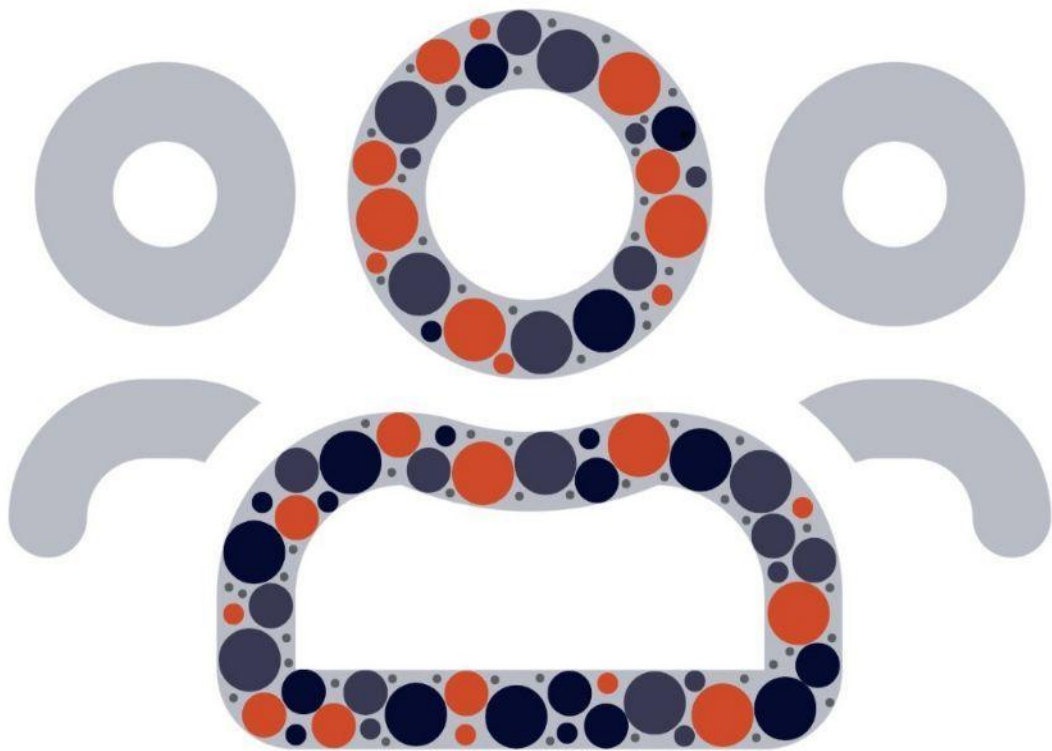


Beliefs, Attitudes and Mindset Report



A. Sample3

About This Report

The results summarised in this report are based upon the choices you made in completing the 'Beliefs and Attitudes Mindset Questionnaire'.

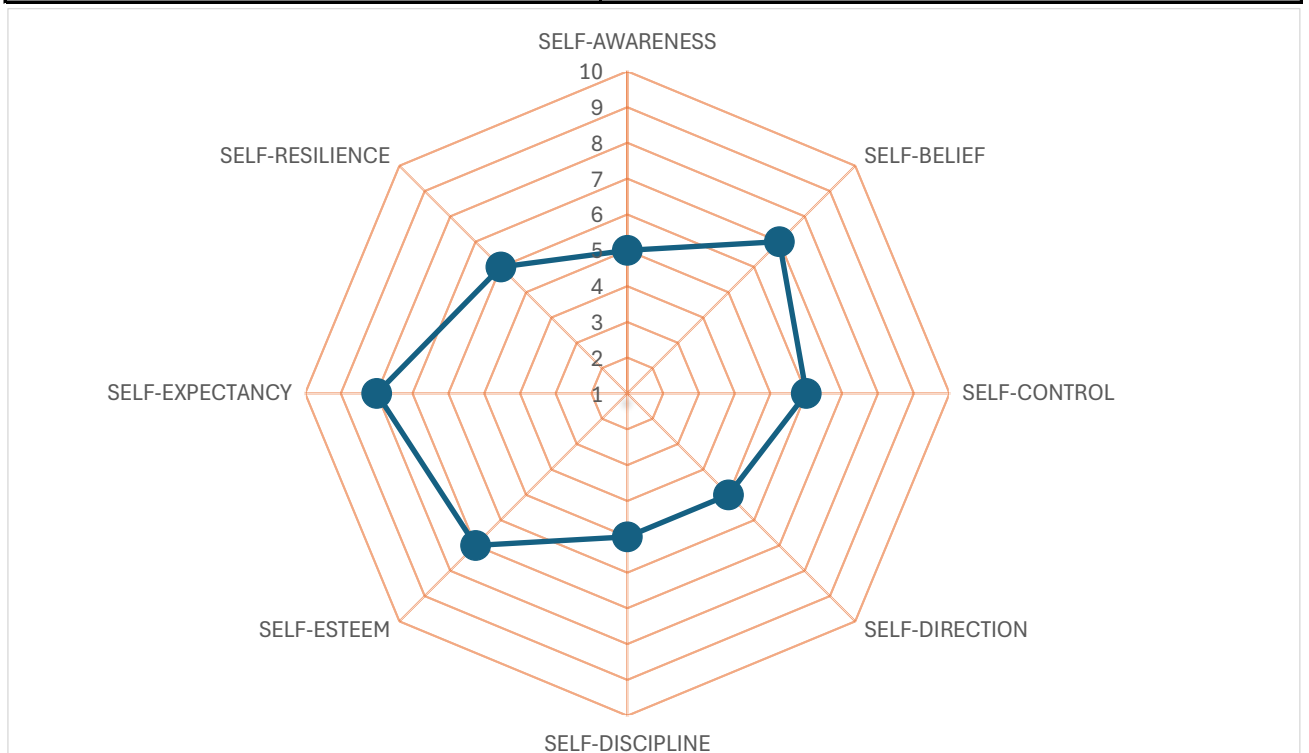
This report has been designed to help you identify the current beliefs you have that underpin the 8 Attitudes central to high performers.

The accuracy of the information depends upon your own self insight and the honesty of your choices to the questions.

It is important to recognise that there can be constraints of self-report questionnaires, for instance:

- You may have completed the questionnaire in a rush;
- Not thought about the questions and your responses too much;
- Attempted to second-guess the analysis;
- Sought to project a certain image of yourself; or
- Simply, you may just not know yourself that well.

Self-Belief: the confidence an individual feels about their skills, their abilities, their capacity to perform, and their behaviours.	Self-Control: an individual's capacity to control and regulate their behaviour in order to achieve their goals.
Self-Esteem: an individual's subjective emotional evaluation of their value and worth – a judgement of one's self.	Self-Direction: an individual's capacity to make their own decisions and focus their efforts towards achieving their desired goal or goals.
Self-Awareness: an individual's conscious knowledge of their strengths, motives, and limitations.	Self-Expectancy: an individual's expectation of what they want and their desire to make this happen.
Self-Discipline: an individual's capability to organise, manage, and motivate themselves towards achieving their goal or goals.	Self-Resilience: an individual's capacity to adapt and 'bounce back' in the face of adversity, difficult experiences, failure, and trauma.



Changing our Beliefs and Attitudes

We develop many of our beliefs and consequently our attitudes early in our life. It is important to recognise that our beliefs:

- Are our best current thinking about something;
- Can and do often change naturally;
- Are frequently generalisations we have concluded from events or have been 'given' to us by our parents or other influential 'others' from our past;
- May be 'conscious' but most commonly 'unconscious' to us – they are 'out of our awareness';
- Can be 'positive' and empowering' but frequently 'negative' and disempowering;
- Are one of the main 'filters' of what we perceive of, and determine from, events; •Have different intensities;
- Define our 'model of reality' from which we operate; and
- Impact on the behaviours, skills and abilities we have.

All of our beliefs are shaped through learning and fortunately our beliefs particularly those that may be negative (and thus low scoring) and those that we do 'sometimes' can be unlearned and changed with insight, knowledge, commitment, support and time.

Most of the negative beliefs we have can be better viewed as 'interference factors', for they are 'things that get in the way' of our doing something or achieving what we are setting out to accomplish.

'Interference factors' come in two forms: Internal and External.

Internal interference factors are the negative beliefs that we hold that are in most instances self-limiting for they deplete our capacity to achieve goals that we may have; carry out our work effectively; and possibly our capability to lead a contented or happy life.

External interference factors are those things outside of our control that affect our capacity to achieve our goals; work or perform effectively; as well as impact our happiness or contentment. External interference factors come in all forms that vary from simple physical distractions through to the beliefs and attitudes of other people that we let 'invade' us and impact our beliefs and attitudes e.g. our work colleagues; the organisational culture; our friends; boss; our partner, etc.

Many of our beliefs we may do 'sometimes' and these are ones that we need to start learning to do more often or ideally nearly always. In this report to help you, you will find that in the following pages of this report that your responses to the statements in the questionnaire have been put into three categories under each of the 8 Attitudes

• **Low:** These are beliefs that you could greatly improve though self-disciplined personal development. However, you need to bear in mind your score in the Attitude Self-Discipline to see if you could achieve this alone or would benefit in finding the support of another or helps to help you.

• **Moderate:** These are beliefs that you have chosen that you answered that you 'sometimes' do, but of course it may also mean you 'sometimes' do not do and are beliefs that you should be looking to do 'often' to 'nearly always'.

• **High:** These are beliefs that 'often' and 'nearly always' do and are your strengths upon which to build.

You will find guidance on Action Planning on page 12.

SELF-AWARENESS An individual's conscious knowledge of their strengths, motives, and limitations.



Moderate

- People who score moderately on self-awareness need to recognise that they potentially have a few shortcomings in their self-understanding and should look to examine why and what it is that they need to do to improve in this important attitude.
- A crucial source of information is feedback from other people. Unfortunately some people who lack self-awareness may find it difficult to ask for feedback, for they may not see the need or point and may not like nor do not want to listen to what others have to say that could greatly help them.
- Additionally, reflection and the time to reflect is important but unfortunately not all people are naturally reflective.
- If you have issues about seeking out the help and support of someone to support and help in improving your self-awareness, or indeed any other of your attitudes, you may wish to examine what negative beliefs you may have that prevent you from working with other people on this.

Low	Moderate	High
I rarely seek feedback from others I rarely work on my limitations I am rarely aware of my behaviour on others I often find it difficult to show my feelings I rarely have a clear vision of where I am going If I do not succeed I often move on quickly I rarely see my work as fun and enjoyable I rarely play to my strengths	I sometimes take time to reflect and think	I often listen more than I speak

SELF-BELIEF

The confidence an individual feels about their skills, their abilities, their capacity to perform, and their behaviours.



Moderate

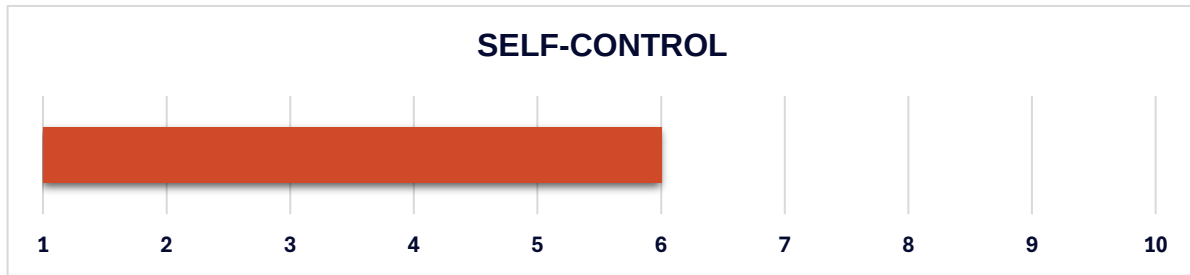
- People who score moderately in self-belief will hold some doubts about themselves and are probably letting some negative beliefs invade their thinking that will impact upon their work, performance, and their life.
- Individuals with moderate levels of self-belief let some automatic negative thoughts invade their thinking that undermines the persistence, confidence, self-trust, adaptability, and the energy needed to commit to achieving life and work goals.
- People with a moderate self-belief score need to understand that they can make changes and that by re-examining, as well as discarding, just a couple of self-limiting beliefs that are possibly holding them back that they could significantly make a difference to their life and work.

Low	Moderate	High
I rarely achieve most things I try I often find discussing personal issues and problems with others difficult I rarely avoid negative talk		I often feel relaxed and confident I rarely prefer to see what others say or think before I say anything I rarely stick to the rules I am often prepared to share my thinking I often feel confident even when under pressure I rarely look to others for reassurance I often begin each day positively



SELF-CONTROL

An individual's capacity to control and regulate their behaviour in order to achieve their goals.



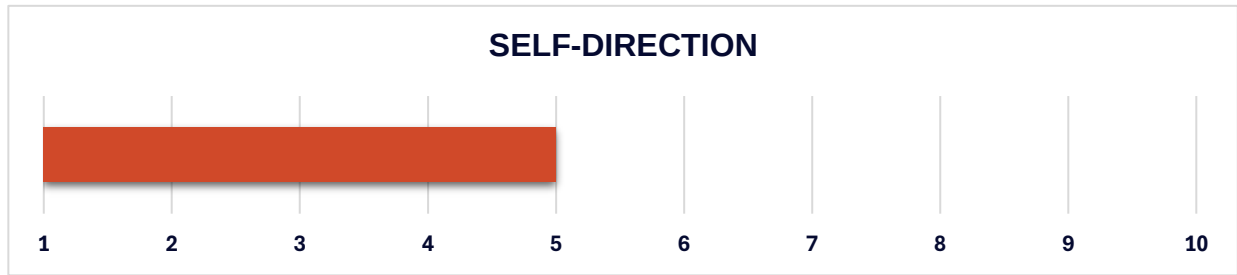
Moderate

- People with a medium self-control score have moderate levels of willpower and need to recognise that they are reducing their capacity to achieve in life through their not possibly possessing a clear set of goals, for they do necessarily understand what they want. As a consequence they may find that they may be easily distracted; may not control their emotions; and/or lack the patience to stick at things.
- Additionally, those who score moderately on self-control may find that they do not balance the 'success-failure' dichotomy well: they may too easily focus on failures discounting successes thus developing some negative beliefs.
- It is important to remember that all of our attitudes overlap and interact and should not be looked at separately. For instance, a moderate self-control score could well correspond with a moderate score in self-belief.

Low	Moderate	High
I am rarely focused on what I want to achieve I often lose sight of my goals I often find that in some situations my emotions take control	I sometimes feel in control of what I am doing I sometimes let other people make decisions that involve me Others are sometimes luckier than me I sometimes get easily distracted I am sometimes patient in most situations	I rarely follow my impulses I often remain calm under pressure

SELF-DIRECTION

An individual's capacity to make their own decisions and focus their efforts towards achieving their desired goal or goals.



Moderate

- People who score moderately on self-direction may possess some goals but probably find achieving these goals difficult, for they may lack commitment to them or can suffer from dips in their motivation.
- Moderate scorers in self-direction may not manage their time well, or become comfortable in looking for direction, motivation, and inspiration to come from others: they thus may look to be led.
- Seeking help to improve the levels of their self-motivation, drive, self-confidence and discipline is important, for it is probably by changing just a few things that their motivation, self-management, and direction can be quickly changed.

Low	Moderate	High
I often take things as they come I rarely have personal goals in my work and I have them written down I rarely make the decisions about my work and goals I rarely manage my time and work effectively I often let things get in the way of what I am seeking to achieve I rarely have realistic and measurable goals in my work I rarely create options for myself and I learn from these Goals that I have for myself are often overtaken by events		I rarely look to others for inspiration or motivation I nearly always drive myself to succeed

SELF-DISCIPLINE

An individual's capability to organise, manage, and motivate them self towards achieving their goal or goals.



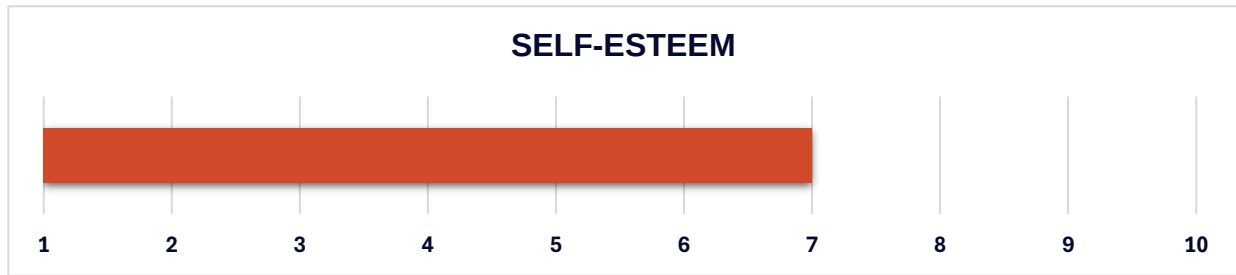
Moderate

- People with moderate levels of self-discipline may well have goals that they wish to achieve but find that they do not necessarily achieve these.
- It may be because they lack of clarity around some goals or It could be a lack some focus; resolve; self-organisation; management of time; distractions; and/or lack a clear plan of goal achievement.
- People who with moderate levels of self-discipline may only be moderate achievers so examining where they can make changes is key to the making of the changes needed along with the commitment to do so.
- Seeking out feedback, the help and the support of another/others will help in formulating key areas of where to improve self-discipline.

Low	Moderate	High
I often let my bad habits get in my way I almost never set time aside each week to improve and develop my skills I often find things interfere with my plans I rarely manage my time well and do not end up rushing things I often move onto the next thing before I have finished the last I am rarely focused on my key goals	I sometimes get involved in things and lose track of time I am sometimes well-organized I am sometimes disciplined in what I do	If and when things go wrong I rarely get disheartened

SELF-ESTEEM

An individual's subjective emotional evaluation of their value and worth – a judgement of one's self.



Moderate

- People with medium and thus moderate scores in self-esteem may have a mixed view of their capabilities, often focusing on some negatives and potentially inappropriately comparing themselves to others. They may also seek approval from others to reaffirm that what they are doing is right – they have a confused view of their self-worth for they will have scored many of the questions positively and thus have many good beliefs about their self-esteem to build upon.
- People with a moderate self-esteem score can improve their self-esteem by recognising that a number of their beliefs in this area are good with only some needing improvement, in other words 'the bottle is half full and not half empty'. They need to recognise that even those with high self-esteem will have times where criticism, rejection and self-doubt can creep in.
- To build self-esteem to a higher level, examining the responses and building self-esteem through the setting of small relevant goals is a good route where success can be celebrated. Seeking the support and help of another/others can be very useful.

Low	Moderate	High
I rarely share my ideas, my opinions and my feelings freely I often get feelings of self-doubt I rarely trust in my abilities to solve problems	I sometimes tend to compare myself to others	I often maintain high personal standards I am rarely sensitive to criticism I rarely let other people get me down I often maintain a positive opinion of myself I nearly always see myself as able as my peers I rarely find adjusting to new situations uncomfortable

SELF-EXPECTANCY An individual's expectation of what they want and their desire to make this happen.



High

- Individuals high in self-expectancy are optimistic in most situations and believe that they will achieve what they set out to but realise that their confidence has to be backed up with a strong commitment to hard work and perseverance.
- People with high levels of self-expectancy tend to be enthusiastic and intrinsically motivated tending to look at the problems and challenges at work and in life as opportunities where they expect to succeed. They may use the power of positive mental preparation - 'self-talk' and/or 'visualisation' – to help them. There are, however, dangers to high levels of expectancy especially where expectation exceeds the capability to deliver.
- As positive, enthusiastic, and self-motivated individuals they are motivating to be around and can make inspiring leaders of others.

Low	Moderate	High
	I sometimes see problems as opportunities	I am often optimistic in most situations I nearly always maintain a high level of enthusiasm for everything I do I am rarely cautious about what I expect to achieve I nearly always expect to achieve most things I aim for When it comes to success luck is rarely as important as self-belief I am rarely short of self-belief I often believe that if one visualises success you are more likely to realise it I often use affirmative 'self-talk' I am rarely cautious, even pessimistic at times, about what I can achieve

SELF-RESILIENCE

An individual's capacity to adapt and 'bounce back' in the face of adversity, difficult experiences, failure, and trauma.



Moderate

- People with moderate levels of self-resilience may not 'pick themselves up' that easily in the face of adversity or failure, for they may let some negative beliefs invade their thinking that in-turn affects their motivation and their determination to keep going.
- Moderate scorers can improve their self-resilience by taking time to build on those beliefs where they score positively as well as reflect on what they can do to change those beliefs that are hindering them. However, it is important to bear in mind that not all people are naturally reflective by nature.
- Whilst reflection is important so is feedback and enlisting the help and support of another/others someone who they respect is usually a good strategy.

Low	Moderate	High
I often let small things dwell on me I rarely see failure as an opportunity to learn I can rarely concentrate and stay focused even under pressure	If things get tough I sometimes dig deep I sometimes have negative thoughts I sometimes look to others for support I sometimes take rejection badly I sometimes find coping with failure difficult	I often remain determined despite what may be going on around me If things go wrong I am often able to quickly pick myself up

Action Planning

Changing an attitude begins with having data upon which to work. The information contained in this report that is purely based upon your choices and responses will greatly aid you in creating an action plan.

Action planning is a process that will help you to focus upon the beliefs you decide you need to do more often or change and build upon to develop your capacity to perform and achieve greater goals in both your work and life. The attitudes of Self-Awareness and Self-Belief are those to start with.

It is important not to be too ambitious and recognise that a powerful approach used by highly successful people in life is to build change and improvement upon positives – in this instance those attitudes that you perform sometimes and could do so more often as well as those have

scored highly looking for the overlaps and connections between them.

It is best to not be too ambitious nor 'overload' yourself by selecting no more than three to work on at any time.

It is also crucial to be disciplined in making these SMART development goals – in other words each goal or goals you set are:

- **Specific:** in what you are looking to change/build upon can be put into simply worded positive goal/s;
- **Measurable:** you have some way of measuring progress and evaluating that the goal has been achieved;
- **Achievable:** the goal/s are important and are attainable;
- **Relevant:** to you, what you do, and what you want;
- **Time-bounded:** so you know what date you are planning to achieve this goal/s by.

For Example:

You scored lowly in the Attitude of Self-Awareness, which is probably no real surprise to you, for in answering the first two questions in this attitude you responded by saying that 'I rarely seek feedback from others' and that 'I rarely work on my limitations'.

You decide that it is important for you to both seek feedback and to work on improving your limitations, and given you 'sometimes take time to reflect and think' and 'often listen more than I speak' you set yourself the following SMART goal: 'Increase my self-awareness by asking for regular feedback from my colleagues (Specific and positively stated) upon how they perceive both my strengths and limitations upon which I can reflect and action (Measurable, Attainable and Relevant) over the next 6 months e.g. the 30th of April (Time-bounded)

You will need to put a simple strategy in place to prevent 'sabotaging' yourself and given in this instance you are 'seeking feedback from your colleagues' you can ask one or more to support you in achieving your goals. A golden rule of personal development is to always seek the support others for no matter how strong you are in Self-Discipline (in this case not) they can help provide the discipline needed to achieve goals.

Goal 1:

Goal 2:

Goal 3: