Group Manual

Alice Saperstein, Ph.D.
Alice Medalia, Ph.D.
David Lynch, Ph.D.
Michael J. De Vivo

Introduction

The purpose of this group is to help people learn about their own motivation and what science can teach us about how people get and stay motivated.

The intervention includes:

➢ 14 manualized group sessions

➢ Each session will be 90 minutes divided into two parts: 45 minutes of skill building and discussion followed by 45 minutes of goal setting and workshopping around weekly goals

➢ A break is suggested in between

Manual Structure

The manual includes 13 content sessions plus 1 session devoted to review and wrap up.

➢ Each session begins with a brief review of the previous session content and participants' progress towards their weekly goals. This will take about 10 minutes.

➢ Review is followed by new skill building material, along with interactive exercises and worksheets. Discussion prompts help participants understand and apply the new material. This will take about 35 minutes.

➢ The second part, about 45 minutes, focuses on individual goal setting and identifying the skills and supports that will help participants reach those goals. There is opportunity for further discussion of old and new material, sharing feedback and support.

➢ A folder is provided to each participant to keep handouts together, though participants can take them home for reference.

Information for the Group Leader

The manual provides structure and content. To ensure that participants remain engaged, consider the information processing needs of participants.

➢ Present material at a pace that is comfortable and provides opportunity for all group members to grasp the content being discussed.

➢ Print handouts for participants; encourage note-taking. Make use of a white board or flip chart, if available, to offer multiple modes of processing information.

➢ Two card decks are included in the appendix. These should be printed and cut out so that they are available for the designated group sessions.

➢ Scripts (written in italics) can be revised so that the language is comfortable for the group leader and relatable for participants.

Prompt participation by offering opportunities for group members to read aloud, offer examples, express opinions, share their experiences.

➢ During review, prompt discussion of what went well and what participants might do differently in the coming week to apply the material learned. If a participant was successful in some areas, give some positive reinforcement. If they struggled in an area, see if you can problem solve together or as a group.

➢ Ensure there are opportunities to discuss potential challenges and possible solutions in applying new content. Allow group members to provide feedback and support to one another.

➢ All participants should be encouraged but never forced to take part in verbal discussions.

Session 1: Orientation

Objectives:

- Introduce group structure and curriculum
- Discuss facts and myths about motivation
- Introduce goal sheet and two skills - Chunking and SMART goals

Materials: Handout 1A, Worksheets 1B-1E, Motivation True/False Card Deck

What to Say: *This group is called Motivation Skills Training, MST for short. MST was developed because many people struggle to take action or get things done, even if it's something they want to do. The skills and activities in this group are based on scientific research about what motivates people to do things they like or aspire to. We want to help you:*

- *Learn about what motivation is and what science can teach us about how people get and stay motivated*
- *Increase self-knowledge about your own motivation*
- *Learn about common barriers to motivation and strategies to help you overcome those barriers*

The ultimate goal of this group is to help you do and accomplish the things that matter to you.

By the end of this session, clients should begin to develop rapport through an ice-breaker and group activities. Additionally, they should have a good understanding of what will happen in the group. Clients should be able to identify essential facts about motivation including why it is important to think about motivation as malleable.

Exercises:

1. Ice breaker activity, for example: Names (pronouns), a hobby or activity you enjoy

2. Provide folders and discuss **Handout 1A.**

3. Ask participants to define motivation. Then provide **Worksheet 1B.** Provide opportunity for participants to reflect on why motivation matters to them.

4. Provide the **Motivation True/False Card Deck**. Group members will take turns picking cards from the pile and read each aloud; allow for discussion to guide card

sorting into piles of true and false. If there is disagreement, have group members explain their reasoning.

5. Provide **Worksheet 1C**. Use the True/False game to lead into discussing the content.

6. To introduce goal setting, review SMART and the example of a SMART goal (relating to relationships) and then discuss as a group how to apply the SMART principles to another type of goal (relating to leisure) using **Worksheet 1D.** Note that clarification of terminology may be useful as some participants may be accustomed to using the term "objectives" when thinking about goals.

7. Give everyone **Worksheet 1E.** Review content and have everyone practice chunking using a personal example. Emphasize that chunking is a useful tool for breaking down a goal that is large or long-term into SMART goals which are the weekly action steps.

8. **Goal Setting**: Introduce the Goal Setting Sheet. Every week, participants will be asked to decide on a goal to work towards in the upcoming week. In this session, the focus of goal setting is to discuss what types of goals are appropriate for this group. Help participants apply chunking and SMART. Emphasize that over time, they will develop a set of skills that will help them achieve their weekly goals.

Group Orientation

GROUP OBJECTIVES:

- ✓ Learn about what motivation is and what science can teach us about how people get and stay motivated
- ✓ Increase self-knowledge about your own motivation
- ✓ Learn about common barriers to motivation and strategies to help you overcome those barriers

Knowledge is power: Many people have found that better understanding how motivation works, and what you can do to change it, can increase your sense of mastery and self-confidence.

The ultimate goal of this group is to help you do and accomplish the things that matter to you.

SESSION SCHEDULE:

- ✓ We will meet weekly
- ✓ MST includes 14 group sessions
- ✓ Each session is 90 minutes with a break in the middle

GROUP STRUCTURE:

- ✓ Goal Review – what worked? What might you do differently?
- ✓ Skill Learning – learn skill(s) related to motivation
- ✓ Goal Workshop – plan a new goal and apply skills to help you attain success

We believe learning should be fun and interactive. Your feedback and observations are important, so please share what is working for you - and what isn't.

What is Motivation?

DEFINITION:

- ✓ The reason or reasons one has for acting or behaving in a particular way.
- ✓ The general desire or willingness of someone to do something.
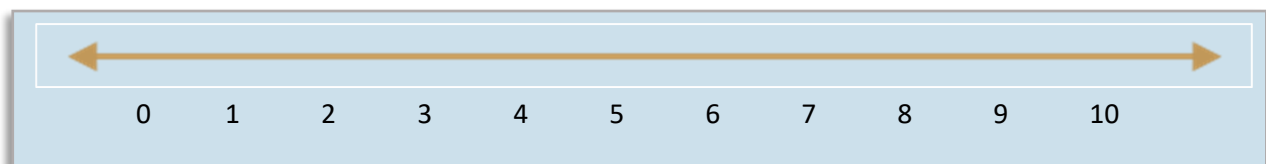
WHAT DO YOU THINK?

- ➢ Why is motivation important to you?
- ➢ How do you know when you feel motivated?
- ➢ Can motivation be changed?

Put an "X" on the line depending on how much you agree or disagree with the following statements:

"Motivation to start or continue a task can be increased."

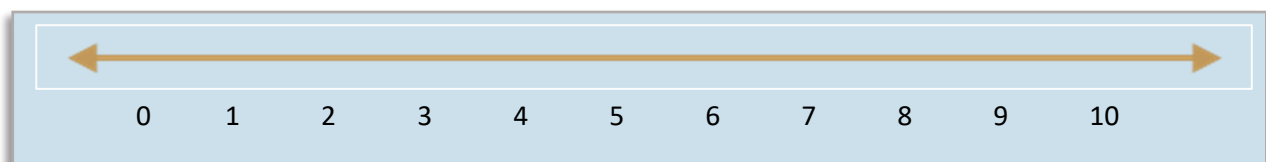**Not at All**   **Absolutely**

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Explain why you put the "X" where you did:

"Some people are always just more motivated than others."

Not at All   **Absolutely**

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Explain why you put the "X" where you did:

Motivation True or False (Reference)

1. *You must be very motivated in order to get a task done*: False, motivation can help start or continue a task, but it is not required.

2. *The only thing that motivates people is money*: False, there are many factors that might increase motivation.

3. *Motivation always feels pleasurable*: False, motivation can feel uncomfortable at times.

4. *Motivation = Willpower*: False, motivation and willpower are different. Motivation is related to reasons one has for acting or behaving in a particular way, while willpower has more to do with resisting impulses.

5. *It is easier to be motivated for some tasks than others*: True, motivation can vary by task, especially for tasks or activities you might enjoy or that are important to you.

6. *You have to be in the right mood to be motivated*: False, you can experience motivation while experiencing different moods and emotions.

7. *Other people can influence your level of motivation*: True, other people can influence your level of motivation. Our interactions with others can both increase and decrease our motivation, depending on the situation.

8. *You have very little control over your motivation*: False, motivation can be changed. You will be learning strategies in this group that will demonstrate that motivation can change.

9. *Telling someone you're going to do something makes it harder to procrastinate*: False, our interactions with others can both increase and decrease our motivation, depending on the situation.

10. *You can motivate yourself to do things you do not like to do*: True, you can motivate yourself to do things you do not like to do.

11. *The easier the goal, the easier it is to get it done*: False, whether a task is difficult or easy, there are many factors that when taken together need to be considered that might impact motivation.

12. *If you want to, you can change how motivated you are*: True, you will be learning strategies in this group that will demonstrate that motivation can change.

Motivation Facts

FACTS ABOUT MOTIVATION TO CONSIDER

Below are 4 facts about motivation. Consider your life and times when these facts seem true or false to you.

Fact 1 - Motivation can change depending on what you think, how you feel and the skills you have.

Fact 2 - Motivation can change depending on what's happening around you.

Fact 3 - Motivation can be regulated.

Fact 4 - Motivation can vary by quantity (amount) and quality (type) - sometimes we are not "motivated in the right way" for a given task, even if we are "motivated enough".

Deciding on a SMART Goal

The best way to learn motivation skills is to set a goal and then try out the different skills we discuss. In every session, we will ask you to name something you want to accomplish in the next week. We will talk about skills to help you reach your weekly goal and review what did and didn't work.

WHAT IS YOUR GOAL FOR THE NEXT WEEK? NAME ONE THING YOU WANT TO ACCOMPLISH.

PERSONAL CHOICE

HEALTH & WELLNESS

SOCIAL

GOAL AREAS

LIVING

EMPLOYMENT

EDUCATION

These are several goal areas that people typically focus on. You are welcome to think about any additional categories for yourself as well.

IT HELPS TO CHOOSE A **SMART** GOAL. PART OF THE TRICK TO STAYING MOTIVATED IS TO CHOOSE WEEKLY GOALS THAT HAVE THESE PROPERTIES:

S	• SPECIFIC
M	• MEASURABLE
A	• ACHIEVABLE
R	• RELEVANT
T	• TIME- BOUND
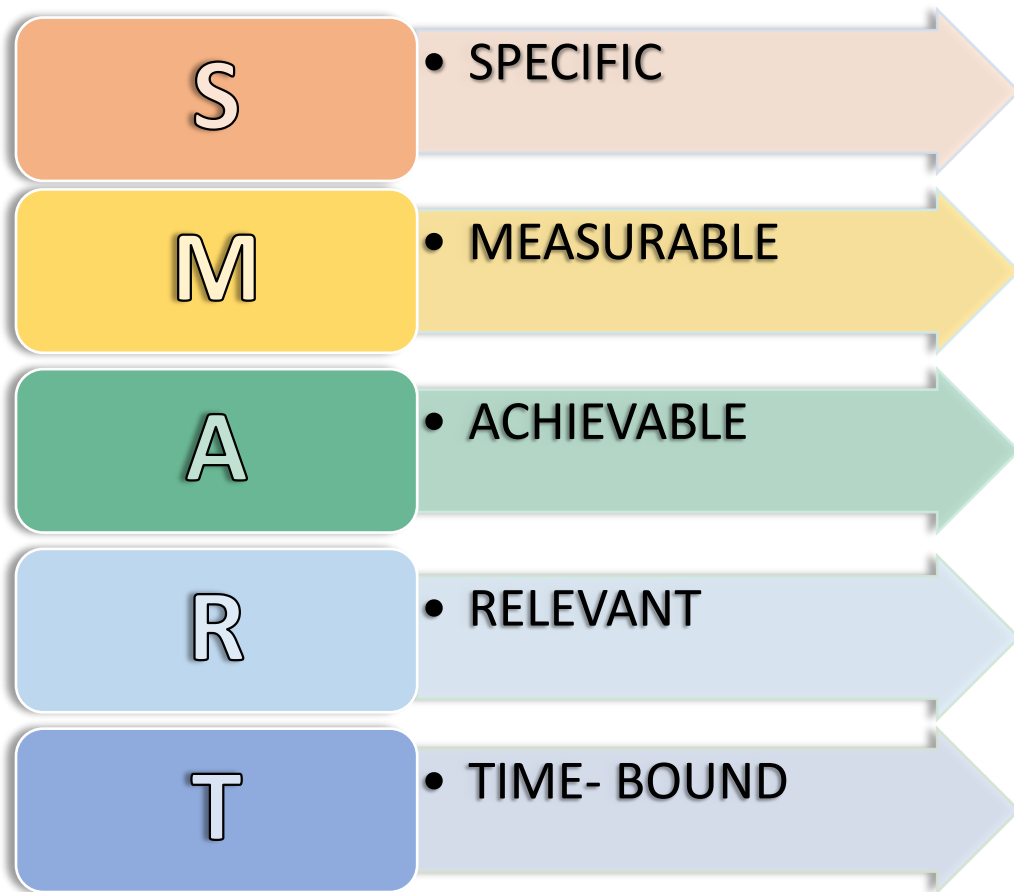
SPECIFIC: **Is the goal clear and simple?**

MEASURABLE: **Is progress towards the goal measurable? When goals are measurable, you'll be able to track your progress, and that can lead to increased motivation and feeling encouraged.**

ACHIEVABLE: **Is the goal "do-able"? Do you have the tools and skills you need to accomplish this goal?**

RELEVANT: **Does this goal align with your values, aspirations, or long-term goals?**

TIME-BOUND: **Can you accomplish this goal within one week?**

EXAMPLE 1:

Choosing a SMART GOAL: *Relationships*

My goal is to catch up with my family.

Weekly Goal or Task you want to Accomplish:

In the next week I will research the most likely way of getting in touch with my cousin (phone, text, email, letter).

> ➢ Does this meet SMART Goal criteria? Why or why not?

EXAMPLE 2:

Choosing a SMART GOAL: *Leisure*

My goal is to cook healthy meals for myself.

Weekly Goal or Task you want to Accomplish:

In the next week I will…

> ➢ Does this meet SMART Goal criteria? Why or why not?

Breaking Down Your Goal with Chunking

Large Goal: *Get a Job*

Chunk by Time:

30 min searching on Indeed.com

30 min updating my resume

Chunk by Task:

Find 5 relevant jobs

Update skills section of resume

Large Goal:

Chunk by Time:

Chunk by Task:

Different strategies will work for different goals or tasks. Note which are successful, and which are not, so you can build a record on your own motivational system and skillset.

Goal Setting

Week of: /   /

Weekly Goal or Task:_____

Will I chunk by Time or Task?

__ Chunk by Time   or   __ Chunk by Task

Did I choose a S-M-A-R-T goal? Check off each category.

__ **SPECIFIC:** Is the goal clear and simple?

__ **MEASURABLE:** Is progress towards the goal measurable?

__ **ACHIEVABLE:** Do you have the tools and skills you need to accomplish this goal?

__ **RELEVANT:** Does this goal align with your values?

__ **TIME-BOUND:** Can you accomplish this goal within one week?

Session 2: What do you Value?

Objectives:

- To distinguish between values and goals
- To help group members understand how identifying their values and connecting to the purpose of a task can be motivating

Materials: Worksheets 2A-2D, pen or pencil

Check-In:
- Review goal sheet from last week
- Ask if anyone worked towards a specific goal
- What went well?
- Remind participants that they will be learning a set of skills that will help them make progress toward their goal(s)

What to Say: *"Today we will talk about values. We will focus on what is important to you, which may be different from what your friends, family and providers find important. Knowing what you value - what you really care about - is the foundation on which you can begin to get what you want and will provide you with the energy to get things done. Your values can also help remind you what the purpose of a task is - why you want to do it in the first place.*

Give everyone **Worksheet 2A**. *Values are not the same as goals. Russ Harris, a psychologist who investigates the impact of values on motivation, describes the difference between values and goals: Let's read this together, taking turns reading a sentence.* After Worksheet 2A, provide the example below to illustrate.

An example of the way goals and values work together is this: I value family and connection. One of my goals for this week is to visit my grandmother who has a hard time getting out of the house. The goal is the behavior or task I intend to do (visit my grandmother) while the value (family and connection) provides me with the motivation to do it.

Exercises:

1. Give everyone **Worksheet 2B**. It is helpful to remind group members that the activity is asking them to identify *their* values, not the values of their family, culture,

society or friends. Make sure group members understand and are circling the values that *they* feel most connected to.

2. Give everyone **Worksheet 2C** and facilitate the two thought experiments to help group members consider ways of connecting values to action. When asking participants to consider the "title" of their "documentary" this is an opportunity to connect values to everyday behaviors *as well as* to the larger goal(s) each person is working towards.

3. **Goal Setting**: Orient participants to the addition of values to the Goal Setting Sheet. Help participants identify and connect values to one or more goals. Participants may consider narrowing goals down, using chunking and SMART, to choose one they would like to try to work towards.

Values and Goals

"Values are like directions we keep moving in, whereas goals are what we want to achieve along the way. A value is like heading West; a goal is like the river or mountain or valley we aim to cross whilst traveling in that direction. Goals can be achieved or 'crossed off', whereas values are ongoing. (No matter how far West you go, you never reach it!)

For example, if you want to be a loving, caring, supportive partner, that is a value: it involves ongoing action. In contrast, if you want to get married, that's a goal - it can be 'crossed off' or achieved. If you want a better job, that's a goal. Once you've got it - goal achieved. But if you want to fully apply yourself at work, contribute your best, and engage fully in what you're doing, that's a value: it involves ongoing action."

The Happiness Trap, Russ Harris
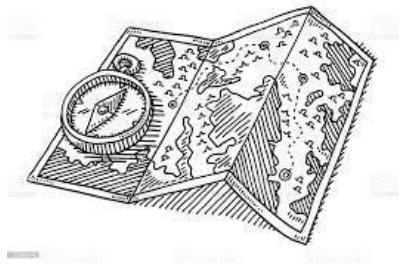
Russ Harris goes on to list the following characteristics of values.

VALUES:
1. Are HERE and NOW (and can shift or change!)
2. never need to be justified—they are like our taste in ice cream!
3. often need to be prioritized
4. are freely chosen—we consciously choose to bring these values to our actions
5. are best held lightly— values guide us, they don't rule us

My Values

As we learned from Russ Harris, values can help provide us with the direction that we want to go in our lives. Since values are freely chosen, you get to choose the way you want to live your life.

Below is a list of commonly held values. Circle the values below that you feel most connected to. While this is a long list, it does not contain every possible value. There are three blanks where you can add your own.

Acceptance	Achievement	Adventure
Beauty	Compassion	Connection
Consistency	Courage	Creativity
Fairness	Family	Freedom
Friendship	Fulfilment	Fun
Gratitude	Health	Honesty
Independence	Inner Peace	Integrity
Learning	Loyalty	Nature
Order	Patience	Peace
Self-respect	Service	Spirituality
Structure	Trust	Wisdom
_____	_____	_____

The emphasis we place on different values can shift over time. From where you sit today, which of the values that you circled above do you think will help guide you during this group?

_____

_____

Reflections

The following reflections are designed to help you think about how you can put values into action.

Imagine we had a magic wand here in group today. This special wand works on whatever pain, problem, or issue that's holding you back in life. With a swoosh of the wand… these things are no longer a problem for you…

If these challenges are no longer a problem for you, what activities or actions would you be *doing more of*?"

I would be doing more:

1. _____

2. _____

3. _____

Imagine yourself living by the values that you circled on the previous page. Word gets out to a filmmaker who has dedicated their life to making documentaries about people living by their values. They ask you to participate in their project. You agree to allow the filmmaker to join you for seven days of taping your activities and actions.

What behaviors, actions and activities would the filmmaker be putting in their film?

_____

_____

What would the title of this documentary be?

_____

_____

Goal Setting   Week of: /   /

Weekly Goal or Task:_____

Will I chunk by Time or Task?

__ Chunk by Time   or   __ Chunk by Task

Did I choose a S-M-A-R-T goal? Check off each category.

__ **SPECIFIC:** Is the goal clear and simple?

__ **MEASURABLE:** Is progress towards the goal measurable?

__ **ACHIEVABLE:** Do you have the tools and skills you need to accomplish this goal?

__ **RELEVANT:** Does this goal align with your values?

__ **TIME-BOUND:** Can you accomplish this goal within one week?

What values do I connect to this goal/task? _____

_____

Session 3: Motivation Basics

Objectives:

- To understand the difference between intrinsic and extrinsic motivation
- To learn about factors that promote intrinsic motivation and how this knowledge can be used to enhance personal motivation
- To introduce the Motivometer and how it can be used during goal setting to understand motivation towards a particular goal/task

Materials: Intrinsic/Extrinsic Motivation Card Deck, Worksheets 3A, 3B

Check-In:

- Review goal sheet from last week
- Ask if anyone worked towards a specific goal
- What went well?
- Remind participants that they will be learning a set of skills that will help them make progress toward their goal(s)

What to Say: *There are two types of motivation. One type is intrinsic, or internal motivation. You do something because it's rewarding in itself, or you do it for its own sake. For example, you make a special dinner because you love cooking, even if it takes you 2 hours. The second type is extrinsic motivation, which comes from outside of you, or external sources. A classic example is that you go to work because you get paid.*

Exercises:

1. Give everyone **Worksheet 3A** to introduce MUSIC as an acronym to remember the 5 main factors that impact intrinsic motivation. Use the worksheet to define each factor, i.e., *"The first factor is empowerment. To determine how empowered you feel to work on a goal or task you might ask yourself, 'do I have some control over how the task is done? Do I have choices about how to complete it?' The second factor is…"* and so on.

Helpful Hint: After reviewing Worksheet 3A, use examples to illustrate how the 5 elements of MUSIC operate:

Example 1: *"I love to plan parties! I am going to plan a birthday party for my niece. I will be able to pick the decorations and food. My niece and I are very close, and I am happy to do this for her. People in the past have said that I am very good at planning events.*

➢ Ask the group: *"Does it sound like I have high motivation to plan this party?"* Have the group identify the intrinsically motivating elements from the example (caring, interest, success, and empowerment).

Example 2: *"I love to plan parties! I am going to plan a birthday party for my niece. She and I are very close and I'm happy to do this for her. People in the past have said that I am very good at planning events, though her mother did tell me that she preferred to make the cake and plan the decorations.*

➢ Ask the group: *"Does it sound like I have high motivation to plan this party?"* Have the group identify the intrinsically motivating elements from the example (caring, interest, success). *What element is different in this example? How might that change your motivation?* Consider both the quantity (amount) of motivation and the quality (type) of motivation.

2. Provide the **Intrinsic/Extrinsic Card Deck.** Ask group members to take turns choosing cards from the pile and sorting it as an example of intrinsic or extrinsic motivation. Encourage group discussion about the sorting strategy.

3. Give everyone **Worksheet 3B**. Then say, *"This worksheet depicts a tool we call the 'The 'Motivometer' [mo-TEEV-oh-meter]. We will be using the Motivometer moving forward to help you visualize <u>how</u> you are motivated – is it by interest? by empowerment? - and <u>how much</u> you are motivated in each area as you can indicate on the thermometers. You may find that your motivation varies depending on the goal/task. For some tasks, you may identify only some areas that are high and some areas that are lower. For other tasks many areas will be high. Let's use another example to illustrate."*

➢ Ask for an example of a task/goal someone in the group is working on (e.g., start exercising). Have them rate their motivation on each of the 5 areas by coloring in each thermometer. Point out where motivation is high vs low. Note that we can draw on our motivation strengths to complete tasks/goals AND that we can

recruit strategies to increase motivation in areas where motivation is low. This is how we can use the Motivometer as a tool to help us do the tasks we want.

3. Ask for group members to complete the **Motivometer** for themselves using a previous task/goal or a task/goal they want to work towards for next week.

4. **Goal Setting**. Orient participants to the addition of the Motivometer to the Goal Setting Sheet. Participants may begin identifying a goal to focus on in the coming week. Help participants use the Motivometer to note areas of motivation strength for the goal they identify.

MUSIC Model of Intrinsic Motivation

There are specific factors that influence how intrinsically motivated people are. MUSIC is an easy acronym to remember these motivating factors.

e**M**powerment

- Do I have some control over how the task is done?
- Do I have choices about how to complete it?

Usefulness

- Will completing this task help me in some way?
- Does this task help me align my actions with my values?

Success

- Can I do this task well?
- Will I be able to complete it?

Interest

- Is this task enjoyable?
- Is it interesting?

Caring

- Are others supportive of me in doing this task?
- Do I have the help I need?

Intrinsic vs Extrinsic Motivation (Reference)
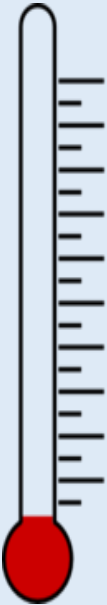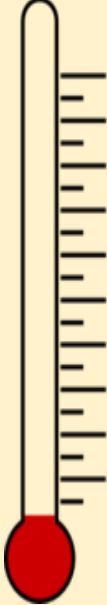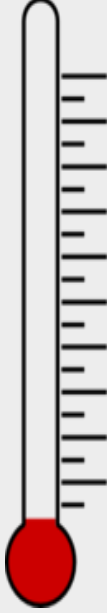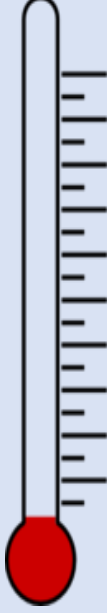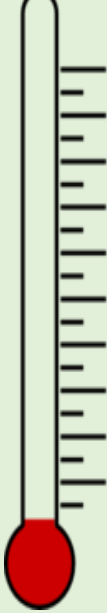
Provide the Intrinsic/Extrinsic Motivation Card Deck. Have group members take turns picking a card from the pile and allow for group discussion to guide card sorting into two piles: Extrinsic Motivation and Intrinsic Motivation. If there is disagreement, have group members explain their reasoning.

1. Working late hours because you want to do a project well. (IM)
2. Going to the gym because you like the feeling of pushing yourself and getting stronger. (IM)
3. Cleaning your apartment because you don't want your friend to think you're messy. (EM)
4. Cooking an elaborate meal because you like the process. (IM)
5. Calling your grandma because your mom will nag you if you don't. (EM)
6. Learning a new computer programming language because you like to figure out how things work. (IM)
7. Calling your grandma because you want to strengthen that relationship and you want to catch up. (IM)
8. Going to the park and hoping your neighbor will see you. (EM)
9. Learning a new programming language because you have to for work. (EM)
10. Cleaning your apartment every Sunday because you want to practice being a consistent person. (IM)

Motivometer

TASK/GOAL: _____

Rate the strength of your motivation for a task or goal in the following areas:

eMpowerment	Usefulness	Success	Interest	Caring
Do you have a degree of control over how the task is done? Do you have choices about how to complete it?	Will completing the task bring you some sort of benefit? Will completing this task help you become the person you want to be?	Do you expect you will be able to do this task well? Do you expect to be able to complete it?	Do you enjoy the task? How much interest do you have in it?	Do other people care about what you are doing? Do you have the help you need?

Goal Setting

Weekly Goal or Task: _____

Will I chunk by Time or Task?

__ Chunk by Time   or   __ Chunk by Task

Did I choose a S-M-A-R-T goal? Check off each category.

__ **SPECIFIC:** Is the goal clear and simple?

__ **MEASURABLE:** Is progress towards the goal measurable?

__ **ACHIEVABLE:** Do you have the tools and skills you need to accomplish this goal?

__ **RELEVANT:** Does this goal align with your values?

__ **TIME-BOUND:** Can you accomplish this goal within one week?

What values do I connect to this goal/task? _____

Use the Motivometer to rate different elements of your motivation.

eMpowerment	Usefulness	Success	Interest	Caring

Session 4: Increasing Perceived Competency and Expectation of Success

O**bjectives:**

- Review how feeling competent and the expectation of success can impact motivation
- Identify common automatic thoughts around self-competency that decrease motivation
- Learn Catch it, Check it, Change it and apply this skill in goal setting

M**aterials:** Worksheet 4A and 4B. Use a board for writing group discussion points.

Check-In:

- Review goal sheet from last week
- What did you learn about your motivation? Refer back to the Motivometer to check in and review.

What to Say: *In the last session we talked about the different factors that can impact our motivation. One of those factors is whether we expect to be successful to do what we intend. Feeling competent (able) can impact whether we <u>start</u> on a task and whether we <u>continue</u> working on the task to reach a goal, even when we face challenges. Today we will talk about automatic thoughts - thoughts that pop up in response to certain situations — that can impact how we feel, our motivation to do the things we want, and our actions (or inaction). We will learn a skill called "The Three Cs" to help you identify unhelpful automatic thoughts and offer a strategy for how to address them.*

When practicing The Three Cs, note that participants have already learned skills that can help them address perceived competency. For example, using chunking to break down a large task/goal into smaller discrete steps is a skill that helps make a big goal more attainable and can therefore increase expectation for future success. Successful use of chunking to complete a task can be used as a "success reference" to challenge unhelpful

thoughts about self-competency and expectation of success.

Exercises:

1. Give everyone **Handout 4A**. Consider 2 common thinking errors and encourage participants to identify examples of unhelpful automatic thoughts they have experienced, particularly those related to their goals. Relate each thought to a feeling and behavior. Use the examples to learn what it means to catch, check, and change a thought. Additional guidance appears in the box below.

2. Give everyone **Handout 4B**. Prompt participants to reflect on their goal progress over the course of the week. Did thinking errors get in the way of goal progress? Apply the Three Cs and then ask participants to share.

3. **Goal Setting**. Ask participants to decide on a goal to work towards in the next week. Help participants take note of how they rate their expectation for success on the Motivometer. Ask how they might remember to use the Three Cs to address de-motivating thoughts about competency or expectations for success.

> *Catching* the automatic thought means you recognize it. You may first notice an emotional response to a situation, which can be a clue that an automatic thought was triggered. For example, the nervous feeling you have when studying in a textbook may be a clue that you had the automatic thought, "I'm a terrible learner."
>
> *Checking* the thought means evaluating the thought and considering whether there is another way of looking at the situation. Is there information I am missing? Is there another explanation?
>
> *Changing* the thought means revising the thought to be more accurate or more balanced. This process can help you better cope with difficult emotions and situations.

Automatic Thoughts

Definition: Automatic thoughts are the thoughts that "pop" up in response to certain situations. Being able to "catch" these automatic thoughts allows you to evaluate them, change the way you think about the situation and your response. You may notice that certain unhelpful automatic thoughts occur more frequently for you, or that certain situations act as triggers for unhelpful automatic thoughts.

Some automatic thoughts are common thinking errors – so common in fact that we've given them names. Thinking errors might lower our motivation to do things we want. Afterall, no one likes to do things if they don't think they can succeed.

Let's discuss two common thinking errors that get in the way of motivation. For each thinking error we will identify how you might catch it, check it, and change it.

THINKING ERROR: MAGNIFYING/CATASTROPHIZING

Definition	Thought Example
Blowing things out of proportion; making mountains out of molehills.	I forgot to do my exercises on Monday – I will never lose weight.

Catch It!   How would this thought make you feel? _____

How might this thought impact your motivation? _____

How might you react? _____

Thought Example	Why is this an Error?
I forgot to do my exercise on Monday – I will never lose weight.	A negative event is given more emphasis than it deserves; the consequences of the action are blown out of proportion.

| Check It!	How accurate is this statement? How certain are you that this is true?
	Are there other (more likely) consequences?
	What does past experience tell you?
	Are there different ways of thinking about this situation?

Change It!   Revise the thought so it is more balanced: _____

_____

Does thinking about the situation differently change the way you feel?
_____

How might you react in response to the new thought? _____

_____

THINKING ERROR: ALL-OR-NOTHING / BLACK-OR-WHITE THINKING

Definition	Thought Examples
Believing performance is either good or bad without any variation or in-between.	"If I can't do this perfectly, it's not worth doing at all." "If I can't do it all I might as well not try."

Catch It!   How would these thoughts make you feel? _____

How might these thoughts impact your motivation? _____

How might you react? _____

Thought Example	Why is this an Error?
"If I can't do it all I might as well not try."	Performance is being forced into one of two boxes – everything or nothing at all.

Check It!	Is this thought helpful? Or unhelpful?
	Are there different ways of thinking about this situation?

Change It!   Revise the thought so it is more balanced: _____

_____

Does thinking about the situation differently change the way you feel?

_____

How might you react in response to the new thought? _____

_____

The Three Cs

Think back to earlier today or this week – was there a specific thought that might have influenced your feelings and/or actions in an unhelpful way? Was there a time in the last week when an unhelpful thought got in the way of working on your goal?

Catch It:

What is the unhelpful thought?
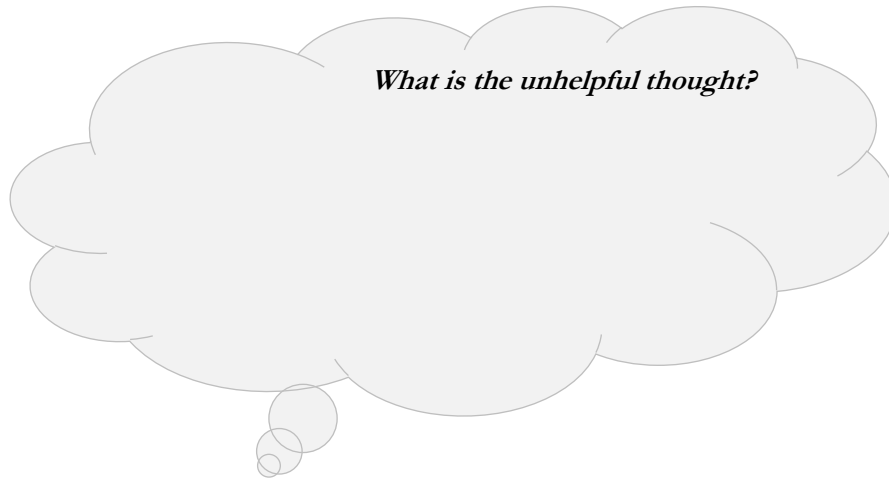
What were you doing at the time? _____

How does this thought make you feel? _____

How strong is this feeling? *Rate the feeling from 1 (mild) to 10 (intense)*: _____

Check It:

Is this a thinking error (*All-or-Nothing Thinking, Catastrophizing*)? _____

_____

Change It:

Can you make this thought more accurate or balanced? _____

_____

How does this new thought make you feel? _____

How strong is this feeling? *Rate the feeling from 1 (mild) to 10 (intense)*: _____

Goal Setting

Weekly Goal or Task: _____

Will I chunk by Time or Task?
__ Chunk by Time   or   __ Chunk by Task

Did I choose a S-M-A-R-T goal? Check off each category.

__ **SPECIFIC:** Is the goal clear and simple?

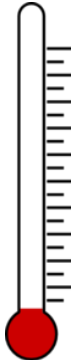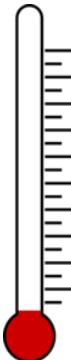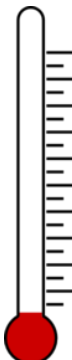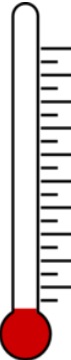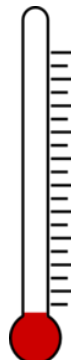__ **MEASURABLE:** Is progress towards the goal measurable?

__ **ACHIEVABLE:** Do you have the tools and skills you need to accomplish this goal?

__ **RELEVANT:** Does this goal align with your values?

__ **TIME-BOUND:** Can you accomplish this goal within one week?

What values do I connect to this goal/task? _____

Use the Motivometer to rate different elements of your motivation:

eMpowerment	Usefulness	Success	Interest	Caring

Session 5: Task Initiation

Objective: Learn strategies to problem solve getting started on a goal-oriented task.

Materials: Worksheets 5A & 5B. Use a board for writing group discussion points.

Check-In:

- Review goal sheet from last week
- What went well?
- What might go differently?

What to Say: *Last week we learned about the 3 Cs to address automatic thoughts that may lower our sense of competency and lead to low motivation. Sometimes low motivation is the result of feeling uncertain about how to get started on a task we want or intend to do. We may feel overwhelmed or anxious about beginning something new.* **Chunking** *is one strategy we learned to break down an overwhelming task, either by limiting the amount of time you will spend on the task, or by creating a very specific smaller task to complete.* When you feel you are likely to be successful in starting a task, you may have more motivation to begin. Today we will learn more ways to help you get started to do the things you care about.*

*Note: You might ask group members if reviewing Chunking would be useful. You may go back to session 1 to practice chunking by task vs time and then return to the session.

Exercises:

1. Give everyone **Worksheet 5A.** Some participants may have difficulty interpreting or applying the analogies. Check for understanding by asking participants to give examples of when they may have used each approach or when the approach might be useful.

2. **Goal Setting**. Ask participants to set a goal for the week. Ask participants about their success rating on the Motivometer and assist them to identify strategies they can use to increase the likelihood of task success.

Getting Started

We have learned that breaking down a large task into smaller, specific tasks is one way to get started on a goal, an approach we know as "Chunking." Another approach to getting started when working towards a goal is to consider whether the situation calls for getting a more difficult task over with or whether you'll be more likely to do it if you start with an easier task first. Let's consider these two different approaches:

1. Frog Eating:

"Eat a frog first thing in the morning and nothing worse will happen to you the rest of the day."

-Mark Twain

If you have to eat two frogs, eat the ugliest one first! If you have to eat a live frog at all, it doesn't pay to sit and look at it for very long.

2. Fire Building:

Also called the "kindling approach", fire building suggests starting with smaller chunks and building up to the more challenging or larger chunks.

➢ **How do these two approaches compare? Can you give an example for each?**

➢ **Do Frog Eating and Fire Building work best for certain situations?**

➢ **How does knowing where to start (e.g., which chunk?) impact your motivation?**

Getting Started (Cont.)

Sometimes, getting started is challenging because we experience "analysis paralysis." This means that we might think about all the ways we might get started, then feel overwhelmed. We might also notice that it is difficult to connect the task to its purpose, or how it fits into our values, i.e., "why I am doing this in the first place?" The following approaches can help us overcome these challenges.

Zombie Method:

We don't always need to have everything figured out before starting. In fact, sometimes the steps become clearer after starting. The Zombie Method can help combat "analysis paralysis."

➢ **When might you use the Zombie Method?** (e.g., *completing an application, organizing your space or name your example*): _____

Timer Technique:

Like chunking by time, the Timer Technique provides a way to structure time around work and breaks. A common approach is to alternate periods of work with breaks.

15 minutes of writing important emails	→	5 minute break - Listening to music	→	15 minutes of writing important emails	→	5 minutes break - watching a YouTube video

There are free phone apps and websites that can help us practice this approach, or you can just use a timer.

➢ **When might you use the Timer Technique?** *(e.g., You are working on a task and you suddenly need to do other things instead of focusing on your current goal):* _____

Projection:

Projection helps us connect our task with values and purpose. Sometimes, it can help to envision completing the task. *(Athletes often do this when they train.)*

➢ **When considering your goal for this week, try the Projection sentence completion activity below:**

1. By doing _____, I move towards my value(s) of _____.

2. Working on _____ helps me be the person I want to be by _____.

3. Completing _____ will allow me to _____.

Goal Setting   Week of: /   /

Weekly Goal or Task: _____

Will I chunk by Time or Task?

__ Chunk by Time   or   __ Chunk by Task

Did I choose a S-M-A-R-T goal? Check off each category.

__ **SPECIFIC:** Is the goal clear and simple?

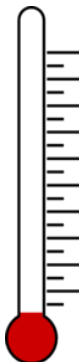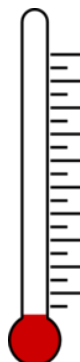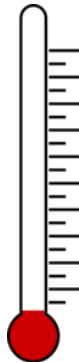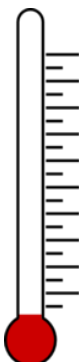__ **MEASURABLE:** Is progress towards the goal measurable?

__ **ACHIEVABLE:** Do you have the tools and skills you need to accomplish this goal?

__ **RELEVANT:** Does this goal align with your values?

__ **TIME-BOUND:** Can you accomplish this goal within one week?

What values do I connect to this goal/task? _____

Use the Motivometer to rate different elements of your motivation.

eMpowerment	Usefulness	Success	Interest	Caring

Session 6: Task Motivation Fit

Objectives:

- To understand that different tasks require different types of motivational states
- To differentiate between Eager and Vigilant Tasks
- To strategize about how group members can tailor their motivational states to the task demands.

Materials: Worksheets 6A-6C; Pens or pencils; stopwatch or cell phone with stopwatch

Check-In:

- Review goal sheet from last week
- What went well?
- What might you do differently?

What to Say: *Over the past few weeks, we have talked about ways in which we might notice how motivation feels. For example, we have used the Motivometer to notice motivational strengths when we set out to do a task or activity and ways to increase motivation when we feel uncertain, overwhelmed, or anxious about beginning. Today, we are going to focus on something different. We are going to look at what a task or an activity might ask of us. In other words, how different types of tasks require different motivational approaches.*

Exercises:

1. Give everyone **Worksheet 6A.** Say, "*Has anyone ever played on a soccer team or watched a soccer game on TV?* [Survey group members and ask about their experience] *Like many sports, soccer has different positions where players have specific jobs on the field. We are going to use soccer as a way to help us understand the idea of Task Fit.*"

2. Give everyone **Worksheet 6B.** Say, *"Different tasks call for different types of motivation. Researchers have divided tasks into two categories: Eager versus Vigilant. We will review these types of tasks by comparing them to common positions on a soccer team. Then we will think of Eager and Vigilant tasks you've encountered in your own life."* Note: An example of an Eager task is brainstorming ideas. An example of a Vigilant task is proofreading a letter.

3. Give everyone **Worksheet 6C**. Say, *"Now we are going to try an example of an Eager and Vigilant task to see what it feels like. Play close attention to what makes each task different. What do these tasks require of us?"* Guide group members through the two experiential exercises. Start with the brainstorming task on the lefthand side of the page. Use a cell phone or stopwatch to time participants for 1 minute. Encourage group members to work quickly and efficiently. Remind group members to observe what the task required of them to complete it successfully. Once the brainstorming task is completed, ask participants to examine the written excerpt on the right side of the page. Instruct group members to count the number of times the word 'and' is written. Again, ask participants to observe what the task required of them to be successful. Once both exercises are completed, ask group members to identify which task is Eager and which task is Vigilant. Elicit reactions to each activity and discuss the four questions on the bottom of Worksheet 6C.

4. **Goal Setting**. Ask participants to decide on a goal to work towards in the next week. Would they identify the associated task(s) as Eager or Vigilant? Prompt participants to consider whether expectation of success can be improved by matching their motivational approach to the type of task.

What about Task Fit?

Soccer players have specific roles on the field that help their teams play their best. Some players try to advance the ball down the field and shoot on the net to score points (e.g., striker, offensive player), while other players try to defend and protect their own net (e.g., goalkeeper, goalie). What are the important characteristics of an offensive player versus a goalkeeper? What might happen if a goalkeeper plays like a striker, or vice versa?

A successful striker/offensive player needs to be…

_____

_____

_____

A successful goalkeeper/goalie needs to be…

_____

_____

_____

What about Task Fit? (Cont.)

We can think about our tasks and goals in similar ways to how we think about the different positions on a soccer team. Some tasks require us to be speedy, eager and strategic, while other tasks require vigilance and precision to avoid errors. Determining what the task needs from us provides us with valuable information that can help us be motivated. In this group, we will differentiate between Eager tasks and Vigilant tasks.

Eager tasks involve creativity, taking some risks, using knowledge to reframe a new approach (e.g., brainstorming new ideas).

Vigilant tasks are those that involve accuracy, the possibility of costly losses, and benefit from careful attention to details (e.g., proofreading an essay).

What are some additional examples of Eager tasks?

What are some additional examples of Vigilant tasks?

Eager and Vigilant Practice

Let's try some examples of an Eager and Vigilant task together. The goal of this exercise is to observe what each task requires of us to complete it successfully. Label which task is Eager and which task is Vigilant.

_____ Task   _____ Task

For the next 1 minute, write down as many Zoo animals as you can think of.	Count the number of times the word 'and' is written in the below paragraph.
	A new documentary called "32 Sounds" opens today at Film Forum, and there's almost nothing conventional about it. New York filmmaker Sam Green says he knew from the start how his film, about sound and how it affects us, was going to end – and then had to work out how he'd get to that point. While watching films in public is a communal experience, some screenings of the documentary involve audience members cocooned in headphones, with the sound being mixed live in the theater. And, breaking the most basic rule of filmmaking, at various points Green invites you not to watch, but to close your eyes and just listen.

➢ What might happen if you approached both of these tasks in the same way?

➢ Do you tend to prefer Eager or Vigilant tasks?

➢ What skills have you learned that might help with an Eager task? A Vigilant task?

➢ Are there certain times of the day where we might be more successful with an Eager task? A Vigilant task?

Goal Setting

Weekly Goal or Task: _____

Will I chunk by Time or Task?

__ Chunk by Time   or   __ Chunk by Task

Did I choose a S-M-A-R-T goal? Check off each category.

__ **SPECIFIC: Is the goal clear and simple?**

__ **MEASURABLE: Is progress towards the goal measurable?**
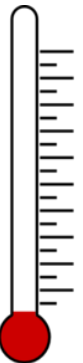
__ **ACHIEVABLE: Do you have the tools and skills you need to accomplish this goal?**

__ **RELEVANT: Does this goal align with your values?**

__ **TIME-BOUND: Can you accomplish this goal within one week?**

What values do I connect to this goal/task? _____

Use the Motivometer to rate different elements of your motivation.

eMpowerment	Usefulness	Success	Interest	Caring

Session 7: Increasing Task Interest

Objective: To learn motivation enhancing strategies when task interest is low.

Materials: Worksheets 7A & 7B. Use a board for writing group discussion points.

Check-In:

- Review goal sheet from last week
- What went well?
- What might you do differently?

What to Say: *So far, we have learned that there are different values we can attach to specific tasks. For example, researching new recipes may be a valued task because it relates to a larger goal of leading a healthier lifestyle and you might enjoy thinking of new ways to cook the foods you like. Other types of tasks may be considered important in relation to a larger goal but may be perceived as less interesting, like creating a weekly budget or cleaning your home. Both are important for independent living – which may be valued - but may not be experienced as enjoyable. Beginning a task that you may not find interesting or enjoyable can be hard to do. Today we will talk about strategies that can help you get started on these sorts of tasks.*

Exercises:

1. Give everyone **Worksheet 7A and 7B.** Offer group members opportunity to read each strategy and generate examples to illustrate how each has been useful for completing specific tasks. Participants may benefit from a more detailed conversation about the levels of reward. Help participants come up with ideas to reward themselves that are motivating, feasible, and proportionate to the types of tasks they intend to work on.

2. **Goal Setting**. When reviewing goal sheets for the next week, ask participants to consider the degree of task interest on the Motivometer and how the strategies discussed may be used to increase task interest.

Addressing Interest

1. Piggy Backing: Combine a tedious activity with one that you're already going to do.

> *Examples: check your planner and schedule your day while you're having your morning coffee, take out the garbage at the same time you are leaving home*

2. Pleasurable Pairing: Combining a tedious activity with one that's fun.

> *Examples: watch favorite tv shows while working out, fold laundry while listening to a podcast, chew on your favorite hard candy while paying bills, etc.*

3. Partnering: Have someone do the activity with you or in be in the same room while you do it.

> *Example: invite a friend over to read magazines and chat while you clean up your room, plan to meet a friend at the library to look for job postings, etc.*

Another way of Partnering is to take advantage of another person's activity or routine.

> *Example: go walking with a friend who walks their dog in the park every morning*

4. Presents/Rewards: Plan a reward that is appropriate to the task. If you complete something that was very difficult you might want to give yourself a bigger reward; if you complete a task that is relatively easy for you, the reward would be something smaller.

> *Example: take a stretching break after cleaning the tub (easier task reward), get a smoothie after paying a lot of bills (medium task reward), go to a movie after completing your budget for the month (bigger task reward).*

A few words about presents/rewards:
- When a task/goal requires several steps, rewards can be used to increase interest in doing each task chunk
- It is important that rewards are equal to the task. On the next page are some suggestions for different "levels" of rewards.

Presents / Rewards

Level 3 Reward: See a movie at the theater, dinner at favorite restaurant, extra hour of TV/gaming

Level 2 Reward: Buy your favorite smoothie, watch a short TV episode or YouTube video,

Level 1 Reward: Stretch, make a cup of coffee or tea, listen to a favorite song, walk around the block, enjoy some time with a pet

Addressing Interest

Below are some common activities and tasks that some people find to be either tedious or uninteresting. For each example, describe how you might use each approach to increase interest.

Washing a stack of dishes and silverware that is in the kitchen sink.

I would **piggyback** washing the dishes with _____.

I would **pleasurable pair** washing the dishes with _____.

I would **partner** with _____ to help me do the dishes.

I would use _____ as a **present/reward** for doing the dishes:

Filling out lengthy medical paperwork.

I would **piggyback** filling out paperwork with _____.

I would **pleasurable pair** filling out paperwork with _____.

I would **partner** with _____ to help me work on the paperwork.

I would use _____ as a **present/reward** for working on the paperwork.

Goal Setting

Week of: /   /

Weekly Goal or Task: _____

Will I chunk by Time or Task?

__ Chunk by Time   or   __ Chunk by Task

Did I choose a S-M-A-R-T goal? Check off each category.

__ **SPECIFIC:** Is the goal clear and simple?

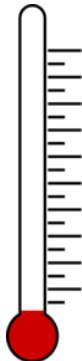__ **MEASURABLE:** Is progress towards the goal measurable?

__ **ACHIEVABLE:** Do you have the tools and skills you need to accomplish this goal?

__ **RELEVANT:** Does this goal align with your values?

__ **TIME-BOUND:** Can you accomplish this goal within one week?

What values do I connect to this goal/task? _____

Use the Motivometer to rate different elements of your motivation.

eMpowerment	Usefulness	Success	Interest	Caring

Session 8: Addressing Autonomy

Objectives:

- To understand how lack of autonomy can lead to low motivation
- To learn ways to increase autonomy and effectively communicate your needs to others

Materials: Worksheet 8A. Use a board for writing group discussion points.

Check-In:

- Review goal sheet from last week
- What went well?
- What might you do differently?

What to Say: *Each week we use the Motivometer to evaluate motivation along specific dimensions like success and interest. Today we will consider eMpowerment which refers to how much autonomy you feel you have - that is, the ability to make decisions, to choose when, and how to do things. Perhaps you can think of times when you felt your autonomy was taken away – when you felt less empowered. Maybe getting advice without asking for it made you feel like you were not trusted to make decisions or to get the task done. Sometimes you may feel another person is taking over and a task no longer feels like your own. Today we will talk about different situations in which we may experience low autonomy, how that can impact motivation, and possible solutions to help you feel more in control and, in turn, more motivated.*

Exercises:

1. Give everyone **Worksheet 8A.** Check for understanding of the word "autonomy" and make room for participants to put it in a personal context. Say, "*Let's read about a common scenario that can impact autonomy and consider possible solutions to the problem.*" Ask for a volunteer to read the scenario.

2. **Goal Setting**. When reviewing goal sheets for the next week, ask participants to consider whether they feel in control of how the task gets done. Refer to the eMpowerment scale on the Motivometer. Prompt participants to identify whether the pre-emptive strike or carve out may be useful.

Addressing Autonomy

Greg has been in treatment for several months and his uncle Ben has started to ask him when he is going to begin to look for work. Ben asks Greg daily if he has looked for job postings or if he has checked the online employment listings. Greg begins to feel stressed that he is letting Ben down and ashamed that the process isn't going as quickly as either of them would like. He begins to dread discussing the topic of work with Ben and starts to avoid being around family. At the same time, Ben becomes worried and angry that Greg doesn't seem to be trying harder. Ben increases his attempt to encourage Greg by calling him to offer new suggestions. However, this only creates more anxiety and frustration for Greg. Each is wondering how they can communicate about this in a way that will interrupt this cycle from continuing.

The Pursuer / Distancer Dynamic:

➢ Is Greg the pursuer or the distancer in this situation?

➢ How does being in this position make him feel?

➢ What impact could these feelings have on Greg's motivation?

➢ Have you ever been in a similar situation?

The pursuer / distancer dynamic is a common interaction that plays out when one individual is seeking autonomy and space, which then makes the other person pursue them even more. It is important to recognize that while the pursuer may intend to be helpful and aim to increase motivation, the impact can be the opposite. Knowing about this dynamic will help you name it when it happens. There are some strategies that can help you find a solution to this problem and increase your feelings of autonomy for completing a task/goal.

1. **PRE-EMPTIVE STRIKE:** Try offering people information BEFORE they ask for it. Often what motivates frequent check-ins are anxiety and the desire to be a support person. If *you* initiate a check-in, you are allowing that person to feel more at ease while maintaining your sense of autonomy. Another way of using the Pre-Emptive Strike is to take steps toward your goal before anyone says something about it. This way, the task gets done but on your own terms.

   ➢ How might Greg use pre-emptive strike to increase his autonomy while looking for jobs?
   _____
   _____

   ➢ How would offering information, or taking steps towards a goal before being asked, help you feel more in control and empowered?
   _____
   _____

   ➢ Is this a strategy you might use? If so, how?
   _____
   _____

2. **THE CARVE OUT**: Carve out a time, weekly or monthly, to discuss what you've been doing with a person involved in your recovery. This way you can have some freedom to get things done on your own time, know when to expect to answer questions, and others can be reassured that the issue will be addressed regularly.

   ➢ How might Greg and Ben benefit from setting up regular times to discuss progress on the job search?
   _____
   _____

   ➢ What impact might the Carve Out have on your motivation?
   _____
   _____

   ➢ Is this a strategy you might use? If so, how?
   _____
   _____

Goal Setting

Weekly Goal or Task: _____

Will I chunk by Time or Task?

__ Chunk by Time   or   __ Chunk by Task

Did I choose a S-M-A-R-T goal? Check off each category.

__ **SPECIFIC:** Is the goal clear and simple?

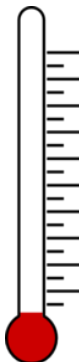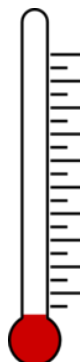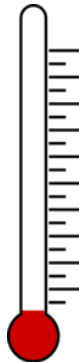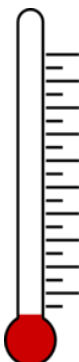__ **MEASURABLE:** Is progress towards the goal measurable?

__ **ACHIEVABLE:** Do you have the tools and skills you need to accomplish this goal?

__ **RELEVANT:** Does this goal align with your values?

__ **TIME-BOUND:** Can you accomplish this goal within one week?

What values do I connect to this goal/task? _____

Use the Motivometer to rate different elements of your motivation.

eMpowerment	Usefulness	Success	Interest	Caring

Session 9: Addressing Relatedness

Objectives:

- To understand how lack of relatedness can lead to low motivation
- To learn ways to increase relatedness and effectively communicate your needs to others

Materials: Worksheet 9A. Use a board for writing group discussion points.

Check-In:

- Review goal sheet from last week
- What went well?
- What might you do differently?

What to Say: W*hen people feel a sense of relatedness - that others care about their goals and that they can get feedback and support if they need it - they tend to feel more motivated. You can rate how feeling connected to or supported by others affects your motivation on the Caring scale of the Motivometer. There are different ways of getting support from others. Being able to ask for the kind of support you want is a skill we will be practicing in this group. You can practice while you are here by asking the group leader for an example when a concept doesn't click, or you can ask your care coordinator for their feedback on how you're doing in achieving your treatment goals.*

NOTE: Getting the type of support one wants/needs can impact both Caring *and* eMpowerment. Before moving on to the exercises, it may be helpful to review the pursuer/distancer dynamic to illustrate how having a person who cares about you and your goal progress can be motivating *but* the way in which that person provides support (e.g., frequent unprompted check-ins) may feel de-motivating. In contrast, feeling control over the type of help you ask for and receive (eMpowerment) *and* feeling supported by that person (Caring) can work together as motivators. Many participants feel that the approaches presented in this session are valued alternatives to The Carve Out or Preemptive Strike.

Exercises:

1. Review the different types of help using **Worksheet 9A.** Ask group members to provide examples of when they wanted one type of help or another. As you consider each type of help, also ask participants to consider who they can request support from, noting that people (friends, family members, group members, care coordinators, counselors) may play varied roles in providing support.

2. **Goal Setting**. When reviewing goal sheets for the next week, ask participants to consider whether they feel supported by others to accomplish the task/goal. You can use the Motivometer as a visual aid. Refer to the Caring scale on the Motivometer and, if applicable, the eMpowerment scale as well. Prompt participants to identify which types of help they might ask for to accomplish the task/goal and who they might ask.

Asking for the "Right" Type of Help

Getting help from another person is one way to get and stay motivated.
There are many ways of asking for and receiving help. Consider the following types of help and determine what "the right kind" of help is for you as you work towards your goals. Who might you ask for each kind of help?

Take Over: In some instances, you may need to ask someone else to take over a task. For example, you may need your significant other to pick up your medicine from the pharmacy if you are too ill to leave the house.

Do Together: You may want to divide up a complex task or work alongside another person. For instance, someone might sit with you and go through your bills, do calculations and then submit the payments together. This can be a helpful approach if we are doing something for the first time.

Check-Ins: Some people like to do most of the work on their own but want regular check-ins. Check-ins can be a useful way to review your progress, make sure things are on track and, if not, to problem solve. This group provides opportunities for check-ins on your goals.

Resource Building/Brainstorming: You may want someone to help generate a list of ideas to choose from. For example, you may want to ask your care coordinator for a list of peer support groups in your community. Or you may want to ask a friend to help identify low-cost options to get in shape.

Joint Rewards: Using rewards, like getting a cupcake or watching a favorite TV show, can be motivating to get tasks done that are mundane. When the task is a big one, you may want it to involve someone else. For example, you may tell your friend that you will only go to the movie you both want to see after you've cleaned your apartment.

Parallel Work: In this situation, you are asking for someone to just be quietly present in the same room, while you work on separate tasks. This might mean job hunting online with a friend at the library or asking your roommate to be home while you clean your room. You don't necessarily want help with the task, but you want to be in the same space and feel the accountability that comes with working side by side. Working in a library or a café is a form of parallel work.

Moral support: Perhaps you don't want someone to help you problem solve or take action, but you do want someone who will provide you with some emotional TLC. For example, you might consider asking a friend to remind you of your past successes in asking someone out on a date or to help you do some deep breathing before you take your GED test.

Gatekeeping: Many people find that social media and constant connection by phone and email is very distracting. To focus better, you may put your phone out of sight or set it to "Do not disturb".

Goal Setting

Week of: /   /

Weekly Goal or Task: _____

Will I chunk by Time or Task?

__ Chunk by Time   or   __ Chunk by Task

Did I choose a S-M-A-R-T goal? Check off each category.

__ **SPECIFIC:** Is the goal clear and simple?

__ **MEASURABLE:** Is progress towards the goal measurable?

__ **ACHIEVABLE:** Do you have the tools and skills you need to accomplish this goal?

__ **RELEVANT:** Does this goal align with your values?

__ **TIME-BOUND:** Can you accomplish this goal within one week?

What values do I connect to this goal/task? _____

Use the Motivometer to rate different elements of your motivation.

eMpowerment	Usefulness	Success	Interest	Caring

Session 10: Relatedness Continued

Objectives:

- To increase motivation by better communicating your needs to others
- To improve communication skills and thereby promote more gratifying relationships

Materials: Worksheets 10A and 10B. Use a board for writing group discussion points.

Check-In:

- Review goal sheet from last week
- What went well?
- What might you do differently?

What to Say: *As we discussed last time, a sense of relatedness - being connected, a sense that others care about our goals and are available to help – is important for motivation. We reviewed the different types of help people often need. Today, we will talk about how to communicate those needs to others. You can practice while you are here by asking the group leader for an example when a concept doesn't click, or you can ask your care coordinator for their feedback on how you're doing in achieving your treatment goals.*

Exercises:

1. Give everyone **Worksheet 10A** to introduce the DEAR MAN skill. Note that the "MAN" part of the skill is not written out. Using the example, prompt participants to describe how they might be mindful, confident, and to anticipate what kind of negotiation might occur.

2. Use **Worksheet 10B** to apply and connect the DEAR MAN skill to motivation. Ask group members to partner up and practice reading their DEAR MAN to one another. As they do so, walk around and help facilitate discussion and feedback.

3. **Goal Setting**. When reviewing goal sheets for the next week, ask participants to consider whether they feel supported by others to accomplish the task/goal. Refer to the Caring scale on the Motivometer and, if applicable, the eMpowerment scale as well. Prompt participants to identify with whom DEAR MAN might be useful. Use role plays to help participants practice.

Communicating Your Needs

1. Decide what you need from the other person. To increase the chances of getting your needs met, first figure out what sort of support you think would be most helpful.

2. Skillfully ask the person to meet your needs. DEAR MAN is an acronym which describes a skill to help you make requests of others.

*The first part will help you prepare **WHAT** to say:*

> **D: Describe the situation.** Present the facts, not your opinions. Try to create agreement from the start.
>
> **E: Express your feelings:** Use "I" statements rather than "you" statements.
>
> **A: Assert your Needs:** State clearly what you want to ask of the other person.
>
> **R: Reinforce:** Let the other person know why doing things this way will help you both.

*The next part is meant to describe **HOW** you make this request:*

> **M: be Mindful:** try to remain present in the moment and avoid getting distracted.
>
> **A: Appear confident:** Use posture, facial expressions, and tone of voice to convey that you deserve respect.
>
> **N: Negotiate:** Be willing to negotiate once you have heard the other person's perspective.

An example of a DEAR MAN might go as follows:

Describe: "Since we talked about my getting a job you have asked me about my progress almost every night at dinner and last week you started emailing me possible job listings."

Express: "I feel overwhelmed when you ask me about my applications. I feel frustrated when you do things for me that I can do myself."

Assert: "What would be more helpful to me is if we could check in once a week about this so that I have some time to make progress."

Reinforce: "I think that if we're not talking about this every night, we will be able to enjoy dinners together more. If we set aside time each week then you'll know when we're going to talk about things, and I will feel like I'm able to take care of this on my own."

Communication and Motivation

Who is involved in getting your goal achieved?

Is there anyone who you wish would help more or less?

Clarify exactly what behavior you want from that person:

Use the **DEAR MAN** structure to make a request:

D(escribe):

E(xpress your feelings):

A(ssert your needs):

R(einforce what is helpful):

How can you plan to:

M (be Mindful):

A (Appear confident):

N (Negotiate):

How will getting your need(s) met impact your motivation?

Goal Setting

Week of: ___ / ___ / ___

Weekly Goal or Task: _____

Will I chunk by Time or Task?

__ Chunk by Time   or   __ Chunk by Task

Did I choose a S-M-A-R-T goal? Check off each category.

__ **SPECIFIC:** Is the goal clear and simple?

__ **MEASURABLE:** Is progress towards the goal measurable?

__ **ACHIEVABLE:** Do you have the tools and skills you need to accomplish this goal?

__ **RELEVANT:** Does this goal align with your values?

__ **TIME-BOUND:** Can you accomplish this goal within one week?

What values do I connect to this goal/task? _____

Use the Motivometer to rate different elements of your motivation.

eMpowerment	Usefulness	Success	Interest	Caring

Session 11: Reflecting on Success

O**bjective:**

- Reflect on accomplishments achieved by group members thus far
- Learn how to use success references to build self-efficacy, counter self-defeating thoughts, and maintain motivation

M**aterials:** Worksheets 11A-11C. Use a board for writing group discussion points.

Check-In:

- Review goal sheet from last week
- What went well?
- What might you do differently?

What to Say: *In this group we have learned many skills to help you build motivation to do tasks related to your personal goals. We have learned that setting yourself up for success when starting on a task or work towards a goal is important for motivation. Another strategy that you may find useful is to reflect on your experiences to create an inventory of your successes. Examples may include times when you effectively used a strategy or when you overcame an obstacle to complete a goal-related task. These are called "success references." Success references can help you to feel competent, able, and motivated. Today we will build a success reference list and discuss the ways in which you can use this list to help you stay motivated.*

E**xercises:**

1. Give everyone **Worksheet 11A.** Then say, "*You may be familiar with the idea of a 'downward spiral' - the idea that one negative thought or experience can set off a cascade of others. Let's flip the spiral upside down and talk about what an 'upward spiral' looks like.* The stages of the upward spiral are described alongside an example to help put them into context.

2. Provide **Worksheet 11B**. Review the worksheet by asking a participant to volunteer an example. Then ask each participant to fill out the worksheet with an example of their own. It is important to recognize that accomplishments can be small, not just the

completion of a larger long-term goal. In fact, a series of smaller successes can effectively help build mastery, making a larger or more difficult goal easier to tackle in the long run.

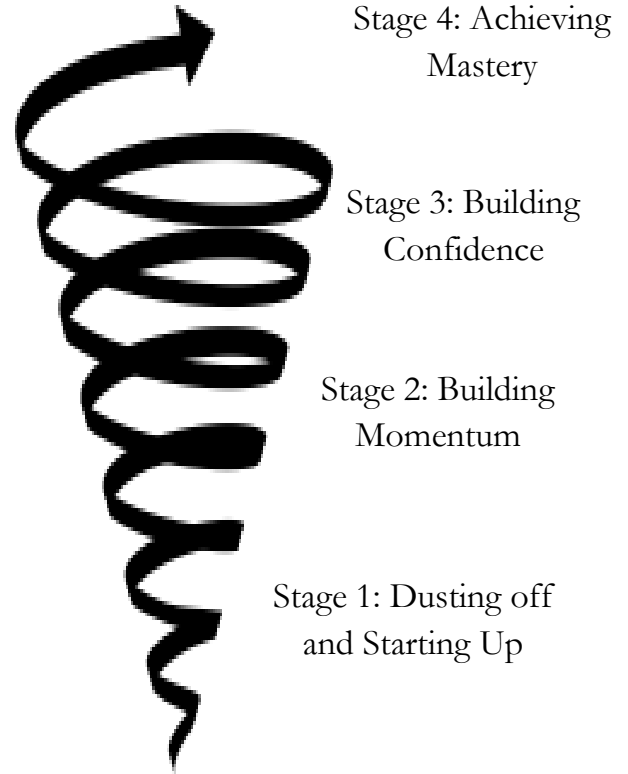3. Provide **Worksheet 11C**. Then say, "*Success references may also be used to counter self-defeating thoughts – the type of unhelpful thoughts that can make us feel unmotivated. Remember the 3 Cs? Let's review this skill together.*"

4. **Goal Setting**. When reviewing goal sheets for the next week, ask participants to consider whether they might use a success reference to support motivation to achieve the task/goal.

Upward Spiral

An upward spiral occurs when positive coping gives rise to a sense of self-efficacy, which in turn makes more positive coping easier.

9. Confident sense of self: "I am self-reliant"

8. Resilience in the face of occasional challenges

7. Pride in sense of growing self-efficacy

6. Receive positive feedback from supervisor

5. Regularly arrive on time for work

4. Set back up alarms and reach out to supervisor

3. Recall previously used methods to arrive on time

2. Recognize need to improve time management

1. Sleep through alarm and miss a morning meeting

Stage 4: Achieving Mastery

Stage 3: Building Confidence

Stage 2: Building Momentum

Stage 1: Dusting off and Starting Up

It is important that you are able to notice this cycle! When you can reflect on a track record of success, you may feel more confident to take on new tasks and handle the challenges that come next.

Success Reference

A success reference is a tool that you can use to reflect on and take inventory of your accomplishments, both large and small. Success references can help you cope with a current challenge. Think back to a difficult challenge you faced and navigated successfully.

THE CHALLENGE: _____

➢ **How did you get started?**

_____

_____

➢ **How did you deal with roadblocks?**

_____

_____

➢ **What did you learn from this experience?**

_____

_____

➢ **What were some of the feelings you had after you completed this task/dealt with this problem?**

_____

_____

➢ **Have you experienced other successes like this?**

_____

_____

➢ **How can you use this success reference to help motivate you in the future?**

_____

_____

The 3 Cs Revisited

Automatic thoughts are the thoughts that "pop" up in response to certain situations. Unhelpful patterns of thinking can get in the way of motivation. Being able to "catch" unhelpful automatic thoughts allows you to evaluate them, change the way you think about the situation and your response.

> **SELF-DEFEATING THOUGHTS:** Thoughts that are self-critical or that get in the way of pursuing valued goals.
>
> *Example: "I didn't accomplish my weekly goal so it's foolish to keep trying."*

The 3 Cs is a solution to address a self-defeating thought:

Catch It!   How would this thought make you feel?

How might this thought impact your motivation?

How might you react?

Success references can help evaluate the thought:

Check It!   What does your past experience tell you about the accuracy of this statement?

How certain are you that this is true?

Are there different ways of thinking about this situation?

Consider an alternate view:

Change It!   Revise the thought so it is more balanced: _____

_____

Does thinking about the situation differently change the way you feel?

How might you react in response to the new thought?

Goal Setting

Weekly Goal or Task: _____

Will I chunk by Time or Task?

__ Chunk by Time   or   __ Chunk by Task

Did I choose a S-M-A-R-T goal? Check off each category.

__ **SPECIFIC:** Is the goal clear and simple?

__ **MEASURABLE:** Is progress towards the goal measurable?

__ **ACHIEVABLE:** Do you have the tools and skills you need to accomplish this goal?

__ **RELEVANT:** Does this goal align with your values?

__ **TIME-BOUND:** Can you accomplish this goal within one week?

What values do I connect to this goal/task? _____

Use the Motivometer to rate different elements of your motivation.

eMpowerment	Usefulness	Success	Interest	Caring

Session 12: Pitfalls and Solutions

Objective:

- Identify possible motivation pitfalls
- Learn how to overcome pitfalls to maintain motivation and progress towards goal attainment

Materials: Worksheets 12A-12D (as needed).

Check-In:

- Review goal sheet from last week
- What went well?
- What might you do differently?

What to Say: *We have learned many skills to help build motivation, though there may be times when we find it difficult to put these skills into action, or challenges may arise that we were not expecting. It can be useful to think ahead about some potential motivation pitfalls and plan for how to deal with them.*

As the group leader, you may have a sense of the potential pitfalls that may come up for the members of your group, or you might take a poll and ask what barriers have been causing members difficulty. You may choose to focus on one or more of the following in this session with the ability to return to this list in the next session. It is better to spend more time on a few topics than spend less time trying to cover everything.

- Feeling distracted
- Fatigue
- Feeling ambivalent
- Difficulty prioritizing
- Procrastination

Exercises:

1. Based on what you've selected or discussed with the group, use the exercises on the worksheets as appropriate.

   - Feeling distracted (Worksheet 12A)
   - Fatigue (Worksheet 12B)
   - Feeling ambivalent (Worksheet 12C)
   - Difficulty prioritizing (Worksheet 12D)
   - Procrastination (Worksheet 12E)

Worksheet 12A. Say, *"There may be times you feel motivated to start on a task, yet difficulty focusing can make it difficult to complete. Distractions can cause frustration and lower your motivation to continue. If feeling distracted is an issue for you, there are several solutions you might try."*

Worksheet 12B. Say, *"There may be times when you want to get to work on a task but just feel like you don't have the energy to do it. Fatigue can be experienced mentally and/or physically. While both are taxing on your motivation, there are strategies you can use to help you still get important and valued things done."*

Worksheet 12C. Say, *"When pursuing a goal, we might experience ambivalence – simply put, having both positive and negative feelings towards an action or goal at the same time. This worksheet provides a way of sorting through these feelings to help you make decisions about the path forward."*

Worksheet 12D. Say, *"This worksheet reviews some of the problems associated with difficulty with prioritization."*

Worksheet 12E. Say, *"There are lots of reasons why people procrastinate. The trick is to be able to identify why you're putting off an important task so that you can find the right solution."*

2. **Goal Setting**. When reviewing goal sheets for the next week, ask participants to consider how they might apply the skills discussed in today's group.

Solutions to Getting Distracted

There may be times you feel motivated to start on a task, yet difficulty focusing can make it difficult to complete. Encountering distractions can cause frustration and lower your motivation to continue. There are common culprits in creating distraction, each with several possible solutions.

Auditory Distractions: Is the TV or radio on? Are you in a space in which there is likely to be people talking? Some people find a low level of background noise helps them focus; others find they can only work in complete silence. Which kind of person are you?

> ➢ Problem Solvers: Use noise cancelling headphones, listen to soft music or use a white noise machine to block out auditory distractions.

Visual Distractions: Is your phone sitting in front of you, showing you there is a new message? Are there any screens in your line of vision? Does your workspace face a window or wall?

> ➢ Problem Solvers: Clear your workspace or pick a spot outside your home that is conducive to work (e.g., library, office). Turn your phone upside down on your desk until your worktime is up.

Social Distractions: Are you receiving notifications about phone calls, emails, text messages, video chat, etc.? Do friends and/or family members share spaces with you?

> ➢ Problem Solvers: Wear earbuds if around other people, turn off your phone, disable notifications, or use "do not disturb" mode.

Physical Distractions: Are you encountering bodily sensations or discomfort (e.g., uncomfortable clothing, an uncomfortable chair, bright/poor lighting, room is too hot/cold)? Are physical needs such as hunger or fatigue getting in the way of your focus?

> ➢ Problem Solvers: Think ahead when you set out to do work. What kind of environment will be the best place to concentrate? Ensure you've eaten enough or get a snack; take a short nap or go for a brisk walk if you need to reenergize.

Dealing with Fatigue

There may be times when you want to get to work on a task but feel like you don't have the energy to do it. Fatigue can be experienced mentally and/or physically. While both are taxing on your motivation, there are strategies you can use to help you still get important and valued things done.

BARRIER: MENTAL FATIGUE

➢ What does this feel like to you?

_____

➢ What are some possible solutions to try?

_____
_____

Chunking: Creating a more "doable" chunk can help you be productive even when you feel overwhelmed.

Fire Building: Work on a smaller task that relates to your overall goal; work your way up to doing tasks that may require more mental energy.

Ask for Help: Take Over, Do Together, and Moral Support can help you take meaningful steps towards your goal without depleting your mental energy.

Take a Break: Practice self-compassion. Sometimes stepping away and returning when you feel ready is the way to ultimately be most productive.

BARRIER: PHYSICAL FATIGUE

➢ What does this feel like to you?

_____

➢ What are some possible solutions to try?

_____
_____

Practice a Healthy Lifestyle: Addressing medical concerns, sleep, nutrition, and exercise are the building blocks of a healthy lifestyle. A healthy lifestyle is essential for having the physical energy to do the things that are most meaningful to you. Which aspect of a healthy lifestyle would be most useful for you to improve?

_____
_____

Difficulty Making Decisions

When pursuing a goal, we might experience ambivalence – having both positive and negative feelings towards an action or goal at the same time. This Pros/Cons worksheet provides a way of sorting through these feelings to help you make decisions about the path forward. Review the example and then brainstorm a list of pros/cons for the goal you are contemplating.

I FEEL AMBIVALENT ABOUT: <u>Starting a new exercise plan.</u>

	PROS	CONS
Staying the Same	Box 1: What is something good that could come from *not* pursuing this goal?	Box 2: What is something bad that could come from not pursuing this goal?
	-no extra effort needed -I can keep my down-time (watching tv) -don't have to spend $$ on equipment or gym membership	-I wouldn't get any healthier -might continue to gain weight -increase risk for other health problems -get frustrated with myself
Changing Behavior	Box 3: What is something good that could come from pursuing this goal?	Box 4: What is something bad that could come from pursuing this goal?
	-lose a few pounds -feel better in my clothes -feel more confident -more energy -healthier overall	-would miss some of my tv watching time -takes a lot of effort

I FEEL AMBIVALENT ABOUT: _____

	PROS	CONS
Staying the Same	Box 1: What is something good that could come from *not* pursuing this goal?	Box 2: What is something bad that could come from not pursuing this goal?
Changing Behavior	Box 3: What is something good that could come from pursuing this goal?	Box 4: What is something bad that could come from pursuing this goal?

Prioritization Pitfalls

There may be times we get "distracted" from pursuing our weekly goals by other things that seem to be important in the moment. There may be other times when it can be useful to check in and ask yourself, am I falling into a prioritization pitfall?

PUTTING OUT FIRES: Attending to what is right in front of you rather than tending to the goals you set for the week.

> *Example: Shopping online for your cousin's birthday present instead of filling out the online job application*

PSEUDO-EFFICIENCY: Doing tasks that, while potentially important, aren't necessarily urgent.

> *Example: Cleaning your apartment instead of studying for tomorrow's exam*

LACK OF COMPLETION: Starting more than one project but having difficulty bringing any to completion, leaving a lot of loose ends.

> *Example: Starting to rearrange your kitchen cabinets while painting your bedroom and bathroom.*

** Weekly goal setting and linking your goals to your values can help clarify what tasks need to be prioritized so that you can make measurable progress. **

Procrastination

While almost everyone struggles with procrastination at some point, people who recognize when they struggle are better able to use tools to help themselves overcome it. By raising your awareness of the reason(s) you are avoiding a task, you have a better shot at changing your behavior.

AM I PROCRASTINATING BECAUSE...

I haven't organized or planned well enough to know my next step?	- Use **Chunking** or **Fire Building** - **Brainstorm** all the steps I can think of and then order each step, in terms of priority.
I don't think I'll be able to do the task well?	- Use **Chunking** so I have a higher chance of succeeding by starting small - Review a **Success Reference** to get reassurance about my competence and ability - Use the **3 Cs** to address a possible unhelpful pattern of thinking that may be lowering my expectation for success
I'm unsure if this is a goal I really want to pursue?	- Measure my level of autonomy on the **Motivometer** - Determine whether I have the "right" type of help – consider using a form of **Partnering** - Use the **PROS/CONS** worksheet to address ambivalence
I just want to relax and not be hassled?	- Use **Projection** to picture my future self. If I follow through with the planned goal, how will the outcome align with my values? - Use **Piggybacking** and/or **Pleasurable Pairing** to link the task with a preferred activity
I feel anxious?	- Use the **3 Cs** to address a possible unhelpful pattern of thinking that may be leading to anxiety - Try **Frog Eating** or **Fire Building**

Goal Setting

Week of: /   /

Weekly Goal or Task: _____

Will I chunk by Time or Task?

__ Chunk by Time   or   __ Chunk by Task

Did I choose a S-M-A-R-T goal? Check off each category.

__ **SPECIFIC:** Is the goal clear and simple?

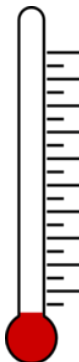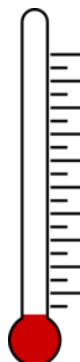__ **MEASURABLE:** Is progress towards the goal measurable?

__ **ACHIEVABLE:** Do you have the tools and skills you need to accomplish this goal?

__ **RELEVANT:** Does this goal align with your values?

__ **TIME-BOUND:** Can you accomplish this goal within one week?

What values do I connect to this goal/task? _____

Use the Motivometer to rate different elements of your motivation.

eMpowerment	Usefulness	Success	Interest	Caring

Session 13: Reflection and Additional Solutions

Objective:

- Provide opportunity for continued practice identifying elements of motivation that are high/low
- Learn how to overcome additional pitfalls to maintain motivation and progress towards goal attainment

Materials: Worksheets 13A-13E (as needed).

Check-In:

- Review goal sheet from last week
- What went well?
- What might you do differently?

What to Say: *We would like to use our time today to reflect on successes you've experienced and challenges that have arisen. As we talked about in our last session, it can be useful to anticipate potential motivation pitfalls so you can plan for how to deal with them.*

Exercises:

1. Ask group members to volunteer sharing their successes. What tasks or goals were participants able to accomplish? What approach did they find useful to get there?

2. Ask group members to volunteer to share where they've struggled with motivation. What approaches did they try to improve motivation? What did or did not work?

3. If any of the following motivation pitfalls are relevant, use the corresponding worksheet to address them.

- Feeling distracted (Worksheet 13A)
- Fatigue (Worksheet 13B)
- Feeling ambivalent (Worksheet 13C)
- Difficulty prioritizing (Worksheet 13D)
- Procrastination (Worksheet 13E)

Worksheet 13A. Say, *"There may be times you feel motivated to start on a task, yet difficulty focusing can make it difficult to complete. Distractions can cause frustration and lower your motivation to continue. If feeling distracted is an issue for you, there are several solutions you might try."*

Worksheet 13B. Say, *"There may be times when you want to get to work on a task but just feel like you don't have the energy to do it. Fatigue can be experienced mentally and/or physically. While both are taxing on your motivation, there are strategies you can use to help you still get important and valued things done."*

Worksheet 13C. Say, *"When pursuing a goal, we might experience ambivalence – simply put, having both positive and negative feelings towards an action or goal at the same time. This worksheet provides a way of sorting through these feelings to help you make decisions about the path forward."*

Worksheet 13D. Say, *"This worksheet reviews some of the problems associated with difficulty with prioritization."*

Worksheet 13E. Say, *"There are lots of reasons why people procrastinate. The trick is to be able to identify why you're putting off an important task so that you can find the right solution."*

4. **Goal setting.** Ask group members whether they might take a new approach to getting or staying motivated while they work towards their goal in the next week.

Solutions to Getting Distracted

There may be times you feel motivated to start on a task, yet difficulty focusing can make it difficult to complete. Encountering distractions can cause frustration and lower your motivation to continue. There are common culprits in creating distraction, each with several possible solutions.

Auditory Distractions: Is the TV or radio on? Are you in a space in which there is likely to be people talking? Some people find a low level of background noise helps them focus; others find they can only work in complete silence. Which kind of person are you?

> ➢ Problem Solvers: Use noise cancelling headphones, listen to soft music or use a white noise machine to block out auditory distractions.

Visual Distractions: Is your phone sitting in front of you, showing you there is a new message? Are there any screens in your line of vision? Does your workspace face a window or wall?

> ➢ Problem Solvers: Clear your workspace or pick a spot outside your home that is conducive to work (e.g., library, office). Turn your phone upside down on your desk until your worktime is up.

Social Distractions: Are you receiving notifications about phone calls, emails, text messages, video chat, etc.? Do friends and/or family members share spaces with you?

> ➢ Problem Solvers: Wear earbuds if around other people, turn off your phone, disable notifications, or use "do not disturb" mode.

Physical Distractions: Are you encountering bodily sensations or discomfort (e.g., uncomfortable clothing, an uncomfortable chair, bright/poor lighting, room is too hot/cold)? Are physical needs such as hunger or fatigue getting in the way of your focus?

> ➢ Problem Solvers: Think ahead when you set out to do work. What kind of environment will be the best place to concentrate? Ensure you've eaten enough or get a snack; take a short nap or go for a brisk walk if you need to reenergize.

Dealing with Fatigue

There may be times when you want to get to work on a task but feel like you don't have the energy to do it. Fatigue can be experienced mentally and/or physically. While both are taxing on your motivation, there are strategies you can use to help you still get important and valued things done.

BARRIER: MENTAL FATIGUE

➢ What does this feel like to you?

_____

➢ What are some possible solutions to try?

_____
_____

Chunking: Creating a more "doable" chunk can help you be productive even when you feel overwhelmed.

Fire Building: Work on a smaller task that relates to your overall goal; work your way up to doing tasks that may require more mental energy.

Ask for Help: Take Over, Do Together, and Moral Support can help you take meaningful steps towards your goal without depleting your mental energy.

Take a Break: Practice self-compassion. Sometimes stepping away and returning when you feel ready is the way to ultimately be most productive.

BARRIER: PHYSICAL FATIGUE

➢ What does this feel like to you?

_____

➢ What are some possible solutions to try?

_____
_____

Practice a Healthy Lifestyle: Addressing medical concerns, sleep, nutrition, and exercise are the building blocks of a healthy lifestyle. A healthy lifestyle is essential for having the physical energy to do the things that are most meaningful to you. Which aspect of a healthy lifestyle would be most useful for you to improve?

_____
_____

Difficulty Making Decisions

When pursuing a goal, we might experience ambivalence – having both positive and negative feelings towards an action or goal at the same time. This Pros/Cons worksheet provides a way of sorting through these feelings to help you make decisions about the path forward. Review the example and then brainstorm a list of pros/cons for the goal you are contemplating.

I FEEL AMBIVALENT ABOUT: Starting a new exercise plan.

	PROS	CONS
Staying the Same	Box 1: What is something good that could come from *not* pursuing this goal?	Box 2: What is something bad that could come from not pursuing this goal?
	-no extra effort needed -I can keep my down-time (watching tv) -don't have to spend $$ on equipment or gym membership	-I wouldn't get any healthier -might continue to gain weight -increase risk for other health problems -get frustrated with myself
Changing Behavior	Box 3: What is something good that could come from pursuing this goal?	Box 4: What is something bad that could come from pursuing this goal?
	-lose a few pounds -feel better in my clothes -feel more confident -more energy -healthier overall	-would miss some of my tv watching time -takes a lot of effort

I FEEL AMBIVALENT ABOUT: _____

	PROS	CONS
Staying the Same	Box 1: What is something good that could come from *not* pursuing this goal?	Box 2: What is something bad that could come from not pursuing this goal?
Changing Behavior	Box 3: What is something good that could come from pursuing this goal?	Box 4: What is something bad that could come from pursuing this goal?

Prioritization Pitfalls

There may be times we get "distracted" from pursuing our weekly goals by other things that seem to be important in the moment. There may be other times when it can be useful to check in and ask yourself, am I falling into a prioritization pitfall?

PUTTING OUT FIRES: Attending to what is right in front of you rather than tending to the goals you set for the week.

>   *Example: Shopping online for your cousin's birthday present instead of filling out the online job application*

PSEUDO-EFFICIENCY: Doing tasks that, while potentially important, aren't necessarily urgent.

>   *Example: Cleaning your apartment instead of studying for tomorrow's exam*

LACK OF COMPLETION: Starting more than one project but having difficulty bringing any to completion, leaving a lot of loose ends.

>   *Example: Starting to rearrange your kitchen cabinets while painting your bedroom and bathroom.*

** Weekly goal setting and linking your goals to your values can help clarify what tasks need to be prioritized so that you can make measurable progress. **

Procrastination

While almost everyone struggles with procrastination at some point, people who recognize when they struggle are better able to use tools to help themselves overcome it. By raising your awareness of the reason(s) you are avoiding a task, you have a better shot at changing your behavior.

AM I PROCRASTINATING BECAUSE...

I haven't organized or planned well enough to know my next step?	- Use **Chunking** or **Fire Building** - **Brainstorm** all the steps I can think of and then order each step, in terms of priority.
I don't think I'll be able to do the task well?	- Use **Chunking** so I have a higher chance of succeeding by starting small - Review a **Success Reference** to get reassurance about my competence and ability - Use the **3 Cs** to address a possible unhelpful pattern of thinking that may be lowering my expectation for success
I'm unsure if this is a goal I really want to pursue?	- Measure my level of autonomy on the **Motivometer** - Determine whether I have the "right" type of help – consider using a form of **Partnering** - Use the **PROS/CONS** worksheet to address ambivalence
I just want to relax and not be hassled?	- Use **Projection** to picture my future self. If I follow through with the planned goal, how will the outcome align with my values? - Use **Piggybacking** and/or **Pleasurable Pairing** to link the task with a preferred activity
I feel anxious?	- Use the **3 Cs** to address a possible unhelpful pattern of thinking that may be leading to anxiety - Try **Frog Eating** or **Fire Building**

Goal Setting

Week of: / /

Weekly Goal or Task: _____

Will I chunk by Time or Task?

__ Chunk by Time   or   __ Chunk by Task

Did I choose a S-M-A-R-T goal? Check off each category.

__ **SPECIFIC:** Is the goal is clear and simple.

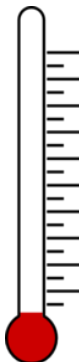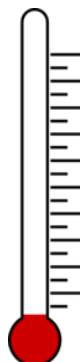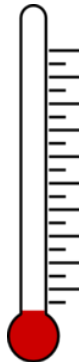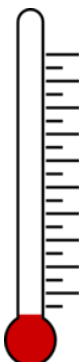__ **MEASURABLE:** Is progress towards the goal measurable?

__ **ACHIEVABLE:** Do you have the tools and skills you need to accomplish this goal?

__ **RELEVANT:** Does this goal align with your values?

__ **TIME-BOUND:** Can you accomplish this goal within one week?

What values do I connect to this goal/task? _____

Use the Motivometer to rate different elements of your motivation.

eMpowerment	Usefulness	Success	Interest	Caring

Session 14: Reflection and Wrap-Up

Objectives:

- Reflect on ideas and skills learned
- Solicit feedback

Materials: All worksheets

What to Say: *The goal of this group is to help you do and accomplish the things that matter to you. Some of the ideas and strategies we've discussed in this group may have been familiar, while other aspects of the group content may have been new. Overall, there has been a lot of information discussed! We would like to use the time in our last session to review the ideas and skills and get your feedback about the group structure and content.*

1. Refer group members to **Worksheet 14A**. Say, "*We are going to conclude our group by revisiting two questions we considered during our first session together. Based on what you have learned about motivation, place an X on the line.*" Prompt discussion about whether responses were the same or different from the first session.

2. Ask group members to circle the motivation strategies that they would like to continue using. If members would benefit from a reminder of the skills, allow peers an opportunity to provide reminders of the definitions. Provide opportunity for group members to share which skills they selected.

3. Ask group members how their work during this group reflects their values. You may refer to **Worksheet 2B.** Ask, "*What behaviors, actions and activities are you currently doing that reflect your values?*" and "*What would you like to be doing more of?*" The latter may be discussed as opportunities for further growth.

4. **Wrap-Up**. "*In this group, we learned that motivation is changeable. We used the Motivometer tool to help us visualize different aspects of motivation. We learned that we can identify areas where our motivation is high to help us complete specific tasks/goals AND that we can recruit strategies to improve motivation in areas where motivation is low. You can continue to set SMART goals each week and use the materials from this group to help you accomplish the tasks/goals you value.*"

This concludes this group, Motivation Skill Training!

Reflection

In this group, we have learned about the science of motivation. The following prompts will allow you to consider what you have learned about your own motivation and strategies that you might continue to use after the group concludes.

Based on what you have learned about motivation, place an X on the line."

"Motivation to start or continue a task can be increased."
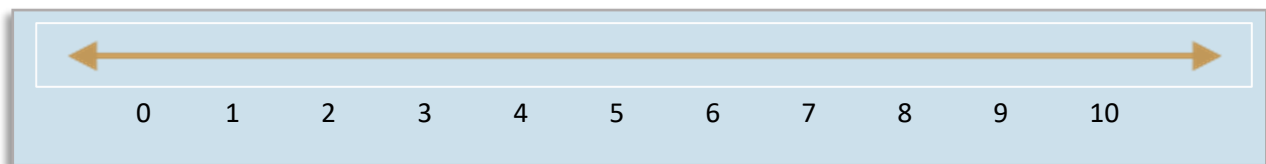
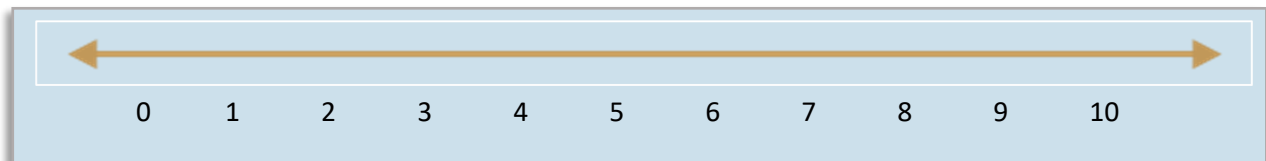**Not at All**   **Absolutely**

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

"Some people are always just more motivated than others."

Not at All   **Absolutely**

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Do your responses differ from **Worksheet 1B**?

➤ If different, how has your thinking changed?

I would like to remember to continue using the following skills (circle them below):

Chunking	Motivometer	SMART
Frog Eating	Fire Building	Zombie Method
Timer Technique	Piggybacking	Pleasurable Pairing
Partnering	Presents/Rewards	DEAR MAN
The Three Cs	Success References	PROS/CONS
Carve Out	Preemptive Strike	Other Skill: _____

Behaviors, actions, and activities I am currently doing that reflect my values:
_____

_____

Behaviors, actions, and activities I would like to be doing more of:
_____

_____

APPENDIX

Slide Deck: Session 1

Slide Deck: Session 3

1. You must be very motivated in order to get a task done.	6. You have to be in the right mood to be motivated
2. The only thing that motivates people is money	7. Other people can influence your level of motivation
3. Motivation always feels pleasurable	8. You have very little control over your motivation
4. Motivation = Willpower	9. Telling someone you're going to do something makes it harder to procrastinate

5. It is easier to be motivated for some tasks than others	10. You can motivate yourself to do things you do not like to do.
11. The easier the goal the easier it is to get it done	12. If you want to, you can change how motivated you are

(Session 3)

1. Working late hours because you want to do a project well	6. Learning a new computer programming language because you like to figure out how things work.
2. Going to the gym because you like the feeling of pushing yourself and getting stronger	7. Calling your grandma because you want to strengthen that relationship and you want to catch up
3. Cleaning your apartment because you don't want your date to think you're messy	8. Going to the gym and hoping your neighbor will see you
4. Cooking an elaborate meal because you like the process	9. Learning a new programming language because you have to for work

5. Calling your grandma because your mom will nag you if you don't	10. Cleaning your apartment because you want to practice being a consistent person