

# BELIEVING IN ONESELF AND KEEP IMPROVING

RESOURCES

SELF AWARENESS &  
SELF EFFICACY

LEARNING GOALS

SHAPING THE FUTURE

BELIEVING IN YOUR ABILITIES

IDENTIFYING YOUR WEAKNESSES

IDENTIFYING YOUR STRENGTHS

FOLLOWING YOUR ASPIRATION

OTHER RELEVANT COMPETENCES

COPING WITH AMBIGUITY,  
UNCERTAINTY & RISK

PLANNING & MANAGEMENT

# 1. Believing In Oneself and Keep Improving

## 1.1. Overview

Self-awareness is about analysing one's mistakes and failures and knowing one's strength. To reflect on one's needs allows students to become the person they want to be. Following Self-Efficacy Theory (SET) by Bandura (1977), self-efficacy is the belief we have in our own abilities and competencies and influences our thoughts, emotions, actions, and motivation. Bandura believed that we build a self-system based on our social skills, cognitive skills, observational learnings, and social backgrounds. This self-system is the backbone of our personality and self-efficacy is one of the essential components of it (Bandura, 1977).

## 1.2. EntreComp Competence – Self-Awareness & Self-Efficacy

Within this module, the EntreComp Competence *'Self-Awareness & Self-Efficacy'* is fostered, since students are given the opportunity to assess their skills and identify their strengths and weaknesses, and goals. Students learn to reflect on their progress together with peers and the educator to boost the belief they have in their abilities and competencies. Other competences, which are also fostered with this module are *'coping with ambiguity, uncertainty and risk'*, and *'planning and management'*.

## 1.3. Learning Goals

2. Students reflect on their needs, aspirations and wants and improve their empathy
3. Students identify and assess their individual and group strengths and weaknesses
4. Students believe in their ability to influence the course of events, despite uncertainty, setback and temporary failures

## 1.4. Teaching / Learning Methods

- Interactive and collaborative learning approach by teaching the students how to identify their goals, acknowledge their abilities, and training them to focus on their strengths.
- Use visual images, slide shows, online activities and resources to impart knowledge
- Goal setting: setting short-term goals helps students to achieve them one by one

## 1.5. Activity

- **Self-assessment quizzes:** an assessment for learning activity can be to give students a self-assessment quiz with pre-defined questions.

- **Elaboration on the project:** students are then asked to keep track of their achievements and tasks completed to develop certain skills. Here, students can use checklists, i.e. in form of checklist work, students begin to answer questions regarding their personal perspective on their aspirations.
- **Empathy map:** during the learning process, students draw an empathy map. This helps them listen, empathize, and make useful observations on themselves as well as on their peers.

[Link Empathy Map Canvas](#)

- **Modelling experiences:** Role models, which are people who we follow, admire, and want to replicate, play a pivotal role in building self-efficacy. Their actions, principles and achievements indirectly teach us to repeat the same. The educator supports these peer models by giving prompts, and the model then successfully completes the task.

## 1.6. Role of the Educator

Experienced faculty with a good sense of self-efficacy should facilitate this module. The educator needs to believe in their ability to make a difference to student learning, since educator's self-efficacy and enthusiasm are important both for teacher outcomes and for student outcomes. They need to give focused feedback frequently, since offering feedback emphasising goal progress and highlighting personal capacities helps increase students' self-efficacy. Feedback should indicate what students are learning rather than simply evaluate their answers as correct or incorrect. When students give an incorrect response, instead of evaluating or moving on to another student, examine their thinking processes to ascertain why they misunderstood.

## 1.7. Contents

Self-awareness skills are key to helping students understand their place in the world. Learning how to believe in oneself entails building up confidence in one's abilities as well as falling in love with oneself – the parts of your personality, perspective and experience that make you uniquely you. In this module, students will work through a five-step exercise of how to start believing in themselves.

### STEP 1. Realize it starts with you and examine your limiting beliefs

Students learn that believing in oneself is all about finding one's inner reservoir of strength and resiliency. To get in touch with the personal power, one's needs to adopt new routines. One option here is to build meditation practices or mindfulness exercises in ones daily routine.

Students learn to asking themselves what beliefs are causing negative emotions. This is usually connected to our life experiences. However, these beliefs are limiting one's mind and students learn to start to replace them with empowering ones.

### **STEP 2. Learn to respect yourself**

Self-respect is the basis of self-belief. Students realize that they need to respect themselves, which results in self-confidence. One option here is to try to catching your inner monologue when it turns negative and replacing those comments with positive thoughts.

Learning how to believe in yourself is like running a race set on an uphill course. Students needs resources to follow the journey, which can be done by surround oneself with people who inspire and support you.

### **STEP 3. Get inspired and learn from past successes**

Students shall find a mentor or inspiring person, someone, who have done great things in their lives. This can be done by watching documentaries and writing down inspirational quotes of these people. This will help students to condition their brain to believe in them and see them as a role model.

Sometimes, students might also think about past moments where they were successful with a similar task. If they remember those moments, where they were discouraged and faced obstacles, they also remember how they overcame them. By focusing on the positive moments of the situation, they start changing their mindset.

### **STEP 4. Face your fears and create goals**

It is human nature to experience fear and anxiety. Students shall start realizing that those emotions are there to encourage them and take action rather than hold them back. Creating a vision in life helps accomplish desire.

Creating goals is part of facing your fears. Setting and achieving goals that help overcome fears will give a sense of accomplishment. It is important that students understand that a goal does not have to be huge – taking small steps that add up to big results will improve confidence and boost one's ability to believe in oneself.

### **STEP 5. Learn a new skill and keep on going**

The belief in one's abilities to execute tasks, control the own behaviour and attain the defined goals increases one's feelings of self-efficacy. However, students also need to understand that they need to practice and never give up. Despite obstacles that might come up, it is how you react to them that matters. Achieving or fostering self-efficacy means you need to set aside time and keep going.

Useful links:

- [The Secret To Believing In Yourself](#)
- [Self-Compassion Break](#)
- [Boost Your Confidence With These 8 Simple Exercises](#)

### 1.8. Implementation/Integration, Extent, ECTS

More than a stand-alone course, this module rather represents a kind of ‘diligence task’ that can be completed by students in order to gain some extra points. Hence, the integration into an existing lecture is recommended (e.g. Professional Awareness & understanding of educators, pedagogical professions, etc.).

Regarding ECTS, a maximum of 0.5 - 1 credit points can be awarded.

### 1.9. Evaluation

Since the module embraces a reflection of personal characteristics, which first of all, are hard to evaluate but should also be free of judgement, following ethical and moral considerations, the evaluation takes a back seat in this module. Instead, students should be motivated to follow and go through the activities described above. Thus, the evaluation should be limited to ‘passing/ non passing’, whereas a traditional evaluation in terms of grade points is not suggest.

Created by organizational psychologist Gilad Chen and team (2001), the New General Self-Efficacy Scale is an 8-item measure that assesses how much people believe they can achieve their goals, despite difficulties. Although there are many measures of self-efficacy, research suggests that Chen and colleagues’ measure is more reliable and valid than others (Scherbaum, Cohen-Charash, & Kern, 2006). The test can be downloaded from the Stanford University homepage, takes three minutes to fill in and follows a list of eight questions to answer in or after class (<https://sparqtools.org/mobility-measure/new-general-self-efficacy-scale/>)

This test will be done individually and each student can see how they manage their self-efficacy through answering the questions.

### 1.10. References

Bandura, A. (1997). Self-efficacy. The exercise of control. New York: W.H. Freeman and Company. Emory University, Division of Educational Studies, Information on Self-Efficacy: A Community of Scholars.

Chen, G., Gully, S. M., & Eden, D. (2001). Validation of a new general self-efficacy scale. *Organizational Research Methods*, 4(1), 62-83.

Margolis, H., & McCabe, P. (2006). Improving Self-Efficacy and Motivation: What to Do, What to Say. *Intervention in School and Clinic*, 41(4), 218-227.

Scherbaum, C. A., Cohen-Charash, Y., & Kern, M. J. (2006). Measuring general self-efficacy: A comparison of three measures using item response theory. *Educational and Psychological Measurement*, 66(6), 1047-1063.