

IMPORTANCE AND CONFIDENCE; THE LINE*

- identifying the importance of change and participants' own confidence in change

The aim of the 'Importance and Confidence' exercise is for participants to actively assess the importance of their goals and their own confidence in successfully achieving these. 'Importance and Confidence' is especially good if participants have difficulty in identifying the importance of their goals or in believing they can be successfully achieved. The exercise consists of two separate questions dealing with ambivalence about the importance of reaching a goal, for example by changing a habit and participants' own commitment to change. Importance and Confidence is used with the other exercises in which participants set goals.

The exercise consists of two lines; on the first line, participants themselves mark how important it is to reach their goals on a scale of 1 - 10. On the second line, the question is about how confident participants are about reaching their goals.

The questions ensure that participants opt to work towards realistic goals. If goals are seen as unrealistic, it is important to try to change these to something participants feel is realistic.



At least 5 minutes



Importance and Confidence sheet
Writing implements



Individual
In pairs (person beside)
Group dialogue



The exercise can be used with 'Goal and Plan' and 'Advantages and Disadvantages'

* Source: S. Rollnick; P. Mason; C. Butler

STEP BY STEP

1. The educator introduces the aim of the exercise: To ensure that participants have chosen realistic goals.
2. All participants are given a sheet with 'Importance and Confidence' lines.
3. Participants are asked to describe their goals.
4. The educator may then for example say: "The first question on the sheet is "How important is it for me to reach my goal?" and you should now place a cross on the line to show how important the goal is for you. 0 means not at all important and 10 means very important. Placing a cross can help you find out how attractive you find the goal and now it is important for you to be absolutely honest with yourselves."
5. On the back of the sheet there are various questions that participants can either answer themselves or discuss with the person beside them.
6. The educator can decide whether there should be a round of participants telling the whole group where they have put their cross and what they answered, or if they should talk together in pairs about where to place their crosses.
7. It is important to get participants to justify high scores because justification here is self-motivational. If on the other hand the educator asks why participants have not scored higher, they may feel pressurised to give higher scores and react negatively.
8. After a while, the educator asks whether there are any comments or questions about the exercise.
9. The educator then introduces a second question which might be: "How good are your chances of reaching the goal? 0 means None and 10 means Very High. The question is about whether the goals you have set yourselves are realistic. So again, it is important to be honest with yourselves." The exercise continues as for the first line.
10. The educator concludes by drawing attention to the importance of setting realistic goals. If there are big differences between the two crosses on the line, for example that it is important but there is little confidence, it is a matter of splitting the goal into several realistic parts. This creates confidence that the goal can be successfully achieved at some time.