

CHAPTER TWO:

Forethought: Planning for Success

CHAPTER OUTLINE

- I. Specifying targets for change
 - A. Specifying behaviors-in-situations
 - B. When you are not doing what you want to be doing
 - C. Getting rid of undesirable behavior
 - D. When you aren't sure what to do
 - E. When you think your goal isn't behavior change
 - F. Refocusing targets as you learn more

- II. Planning to practice
 - A. Expect mistakes
 - B. The need for practice: the skills development attitude
 - C. Your beliefs about the benefits of practice

- III. Self-efficacy beliefs
 - A. What self-efficacy beliefs are
 - B. How to increase your self-efficacy beliefs: Six steps to greater self-efficacy
 - 1. Pick a target you feel there is some chance of reaching.
 - 2. Focus on the process of change, not on the final goal. Hold a skills development attitude, practice the steps, and note how others do them.
 - 3. Distinguish between past performance and the present situation.
 - 4. Keep records of your progress in the process. Pay close attention even to small improvements that you make.
 - 5. Don't let emotions hold you back. Realize you can do it even though it makes you emotional.
 - 6. Rank situations according to their difficulty for you and start with the easier ones.

- IV. Coping with temptations
 - A. Avoiding self-control fatigue
 - B. Ideas for prearranged plans
 - 1. Avoid tempting situations
 - 2. Ask your friends not to tempt you.
 - 3. Minimize the tempting qualities.
 - 4. When tempted, distract yourself.
 - 5. When tempted, remind yourself of your goal.
 - 6. Ask other people to remind you of your goal.
 - 7. Prepare "if ...then" plans.
 - C. Conflict between what we want and what we think we should do

- V. The pros and cons of changing
 - A. Ambivalence about goals
 - B. Stages in your thoughts about changing
 - 1. Precontemplation
 - 2. Contemplation
 - 3. Preparation
 - 4. Action
 - 5. Maintenance

- VI. Setting goals
 - A. Short-term and long-term goals
 - B. Sub-goals
 - C. Relating your target goals to life goals
 - D. Do you intend to do the work of changing?
 - E. The Self-contract

- VII. Tips for typical topics

Learning Objectives

Specifying Targets for Change

1. What are the three tactics for specifying behaviors-in-situations?
2. Why do you need to know what you are doing instead of your desired behavior?
3. What tactic should you use when your goal is to eliminate some undesirable behavior?
4. What tactics should you use if you are not sure what to do?
5. Even if your goal is not a behavior change, explain how you can reach it by changing behaviors.
6. Why might you expect your targets to change as you continue in your self-change project?

Planning to Practice

7. Why should you expect mistakes?
8. Explain the need for practice. Practice of what?
9. What does it mean to take a skills development attitude about your target for change?
10. What are your beliefs about the benefits of practice? Do you believe you can learn more self-regulation?

Self-Efficacy Beliefs

11. What are self-efficacy beliefs? How do they affect what we do?
12. What steps can you take to increase your self-efficacy beliefs regarding the behaviors you want to change?

Coping with Temptation

13. What is the best plan to avoid self-control fatigue?
14. What are some implications for your project of minimizing the need for brute self-control?
15. Explain the idea of conflict between what we want and what we should do.
16. Why does it help to admit you have a conflict?
17. Why should you avoid thinking, “Just this one time”?

The Pros and Cons of Changing

18. What will you lose and what will you gain by changing? Why should you know the answer to this question.
19. Describe the stages you might go through in thinking about and actually changing.

Setting Goals

20. What do short-term and long-term goals each contribute to your plan?
21. What are the advantages of sub-goals?
22. What characteristics should sub-goals have?
23. Why should you tie your important values to your target for change?
24. Why should you ask if you intend to do the work of change?
25. What is a self-contract?

<h3>Additional Lecture Material</h3>

Remember that you can use the Learning Objectives from the front of each section of the chapter to survey the topics to be covered. You can answer the questions in the Objectives, giving examples and explaining the concepts.

The Self

We usually stress the modification part of self-modification, but students are very interested in the self. You can give them an overview of the interesting new theory and research in this area. Topics to be covered include self-concept, self-monitoring, self-schemas, and so on. Various social psychology texts present an overview chapter on self. See also:

Markus & Kitayama (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98, 224-253.

Berkowitz, L. (Ed.) (1988). *Advances in experimental social psychology. Volume 21. Social psychological studies of the self: Perspectives and programs*. New York: Academic Press.

Self-efficacy

You can find an outline of the whole theory in A. Bandura’s book (1986) *Social foundations of thoughts and actions: A social-cognitive theory*. Englewood Cliffs, NJ: Prentice Hall. One can easily develop more lectures from chapter nine of this book.

The website listed in On-Line Activities would also supplement your teaching.

In-Class Activities

You can also use the Learning Objectives to instigate discussions in your classroom. Your students can answer the questions in the Objectives, giving examples and explaining the concepts.

Study Skills

Have students answer the questions in Handout 2-1: **How's your self-efficacy about your study skills?** Then have them write a short reaction paper, describing their results and how they feel about their score.

Advantage List

Have students complete Handout 2-2: **Advantages and disadvantages of my self-change project** (also Box 2-7 in the text). How does this list help their self-change project? Have students save this handout for future reminders.

Discussion

Break the class into smaller groups to discuss the following:

- What is the difference between control by others and control by self?
- How does self-control develop in children and adults?
- Why don't people use self-control techniques more often?
- Do you believe there are things about yourself you can't change? Why not?

Support Group Processing

You can use support groups for this. Have students fill out Handout 2-3: **Will You Do It?** Then have them discuss their answers (and reasons for them) with their support group. If any of them answered "No" to one or more of the questions, have them discuss what it would take to answer "Yes." Then have the support group fill out and discuss together Handout 2-4: **Your Beliefs About Changing**. Have students brainstorm ideas for increasing their self-efficacy about their projects.

Life Goals

Have students fill out Handout 2-5: **Life Goals**. They can discuss their answers with each other and/or save this handout for future reminders.

Situation Ranking

Have students list four or five situations in which they would like to perform their target behavior and rate them from easiest to hardest. Then have them make a plan for starting with the easiest first.

Online Activities

- **Self-efficacy:** http://web.fu-berlin.de/gesund/publicat/ehps_cd/health/world14.htm
(an article about self-efficacy differences across 14 cultures. See the Appendix for a 10-item general self-efficacy measure)
- **Self-change:** <http://www.mentalhelp.net/psyhelp/chap4/chap4t.htm>
- **Student self-direction and personal efficacy:**
<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr200.htm>

Films

Any contemporary movie includes some kind of obstacle. Ask students to make a videotape of clips from current movies and to narrate those tapes in class. They can present examples of resisting temptation, short-term/long-term goal conflict, or the power of self-efficacy.

Educational Films

Information on the research process can be provided at this or a later chapter. The film, *Research Methods for the Social Sciences* (1995, Insight Media) describes the basic concepts of experimental research, including control groups, dependent and independent variables, correlational, and field techniques. You may want to focus on the ethical concerns in experimentation.

The film, *Motivation* (1990, 30 minutes, Insight Media) introduces Maslow's hierarchy of needs and discusses the role of intrinsic and extrinsic rewards. It also raises the issue of biological factors impacting motivation. *The Biological Preconditions of Learning* (28 minutes, Films for the Humanities and Sciences) describes the relationship between reflexes and consciousness. A clip from this film would be appropriate when talking about "preparatory responses."

The film *Learning* (30 minutes, CRM) provides animal examples of responses to stimuli and infant responses to reinforcement. Although somewhat dated, the film contains segments that could be valuable.

The film, *One Step at a Time: An Introduction to Behavior Modification* (32 minutes, CRM) gives an overview to the basic issues in self-direction: reinforcement, tokens, and graphing data. Although somewhat dated, this film also contains valuable sections.

Additional Active Learning Activities

Self-control scales

The following scales deal with self-control. Read both to students; they answer for themselves. The purpose of the scales is to suggest areas to work on, so don't let the students use their results to excuse themselves from carrying out a successful self-change project.

Dishman, R.K. & Ickes, W. (1981). Self-motivation and adherence to therapeutic exercise. *Journal of Behavioral Medicine*, 4, 421-437. [The scale is on page 436. The first 16 items deal with self-control behaviors, while the last 24 focus more on exercise adherence.]

Rosenbaum, M. (1980). A schedule for assessing self-control behaviors: Preliminary findings. *Behavior Therapy*, 11, 109-121. [The scale is on pages 113-114.]

To what is this leading?

Ask students to form small groups and specify the series of events that lead to a goal. For example, a person can become nervous about taking tests because of the following events: missing class; not reading the text; feeling sick and deciding to miss quiz days; thinking about the trauma of the test; and receiving an "F" after taking the test. To start a new behavior (goal), a different series of events needs to take place.

Ambivalence

You can dramatize ambivalence by asking students to stand, think about a goal, and move toward that goal. They can briefly articulate the forces compelling them toward the goal ("My mother really wants me to be successful." "I want a good job."). Then they can be asked to think about the forces pulling them away from the goal ("I don't want to invest the time." "I get too bored reading."). Help students "concretize" these abstract feelings. For example, what does this really mean about how likely it is you will be committed to change this behavior?

Self-contracts

Practice "self-contracts" by asking students to commit to a very small behavioral change. It could be something performed in class or before the next class session ("I will not doodle on my notes for 5 minutes." "I will nod at the instructor every time something somewhat intelligent is said." "I will not begin packing up my notebook and books until the class has formally ended." "I will read ten pages of the next chapter by next class meeting." "I will call another student to introduce myself."). Ask students to brainstorm the reasons contracts are effective.

Temptations

Dealing with tempters: Bring edible visual aids to class. The "tempters" can be food, drink, puzzles, or other people. Provide 3 minutes of "silence" where a randomly selected group of students are asked to sit quietly while a few randomly selected students are eating, talking, or playing. Explain that your purpose is to encourage them to process their thoughts and feelings about temptation. At the end of class, ask them to write a five-

minute description of their feelings. Some may say they ignored the distracters; others may say that they resented the fact that some could eat while they had to sit doing nothing. Ask students what role they think mass media plays in helping/preventing people from delaying gratification and ignoring tempters.

Decision-making

Students have to make a decision to make a decision about what self-change project to do, but they can also use training in larger issues of decision-making. Many people make decisions without much thought given to the pros and cons involved. Using their choice of major as the topic, have students practice decision-making in class.

Jigsaw Classroom

You can use the Learning Objectives to have your students participate in the Jigsaw Classroom exercise, as explained in Chapter 1.

TEST ITEMS FOR CHAPTER TWO

Essay questions

Note: The Learning Objectives can, in most cases, be used as essay questions.

1. Describe the basic tactics for specifying behaviors-in-situations.
2. What tactics should you use when you are not sure what to do to reach your goal?
3. Dana has the tendency to put off studying until it's the night before the exam. She's beginning to realize that this behavior is negatively affecting her grade in the class. Use recommendations from Chapter 2 to explain what she can do to change her habit.
4. What should you do when your goal is not a behavioral one?
5. Explain how each of these could interfere with your efforts at self-change:
 - not expecting mistakes
 - forgetting your long-term goals
6. Explain the concept of self-efficacy. How does it affect your chances of success on your self-change project?
7. Camille is trying to quit drinking too many sodas. Explain why brute self-control may not be the best technique to use. What would be a better technique?
8. Describe techniques for increasing your own self-efficacy beliefs.
9. Arianne wants to lose weight, but she can't seem to stop snacking. Explain to her how this problem in self-control is more likely a conflict between what she wants and what she thinks she should do.
10. What are the five stages for thinking about change?
11. Liane thinks she should stop drinking, so she made a list of the short-term and long-term pros and cons of changing this behavior. What is the value of this list?
12. Damon needs to lessen his use of social media at work or he will be fired. What are some sub-goals he could have to work towards this goal? Please explain the characteristics of these sub-goals.
13. How can relating target goals to important values help your self-change project?
14. Gretchen needs to exercise more to lower her cholesterol. She decides to write a self-contract. Give an example of what her contract may say, and explain why it will be valuable.

Chapter 2

Multiple-choice questions

1. Bill wants to make more friends, but he's not sure what to change. He sits down and thinks of situations when he might have made friends, then writes down in detail what happened and what kept him from making friends. This example is:
 - a. Speculating about behavior
 - b. Listing the details of the problem
 - c. Understanding the basic personality malfunction
 - d. Making observations of other people

Answer: B. LO 1

2. How does listing the details of a problem help?
 - a. It helps you focus on specific behaviors.
 - b. It shows that the problem often isn't as important as you thought.
 - c. It helps you remember your short-term and long-term goals.
 - d. It will indicate whether you need therapy.

Answer: A. LO 1

3. In the text, Paul thought that his problem was not studying. After he kept a journal, what did he learn?
 - a. That he watched TV instead of studying in his room
 - b. That he talked to someone instead of studying at the library
 - c. That he was actively performing other behaviors that made studying impossible.
 - d. All of these

Answer: D. LO 2

4. According to the text, state your goal like this: My goal is _____ when _____.
 - a. what you don't want to do...the situation
 - b. what you want to do...the situation
 - c. your ideal score...playing your sport
 - d. what you hope to accomplish...the length of time

Answer: B. LO 2

5. Simone wants to stop biting her nails. She should:
 - a. practice that behavior often, so she can control it.
 - b. understand the inner reasons why she performs the behavior.
 - c. meditate so she will no longer need that behavior.
 - d. find a desirable behavior to increase at the expense of the undesirable one.

Answer: D. LO 3

6. Ayda is not sure what to do to reach her goal. She should:
- specify the chain of behaviors that will lead to the goal.
 - find some undesirable behavior to increase.
 - specify the tempting qualities.
 - postpone starting until she is sure.

Answer: A. LO 4

7. Maya is trying to become a better public speaker. A good tactic to use is to:
- Read lots of books on public speaking
 - Figure out what her problems are with public speaking
 - Watch and imitate Kari, who is a good public speaker
 - Change her goal as public speaking isn't important

Answer: C. LO 4

8. Mila's goal is to be a happier person. She says this isn't a behavioral change. According to the text, she:
- should change her overall goal.
 - will still need to change behaviors to reach the goal.
 - will not be helped by this textbook.
 - cannot list her behaviors-in-situations, so this isn't an appropriate goal

Answer: B. LO 5

9. What question should you continually ask as you go through your self-change project?
- What would Watson & Tharp do in this situation?
 - What other problems will be helped by reaching this goal?
 - How long will it take me to reach my goal?
 - What behaviors should I develop to reach the target?

Answer: D. LO 6

10. Which of the following statements is true?
- People who succeed at self-change often change the target of their efforts several times.
 - People who succeed at self-change do not change their targets, but hold to the same important goals from the beginning.
 - People who succeed at self-change pick problems to address that they know how to deal with.
 - None of these.

Answer: A. LO 6

11. According to the text, if you make a mistake in your self-change project, you should:
- give up because the project is a disaster.
 - ask yourself how you can learn from it.
 - punish yourself for imperfect behavior.
 - try to come up with a new project.

Answer: B. LO 7

12. Diego wants to eat healthier. One night, he stays late at the library to study and leaves famished, so he goes through a fast food drive through. Now, he should:
- Punish himself by running 3 extra miles on the treadmill
 - Give up. He has already failed reaching his goal.
 - Figure out how to avoid this situation in the future
 - Change his goal to something more realistic.

Answer: C. LO 7

13. Candy is learning to be a manicurist. The first time she tried to apply acrylic nails, they looked horrible and fell off in a matter of hours. What should she do now?
- Keep practicing
 - Try doing nail art instead
 - Write down everything she did wrong
 - Determine what personality flaw caused her to mess up

Answer: A. LO 8

14. If Mary-Kay is taking a skills-development attitude towards her progress, she:
- is recognizing situations in which she does not cope well.
 - does not believe she can change.
 - looks at mistakes as a need for more practice.
 - has ambivalence about changing.

Answer: C. LO 9

15. What can be considered feedback about the need for more practice?
- Persistence.
 - Self-control.
 - Mistakes.
 - None of these.

Answer: C. LO 9

16. Kip wants to have a skills-development attitude towards his self change project. This means he should:
- expect mistakes
 - cope with temptations
 - get lots of practice
 - all of these

Answer: D. LO 9

17. Once you have made a mistake and done something you wanted to stop doing, what is the best way to think about it?
- Realize you need to further develop your willpower.
 - Realize that your personality may limit your ability in this case.
 - Realize that you maximize the temptation.
 - Realize that pressures from the environment and your own lack of skill are the problems.

Answer: C. LO 10

18. Which statement regarding self-efficacy is most correct?
- If people believe they can change they are more likely to be successful.
 - Self-efficacy is based on your ability at the task and the difficulty of the task.
 - Self-efficacy is important, but not as much as persistence.
 - Self-efficacy can have effects on your physiological functions.

Answer: A. LO 11

19. Ed wants to change a behavior that is difficult for him, but more difficult in some situations than in others. A good strategy for Ed to follow is to:
- change his target behavior.
 - begin with the least challenging situations.
 - begin with the medium challenging situations.
 - begin with the most challenging situations.

Answer: B. LO 12

20. Carlos knows that he has difficulty turning down desserts when eating out with friends. The text suggests:
- Minimizing the need for brute self-control
 - Avoiding self-control fatigue
 - Making a prearranged plan
 - All of these

Answer: D. LO 13

21. Which of the following is a tactic to cope with temptation?
- Facing temptation head on.
 - Asking your friends not to tempt you.
 - Maximizing the tempting quality.
 - If in the situation, concentrating on the temptation.

Answer: B. LO 14

22. If Gabby is trying to minimize brute self-control in her project, she can expect to:
- Avoid tempting situations
 - Remind herself of her goal when she is tempted
 - Prepare “if ... then” plans
 - All of these

Answer: D. LO 14

23. According to the text, making statements about your long-term goals can help you:
- realize why you are not currently successful.
 - brood about flaws in your personality.
 - delay punishments for unwanted behaviors.
 - resist momentary temptations.

Answer: D. LO 15

24. When listing the reasons for changing a behavior, you should:
- ignore long-term effects but carefully consider short-term effects.
 - consider the effects of the plan upon yourself alone.
 - consider both the short-term and long-term effects of changing.
 - ignore short-term effects, but carefully consider long-term effects.

Answer: C. LO 15

25. Tom has finally admitted that hasn't stopped drinking because his desire to stop drinking conflicts with his efforts to ease his everyday blues. According to the text, this will:
- Help him have greater control in attaining his goal
 - Create more cognitive dissonance
 - Align his short-term and long-term goals
 - Mean he will never achieve his goal

Answer: A. LO 16

26. Clarabelle has just started her diet. She ends up at an office party and decides she can cheat on her diet, “just this once.” Why might that be problematic?
- Because it’s never “just this once”
 - Because it will lead to later succumbing to temptations
 - Because it makes it easier to give in next time
 - All of these could be true.

Answer: D. LO 17

27. Jim is about to embark on a self-change project, but seems ambivalent about it. What's the best advice you can give him?
- Delay until he is sure he wants to change.
 - Make a list of all the advantages of changing.
 - Make a list of all the people who have already changed in this way.
 - Make a list of the advantages and disadvantages of changing.

Answer: D. LO 18

28. What is a major difficulty with remaining committed to changing?
- The reward of giving in is more immediate than the reward for remaining committed.
 - The punishment of giving in is immediate, but the reward is delayed.
 - If you aren't really committed from the beginning, you will give in.
 - Sometimes you cannot change a tempting environment.

Answer: A. LO 18

29. Philippe wants to be a better student but continues to hang out with his friends when he knows he should be studying. What stage of thought about change is he in?
- Precontemplation
 - Contemplation
 - Preparation
 - Maintenance

Answer: B. LO 19

30. In setting goals for self-change, it is best:
- to have pretty rigid goals, or you won't stick to them.
 - to have few, if any, goals, as they will just frustrate you.
 - to be specific, but leave room for flexibility.
 - to choose short-term goals that don't conflict with your long-term goals.

Answer: C. LO 19

31. Why is it a good idea for Daisy to have both long-term and short-term goals for her project?
- Otherwise, she won't keep trying
 - Short-term goals keep you on the journey
 - Long-term goals provide the start
 - All of the above

Answer: A. LO 20

32. Willa wants to do her problem behavior right now, but knows she will regret it later. According to the text, this can be seen as:
- a personality defect.
 - a conflict between id and society.
 - a conflict between herself and her conscience.
 - a conflict between long- and short-term goals.

Answer: D. LO 20

33. Donald is arguing that he doesn't need to have sub-goals in his project. What could you say to him to make him change his mind?
- Sub-goals are just smaller parts that will lead you to your achieve your goal
 - Sub-goals are attainable while the final goal may not be at the start
 - Achieving sub-goals will increase your self-efficacy
 - All of these should change his mind.

Answer: D. LO 21

34. Donald now agrees that sub-goals would be a good addition to his plan. What characteristics should his sub-goals have?
- They should be broad so as to encompass as many situations as possible
 - They should be challenging but attainable.
 - They should be rigid
 - They should be easy to increase your self-efficacy.

Answer: B. LO 22

35. Undesired acts that bring some pleasure but that you want to eliminate can be seen as _____ in the short run but _____ in the long run, while desired acts that bring some displeasure but that you want to increase can be seen as _____ in the short run but _____ in the long run.
- wanted ... unwanted ... unwanted ... wanted
 - unwanted ... wanted ... wanted ... unwanted
 - wanted ... wanted ... unwanted ... unwanted
 - unwanted ... unwanted ... wanted ... wanted

Answer: A. LO 22

36. Which of these statements is an example of what researchers say is a common life goal that will make your target more achievable?
- a. I will be happier
 - b. I will feel more connected to others.
 - c. I will be more energetic.
 - d. All of these.

Answer: D. LO 23

37. April has always had trouble quitting smoking until she became pregnant. Why would the text say that might that be?
- a. The morning sickness made smoking unpalatable.
 - b. Quitting was important for the baby, who she always wanted.
 - c. It's easier to regulate for someone else than for yourself
 - d. All of these

Answer: B. LO 23

38. Sophia is trying to improve her dancing, but she never committed to doing the work of changing. What is likely to happen?
- a. Nothing, as long as she creates a good plan
 - b. She will still achieve her goal, but it will take longer since she missed a step.
 - c. She won't do the work necessary to change.
 - d. She will change her goal.

Answer: C. LO 24

39. The first step in a self-contract is to:
- a. write down your goals, specific problems, willingness to change, and sign your name.
 - b. write down your goal, intentions, how you plan to change, and sign your name.
 - c. write down your goal, plan for action, escape clauses, and sign your name.
 - d. write down the pros and cons of your plan, your willingness to change, and sign your name.

Answer: B. LO 25

40. How does a self-contract help?
- a. It keeps you from temptation.
 - b. It increases your self-efficacy.
 - c. It helps to build commitment.
 - d. All of these.

Answer: C. LO 25

Handout Masters

Handout 2-1: **How's Your Self-Efficacy about Your Study Skills?**

Handout 2-2: **Advantages and Disadvantages of My Self-Change Project.**

Handout 2-3: **Will You Do It?**

Handout 2-4: **Your Beliefs About Changing**

Handout 2-5: **Life Goals**

How's Your Self-Efficacy about Your Study Skills?

Directions: There are no right or wrong answers to the questions. Rate your response to the first twelve questions using the following scale:

1	2	3	4	5
Not well at all				Very well

How well can you...

	1	2	3	4	5
	Not well at all			Very well	
1. finish the assignments by deadlines?	1	2	3	4	5
2. prepare for courses when there are other more interesting things to do?	1	2	3	4	5
3. concentrate on school subjects?	1	2	3	4	5
4. take notes in class?	1	2	3	4	5
5. use appropriate resources to get information for class assignments?	1	2	3	4	5
6. plan your class work?	1	2	3	4	5
7. organize your class work?	1	2	3	4	5
8. remember information presented in class?	1	2	3	4	5
9. remember information presented in textbooks?	1	2	3	4	5
10. arrange a place to study without distractions?	1	2	3	4	5
11. motivate yourself to do your assignments?	1	2	3	4	5
12. set and honor priorities?	1	2	3	4	5

Further directions: Rate your responses to the next set of statements by circling the option that represents how often you do the activity.

	1	2	3	4	5
	Not very Often				Very often
			Not very often		Very often
13. I turn off the TV/Radio so I can concentrate on what I am doing.	1	2	3	4	5
14. I fail to write down things that I want to remember.	1	2	3	4	5
15. Before beginning a project, I get as much information as possible about the project.	1	2	3	4	5
16. When preparing for a test, I reread my textbook.	1	2	3	4	5
17. I plan what I am going to do before I begin a class project.	1	2	3	4	5
18. If I have problems with an assignment, I ask the teacher for help.	1	2	3	4	5
19. I paraphrase written information when I am studying.	1	2	3	4	5
20. When preparing for a class meeting, I reread class notes.	1	2	3	4	5
21. I usually wait until a day or two before a big project is due to start working on it.	1	2	3	4	5
22. When preparing for a test, I reread my class notes.	1	2	3	4	5
23. I check over my work to be sure I did it right.	1	2	3	4	5

24. I isolate myself from anything that disturbs me when I am studying.	1	2	3	4	5
25. I don't remember facts and ideas presented in class.	1	2	3	4	5
26. When preparing for a class meeting, I reread class notes.	1	2	3	4	5
27. Each week I begin with an idea of what I want to accomplish that week.	1	2	3	4	5
28. I take notes during class lectures.	1	2	3	4	5
29. Each day I make a list of things I plan to do.	1	2	3	4	5
30. I study for my courses in a quiet room or area.	1	2	3	4	5
31. I <i>don't</i> plan my day before I start it.	1	2	3	4	5
32. If I have problems with an assignment, I ask a friend for help.	1	2	3	4	5

Advantages and Disadvantages of My Self-Change Project

Instructions: Consider the short-term and long-term advantages and disadvantages of changing. Take into consideration the effects on you and others, both tangible and intangible. Consider how you will feel about yourself and how others will feel.

Short-term advantages of changing:

Long-term advantages of changing:

Short-term disadvantages of changing (advantages of staying the same):

Long-term disadvantages of changing:

Will You Do It?

Do you believe you can do the things you have to do in order to change your target? Notice we are not asking, Can you reach the goal? We're asking, Can you do the process you need to do? Answer these questions:

1. Will you read carefully to the end of the book? This means thinking about what you read and applying the ideas to yourself, figuring out how to use the ideas so you can change.

Yes Maybe No

2. In order to change, you will have to try out the ideas in this book. Will you be able to try the ideas in the book before you evaluate them?

Yes Maybe No

3. Will you to carry out the exercise at the end of each chapter, in which you apply the ideas from that chapter to your own self-modification project?

Yes Maybe No

4. Sometimes people are willing to change if it isn't going to be hard, or require much effort. But are you willing to try to change even though it will require effort?

Yes Maybe No

Your Beliefs about Changing

Answer these questions Yes or No:

1. will power is something you can't change very much? Y N
2. you can learn new things but can't change your basic level of self-control? Y N
3. you have a certain amount of will power and can't really do much about it? Y N

(Adapted from Dweck, 1999)

If you answered “Yes” to the above questions, go back and read Chapter 1 again!

DISCUSS: What are the implications of believing one way or the other? How would these beliefs affect your self-efficacy? How would they affect your chances of success on your self-change project?

Think about your target for change. Suppose you could have one or the other pieces of information below about it. Which do you choose?

1. Information about where you stand compared to others in your ability to control the behavior.
2. Information about strategies for improving your control over this behavior.

(Adapted from Grant & Dweck, 1999)

Which do you choose?

1. Information about how your grade in this class compares to the grades of others.
2. Information about how to get a better grade in the class

Which do you choose?

1. Information about how your income compares to the income of others.
2. Information about how to earn more income

Are you starting to get the picture?

DISCUSS: What beliefs do you have that might hold you back from putting in the effort to change?

Life Goals

Four major categories of goals which most of us strive for in life:

1. experiencing positive emotions such as happiness or relaxation;
2. maintaining positive self-evaluations;
3. feeling connected to others, caring for and feeling accepted by others;
4. being physically active and energetic.

How will your target goal for your self-change project affect these four goals?

1. Positive emotions:

2. Positive self-evaluations:

3. Connectedness:

4. Energy:

What other life goals (career, etc.) are connected to your self-change project? How?