failure of objective success. Others fail in their efforts may conclude that they too will
fail. As a result, individuals may seek to find other avenues to achieve success. This
failure may result in various physical and psychological responses. People may choose to
engage in other activities that provide temporary relief, such as engaging in
recreational activities like sports, music, or art. However, these activities may not
provide a long-term solution to the problem of failure. In such cases, individuals
may seek professional help to address their challenges.

A theory that explains why some people fail to achieve their goals is social cognitive theory
(Bandura, 1977). According to Bandura, failures are explained by the perceived ineffectiveness
of one's own abilities. People who believe they are ineffective will be more likely to
abandon their goals. This theory is supported by studies that have shown that people
who believe they are ineffective are more likely to give up on their goals than those who
believe they are effective.

In conclusion, failure is a natural part of life. It is important to recognize that
failure is not permanent and that it can lead to growth and development. People who
are able to learn from their failures and use them as opportunities for growth are
more likely to achieve success.

---

Toronto, Canada

Joseph L. Rotman School of Management
University of Toronto

Gary Latham

Toronto, Canada

AMH Human Resources Consultants

Zeena William

Self-Guidance

Through Training in Verbal
Increasing Reemployment
Sample

Thirty-five unemployed managers from two outplacement firms in Toronto at tended an information session where the purpose and the format of the training program were explained. The participants then had several opportunities to ask questions and talk to the training counselors. The managers were selected based on their ability to meet the weekly training sessions in a consecutive 2-hour block of time. Control group participants continued their job search as usual. The training was conducted in groups of 10 people each and was based on the self-talk training described in the original study (Miller and Latham, 1977, 1978). The training was conducted over a period of 10 weeks. The managers were assigned to the experimental group if they were single, had only one child, were not married, and had not had any previous outplacement experiences. The control group was assigned if they met the same criteria. The training focused on helping the managers develop self-talk that was positive and self-efficacious. The managers were also encouraged to practice self-talk in their everyday conversations and activities. The managers were then measured for their self-efficacy and self-talk before and after the training. The results showed that the managers in the experimental group had a significant increase in self-efficacy and self-talk compared to the control group.

Method

The study was designed to test the hypothesis that training in job search self-talk would lead to increased self-efficacy in job search. The experimental group underwent a training program that included cognitive-behavioral techniques and self-talk exercises. The control group received no training. The self-talk exercises were designed to help the managers develop a positive self-talk that was self-efficacious and self-regulated. The managers were encouraged to practice self-talk in their daily conversations and activities. The managers were then measured for their self-efficacy and self-talk before and after the training. The results showed that the managers in the experimental group had a significant increase in self-efficacy and self-talk compared to the control group.

Procedure

The managers in the training group participated in seven 2-hour sessions over a period of 10 weeks. The first session was conducted in a workshop setting. The managers were introduced to the concepts of self-talk and self-efficacy. They were then given a self-talk guide and asked to practice self-talk in their daily conversations and activities. The managers were also encouraged to practice self-talk in their job search. The managers were then divided into small groups and given a self-talk exercise. The self-talk exercise was designed to help the managers develop a positive self-talk that was self-efficacious and self-regulated. The managers were then given a self-talk guide and asked to practice self-talk in their daily conversations and activities.

6. Increasing Reemployment

The intervention consisted of a research program, which was designed to help the managers develop self-talk that was positive and self-efficacious. The managers were encouraged to practice self-talk in their daily conversations and activities. The managers were then measured for their self-efficacy and self-talk before and after the training. The results showed that the managers in the experimental group had a significant increase in self-efficacy and self-talk compared to the control group. The managers in the control group had no significant change in self-efficacy and self-talk.

The managers were then divided into small groups and given a self-talk exercise. The self-talk exercise was designed to help the managers develop a positive self-talk that was self-efficacious and self-regulated. The managers were then given a self-talk guide and asked to practice self-talk in their daily conversations and activities. The managers were then measured for their self-efficacy and self-talk before and after the training. The results showed that the managers in the experimental group had a significant increase in self-efficacy and self-talk compared to the control group. The managers in the control group had no significant change in self-efficacy and self-talk.
6. INCREASING RENEWALMENT

WILMANN AND LATHAM

In the session, the participants were asked to imagine themselves in a real, oriented environment, where they could practice real-world skills and strategies. The objective was to enhance their self-confidence and develop effective problem-solving strategies. Each participant was assigned a specific role and task, which they had to perform in a group setting. The session concluded with a debriefing where the participants shared their experiences and insights. The feedback was analyzed to identify areas for improvement and to create a plan for future sessions.
6. INCREASING REEMPLOYMENT

Outcome Expectancy measures, Behavioral, Self-efficacy, and

RESULTS

MALIMAN AND LAITHAM
The purpose of this study is to evaluate the determinants and process of retention. The study focuses on the role of self-efficacy and perceived job success in increasing retention. The research aims to identify factors that contribute to employee retention and explore the relationship between self-efficacy and retention. The study employs a quantitative research design and utilizes a survey instrument to collect data from a sample of employees. The findings indicate that self-efficacy is positively associated with retention, suggesting that employees who perceive themselves as capable and confident are more likely to stay with their organizations. The study also highlights the importance of providing opportunities for employee development and growth, as these factors can enhance self-efficacy and contribute to high retention rates. The study concludes with recommendations for organizations to improve retention through targeted interventions and support strategies.
REFERENCES

CONCLUSION

6 INCREASING REEMPLOYMENT

ACKNOWLEDGMENTS