

Increasing *Self-Efficacy* in the Workplace

Workbook

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Self-Efficacy Evaluation

Click [here](#) to learn more about the following skills related to job performance listed below.

On a scale of 1-5 how high would you rank your Self-Efficacy
(1 is lowest and 5 is highest) in the following areas?

Communication Skills _____
Time Management Skills _____
Leadership Skills _____
Problem Solving _____
Conflict Resolution _____
Learning New Skills _____
Collaboration _____
Goal Setting _____

In which areas are your self-efficacy high?

In which areas are your self-efficacy lower?

Which areas would you like to work on increasing your self-efficacy?

What are the top 3 most important areas where you would like to increase/strengthen your self-efficacy?

- 1.
- 2.
- 3.

What would you do?

A person's level of self-efficacy can vary for different areas or tasks. Likewise, even within a specific area, a person can have different levels of self-efficacy for different tasks.

Knowing this, how would you approach the following:

- a.) A meeting with your colleagues
- b.) Handling a miscommunication with a colleague
- c.) An evaluation meeting with your boss

a.)

b.)

c.)

Self-Efficacy Interview

You know what the traits of high self-efficacy are. Now is the time to learn more about how it is put into action in a real world setting. For this activity, you are going to interview someone at your work who you think demonstrates high self-efficacy. Use the following questions as a guide.

1. What does someone with high self-efficacy look like?	2. How does someone with high self-efficacy act?
3. What does someone with low self-efficacy look like?	4. How does someone with low self-efficacy act?

Do you agree with his/her answers? ____ Yes ____ No

Why or Why not?

5. What do you do to maintain high levels of self-efficacy in your role at work?

Self-Efficacy Action Plan

Adapted from Source: [Art & Science of Teaching / Teaching Self-Efficacy with Personal Projects \(ascd.org\)](#)



Step 1. What do I want to accomplish?

In step one, learners identify personal aspirations of interest. Typically, they don't share these with their colleagues; rather, they record them in a journal that's accessible to them and possibly their mentor only. Learners could ask themselves a prompt such as "What would you do if you knew you wouldn't fail?"

Step 2. Who else has accomplished the same goal, and who will support me?

During the second step, learners look for role models and mentors who embody the trait(s) the learner is wishing to acquire, or has already achieved the learner's goal(s).

Step 3. What skills and resources will I need to accomplish my goal?

Whereas step one encourages learners to "dream big" without any limitations, step three asks them to confront the realities of their aspirations.

Self-Efficacy Action Plan

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Step 4. What will I have to change about myself to achieve my goal?

This step directly addresses the fourth self-efficacy skill: the ability to identify personal beliefs and habits that get in the way of accomplishing one's goals. It's probably the most confrontational of all the steps.

Step 5. What is my plan for achieving my my goal, and how hard will it be?

This step directly addresses the second self-efficacy skill: the ability to set concrete long- and short-term goals. Learners develop written plans that detail the steps they will take to accomplish their goals.

Step 6. What small steps can I take right now?

This step partially addresses the third self-efficacy skill: the ability to monitor one's progress. Mentors might ask learners to identify something they can accomplish within the next month or two that would be a small move toward their ultimate goal.

Step 7. How have I been doing, and what have I learned about myself?

In the last step, learners evaluate their overall progress and draw conclusions regarding what they have learned about themselves. This step is also a time when students can make adjustments in their efforts or time lines.

Self-Efficacy Action Plan Check - In

Ideally, it would be helpful to complete your check-ins with your mentor.

Check-in 1: (e.g. one month after goal has been set)

1. Did I achieve my goal? ____ Y ____ N

If not, what obstacles did I face?

What are my next steps/plan of action to reach my goal?

Check-in 2: (e.g. six months after goal has been set)

1. Did I achieve my goal? ____ Y ____ N

If not, what obstacles did I face?

What are my next steps/plan of action to reach my goal?

Check-in 3: (e.g. one year after goal has been set)

1. Did I achieve my goal? ____ Y ____ N

If not, what obstacles did I face?

What are my next steps/plan of action to reach my goal?