

Chapter One

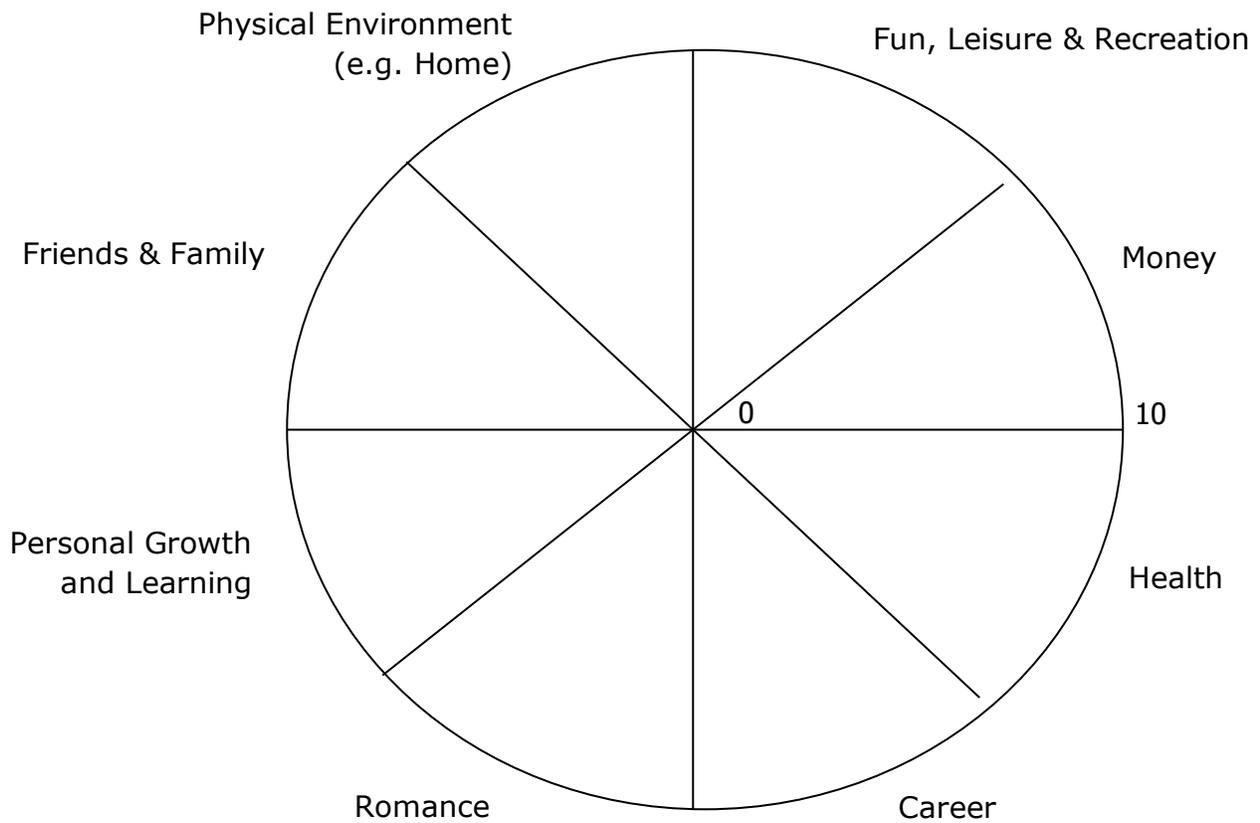
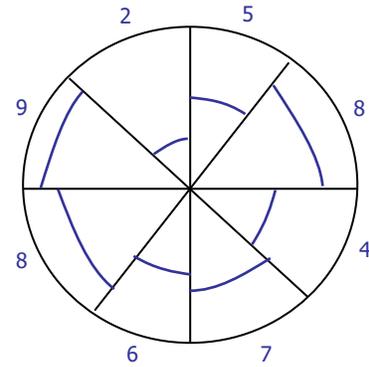


The Wheel of Life

NAME: _____

DATE: _____

EXAMPLE



WHEEL OF LIFE INSTRUCTIONS

The eight sections in the Wheel of Life represent balance.

Please change, split or rename any category so that it's meaningful and represents a balanced life for you.

Next, taking the centre of the wheel as 0 and the outer edge as 10, rank your **level of satisfaction** with each area out of 10 by drawing a straight or curved line to create a new outer edge (see example).

The new perimeter of the circle represents **your** 'Wheel of Life'. Is it a bumpy ride?

- This exercise will help clarify priorities for goal-setting, allowing you to plan so that your life is closer to your definition of balance.
- Balance is personal and unique to each individual – what may be balanced for you may be stressful or boring for others.
- Balance must be assessed over time. A regular check on how balanced you are can highlight useful patterns and help you learn even more about yourself.
- Another option with this exercise is that you can ask someone who knows you well to complete the scores for you. It can be helpful sometimes to see an outside perception of your life 'balance'. Note: This must be someone you trust AND whose opinion you value.

Next Step:

1. Review the 8 areas on the Wheel of Life. The Wheel must, when put together, create a view of a balanced life for you. If necessary, you can split categories to add in something that is missing that relates to you. You can also re-label an area so that it is more meaningful and personal to you. The usual suspects are:
 - Family/Friends
 - Partner/Significant Other/Romance
 - Career
 - Finances
 - Health (emotional/physical/fitness/nutrition/wellbeing)
 - Physical Environment/Home
 - Fun/Recreation/Leisure
 - Personal Growth/Learning/Self-development
 - Spiritual Wellbeing (not necessarily religion – can be a sense of self)
 - Others could include security, service, leadership, integrity, achievement or community.

2. Now think about what success feels like for each area.
3. Rank your level of satisfaction with each area of your life by drawing a line across each segment. Place a value between 1 (very dissatisfied) and 10 (fully satisfied) against each area to show how satisfied you are currently with these elements in your life.
4. The new perimeter of the circle represents your Wheel of Life.
5. Looking at the Wheel, here are some questions to ask yourself in order to take the exercise deeper:
 - Are there any surprises for you?
 - How do you feel about your life as you look at your Wheel?
 - How do you currently spend time in these areas?
 - How would you like to spend time in these areas?
 - Which of these elements would you most like to improve?
 - How could you make space for these changes?
 - Can you effect the necessary changes on your own?
 - What help and cooperation from others might you need?
 - What would make that a score of 10?
 - What would a score of 10 look like?

Finally, think about the areas in the Wheel of Life where your score is five or less or a lower score than the others. These are the areas of your life where you are not being fulfilled and need self-reflection and evaluation. The key is to concentrate on no more than three key areas. Pick one area that you would like to work on first and ask yourself the following:

- What is causing you to feel this way?
- What is stopping you moving forward or doing things differently?
- What is it about that area of your life that is causing you problems?

Chapter Two

My Core Values

Exercise

Identify your driving values – the things you live your life and make your decisions by. They are so strong that any impingement would lead to a reaction, changing your behaviour and how you respond to that individual or situation.

Instructions:

1. Circle or tick the words that strongly resonate with you and how you live your life
2. Identify at least 6 or more values from the list below that you have circled or ticked and mark them in the grid below called my values.

Authenticity	Curiosity	Influence	Recognition
Achievement	Dependable	Inner Harmony	Religion
Adventure	Determination	Justice	Reputation
Authority	Dignity	Kindness	Respect
Autonomy	Diversity	Knowledge	Responsibility
Availability	Drive	Leadership	Security
Awareness	Empathy	Learning	Self-Respect
Balance	Fairness	Love	Satisfaction
Beauty	Faith	Loyalty	Spirituality
Belonging	Fame	Making a difference	Stability
Boldness	Freedom	Meaningful Work	Success
Caring	Friendships	Motivation	Status
Compassion	Fun	Openness	Thoughtful
Consistency	Generosity	Optimism	Thankfulness
Courage	Gratitude	Passion	Tolerance
Challenge	Happiness	Patience	Trustworthiness
Community	Honesty	Perseverance	Understanding
Competency	Humility	Peace	Wealth
Contribution	Hopefulness	Positivity	Wisdom
Creativity	Humour	Pride	Worthiness

MY VALUES
1.
2.
3.
4.
5.
6.

Chapter Three

Limiting Beliefs (The Old Habits)

Exercise:

Identify three limiting beliefs that have been producing unwanted or negative consequences in your life.
For example:

'I am not good enough.'

'I can't sing.'

'I am not worthy.'

No.	Limiting Belief Statement	What negative consequences have you already experienced as a result of this belief?
1.		
2.		
3.		

Empowering Beliefs (New Habits)

Exercise

Look at rephrasing that limiting belief into a positive statement, for example:

Limiting belief: 'I am not good enough.'

Positive belief: 'I am unique, I am as good as the next person, and I can do anything I put my mind to and achieve great results.'

Take each old limiting belief from the previous table, cross it out and then write your new empowering belief. When you have re-defined each limiting belief as a positive statement, say them out loud.

	Limiting Belief	Positive Belief
1.		
2.		
3.		

Belief Change Questions

Note that if any answer is, '*I don't know*', repeat the question, prefixed with, '*If you did know...*'

No.	Question	Answer
1.	What is the goal that you <i>really</i> want to achieve but feels as though something is getting in the way?	
2.	What exactly is preventing you from achieving this goal?	
3.	How do you know that?	
4.	What needs to happen for that obstacle to be overcome?	
5.	How can you make this happen?	
6.	Is there anything else that is preventing you from achieving this goal? (recap on response to Question 4)	
	If anything else is identified, record it and continue from question 3. When all blocks have been identified, continue with:	
7.	<p>Imagine it is one year's time and you have achieved this goal.</p> <p>We are celebrating with a bottle of champagne and I am keen to know how you did it.</p> <p>Apart from the activities listed under answer No. 5, how did you make this happen ?</p> <p>what else did you do?</p>	

Remember: The past does not equal the future unless you live there - **look forward not back.**

Positive Beliefs and How to Use Them

Exercise

Think of a situation that is due to happen sometime in the future, and is worrying you, e.g. a potentially difficult business meeting, challenging conversation or important presentation.

1. Imagine the event occurring in the future. You may find you look up in front of you as you consider the event.
2. Now, look further out into the future, as if you were floating out in time to 15 mins after the successful completion of the event. Be aware of what you see, hear and feel and bring in all the senses.
3. Next, think again about the event itself and notice how you feel about the success, now in the present time.
4. Remaining in the present moment, consider how your level of concern or anxiety has altered.

Note: This technique helps to change the limiting belief by allowing your mind to practise the event happening successfully, almost like a mental rehearsal. When the event actually occurs, it has already been practised, reducing your anxiety and giving you more confidence.

Wearing Our Mask

Think about your life and how your limiting beliefs have affected you. You now have a picture of your past and have discovered what's stopping you from being successful and influential.

Chapter Five -How Emotionally Intelligent are you?

Read each statement and decide how strongly the statement applies to you. Score yourself based on the scoring guide below:

Scoring:

1 – Does **NOT** apply 2 – Applies **RARELY** 3 – Applies **SOMETIMES** 4 – Applies **OFTEN**

5 – **ALWAYS** applies

No.	Statement	1	2	3	4	5
1.	I realise immediately when I lose my temper.					
2.	I can 'reframe' bad situations quickly.					
3.	I am always able to motivate myself to do difficult tasks.					
4.	I am always able to see things from the other persons viewpoint.					
5.	I am an excellent listener.					
6.	I know when I am happy.					
7.	I do not wear my 'heart on my sleeve'.					
8.	I am usually able to prioritise important activities at work and get on with them.					
9.	I am excellent at empathising with someone else's problem and never interrupt other people's conversations.					
10.	I usually recognise when I am stressed.					
11.	Others can rarely tell what kind of mood I am in.					
12.	I always meet deadlines.					
13.	I can tell if someone is not happy with me.					
14.	I am good at adapting and mixing with a variety of people.					
15.	I feel at ease with people from different social backgrounds					
16.	When I am being 'emotional' I am aware of this.					
17.	I rarely 'fly off the handle' at other people.					
18.	I never waste time.					
19.	I can tell if a team of people are not getting along with each other.					
20.	People are the most interesting thing in life for me.					
21.	When I feel anxious, I can usually account for the reason.					
22.	Difficult people do not annoy me.					
23.	I do not prevaricate.					
24.	I can usually understand why people are being difficult towards me.					
25.	I love to meet new people and get to know what makes them 'tick'.					
26.	I always know when I am being unreasonable.					
27.	I can consciously alter my frame of mind and change my mood.					
28.	I believe the difficult things should be attempted and completed first.					
29.	Other people are not difficult merely different.					
30.	I need a variety of people around me at work to make my job more interesting.					
31.	Being aware of my own emotions is very important to me at all times.					
32.	When I leave work I do not allow stressful situations or people stress me.					
33.	Delayed gratification is something that I value.					
34.	I can sense when I am being unreasonable.					
35.	In order to understand others I like to ask questions to find out about them.					
36.	I know when someone has upset or annoyed me.					

No.	Statement	1	2	3	4	5
37.	I am not a worrier when it comes to life in general.					
38.	I believe that action should be taken once a decision has been made.					
39.	I am able to understand why sometimes my actions often offends others.					
40.	I consider working with difficult people a challenge to win them over.					
41.	I am able to leave anger and move on.					
42.	I am able to supress my emotions when I need to.					
43.	I can always motivate myself even when I am feeling low.					
44.	I can see things from other's points of view.					
45.	I am good at sorting out differences with other people.					
46.	I know what makes me happy.					
47.	Others are often in the dark about how I am feeling.					
48.	Motivation has been the key to my success.					
49.	Reasons for disagreements are always clear to me.					
50.	I am able to build strong sustainable relationships with people I work with.					

The Five EQ Competencies

Each question relates to one of Daniel Goleman's Five EQ competencies as follows:

Self-Awareness		Managing Emotions		Motivating Yourself		Empathy		Social Skills	
1		2		3		4		5	
6		7		8		9		10	
11		12		13		14		15	
16		17		18		19		20	
21		22		23		24		25	
26		27		28		29		30	
31		32		33		34		35	
36		37		38		39		40	
41		42		43		44		45	
46		47		48		49		50	

Total - Self Awareness	Total - Managing Emotions	Total - Motivating yourself	Total - Empathy	Total - Social Skills

Score Interpretation:

10-17 You need to work on your emotional intelligence. This area is a development priority.

18-34 Your emotional intelligence level is OK, however you need to pay attention to where you feel you are the weakest. The good news is that you have a great opportunity to improve your relationships and emotional intelligence significantly.

35-50 Great! You're an emotionally intelligent person. This is an area of strength for you.

	Strength	Needs Attention	Development Priority
Self-Awareness			
Managing Emotions			
Motivating Yourself			
Empathy			
Social Skills			

Consider your results and identify one or two actions you can take immediately to strengthen your emotional intelligence.

Emotional Intelligence

Definition of Emotional Intelligence – Daniel Goleman:

‘The capacity for recognising our own feelings and those of others, for motivating ourselves, for managing emotions in ourselves and in our relationships.’

Competencies of Emotional Intelligence

Self-Awareness The ability to recognise and understand your moods, emotions and drives, as well as their effects on others. <ul style="list-style-type: none"> • Know which emotions you are feeling and why • Aware of your strengths and weaknesses
Managing Emotions The ability to control or redirect disruptive impulses and moods. To be able to suspend judgement before acting. <ul style="list-style-type: none"> • Manage your impulsive feelings and distressing emotions well • Hold yourself accountable for meeting your objectives
Motivation A need to pursue goals with energy and persistence. A passion to work for reasons that go beyond money or status. <ul style="list-style-type: none"> • Are results-orientated, with a high drive to meet your objectives and standards
Empathy The ability to understand the emotional makeup of other people. Skilled in treating people according to their emotional reactions. <ul style="list-style-type: none"> • Are attentive to emotional cues and listen well • Gladly offer appropriate assistance
Social Skills An ability to find common ground and build rapport. Proficiency in managing relationships and building networks. <ul style="list-style-type: none"> • Effectiveness in building change • Influencing and persuading skills • Building and leading teams

Chapter Six

Your Future Goals and Objectives

Smart Objectives

Objectives should describe what you need to achieve, and they need to be SMART.

Specific	What am I going to do and how will it be assessed? <ul style="list-style-type: none"> An objective must be clearly defined and unambiguous.
Measurable	How can I measure these results? <ul style="list-style-type: none"> What will it look like if you are successful? The objective should be quantitative or qualitative so that it can be measured.
Achievable	Can I expect to achieve this goal? <ul style="list-style-type: none"> There is no use setting unrealistic tasks, it will only demotivate you.
Relevant	Why am I doing this? <ul style="list-style-type: none"> It is more powerful if you are working on activities that you know are adding value.
Timescales	How will I assess progress? <ul style="list-style-type: none"> Unless the objectives have timescales there is no way of assessing whether they have been achieved.

Exercise

Write a goal or objective relating to a want, need or aspiration in your work or personal life.

Long-term goals - 2 years +	
Medium-term objectives - 6 months – 2 years	
Short-term objectives - 1 week – 6 months	

Chapter 6 - The Ideal Me

Think of a person you would like to be like. What are the key traits that you admire about them? What is stopping you from being like that person?

As we have already mentioned, the person stopping you from moving forward is **YOU**. Below is a list of possible reasons that are preventing you from moving forward and achieving your aspirations. These have been captured from my own experience and also my coaching clients.

1. **Fear of failure** – for most people this is their primary fear. You may believe that if you come out from behind your mask as your true self, you might fail.
2. **Fear of success** – often people fear being successful as if they succeed they would be expected to continue achieving at this higher standard. Therefore, they would rather fail than succeed and have to then prove themselves further.
3. **Fear of unknown territory** - it's much more comfortable continuing to do what you already know and staying in your comfort zone. It's a challenge to go into that unknown territory and to feel, think and behave differently.
4. **Limiting beliefs** – as we discovered in chapter three, limiting beliefs are usually the reason that we don't make changes to move forward and achieve the life we truly desire.
5. **Fear of judgement by others** – worrying about what others will say, think and do. The fear of others' negative perception of us can prevent us from changing.
6. **Fear of looking vulnerable or weak** – again this could be a limiting belief. You tell yourself that you will look stupid in front of others and they will judge you. Ask yourself, 'What is the worst thing that could happen?'
7. **Fear of change and challenge** – we all fear change and challenges which can stop us doing things differently. But if you never attempt new things, you will never feel that exhilaration when things go right.
8. **Making no attempt** – telling yourself that you don't know what you're doing or where to start changing the situation. Staying as you are is easier and more comfortable.

There may be other barriers that are preventing you from removing your mask and becoming your true self. Write them down as you think of them.

Exercise

Look at items 1-8 in the list entitled 'The Ideal Me' and identify at least 3 that are stopping you from being authentic and living the life you desire.

	Your personal issues	What you would like to change and why
1.		
2.		
3.		

Chapter 7 - Crafting a Plan

Are you able to:

- Take a risk and decide to be more vulnerable in your interactions?
- Decide to let go of the fear of how others might react to you acting differently?
- Embrace this new way of 'showing up' more authentically because it makes you feel good?

Before we go headlong into crafting our plan, it would be good to identify behaviours or actions that serve you well and you wish to retain (Continue), along with those that you wish to put in place (Start) and those that do not serve you well (Stop). The following exercise is designed to make you think about these and forms a mini action plan.

Exercise

The following exercise is called **Start, Stop and Continue**.

- Start** - different behaviours and actions to implement
Stop - current negative behaviours and actions that should be changed
Continue - current positive behaviours and actions that should be retained

Start	Stop	Continue
1.		
2.		
3.		
4.		
5.		
6.		

Consider what you are going to start doing differently. Have you thought about how you're going to put this behaviour or action into practice? Now think about barriers that you may face in order to achieve this. Who or what is stopping you moving forward?

Earlier in the book we looked at your current mask. We now need to concentrate on what your future mask would look like.

Chapter Seven

Living Without The Mask

Exercise

Once you have drawn or described your new mask, ask yourself:

	Question	Answer
1.	When are you going to wear it?	
2.	In what environment or situation will you wear it?	
3.	Will you wear it at work, home or both?	

Ideally there will be no difference in your mask whatever the place, time or company. This mask is the **authentic** you.

Consider your behaviour while wearing the mask:

	Question	Answer
1.	How would you behave whilst wearing the mask?	
2.	What would feel different?	
3.	What would people say about you?	
4.	How would people feel interacting with the person wearing this new mask?	

Next consider:

	Question	Answer
1.	What behaviours do you need to change?	
2.	What do you need to do differently?	
3.	How will you be able to measure the changes and results?	
4.	How will you know if you are living your true values and being authentic?	

Chapter Seven

Living Without The Mask

Questions you need to consider:

	Question	Answer
1.	What would others see, hear and feel?	
2.	What are you presenting to the world now?	
3.	How will others view you?	
4.	What is your personal brand that you are projecting?	

Describe the Authentic You – My Personal Brand

Write down six statements that describe the new you.

1.	
2.	
3.	
4.	
5.	
6.	

Some typical examples could be:

- Has great integrity
- Has empathy for others
- A person who is great to be around
- Easy to talk to
- A good listener
- A person who you can trust and respect
- A person who will get things done

Who or what do you want to represent?