Psychoeducation Group Workshops for Youth to Increase Academic Motivation and Self-Efficacy
by
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Dedication

To my grandparents, my biggest support system. Thank you for always believing in me.

Abstract
Motivation is an essential trait when looking at aspects such as academic success, self-confidence, and overall psychological drive. While motivation is an imperative aspect to look at when determining factors affecting success in varying areas there is little information regarding the potential effects systematically increasing motivation can have on at-risk youth. The purpose of the current study was to determine the effects of motivational workshops to increase motivation and self confidence in high school students. Workshops were conducted with five participants from a student success facilitation program affiliated with a local high school. Each student demonstrated depletions in motivation, academic engagement, and success in regular academic settings. Each workshop took place once a week and incorporated aspects of CBT and motivational interviewing in order to teach the skills required for participants’ to increase their motivation. Then results demonstrated that there was a preliminary change in participants’ motivation and self-confidence. The Motivation Engagement Scale (MES) was used as a pre- and post-test measure to determine positive changes. The results from the MES determined that over the period of six weeks the participants’ showed positive changes in most of the facets included on the MES. It was found that the use of motivational workshops indicated slight positive changes in regards to participants’ motivation; however, further exploration on the matter would be effective. There were few limitations involved in the current study; however, those that occurred demonstrated potential effects on the study such as time constraints, and student disinterest in motivational workshops. Addressing these changes in further work would positively benefit the study. The results do not determine any significant changes, thus further work to address the effects of workshops on motivation should be conducted.
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Chapter I: Introduction

Adolescent Behaviours

During adolescence youth are more likely to engage in risky behaviours in comparison to adults. During this stage youth are more susceptible to demonstrating psychological, academic, and behavioural problems (Anderman, Koenka, Anderman, & Won, 2018). Multiple factors contribute to adolescents’ risky behaviours, including modelled behaviour, exposure to drugs and alcohol from parents, abuse, and lack of sufficient care. Anderman et al. (2018) found that risky behaviours can impact students’ self-perception and discipline, and can ultimately affect their academic success. (Vallerand et al. 1992) suggested that there are three types of motivation: intrinsic, extrinsic, and amotivation. Thus, There are varying factors of motivation that may impact individuals’ motivation to engage in risky behaviours. Individuals who typically engage in risky behaviours may also experience more reinforcing outcomes as a result of the behaviours, in comparison to when they are attending classes and completing their academics. Vallerand et al. (1992) suggested that motivating factors that individuals find reinforcing can impact their behaviour.

Building Motivational Skills

Motivation is an important skill for students to develop as it builds a foundation for success, self-efficacy, and goal setting. An increased interest in academic motivation has become more prominent, as previous studies have shown that motivation is one of the most imperative attributes when considering the psychology of students’ academic success (Vallerand, et al., 1992). Academic motivation has also shown to be effective in increasing students’ social inclusion (Tannggard, 2008). Each student is an individual, therefore each will have different motivators and variables that propel academic success. Social-cognitive approaches have previously been used to provide evidence suggesting that students confidence, goal setting, and ability to prioritize can effect academic engagement (Linnenbrink-Garcia et al., 2018).

Importance of Motivation

Adolescents who begin engaging in risky behaviours will often begin to miss school, obtain suspensions, or experience problems with the law. Anderman et al. (2018) stated that risky behaviours can affect youth by instilling them with the perception that they are unable to be successful and will not be able to perform standard tasks to attain their goals. Studies show that motivation is a primary area of development when it comes to students’ psychological well-being, and their learning (Vallerand et al., 1992). Motivation has significant effects on persistence, ambition, and overall academic skills. Not only is it important to consider motivation when attempting to increase academic success, Vallerand et al. (1992) suggested that the determination to discover students’ means of motivation can be easily understood by professionals. Recently, the ways in which students’ learning plans are delivered by their teachers has been an important aspect to consider to ensure that students consider their time at school to be efficient and worthwhile (Taggaard, 2018). Workshops to increase motivation have been used in a variety of settings and populations. These workshops are generally designed to address participants’ lack of motivation, to assess means of motivation, and encourage students
to utilize various engagement techniques. Addressing motivation can be an effective means to systemic

**Utilization of Workshops**

Conducting workshops is useful to address motivation, as it is a significant contributing factor to participants’ academic engagement. Therefore, it is imperative to develop an understanding of which factors participants find motivating, and how to increase their motivation (Martin, 2005). Previous research has hypothesized that there are multiple variations of motivation, thus it is important to note different factors that can affect motivation such as teaching style, autonomy, and competence (De Naeghel, Van Keer, Vansteekiste, Haren, & Aelterman, 2016). Empirical research suggests that the use of workshops is an efficient means of increasing students’ academic motivation and self-efficacy. This paper examined the discussion on the use of workshops’ ability to successfully increase students’ motivation and self-efficacy.
Chapter II: Literature Review

This chapter will address the literature regarding the efficacy of workshops to increase students’ motivation and self-efficacy through identifying factors such as the importance of motivation, factors that may influence or deter students from becoming motivated, the effects of using workshops in previous studies, along with why workshops are an effective technique to use with this population.

Types of Motivation

Vallerand et al. (1992) suggested that there are three facets of motivation, extrinsic, intrinsic, and amotivation have been found helpful to differentiate between factors that increase or decrease students’ motivation (Vallerand et al., 1992, Locke & Schattke, 2018). Vallerand et al. (1992) stated that intrinsic motivation is characterized by experiencing motivation that is directed inwards, intrinsic motivation will deliver reinforcement for engaging. Intrinsic motivation involves participation in a task because of the reinforcing benefits for the individual. Conversely, extrinsic motivation involves engagement in a task to attain a goal at the end of the task. Amotivation differs from intrinsic and extrinsic motivation in the sense that the individual is experiencing a lack of motivation and is not receiving motivation from the tasks they are completing, or engaging in. By identifying different types of motivation and expanding on the differentiating attributes further research can be conducted and implications of treatment may be made more effectively.

Theories of Motivation

Motivation on an internal level is defined as experiencing desires or aversions (Locke & Schattke, 2018). Locke and Schattke (2018) described motivation as an inhibition that adjusts, selects, and influences behaviour towards specific goals set by the individual. Motivation is based on an individual’s desires or fears however, the individual will not demonstrate motivation if they do not experience some form of drive to attain a certain end goal, or sensation (Locke & Schattke, 2018). The authors explained that there are two differentiating facets of motivation. In fact they found that the first facet that affects motivation involves internal fears or goals known as intrinsic motivation which encourages the behaviour to change to help attain some sort of goal. Locke and Schattke (2018) explained that to demonstrate any form of motivation there must be a locus of control to propel the behaviour towards a specific end goal. In comparison to intrinsic motivation, the authors stated that extrinsic motivation is based on external factors; therefore, individuals will be more motivated to engage in a certain behaviour if they are anticipating a reward in the future. In addition to the ideas of Vallerand et al. (1992) which stated that motivation is a strong psychological process that is important to consider Locke and Schattke (2018) posited that any behaviour can be related to the dichotomy of extrinsic or intrinsic motivation depending on how the end goal and the task are related. They also found, that extrinsic and intrinsic motivation work together on a continuum in the sense that the goals of extrinsic motivation are separate, and for intrinsic motivation they are fused together. Locke and Schattke (2018) believed that extrinsic and intrinsic motivation influence one another rather than being considered two vastly different concepts of motivation. Locke and Schattke (2018) explained that motivation can lead to achievement as the completion of a task can be satisfying. Further, they noted that if a task is satisfying enough the individual will be more likely to engage in it. This process provides the potential to increase achievement motivation by engaging in a preferred task or behaviour.
The term motivation is used as a generic term in order to describe the process of what encourages change (Poli, 2010). Poli (2010) explained that motivation is the most general term used to identify the relationships between behaviour, psychological and social functioning. Motivation encourages a person’s behaviour to switch from act to act. In contrast to the ideas of Lock and Schattke (2018) Poli (2010) posited that the triarchy of the ego has a significant effect on motivation. There are three components including the pure ego, the individual ego, and the self. The pure ego is described as a fully functioning asset however, it does not possess any individual properties. This ego can be found during any acts that are intentionally conducted by an individual. The second ego Poli (2010) identified was the individual ego, which is composed of two properties; the volume and the location of the ego. The individual ego can live above, below, or midway between its designated area, this refers to emotions. Poli (2010) stated that the deeper the individual ego lived the more likely it would be to accede motives and values. The ego also exempts different levels of volume with less volume being considered inauthentic, while more volume is considered to be more authentic and deep (Poli, 2010). The ego can be occupied or filled with different aspects such as feelings of pleasure or pain. Motivation occurs when the ego performs a certain act, followed by another act based on perception, evaluation, recognition, and decision making (Poli, 2010). The use of this literature was used to better determine preliminary understandings of the motivational process and information was incorporated in workshops as a psychoeducation element.

In addition, the theory regarding varying facets of motivation are hypothesized accordingly with the idea that motivation is derived from a sense of valuing one’s pursuits as opposed to an external source affecting motivation, which in turn can feel as though the individual is being forced to act in a certain way (Converse, Juarez, & Hennecke, 2018). Converse, Juarez, and Hennecke (2018) stated that facets of motivation has significant effectson goal orientation. In turn, by developing a more meaningful understanding of these concepts increases the ability to better understand the relation between motivation and goal achievement. Converse, Juarez, and Hennecke (2018) stated that in order to determine the reasoning behind certain behaviours is an individuals’ ability to demonstrate self-control and have a wanting to attitude as opposed to feeling as if they have to act in certain ways. Converse, Juarez, and Hennecke (2018) suggest that similarly to the findings of Lock and Schatke (2018), and Poli (2005) it is highly important to demonstrate an understanding of the potential factors that contribute to motivation quality. An example of this would be demonstrating intrinsic motivation as encouraging the ability to energize ones ow rights, and developing a fulfilling purpose in order to sustain motivation in situations in which motivation may otherwise be depleted.

**Cognitive Behaviour Therapy**

Motivation can be impacted by multiple differentiating factors, behaviours, and thought patterns. The ability to identify one’s own motivation has been hypothesized to manifest as a set of guiding principles in order to assist in the development of treatment plans (Holtforth, & Castonguay, 2005). Holtforth and Constonguay (2005) identify these principles as the overarching goal to address individuals’ need for satisfying experiences, along with the ability to match intervention goals with motivational goals set by the individual. By addressing motivational factors and combining them with Cognitive Behaviour Therapy (CBT) techniques the therapist can create an proficient relationship between the two. Holtforth and Constonguay (2005) identify two varying facets of motivation much like the notions put forth by Locke and Schatke (2018) that affect the ability to engage in CBT techniques are motivational approach and avoidance goals. These goals relate to one’s satisfaction of needs, and also relate to exposure to aversive
experiences and their psychological purpose is to protect the individual from reexperiencing the aversive effects from the initial experience (Holtforth, & Constonguay, 2005). In addition, Holtforth and Constonguay (2005) posit that in order to attain approach or avoidance goals individuals must develop significantly goals, that are concrete and adjust their behaviours to better fit the goals.

**Motivational Interviewing**

In addition to the effects CBT has on motivation as demonstrated by Holtforth and Constonguay (2005) another technique that has been hypothesized to reduce risky behaviour in youth is Motivational Interviewing. Interventions which incorporated MI techniques were found to have reduced alcohol consumption in youth (Magill et al., 2019). Similarly to the notion put forth suggesting that CBT has two facets that make up the components of the design (Holthforth, & Constonguay, 2005), MI also involves two processes know as technical and relational. Magill et al., stated that the use of the technical process involved the use of effective and consistent use of skills such as open ended questions, and reflections which proved to be successful feature of MI in increasing positive language regarding behaviour change. The relational feature of MI is typically used as means of demonstrating empathy with clients, and building rapport which have proven successful to created positive changes within clients behaviours within session as well as post treatment. Magill et al., (2019) suggested that these are preliminary findings in regards to the use of MI with youth and demonstrated there may be a need for the use of more efficient MI techniques when working with youth who are reluctant to change.

**Variation of Motivation**

One of the most important psychological attributes affecting students’ academic success is motivation (Vallerand et al., 1992). Vallerand et al. (1992) made suggestions in accordance with the theories of Locke and Schattke (2018). However, in comparison to Locke and Schattke (2018) Vallerand et al. (2018) suggested that in conjunction to intrinsic and extrinsic motivation, there is a third facet of motivation referred to as amotivation. Similar to the findings of Locke and Schattke (2018) intrinsic motivation involves internal motivation, achievement, and stimulation; whereas extrinsic motivation involves external, objection, and direction. Amotivation falls in between intrinsic and extrinsic motivation criteria. Meaning that individuals do not feel particularly motivated by anything they are not intrigued by the idea of obtaining reinforcement or they do not see any reinforcing benefits to the task at hand. Vallerand et al. (1992) suggested that individuals who are amotivated do not interpret contingencies between behaviours and outcomes, individuals will not experience intrinsic nor extrinsic motivation. Vallerand et al. (1992) stated that when people are amotivated their idea of motivation is due to an external locus of control in which they attribute lack of motivation to external factors instead of internally. This can cause the individual to experience decreased motivation as there are no perceived benefits (Vallerand et al., 1992). It was noted by Vallerand et al. (1992) that motivation is an imperative aspect to consider when looking at students’ lack of academic motivation. Therefore, the authors reviewed an empirically validated scale known as the Academic Motivation Scale (AMS) adapted from the Echelle de Motivation en Education (EME). Both were deemed sufficient means of interpreting students’ initial levels of motivation, and their reasoning for engaging in certain activities (Vallerand et al., 1992). Vallerand et al. (1992) found that further research to determine motivational factors would be beneficial, and the use of the AMS provided a pathway to better understand a broader array of motivational factors, and provided innovative means of doing so.
The Use of Workshops On Different Populations

It is important to take into consideration the means in which motivation can be increased; workshops have been previously used as an efficient tool to systematically enhance adaptive behaviours (Alkoby, Pliskin, Halperin, & Levit-Binnun. 2018). In a study conducted by Alkoby, Pliskin, Halperin, & Levit-Binnun (2018) the benefits of the effective workshops was used to decrease stress and emotional disturbances in university students. The workshops were used to encourage participants to utilize different variations of coping strategies when they were shown emotion-inducing images. Images shown during the workshops were used to address the participants’ ability to generalize coping mechanisms to real life situations. Alkoby et al. (2018) referred to the workshops as a gold standard of intervention in which they incorporated mindfulness, meditation, yoga, and body scanning for participants to fully relax and engage in the workshops. Alkoby et al. (2018) stated that the workshops conducted were successful in helping participants to modify negative thinking patterns into a more adaptive and functioning thought processes. This study demonstrated the significant effects that workshops can have on behaviour and by systemically influencing behaviours and thought patterns to become more adaptive.

Strengths of Workshops

While there are many articles that discuss the ideas behind motivation and where it is derived from, there is little empirical evidence regarding academic motivation (Anderman, Koenka, Anderman, & Won. 2018). While Alkoby et al. (2018) demonstrated the use of workshops with a population of university students Anderman et al. (2018) noted the effects of workshops on internationally adopted youth. Evidence regarding academic motivation is particularly lacking in the case of internationally adopted youth. Anderman et al. (2018) stated that this is considered to be an issue as academic motivation is essential to encourage students to attain goals and develop personality. Anderman et al. (2018) stated that internationally adopted youth do not typically experience developmental delays, but can experience troubles regarding academics, psychological well-being, and behaviour. Previous research suggested that adopted youth typically underperform in academics when compared to non-adopted youth, Anderman et al. (2018) suggested that this may be a result from their upbringing within their originated country. Anderman et al. (2018) stated that because of the increased likelihood of adopted youth experiencing problems in their academics and development, it was imperative to direct the focus on to their academic motivation. This is an important factor to note as academic and developmental problems are likely to contribute to lack of motivation. The EVT was used to determine students’ success expectancies and how this affected the ways they engaged in a particular subject and their achievement motivation (Anderman et al., 2018). The EVT is composed of three domains that determine students’ motivation and ability to succeed in academic pursuits. Anderman et al. (2018) suggested that the first domain pertains to the course the student is studying and its impact on the students’ self-concept. The second domain known as the intrinsic value pertains to the extent to which the student enjoys the subject. Thirdly, the utility value which engages the student as it will deliver a desired outcome. Anderman et al. (2018) found that conversely to the population used by Alkoby et al. (2018) internationally adopted youth differ in levels of motivation when compared to non-adopted youth. The authors explained that the students had less self-confidence in math and typically placed mathematics. This was important to note as Anderman et al. (2018) posit that students ‘expectancies and values of tasks are indicative of future engagement and motivation towards similar tasks.
Anderman et al. (2018) stated that students’ achievement, motivation, and value towards math would be a promising area to implement interventions, as encouraging motivation in youth should be made a focus by teachers, parents, and psychologists.

Generalization of Motivation

Variable based approaches as used by Vallerand et al. (1992), and De Naeghel et al. (2016) are most frequently used to determine students’ means of motivation. While these approaches have been proven to be empirically validated, they do not demonstrate the ability to be easily used in daily living (Linnenbrink-Garcia et al., 2018). It was important for Linnenbrink-Garcia et al. (2018) to determine if motivational perceptions and academic adjustment worked cohesively together. Similar to Locke and Schattke (2018), and Vallerand et al. (1992), Linnenbrink-Garcia et al. (2018) found that categorizing different types of motivation was helpful when creating profiles, determining differences and similarities between samples, and help to identify which motivational combinations work efficiently together to obtain improved academic outcomes. In addition to these findings individualization, multi-agency cooperation, strong ties to schools, and social skills are features used in workshop modules to increase motivation (Martin, 2005). Linnenbrink-Garcia et al. (2018) stated that it is important to consider the use of multiple facets of motivation to help support engagement, achievement, and a people-oriented approach is becoming increasingly effective. Linnenbrink-Garcia et al. (2018) explained that the domain students lack must be considered as well as students’ motivation can shift towards a certain domain as they begin to study different subjects. It is important to consider if schooling is the generic area the student is lacking motivation or if it is a specific domain. There are multiple ways that different types of motivation can influence engagement. Linnenbrink-Garcia et al. (2018) found that in contrast to previous studies conducted by Locke and Schattke (2018) there were no profiles indicative of students’ demonstrating high performance goals accompanied by low mastery goals, task importance, and perceived confidence.

Teaching Motivation

One way to instill motivation is to demonstrate to teachers how delivering academic material using increased motivation techniques can affect students motivation. Teachers who adopt, and incorporate motivational techniques into their teaching style in turn allowed students to develop higher levels of reading motivation (De Naeghel et al., 2016). While previous authors such as Alkoby et al. (2018) and Anderman et al. (2018) used youth populations, De Naeghel et al., (2016) looked at the effects of incorporating motivational techniques into teaching to increase motivation in kindergarten students. In order for students to demonstrate success during their elementary school experience they are required to be able to read autonomously and fluently. De Naeghel et al. (2016) suggested that autonomous reading occurs when students choose to read independently for their own pleasure, this is also categorized as intrinsically motivating. De Naeghel et al. (2016) stated that students must demonstrate commitment as well as motivation towards autonomous reading in order to demonstrate sufficient comprehension skills. As previously stated, motivation increases when there is a perceived sense of achievement available through the use of intrinsic or extrinsic motivation. De Naeghel et al. (2016) found that an individual will be more likely to engage in a task such as reading if it was perceived it to be rewarding and may provide a sense of achievement. De Naeghel et al. (2016) conducted workshops with teachers so to teach and model means of delivering lesson plans to students in an
attempts to encourage them to become more motivated and goal-oriented. Students’ motivation can be positively impacted by teachers stimulating their students’ comprehension, independence, and relatability (De Naeghel et al. 2016). Adopting a motivating teaching style has recently become an empirically validated means of increasing students’ motivation (De Naeghel et al., 2016). Therefore, the authors conducted a study to determine if the use of workshops to demonstrate motivating teaching techniques would in turn affect students’ autonomous reading motivation. De Naeghel et al. (2016) used workshops to instil autonomy to students, developing effective teaching structure, as well as continuing to build interpersonal relationships with students. During workshops, teachers were provided booklets to determine the effects increased reading motivation on students, along with an operational description of motivation characteristics (De Naeghel et al. 2016). De Naeghel et al., (2016) found that the self-determination theory shows that demonstrating a motivational teaching style increased students’ independent motivation when reading. De Naeghel et al. (2016) found that delivering workshops highlighting the importance of teaching autonomy and demonstrating motivational teaching techniques increased students’ motivation skills, which provided them with the opportunity to be more successful.

Conducting Workshops Amongst Professionals

Learning and developing motivational skills is beneficial to incorporate into any form of agency and could be generalized to a wide variety of healthcare professionals (Smith, Botelho, & Mathers, 2007). Smith, Botelho, and Mathers (2007) examined the effects of teaching interpersonal professionals to develop a motivational role in their practice to increase patients’ motivation through the use of workshops. Smith, Botelho, and Mathers (2007) suggested that health practitioners conduct motivational workshops with their clients. While completing the workshops, health practitioners were asked to focus their role in the workshop to be a motivational guide to improve motivational skills. Smith, Botelho, and Mathers (2007) placed participants in small groups where they were able to develop motivational skills, practice these skills, and build relationships. Smith, Botelho, and Mathers (2007) discussed that many of the participants had little to no previous knowledge regarding motivational practice concepts, and each participant developed their own goals to further develop motivational skills and understanding. Smith, Botelho, and Mathers (2007) stated that participants in the workshop were provided questionnaires completed in groups to assess participants, and better comprehend learning abilities. During the workshops participants were taught motivation skills, prior to discussing what they learned and how it can be applied to everyday living. Smith, Botelho, and Mathers (2007) stated that participants were asked to take the skills they had learned and apply them to an unhealthy behaviour they have in their own life. Role-play scenarios were conducted to determine the participants’ levels of motivation. Researchers conducted assessments and interpreted participants’ feelings during each session. Smith, Botelho, and Mathers (2007) found that interpreting the change in participants’ motivation as a result of the role-play scenarios was an effective means of reducing risky behaviour, and making participants feel empowered. Smith, Botelho, and Mathers (2007) explained that the ability to increase self-motivation techniques could significantly reduce the demonstration of risky behaviours. The importance of conducting motivation workshops in relation to healthcare practitioners is important. The authors stated that health care practitioners are an important population to educate on motivation workshops as they are able to retain the information and discuss it with colleagues and supervisors. They will also
demonstrate a better understanding of the effects motivational skills can have in different environments.

**Combining Motivation and Workshops**

Students who are demotivated in school experience difficulties engaging in academic work, uninterested in school, and often find school to be irrelevant to their lives (McMullen, 1973). McMullen (1973) stated that motivation is a reoccurring attribute when teachers discussed the behaviours of problematic students within the classroom. McMullen (1973) stated that psychological technology is available to help increase students’ achievement motivation through the use of motivation workshops. Motivation workshops have been noted to be successful means of increasing motivation as they provide objectives, which propels the student to discover necessary techniques to achieve the objective. McMullen (1973) explained that individuals who demonstrated motivated behaviours had increased positive self-perceptions, and set goals that were of higher intensity yet remained attainable. McMullen (1973) developed a sequence in which each motivational program follows. Compared to other studies conducted by Smith, Botelho, and Mathers (2007), and De Naeghel et al. (2007) created a sequence that allows workshops to run generically and efficiently, and can be used globally across workshops. The sequence includes attendance which is used to intrigue students’ so they are willing to participate, students often find the idea of non-graded work particularly intriguing. The second aspect within the sequence is experiencing, meaning that students will experience the skills that are being thought through roleplay or games in which the behaviour will also be modelled. Once students begin to experienced motivation they will be able to achieve conceptualization the third aspect in the sequence in which students will be able to verbalize and identify specific feelings, thoughts, and emotions. Then fourth aspect in the sequence is relating, meaning that students will determine the relevance these skills have to their daily living and academic pursuits. Once students are able to determine relevance they will be able to achieve the fifth aspect in the sequence which is applying. McMullen (1973) stated that it is imperative that students are able to apply the skills they are learning, they can choose to continue to improve their motivation or reject the opportunity to change. Finally the students are taught to internalize the skills they are taught. McMullen (1973) found that practice makes perfect and it is important to encourage students to continue to demonstrate motivational skills independently and by doing so continuously will encourage the behaviour to continue. McMullen (1973) stated that motivation workshops provided efficient means for students to increase perception and responsibility and in turn provided them with the opportunity to move towards a more positive direction in the ways they act.

**Conclusion**

Motivation workshops have demonstrated empirically sustained evidence in multiple environments and are beneficial to incorporate into different agencies. There are many workshops created for adolescents; there are some that focus on self-esteem, confidence building, and social aspects of adolescents lives (Martin, 2005). Martin (2005) examined the effects a motivation workshop program had on students’ academic motivation over the course of eight weeks. Martin (2005) used the Student Motivation and Engagement Wheel as means to determine the participants’ level of motivation as it was easily administered and interpreted. The Student Motivation and Engagement Wheel separates the factors that motivate the student and those that do not, in a manner that practitioner can easily explain to the student. Similar to the
findings of McMullen (1973), Martin (2005) found that students who participated in group workshops demonstrated significant increases in baseline levels of motivation. Martin (2005) stated that any motivation students acquired throughout the eight weeks of workshops was not only increased but also maintained for several months afterward.

The findings of the articles suggests that workshops to increase students’ motivation is an effective means of intervention. Through the use of workshops participants learned new motivation techniques, self-perception, along with strategies to maintain motivation. The authors found that teachings students and interpersonal professionals ways to incorporate motivation into daily living has significant effects on baseline levels of motivation. The articles summarized above support the current hypothesis that teaching and modelling motivational techniques through the use of workshops will increase students’ motivation and self-efficacy.

Word Count: 4,190
Chapter III: Methods

Setting

The ACE Program is a student success facilitation program that takes place outside of a typical school setting but is affiliated with a local high school, which seeks to ensure that students have ample opportunity to obtain a high school diploma. Students attending the program receive lesson plans as they would in a typical high school classroom setting, and receive one-on-one assistance to complete required academics. Each workshop took place in designated classrooms within the agency to avoid complications with transitions between classroom academics and engagement in the workshop. Workshops were an open concept as participants sat at desks within the classroom facing each other with the researcher in front of them to present workshop modules.

Selection Procedures

Students were recruited through a referral process which was made by their teacher or self-referral. Participants were recruited at the agency, and must have demonstrated sufficient academic attendance. The students were recruited by their teacher. These assessments were based on an assessment of whether the student would benefit from participating in motivational workshops by conducting observational assessments which looked at student resiliency in an academic setting, ability to start or complete academics, and engagement in classroom activities. Participants who wanted to participate without a referral were able to self-refer; all referrals made by the student or their teacher were accepted contingent on the students’ attendance. Inclusion criteria for participants was dependent on their ability to demonstrate consistent school attendance. Participants must have attended scheduled classes at least three days a week to have met inclusion criteria. Exclusion criteria applied when participants attended classes less than three days a week. Inclusion criteria were consistent school attendance defined as a minimum of 3 days per week.

Participants

The research participants partaking in this study were male and female high-school students ranging from 14 to 19 years old. Each student in the current study often demonstrated lack of understanding in the majority of the required course work provided, participants often found independent coursework to be tedious or difficult. In turn this reflected in many of the students’ academic standings. If participants agreed to participate they were provided with a sign-up sheet by the researcher. Participants were asked to sign the sheet before each session to ensure the minimum requirement of students attending the workshops was met.

Informed Consent and Procedures

Parent/Legal Guardian. A form was designed for the purpose of this study and approved by the Research and Ethics Board at St. Lawrence College, as well as the researchers supervisors. Prior to beginning workshops participants were provided with informed consent forms (Appendix A). The form was written and delivered to the Research and ethics Board at St. Lawrence College where it was approved by the Research and Ethics Board. The form was also reviewed by the researcher’s supervisors to ensure that it met required criteria, and provided enough information for students to participate safely. The researcher provided students with the consent form for signature by a parent or legal guardian and returned to the researcher. A
student’s participation in workshops was contingent on having obtained parental consent. The consent form addressed queries regarding workshop details, benefits and potential risks, voluntary participation, and the right to withdraw at any time.

**Assent.** Additionally, assent (Appendix B) was provided to participants. The researcher informed the participants of the study verbally, which gave the participants an opportunity to ask questions about the study. Assent was delivered in simplistic terms to ensure the participants’ full comprehension of the purpose, goals, and delivery of the study.

**Confidentiality.** Participants in this study were informed they would remain anonymous and their information would not be shared with the public. The following steps were taken to ensure confidentiality: forms containing the participants’ names such as informed consent were kept in a locked drawer at the agency, electronic information was kept on an encrypted computer in which only the researcher had access to. Participants’ identifying information was changed to ensure the anonymity of the participant, no names were used in the report. Participants were numbered and referred to by their number in all written reports. Participants’ data will be kept for up to two years in order to potentially be published or presented. Consent forms identifying participants will be kept for 10 years passed the participants’ 18th birthday at the college in a locked drawer to accommodate college regulations.

**Design**

This study was a repeated measures, non-experimental design. In the current study, the independent variable was the implementation of workshops and the dependent variable was participants’ motivation. Means of data collection were interpreted using the mode Likert score rating provided by the participants on the MES and the Motivation Workshop Review Sheet. This was done to track and interpret changes in participants’ motivation. In addition, line graphs were also used to visually represent the data collected.

**Apparatus**

Each participant who attended workshops was provided with a writing utensil, blank paper if required, a copy of the PowerPoint presentation, and a workshop review sheet. Additional props were used during workshops. Props such as stickers, or coloring utensils were provided depending on the workshop module, these were not to be used outside of workshop times. Participants were required to bring paper and writing utensils to workshops to complete modules effectively. The researcher also had a writing utensil and paper in order to take notes during sessions or to participate in activities with students.

**Measures**

Additional requirements for students’ to participate in this study included the completion of an adaptation of the MES (Martin, 2005). The researcher adapted by removing questions that students may otherwise have found repetitive or difficult to answer. This was done to ensure the MES was concise, participants did not consider it tedious or boring, and to ensure the participants were able to complete the questionnaire efficiently. The MES is an inventory developed to measure each of the 11 facets included in the motivation engagement wheel to determine means of motivation and baseline levels of motivation. Data was collected from the MES and interpreted to compare participants’ motivation levels pre-and post-workshops.

**Motivation Engagement Wheel.** The motivation engagement wheel was developed by Martin (2005) to determine factors that affect motivation. Each facet included in the wheel
represents factors that enhance or reduce motivation. The MES was used to determine means of motivation and was completed pre-and post-intervention. The adaptation of the MES included 11 questions relating to the 11 facets apart of the motivation and engagement wheel. This questionnaire was created for youth 14 to 18 years of age as the primary population of test takers. The MES focused predominantly on motivation and means to increase academic motivation therefore, it was deemed as an effective tool to determine baseline levels of participants’ academic motivation. The MES has been used in multiple empirical studies, and has been proven to be an effective tool to measure motivation. Due to the primary focus on discovering motivation factors, this questionnaire was deemed to be an effective means of determining motivation.

Motivation Engagement Scale (MES). Prior to beginning sessions participants completed the Motivational Engagement Scale (MES; Appendix C) adapted from Martin (2005). The MES was derived from the 11 facets included in the motivational engagement wheel (Appendix D), also created by Martin (2005). Each session was derived from the Motivation engagement wheel and included a minimum of two facets from the wheel in each session. Students were taught to demonstrate motivational skills through modelling from the researcher, along with rehearsals, and practicing the skills in real life scenarios. If students wished they were permitted to finish modules outside of academic hours, if students found a specific module significantly helpful they were provided with a copy so to continue to motivate the student. In order to maintain cohesive workshops the researcher was always present with the students to keep things on track and to keep students safe. At the end of the six week workshops participants completed the post-test MES.

Motivation Workshops Review Sheet. The Motivation Workshop Review Sheet (Appendix E) was developed by the researcher. Each questionnaire contained 10 questions relating to what the participants learned during the workshop, including goal setting, and self-confidence. The questionnaire was composed of question reflecting the Motivation engagement wheel. Responses were obtained using a 5-point Likert scale. Answers on the Likert scale reflected participants feelings towards attributes of motivation described in the Motivation Engagement Wheel. Possible answers participants were provided with ranged from 1 to 5 on the Likert scale in which they would determine 5) Well above grade level/standard; truly exemplary work going above and beyond expectations, 4) Above average grade level/standard output; a good effort has been given, 3) At grade level/standard; standards have been met at minimum capacity, 2) Slightly below grade level/standard expectations; a stronger effort or remedial efforts and instruction may be needed, 1) Well below grade level/standard expectations; low effort has been given, or remedial instruction is needed, as the content at this point is proving too difficult

Sign in Sheet. A sign in sheet (Appendix F) was provided to participants’ at the beginning of each workshop to keep track of the number of participants. The sheet included the date, title of the workshop, the name of the researcher, along with the printed and signed names of participants’ attending the workshop.

Procedures

The study took place at the student success facilitation program, students were referred to the program in order to be reintegrated back into a regular academic setting. Recruitment into the researchers program was done through the use of referrals. The workshops were conducted by the researcher while teachers facilitated regular classes for students who did not wish to
participate. The facilitator ran the workshops for the duration of six weeks. The facilitator was in charge of providing assessments such as an adaptation of the Motivation Engagement Scale (MES), and the Workshop Review Sheet participants completed at the end of each workshop to determine engagement, self-reflection, and motivation. These questionnaires were kept and interpreted by the researcher as means of data collection to determine students engagement during workshops. Workshops were conducted in an open concept manner with the facilitator, in which students were able to partake at any point in time. A minimum of three students were required to attend each workshop, anything above the attendance of seven students reached maximum capacity for workshops.

**Consent.** In order to follow informed consent procedures, participants were provided with a consent form. Participants were required to have the consent form signed prior to partaking in workshops. An assent form was additionally provided for participants to sign.

**Pre-test.** Prior to starting the first workshop an adapted MES was delivered to each participant. The participants’ completed the assessment independently in the allotted classroom. In order to participate in workshops participants were required to fill out the MES for future data collection. For new students who joined the program the MES was completed prior to the first workshop they attended.

**Post-test.** At the end of the final workshop participants were provided with a second copy of the MES in which they were required to complete for data collection purposes. The participants completed the second copy in the classroom independently after completing the final workshop of the program.

**Workshops**

**Setting.** The researcher facilitated the workshops within the allotted classroom to ensure that students did not experience difficulties with a transition. The classroom in which the workshops took place had two long rectangular tables with 5 chairs around each table. Sessions took place around the table with the researcher sitting at the head of the table.

**Workshop content.** Workshops were conducted by demonstrating the PowerPoint presentation on the researcher’s laptop, as a projector was not feasible in the classroom sessions typically included information from textbooks such as Miltenberger’s (2014) *Behaviour Modification Principles and Procedures*, scholarly articles, and other written pieces retrieved from the internet. Workshops were formatted using both cognitive behaviour therapy and motivational interviewing techniques. Both techniques were used in order to help participants create achievable goals, change negative thought patterns, and address lack of motivation. Each workshop was created by the researcher and involved the 11 facets of the Motivation Engagement Wheel (Martin, 2005). The 11 facets contributed to the session topic each week and allowed participants to focus on a different aspect of motivation each session.

Workshops took place once a week and began with a brief review of the previous week goals and focuses. Each workshop participants thought of a goal, participant discussed their goals at the beginning of each session. Participants would discuss techniques they learned to formulate their goals. Workshops would go through the agenda for the workshop and what topics would be discussed during that session. In addition, the researcher would discuss different motivational techniques with the participants for them to demonstrate an efficient understanding of concepts. During each workshops multiple activities were conducted for participants to think critically about the techniques learned and apply them to different situations. Workshops concluded each session by having students complete a larger activity with one another the
activities included information regarding the topic for that week. Students would complete activities in order to maintain their engagement and practice skills.

Workshop 1. Assess levels of confidence and goal setting abilities.
Workshop 2. Identification of factors that increase or decrease motivation.
Workshop 3. Teach strategies to manage what increases or decrease motivation.
Workshop 4. Determine if strategies were effective, evaluate successive strategies, and suggest modifications if necessary.
Workshop 5. Help to generalize skills to different daily living activities.
Workshop 6. Conclude evaluations, and determine further modifications if necessary.
Chapter IV Results

Overview

Motivational workshops were developed to enhance students’ motivation in a student success facilitation program. The workshops incorporated components used in Cognitive Behaviour Therapy, and Motivational Interviewing to provide psychoeducation on motivation. This chapter will cover the effects of the motivation workshops on participants’ motivation and self-efficacy. This will be done with an extensive overview of the results obtained from the Pre- and post-test MES in conjunction with the results obtained from the Motivation Workshop Review Sheet. To determine if the assessments indicate any changes the data collected has been visually represented in Figures 1, and 2 as well as Tables 1, and 2.

Workshops. The workshops took place for 6-weeks with varying participants each week, and each workshop lasted approximately one hour. The motivation engagement wheel was used as a template for workshop content which included an operational definition of what motivation looks like, how to become motivated, and what factors can affect motivation. Individuals participating in workshops were provided with information on different motivational topics each week. During the first week participants learned different techniques of goal setting and confidence building. During the second workshop participants were then taught the varying initiatives involved in becoming motivated and strategies to increase their motivation. Once participants developed an efficient understanding of their motivation and techniques to increase motivation they were taught to think critically about the effectiveness of the techniques taught. Participants were also encouraged to think critically about how each skill could be generalized to different behaviours and situations. The final workshop concluded with an overview of the topics covered in the previous weeks. A complete description and overview of workshop content can be found beginning in Appendix G.

Motivation Engagement Scale

The MES was used to determine any changes in participants’ feelings of motivation. The MES scores were calculated to determine the group modes for each question and to determine overall changes in participants’ feelings of motivation. The mode group scores for each question can be found in Table 2 and Figure 2. It can be seen that over the six weeks of workshops there was a positive movement in participants’ feelings of motivation. However, not all questions on the MES could account for the same changes. The average, answers for most subscales on the MES were lower at pre-test as compared to post-test including questions 2,3,5,6,8,9,10 and 15 as depicted in Figure 2. Over the six-week workshop period it can be seen that the group mode demonstrated increases in a positive direction in regards to the majority of the questions on the MES. It would have been beneficial to have conducted further workshops to determine the possibility of a more positive change; however, over the duration of the six workshops conducted movement in a preliminary positive direction can be seen. This positive movement indicates that the use of psycho-education workshops to teach motivation can be potentially effective at delivering some beneficence to participants’ motivation.

Table 1

<table>
<thead>
<tr>
<th>Questions</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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<th>6</th>
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<td>3</td>
<td>3</td>
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</tr>
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</table>
Motivation Workshop Review Sheet

The motivation workshop review sheet suggested a positive change in most subscales of the questionnaire. Table 1 indicates positive changes indicated by participants’ Likert scores on the assessment. Each data point is represented by the group mode score on the motivation workshop review sheet. The changes in participants’ feelings of motivation move in a positive direction from pre-test to post-test. The scores were calculated as the most frequently occurring answer shown on the Likert scale for each subscale within the set of data. A sudden decrease can be seen in question 14 in which could be considered an outlier as it falls substantially lower than the other mode scores on the MES. This could be a potential cause for concern as the occurrence of outliers can skew the set of data. The lower rating could be attributed to the wording of the question, amongst other factors that may have rendered it more difficult for participants to answer.

The group mode scores for each subscale on the Motivation Workshop Review Sheet over the 6-week period can be seen in Table 1. The data in Figure 1 demonstrates that in week six the group mode scores in almost all of the subscales increased from the first initial week when the survey was first completed with participants. During weeks four and six there was a decrease in the number of participants which affected the ability to determine the mode as there were only three participants during these weeks. Table 1 indicates that the capability facet had the lowest scores of the 11 facets incorporated into motivation workshops. While there are many factors that could attributed to this decrease it could be a result of capability being a more subjective trait as opposed to the other traits included within the review sheet. Due to the subjective nature of this facet it is increasingly difficult to ensure that it is both operationalized as well as measurable for this population.

Table 2

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<th>Subscale</th>
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<th>Week 2 $(n=4)$</th>
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<th>Week 4 $(n=3)$</th>
<th>Week 5 $(n=4)$</th>
<th>Week 6 $(n=3)$</th>
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<td>4</td>
<td>-</td>
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<td>4</td>
<td>-</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
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<td>5</td>
<td>3</td>
<td>5</td>
<td>5</td>
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<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
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<tr>
<td><strong>Value</strong></td>
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<td>5</td>
<td>5</td>
<td>4</td>
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<td>-</td>
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<td>4</td>
<td>5</td>
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</tr>
</tbody>
</table>
CONFIDENCE INITIATIVE FEAR AVOIDANCE ASK FOR HELP PERSISTENCE VALUE PLANNING CAPABILITY MOTIVATION

Figure 1. Weekly Motivation Engagement Subscale Mode Likert Scores
Chapter V: Discussion

The current study examined the effects of psychoeducation workshops used on motivation and self-confidence. The results obtained from the MES and the Motivation Workshop Review Sheet demonstrated preliminary movement in a positive direction in terms of increasing participants’ motivation. The results obtained from this study were congruent with the hypothesis suggesting that motivation workshops could increase participants’ motivation.

Results in The Context of The Literature

Importance of Motivation. The literature in regards to youth academic success demonstrating positive changes as a result of motivation workshops were few and far between. The literature regarding the effects of workshops suggested that workshops in general had varying effects on different populations including at-risk youth. There was a small portion of studies that evaluated the effects of workshops to teach and increase motivation and self-confidence. The literature suggested that motivation is an area which could benefit from further treatment implementation to increase motivation skills (Anderman, Koenka, Anderman, & Won, 2018). Additionally, it is suggested that while motivation should be made a primary focus by parents, teachers, and psychologists these skills can be difficult to generalize in various daily living situations (Linnenbrink-Garcia et al., 2018). Linnenbrink-Garcia et al. (2018) stated in accordance with the current hypothesis that motivation is a primary area in which youth can experience negative effects, thus it is important to focus on the varying facets of motivation youth can experience. This finding from Linnenbrink-Garcia et al. (2018) demonstrated similarities in accordance with the current hypothesis that a multi-facet delivery of the motivational workshops used to target all areas where there are deficits in motivation could be beneficial.

Workshop Effects. The literature demonstrates the positive effects workshops have on motivation with different populations similarly to the preliminary findings from the current study. An example of this is a study conducted by Alkoby, Pliskin, Halperin, and Levit-Binnun (2018) in which workshops were conducted to decrease stress and emotional disturbances in university students. Alkoby et al. (2018) stated that the workshops were successful in teaching effective coping techniques and the ability to generalize the skills taught to various aspects of students’ lives. The notions put forth by Alkoby et al. (2018) demonstrated the efficacy of conducting workshops, which were useful in the development of the motivational workshops used in the current study. This was essential during the current study as the positive changes seen within this demographic as a result of workshops was effective in developing a treatment method. This article was useful in comparison to other articles which demonstrated opposing ideas against the effects of workshops. De Naeghel, Van Keer, Vansteekiste, Haren, and Aelterman, (2016) focused on the efficacy of teaching teachers through the use of workshops to incorporate an increased amount of motivational facets in their teaching styles in order for students to adopt a more motivated mindset. This was an interesting use of workshops, as it focused predominantly on the idea that adapting teaching styles through the techniques learned in workshops can have positive impacts on students’ motivation. This approach corresponds well with the current hypothesis by demonstrating the notion that motivational techniques can be taught and lasting positive impressions can be made. The literature provides sufficient evidence suggesting that in correspondence with the results obtained in the current study, a change in a
positive direction can be made and is hypothesized to be attributed to the use of workshops to teach adaptive skills regarding motivation. In accordance with the suggestions made by McMullen (1973) it is imperative that students not only develop but apply the skills they have learned to increase their motivation. McMullen (1973) found that motivation workshops developed efficient techniques for students’ behaviour to move in a more positive direction. In turn this corresponds well with the current hypothesis in which motivational workshops are an effective outlet to elicit positive changes in motivation.

Contributions to the Field of Behavioural Psychology

This research contributes to the field of Behavioural Psychology as it adds to the little evidence gathered thus far demonstrating the efficacy of the use of workshops to increase motivation and self-efficacy. The study focuses on a population in which can be the most time consuming and require the most amount of assistance. The current study also helps to focus on the common feature within at-risk youth that is lack of motivation, it is important to conduct research with varying populations such as adolescence as the literature regarding this age range lacks substantial findings. In addition the current study allowed participants to practice skills in a safe and non-judgemental area through modelling and experiential learning methods. Study contributed further research to the topic of motivation amongst an at-risk youth population.

Strengths

Engagement. Within the classroom setting the students received as much assistance as could be provided to them. However, this was often limited as teachers could not always be readily available to assist students with schoolwork, let alone address other emotional factors such as anxiety, lack of motivation, or failure avoidance. By incorporating students into a program that was would be non-judgemental and would be an area of learning, it allowed them to adopt a more open mindset. The students were permitted to engage with peers on a one-on-one basis in which they could both learn from and teach one another. By providing assistance within a smaller group was beneficial as students typically required more assistance than what was available to them on a more emotional level as they often experienced difficulties identifying factors contributing to lack of motivation. The workshops conducted in this study allowed students to partake in a different form of learning opposed to a typical academic setting. Participants had a safe environment each week that was calm, respectful, and that allowed them to focus on aspects apart from their academics.

Participants. Each of the participants experienced similar feelings in regards to lack of motivation. Participants’ had similar goals that they were attempting to achieve, this allowed the group to work more cohesively with one another; allowed workshop material to be delivered easily; and encouraged participants to practice skills amongst each other but to also engage in modelling behaviours within the a safe environment.

Limitations

Participants. While any students within the classroom setting could have positively benefitted from the motivation there were multiple students unable to participate for various reasons. Some of the reasons were related to either disinterest in the workshops, were unable to return signed consent forms, or were placed in different institutions during the six weeks that workshops were conducted. Multiple students could have been exemplary participants within the workshops and could have efficiently increased their knowledge on motivation and their ability to be successful based on observations made by both the students’ teacher and by the researcher.
If these students were to have participated it could have possibly demonstrated an even greater movement in a positive direction. As their baseline levels of motivation appeared to be lower than the other students participating, had they participated it may have contributed to a potential further positive change.

**Time constraints.** Over the course of the 6-week workshops, it became apparent that more workshops could have been beneficial for participants. One workshop for approximately one hour each week allowed participants to practice the skills effectively. However, extending the workshops upwards of 12 weeks could have demonstrated further changes both in data collection and the participants’ mastery of the skills. Due to time constraints from varying factors the workshops had to begin. With more, time the participants would have had ample opportunity to practice the skills learned, along with learning a variety of new skills such as developing confidence in social skills and motivation to engage affectively and appropriately with others.

**Data collection.** The data collected from workshops demonstrated movement in a positive direction. However, there was not enough data collected to determine if any changes in participants’ motivation could be deemed significant. Collecting more data or using a larger variety of assessment procedures could have indicated whether the data were stable or not. This would have been important during the results section and interpreting changes overall.

**Multilevel Challenges.**

**Client level.** An important aspect in behavioural programs is client attendance. Participants within the workshops typically demonstrated inconsistent attendance records whether it be with regularly scheduled academics, their jobs, or other situations in which their attendance is mandatory. Due to the fact that workshops ran once a week students with higher rates of inconsistent attendance would miss important material and had to read over the material at a different time. Developing motivation to attend scheduled workshops would be beneficial to increase achievement motivation and reinforcement when it comes to completing required course work.

**Program level.** Each week there was one workshop that ran for approximately one hour. If participants missed the content they were required to go over material on their own time. This made it difficult for participants at times to practice the skills. By only conducting workshops at specific times affected the participants in the sense that they had only one opportunity during the week to practice the skills learned. The skills being taught were imperative for participants to function adaptively in an academic or working environment. However, in their spare time participants directed their focus on to academics, applying for post-secondary education, and home life so not to overwhelm the students and causing workshops to be aversive. Therefore, the skills taught in the program were difficult to practice at other times apart from when the workshops were being conducted.

**Organizational level.** There are many distractions within a classroom setting. This proved to be true during the program as well. It was difficult at times for participants to focus on the material being taught with loud noises within the building, or peers interrupting the workshop, along with loud noises outside. This proved particularly true in the case of participants’ peers interrupting workshops; interruptions would cause a shift in focus amongst the group and create a difficult atmosphere to get back on track. This was a difficult variable to overcome as there were only two classrooms in the building in which students could allocate their time.

**Societal level.** Due to a lack in motivation there are many terms that can be attributed to individuals who experience difficulties developing and maintaining their motivation. If these
difficulties are paired with other forms of mental illness as well this can be extremely difficult for an individual to overcome. Within the workforce or in an academic setting these deficits can appear to be due to laziness or negligence when in fact it is a matter of addressing the students’ lack of motivation. It was important to teach these skills in order to help students build better rapport with professionals within society, and develop efficient attempts to attend meetings, classes or appointments, and break the stigma that they are lazy or unwilling to change. This is especially true in today’s society as there are many times in which those who appear to be unmotivated are deemed as lazy or unwilling to cooperate, it is important for society to understand the difficulties of becoming unmotivated and developing and using new techniques in order to become motivated.

**Implications and Future Recommendations.**

The education system is a structured means for students to obtain further opportunities in life and to demonstrate the skills required to be successful as they grow. However, typical academic settings can be standardized which can cause issues for individuals who struggle to fit in to the standards set by society. Motivation is an imperative aspect to look at (Vallerand et al., 1992). When discussing treatment plans motivation should be taken into consideration as it can effectively impact different treatment approaches when it comes to at-risk youth. This study seeks to demonstrate the efficacy of teaching skills and providing psychoeducation to students to increase their motivation. This study demonstrates preliminary understanding of the effects that teaching motivational skills can have to increase motivation. Further replications of this study should consider time constraints and efficacy of increasing group workshops so to possibly demonstrate significant results. Future studies should also work to conduct workshops more often for participants to practice the skills frequently and be more likely to develop a mastery of skills.

**Conclusion**

The purpose of this study was to demonstrate findings in accordance with the literature that the use of motivational workshops is an effective means of increasing the motivation of at-risk youth. The current study seeks to add to the current literature regarding the use and efficacy of workshops to increase motivation and self-efficacy in youth at-risk. The current literature suggests that workshops are an effective means to teach valuable information, this is especially true in regards to a psychoeducation component which was also used in the current study. The methods used were effective tools in measuring motivation in varying facets such as the MES, the motivation workshops review sheet along with the Motivation Engagement Wheel which was used as a basis for workshops content. The utilization of CBT and Motivational Interviewing components also provided to be successful in demonstrating preliminary findings and adding to the current literature regarding workshops and motivation amongst you. Evaluating the effects of workshops to increase motivation assisted in furthering the literature to demonstrate positive changes as a result of workshops. During this study there were multiple limitations experienced, further research should address data collection by utilizing more assessments, increasing number of workshops per week, and potentially changing the environment in which the workshops are conducted to obtain more significant and meaningful results in order to determine further changes in motivation.

**Word Count:** 10,310
PSYCHOEDUCATION WORKSHOPS TO INCREASE MOTIVATION

References


Appendix A: Informed Consent

**Project Title:** Psychoeducation Group Workshops for Youth to Increase Academic Motivation and Self-Efficacy

**Principal Investigator:** Bailey Seddon

**Name of Supervisor:** Lana Di Fazio

**Name of Institution:** St. Lawrence College

**Name of Agency:** Regiopolis Notre Dame High School - ACE Program

**Invitation:**
Your child is being invited to take part in a research study. I am a student in my 4th year of the Honours Behavioural Psychology program at St. Lawrence College. I am currently on placement at the Regiopolis Notre Dame ACE Program. As a part of my placement, I am completing a research study, also known as an applied thesis. I would like to ask for the student’s help to complete this project. The information in this form will help to understand my project. Please read all the information carefully and ask any questions you have before you decide to take part.

**Why is this research study being done?**
My project seeks to further understand the efficacy of utilizing motivation workshops with Youth with academic motivation. To do so, I will be conducting motivation workshops with participating students. Research suggests that this form of project can be significantly impactful on adolescents’ motivation, and self-efficacy. Motivation workshops work by targeting low motivation, and which variables increase said motivation through the use of training modules. I want to see how motivation workshops will perform with a group of students who struggle to find motivation to complete academic studies.

**What will you need to do if you take part?**
If you allow your child to participate in this research, they will be asked to attend six sessions of group workshops. Prior to starting treatment, they will be asked to fill out an assessment form which will determine areas requiring attention. The same assessment will be completed after the final workshop to assess results. Sessions will take part every Thursday morning. Each session will last approximately 1-hour, and will be run by myself within the agency. Each session will involve motivation training modules to address reasons for lack of motivation, motivators, and incentives. Modules will be composed of activities in which participants will take part in. The activities will include role plays, worksheets, thought journals, along with the completion of the motivation engagement scale, and a motivation workshop review sheet.

**What are the potential benefits of taking part?**
The direct benefit from of partaking in this project for your child includes the potential for discovering reasons for lack of motivation and how to identify them. A secondary benefit of this project might be learning new techniques to increase motivation. I believe my research will show that once your child is able to identify patterns of decreasing motivation, they will be more likely to find incentive to regain motivation and feel more confident in academic pursuits.

**What are the potential benefits of this research study to others?**
The results obtained from this research may be beneficial for developing a treatment or may demonstrate a need for further research to be conducted on the efficacy of using motivation workshops with future, and current students.
What are the potential disadvantage or risks of taking part?
At this time, there are no known risks associated with participating in this form of research project. If participants experience feelings of anxiousness or animosity towards the study they are free to withdraw their participation including data from the study at any time.

What happens if something goes wrong?
Each individual’s experience within workshops varies. If your child experiences strong reactions to the program or how it is delivered either your or your child can speak with myself, my supervisor, or their teacher.

Will the information you collect from me in this project be kept private?
All information including data collected will be kept in a secure location in a locked filing cabinet within the agency. The consent forms will be kept at the college to ensure that they have been effectively and appropriately delivered to participants. These will be kept up to ten years after the participants’ 18th birthday as per the college’s regulations. The written portion of the project will maintain confidentiality by not including your child’s name, the participants, agency, or supervisor. All data collected will remain anonymous, so not to identify the participants. Confidentiality procedures are subject to change under the circumstances that the participant is in danger, is deemed as a potential cause of harm to them self or to others, or is required by law.

Do you have to take part?
Participation is voluntary and both you and your child have the right to choose to participate or not. However, if you or your child choose to forego participation they will still be entitled to current or future services within the program. If you choose to allow your child to participate and your child assents as well, then in order to be considered for participation your child will be required to have this consent form signed by their parent or legal guardian prior to participating in the project. Both you and your child are free to withdraw consent at any time. If your child decides to stop, you or your child can contact my supervisor Lana Di Fazio directly at ldifazio@sl.on.ca.

Contact for further information:
This project has received ethical clearance from the Research Ethics Committee for Behavioural Psychology (REC-P) under the authority of St. Lawrence College Research Ethics Board. The project was developed under the supervision of Lana Di Fazio, my supervisor from St. Lawrence College. Thank you for considering providing consent to having your child participate in my study, if there are any further inquiries feel free to ask me, Bseddon12@sl.on.ca. You can also contact my college supervisor, Lana Di Fazio at ldifazio@sl.on.ca. If you have concerns about the way this research is being conducted or about your child’s rights as a participant, you may contact the St. Lawrence Research Ethics Board (SLC-REB) Chair at reb@sl.on.ca.

Consent:
If you consent to allow your child to work with me and my supervisors for this research project, please indicate so by completing the following form. Please have your child return it to me as soon as it has been completed. A copy of this will be returned to your child, and another will be kept at the college.
By signing this form, I agree that:
  - The study has been explained to your child
  - All questions were answered
Possible harm and discomforts and possible benefits (if any) of this study have been explained.

Your child understands they have the right to participate and leave anytime.

Your child is free now, and in the future, to ask any questions they have about the study.

Your child has been told that personal information will be kept confidential.

Your child understands that no information that would identify them will be released or printed without permission.

You understand that you yourself as a parent or legal guardian can withdraw consent.

Your child understands that they will receive a signed copy of this consent form.

Your child understands that the data from this study will be presented at the St. Lawrence College Behavioural Psychology Poster Gala, and may be reported at other conferences or published in a scientific journal. No identifying information will be included in these reports.

<table>
<thead>
<tr>
<th>Participant Name</th>
<th>Parent/Legal Guardian signature</th>
<th>Date</th>
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<tr>
<th>Researcher Printed Name</th>
<th>Signature of Researcher</th>
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Appendix B: Assent Form

Title: Psychoeducation Group Workshops For Youth to Increase Academic Motivation and Self-Efficacy

Researcher: Bailey Seddon

Agency: St. Lawrence College

I am creating a research study about motivation workshops. A research study is a way to learn more about people. If you agree to take part in this study, you will be asked to complete a motivation engagement scale questionnaire, attend workshops once a week each week for one hour, and complete small worksheets regarding motivation after each workshop. The activities will include thought journals, along with the completion of the motivation engagement scale, and a motivation workshop review sheet.

Each workshop will take place for one hour, once a week. I will be running workshops for six weeks. You will be asked to complete questionnaires for data collection weekly.

Please know that these workshops will be voluntary, you are not obligated to attend the workshops and should you choose to forego participation you will in no way be punished. Not everyone who takes part in this study will benefit, meaning that something positive happens to you. I believe that you will benefit from my study by learning what motivates you, addressing what prevents you from feeling motivated, and learning new techniques to stay motivated.

When I complete my study, I will write a report about what was learned, including data, and topics covered in the workshops. This report will not include your name and will not identify that you participated in the study.
Appendix C: Motivation Engagement Scale – Highschool

Motivation and Engagement Scale

Dear Student,
Welcome to the Motivation and Engagement Scale questionnaire. This form has been provided in order to determine your learning type, what motivates you, and yourself perception as a student.
It is asked that you answer all questions below with as much honestly as possible. Please note that there are no correct or incorrect answers. Your answers reflect your views, and thoughts. If you want to change your answer you may simply cross it out and select the option you wish to answer. In order to be efficient it is asked that you attempt to answer all questions, and only provide one answer per question. Some questions are worded similarly to one another, this is done purposefully in order for the questionnaire to remain effective, please continue to answer questions as honestly as you can.
Thank you for your participation.

First Name: ____________  Last Name: ____________
Gender: Male ___ Female ___ Other ___  Age: ______  Grade: ______
<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree Somewhat</th>
<th>Disagree</th>
<th>Neither Agree Nor Disagree</th>
<th>Agree Somewhat</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
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</table>

1. If at first something does not make sense I work at it until it does 1 2 3 4 5 6 7
2. I am happy when I comprehend topics that are being taught at school 1 2 3 4 5 6 7
3. I like to study in quiet areas where I can focus 1 2 3 4 5 6 7
4. I am able to use topics I learn in school in other parts of my life 1 2 3 4 5 6 7
5. Sometimes I use the fact that I didn’t try hard as an excuse if I don’t do well 1 2 3 4 5 6 7
6. When I work hard at my schoolwork I feel accomplished 1 2 3 4 5 6 7
7. As school progresses I find I don’t try as hard 1 2 3 4 5 6 7
8. I will work at my homework until it makes sense to me 1 2 3 4 5 6 7
9. I feel anxious when I know I have a test/assignment due 1 2 3 4 5 6 7
10. When I work hard at school people will be less likely to think I am dumb 1 2 3 4 5 6 7
11. When I receive a good grade I often worry how I will receive that grade again 1 2 3 4 5 6 7
12. I believe that if I try really hard I can do a good job on my school work 1 2 3 4 5 6 7
13. It is important to me to learn at school 1 2 3 4 5 6 7
14. I don’t find school to be important to me 1 2 3 4 5 6 7
15. My academic area is normally well organized 1 2 3 4 5 6 7
16. Sometimes I am unsure how I can excel in my school work 1 2 3 4 5 6 7

**Appendix D:** Motivation and Engagement Wheel
**Appendix E: Motivation Workshop Review Sheet**

**Directions:** Complete the following questionnaire based on the Motivation for Change workshop today.

5 – Well above grade level/standard; truly exemplary work going above and beyond expectations
4 – Above average grade level/standard output; a good effort has been given
3 – At grade level/standard; standards have been met at minimum capacity
2 – Slightly below grade level/standard expectations; a stronger effort or remedial efforts and instruction may be needed
1 – Well below grade level/standard expectations; low effort has been given, or remedial instruction is needed, as the content at this point is proving too difficult

1. **Confidence**
   How confident do I feel in myself after that session?
   
<table>
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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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</table>

2. **Initiative**
   How important is it to me to take initiative in my academic pursuits?
   
<table>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</table>

3. **Failure Avoidance**
   How likely am I to avoid a task if I feel like I won’t do well on it?
   
<table>
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<th>1</th>
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</table>

4. **Satisfaction**
   When I submit my work, how satisfied am I generally when I hand it in?
   
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5. **Help**
   How comfortable do I feel asking someone for help?
   
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6. **Persistence**
   If I find a task difficult how likely am I to persevere through it and not give up?
   
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</table>

7. **Value**
   How much value does my education have to me?
   
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<th>2</th>
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</table>
8. Planning
Do I like to plan things out ahead of time?

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>3</td>
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<tr>
<td>4</td>
<td>5</td>
<td></td>
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</tbody>
</table>

9. Capable
How capable do I feel that I can do my work, and do it well?

<table>
<thead>
<tr>
<th>Very</th>
<th>Somewhat</th>
<th>Not at All</th>
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<tbody>
<tr>
<td>1</td>
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10. Motivation
Look at your responses, how motivated are you feeling?

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How are some ways we can increase motivation?

My Goals For This week 😊
*One thing I learned this week was. . .

* My goal for this week is. . .

*One possible area of improvement to consider is . . .

Appendix F: Sign in Sheet

Workshop:
Date:
Researcher Signature:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
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</table>
Appendix G: Workshop 1 Goal Setting and Confidence Building

Slide 1: Ice breaker
- Take 5-10 minutes
- On your piece of paper draw your best version of a pig
- Let me know when you have finished your drawing
- Go!

Slide 2: Pig analysis
- If the pig is drawn:
  - Toward the top of the paper – You have a tendency to be positive and optimistic. Toward the middle – You have a tendency to be a realist.
  - Toward the bottom – You have a tendency to be pessimistic and may be prone to behaving negatively.
  - Facing left – You have a tendency to believe in tradition and be friendly; you may also be prone to remembering dates well.
  - Facing Right – You have a tendency to be innovative and active, but may be prone to forgetting dates easily and may not have a strong sense of family.
  - Facing front – You have a tendency to be direct, and may enjoy playing the role of devil’s advocate; you also are prone to neither fearing nor avoiding confrontational discussions.
  - With many details – You have a tendency to be analytical, but may also be prone to being cautious to the point that you struggle with trust.
- With few details – You have a tendency to be emotional and to focus on the larger picture rather than focusing on details. You also have a tendency to be a great risk taker and may sometimes be prone to reckless and impulsive decisions.
- With less than 4 legs showing – May indicate that you are living through a major period of change and as a result you may be prone to struggling with insecurities.
- With 4 legs showing – You have a tendency to be secure and to stick to your ideals; however, others may describe you as stubborn.
- With large ears – Indicates how good of a listener you are (the bigger, the better).
- With a long tail – Indicates how intelligent you are (the longer, the better)

Slide 3: Overview
- By participating in this workshop we will learn….
- What goal setting is
- How we can increase our motivation
- How to set goals for ourselves
- How to shift our learning focus

Slide 4: What is Motivation?
- Motivation is described as an internal cause that affects our behaviour.
- It often causes us to act in a certain way to obtain a specific end goal.
- We feel motivated when we anticipate a reward as a result of demonstrating a specific behaviour.
- This is called reinforcement.
- If you are motivated you will find any excuse to attain your goals.

Slide 5: Setting Goals: Why is it Important?
- Why is setting goals important?
- Motivation is a vital part of behaviour change
- It is imperative to set attainable goals to increase motivation and drive
- Setting goals can help to change perception and increase the likelihood that we will complete a certain task in order to receive reinforcement.
- Setting goals can be done in many different ways, anyone can set goals for themselves.
- Goals can help us to organize our time and increase our confidence when performing a task.
- Goals help us to activate our behaviour.

Slide 6: Let’s get Started
- Goals can be completed in 3 different time spans.
- Short-term Goals: can be completed during the week. What are some examples of short term goals?

- Medium-term Goals: can be completed within one week to one month. Examples?

- Long-term Goals: can be completed from within one month to several years. Examples?

Slide 7: What Can You do to Achieve Your Goals
- It is important to know how to set goals, meaning they should be objective
- You should feel excited about your goal, and anticipate your desired end result before you start working towards your goal.
- Coming up with a plan can help you to develop your goal, the time span you would like to complete it, how you would like to complete it, and what means are necessary for you to complete your goal.
- The S.M.A.R.T. model is an easy way to determine your goals and how to achieve them.

**Slide 8: S.M.A.R.T Model**
- **S** - **Specific**: Think of what you want to achieve, the more specific you make your goal the easier it will be to achieve. Some things to consider during this step are:
  - What does my goal mean to me, and what do I need to achieve it?
  - What exactly do I want to achieve?
  - Where?
  - How?
  - When?
  - With who?
  - Are there limitations, and if so what are they?
  - Why exactly is this important to me? Are there other ways that I could achieve the same results?

**Slide 9: S.M.A.R.T Model**
- **M** - **Measurable**: It is important to have measurable goals so that you can track your progress and stay motivated. A measurable goal should address questions such as:
  - How much?
  - How many?
  - How will I know when it is accomplished?
  - Measurable goals can help define exactly what you want to achieve. Defining what you want out of your goal or objective makes it both clearer, and easier to reach.

**Slide 10: S.M.A.R.T Model**
- **A** - **Achievable**: Your goal also needs to be realistic and attainable to be successful. Think about the time and the effort you are about to put in, is the goal really worth your effort? If you do not have the time or motivation to attain your goal, your efforts may result in failure.
  - An achievable goal will usually answer questions such as:
    - How can I accomplish this goal?
    - How realistic is the goal, based on other constraints (e.g. financial, time, etc.)?

**Slide 11: S.M.A.R.T Model**
- **R** - **Relevant**: This step will help to make sure that your goal is important to you, and that it also aligns with other relevant goals. Do you really want that dream house, 3 cars, 4 kids, and a dog? Be prepared to work for it. Make sure that if there are aspects you feel you are lacking, there are ways to make up for them.
  - A relevant goal can answer “yes” to these questions:
    - Is this goal worthwhile?
    - Is this the right time?
    - Does this match my efforts/needs?
    - What is the goals objective?
    - Will this goal really achieve that?
Slide 12: S.M.A.R.T Model
- **T- Timely:** No matter how big your goals are they all require a target date. This will help you to create a deadline that you would like to have your goal completed by, and you have something to work towards. Make sure that your timeline makes sense. Being too time conscious of your goal setting can reverse the effects entirely and make the process unpleasant and uninteresting.
- A time-bound goal will usually answer these questions:
  - When will I accomplish my goal?
  - When can I make time to work towards my goal?
  - What can I do today, in six weeks, in six months to accomplish my goal?

Slide 13: Activity
- **Set and Share a Goal to be Accomplished this Week**
- My goal this week is to…

Will be accomplished by:____________________

Benefits to achieving your goal:

Possible obstacles (things that may get in your way) to achieving your goal:

My Action Plan (e.g. what do you need to do – address possible obstacles):

Slide 14: References
Appendix H: Workshop 2: Becoming Motivated

Slide 1: Review
- What was your goal from last week:

- Did you achieve your goal from last week?

- Why or why not?

What are some ways we can ensure that we achieve our goals?

Slide 2: Todays Focus
- IDENTIFICATION OF FACTORS THAT INCREASE OR DECREASE MOTIVATION

Slide 3: How Thoughts Affect Behaviours
- Your thoughts and feelings can impact your behaviour
- We all experience thought processes that are either helpful to us or can affect us negatively.
- These types of thought processes are called functional and dysfunctional thoughts.
- Each of these can have significant impacts on our behaviour and the efforts we put into attaining our goals.
- Both functional and dysfunctional thought processes can impact how motivated we are or can prevent us from feeling motivated for a number of reasons.
- It is important to consider the factors that contribute to our lack of motivation
- Cognitions that affect our motivation in a negative way are typically referred to as guzzlers.
- Variables affecting our motivation in a positive way are referred to as boosters.

Slide 4: Types of Thoughts You Experience
- **Functional thinking (boosters):** learning to identify thoughts that cause stress or anxiety and then replacing them with more desirable thinking patterns.
- **Dysfunctional thinking (guzzlers):** a type of thinking in which we negatively evaluate/interpret events. This can also occur when making logical errors in normal thinking that lead us to negative moods or decreased ambition/motivation.
- Why do you think our thoughts can impact our behaviours and our motivation?

Slide 5: Examples
What are some examples of functional or dysfunctional thoughts you can think of?

<table>
<thead>
<tr>
<th>Functional thoughts</th>
<th>Dysfunctional thoughts</th>
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<tbody>
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<td></td>
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Slide 6: Thought Processing
- When we experience functional or dysfunctional thinking it happens in a sequence.
  - 1. The event: will trigger a certain kind of thinking/behaviour
  - 2. Thought Process: is our perception of the event and how we think about it. Our thought processes can be functional or dysfunctional and can determine our reactions to different events.
  - 3. Consequence: How we react to our thoughts. This is a reaction to our thoughts typically in the form of a behaviour and responds accordingly to the types of thoughts we experience.

Slide 7: Example

(A) Event
Gained 1/2 kg this week

(B) Dysfunctional thoughts
“It is a failure; I will never be able to lose weight. I had better give up trying to lose weight”

(B) Functional thoughts
“It is not a failure, but just a set back. It is difficult to lose weight, but not impossible: I’ve done it before”

(C) Consequence
Reduced efforts

(C) Consequence
Increased efforts
Slide 8: Activity
- Please fill out the sequences below with a dysfunctional thought process. Once you have completed this think of a functional thought you can use to replace the dysfunctional thought.

Event: ___________

Dysfunctional thought: ___________

Consequence: ___________

Event: ___________

Functional thought: ___________

Consequence: ___________

Slide 9: Why is This Helpful?
- Research suggests that cognitive mediators have significant effects on our levels of motivation and what we find rewarding.
- This means that the way we construe situations, interpret the events in the situation, and how we process or think about the situation can all affect our motivation along with our drive to perform a certain task.
- It is important to understand what affects our motivation in order to change maladaptive reactions into more functional and rewarding attempts at attaining goals and maintaining motivation.
- If we are not able to identify the factors holding us back from moving in the right direction how are we supposed to make a positive change?

Slide 10: Replacing Guzzlers With Boosters
- One way we can help to increase our motivation is by replacing guzzlers with boosters. Meaning to replace maladaptive thought processes with more appropriate and positive outlooks.
- Once you have identified a guzzler it is important to replace it with a booster. An effective way of determining what a replacement thought would be is to think to yourself “what would I say to a friend in this situation?”
- Replacing negative thoughts with realistic statements can encourage you to take positive action, which is the key when you are creating the life you want to live.
- Guzzlers can come in many variations, such as anxiety, fear of failure, lack of self-belief, failure avoidance, disengagement, etc.
- The important thing to remember is that as many guzzlers as there are… there is always a booster to replace it.

Slide 11: Case Scenario Activity
- For each case scenario provided identify the guzzlers within the situation and determine the boosters than can be used to replace them.
- **Case #1 (Julie):** Julie is a 14 year old in Grade 10, she often feels anxious when she goes to school because she neglects her work. Because Julie neglects her work she is often further behind in class material than the rest of her peers which frustrates her. Julie has lost motivation to complete any of her work as she thinks no amount of work she does will get her caught up.

- Name some of the guzzlers that Julie is experiencing.

- What are some boosters Julie can use to replace the guzzlers to help her achieve her goals? Why would this be helpful for Julie?

---

**Slide 12:** Case Scenario #2 (Tom)

- Tom is a 13 year old in Grade 9. He often feels excluded from group activities and experienced bullying at school in the past. Tom feels as though he is unable to make friends at school. Thus, he has been unmotivated to make connections with peers as he fears they will begin to bully him. He avoids all social contact with peers and as a result he no longer enjoys the school atmosphere. Subjects Tom used to find interesting no longer intrigue him.

- Name some of the guzzlers that Tom is experiencing.

- What are some boosters Tom can use to replace the guzzlers to help him achieve his goals? Why would this be helpful for Tom?

---

**Slide 13:** Case Scenario #3 (Chad)

- Chad is 15 in Grade 11. Chad has recently begun hanging around with a new group of friends. His peers do not like to attend classes on a regular basis. He previously has done well in school however, recently due to the new group of friends he has surrounded himself with he does not feel obligated to attend classes and is unmotivated to complete his homework. Chad believes that if his friends are not interested in school then he is no longer interested in school.

- Name some of the guzzlers that Chad is experiencing.

- What are some boosters Chad can use to replace the guzzlers to help him achieve his goals? Why would this be helpful for Chad?

---

**Slide 14:** Case Scenario #4 (Mary)

- Mary is a 16 year old Grade 11 student. Mary works part-time at a local fast food restaurant. She often works school nights and becomes tired easily. As a result of this Mary has begun skipping school. She is unmotivated to attend any of her classes and has
considered dropping out. Mary believes that because she has a job she no longer needs to go to school and thinks that graduating from high school will not benefit her if she has already obtained employment.

- Name some of the guzzlers that Mary is experiencing.

- What are some boosters Mary can use to replace the guzzlers to help her achieve her goals? Why would this be helpful for Mary?

---

**Slide 15: Case Scenario #5 (Brady)**

- Brady is a 17 year old Grade 12 student. He is about to graduate high school but has recently been getting himself in to trouble. Brady has been arrested for selling drugs and stealing. Currently, Brady has no plans on attending college or university or obtaining employment in the near future. He has been skipping classes and avoids schoolwork and claims he does not care to graduate. In addition, Brady has not been attending his mandatory community service job as he does not see a point in completing a job for no money.

- Name some of the guzzlers that Brady is experiencing.

- What are some boosters Brady can use to replace the guzzlers to help him achieve his goals? Why would this be helpful for Brady?

---

**Slide 16: References**


Appendix I: Workshop 3 Strategies to Increase Motivation

Slide 1: Review
- What was your goal from last week?
- Were you able to achieve your goal? Why or why not?

What are the two types of thought processes that can affect our motivation?

What are some of the factors we discussed that contribute to our motivation?

Slide 2: Agenda
- Today we will discuss briefly the different types of motivation.
- We will also discuss how we can take what strategies we have learned so far, and apply them to increase our drive to attain our goals and discover new ways to systematically increase our feelings of motivation.
- Now that we have developed some long term and short term goals and thought about what we find motivating we can use this information to develop a plan that will assist us in getting us where we want to be.
- Last week we discussed guzzlers and boosters, which each can help us to feel motivated or demotivated. This week we will look at what motivates us to act the way we do.

Slide 3: Types of Motivation
- Research suggests that there are 3 different types of motivation: intrinsic, extrinsic, and amotivation.
- Each type of motivation can affect us in different ways, and is based on what we find rewarding.
- Being rewarded is a vital aspect in regards to our motivation, it encourages us to behave in specific ways to gain something or to feel a certain way.
- We typically experience motivation in 2 different ways, desires or aversions. This means that our behaviour is affected by things that we want and things that we do not want.
- There are many variables that can change our behaviour, and in turn our motivation to complete certain tasks.
- If we do not experience a drive to achieve a certain end goal we are not motivated.
- What can happen if we are not motivated?
Why is this important to think about?

**Slide 4: 3 Types of Motivation**

- **Intrinsic (Inside) Motivation:** The idea that we find things to be the most rewarding when they are coming from the inside. This means that we find things like achievement and feelings to be the most rewarding to us. You experience this form of motivation when you help out a friend, when you do well on a test, or when you finish a difficult task.
- **Extrinsic (Outside) Motivation:** This is the notion that we find outside factors to be the most rewarding. External factors are typically items that we get when we behave a certain way. This means that when we are anticipating a reward in our hands at the end of a task we will be more motivated to do it.
- **Amotivation:** This is a different type of motivation. In fact, this is when we are lacking all feelings of motivation. We are not motivated when we do not find anything intriguing about the task at hand, we have difficulties engaging in the task, or we do not see it as worthwhile and more of a waste of time.

We can experience each of these types of motivations individually, or together. They can change depending on the task we are accomplishing and how we think about things.

**Slide 5: Examples**

- Take some time now to think about the different types of motivation we typically experience. Do you experience one or all of these types of motivation? What are some examples you can think of?

  ✓ Intrinsic (Inside):
  ✓ Extrinsic (Outside):
  ✓
  ✓

**Slide 6: Amotivation**

- While it is important to know what types of motivation we experience, it is also important to think about things that can prevent us from feeling motivated.
- It is important to address amotivation because this occurs to more people than we know.
- This can occur when you do not finding something interesting, if you do not enjoy engaging in a particular task, if you do not think that a particular task will benefit you, or if you do not feel as though you will complete the task efficiently.
- This can also come in the form of our self-confidence, sometimes we will experience amotivation because we are engaging in failure avoidance.
- When we are demonstrating failure avoidance we are doing everything in our power to prevent ourselves from failing at a certain task, even if it means giving up on a task we are more than capable of completing we do not believe in our self, thus causing us to avoid it all together.

**Slide 7: Activity**

- Think of a time that you experienced some form of amotivation (e.g. avoiding failure, did not like the task, did not feel a task was benefitting you, you did not feel like it was worth your time/effort).
- On a piece of paper write down why in that moment you were not able to increase your motivation, what was preventing you from completing your task/activity at-hand.
Now, switch with a partner.

Once you have provided your partner with the situation and why you feel you were unable to motivate yourself to complete the task it will be your partners turn to create a list of ways you can change your perception of the task.

Using what you have learned so far in workshops write down some ways your partner could have addressed their lack of motivation and how they can work to maintain their motivation and achieve their goals in the future?

GO!!!!!!

Slide 8: Rewards

- As we talked about earlier, our motivation is driven to attain a certain end goal. Typically this is in the form of a reward.
- Each of us have different ideas of what we find rewarding. Some people prefer obtaining an item in return for their completion of a task. Others may find they prefer to receive their reward by feeling accomplished or becoming more confident with themselves when they complete a certain task.
- Rewards can come in all different shapes and sizes, and they can affect us differently.
- It is important to think about the things that you find rewarding as this will help you to think about tasks differently and to increase your motivation by countering feelings of amotivation with rewards to maintain or initiate motivation towards a task.
- Rewards trigger certain areas in our brains which change the likelihood that we will engage the task again, and also affects the ways in which we interpret tasks. The bigger or more satisfying the reward the more likely we are to put in more effort to complete a task and the more likely we are to engage in that task again.
- Why do you think rewards have such significant effects on our behaviour?

Slide 9: Video

https://www.youtube.com/watch?v=pZTFZqfxZA

Slide 10: This or That Activity

For this activity you will be asked a series of “This or That?” questions, your goal is to think about the questions logically and in a timely manner. You will have 30 seconds to answer the question, you must also state that reward you would receive in regards to the option that you chose. This will help you to better understand how your anticipation of a perceived reward can trigger your behaviour.

Think about your answers wisely!

Slide 11: This or That

Questions

1. A) Always be 10 minutes late or B) always be 20 minutes early?
   Answer: ___________________ Reward: ______________________

2. A) Lose all of your money and valuables or B) all of the pictures you have ever taken?
   Answer: ___________________ Reward: ______________________

3. A) Be able to see 10 minutes into your own future or B) 10 minutes into the future of anyone but yourself?
   Answer: ___________________ Reward: ______________________

4. A) Be famous when you are alive and forgotten when you die or B) unknown when you are alive but famous after you die?
   Answer: ___________________ Reward: ______________________
Slide 12: This or That

- 5. A) Go to jail for 4 years for something you didn’t do or B) get away with something horrible you did but always live in fear of being caught?
  Answer: ___________________ Reward: ___________________

- 6. A) Call in sick for school or B) for work?
  Answer: ___________________ Reward: ___________________

- 7. A) Your shirts be always two sizes too big or B) one size too small?
  Answer: ___________________ Reward: ___________________

Slide 13: References

Appendix J: Workshop 4 Strategy Effectiveness

Slide 1: Review
- What was your goal from last week?
- Were you able to achieve your goal? Why or why not?
- What are the types of motivation we discussed?
- What are some of the factors we discussed that attribute to our change in behaviour?

Slide 2: Agenda
- How does behaviour change occur?
- How can we evaluate our changes in behaviour?
- Means of changing behaviour to increase motivation.
- Changes we can make to promote ongoing increases in motivation.

Slide 3: Behavioural Changes
- Eliciting behavioural changes can be a difficult task to start let alone finish.
- It can be a lengthy process to train our thoughts and actions to function in a manner that is different from what we already know.
- Much of our behaviour is derived from our instincts, which are a central factor in human motivation.
- Instincts in humans are typically referred to as drives.
- We experience two different kinds of drives in which influence our behaviour in one way or another.

Slide 4: Drives
- In order to think about our behaviour we must understand what drives it. We typically experience 2 types of internal drives that cause a reaction, which triggers us psychologically to act in certain ways.
  1. Primary Drive: This is a state within our minds in which we respond to a physical need. This occurs when we experience feelings of either hunger or thirst. This drives our behaviour because our body requires us to maintain a balanced level of fluids and vitamins/minerals thus it will motivate us to eat or drink.
  2. Secondary Drive: This is typically learned from a primary drive, meaning that this type of drive occurs as a result of a physiological need within the body that we experienced. An example of this would be if we are hungry we require money to purchase food. Our primary drive requires the food but our secondary drive will alleviate our hunger.
- Secondary drives can also act as primary drives. This occurs if we do not have the means of our secondary drive we will find a way to find it.
- E.g. if we do not have the money to purchase food because we are hungry we will then begin to seek out money.

**Slide 5: Components of Achievement Motivation**
- Taking the next step towards our goals and aspirations can be a difficult and intimidating task. In order to achieve our goals we must think objectively of what achievement means to us.
- Achievement motivation is made up of two different components. This should serve as a refresher for you from previous workshops.
- Both internal (inside) and external (outside) motivation contribute to achievement motivation.
- Let’s see what we remember.
- What is internal (inside) motivation? Provide an example of when it is experienced.
- What is external (outside) motivation? Provide an example of when it is experienced.

**Slide 6: What is Achievement Motivation**
- Achievement motivation is a combination of external and internal motivation. It depends on these components in order for us to strive for achievement. Too much or too little of one thing can cause an imbalance within the system.
- Therefore, it is imperative to understand the importance and effectiveness that different combinations of motivation can have.
- It is hypothesized that each of us experience a need for achievement in different ways.
- Our achievement motive predominately focuses on seeking out tasks we find challenging or intimidating. That way when we complete these task we experience a feeling of significant achievement and pride in our work.
- Why is this important?
- This is an important concept to understand as those who demonstrate higher levels of achievement motivation will demonstrate a better work ethic, meaning they will also achieve more than others who demonstrate lower achievement motivation.
- This is the kind of motivation you want to strive towards! Not only will you feel more confident but you will be able to achieve your goals and dreams faster and more efficiently.

**Slide 7: How can I evaluate my achievement motivation**
- To evaluate our achievement motivation we must look at each task differently as they may not all trigger the same levels of confidence and goal driven enthusiasm we would hope.
- When we are completing a task we experience 2 different thought processes that can affect the way we engage in said task. One is the expectations we set for ourselves to determine whether or not our efforts will be successful. In conjunction we also determine how much we value the task at hand and what succeeding at this task means to us.
- If we do not feel confident in a task our chances of completing that task decrease significantly, even one bad test mark within a certain subject can have a negative impact on our achievement motivation within that subject in the future.
- There are considered to be two personality types associated with achievement motivation. The need to achieve personality type or the need to avoid failure personality type. Which type of personality do you think you have?
Slide 8: Activity
- Why do you think that a previous negative experience such as a low test grade can significantly impact our perception of that specific subject in the future? Explain your answer.

- Have you ever experienced this feeling? Evaluate your previous experiences that may have been similar. Were you able to overcome your feelings of animosity towards the subject/experience? Why or why not.

Slide 9: Achievement Motivation
- Achievement motivation is the targeted motivation to experience as it encourage us to strive for bigger and better things for ourselves.
- This helps us to boost our confidence and self-perception. If we do not feel confident within our capabilities we will not attempt tasks that may be beneficial for us in the long run.
- It is important to understand that avoiding failure do not always encourage us to improve in the right direction. By avoiding failure we are avoiding feelings of negativity, anger, defeat, and negative perception.
- However, this does not mean we are encouraging ourselves to be better and strive for bigger. When we avoid failure we are allowing ourselves to remain stagnant in the position we are in which does not help us to grow and can actually cause us to feel less motivated.
- Think of a time where you were really uncertain of your capabilities regarding a certain task, were you able to overcome your feelings. Evaluate how you felt in that moment and take what you have learned so far to reflect and give your prior self-advice as to what you could have done in that situation.

Slide 10: Video
- https://www.youtube.com/watch?v=LHnHXS51J4E

Slide 11: Evaluation Activity
- Research suggests that to evaluate our motivation the most effective technique is the combination of questionnaires and projective tests.
- Therefore today, that is what we are going to do.
- You will be shown a picture of something you find motivating or unmotivating. You have been provided 4 stages of motivation:
- 1. Not motivated at all
PSYCHOEDUCATION WORKSHOPS TO INCREASE MOTIVATION

- 2. Uninterested
- 3. Slightly motivated
- 4. Extremely Motivated
- Choose the picture reflecting the number that best represents your feelings of motivation towards the image shown.
- Underneath each photo you will be asked to evaluate your response and give a reason for your answer

Slide 12: Image #1

- What level of motivation did you feel towards this image? 1 2 3 4 Why do you think you feel this way?

Slide 13: Image #2

- What level of motivation did you feel towards this image? 1 2 3 4 Why do you think you feel this way?

Slide 14: Image #3

- What level of motivation did you feel towards this image? 1 2 3 4 Why do you think you feel this way?

Slide 15: Image #4
What level of motivation did you feel towards this image? 1 2 3 4 Why do you think you feel this way?

________________________________________________________________________

________________________________________________________________________

Slide 16: Image #5

What level of motivation did you feel towards this image? 1 2 3 4 Why do you think you feel this way?

________________________________________________________________________

Slide 17: Image #6

What level of motivation did you feel towards this image? 1 2 3 4 Why do you think you feel this way?

________________________________________________________________________

Slide 18: Reference

Appendix K: Workshop 5: Using Skills in Everyday Living

Slide 1: Review
- What was your goal from last week?

- Were you able to achieve your goal? Why or why not?

- What is achievement motivation?

- What are some different techniques we can use to demonstrate achievement motivation?

Slide 2: Agenda
- Discuss motivational techniques learned so far.
- Think critically about the skills we have learned so far.
- Discuss different areas in which we think these skills would be beneficial.
- Discuss commitment.
- Think about the skills learned and apply them.

Slide 3: Eliciting change in daily living
- While many of the skills we have learned so far are generally applied to an academic setting it is important to consider what other aspects of our lives can benefit from using these techniques.
- One major attribute of behaviour change is commitment.
- Why do you think commitment plays such an important role in our change in behavior?
- Think of one aspect of your life in which you worked really hard for something? Did you end up getting what you wanted? Why or why not?

Slide 4: What is Commitment?
- Commitment is defined as a form of dedication to a cause or activity.
- We are demonstrating commitment when we are actively adhering to the goals we set for ourselves.
- It is hypothesized that many times people do not adhere to their commitments and end up facing some form of infidelity towards their end goal.
- Why does this happen?
- It is important to not only think about our commitments to our end goals but the PROCESS it takes to achieve those goals.
- Think about what you are committing to prior to fully immersing yourself into that commitment
- If we only think of our behaviours and the outcomes from those behaviours we are neglecting how the two work together. This is the process, how one behaviour can affect a certain desirable outcome.
- If we are not seeing our commitment to change the whole way through we are likely to redirect ourselves to previous behaviours and lifestyle choices.

Slide 5: Why is Commitment so Important?
- Commitment is an essential attribute as this gives us the opportunity to demonstrate our skills in all of our daily living activities.
- If we are able to commit to identifying our goals, obtaining rewards, and changing our thought processes we will be able to master these traits and thus be able to utilize them in all different aspects of our lives.
- Let’s think about this, if we were to master goal setting in one aspect of our lives would we be able to utilize that skill in a different area with a different goal?
- The answer most of the time is yes!
- The skills that we learn should be able to generalize between different areas as this is an adaptive replacement behaviour.
- If we are able to identify what is needed of us to attain a certain goal in one aspect of our lives then it can also be generalized to a different area.
- For example: you need to get your homework done. Your goal is to finish all of your homework by the end of the night, your reward will be the sense of accomplishment you feel when you have completed your work because you have committed to this goal and to obtaining the reward. (Bonus point if you can tell me which type of motivation this would be)
- The same thing goes for at work. You have lot of work to finish before the end of your shift and you know your boss is relying on you to complete it in time. Your goal is to complete your duties in time to acquire that feeling of achievement and know that you are a valuable employee. The same process can be used in both situations!

**Slide 6: Activity**
- You have two aspects of your life that you must choose to set goals for, under the identifying side of the circle you must identify your goal in that area of your life.
- In the center of the two circles you must identify the techniques that you could use to achieve both goals from each area of your life.
- Think critically, use what you have learned so far to see how you can interchangeably use the skills you have learned thus far.

**Slide 7: Activity**

**Slide 8: Applying the skills**
- It is important that with any skills you learn you should be able to apply them to different situations and tailor them to the situation as needed.
- Practicing the skills will increase self-confidence and committing to them will ultimately allow them to be completed.
- Honoring your commitments and using motivational techniques in various areas of our lives can significantly help us to create a process and stick with it to increase our motivation.
- When you approach a new task think logically about your plan to complete the task. It can seem big at first which may deter us at the beginning. If you create a sequence of what you want to do it can systematically allow you to put the task into perspective, it is also important to consider the sequence you created to effectively help you to complete the task upon doing so.
- This is called self-monitoring.

**Slide 9: Build Your Toolbox Activity**

- In the following activity think about a big task in your life that typically you have a hard time finding the motivation to complete.
- You will build your tool box from the word bank provided below, each word represents a concept of motivation learned during workshops.
- You decide what you would need in your toolbox to help you feel motivated to complete the task.
- You may have up to 5 tools in your box
- Go!

**Slide 10: Build Your Toolbox Activity**

<table>
<thead>
<tr>
<th>Goal Setting Guzzlers</th>
<th>Commitment Rewards Boosters</th>
<th>Intrinsic Medium-term Goals Achievement Motivation</th>
<th>Motivation Motivation</th>
<th>Extrinsic Motivation Positive Self-talk</th>
<th>Desires Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Confidence Aversion</td>
<td>Long-term Goals Persistence</td>
<td>Primary Drive Functional Thinking Time Management</td>
<td>Short-term Goals Secondary Drive Failure avoidance</td>
<td>Planning</td>
<td></td>
</tr>
</tbody>
</table>

**Slide 11: Evaluate**

- Take a look at your tool box.
- Which traits did you find the most important to have in your toolbox?
- The traits that are in your toolbox should be the one that have the most value to you.
- Think about the tool box you have created, whenever you approach a task that seems to make you feel unmotivated, anxious, or avoidant think of your tool box as it will contain everything you need.
- Envision the concepts you have placed in your toolbox and think about how each one can be used in your situation and practice the skills you found most important.

**Slide 12: References**

**Appendix L:** Workshop 6: Review

**Slide 1:** Workshop #1: goal setting and confidence building
- Learned what motivation is.
- Learned ways we can elicit motivation.
- Learned what goals are.
- We discussed different type of goals (short, medium, long term).
- How we can set goals (SMART goals).
- The process of setting goals.
- We also discussed the importance of setting goals.
- What questions can I answer regarding goal setting and confidence building?

**Slide 2:** Workshop #2: becoming motivated
- We discussed how our thoughts affect our behaviour.
- The types of thoughts that we can experience (boosters, guzzlers).
- How our thoughts are processed (event, thought, consequence).
- The importance of understanding our thought processes.
- How we can change our thoughts from something negative and undesirable to something positive and adaptive.
- Helping others see a more positive perspective.
- What questions can I answer about becoming motivated?

**Slide 3:** Workshop #3: Strategies to Increase Motivation
- We discussed the different types of motivation (intrinsic, extrinsic, and amotivation).
- Talked about what each type of motivation is and how it can affect us.
- We discussed what rewards are and what types of rewards there are.
- We thought about our behaviour in terms of what we find rewarding and how that can influence us to act in a certain way.
- We thought critically of what it means to be rewarded at the end of a task and what kind of motivation influences our reward preferences.
- What question can I answer about strategies to increase motivation?

**Slide 4:** Workshop #4: evaluating and interpreting changes
- We discussed behaviour changes, what they can look like and how they can occur.
Talked about different types of drives (primary and secondary) what they are and in what ways they can elicit behaviour change.

We also discussed achievement motivation, how it is different from typical motivation and what specific traits are components of this facet of motivation.

Talked about how we can systematically evaluate our motivation and think about it logically in order to make the changes required to better ourselves.

Finally, we discussed how confidence and perception can affect our willingness to attempt or complete tasks.

What questions can I answer about evaluating change?

Slide 5: Week #5: Using Motivational Techniques in Everyday Living

In this workshop we discussed how we can elicit change in our daily living activities.
We discussed what commitment is, its importance, and the influence it has on our adherence to the goals we set for ourselves.
We went over how we can actually apply the techniques learned to different situations.
Practiced the different skills that can be used in different situations.
Learned about the importance of practicing the skills to mastery (practice makes perfect!).
We completed an activity in which you build your tool box with all the concepts you found to be the most helpful through the workshops and how it can be applied to stressful situations.

What questions can I answer about using motivational techniques?

Slide 6: Video
https://www.youtube.com/watch?v=wnHW6o8WMas

Slide 7: Thank you

I just want to take this time to thank you all for your participation in my workshops.
I hope you all enjoyed these workshops as much as I was able to, it was truly a pleasure to work with each and every one of you and I wish you all the best of luck in all your future endeavors.

Never give up on your dreams, you never know when they might become a reality.

Slide 9: