

Module: Scaling 1-10 for Motivation, Confidence and Commitment

Module in Communication Skills for Supervisors

What is scaling 1 – 10?

Scaling is a very simple tool in which a trainee rates themselves on an area such as motivation or confidence on an imagined scale of 1 – 10 where 10 is high. The trainer can then use follow-up questions to support the trainee to make progress in that area.

It is a very simple and effective way to measure and build a range of features such as motivation, confidence and commitment. It can also be used to measure intangible areas such as feeling positive, hopeful, calm or anything else which might be useful for a trainee to develop,

It is also a great way to benchmark some of these areas and come back to them over time to see how the scores change.

Trainer Exercise: Exploring Levels of Motivation, Confidence or Commitment

This is an exercise to try yourself, plus some questions to use with trainees.

Think about a challenge or issue you are dealing with at the moment.

Pick one of motivation, confidence or commitment to focus on for this exercise.

- On a scale of 1 – 10 where 10 is high, where would you place yourself regarding that area (motivation, confidence or commitment)?** *(Note down the first number that comes to mind, don't overthink it or try to work out why it is the number you have thought of)*

If 5 or below	<p>What makes it that number instead of 0 or 1? (e.g. if you chose 3, what makes it a 3 instead of a 1? If you chose 1, what makes it a 1 instead of a 0?). List as many things as you can.</p> <p>What would one point up the scale look like for you?</p> <p>What step can you take to move yourself one point up the scale?</p> <p>What could stop you taking that step?</p> <p>How could you overcome that?</p>
If 6 or 7	<p>What would be different if you were one point higher up the scale?</p> <p>What step could you take to move yourself one point up the scale?</p> <p>What could stop you taking that step?</p> <p>How could you overcome that?</p>

If 8 or 9	<p>What would 10 look like for you?</p> <p>What would have to happen / be different for that to be a 10?</p> <p>What step could you take to make that happen?</p> <p>What could stop you taking that step?</p> <p>How could you overcome that?</p>
If 10	Great! How can you maintain that?

2. **Note down one step you will take. Think of one person you can share this with.** (*It is far more likely to happen if you create an accountability.*)
3. **When can you take that step?**
4. **Thinking about that same area, where would you place yourself now on a scale of 1 – 10? Has it changed?** (*It might not have changed and that's fine!*)

Sometimes just going through this exercise can improve the level of motivation, confidence or commitment and can certainly lead to taking action.

When to use scaling

Scaling is a useful tool to use at the beginning of a working relationship when setting goals or objectives as it gives both trainer and trainee a way to benchmark and measure progress on relevant areas. It can also be used at any time you think it could support a trainee to make progress,

As well as motivation, confidence and commitment, scaling is also a very effective way to support trainees in areas that can seem intangible. For example, if a trainee says they would like to feel more positive, or hopeful.

It can also be used to support a trainee if they say they feel stressed. In this case it is useful to measure something like calmness, or relaxation, so they move up the scale towards calmness rather than away from feeling stressed.

Questions to use with trainees:

Here are some coaching-style questions to use with trainees around scaling.

Starter Question:

On a scale of 1 – 10 where 10 is high, where would you place yourself?

Initial follow-up question approach:

If 5 or below	What makes it that number instead of 0 or 1?
List as many things as you can. And anything else?	

If 6 or 7	<p>What would be different if you were one point higher up the scale?</p> <p>What might 8 or 9 look like for you?</p>
If 8 or 9	<p>What would 10 look like for you?</p> <p>What would have to happen for that to be a 10?</p> <p>What would be different for you if that was a 10?</p> <p>(Some people say they never give themselves a 10. That can be ok however, it's worth encouraging a stretch in thinking to really imagine what 10 might be like for them).</p>
If 10	<p>Great! How can you maintain that?</p>

Questions to support progress up the scale

- What would one point up the scale look like for you?
- What step could you take to move yourself one point up the scale?
- What step could you take?
- What would be different if you were one point higher?

Questions to support overcoming obstacles

(It's always useful to ask what might stop a trainee taking a step)

- What could stop you taking that step?
- What obstacles might you face in taking that step?
- How could you overcome that?
- Who could support you with that?
- Is there anything else you need to be able to take that step?
- So, what could the first step be?

Questions to support commitment

- When can you take that step?
- When could you do that?
- By when will you take this step?
- How will you feel once you've taken this step?
- What will it be like for you when you've achieved / done this?

Top tip!

Acknowledge the trainee's efforts, progress and willingness to change.