

How Self-efficacy
can **MAKE** or
BREAK Leaders and
those around them

Dr Chris Baker FCCT

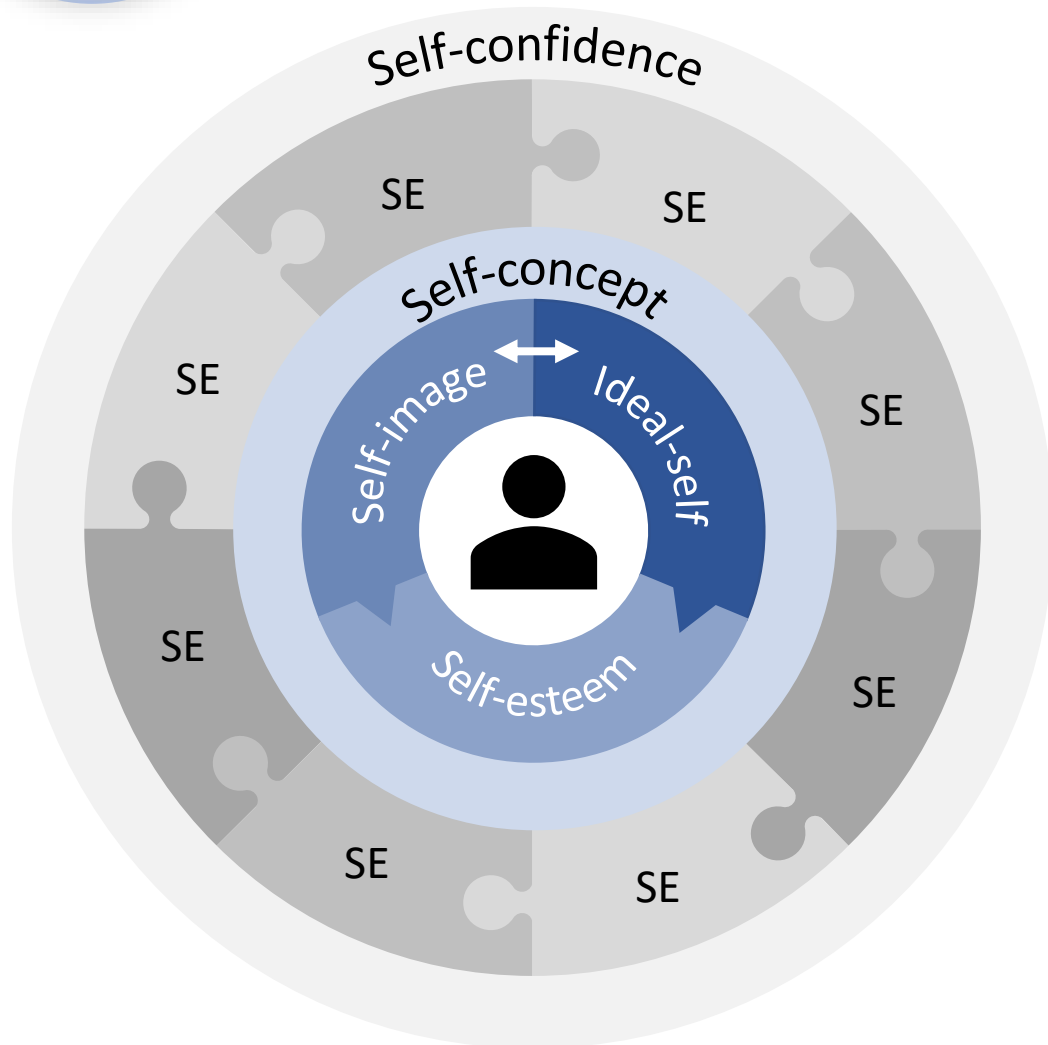


**World
Education
Summit**

Powered by
Osiris Educational



The What - *Measures of Self*



Self-Esteem

Our overall sense of worth and value

How do I feel about myself?

Self-Concept

Our personal identity, our values, our goals.

Who am I?

Self-efficacy

Our belief in our ability to succeed in specific situations

How capable am I at this now?

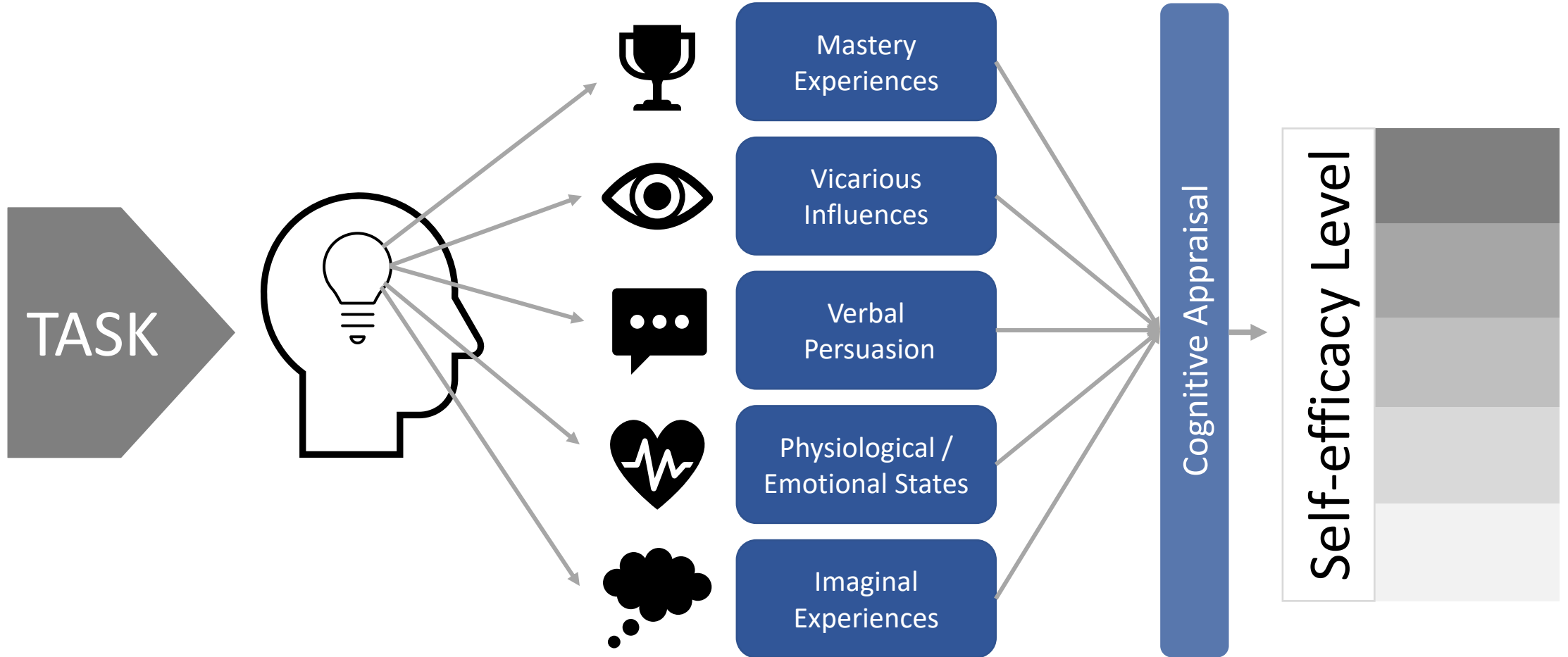
Self-confidence

Our feeling of assurance and certainty in our abilities

How capable am I?

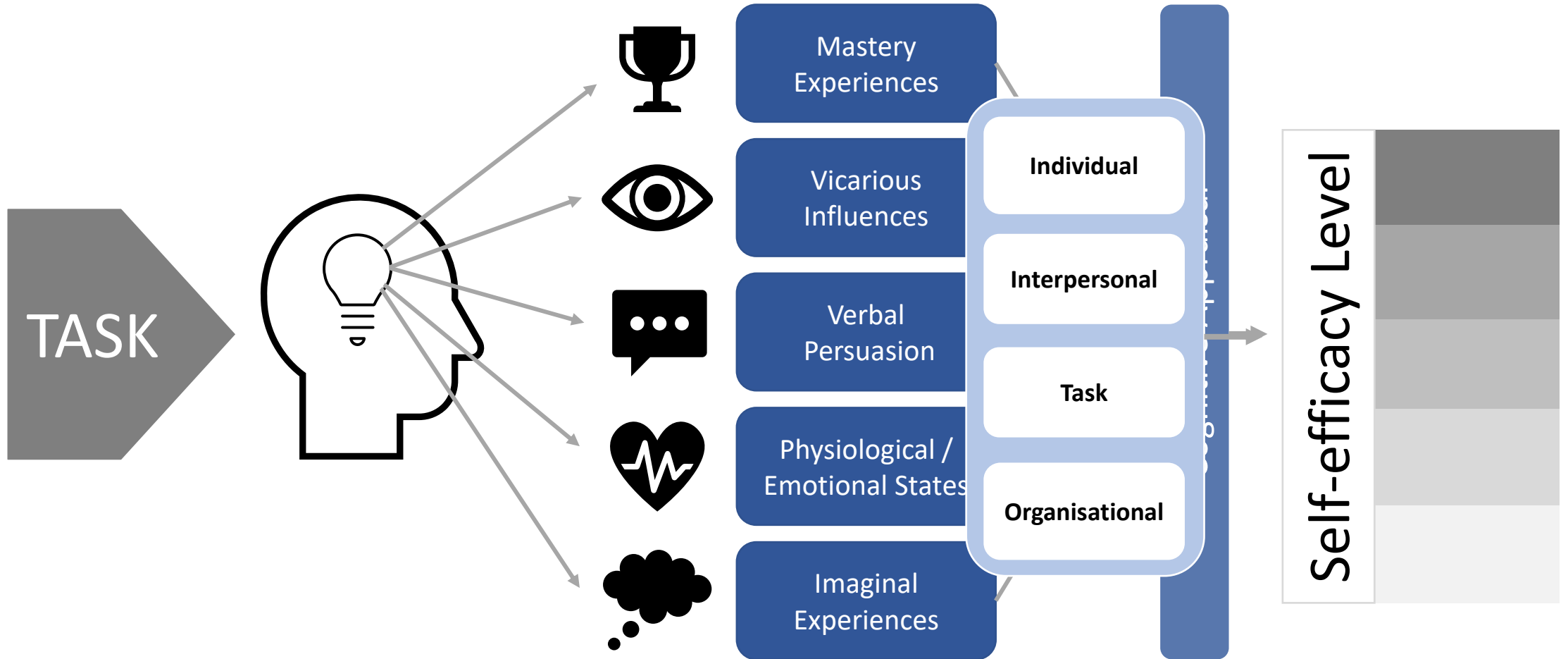


The What - *SE Creation*





The What - Antecedents





Leadership Self-efficacy



The What



Reflective Questions

- How strong is your self-esteem?
- How would you describe your self-concept?
- How confident are you overall?
- Which elements of your role do you have
- High and low self-efficacy in?



Actions

- List the current influences on your SE levels
- Prioritise them in terms of impact



Leadership Self-efficacy

The What

The Why

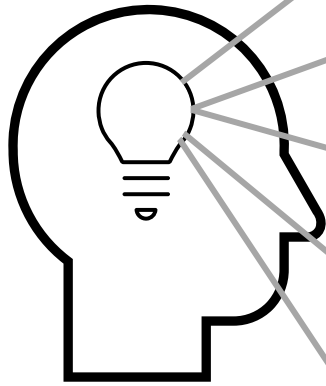
Section Elements

- Impact areas
- Positive influences
- Negative influences



The Why

TASK



- Mastery Experiences
- Vicarious Influences
- Verbal Persuasion
- Physiological / Emotional States
- Imaginal Experiences

- Individual
- Interpersonal
- Task
- Organisational

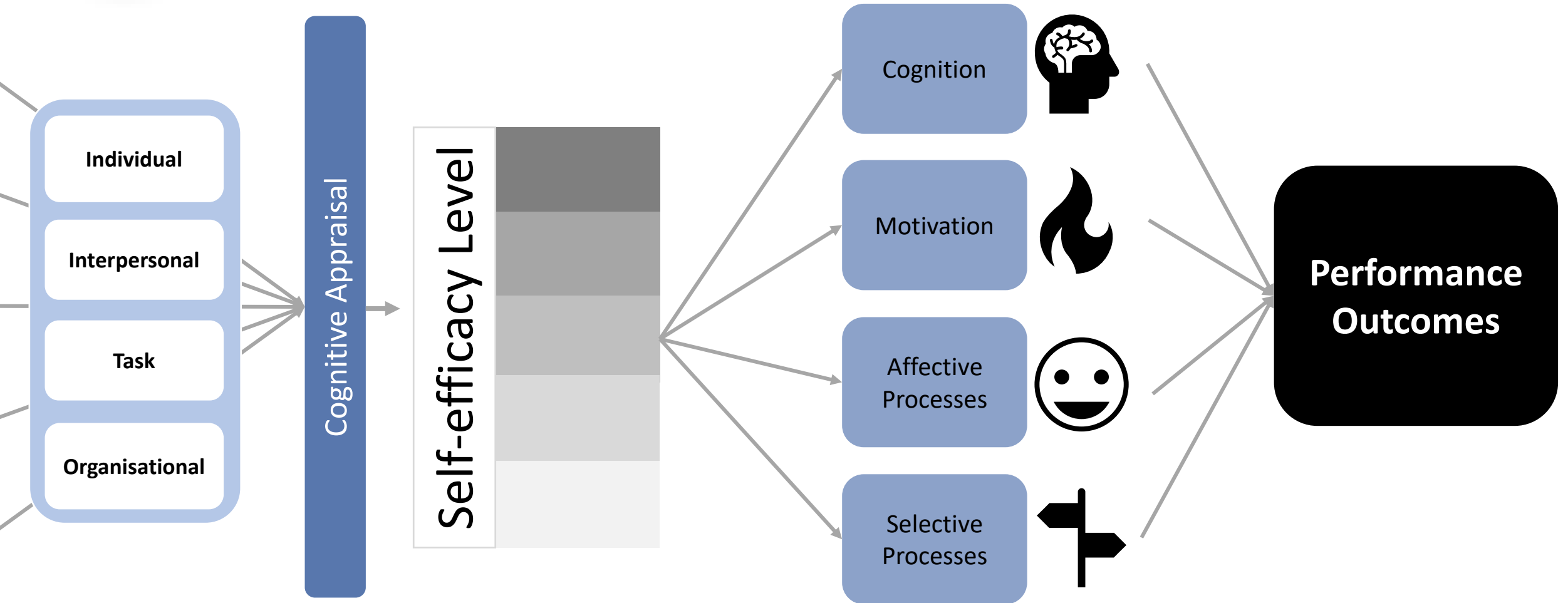
Cognitive Appraisal

Self-efficacy Level

A vertical bar with five horizontal segments of varying shades of gray, representing a scale of self-efficacy levels.

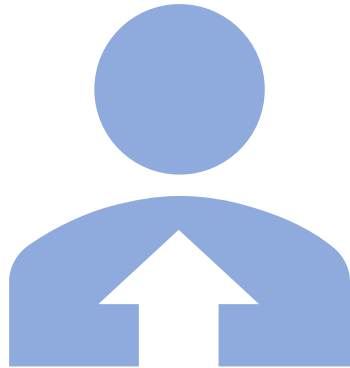


The Why





The Why



Individuals with high levels of Self-efficacy tend to:

- Accept challenges.
- Demonstrate intrinsic motivation
- Show resilience during difficult tasks.
- Recover quickly from setbacks.
- Experience lower levels of stress.



Individuals with low levels of Self-efficacy tend to:

- Have low aspirations.
- Avoid challenging tasks.
- Lessen their efforts during difficulties.
- Show weak commitment to goals.
- Focus on personal failings



Leadership Self-efficacy



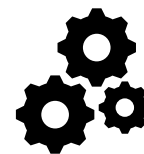
The What

The Why



Reflective Questions

- How strongly does SE influence you?
- Which areas does it affect the most?
- What are the positive influences?
- What are the negative influences?



Actions

- List the ways SE affects your thinking
- List the ways SE affects your behaviour



Leadership Self-efficacy

The What

The Why

The How

Section Elements

- SE Lulls
- SE Spirals
- Hyper SE
- SE Development



The How - *LSE Challenges*

Social Perceptions

Expertise

Self-efficacy



Probable Reality

Psych Safety

CPD

Leadership Level

Executive

Senior

Middle

Uncertainty

Stress

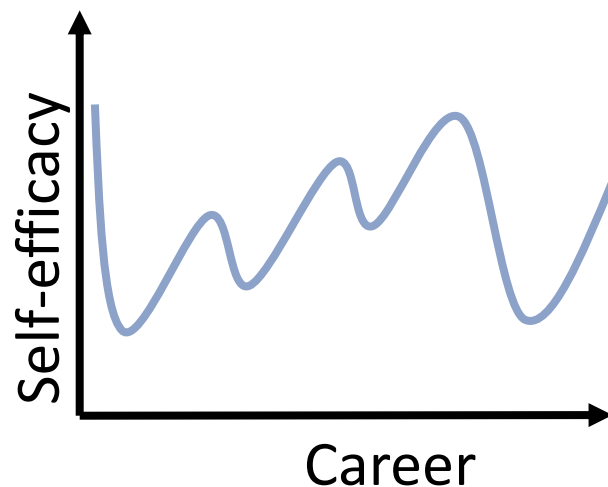
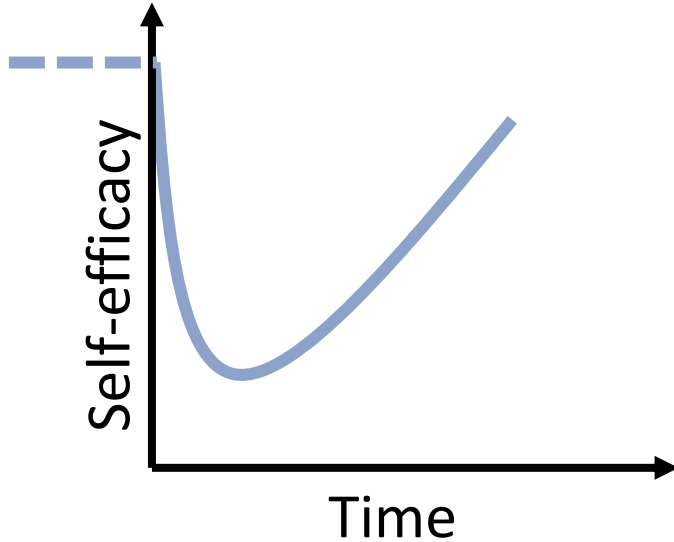
Underdeveloped
Expertise

Ineffective
performance

Reduced Impact



The How - *SE Lulls*

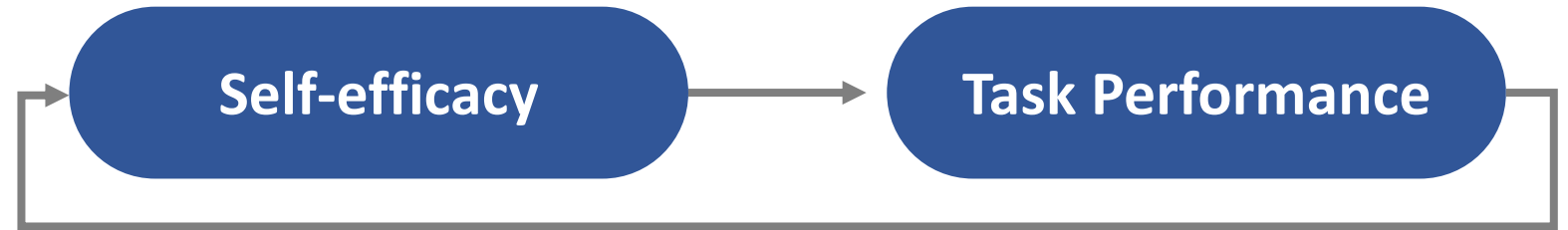
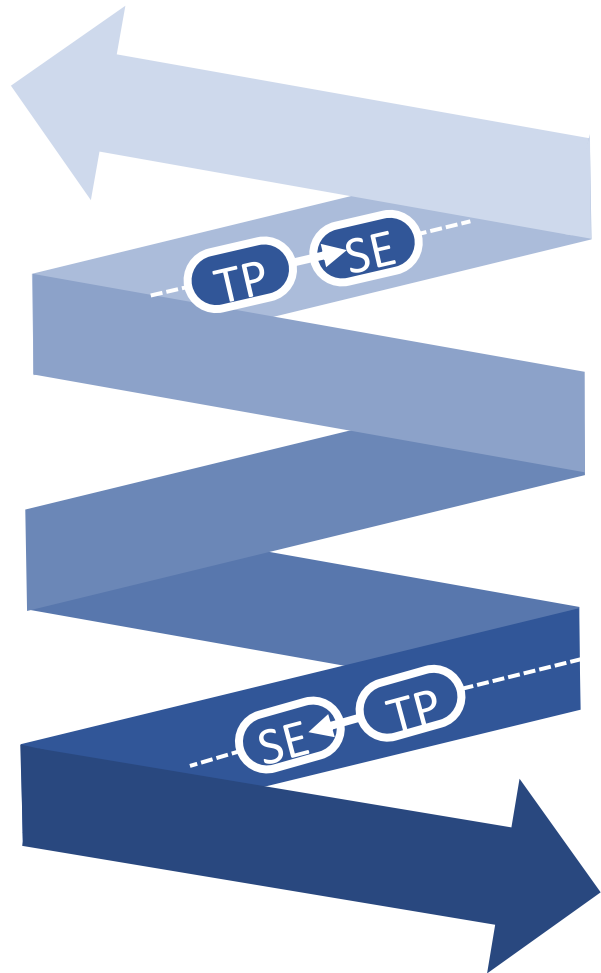


Stimuli

- Changes to context, role or responsibilities can create gaps in an 'experts' knowledge, skills and experience.
- This perceived movement back to 'novice' status can dent self-efficacy levels.
- Regular change over an individual's career can create successive lulls that increase in their depth if change is too frequent.



The How - *SE Spirals*



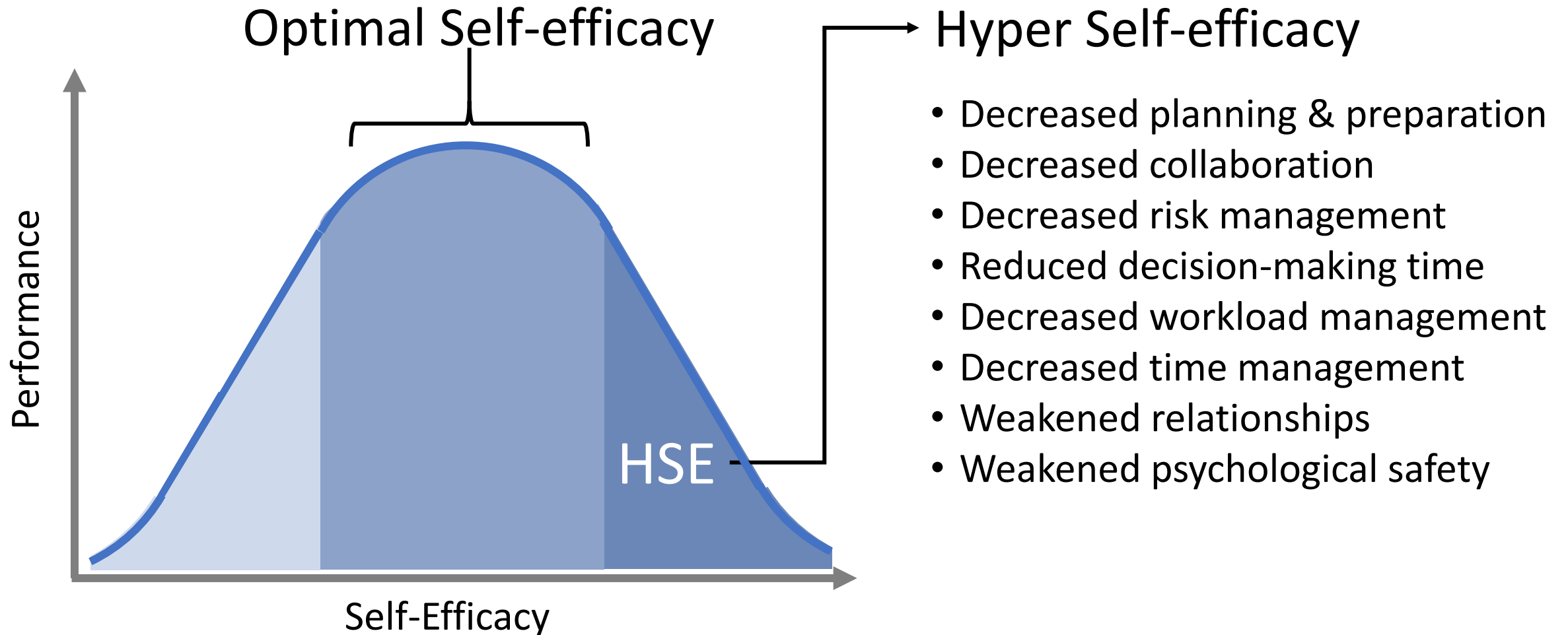
The efficacy-performance relationship is a positive, cyclical one.

That is, task performance (TP) affects self-efficacy (SE), which in turn affects performance, and so on.

These TP-SE-TP interactions can create both upward and downward spirals



The How - *SE Overdevelopment*

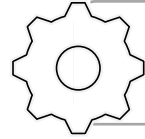




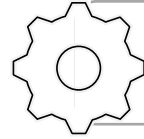
The How - *SE Development (Self)*



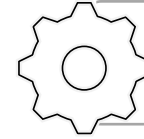
Mastery Experiences



Achievable Goals



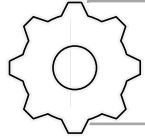
Performance Focus



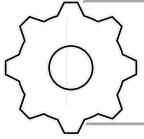
Outcome Specificity



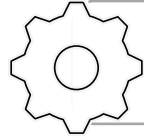
Vicarious Influences



Observation



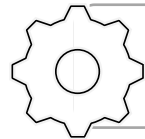
Models of Excellence



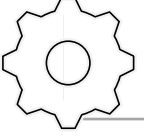
Contextual Alignment



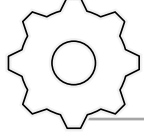
Verbal Persuasion



Peer Feedback



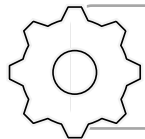
Coaching/Mentoring



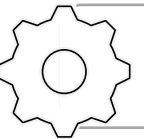
Self-Talk



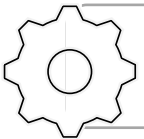
Physiological / Emotional States



Awareness



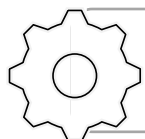
Mitigation



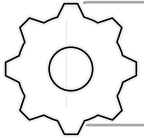
Attribution



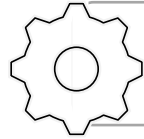
Imaginal Experiences



Visualisation



Mental Rehearsal



Pre-mortum



The How - *SE Development (Others)*

- Managing negative self-talk
 - Reinforce success through feedback
 - Enable others to experience early success (easier tasks first)
 - Increase the number of small wins by breaking down tasks
 - Remove barriers to success (lack of clarity, resources)
 - Provide delegation opportunities
 - Redefine success (effort over outcome)
 - Create psychological safety so that individuals ask for help
 - Provide individuals with access to mentorship and coaching
-
- Provide a robust programme of initial training
 - Ensure that induction processes adequately prepare individuals
 - Ensure that job descriptions are clear, detailed and accurate
 - Ensure that recruitment processes accurately measure suitability



Ongoing

Initial



Leadership Self-efficacy



The What

The Why

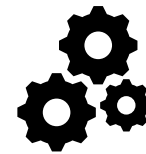
The Who

The How



Reflective Questions

- When and why have you experience SE lulls?
- When and why have you experience SE Spirals?
- How optimal are your levels of SE?



Actions

- Clarify your role responsibilities
- Review and refine your goals
- Find a coach or mentor for yourself and others
- Source additional training if required

Leadership Self-efficacy



Key Takeaways

- Self-efficacy is different to overall confidence
- SE is a personal perception
- SE perceptions come from a variety of info
- Past experiences make the biggest impact
- SE impacts on our thoughts, emotions & actions
- It's assumed that leaders have high SE levels
- Change in context cause lulls in SE levels
- SE drives performance in up or downward spirals
- Extreme levels of SE can have a negative impact
- Coaching & Mentoring help raise SE levels
- Micromanagement & limited feedback lower SE