience). Each will be considered in turn, as separate sources of self-efficacy.

Verbal persuasion is not about wearing the expert hat and telling people what they should do. As we have seen in our study of MI (see Chapter 5), that typically generates both resistance and resentment. Wearing the appreciative hat and stimulating someone to discover what they can do is, however, an entirely different matter. Inputs such as these tend to enrich life and generate movement as clients become persuaded that they have what it takes to initiate and maintain a desired behavior.





IMPORTANT: The more coaches try to persuade clients of what they “should” do, the more resistance coaches evoke, which decreases readiness to change.

To assist clients to become persuaded without provoking resistance, coaches need to communicate confidence in the ability of clients to reach their vision and achieve their goals. When that confidence is heartfelt, sincere, and based on client strengths, it does much to bolster self-efficacy. It may take time and many such verbal inputs, from a variety of socially-interactive phenomena, but client inertia can be overcome. As Bandura writes:

“Social persuasion serves as a further means of strengthening people’s beliefs that they possess the capabilities to achieve what they seek. It is easier to sustain a sense of efficacy, especially when struggling with difficulties, if significant others express faith in one’s capabilities than if they convey doubts.”

“Verbal persuasion alone may be limited in its power to create enduring increases in perceived efficacy, but it can bolster self-change if the positive appraisal is within realistic bounds. People who are persuaded verbally that they possess the capabilities to master given tasks are likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when difficulties arise.”

“To the extent that persuasive boosts in perceived efficacy lead people to try hard enough to succeed, self-affirming beliefs promote

development of skills and a sense of personal efficacy.... To raise unrealistic beliefs of personal capabilities, however, only invites failure that will discredit the persuaders and further undermine the recipients' beliefs in their capabilities" (Bandura, 1997, p. 101).

Coaching represents one of those verbal inputs. Our job is not only to assist clients with the decisional balance of weighing pros and cons; it is also to help clients acquire the belief that they have what it takes to move forward and that life will support them in wonderful ways, once they get started. Dave Buck, CEO of CoachVille, a social network for coaches, frames the persuasive work of coaching in these terms: "My certainty is greater than your doubt." Such persuasion involves all aspects of being, including the cognitive, emotional, physical, and spiritual domains. It hinges on the credibility of the coach and the quality of the coaching relationship.

Bandura's recognition that verbal persuasion must be appropriately scaled reflects the basic insight of the TTM vis-à-vis the stages of change (see Chapter 3 and Prochaska, et. al., 1994) as well as Csikszentmihalyi's work on flow (1990, 1993, 1997, 2003). Masterful coaches dance with their clients to set appropriate, stage-specific challenges and to identify the relevant skills to be learned over time. When this happens, the coaching relationship can remain productive indefinitely since there are always new challenges to tackle and new skills to learn.

AI (see Chapter 4) is an especially powerful framework and process for assisting clients to become persuaded that they have what it takes to do



what they want to do. By evoking the stories of their best experiences and exploring their core values, generative conditions, and heartfelt wishes, clients become empowered to dream, design, and deliver their destiny.

When clients express resistance, the TTM (see Chapter 3) as well as NVC and MI (see Chapter 5) are invaluable tools. Resistance may come from the coach's inaccurate assessment of a client's readiness to change, from setting a challenge that does not match the client's capacity, or from formidable systemic obstacles. Resistance may also develop when coaches speak from the expert position, telling clients what they "need," "should," or "have" to do in order to reach their goals.

MI uses many tools to avoid provoking resistance, including expressing empathy, silence, attentiveness, open-ended questions, as well as a variety of reflective listening statements. These and other MI tools have the ability to shift the client from resistance-talk to change-talk, thus increasing the client's perceived self-efficacy.

Bandura (1994) notes that it is far easier to discourage someone with our words than to encourage them. The wrong words spoken at the wrong time can undermine confidence and produce disappointing results. Wearing the expert hat can overwhelm and intimidate rather than empower and inspire. It's better to listen and remain silent than to push the wrong buttons in our attempt to get things moving.



Vicarious Experiences – Observing Similar Role Models

The world's first commercial bungee jumping took place in November, 1988 off the Kawarau Bridge in Queenstown, New Zealand. The 43-meter drop (141 feet) continues to attract thousands of visitors each year, who find it fascinating to watch the process of someone deciding to take the plunge. When people arrive, they first go to the viewing platforms, one high and the other low. They watch people, of different genders and ages, get strapped in and dive off the bridge into the gorge. With each successive jump, some become more interested, open, and confident. They develop the belief that "I can do that too." Their self-efficacy increases by the vicarious experience of watching others.

Such experiences are yet another vital environmental factor when it comes to self-efficacy. The more opportunities people have to witness and relate to others who are doing what they want to do, the more likely it is that they will initiate and sustain that behavior themselves (Deutschman, 2007).

Sharing and telling stories are other ways for clients to have efficacy-building, vicarious experiences. We can use the Appreciative Interview Protocol (see Chapter 4), for example, to encourage clients to tell stories of others who have successfully handled their current goals and challenges. Coaches can also tell stories from their own life experience and the experience of others they have worked with or known. The more positive change stories coaches and clients share together, the



more vicarious experiences come into the coaching conversation – and the more self-efficacy grows.

It's better to encourage clients to find their own stories of vicarious experience rather than to tell our stories, but both can come into play over the course of a coaching conversation. When coaches tell too many stories, it can sound either boastful ("Look what I did!") or demanding ("All these people got their act together! Why can't you?"). When stories are told judiciously, however, as part of the give and take of the coaching conversation, they serve as powerful tools to generate the energy for change.

If and when clients are unable to come up with their own stories of vicarious experience, coaches can encourage them to do research and field studies. To use the analogy of bungee jumping, coaches can assist clients to find a platform from which to watch others do what they want to do. When this happens, their self-efficacy is likely to increase. The more success stories clients have in their repertoire, and the more they tell those stories both to their coach and to others, the more likely it becomes that they will see themselves as able to achieve their desired outcomes.

That's especially true if the stories describe people similar to themselves. The greater the perceived similarity, the greater the impact a vicarious experience will have on self-efficacy. Why do some people decide to jump off the Kawarau Bridge while others demur, even though everyone has the same vicarious experience? It may have to do, in part, with how closely one identifies with those who actually take the plunge.



Mastery Experiences – Successful, Perseverant Efforts

The final SCT factor, the behavioral factor, is both the most powerful source and the ultimate outcome of self-efficacy. What we actually accomplish ourselves does more than anything else to cultivate successful, perseverant effort. As the old saying goes, “Nothing breeds success like success.” Conversely, “Nothing breeds failure like failure.” Understanding this dynamic, masterful coaches assist clients to achieve quick wins and then to stay on the winning path from week to week. Positive outcomes lead to increased self-efficacy while negative outcomes lead to decreased self-efficacy. That’s why mastery experiences can be viewed as both cause and effect when it comes to self-efficacy.

That’s as true in coaching as it is in other areas. Masterful coaches do a better job of dancing with their clients than uncertain or insecure coaches. As a result, masterful coaches generate better results and attract more clients – both of which serve to enhance their sense of self-efficacy as coaches. Instead of a destructive cycle down, mastery experiences generate a constructive cycle up.

IMPORTANT

To increase the frequency, intensity, and quality of their clients’ mastery experiences, masterful coaches discern where clients are in the TTM Stages of Change and then guide them to structure stage-appropriate, incremental goals that are both exciting and manageable. The goals are SMART: Specific, Measurable, Action-based, Realistic, and Time-lined.



As Csikszentmihalyi observes, biting off either too much or too little undermines self-efficacy because doing so generates either anxiety or boredom.

This is where the research studying flow and self-efficacy converge. People with high self-efficacy experience flow more often than people with low self-efficacy because they know how to set goals and design projects that are just within reach. Masterful coaches use a combination of objective and intuitive data to provide transformational feedback to their clients through the process of goal setting and implementation.

Assisting clients to approach their lives as science experiments or living laboratories can free clients to try new things and to bounce back from apparent failure. There are no failures in science, only learning experiences. Science is a “win-learn” rather than a “win-lose” enterprise. Data are collected and theories are revised until things work and fit together; so too when it comes to mastery experiences. If something doesn’t work, we use that data to design new experiments until we find something that does work. As in AI, coaches come from the perspective that we can always find things that work.

It is important for coaches to assist clients to find things that are important, interesting, enjoyable, and stage-appropriate from the vantage point of the client. There is no point in conducting an experiment for its own sake. It must be related to a larger, positive vision of who we are and where we want to go. It must also be grounded in the reality of what clients know and have accomplished in the past (see Chapter 4). Masterful coaches enable their clients to



frame their goals and projects in these terms. They are masters of meaning, learning, and joy.

Self-Esteem: The Bedrock of Coaching

Self-esteem, the belief that one has value and self-worth as a person, represents the bedrock of coaching since no progress is possible until that foundation is secure. People with very low self-esteem may, in fact, benefit more from therapy than from coaching and an appropriate referral should be considered. That's especially true if the following positive-psychology practices fail to elevate self-esteem in a reasonable amount of time.

Positive Psychology

Positive psychology, formally embraced by the American Psychological Association as its theme for the year in 1998 under the leadership of Martin Seligman, has subsequently identified and documented the value of numerous interventions for enhancing self-esteem (including the elevation of self-efficacy, (Lyubomirsky, Tkach, & DiMatteo, 2005). Although such interventions may not produce positive behavioral outcomes in and of themselves, they do make those outcomes more likely, improving the life-experience of clients.

When it comes to health, fitness, and wellness, it is interesting to note that those with low self-esteem are “apparently more prone than others to get sick or suffer other physical problems in connection with stressful daily events” (Baumeister, Campbell, Krueger, & Vohs, 2003, p. 27).



Given the increasing prevalence of stress in modern society, this finding alone is reason enough to coach people to higher levels of self-esteem.

Seligman (2002) frames the process of enhancing self-esteem in chronological terms. He proposes exercises to develop a positive appreciation of and relationship to the past, present, and future. By working with memories, emotions, and trajectories, Seligman and other positive psychologists (Wallis, 2005, Lyubomirsky, 2007) have mapped out a variety of simple processes for elevating attitudes and expectations.

Positive Past – Elevating Memories

Gratitude. The positive past requires a sense of gratitude for the past, no matter how difficult, twisted, or painful. One thing is certain: the past has gotten us to where we are today. Cultivating gratitude for the past can be done in many ways. One technique is the Gratitude Visit, which involves writing a thank-you letter to someone who has had a positive impact on our life. Once the letter is written, we deliver it, ideally in person, and read it to the intended beneficiary of our gratitude (Seligman, 2002, p. 72). Another is to create and share Gratitude Journals at regular intervals, for example list ten things we are grateful for that happened in the past year, or even decade.

Forgiveness. The positive past also requires a measure of forgiving and forgetting. The more difficult, twisted, or painful the past, the more forgiveness will be required. To muster that posture, Seligman recommends a five-step process that goes by the acronym of REACH:



Recall the hurt, in as objective a way as possible. **Empathize** and try to understand, from the perpetrator's point of view, why this person did what they did. Give the **Altruistic** gift of forgiveness. No one is entitled to forgiveness, but it can be offered. **Commit** to forgive publicly. Write it down and share that altruistic gift with at least one other person. **Hold** onto forgiveness, even when negative memories resurface. Remind yourself that you have forgiven, reviewing what you have written, when those memories loom large (Seligman, 2002, pp. 79-81).

Satisfaction. Finally, the positive past requires a sense of satisfaction with the domains of life that are important to an individual. Seligman recommends an annual self-appraisal, using a 10-point scale from abysmal to perfect. Combined with a few notes regarding each ruler as to why things are the way they are – not higher or lower – this exercise leaves little room for self-deception and suggests future actions (Seligman, 2002, pp. 81f).

Positive Present – Elevating Emotions

Mindfulness. The positive present requires us to notice what is happening in the here and now. There is no way to come into a positive relationship with that which is outside of our awareness. Slowing down is often the first step. It's difficult to pay attention when things go by at warp speed. Breathing, driving, eating, talking, and walking are all things that can be done more slowly in order to increase mindful awareness of what is going on both around us and in us. (Seligman, 2002, p. 110) Ending the day by writing down three to five positive things that happened and for which we are grateful in a Gratitude



Journal is a simple exercise that can both increase mindfulness and elevate affect in the positive present.

Savoring. The positive present also requires us to appreciate what is happening in the here and now. Once we have slowed down enough to notice what is going on, it behooves us to savor and relish the experience. Basking (receiving praise and congratulations), thanksgiving (expressing gratitude for blessings), marveling (losing the self in the wonder of the moment), and luxuriating (indulging the senses) are four kinds of savoring. To experience these, Seligman recommends a five-step process: Share the moment with others, capture the moment for posterity, self-congratulation, sharpening perceptions, and absorption (p. 108).

Flow. Finally, the positive present requires us to participate joyfully in what is happening in the here and now. Mihaly Csikszentmihalyi (1990, 1993, 1997, 2003) describes this as “flow”, which he defines as being fully engaged with challenges that are just about manageable. By paying attention to whether we are anxious or relaxed, aroused or bored, in control or worried, we can advance our opportunities and capacities in order to optimize our experience of the positive present.

Positive Future – Elevating Trajectories

Vision. The positive future requires us to have a positive, optimistic vision of our desired future state. Tim Gallwey (2000) describes this as our “inherent ambition.” Since everyone is different, everyone answers the question “What do I really want?” differently. That’s because the



answer builds on each person's unique combination of strengths, virtues, talents, values, priorities, and sensitivities. The clearer the vision, the more influence it has as a target that beckons. Whether it's our health, fitness, or wellness vision – or any other vision – writing it down and making it plain to another person is an exercise that enhances both resilience and initiative and builds self-esteem through studying the end we hope to accomplish.

Anticipation. The positive future also requires us to look forward to that vision with great expectations. Visions lose their power if they are filed away and forgotten. They need to be reviewed on a regular basis. Whereas the positive present can be enhanced by keeping a Gratitude Journal at the end of the day, the positive future can be enhanced by going on a Vision Quest at the beginning of the day. When we first wake up we are more receptive to dreams and visions; it is the ideal time to anticipate what will happen in the days and weeks ahead. Some have said that anticipation brings more pleasure and builds more self-esteem than arriving at the destination. If so, then we would do well to use the STOP Tool (**S**tep back, **T**hink, and **O**rganize our thoughts before **P**roceeding) as often as possible (Gallwey, 2000, pp. 141ff).

Disputation. Finally, the positive future requires us to confront negative, catastrophic reports with a sense of perspective. Whether those reports come from internal or external sources, they need to be disputed with evidence, alternatives, and reasoning. Seligman recommends the ABCDE model of disputation: Write down the **A**dversity, what you **B**elieve about it, and what the **C**onsequences are. Then argue with yourself, in writing, by **D**isputing exaggerations, unhelpful beliefs, and



unnecessary consequences. Allow yourself to be Energized by a compelling vision of what is possible in the positive future.

Relationship between Self-Efficacy and Self-Esteem

The relationship between self-efficacy and self-esteem is more complex and nuanced than it may, on the surface, appear. A high level of one does not necessarily result in a high level of the other. Much depends upon the context and the behavior in question.

Self-Efficacy = the belief that one has the capability to initiate or sustain a desired behavior (the exercise of control)

Self-Esteem = the belief that one has value and self-worth (the evaluation of self)

Self-efficacy impacts self-esteem most directly when the behavior is highly desired or valued. Otherwise, it has little to no impact. Bandura illustrates this by way of his own relationship to dancing. He states that he has low self-efficacy when it comes to ballroom dancing (i.e., he does not believe that he has the capacity to initiate or sustain that behavior). But, he asserts that his low self-efficacy in this arena does not impact his self-esteem, since he does not care about ballroom dancing. Conversely, he states that elevating his self-esteem to the highest level possible, maximizing his “global self-appraisal,” would not change his self-efficacy vis-à-vis ballroom dancing. It would still be low unless he took specific action to learn the skill.

Remember



Bandura’s illustration and assertion are borne out by current, social-scientific research. Although self-esteem has been shown to be strongly related to happiness and well-being, it has not been shown to increase

the likelihood of positive action or specific performance outcomes (Baumeister, et. al., 2003). Boosting someone's ego, in other words, does not directly correlate to their better handling of SMART goals.

The implications of such research for health, fitness, and wellness coaching are far reaching. It has been suggested, for example, that we champion clients for what they do and learn in the service of positive values, as opposed to offering generalized, existential praise for being alive (Baumeister, et. al., 2003). Given the importance of a positive Vision (or desired future) to coaching, we clearly need to acknowledge and celebrate the good work of clients in relation to that vision.

Although bolstering self-esteem does not necessarily increase the likelihood of positive action, it does impact two areas – resilience and initiative – which coaches and clients can leverage in the service of self-efficacy. To quote the conclusions of Baumeister, et. al.:

“The benefits of high self-esteem can be tentatively summarized in terms of two main themes.... First, high self-esteem appears to operate as a stock of positive feelings that can be a valuable resource under some conditions. In the face of failure or stress, people with high self-esteem seem able to bounce back better than people with low self-esteem. The general pattern of being happier and less depressed indicates a readiness to feel good. People with low self-esteem lack this stock of good feelings and as a result are more vulnerable.”



“Second, high self-esteem appears linked to greater initiative. We suggested that people with high self-esteem are more prone to both prosocial and antisocial actions (e.g., both bullying and defending victims against bullies), compared with people with low self-esteem. They initiate interactions and relationships (and perhaps exit them, too). They speak up in groups. They experiment with sex and perhaps drugs. They try harder in response to initial failure, but they are also willing to switch to a new line of endeavor if the present one seems unpromising” (Baumeister, et. al., 2003, p. 37).

Given that coaching is all about the ability to initiate and sustain behavior change, it is clear that high self-esteem can be used by coaches and clients in the development of self-efficacy. When that happens in an area of great concern to the client, self-efficacy helps to bolster self-esteem. At that point, the two concepts work hand in hand (Lyubomirsky, et. al., 2005, Lyubomirsky, 2007).

Conclusion

Self-efficacy and self-esteem are different but related constructs. Whereas self-efficacy has more to do with initiating and sustaining positive behavior outcomes, self-esteem relates to happiness, self-worth, self-respect, and an internal sense of well-being. Self-esteem increases initiative and resilience, both of which coaches can use in the service of desired outcomes. Both self-efficacy and self-esteem are important for wellness and for understanding our work as coaches.



Many of the tools and techniques covered in this curriculum, including the TTM, AI, NVC, MI, and SMART goals (see Chapter 8), serve to enhance both self-efficacy and self-esteem. As umbrella concepts, self-efficacy and self-esteem knit together these various approaches and serve to illuminate the best coaching has to offer.

Review and Discussion Questions

1. Define and describe the similarities, differences, and relationship between self-efficacy and self-esteem.
2. What strategies might coaches use to promote increased self-efficacy and self-esteem?
3. What are the four sources of self-efficacy identified by Bandura and how do they affect lasting change?
4. What are some strategies for enhancing self-esteem described in the positive psychology literature?
5. According to Mihaly Csikszentmihalyi, what is “flow”?



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