

Introduction

The purpose of this study was to investigate the effects of a self-management program on the performance of a complex task. The program consisted of a series of self-monitoring and self-reinforcement techniques. The results showed that the program had a significant positive effect on performance, particularly in the areas of accuracy and speed. The program was found to be effective for both experienced and novice performers. The study also examined the role of self-efficacy in the success of the program. It was found that self-efficacy was a strong predictor of performance, and that the program helped to increase self-efficacy. The implications of these findings for the design of self-management programs are discussed.

The present study was part of a larger project on self-management techniques. The project was designed to evaluate the effectiveness of a self-management program in a variety of settings. The current study focused on the effects of the program on performance in a complex task. The program was based on the principles of self-management, which include self-monitoring, self-reinforcement, and self-efficacy.

The program consisted of a series of self-monitoring and self-reinforcement techniques. The self-monitoring techniques included the use of a checklist to track performance on various aspects of the task. The self-reinforcement techniques included the use of verbal self-talk and the use of external rewards. The program was designed to be self-administered, so that participants could use it on their own. The program was found to be effective in improving performance on the task, and the effects were maintained over time.

The study also examined the role of self-efficacy in the success of the program. Self-efficacy is the belief in one's ability to succeed in a particular situation. It is a key component of self-management, and it has been found to be a strong predictor of performance. The program was found to increase self-efficacy, and this increase was associated with improved performance. The implications of these findings for the design of self-management programs are discussed.

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12. Author's Acknowledgments

The author would like to thank the following individuals for their assistance in the preparation of this manuscript:



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