

# Motivational Reflexivity: Guidance for Trainers

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## INTRODUCTION

Motivational reflexivity is the practice of reflecting on the deeper motivations behind one's beliefs, particularly focusing on why we hold certain beliefs, how these beliefs meet personal needs, and the impact of those beliefs on our actions and decisions. This self-examination helps individuals uncover needs-driven beliefs, understand satisfiers (beliefs or actions meeting these needs) and contra-satisfiers (beliefs or actions that oppose personal or ethical needs), and reflect ethically on the broader implications of these beliefs.

### Benefits of Motivational Reflexivity

- **For Individuals:** Encourages self-awareness, personal growth, emotional resilience, and authentic decision-making.
- **For Society:** Reduces conflict arising from unexamined beliefs, fosters empathy, and enhances social cooperation.
- **For the Environment:** Promotes awareness of consumption-driven beliefs and actions, encouraging choices that support sustainability.

### Key Concepts:

- **Needs-Driven Beliefs:** Beliefs held primarily to satisfy psychological, social, or emotional needs.
- **Satisfiers and Contra-Satisfiers:** Elements that fulfil or oppose the core needs driving our beliefs.
- **Ethical Reflection:** Considering how beliefs impact oneself and others, and adjusting beliefs to align with truth and well-being.

## PREPARATION FOR TRAINING

1. **Read this Guidance in Conjunction with the Guidance for Practitioners:** The role of trainers is to guide practitioners along the path described in the latter. So, familiarity with it is essential.
2. **Complete the Practitioners' Course First:** Trainers should experience motivational reflexivity personally, building firsthand understanding and empathy for the process.
3. **Session Setup:** Choose a conducive environment, whether in-person or virtual, that promotes calm and focus.
4. **Encourage Self-Discovery:** The trainer's role is to facilitate, not dictate, the trainees' belief exploration. Trainers should refrain from imposing their own beliefs or promoting specific viewpoints, allowing practitioners to reach their own conclusions.

5. **Ethical Reflexivity:** Trainers should emphasise reflecting ethically on beliefs and their impacts, helping trainees develop a self-awareness that respects the balance between personal needs and ethical considerations.
6. **Non-Judgmental Environment:** Create a safe space where trainees feel comfortable questioning their beliefs. Avoid judgmental language and encourage open dialogue.
7. **Respect Personal Boundaries:** Recognise that beliefs tied to identity may be sensitive. Approach these with care and encourage trainees to explore at their own pace.

## CORE COMPONENTS AND PROCESS OF MOTIVATIONAL REFLEXIVITY

The motivational reflexivity process involves identifying and reflecting on the beliefs we hold, especially those formed to meet specific personal or social needs. Trainers should guide trainees through the following steps:

1. **Preparation for the Practice:** Explain the value of diarising. Encourage practitioners to consider whether they first need to practice meditation or satisficing, or to enlist the support of others on their journey.
2. **Identify Core Beliefs:** Help trainees recognise both self-formed and socially influenced beliefs.
3. **Analyse Needs Impact:** Discuss how these beliefs satisfy or conflict with individual needs (emotional security, belonging, esteem, etc.).
4. **Score Beliefs Based on Needs Impact:** Rate beliefs as positive, neutral, or negative in terms of how they affect one's needs and alignment with ethical principles.
5. **Self-Awareness and Ethical Reflexivity:** Encourage consideration of beliefs' broader effects and guide the process of revising or affirming beliefs accordingly.

### Example:

- **Self-Formed Belief:** "I believe my hard work is my own achievement." or
- **Socially Received Belief:** "Success is a sign of moral superiority."
- **Reflection:** Examining needs for self-worth and recognition, and whether this belief aligns with broader ethical values.

## TEACHING STRATEGIES AND EXERCISES

1. **Pacing:**
  - Adapt exercises based on the group's comfort level, using timing that allows for deep engagement without overwhelming participants.
2. **Group Engagement:**
  - Tailor discussions and activities based on individual and group dynamics, adjusting as necessary to keep the material accessible and relevant.
3. **Reflective Prompts:**

- "What belief about yourself do you feel most attached to, and why?"
- "Consider a belief you hold about society—what personal needs might this belief satisfy?"

#### 4. **Interactive Activities:**

- **Belief Mapping:** Draw a “belief map” that shows connections between personal needs and held beliefs.
  - **Needs Assessment:** Score various beliefs to see if they positively or negatively impact specific needs (e.g., security, belonging, self-esteem).
5. **Case Studies:** Present scenarios that show motivational reflexivity in action, such as a person recognising that a career belief (“success equals worth”) was influenced by a need for societal validation and deciding to adjust it for better alignment with personal well-being.

### HANDLING EMOTIONAL RESPONSES

- **Recognise Emotional Responses:** Some trainees may feel discomfort or defensiveness when examining their beliefs. Acknowledge these emotions as natural parts of growth.
- **Supportive Techniques:**
  - Encourage breathing exercises or short pauses to manage discomfort.
  - Allow trainees to express feelings and offer non-directive support, emphasising that reflexivity is a gradual journey.
- **Allow Time for Reflection:** Encourage trainees to take breaks and revisit beliefs at a comfortable pace, as motivational reflexivity can evoke strong emotions.

### ENCOURAGING REFLEXIVITY BEYOND TRAINING

1. **Integrate Reflexivity into Daily Life:** Suggest practices like journaling or regular reflection to keep motivational reflexivity active beyond training sessions.
2. **Follow-Up Resources:** Provide additional readings, guided exercises, or online tools for continued learning.
3. **Online Community Groups:** Connect trainees with online groups (e.g., LinkedIn, Facebook) where they can engage in discussions, share experiences, and receive support from peers.

### RESOURCES AND FURTHER READING

- **Foundational Texts:** Key texts like Maslow’s *Hierarchy of Needs*, Yalom’s *Existential Psychotherapy*, and Archer’s work on reflexivity provide a solid background for trainees.
- **Suggested Readings and Videos:** Curate a list of articles, videos, and podcasts on motivational reflexivity, cognitive biases, and personal growth.
- **Downloadable Guides:** Provide access to practitioner guides and introductory papers for deeper understanding.

## FEEDBACK COLLECTION AND ITERATION

- **Gathering Feedback:** Collect insights from trainees after each session to refine and improve the program's approach.
- **Iterate and Improve:** Use feedback to adjust and tailor training techniques, ensuring the content remains relevant and effective for future groups.

## PROVIDE FEEDBACK AND SHARE TEACHING RESOURCES

- **Feedback and Sharing:** Share your experiences as a trainer and the resources you have developed with others in the Motivational Reflexivity Network.