

The Art of Encouragement

Timothy D. Evans, Ph.D. & Cameron W. Meredith, Ph.D.

The purpose of this workshop is to explore the use of encouragement. General principles of encouragement as well as characteristics of an encouraging person will be presented. The differences between encouragement and discouragement will be emphasized. How to encourage others as well as self and how to become a more encouraging leader will be discussed. A model for conducting encouragement through strength assessment will be presented. Workshop members will be encouraged to participate and contribute.

Encouragement is the fundamental concept found in today's Third Force psychology. It is particularly useful for those who already value cooperation, mutual respect, shared responsibility, equality, and belonging. Encouragement activates a child's social interest while developing their psychological hardiness. Conversely, discouragement is made to order for the development of unhealthy people.

Encouragement is most useful when a concept of responsibility is based on involvement and cooperation rather than unquestionable obedience. It is the belief that the more involved people are in a cooperative atmosphere, the more responsible they become; the more responsible they become, the more they feel that they belong; and the more they feel they belong, the more courage they have to participate and contribute. Today we need more creative risk-takers who know when to say "yes" as well as when to question. We have little use for puppets or reverse puppets.

- I. Encouragement in general
 - A. Accepting others and self as being fine as they are.
 - B. Mutual trust and respect.
 - C. Freedom and choice.
 - D. Hope and faith rather than expectations.

- II. Characteristics of a fully-functioning encouraged human beings
 - A. Positive and adequate view of self.
 - B. Positive and adequate view of others-strong sense of identification with humankind
 - C. Courage to be open to experience- little fear of mistakes
 - D. High degree of "social interest" and interdependence.

Timothy D. Evans, PhD
2111 W. Swann, Suite#4
Tampa, FL 33606
813.251.8484
tim@evanstherapy.com

Encouragement

- A. Hopeful view of nature of people
- B. Purposeful behavior with individual essentially in charge
- C. Satisfaction comes from work, acquisition learning, and belonging-intrinsic motivations
- D. Influence without strings
- E. Equality as human begins
- F. Chatting-talking with
- G. Effective listening
- H. Recognition, acceptance, and appreciation
- I. Being ourselves, fine as we are
- J. Challenge, stimulate
- K. Invite, offer choices
- L. Participating, as equal humans
- M. Cooperative atmosphere-helping and being useful
- N. Value and use emotions
- O. Uniqueness and creativity
- P. Recognizes effort and improvement
- Q. Courage to be imperfect
- R. Freedom with order
- S. Moving towards and with others
- T. Natural Consequences

Discouragement

- Rather hopeless view of nature of people
- Behavior is caused and we are victims of outside forces and the past
- Satisfaction from rewards and extrinsic motivation
- Control, force, and fear
- Superior - inferior relationships
- Advising telling to
- Ineffective listening
- Moralistic praise and approval - bribing
- Pleasing and proving
- Pressure, threat, coercion
- Command boss
- Sitting in judgment
- Competitive atmosphere - winning or losing; success of failure
- Fear and control emotions
- Obeying and conforming
- Recognizes only well - done tasks
- Perfection - fear of mistakes
- Order without freedom
- Moving against or away from others
- Rewards and Punishment

We can learn to be more helpful and encouraging. Encouragement is made to order for helping all of us become more fully-functioning and interdependent human beings. It could mean the very survival of our way of life.

Timothy D. Evans, PhD
2111 W. Swann, Suite#4
Tampa, FL 33606
813.251.8484
tim@evanstherapy.com

References:

1. Dinkmeyer & Losoncy (1980). The Encouragement Book. Prentice-Hall.
2. Dreikurs, R. (1971). Social Equality: The Challenge of Today. Henry Regency.
3. Braughton, D. & Evans, T. (1996). Youth Development Starts With Encouragement. Caring Magazine.
4. Evans, T. D. (1989). The Art of Encouragement. University of Georgia
5. Evans, T. D. (1995). The Encouraging Teacher. Gazda, G. Human Relations Development: A Manual for Educators. Allyn and Bacon.
6. Evans, T.D. (1996). Encouragement: The Key to Classroom Reform. Educational Leadership.
7. Evans, T. D. (1997). Tools of Encouragement. Reaching Today's Youth.
8. Evans, T. D. (1997). Development and initial validation of the encouragement scale educational form. Journal of Humanistic Education and Development.
9. Meredith, C. & Evans T. (1990). Encouragement in the family. Individual Psychology.
10. Perceiving, Behaving, and Becoming. ASCD Yearbook. A primer for Third Force psychology with chapters by Maslow, Rogers, Combs, Meredith.

Timothy D. Evans, PhD
2111 W. Swann, Suite#4
Tampa, FL 33606
813.251.8484
tim@evanstherapy.com