

Name:



My 30-day Authentic Leadership Transformation

Workbook

Authentically You!

Welcome

You won't be able to find this 10-step workbook to Authentic Leadership in any bookstore, there is no quick guide or video either. Your guide to your authentic you, your instruction manual or quick guide has not been written yet. Only you can write about what makes you tick, who you are, what you need to do to transform, be authentic, feel good and deliver your best.

Go through the research findings, the examples and explanations in this manual and complete the exercises, self-assessments and reflections.. Go deeper, invite a learning partner and reflect together on past experiences, thoughts and typical behaviors, or join our Authentic Leadership Retreat or Accelerated Program to figure out how you can flourish, feel good about who you are, and improve your leadership approach and personal well-being.

Start with making small changes that will make you feel better, naturally happier and less stressed. Develop more emotional intelligence and improve your performance and resilience. Expand life for yourself and those around you. Understand how you are different and can lead others more effectively while being your unique self!

Get ready for a journey of discovery and use this knowledge about yourself to take control of your leadership skills, move ahead, become who you ultimately want to be and leave a legacy.

I feel honored to be your guide on this journey.

Hans Horlings

Introduction: A Manual, Workbook, Program and Methodology



We are all unique, have different experiences, deal with life in different ways and have unique personal journeys. This 10-step workbook encourages you to explore, experiment, reflect and dig deeper into understanding yourself and find out exactly what works best for you. Share this information about yourself with those around you, and create an environment which allows you to be yourself, be recognized and accepted for who you are.

This workbook is designed to record your current behaviors, new insights, self-assessment results, personal views, experiences and feelings. This will provide insights into your emotional triggers, typical behaviors improve your ability to cope with what life throws at you. It will guide you, in a step-by-step process, through more than 50 exercises, teaching you what works for you, and what does not.

Effectively apply the theory of this manual by making tiny tweaks in your behaviors to make a big difference to your daily results.

Writing things down will clarify your preferences, beliefs, values and what gives you meaning and it will help you to get in touch with your feelings, thoughts and emotions. When completed the workbook will clearly describe your talents, skills, strengths, weaknesses, dreams and fears.

It will show how you see the world, what is important to you and how and when you are at your best. It will become a comprehensive reference about you when completed.

The program is a framework for applied human psychology, a framework to increase personal wellbeing and a step-by-step process towards understanding optimal human functioning. It can be completed individually as a self-study exercise, with e-learning components or as part of a face-to-face small group as part of a retreat. Spending time in nature, taking time to think combined with group reflections and discussions seems to be the easiest and most enjoyable.

The most exciting way to go through this workbook is to do it together with someone close to you. As a parent with your teen-aged child, with your life-partner or with a close colleague or friend. Not only will you get to know each other very well, but it will also add more depth, through encouraging each other and by sharing experiences. Doing it together with someone makes it more fun, adds an external view and is ideal for creating a closer and deeper relationship.

The completed workbook will explain exactly what makes you tick, what is important to you and how you are unique and different from others. It will end with new goals, aspirations, intentions, actions and new habits to grow and develop your leadership approach in the direction you choose and which fits with who you truly are. It will help you to transform and become a authentic leader.

Finally, the workbook will include a summary reference or quick guide for yourself or to share with others. It will clearly explain how you see the world and how you work best with others. This holistic view of yourself will automatically help you to deal better with negative events, increase your resilience, self-compassion, and confidence. In short, it will develop a more positive way of looking at yourself, improve your personal wellbeing and it helps you to feel good about who you are.

People who feel good, and positive are better communicators, more stress resilient and higher performers. You can use the new insights and get your team to follow the same approach. Extensive research shows that contented workers are much more productive within the same time as their discontented co-workers, with productivity gains of more than twenty percent.

So, just do the exercises, assessments, reflections and journal items and increase your leadership approach and personal well-being through this unique self-development program.



Your Learning Partner

A learning partner is a form of social support, a companion. When you do this course with the help of a companion or learning partner you operate together as a unit, monitor and help each other to understand the material, share experiences and insights, learn how we are all unique and understand and appreciate each other's views, build a better relationship and keep each other accountable for making the most of your life through feeling good about what you do, having great living experiences and delivering optimum performance, just right for you.

Learning partners can be life-partners, friends, colleagues, family members, coaches or even anonymously with a total stranger going through the same process. As learning partners, it is important that you can share your experiences and insights without holding back, without reservation. Because as part of the process you will have the opportunity to discover and share your likes, dislikes, fears, anxieties, hopes, strengths, weaknesses, personal values, emotions and future plans. Therefore, it is important that you can trust the other to keep this information confidential, trust is therefore an important requirement.

The idea behind joining and learning together with a learning partner is that learning is easier and more interesting. Different views will lead to discussions, better understanding and more deeper insights. The other will keep you motivated to achieve your goals and hold you accountable to do what you set out to do.

Your learning partner will become someone with whom you share your struggles and successes, someone who can make the work easier and the mission less intimidating. Face-to-face contact is not always required. Just writing things down in a journal, already provides many benefits,

It is important to stress that a learning partner is most effective when both partners are equally committed, so make sure you choose wisely.

The Task of a Learning Partner

If you have not worked with a learning partner before, it is helpful to understand the role you both should play. A learning partner provides:

Support

You support each other as you go through each chapter of the workbook, share and discuss the results of the exercises. Discuss the concepts described, share what you have read, how you see this helping you and how you feel about this. It is always helpful to share with your learning partner how you feel, in terms of the sailboat metaphor. Are you just floating? Do you feel you are moving ahead towards your destination? Experience bad weather or feel lost? Talking in terms of the sailboat metaphor makes it easier to share feelings and emotions. The sailboat metaphor is fully explained in part 2.

Encouragement

Your learning partner will learn with and about you, your strengths, weaknesses, values, beliefs, hopes and dreams. Reminding each other of these boosts confidence and provides a listening ear as you work through the challenges and reflections is all part of encouraging and supporting each other.

Honesty and Accountability

Your learning partner should always be honest with you. If you are self-sabotaging, reducing your efforts or losing commitment, your partner will need to be honest when giving feedback and inform you about his or her observations. When your partner does this – just say thank you! Don't try to defend and instead be honest with yourself.

Finding Your Learning Partner

When you start looking for a suitable learning partner, it can be helpful to make a short list of people. Start with thinking about people suited to do this – your life partner, business partners, friends, colleagues, trusted family members or a professional coach. In short, a good learning partner is someone who:

- You can trust
- Aims to learn more about themselves
- Is committed to be your learning partner
- Has the time to discuss exercises, materials, new insights and progress

Choose a person from your list and talk to each other about your idea to become learning partners. Ask the person if he or she wants to be your learning partner, but do not force the other person. You can decide to start a trial period and evaluate its success. If it does not work out, you can always look for someone else.

Preparing for the Collaboration

Now that you've chosen a suitable learning partner, you will want to contact each other regularly to review progress, share experiences, discuss materials covered etc. Before deciding on the plan to follow, you will need to ensure that your partnership will be mutually beneficial. Here are 5 guidelines for creating a successful learning partner system.

A. Schedule

For the best results, you will need to meet your partner regularly to check your progress and to ensure you are still on track. The frequency of your meetings depends on several factors, like, for instance, your schedules, the types of goals, time zones, and other factors. Make sure to meet often enough to stay focused and motivated, but not so often that the meetings will become a burden. A weekly meeting should be enough. Note that you can both have “formal” and “informal” meetings with your partner.

Formal contact would involve pre-planned meetings, exercise completion, chapter conclusions. Informal contact would involve brief chats, emails, or phone contact when extra support is needed. You should work out a schedule that best fits both your lifestyles and responsibilities.

B. Timing

It is advisable to set up your partnership for a limited time. Create a deadline or an end date on which your goal should be reached. Monitoring progress is easier when there is a fixed endpoint in the future. If you have never worked with a learning partner before, it is advisable to set shorter deadlines, maybe chapter by chapter to avoid losing motivation over time.

C. Expectations

Before you start working with each other, it should be clear what both of you expect from each other. Make sure to agree on things such as extra support. What will happen when the other needs extra support, how confidential is your interaction, what kinds of questions can we ask and what should we avoid, what measures will be taken when one party misses a deadline, and other things you feel are important to agree upon. Make a simple learning partner contract so all parties are clear about expectations – get all parties to sign off on it!

D. Serious and Fun

During meetings with your partner, reserve enough time to discuss: feelings, emotions, insights, obstacles, progress, action plans and schedules. Reflect on new insights, set goals for the next week, create micro celebrations, and review progress. Make it an enjoyable journey and help each other to make progress on their own life journey.

E. Continue

When completing your journey, go back, review, look at your workbook, review your new insights, create new habits, build your talents, and enjoy your journey. Share your insights with others, and help them also to live a fulfilling and happy life, experiencing optimum human performance.

Whether you do this program as a team, with a learning partner or just on your own, it does not make a difference to the steps followed. The process of change starts with understanding the science, becoming aware how this applies to you, experimenting and experiencing the differences and based on that making small changes in your life to help you lead and feel better.



Part 1: The Study of Human Behavior

Exercise 1: What is this workbook all about?

1. What results do you expect from this workbook/program?
2. What is the theoretical basis, which makes it different from reading a blog or self-help book?
3. What actions do you need to take now, what are you expected to do before continuing?

1. The results I expect are:

2. This is different from a blog or self-help book because:

3. What I need to do before continuing is the following:

Part 2: Your Life as a Boat - The Sailboat Metaphor

Exercise 2: Understanding and using the Sailboat Metaphor

Watch the podcast or presentation about the Sailboat Metaphor, you can find it on hanshorlings.com under resources. Describe the following situations in terms of the sailboat metaphor.

1. Lack of meaning in life

2. Inability to deal with difficult events

3. Positive beliefs about the ability to reach goals

How would you interpret the following responses received from your learning partner?

4. "I don't feel like my boat is moving, it is just bobbling on the waves."

5. "I feel like I am sailing in a direction that other sailors want me to sail."

6. "I am afraid that my boat will not withstand the weather that is coming."



Exercise 3: Describe your current life situation

Use the sailboat metaphor to describe your current life situation. What is the current status of your sailboat? How would you describe your current journey? Try to write as much as possible in terms of the different elements of the sailboat and their interaction. Afterwards discuss this with your learning partner or explain the sailboat metaphor to a trusted friend and share your current life situation in terms of the sailboat metaphor.

Part 3: Element 1- The Boat as a Whole, Your Personality

Exercise 5: Do the STAR - Personality Preference Quiz

Link: https://www.fulloflifebooks.com/Personality_quiz

Record your scores:

Structured Gold

Technical Green

Action Orange

Relationship Blue

Describe Yourself: What typical behaviors, stressors, strengths, weaknesses, skills do you recognize – and what do others recognize in you? (just ask your learning partner).

Exercise 6: Where do you get your energy?

An important element of your typical behavior and personality is the preference for Introversion or Extraversion. Introversion and Extraversion impacts all four personality preferences and plays an important role in our interpersonal communications and when we feel good. Most people think of an Introvert as a shy person and an Extravert as an outgoing, sociable person. However, personality theorists like Carl Jung, Isabel Myers and Katharine Briggs define Introversion and Extraversion as terms to describe where you get your energy.

Do the Social Energy Quiz Online

Link: https://www.fulloflifebooks.com/Social_energy_quiz

Or answer the questions below by selecting option A or B.

1. My best ideas come from _____.

A) talking to others

B) thinking by myself

2. I learn new material best _____.

A) when talking about it

B) when I spend time alone

3. I am re-charging my batteries _____.

A) when I spend time with other people

B) when I spend time alone

4. Talking with new people _____.

A) is exciting and gives me energy

B) is hard work and tiring

5. Most of the time, I _____.

A) tell people what I am thinking

B) think quietly before I speak

6. After a good day, with others, I usually _____.

A) go home excited and with energy

B) go home tired and need quiet time

7. I prefer solving problems by _____.

A) talking about them with other people

B) working things out on my own

Total A: _____

Mark your score: A – Extraverted

Total B: _____

B – Introverted

A score of 7/0, 6/1, 5/2 means a more extroverted energy focus

A score of 4/3 or 3/4 means an ambivert energy focus

A score of 0/7, 1/6, 2/5 means a more introverted energy focus



Exercise 7: How do you recharge?

Extraverts tend to seek their energy from the outside world. They thrive on being around people and/or interacting with them, they direct their energy outwards in the form of action.

Introverts tend to seek their energy from within themselves. They need time alone to recharge their batteries and they direct their energy inwards in the form of reflection.

Ambiverts have a mix, sometimes they get energy from being with others and other times they get energy from within. Too much of either is not a good thing for them.

Remember – very few people are extreme extraverts or introverts. Just reflect on how you prefer to recharge, when and where and how and share examples.

A. What consumes energy and what gives you energy?

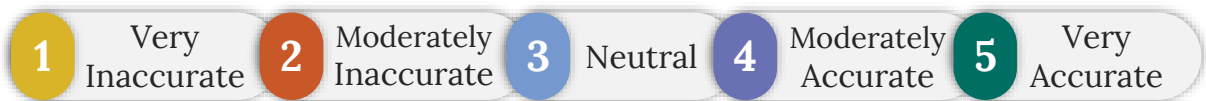
Give clear examples of each.



B. Describe what a perfect day would look like
(at work or at home, or both).

Exercise 8: Your Personality Traits

Below are 20 phrases describing behaviors. Use the rating scale below to describe how accurately each statement describes you. Describe yourself as you generally are now, not as you wish to be in the future. Be honest and rate yourself, in relation to other people in your age group. Read each statement and put a number from 1 to 5 next to it to describe how accurately the statement describes you.



- _____ 1. Am the life of the party (E)
- _____ 2. Sympathize with others' feelings (A)
- _____ 3. Get chores done right away (C)
- _____ 4. Have frequent mood swings (N)
- _____ 5. Have a vivid imagination (O)
- _____ 6. Don't talk a lot (E)
- _____ 7. Am not interested in other people's problems (A)
- _____ 8. Often forget to put things back in their proper place (C)
- _____ 9. Am relaxed most of the time (N)
- _____ 10. Am not interested in general ideas and concepts (O)
- _____ 11. Talk to a lot of different people at parties (E)
- _____ 12. Feel others' emotions (A)
- _____ 13. Like order (C)
- _____ 14. Get upset easily (N)
- _____ 15. Have difficulty understanding general concepts and abstract ideas (O)
- _____ 16. Keep in the background (E)
- _____ 17. Am not really interested in others (A)
- _____ 18. Make a mess of things (C)
- _____ 19. Seldom feel down (N)
- _____ 20. Do not have a good imagination (O)

Scoring Instructions:

The first thing you must do is to reverse the items that are worded in the opposite direction (marked in red). In order to do this, subtract the number you put for that item from 6. So, if you put a 4, it will become a 2. Cross out the score you put when you took the scale, and put the new number in representing your score subtracted from the number 6. Items to be reversed in this way are statements: 6, 7, 8, 9, 10, 15, 16, 17, 18, 19, 20 (displayed in red below)

Next, you need to add up the scores for each of the five OCEAN scales. Each OCEAN score will be the sum of four items. Place the sum next to each scale below.

Score:	19 – 20	=	Extremely High
	17 – 18	=	Very High
	14 – 16	=	High
	11 – 13	=	In the Middle
	8 – 10	=	Low
	6 – 7	=	Very Low
	4 – 5	=	Extremely Low

_____ **O**penness (Add items 5, 10, 15, 20)

_____ **C**onscientiousness (Add items 3, 8, 13, 18)

_____ **E**xtraversion (Add items 1, 6, 11, 16)

_____ **A**greeableness (Add items 2, 7, 12, 17)

_____ **N**euroticism (Add items 4, 9, 14, 19)

Compare your scores to the norms below to see where you stand on each scale. If you are low on a trait, it means you are the opposite of the trait label. For example, low on Extraversion is Introversion, low on Openness is Conventional, low on Agreeableness is Assertive, low on Neuroticism is Calm.

Trait	Description	Low Examples	High Example
Openness	The tendency to appreciate new thought, ideas, values, feelings, and behaviors.	Prefers not to be exposed to alternative moral systems; narrow interests; set-traditions, not analytical; down-to-earth	Enjoys seeing people with new types of haircuts or fashion; curious; imaginative; untraditional
Conscientiousness	The tendency to be careful, organized, to follow rules, and to be hard working	Prefers spur of the moment action to planning; unreliable; hedonistic; careless; lax	Pre-planned, organized, hard-working; neat; persevering; punctual; self-disciplined, duty focused.
Extraversion	The tendency to be talkative, sociable, enjoy company of others, active, often assertive or even dominant.	Preferring a quiet evening reading to a loud party; sober; aloof; un-enthusiastic, enjoys being by themselves.	Being the life of the party; active; optimistic; fun-loving; initiating and loud.
Agreeableness	The tendency to agree and go along with others rather than assert one's own opinions and choices. Similar to compassion, cooperative, warm and caring,	Quickly and confidently asserts own rights and opinions; quickly irritable; manipulative; uncooperative; rude, hostile, pursues own interests over others' interests.	Agrees with others about political opinions; good-natured; forgiving; gullible; helpful, agreeable, will give in quickly.
Neuroticism	The tendency to frequently experience negative emotions such as anger, worry, and sadness, as well as being interpersonally sensitive	Not getting irritated by small annoyances; calm, unemotional; hardy; patient; secure; self-satisfied.	Constantly worrying about little things; insecure; hypochondriacal; feeling inadequate.
Honesty/Humility (hexaco addition)	The tendency to value authenticity, honesty and modesty	Uses manipulative, narcissistic, and self-centered behaviors	Authentic, sincere, fair, and modesty focused behaviors



What new insights into your traits do you have?

Describe what you agree/disagree with and share with your learning partner.

Exercise 9: My Personal Portrait

Your Turn - Your Portrait

So now it is your turn. Look and review your core needs, extraversion and introversion, your strong behavior variables and start drafting your self-portrait. What is important for you? How do you like to work, socialize, get things done? When do you feel good?

Create your own portrait, include examples of habits, behaviors that could give others a clue what your preferred behaviors are and how you are most effective and what makes you feel good about yourself.

My personality – this is who I am:

My personality – this is how I like to get things done:

Behaviors that make me feel bad or I would like to change:
(Awareness and acceptance are the normally the first steps):



Journal Entry:

This is space to write down new insights, aha moments and reflections. Some things you might want to write are: awareness how you are different from others, reflection on how you see others, typical behaviors and maybe what you should do more to work with your natural tendencies.

Part 4: Element 2 - The Water, Your Life Domains

A boat moves through different parts of water, the ocean, sea, inlets, lakes, canals. In much the same way you also operate in different parts of your life. Your life domains include physical, social and psychological environments, like your health, family, work or finances. Changing the course of the boat by steering to a different segment of water is comparable to switching attention to different parts of your life.

Exercise 10: Your Life Domains – ‘Wheel of Life’

The original idea behind the Wheel of Life came from industry pioneer Paul J. Meyer in the 1960’s to help people realize their goals “The Wheel of Life” is frequently used as a coaching tool to provide a snapshot of how a client feels about their life. It offers great insight into areas of your being that are flourishing or struggling. Its beauty is its simplicity, the tool involves going through three simple steps:

Step 1	Identify your most important specific life domains
Step 2	Rate each domain on a scale of one to ten (from ‘not at all satisfied’ to ‘completely satisfied’)
Step 3	Identify opportunities to increase satisfaction for each domain.

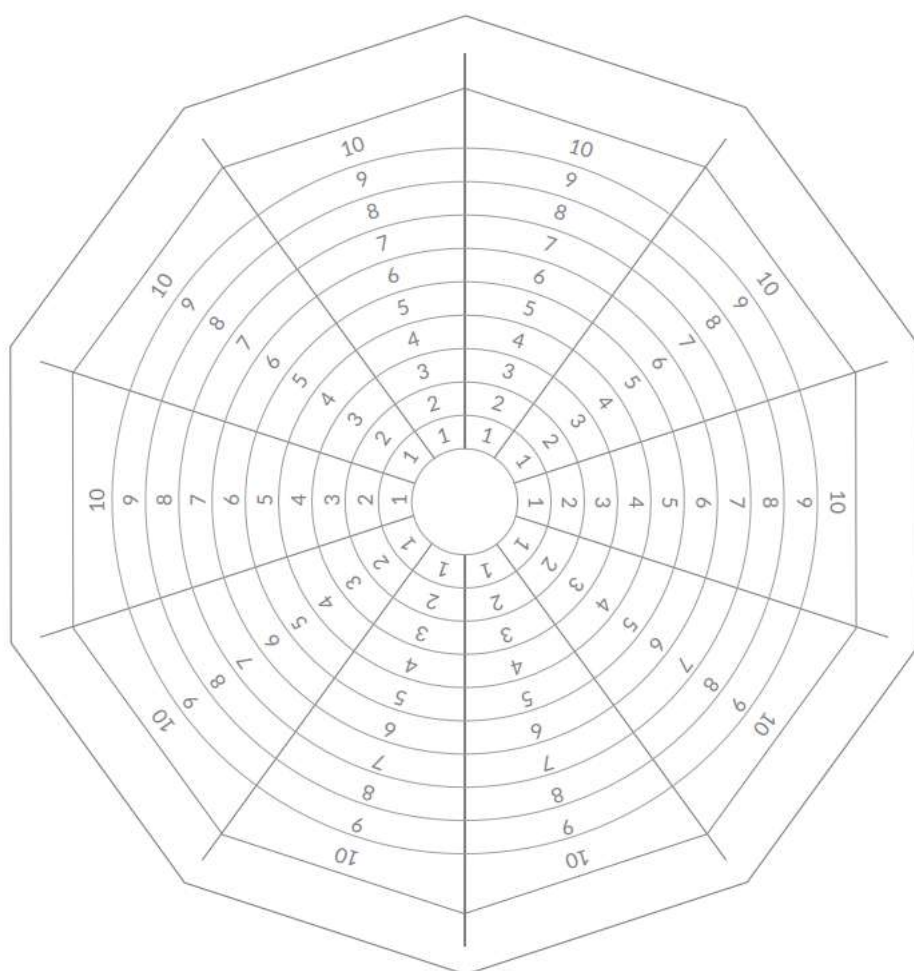
Step 1

Identify your most important specific life domains

The wheel typically consists of between eight and ten categories or life domains which are most important for you and essential for a fulfilling life. Life domain names vary, but the themes are usually similar and often include: Money & Finances, Career & Work, Health & Fitness, Fun & Recreation, Environment (home/work), Community & Contribution, Family & Friends, Partner & Love, Personal Growth & Learning, Spirituality. You can of course use different ones like Marriage, Mental Health, Sex Life, Safety, Education, Independence, choose whatever is important to you.

Now: Select your top 10 Life Domains and write the description on the outside ring of the graphic, just above the number 10 in figure 5

Figure 5: Wheel Of Life Graphic



Step 2

Rate each domain on a scale of one to ten
(from 'not at all satisfied' to 'completely satisfied')

Rate each domain according to how satisfied you are with that domain from 1-10. (1=not satisfied, 10= highly satisfied). Since it is a subjective measure, focus on what you would like from each segment and to what extent does it does do this. Before you score yourself ask yourself some basic questions like:

Health & Fitness: Do you have enough energy? Do you maintain a healthy weight? Are their people who you admire as being full of health and vitality? What part of health is important to you?

Career & Work: Are you excited to go to work? Are you learning and growing in your career? Is your career rewarding in different ways? What part of career & work is important to you?

Money & Finances: Do you feel financially secure? Are you able to do what you want to do without too many constraints? Are there things you would do if you have larger financial resources? What part of finance is really important to you?

Family & Friends: Do you have people you care about (and who care about you) in your life? Do you have meaningful experiences with others? Do you feel loved? What part of family & friends is really important to you?

Community & Contribution: Are you part of a community? Do you give (time, money, etc.) to others freely? Do you feel like you are contributing to making the world a better place? Is there a good cause you would like to support in a bigger way? What part of community & contribution is really important to you?

Personal Growth & Learning: Are you learning new skills? Are you maturing? Do you have clear and highly motivating goals for your life? What part of growth & learning is really important to you?

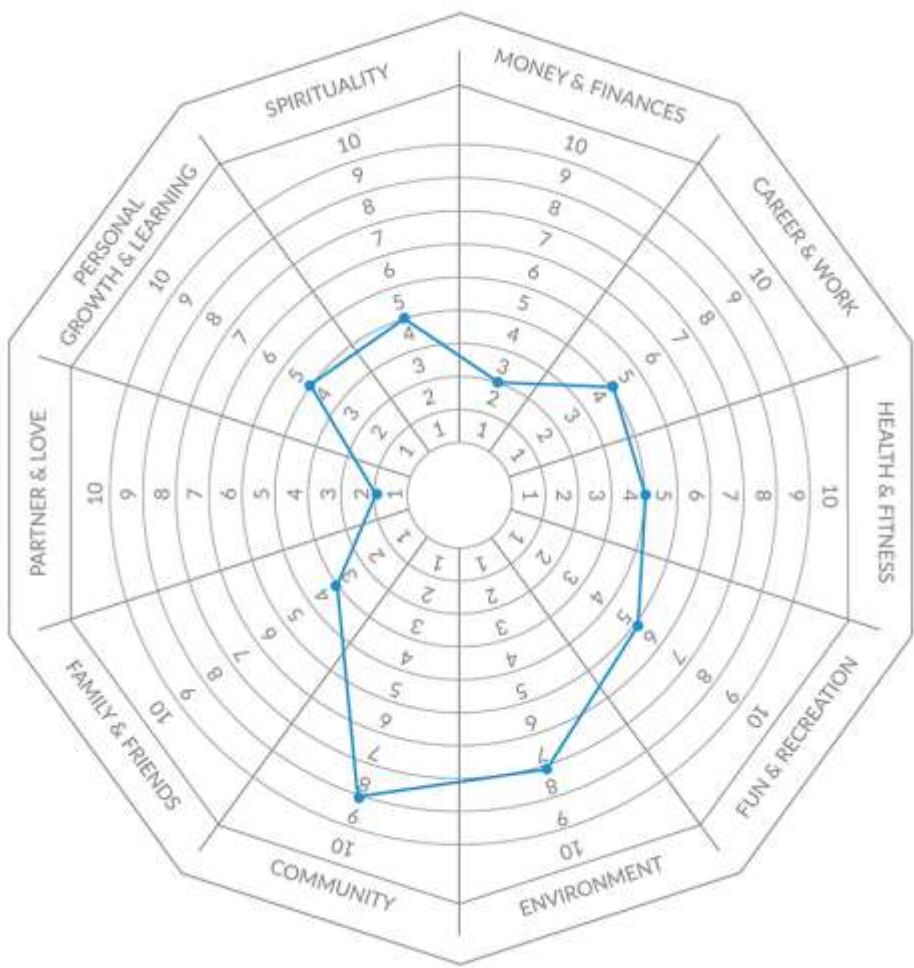
Fun & Recreation: Do you laugh a lot? Do you have fun experiences on a regular basis? Do you make time to relax and rest? What part of fun and recreation is really important to you?

Spirituality: Do you know what you stand for as a human being? Do you have a deep meaning or motivation for your life? Do you feel connected to the environment/planet/others in a real way? What part of spirituality is really important to you?

Environment: Are you happy with your home or work environment? Would you want to live or work somewhere else? Do you feel comfortable in your environments? What part of home & work environment is really important to you?

After rating create an inner wheel like shown in figure 6. This will give you a visual snapshot of how satisfied you are with your life.

Figure 6: Sample Completed Wheel of Life



Step 3

Identify opportunities to increase satisfaction for each domain.

Look at the completed wheel of life and ask yourself what domains draw your attention. How would you want to reshape your inner wheel? What would you like to work on? Why does this domain need attention? What would it take to raise the level of satisfaction in this domain? What actions can you take to increase the level of satisfaction in this domain? How would these actions affect other domain satisfaction?

A. What domains draw my attention?

B. What would you like to work on and why?



C. What practical actions can you take to increase the level of satisfaction in this domain?

Part 5: Element 3 - The Compass, Emotions, Feelings and Intuition

Emotions and feelings are represented by the compass of the boat, the compass provides feedback about the current state, position and direction of the boat. In real life, emotions and feelings provide feedback about your current state. Feelings of fear, nervousness, excitement or butterflies in your stomach, provide feedback about your state, how you feel, and they influence your mood. Listening to your emotions and understanding what you feel and why, is like checking the compass from time to time making sure you are still heading in the right direction.

We all experience both positive and negative emotions and feelings. Life is full of highs and lows, and without the lows the highs would not be the same, so we need both. Positive emotions are emotions that we typically find pleasurable to experience, while negative emotions are those that we typically do not find pleasurable to experience, they tend to drag us down and have a negative effect towards an event or person. Academics separate feelings, emotions and sensations, but for our purpose we do not need to make that distinction.

Exercise 11: List the most common emotions you can think of

Negative Emotions	Positive Emotions
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____



Exercise 12: Recognizing and Labelling Emotions

Developing emotional self-awareness takes practice. Over time, this exercise can become an intuitive, powerful tool to acknowledge and accurately label emotional states. This exercise develops the skills of recognizing and labelling your emotions so that you may live a healthier, more productive, and fulfilling life. This tool is also available as an app. - <http://moodmeterapp.com/> The app is great to use as a daily reflection and helps build your emotional self-awareness skills.

Step 1 Connect to the Emotion

Take a moment and connect to your current emotional experience. Sit comfortably, gently close your eyes, tune in to your body's emotional charge. Focus all of your attention on the physical sensations that you feel like tingling, agitation, anger, sadness. Allow yourself to remain in this state for a moment and observe it.

Step 2 Rate Pleasantness of the Emotion

Rate how pleasant this emotion is for you on a scale from 1-10 where 1 = very unpleasant and 10 = very pleasant

Step 3 Rate Energy of the Emotion

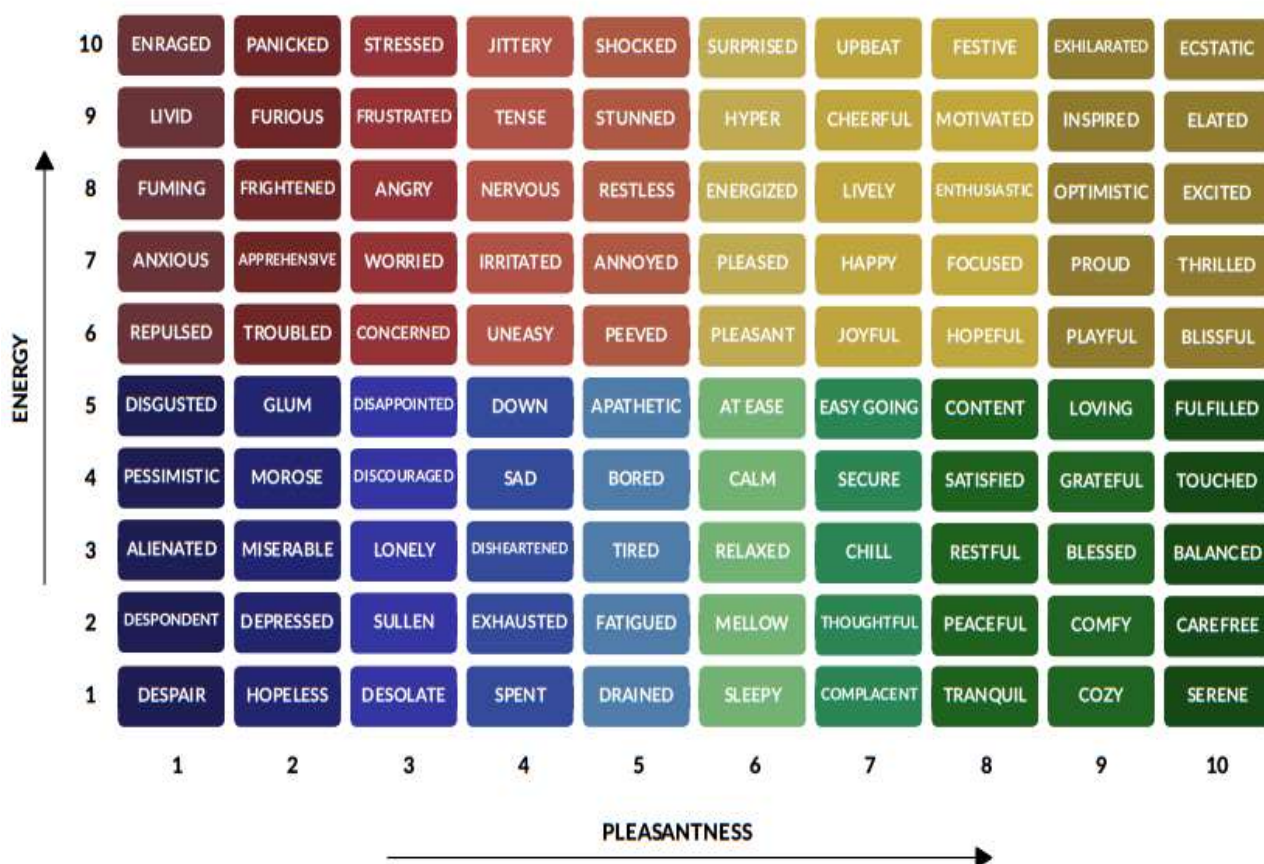
Rate how high your energy is at this moment on a scale from 1-10 where 1= very low amount of energy and 10 = a very high

Step 4 Plot the Emotion on the Emotion Meter Fig 3 – Match with Emotion

Use your scores from steps 2 and 3, and find the matching emotion in the emotion meter below.

Step 5 Reflect on the Reason for the Emotion

Reflect on why you are feeling the way that you are feeling right now. Write about why this emotion is here with you.



Exercise 13: Stop, Pause and Reflect – What are you feeling?

A Simple Tool to Increase Emotional Awareness

A very helpful and simple tool to increase emotional awareness is the introduction of a few regular checks, a number of times throughout the day. Just set your alarm a few times a day and when it goes off:

1. Focus on breathing
2. Connect to the present moment
3. Reflect on a few brief reflective questions like:
 - What is the emotion I am experiencing?
 - What kinds of thoughts are present?
 - What do I feel in my body?
 - What am I inclined to do because of this emotion?

Just observe what you feel and start using the information received and you will become just like the captain who checks the compass regularly during the journey. The captain who regularly looks at the compass can use its feedback during the journey. The compass provides valuable information about the current course of the boat, it is arguably the most important tool for determining the boat's future direction. A captain who does not pay attention or even ignores the compass is likely to feel lost during the journey. In a very similar way, if you are unable to connect to your emotions, you miss the inner-guide that provides you with invaluable information about the world around you and how you interact with it.



Exercise 14: Extracting Needs from Emotions

The goals of this exercise are:

- Identify the personal needs that are satisfied, as indicated by the experience of positive emotions.
- Identify the personal needs not satisfied, as indicated by the experience of negative emotions.

Many people have difficulties dealing with emotions, because of their negative relationship with emotions. Negative emotions are typically perceived as inappropriate or unwanted and consequently avoided or suppressed. This exercise helps you to understand that emotions are useful because they contain valuable information about yourself. Rather than suppressing emotions, this exercise explains why it is important to “listen” to emotions.

STEP 1: Daily Need Analysis

In the following week, whenever you experience an emotion, try to identify it. Do you feel joy or relief? Do you feel anger, confusion, disappointment, or simply sadness? Don't worry about labelling it ‘correctly’ – go with your instinct about what you're experiencing.

- If the emotion is positive, list the emotion in the first column of Table 1.
- If the emotion is negative, list the emotion in the first column of Table 2.

Next, ask yourself what the emotion is telling you about your needs. If you experience a positive motion, which needs are being satisfied, as indicated by this emotion? List the needs in the second column of Table 1.

If you experience a negative emotion, which needs may not be satisfied, as indicated by this emotion? List the need(s) in the second column of Table 2.

Table 1. Positive emotions as indicators of need fulfilment

Positive Experience	Need that is satisfied

Table 2. Negative Emotions as indicators of need thwarting

Positive Experience	Need that is satisfied

STEP 2: Evaluation

What stood out most for you from this exercise?

What did you learn about yourself?

How can you use this exercise in the future?

A background image showing two hands holding two white square blocks. The left block has 'EQ' written on it in blue, and the right block has 'IQ' written on it in blue. The hands are positioned as if they are about to place the blocks down or are holding them steady. The background is a solid teal color.

EQ

IQ

Exercise 15: Self-Reflecting on Emotional Intelligence

If you score high on emotional intelligence you are better able to handle the stress of everyday life, find it easier to foster meaningful and close relationships, and are more socially competent in general. As a result, you tend to experience higher levels of wellbeing or ‘optimal psychological functioning and experience’

Goal: The goal of this exercise is to reflect on your current level of emotional skills and systematically assess these skills through an emotionally intelligent lens.

Instructions: Choose one or more questions to reflect upon and write down your responses. Focus on one area and repeat over a period of a few weeks.

Focus Area 1: Evaluate the Expression of Emotions in Yourself

Questions to reflect on:

- How good am I at identifying how I am feeling?
- How well do I know whether I am happy, angry, sad, bored, etc?
- In which ways do I express my emotions (e.g., write, talk, paint, etc.)?

Focus Area 2 : Appraisal and Expression of Emotions in Others

Questions to reflect on:

- How good am I at identifying how others are or might be feeling?
- How well do I know whether others are happy angry, sad, bored, etc?
- How sensitive am I to the feelings and emotions of others?
- How well do I understand the emotions of the people around me?

Write down how you evaluate Expression of Emotions in Yourself

What can you do to strengthen your skills here?

Write down how you evaluate Expression of Emotions in Others

What can you do to strengthen your skills here?

Focus Area 3 : Regulation of Emotion in Yourself

Being highly skilled in this area means you have better control over your emotions and are less likely to lose your temper.

- How well am I able to prevent my emotions from taking over?
- How well am I able to control my temper so that I can be rational?
- In what situations do I respond differently than I would like to respond?

Write down how you evaluate your abilities in this area.

What do you think you might try to do to strengthen your skills here?

Focus Area 4 : Use of Emotion to Facilitate Performance

Being highly skilled in this area means you are able to encourage yourself to do better and can direct your emotions in positive and productive directions.

- How do emotions influence my performance?
- How often do I work on creative projects when in a highly positive state?
- How often do negative emotions after a setback cause me to stop trying?

Write down how you evaluate your abilities in this area.

What do you think you might try to do to strengthen your skills here?



Exercise 16: Self Expressive Writing

Writing therapy is remarkably effective for many different conditions, including: Post traumatic stress, anxiety, depression, grief and loss, chronic illness issues, substance abuse, eating disorders, interpersonal relationship issues, communication skill issues and low self-esteem. Writing your feelings in a journal leads to increased feelings of well-being, reduced physician visits, reduced absenteeism from work, improved academic grades and enhanced immune system functions. (Lepore & Smyth, 2002; Pennebaker, 1997, 2004). Writing regularly in a journal has not just great benefits and is helpful, it is also an extremely low-cost, easily accessible, and very versatile form of therapy. It can be done individually, practiced as a group and even added as a supplement to other forms of therapy, and it can be done just by yourself or guided by a professional. The potential positive outcomes of self-expressive writing therapy reach much further and deeper than simply writing in a diary if you follow the following basic instructions.

Basic Instructions for Self-Expressive Writing

Here are some basic instructions to get you started. You're not writing to be read. You're not writing for fame or fortune. You're not writing to break through creatively, you're not writing with a hidden agenda, you're not writing for anyone else, you're not writing to make money and not to win a prize. You're not writing to satisfy your high school English teacher, you're not writing because anyone told you to, you're not writing in order to stop.

You're just writing to write, to express yourself. To write about the good, the bad and the ugly. To write about life as you experience it. You're writing to be honest, especially when being honest is painful.

When writing, it's possible to learn something about yourself and gain insight into the thought process behind your choices and decision making. These insights will motivate you to write more often and enter the upward spiral that is self-expressive writing. Write from your heart, tell yourself the truth, trust the process and enjoy.

How to write?

Professor James Pennebaker stumbled on a finding in 1980 that prompted him to explore further. People who reported having a highly traumatic experience, and who kept the experience a secret showed far more health problems than people who openly talked about their trauma. Pennebaker found that the more people used positive emotions while writing about emotional upheavals, the more their physical and mental health improved in the weeks and months after the experiment.

Pennebaker's research concluded that people whose health improved the most from writing used only a moderate number of negative emotion words. This means that your writing should not just focus on the negative, but be a healthy mix of positive and negative emotions.

Try to describe each day, each situation from both a positive and negative point of view, or just include what good things a certain negative experience can lead to later in life. When writing do not be concerned about spelling or grammar, the words used, consistency, flow, whether the writing is "any good", writing too little or too much, succeeding or failing - just write. Know that you tend to carry not just your problems inside you, but also the solutions to your problems. Writing is a way to extract both the problems and the solutions.



What to write?

Many people don't really know where to start. Some writing prompts and suggestions are listed below, add your own favorite items to the list, pick one each day and start writing. Just see it as an exercise to increase self-reflective writing skills.

- ✓ What keeps you lying awake at night?
- ✓ What don't you want to talk about? Why not?
- ✓ What don't you admit to yourself? Why not?
- ✓ Real freedom is the freedom from fear. What are you afraid of?
- ✓ If you were to be free from fear, what would you be doing differently?
- ✓ Has anything been bothering you, if so, why?
- ✓ What is currently your biggest priority?
- ✓ What currently are you proud of yourself for?
- ✓ What are you ashamed of and why?
- ✓ Are there any decisions you could currently make that would improve your health?
- ✓ The best advice you could give someone at the moment is...
- ✓ What does your perfect day look like....
- ✓ What are you most grateful for this year?
- ✓ Did you overreact to anything this week?
- ✓ How do I think my partner feels about me currently?
- ✓ Do you have a current habit that you would like to correct?
- ✓ What are you most disappointed in yourself about recently?
- ✓ Currently, your sleeping patterns are...
- ✓ What is your biggest inspiration at the moment?
- ✓ Right now, you could not live without
- ✓ The best thing you have got going on right now is
- ✓ The best thing that happened today was?
- ✓ How have you been feeling lately?
- ✓ Where would you like to travel to on your next holiday?
- ✓ I really value my relationship with.....
- ✓ What qualities of your personality have been dominate lately?



- ✓ You are thankful for.....
- ✓ What are you most grateful for today?
- ✓ What is your biggest strength at the moment
- ✓ What would you like to learn?
- ✓ Right now, what do you feel?
- ✓ One thing that is nagging you at the moment is....
- ✓ What do you need in my life right now is/are.....
- ✓ You really shouldn't have
- ✓ You felt really good when.....
- ✓ What will you do on your next day off?
- ✓ You really appreciate.....
- ✓ You will never.....
- ✓ Are there currently any hobbies or interests that you would like to pursue?
- ✓ What caused you the most stress or anxiety lately?
- ✓ you could definitely improve my....
- ✓ What is your main priority this year?
- ✓ If tomorrow were your last day on earth, what would you do?
- ✓ You smiled when....
- ✓ This weekend you would like to.....
- ✓ You are so happy that..... is a part of my life, because.....
- ✓ A perfect morning starts with.....
- ✓ Have you generally been on time lately?
- ✓ What made you laugh today?
- ✓ You noticed lately that you have been really good at.....
- ✓ It's so awesome that.....
- ✓ Name one thing that you need to currently improve on?

Part 6: Element 4 - The Steering Wheel, Your Purpose and Values

Exercise 17: Meaningful Photography

In this exercise, you take time to recognize and appreciate things that matter most to you in life.

1 Take photographs for one week

Over the next week, take photographs of things that make your life feel meaningful or full of purpose. These can be photographs of people, objects, places, pets, and the like. If you are not able to take photos of these things – for instance, because they are not nearby—you can take photos of reminders, souvenirs, websites, or even other photos. Try to take at least nine photographs each day.

2 Upload your photos

At the end of the week, upload your photos to a computer. Select the top 20 most meaningful topical photos, delete the ones you no longer want.

3 Reflect

Reflect on each photo, write down for each photo, a response to the following question: “What does this photo represent, and why is it meaningful?”

Exercise 18: Meaning Diagrams

PART 1: Current Life Slices

Divide the circle below into slices, each representing the amount of time you spend on different elements or areas of your life. The larger the slice, the more time you spend on that area. Typical areas of life include: Work, Immediate Family, Community, Neighborhood, Extended Family, Spirituality, Fun & Recreation, Creativity, Personal Development, Goals & Values, Romance & Love, Volunteering, Money, Health and Exercise. Feel free to add or remove any of the above items.

This represents your Current Life



PART 2: Ideal Life Slices

Now complete the same exercise but, using the second circle below, think about where you would want to spend your time. What makes you happy? What gives you peace of mind?

This represents your Ideal Life





PART 3: Take some time to reflect on the following questions:

What prevents you from taking action to make your “current life” closer to your “ideal life”? Are there internal or external barriers? Which barrier is the biggest one for you right now?

How can you align your life with your true priorities? It takes changing and reframing habits to change your life. What small and manageable new practices could you implement to work towards your ideal values circle?

To help you get closer to your ideal, make copies of your ideal wheel and hang it in a place you will see every day. It will remind you and help you make values-based decisions daily.



The Impact of Values

Values help to differentiate between what is important and worth investing in, and what is relatively unimportant and not worth investing in. In this way, values influence which goals and intentional efforts are chosen to pursue from day to day. Values have been found to predict the buying of environmentally friendly products, political voting, and choosing a university course as well as many other choice decisions.

Values also relate to well-being. The pursuit of extrinsic values, like power and wealth, is associated with lower levels of subjective well-being compared to the pursuit of intrinsic values, like friendship and personal development. Carefully examining your values leads to deeper reflection. Like by asking questions like: “Who are your role models – why do you see them as such? “What did your parents believe to be good values and how did they act accordingly?”

Values provide a sense of direction that guide toward greater meaning and purpose, which in turn leads to life satisfaction and happiness. Unfortunately, many people are unaware of their personal values; and even those that are aware of their values often spend little time reflecting on them. People who have little awareness of their values typically experience apathy or feelings of detachment. On a behavioral level, they tend to lack a sense of commitment. Because there is little awareness of their own view of what is important, people often rely on the opinion of others. When decisions often do not reflect what is believed to be important, people may experience high levels of discontent regarding these decisions.

The table below summarizes the above-described characteristics.

Lack of insight into personal values	Clear insight into personal values
Apathy (a lack of interest for life's activities)	Purposefulness, enthusiasm, interest
Lack of commitment	Committed, sticking to goals set
Over-conforming (go along with the group)	Critical thinking, personal opinions and independent decision making
Choices made end up in unsatisfying results	Choices made result in satisfying results for the self and / or for others)

Exercise 19: A Value Tattoo

Many people chose tattoos because it serves as a reminder or symbolize something that the owner cares deeply about. If you got a tattoo that would serve as a reminder of what you would like your life to be like, what would it be and why?

- Create an actual visual representation of the tattoo (by drawing or collecting images)

Consider your values and find a personally relevant symbol that matches them, which in turn can be used as a regular reminder.

Visual of the tattoo

Exercise 20: Identifying Personal Rules

Rules can be defined as “shoulds” that strongly influence our behaviors and our feelings. Examples of rules are, “I should work hard,” “I should be kind to other people,” “I should always be on time,” “I must not show that I am afraid.” Although these rules can help you make choices and guide your behavior, they may also cause negative emotions, like shame and stress, when you break them. It is important to develop the ability to use your rules flexibly so that your life will not be dictated by rules that may not always serve you.

STEP 1: Identifying Rules

This week, note as many personal rules as possible. Use a notebook, or your phone to register these rules. Become aware of thoughts like, “I should...,” “It would be better if...,” “I should not...,” etc. Note that certain questions can also point to a personal rule, for example, “Why am I not more spontaneous?” may refer to the rule “I must be spontaneous.”

STEP 2: Analyzing Rules

Now look at all the rules you have written down. For each rule, answer the following questions:

- How rigidly do you apply this rule (1-10)?
- How important is this rule to you?
- To what extent does this rule contribute to your well-being?
- To what extent does this rule allow you to follow your aspirations?

STEP 3: Breaking Rules

Now look again at the list of your rules.

- Which of these rules are currently having the most negative effect on your well-being?
- How do these rules negatively affect your well-being?
- How do they hinder your aspirations?

Breaking rules or challenging them by not always following them is a very powerful way of reducing their effects. What can you do to break/challenge these rules or reduce their effects?

STEP 4: Evaluation

When you have successfully managed to break or challenge one or more rules, evaluate this process.

- What did you experience when you broke/challenged the rule(s)?
- What happened or what thoughts and/or emotions did you experience as a result?
- How did you deal with these results/thoughts/emotions?
- How rigidly will you apply the rule(s) from now on (0-10)?
- What did you learn from this exercise?



Exercise 21: Your Bucket List

A bucket list is a list of things that you want to do before you die. Creating a bucket list is a valuable exercise for Identifying what is important to you in your life and for guiding you to live more in line with your values. The following steps will help you create a meaningful bucket list for your life.

Step 1 What do you want to do before you die?

For the next few minutes, close your eyes and consider how you would feel if you received news that you only had one year to live. What would you do with that year? What activities would you want to do – what is on your ‘before-you-die bucket list’? Spend some time, imaging that this is your reality. When you are finished, open your eyes and write down what you came up. In the first column, make a list of all the things you want to do or experience before you die. Come up with as many things as you can, and don’t worry about priority or practicality.

Step 2 Rate Why is this item meaningful?

Consider what each of your bucket list items means to you by asking yourself the following questions, “Why would this be meaningful to me?” and “How would this increase the meaning in my life?” Write down your answers in the second column of the table.

Step 3 How important is this item?

In the third column, rate how meaningful each item would be to you. Ask yourself the question, “How important or significant is this item to me?”

Example of bucket list:

Item Things I want to do before I die	Reason Why would this be meaningful to me?	Meaningfulness Rating 0 -10
Visit Paris with my spouse	Opportunity to spend quality time together experience culture, broaden my understanding and experience of France. Sense of adventure - enjoy new foods & flavours, spark romance	8

YOUR BUCKET LIST

Item Things I wan to do before I die	Reason Why would this be meaningful to me?	Meaningfulness Rating 0 -10

Step 4 Identify Values

Now see if you can notice any value patterns within your bucket list, particularly in those items scored as highly meaningful. For example, numerous items may involve connecting with others. In the space below, write down the values that appear to be present.

My Personal Values Are:

Step 5 Reflection

- Which item on your bucket list inspires or excites you the most? Why?
- Which item on your bucket list could you complete first?
- Now that you have a better understanding of some of the values underlying your bucket list items, can you think of ways you could integrate these values into everyday life?

Step 6 Everyday Bucket List

Consider your list of values from Step 4 and come up with at least one concrete action that you can take this week to live in line with one, or more of these values. For example, if you identified connecting with others as one of your bucket list values, you might choose to set a date night where connect with your partner. In the space below, write down a potential valued action, including as much detail as possible (i.e., who, what, where, when, why).



Exercise 22: Learn to Say “No”

1. Tap into your values

Saying no to someone can be made easier by tapping into our values and doing what feels right in the situation. Living our lives according to our values is beneficial for our health and wellbeing. Therefore, saying yes to someone or something that commits you to do something that feels “wrong” is doing yourself a disservice. For example, being asked on a date on the same night that you have a friend’s birthday dinner. If the friendship was something that you valued highly, you might remind yourself of this and thus more easily decline the invitation to go on a date.

2. Separate the request from the relationship

Saying no to someone’s request can often feel like we are saying no to the person rather than the request. This misconception can lead us to feel greater personal pressure to ‘be a decent person’ because we don’t want to hurt the other person or our relationship by saying no. Learning to recognize that declining the request is not the same as declining the person enables us to do what’s right for us without fearing that we are hurting someone’s feelings.

3. Say no without saying the word “no”

We do not have to use the word “no” to convey the message that we are declining a request. For example, “I would love to attend, but unfortunately I’m overcommitted,” or “I’m afraid I don’t have the availability at the moment,” and “thank you, but unfortunately I am not available” convey the message “no” clearly and politely without using the word.

A person in a dark suit and striped tie is holding a white book or folder. Their hands are raised in a gesture, with palms facing forward, as if explaining or presenting something. The background is a blurred office setting.

4. Focus on what you will gain by saying no

Rather than focusing on what you will lose by saying no, consider what you will gain by saying no. For example, you have planned to cook dinner at home with your girlfriend when your friends invite you to go out for dinner. You can choose to either focus on what you are potentially missing out by staying in with your girlfriend (laughs, jokes, friendly banter, and bonding), or you can reorient your attention to what you are gaining (a loving evening, closeness, and feeling proud of yourself for sticking to your word).

5. Recognize your personal cost of saying yes

When someone asks us for something, they are asking us to give them something. This is a cost. Recognizing what it is that you are giving away by saying yes can help you to say no.

6. Choose for being respected over being popular

While you may lose some popularity by saying no, you will likely gain respect. Saying no shows others that you value your time, that you stand up for yourself, and that you choose to do what is right for you.

7. Be clear rather than vague and non-committal

Sometimes we attempt to ‘soften the blow’ of saying no by giving a vague, non-committal response, such as “I’ll do my best to come” or “I’ll try and get out of work early to make it.” When we respond in this way, when actually we have no intention of going, and the person on the receiving end who we are trying to ‘save’ from saying no to is worse off. Being vague and non-committal also only delays your eventual “no,” which makes it that much harder on you.

Part 7: Element 5 - The Leaks in your Boat, Your Weaknesses

Weaknesses are represented by leaks in the boat. Most old wooden boats have small leaks, and bilge pumps to pump out the leaking water. A leak in a boat can affect the boat's journey in a number of ways. It may prevent the boat from sailing in a personally valued directions, or slow the boat down so that important destinations are not reached in time. Or in a worst-case scenario, the boat may not reach the destination at all or even sink.

Exercise 23: My Top Three Weaknesses

Every job interview will have a question about weaknesses. You don't need to highlight a long list but you should show that you are aware of your weaknesses and be able to tell how you deal with them or use your problem-solving strengths to make improvements. It is healthy to understand and accept your weaknesses, so have a look at the list below, add to it if you like, and see if you can identify your top three weaknesses.

Not taking criticism well	Impatient	Lazy
Quickly bored	Procrastinating	Always persistent
Taking things personally	Strongly willed	Too passive
Hating conflict	Shy and quiet	Lethargic
Long term planning	Too strict	Short sighted
Not handling pressure well	Too detailed focus	Taking the blame for others
Being blunt	Very greedy	Always delegating task
Need to be right	Very stubborn	Always multitasking
Close-minded	Very emotional	Too impulsive
Too bossy	Taking on too much	Too aggressive
Too critical	Too passive	Work too much
Too perfectionistic	Too fearful	Too self-critical
Very selfish	Unorganized	

Exercise 32: Difficulty in Accepting Compliments

Many of us have no problem handing out compliments but have great difficulty accepting compliments. This exercise is a roleplay so requires a partner – person A and B. Find someone you can do this with and start practicing receiving compliments and explore how you react to it.

Step 1

Partner A explains the exercise

Person A explains how the role-playing works by saying something along the lines of:

In this exercise, we are going to role-play giving and receiving compliments, and see how good you are at receiving and giving compliments. Many of us have problem handing out compliments, and even more difficulty accepting compliments. This may be because we want to remain humble and not boast, something many of us learn when young, seeing older people in our lives do the same. I am going to compliment you, and I would like you to notice your initial reaction to this compliment. Notice what happens in your body and your mind. Then, I would like you to accept the compliment by saying something like, Thank you, that's nice. - OK, ready?

Step 2

Partner A gives person B a compliment

Person A compliments person B, such as “You did a great job with your homework this week” or “I am so impressed that you were able to give that presentation” or “I like your shoes.”

Step 3

Partner B accepts the compliment

Allow person B time to accept the compliment in whichever way they want to.

Step 4 Person A shares his or her experience

Person A provides feedback to person B about how it felt to have his or her compliment received by saying something like, “It felt good to know that you took the compliment on board, as though you accepted a little gift from me. If you would have dismissed it, I might have felt as though you had rejected this gift, which would have left me feeling a little exposed.”

Step 5 Reflect on the role-play

Reflect and discuss:

- What happened first when I complimented you? Did you have an urge to deflect or dismiss it?
- Did you feel a sense of discomfort, what part made you feel uncomfortable?
- What did your mind say just after receiving the compliment?

Step 6 Downloading compliments in everyday life

Reflect on receiving compliments in your life

- Are there any types of compliments that you find difficult to give or accept?
- Do you dismiss compliments about appearance, professional accolades, or personality traits?
- Name the kinds of compliments that you have difficulty accepting
- What kind of feelings and thoughts arise when you receive these compliments?



Exercise 24: Exploring Your Self-Worth

The goal of this exercise is to become aware of your self-worth and what it is based on. It is a valuable starting point for developing more unconditional self-acceptance. Self-acceptance involves the acceptance of the self, including weaknesses and strengths without pre-conditions. Cultivating more self-acceptance, means learning to build a relationship with yourself in which your self-worth is not reduced by your mistakes, weaknesses, or failures.

Self-esteem is about self-worth. When people are said to have high self-esteem, they believe they have worth as a human being. In contrast, people with low self-esteem believe that they are not worth much. How can we objectively evaluate the worth of something so complicated as a human being? Is that even possible? The answer is NO!. Yet, most of us are constantly evaluating our worth against all kinds of different standards like appearance or achievements or others. If we feel we are living up to the standard, we are worthy and self-esteem is high, however, if we feel that we are not reaching some personal standard, self-esteem drops.

There is nothing wrong with evaluating our actions, because it means we learn from our mistakes and grow as individuals. However, evaluating actions should be separated from evaluating personal worth. In this exercise, we will explore what occurs when you evaluate your self-worth.

STEP 1: Reflecting on your perceived worth

Look at the questions below. Choose **five** questions and try to answer them truthfully. Do not worry about spelling or grammar. Just write down what comes up first.

- When do you feel most insecure?
- In what areas are you most critical of yourself?
- Describe some situations in which you were pretending to be someone you are not so others would like and accept you.
- What kind of judgments from other people make you feel the worst about yourself?
- What kind of feedback from others makes you feel as if there is something wrong with you?
- When do you feel less compared to others?
- What is the thing you fear the most that people would say of you?
- What is it that you are most afraid that others would disapprove of you?
- When do you experience the feeling of not being enough?
- In which situations do you tend to compare yourself with others?
- When do you feel like your sense of self-worth increases?
- When do you feel worthwhile?
- When do you feel like your sense of self-worth decreases?
- When do you feel worthless?

Question 1

My Response:

Question 2

My Response:

Question 3

My Response:

Question 4

My Response:

Question 5

My Response:

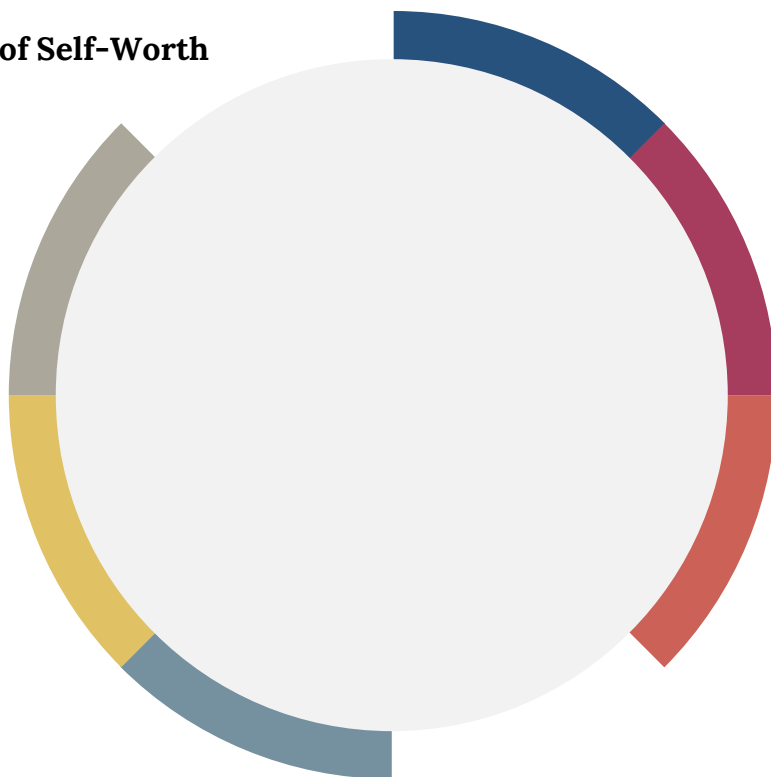
STEP 2: Domains of self-worth

Consider all the things in your life that you are using to evaluate yourself as a person. Some common examples include: appearance, financial status, creativity, athletic ability, artistic ability, spirituality / religious practice, weight, performance at work / school, role as a mother / sister / partner / mentor, competence / knowledge, achievements.

These are your 'domains of self-worth.' Look at your answers in the first part of this exercise. Are there common themes that relate to a specific domain of self-worth? For instance, perhaps your appearance or financial status is mentioned more than once.

These are likely to be domains in your life on which you base your self-worth. Now, look at the circle below. Identify all your different domains of self-worth and draw a wedge into the pie to represent each domain. The size of the wedge represents the importance of that domain when you are evaluating yourself as a person. A larger wedge means that that domain is a relatively more important source of self-evaluation.

Draw Your Wedges of Self-Worth



STEP 3: Evaluation

Now, look at the different parts of the circle you completed and answer the following questions.

1. How was it to complete the exercise? What did you notice?
2. Why do you think some wedges (domains) are bigger than others?
3. What are the standards that you feel you have to meet in these domains?
4. How do you feel when you are unable to meet these standards?
5. Are there wedges that are big today, but were not so prominent in the past? Why did this happen?
6. Are there wedges that are currently not so big, but were bigger in the past? Why did this happen?
7. What would life be like if you no longer had to live up to the norms and standards in these domains? If you could learn and develop in these domains without the fear of “not being enough”?

Part 8: Element 6 - The Sails of your Boat, Your Strengths

Strengths are the sails of the boat. Without the sails, the boat would float aimlessly in the water, not going anywhere. Just like the sails allow the boat to move in any direction you want, strengths allow us to flourish and move ahead in life in a direction we want to go. The sails generate the momentum of the boat, helping the captain create a journey that is worth traveling. In the same way, using your strengths optimally makes you feel energized, engaged, enjoying your life and the direction you are moving to, just like a boat that is sailing with the wind in its sails.

Your strengths define who you are more than anything else and form a key part of what makes each of us unique. Your strengths reflect your potential, helping you to achieve goals across your personal and professional life. There are many benefits to understanding your inherent strengths, including increased performance at work and greater life satisfaction and well-being. Given the benefits, there is clear value in taking the time to explore your strengths.

Exercise 25: Assess Your Strengths

Use one or more of the strengths assessment tools to define your top character strengths.

TOOLS TO ASSESS YOUR STRENGTHS

1. Signature Strength Questionnaire

The first useful tool for the assessment of character strengths is the Signature Strength Questionnaire. The assessment is a shortened alternative to the VIA Youth Survey, so it was originally called the Signature Strengths Assessment of Youth Survey. In line with this focus, the developers of the scale defined 'strengths' as they related to the needs of school-aged children, defining them as: emotional and behavioral skills, competencies, and characteristics that foster a sense of personal accomplishment, contribute to supportive and satisfying relationships with family members, peers, and adults, enhance one's ability to cope with challenges and stress, and promote one's personal, social, and academic development.



The site will allow you to do the Adult or Youth version. Another good idea is to just read the short descriptions of the 24 defined character strengths. You can complete the full SSQ-72 assessment for free via the University of Toronto's website - <https://strengthsbasedresilience.com/assessment> or go to the viacharacter website <http://www.viacharacter.org/>

2. Wing-finder by Red Bull

The Red Bull Wing-finder test is a free strength assessment tool that helps you identify the things you are naturally talented at. It also provides a range of tools and coaching materials to help you develop your strengths. The test takes approximately 35 minutes to complete, contains around 280 questions, and instantly returns a 19-page feedback report upon completion. Wing-finder offers a playful, light-hearted approach to exploring four influential factors for determining employability and career success: Connections, Drive, Thinking style, and Creativity. The test itself is challenging, timed, and highly interactive. It requires quick-thinking and creativity as it tests your abilities using real-life problems and scenarios faced by leaders. The feedback provided at the end of the assessment will compare your results to those of high-profile athletes, making the tool particularly engaging for young people or those in the early stages of their careers. You can complete the full Wing-finder assessment for free via Red Bull's Wing-finder website. <https://www.redbull.com/int-en/wingfinder>

3. The HIGH-5 Strengths Assessment

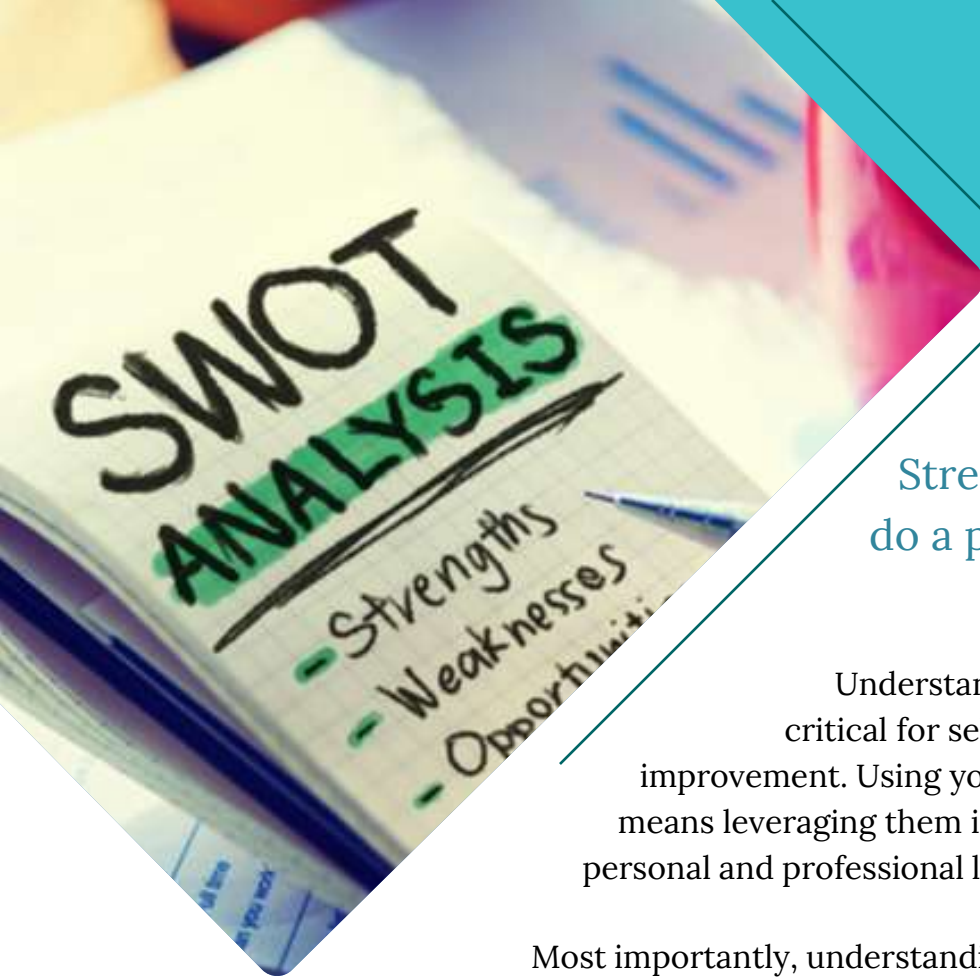
The HIGH-5 is a free online strength assessment rooted in the principles of positive psychology and dedicated to helping people better understand themselves and appreciate themselves more. The test assesses 20 applicable strengths across four different domains. Examples of strength profiles identified by the test include Problem Solver, Empathizer, and Winner, to name a few.

The test takes approximately 15 minutes to complete and comprises 100 questions. Upon completion of the test, you will receive a brief summary of your top-five strengths, with the option to receive a detailed report for a fee. There is also an option to do this as a team and to get others to evaluation you. You can discover your top five strengths for yourself by completing the test at the HIGH-5 website. <https://high5test.com/>

Other Strengths Assessments

If you are interested in only the most psychometrically sound tests. It is recommended to explore the three most accurate character strength assessments mentioned earlier, the VIA Character Strength Model, The Cliftons <https://www.gallup.com/cliftonstrengths/en/252137/home.aspx>, and Strengths-Profile <https://languagroup.com.au/strengths-profile-assessment/>

My Key Character Strengths Are:



Exercise 26: Strengths Awareness do a personal strength SWOT

Understanding your strengths is critical for self-growth and ongoing improvement. Using your strengths optimally means leveraging them in all your life domains, personal and professional life to maximum effect.

Most importantly, understanding your strengths will contribute to forming a healthy sense of self, enabling you to operate in the world feeling effective, grounded, and self-confident. Be sure to take some time to complete the exercises below to discover and reflect on how to make the most of your strengths.

A. Personal SWOT analysis

SWOT is an acronym for strengths, weaknesses, opportunities, and threats. Strengths and weaknesses center around internal factors, such as pre-existing competencies or skills we are lacking or do not possess. In contrast, opportunities and threats regard factors in our environments that may facilitate our ability to put our strengths to use or threaten to expose our weaknesses.

To get some ideas about how to conduct a Personal SWOT Analysis, take a look at some of these example questions to prompt your thinking about each of the four parts:



Strengths

- What do you have that others don't?
- What do you do better than others?
- How do others describe your strengths?
- What values are unique to you?



Weaknesses

- What are the tasks that you avoid because you don't think you can do them?
- What do you think you are not good at?
- How do others describe your weaknesses?
- What are the personality traits that hold you back?
- What do you think are your negative/bad habits?



Opportunities

- Do you consider yourself to be part of a growing industry?
- If so, how can you use your resources to take advantage of this growth?
- Is your company failing to do something?
- Is there something that your clients and customers complain about?



Threats

- What are the roadblocks in your professional life?
- Are you a part of an unhealthy competitive environment?
- Is changing technology a threat to your current position?
- Do you feel threatened by any of your character weaknesses?



Complete a SWOT analysis yourself, answering the above-mentioned questions. You can find an example on the mind tools website https://www.mindtools.com/pages/article/newTMC_05.htm. Just scroll down for the strengths example.

Exercise 27: Strengths Exploration

Those who know their strengths and use them frequently tend to have more success in several areas. They feel happier, have better self-esteem, and are more likely to accomplish their goals. To use your strengths effectively, it's important to have a clear idea of what they are, and how they can be used. Some of your greatest strengths might be easy to recognize, while others go unnoticed because they feel ordinary to you, even if they aren't.

Step 1

Tick your strengths from the choices below, or add your own at the bottom.

- | | | | |
|--------------------------------------|---|--|---|
| ☐ Wisdom | ☐ Artistic Ability | ☐ Curiosity | ☐ Leadership |
| ☐ Empathy | ☐ Honesty | ☐ Open Mindedness | ☐ Persistence |
| ☐ Enthusiasm | ☐ Kindness | ☐ Love | ☐ Social Awareness |
| ☐ Fairness | ☐ Bravery | ☐ Cooperation | ☐ Forgiveness |
| ☐ Modesty | ☐ Common Sense | ☐ Self-Control | ☐ Patience |
| ☐ Gratitude | ☐ Love of Learning | ☐ Humour | ☐ Spirituality |
| ☐ Ambition | ☐ Creativity | ☐ Confidence | ☐ Intelligence |
| ☐ Athleticism | ☐ Discipline | ☐ Assertiveness | ☐ Logic |
| ☐ Optimism | ☐ Independence | ☐ Flexibility | ☐ Adventurousness |

--	--	--	--

Answer the following questions

List the things that you are good at:

List the things that you enjoy doing.

In what areas of your life have you been most successful?

Be sure to hone in on core strengths, rather than specific skills. For example, basketball isn't a strength, but athleticism and discipline are. You can do this by asking questions such as - What makes you good at basketball? One good way to spot strengths is to ask questions about what you enjoy, what activities you gravitate toward, and when you are happiest. The answers usually point toward their strengths. What sort of activities fill you with energy? What are the best experiences you remember having? What makes a day really good for you? When do you feel you were at your best during the past week? What are your goals for the future? What traits do you admire in other people? None of these prompts ask directly about strengths, but their answers will often provide clues. Other signs of strengths are: being drawn to things that allow for use of the strength; desiring to use the strength and feeling drained if not using it; prioritizing tasks that require use of the strength; desire to learn new information related to the strength; sense of energy and engagement when using the strength; having success when using the strength.

Now have another look at the strengths you circled, if you found some strengths that are not in the list, just add them to the bottom. Because understanding your strengths is so important the next sections will show different ways to spot strengths in yourself and others.



Exercise 28: Strengths Spotting

Have you ever had the experience of learning a new word, then hearing it everywhere? Learning to spot strengths works in a similar way. When a person learns to spot strengths, they'll begin seeing them everywhere. By learning to spot strengths in others, you will also start to notice strengths in yourself, along with several other benefits.

Step 1

Strength Spotting Exercise

List three strengths for each of the following people. How do their strengths reveal themselves? Share the list with the people involved.

1. A close friend or family member
2. Someone you admire
3. A colleague or acquaintance

Examples could be:

My partner has a great sense of humor. I had a bad day at work, but she helped me see the absurdity of the situation. I saw Lewis Hamilton in an interview after a F1-race, and I noticed that he's exceptionally media savvy and socially aware. My son must have asked me 100 questions today. He is very curious, which I believe is a strength.

Examples of strength spotting done – what strengths do you spot in your learning partner?

Exercise 29: Strengths Identification

- have a closer look at your strengths

Step 1

Answer the following questions

List the strengths you possess that help you in your relationships.

Describe a specific time your strengths were able to help you in a relationship.

Describe two new ways you could use your strengths for your relationships.

1.

2.

List the strengths you possess that help you achieve personal fulfilment.

Describe a specific time your strengths were able to help you with personal fulfilment.

Describe two new ways you could use your strengths for personal fulfilment.

1.

2.

List the strengths you possess that help you in your profession.

Describe a specific time your strengths were able to help you in your profession.

Describe two new ways you could use your strengths in your professional life.

1.

2.



Step 2

Developing and Enabling Strengths

After you have discovered your strengths, the next step is to further develop and use them. Finding toward new situations where you can use your strengths, or toward new ways your strengths can be used to deal with current problems. This could be a new hobby or project, a career change, or any number of other ideas. Again, be specific about how this would be accomplished.

Think of a new way to deal with an existing problem using your strengths

Problem:

How to deal with it differently:

Exercise 30: Strength Regulation Worksheet

The best way to play to your strengths in day-to-day life is to manage the way we use them mindfully because sometimes, overplaying or underplaying a strength can lead to problems. Take, for example, your best friend asking you whether you think her wedding dress is pretty moments before she walks down the aisle. At this moment, if you happened to dislike the dress, overplaying your strength “honesty” could have dire consequences. You, as well as your best friend, would benefit most from regulating your ‘honesty’ at this moment. Like the volume knob on a stereo, playing to your strengths can be dialed-up or dialed-down for the best result in a given situation. In the strength regulation worksheet, you choose a personal strength and explore the consequences of overplaying and underplaying it in a particular context. You will explore what it would be like to use this strength in an optimal way. Let’s try:

Step 1 Select a strength

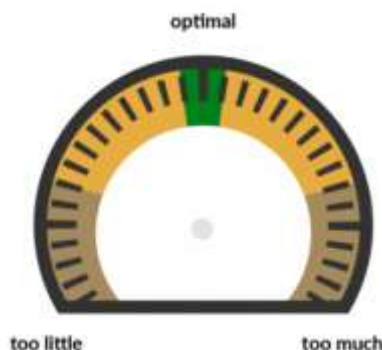
First, select a personal strength for this exercise. You might like to choose one of your strengths that you wish to use more of or that you know you tend to underuse or overuse in your life (honesty, creativity, perseverance, assertiveness, curiosity, logic, thrifty etc.).

My strength to focus on : _____

Step 2 Overplaying the strength

- Can you think of an example when you overplayed this strength?
- What did you do (i.e., what did overplaying this strength look like)?
- What were the consequences?

In the dial on the right draw an arrow to indicate the extent to which you were overusing your strength

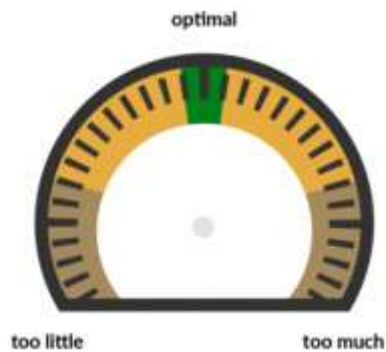


Describe the example below

Step 3 Overplaying the strength

- Can you think of an example when you underplayed this strength?
- What did you do, what did underplaying this strength look like?
- What were the consequences?

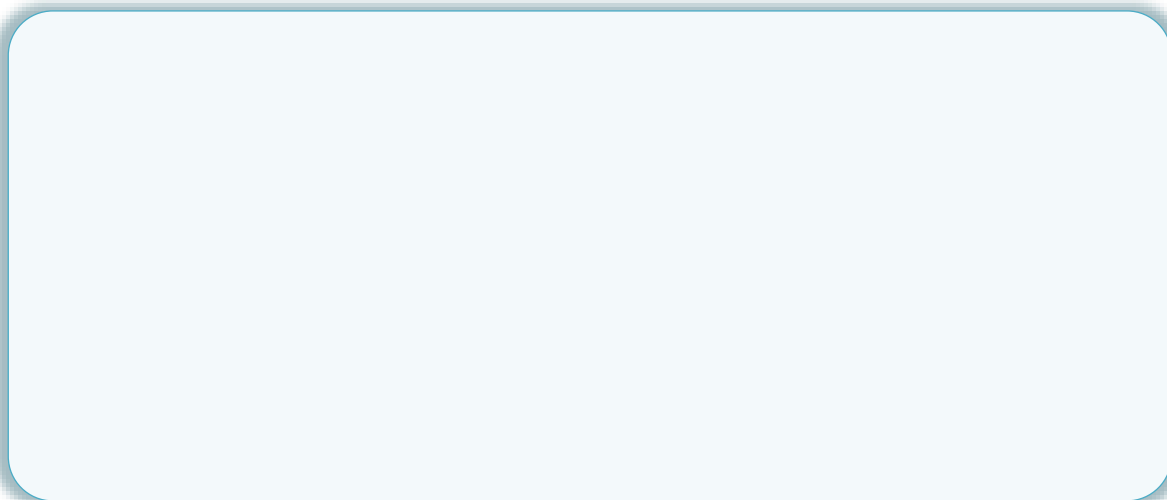
In the dial on the right draw an arrow to indicate the extent to which you were overusing your strength in this situation



Describe the example below

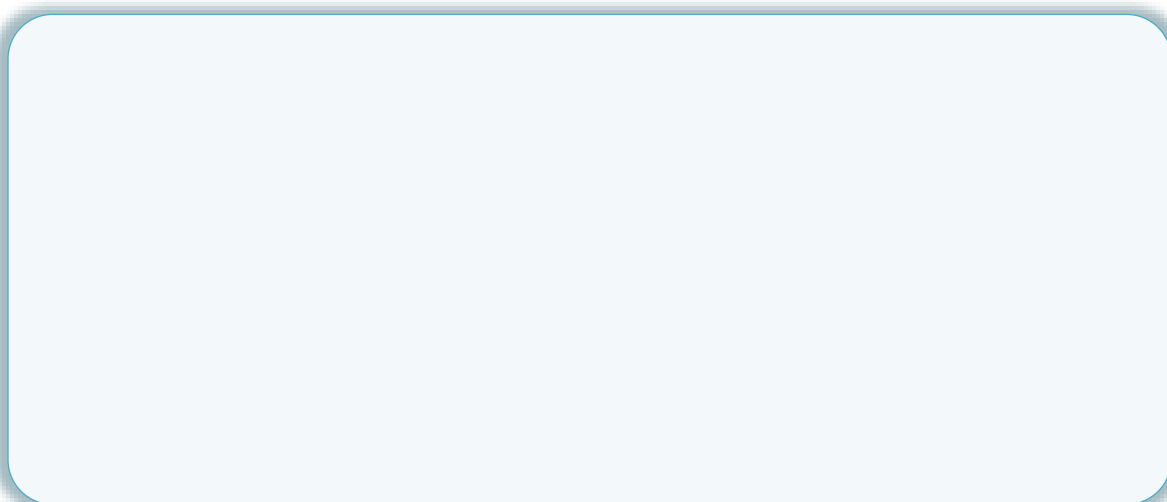
Step 4 Optimal use of the strength

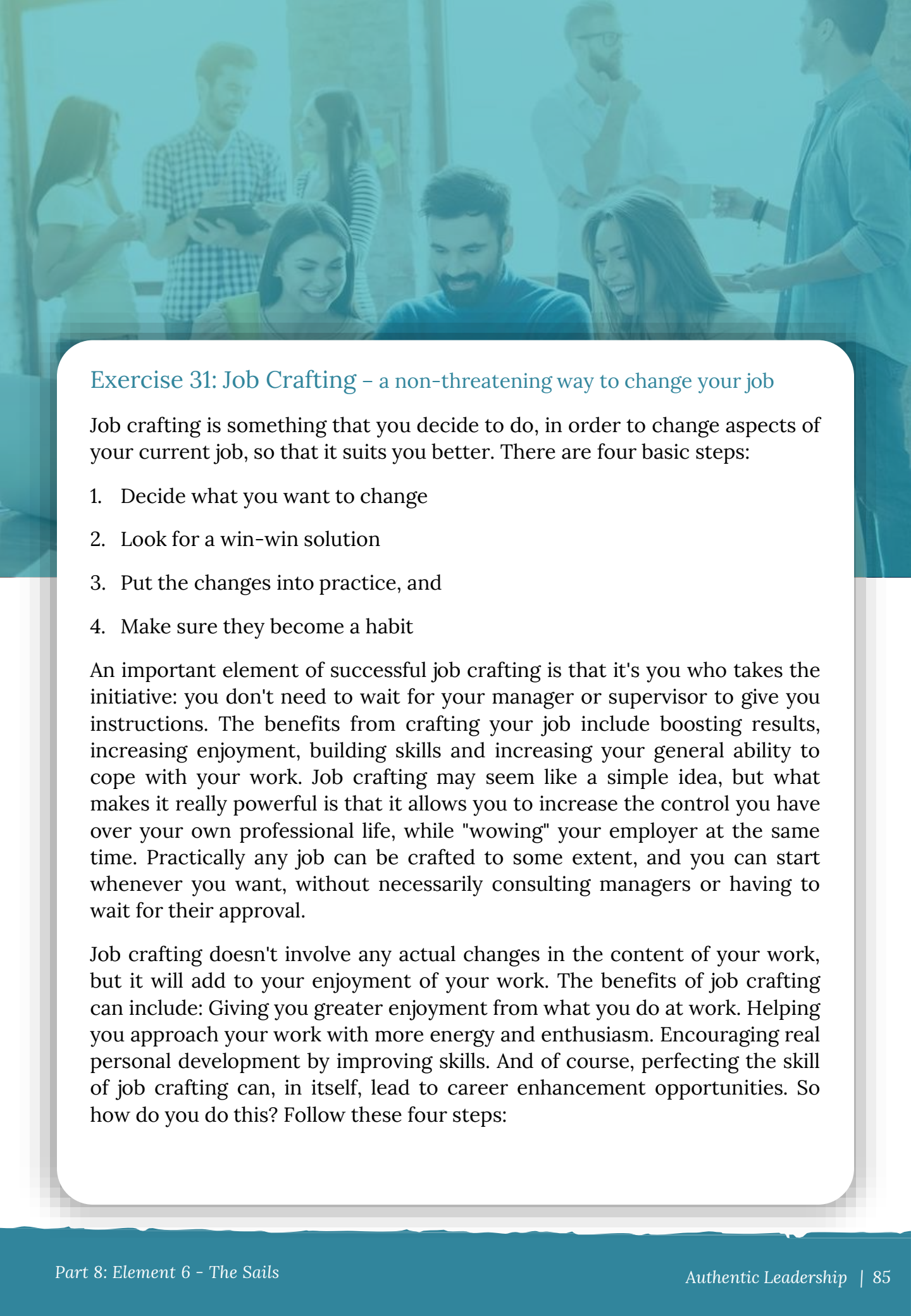
- Can you think of an example when you used this strength optimally?
- What does the optimal use of this strength look like?
- What was/would be the outcome?



Step 5 Reflection

- Do you tend to misuse this strength in your day-to-day life?
- Is it your tendency to overuse or underuse it?
- What triggers you to misuse this strength?
- What could you do to use this strength more optimally in the future?





Exercise 31: Job Crafting – a non-threatening way to change your job

Job crafting is something that you decide to do, in order to change aspects of your current job, so that it suits you better. There are four basic steps:

1. Decide what you want to change
2. Look for a win-win solution
3. Put the changes into practice, and
4. Make sure they become a habit

An important element of successful job crafting is that it's you who takes the initiative: you don't need to wait for your manager or supervisor to give you instructions. The benefits from crafting your job include boosting results, increasing enjoyment, building skills and increasing your general ability to cope with your work. Job crafting may seem like a simple idea, but what makes it really powerful is that it allows you to increase the control you have over your own professional life, while "wowing" your employer at the same time. Practically any job can be crafted to some extent, and you can start whenever you want, without necessarily consulting managers or having to wait for their approval.

Job crafting doesn't involve any actual changes in the content of your work, but it will add to your enjoyment of your work. The benefits of job crafting can include: Giving you greater enjoyment from what you do at work. Helping you approach your work with more energy and enthusiasm. Encouraging real personal development by improving skills. And of course, perfecting the skill of job crafting can, in itself, lead to career enhancement opportunities. So how do you do this? Follow these four steps:

Step 1

Decide what you want to change

You can make changes in one or more of the following areas to craft the way you work, so that it's closer to your "ideal" job.

Task content: This involves improving the way that things are done, using skills that you already have; or using your knowledge to change working methods, so that you can generate better results. In short, it's about creating opportunities to play to your strengths.

Relationships: Here, you might look for ways to have more satisfying interactions with other people during the course of your work each day, for example you might volunteer to mentor new hires, or join new initiatives and/or groups at work.

Purpose: You can also redefine your existing work to reflect what you see as being the real impact of what you do at work. For example, a programmer working in the IT department of an airline could reframe his or her work from "writing code" to "helping people enjoy trouble-free travel."

Step 2

Evaluate how the change will impact you and your work environment

Next, assess the potential impact of these possible changes on your wider work environment. Take into account your clients, your colleagues, your supervisor or manager, and the organization as a whole. Remember that effective job crafting depends on finding a win-win solution. For example, you may have significant experience in using your organization's internal accounting system. You could volunteer to train new-hires on the system, or provide updates on system changes for your colleagues. What you get out of this could be simple enjoyment because you enjoy teaching people things, or a boost to your own self-esteem, or more interaction with people from other departments. What your organization gets from this is a better-trained, more effective workforce. Avoid any temptation to turn a job crafting exercise into a win-lose situation.

For example, if you dislike having meetings with your supervisor, you might be tempted to craft your job so that you spend more time in the test lab, where she's less likely to find you! You might achieve your short-term goal of avoiding these meetings, but the overall impact may well be negative. So make sure you're heading for a mutually beneficial outcome, or at least that your job crafting is compatible with your work environment. If this isn't the case, go back to Step 1, and see if other job crafting changes might work better! If you have any managerial responsibilities, you need to take them into account when you consider any job crafting. When you have a number of other people to supervise, even small changes in how you work can have significant effects on the people who depend on you.

Things I will do / change

Step 3

Act to put positive change in place

At this stage, the key is to get rid of any symptom of what is called - learned helplessness - the phenomenon whereby people have become so used to indifference to their contributions that they believe that no matter what they do, nothing will come of it. Job crafting gives you the chance to turn this situation around. By refocusing your job in this way, you decide what's going to make you feel better valued and more productive, and you decide to make the necessary changes. The only condition is that your decisions must have positive outcomes for your organization, as mentioned in Step 2.

Initial reflection – first reactions

Step 4

Check on progress, adjust and continue

Having gone through Steps 1, 2 and 3 above, it's time to put your job crafting into practice, check that it gives you what you want; ensure that your boss and clients are happy with what's going on; and make sure that it really is compatible with your wider work environment. If everything checks out, and you feel good about what's happening, you can let your changes become a habit.

Reflection – what did you do and how did it make you feel?



Tip 1

You can always ask your manager's opinion about how you're crafting your job. But don't wait for, or expect, managerial input or approval before you start. In job crafting, you take the initiative!



Tip 2

Don't expect to be able to redefine your job completely. After all, your employer wanted someone to carry out your duties, and you accepted that when you were hired! Make absolutely sure that, within your recrafted job, you're fully meeting the objectives you've been set.



Tip 3

For pointers on how you might set about job crafting, compare notes with other colleagues who are appreciated at work and who clearly enjoy their jobs. By categorizing their experiences according to the list in Step 1, you may uncover some interesting ideas, and so find out what might also work for you.

Part 9: Element 7 – Other Boats, Your Social Relationships

Relationships are represented by other captains and their boats, as a captain you will see some boats many times, why travel in a similar direction, while others you only see once. In the same way some people are present in our life for a long time, and fulfil a central role with daily interaction, while contact with others is limited. During a captain's journey, the water is shared with numerous other captains and their boats. Some of these boats may pass the captain's boat shortly while others may travel alongside the boat for many miles. With some captains, the captain has a positive, constructive relationship. These captains greatly contribute to the pleasantness of the journey and offer support during difficult weather or situations. In contrast, other captains may prevent the captain from sailing in a valued direction

Exercise 32: Social Support Analysis

Increase awareness of your or your partners social environment strengths. The insights that result from this exercise can be used to help cope with difficulties and realize goals.

STEP 1: Analyze your supportive social network

Identify which people in your social network provide environmental strengths by offering emotional, instrumental, informational, and/or companionship support. The four types of support are listed below, including a description of each type and possible questions that can be used to identify people in your network who offer each type of support.

On the social network analysis form, use Table 1, “social support network analysis,” to list the names of people who can offer one or more types of support.

A. Emotional support

Emotional support refers to the people in your social network who offer empathy, concern, affection, love, trust, acceptance, intimacy, encouragement, or caring. They provide warmth and nurturance and let you know that you are valued.

- With whom can you share your most private worries and fears?
- With whom can you be yourself?
- Who is genuinely interested in you?
- When you feel lonely, who can you talk to?
- Who do you feel appreciates you as a person?
- Who can you count on to help you feel more relaxed when you are under pressure or tense?
- Who will comfort you when you need it by holding you in their arms?
- Who accepts you totally, including both your worst and your best aspects?
- Who can you count on to listen openly and uncritically to your innermost feelings?
- Who do you feel truly loves you?
- Who can you count on to care about you, regardless of what is happening to you?

B. Information support

Informational support refers to the people who provide advice, guidance, suggestions, or useful information to you. The information they provide can help you solve your problem or reach your goal.

- Who can you turn to for advice about handling problems?
- Who can you turn to for advice about how to reach your current goals?
- Who can you count on to give you useful suggestions that help you avoid making mistakes?
- Who may share useful insights that can help you reach your goals? This might, for example, be a person who has already reached this goal.

C. Instrumental support

Instrumental support refers to the people who provide financial assistance, material goods, or services. This form of social support encompasses the concrete, direct ways in which these people assist you. To achieve your goal or solve your problem, you may need to take care of some practical things. For instance, you may need a ride to the hospital or need help fixing your computer, or you may need financial assistance to realize a plan.

- Who can you turn to for help with these practical issues?
- Consider the practical issues that you find difficult or burdensome to do yourself.
- Who can help you with this?

D. Companionship support

Companionship support refers to the people who give you a sense of social belonging. These people are your companions: you can engage with them in shared social activities.

- Who do you enjoy spending time with?
- Who are the people with whom you (regularly) go out and do things?
- Who are the people you can have fun with?
- Who do you share a passion or interest with?
- Who are the people who enjoy the same things you do?

STEP 2: Link the four types of supportive relationships to personal goals

Think of a goal that you are trying to reach. Which of the four types of support is/are considered most helpful in the pursuit of this goal? Who are the people that are able to provide this type of support? How might they assist in realizing your desired changes?

Example: your goal is to start your own business.

Aspect of the goal / problem	Type of support needed	Who can help me with this?	How can she / he help me?
I tend to get stressed easily	Emotional support	Brother	My brother is calm and emotionally stable. I can call him or visit him when stressed
I don't feel I am well informed about the financial risks of running a company	Informational support	Marianna Silsbee	She has been running her own company for years. She can tell me she managed the financial risks.

STEP 3: Actively involving your social network

Now look at Table 2. Discuss what concrete steps you can take to involve these people more actively in order to deal more effectively to reach your goal. List these concrete action steps in the social network analysis form. The following questions may help you generate these action steps:

- Which elements of the problem/goal are most compelling for you to address?
- What would help making the first step easier?

Social Network Analysis Form

Goal Description:

Table 1: Social support network analysis

A. Emotional Support (People who provide love and care)	B. Informational Support (People who provide information and advice needed to solve problems or reach goals)
C. Instrumental Support (People who provide financial assistance, material goods or services)	D. Companionship Support (People who engage in shared social activities)

Table 2: Contributions of the social network to the resolution of the problem or the achievement of the goal

Goal aspect	Support needed	Who can help?	Hoe can they help?

Action steps

The following action steps will be taken to actively involve my social network to help me resolve my problem/reach my goal:

1.

2.

3.

4.

5.

6.

7.

8.



Exercise 33: Managing Toxic Relationship

Considering the significant effect that negative relationships can have on well-being, this tool helps to identify whether any of your close relationships are toxic in this way, and offers guidance on how to manage such negative, toxic relationships.

Instructions

All too often, we hang on to relationships that do not serve us. For whatever reason, we put the relationship or the other person before ourselves or our well-being. In this exercise, we will have a look at some of your difficult close personal relationships and work out whether it is in your best interest to continue having these people in your life.

STEP 1:

Identify difficult personal relationships

Make a list of up to 5 personal relationships that you find challenging. In Table 1 below, in the left column, write down the person's name. In the second column, describe your relationship (e.g., stepmother).

Table 1. My toxic relationships

Name	Relationship	Reasons for toxicity

STEP 2:

Identify why the relationship is toxic

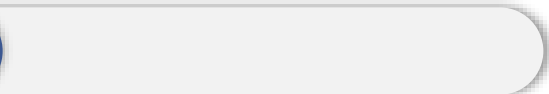
Consider what makes each of the above relationships toxic. You might like to use one of the list below or come up with your own. For each relationship, come up with as many reasons or examples as you can think of, and write these down in the third column of Table 1.

- This person makes me feel unsafe
- Being around this person is emotionally distressing for me
- I feel nervous and on guard when I am around this person
- This person is manipulative or conniving
- I have felt this person push moral, ethical, or legal boundaries
- I feel as though this person adds unnecessary challenges to my life
- I feel emotionally drained after dealing with this person
- I feel obliged to spend time with this person
- I feel bad about myself when I am with this person
- I do not want to spend time together
- Within this relationship, I give far more than I get in return
- My needs take a back seat to the needs of this person
- I do not feel listened to nor cared about in this relationship
- This person does not have many (if any) of the qualities I look for in a friend
- I feel like I am walking on eggshells when I am around this person
- I am unhappy with the way this person treats me or talks to me
- Other

STEP 3:

Choose a relationship to focus on

Consider the relationship that is most toxic for you at this point in your life. That is, which of the above-mentioned relationships is causing you the most stress at the moment? Write down this person's name in the space below:

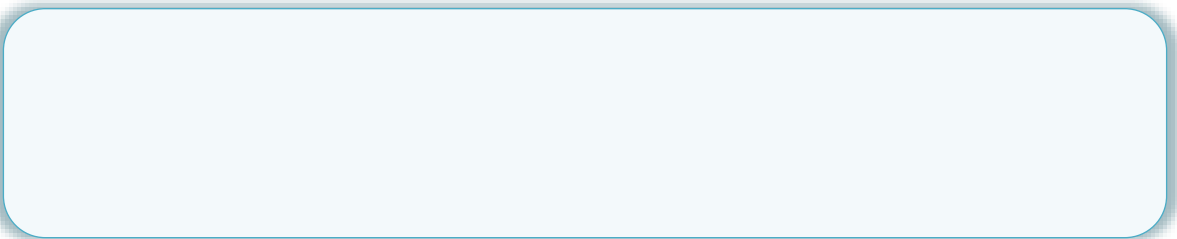
Name: 

STEP 4:

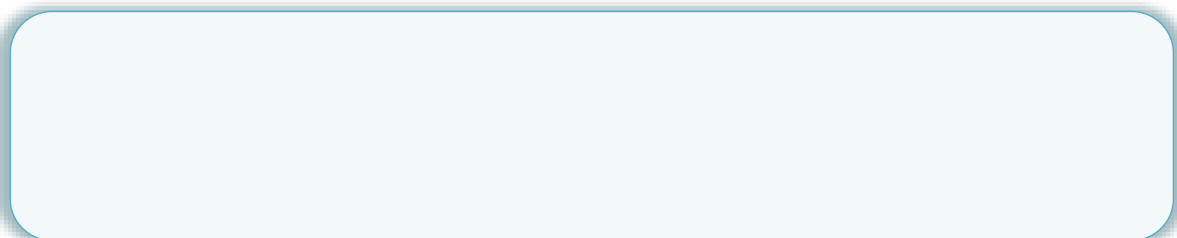
In what ways do you devote time and energy to this person/relationship?

We devote time and energy to our relationships both directly (through physical contact and communication) and indirectly (through thinking about the relationship and reacting emotionally to it). In the space below, write down how you, directly and indirectly, invest in this person/relationship.

Direct: time and energy spent emailing, talking on the phone, messaging/texting, talking face-to-face, physical contact, and so on.

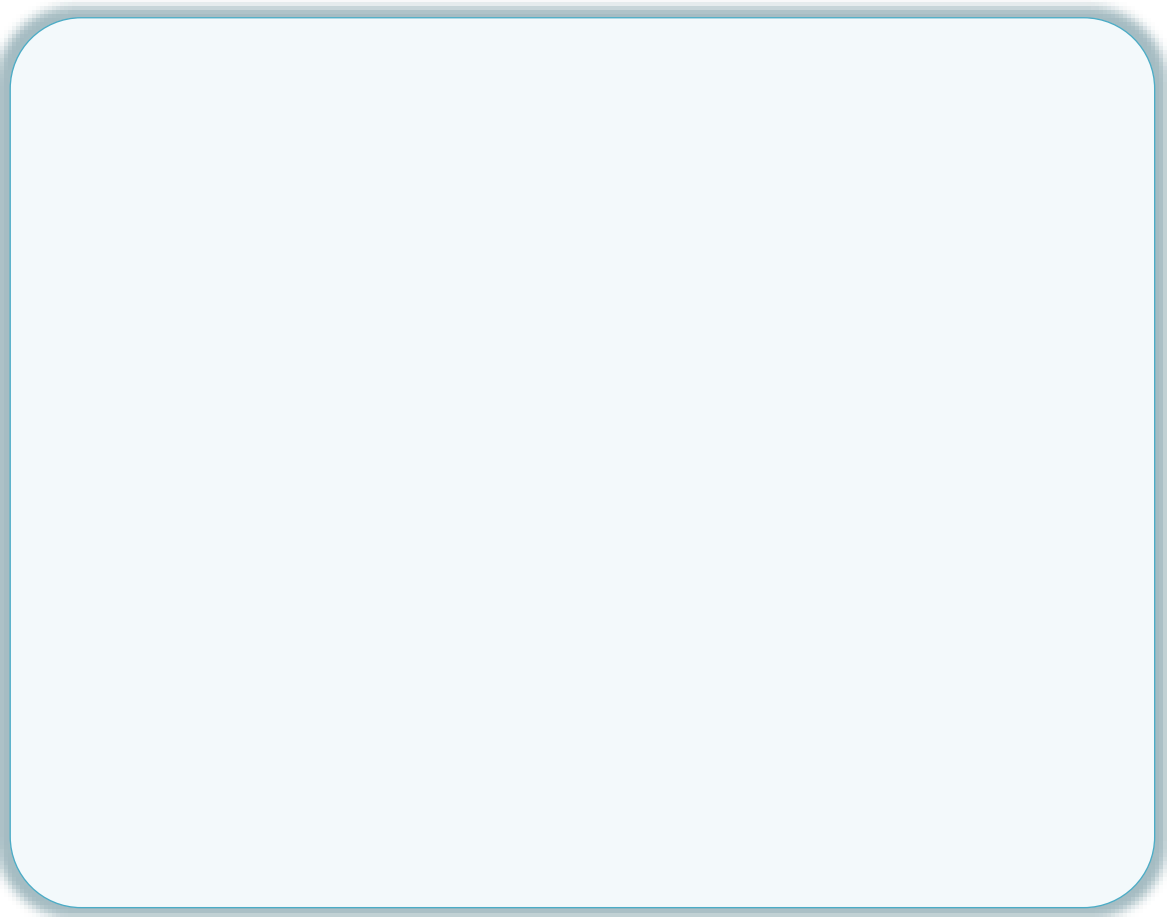


Indirect: time and energy spent thinking about and/or feeling upset (or other negative emotions) over the person/relationship.



STEP 5:**What does this relationship cost you?**

Now consider what you are missing out on because of the amount of time and energy you spend on this relationship. Common costs include: missing out on some sleep, quality time with family, difficulty concentrating on work or study, less time available to spend with friends and loved ones, financial costs like, meals out, phone bills, feeling physically drained, lack of sleep, feeling jealous, having negative emotions like resentment, sense of injustice, lack of presence/mindfulness, increased negativity bias, lack of gratitude, less time and energy to exercise or engage in other self-care. Come up with as many costs as you can think of, and do not hold back! You need to identify just how much this relationship is interfering with your life and your well-being.



STEP 6:**Decide how to best manage this relationship**

Ask yourself, what is the best action forward concerning this negative relationship in your life? You can take several actions to manage this relationship. You could:

a. Do nothing

This means the relationship will stay the same; you will likely continue to feel the way you feel now, as well as miss out on those things that the relationship costs you.

b. Take a step back

Reducing the amount of direct contact you have with this person - take fewer phone calls, catching up less frequently, reducing the degree of indirect influence, spend less time thinking or agonizing about the relationship, learn to manage your emotional reactivity. This option is about setting healthy boundaries to put yourself and your well-being first.

c. Leave

This option involves ending the relationship, meaning that you will no longer invest in this relationship at all. At this moment, which option is most feasible for you? Why?

STEP 7:**Take action**

What steps can you take to follow through on your decision regarding this relationship (Step 6)? To help with this, look back on how you, directly and indirectly, invest in this person/relationship (Step 4), and for each of these, come up with at least one actionable step. For example, if you have decided to take a step back from the relationship (Option 2, Step 6), and you are currently spending one evening every week catching up with this person, an actionable step could be to meet with this person once a month to catch up. In the space below, write down every possible thing that you could do to follow through your decision regarding this relationship.



Exercise 34: Evaluating Beliefs about Romantic Relationships

We all have beliefs about relationships. We get these ideas from the media or stories around us. We learn them by witnessing the relationships of our parents or caregivers as well as other role models throughout our lives. Romantic movies portray a very idealized image of romantic relationships, love and happy endings. We seldom see how prince charming deals with having kids, juggle multiple careers, handle their moody manager or tackle any of the other many life challenges and how eternal love evolves in those circumstances. We grow up with an idea about how love should be, and once we develop a relationship with a partner our picture does not match this idealized image. Being single can also be one of the factors that keep us from connecting deeply with someone, if that is our goal. This exercise is intended to help you explore and uncover what unconscious or conscious beliefs or “myths” you may be holding about relationships and explore the effects of holding these beliefs on your life and your wellbeing. The goal is to help you see that you have more control over your feelings and your satisfaction in your relationship than you may believe you do.

Step 1

Identify a challenging aspect of your relationship

Think of a challenging aspect of your current relationship. This can be something that causes frequent arguments between you and your partner or something that causes you a lot of stress and worry or any other form of discomfort in your relationship. If you are single, this can be something that frustrates you or challenges your current circumstance. Examples of common issues that arise in relationships:

- I do all the work around the house
- We don't have enough sex
- My partner and I don't agree on this core value
- I can't seem to meet a nice partner
- I constantly compare my relationship to others around me
- I'm worried I will be single forever
- Love should be easy; we fight or disagree too much

Take a moment to write one challenging aspect under "Challenging aspect of my relationship" in the worksheet.

Step 2

Identify the actions you take in response to this aspect

What can you do about the challenging situation? How do you currently deal with this issue? What actions do you take? Examples of common responses:

- I avoid my partner
- I overcompensate and try to do everything they want
- I constantly go on first dates but cannot seem to get past that problem
- I fight with my partner frequently
- I keep a mental "tally" of the things I do and those that my partner does
- I put a lot of effort into trying to influence or change my partner

Take some time to write down your actions under "How do you respond?" column in the worksheet.

Step 3 Identify the feelings present

Describe any feelings you have as a result of this aspect. Examples of common feelings:

- Dissatisfaction
- Fear of failure
- Anger
- Frustration
- Fear of abandonment

Write down your feelings under “What feelings are present” column in the worksheet.

Step 4 Identify the beliefs about this challenge

We all hold beliefs about how things should be. Are there any beliefs you hold about the aspect that you have chosen? Take a moment to explore any beliefs you may have about this challenging aspect or this aspect in relationships in general. This can be a tricky step. A good indicator that we have a belief is that we use the word “should” when thinking of it.

Examples of common beliefs:

- A healthy relationship means we should have a lot of sex.
- We should be passionately in love with one another throughout the whole relationship
- Once I find my perfect partner, I will feel whole.
- If I cannot find a perfect partner, maybe there is something wrong with me.
- If I cannot find a perfect partner, maybe there is something wrong with everyone else.
- If my partner is attracted to someone else, then this must mean they do not love me.
- Men and women cannot agree on this issue.
- We should not fight as much as we do, maybe it means we are not “meant” for each other.

Write down your beliefs in the “Beliefs you hold” column of the worksheet.

Step 5 Is this belief helpful?

Regardless of whether the beliefs you mentioned in step 4 are true or not, how helpful is this belief in helping you feel good? On a scale from 0 to 10, where 0 represents not helpful at all and 10 indicates very helpful, rate each belief in terms of how helpful it is in allowing you to feel better about this challenging aspect of your relationship. Rate each belief in the column on the worksheet.

Step 6 Consider how you would like to feel?

Imagine that this issue is no longer a problem, or it magically resolved or fixed. How would you feel? What kinds of feelings would you like to experience instead of the ones you listed in step 3?

Examples:

- Satisfied
- At peace/content
- Grateful
- Appreciative
- Appreciated
- Acceptance

Write down the feelings you would like to have in the “How you would feel” column of the worksheet.

Step 7 Helpful alternatives beliefs

For each belief you listed in step 4, come up with an alternative, more helpful, and positive belief. What belief would help you to achieve the feelings you listed in step 5? These beliefs should be reasonable, and you should be able to identify with them. Examples:

Examples:

Original belief: If I can't find the perfect partner, maybe there is something wrong with me.

Alternative: I may not find a perfect partner, but if I'm honest, I'm not perfect myself. But that's okay, maybe I can love someone because they are imperfect, like me.

Write these alternative beliefs in the "Alternative beliefs" column of the worksheet.

Step 8 Possible alternative consequences

If you could magically replace your original beliefs about this issue with these positive alternatives, what do you think the consequences would be?
Examples:

- I might feel more secure in my relationship.
- I might be able to look past people's immediate flaws and go on consecutive dates, building something deeper and long-lasting.
- I might have more time to develop myself rather than focusing on my frustrations with my relationship.
- I might feel more pride rather than shame.

In the "alternative consequences column of the worksheet, take some time to reflect on and write down how your actions might change.

Step 9 Reflection and debrief

Now that you have taken some time to untangle some of your feelings and beliefs about a chosen issue in your relationship, how do you feel about it? Take some time to reflect on this experience using the questions below as a suggested guideline:

- How did doing this exercise make you feel?
- What did you notice about your feelings or initial beliefs about your selected issue?
- Did your beliefs or feelings change while completing this exercise?
- What parts of this exercise felt challenging or difficult?
- What aspects of this activity surprised you?

What reactions do you have when looking at your "consequences" section? How might you respond to your belief or myth about relationships now when you encounter it in your life?

1

Identify Challenging Aspect of Relationship:

2

How Do You Respond?

-
-
-
-
-
-
-
-
-

3

What Feelings are Present?

-
-
-
-
-
-
-
-
-

4

What Beliefs Do You Hold About This

-
-
-
-
-
-
-
-
-

5

Rate it 0-10

Imagine that a miracle occurs, and this challenging aspect is no longer an issue

8

Alternative Consequences

-
-
-
-
-
-
-
-
-

7

Alternative Beliefs

-
-
-
-
-
-
-
-
-

6

How Would You Feel?

-
-
-
-
-
-
-
-
-

1

Identify Challenging Aspect of Relationship:

My partner and I don't have enough sex

2

How Do You Respond?

- *I pick fights with my partner*
- *I compare us to others*
- *I avoid my partner*
- *I don't talk about it*
- *I resent my partner*
- *I try and avoid feelings for other people*
- *I don't want to do things*

3

What Feelings are Present?

- *Rejection*
- *Loneliness*
- *Frustration*
- *Anger*
- *Resentment*
-
-

4

What Beliefs Do You Hold

- *That they must not find me attractive*
- *A healthy relationship has more sex*
- *Everyone else has a lot of sex*

5

Rate it 0-10

1

3

2

Imagine that a miracle occurs, and this challenging aspect is no longer an issue

8

Alternative Consequences

- *Get along with my partner more*
- *Show my appreciation*
- *Maybe more sex once we take the pressure off*
- *Feel more connected to my partner*
-
-

7

Alternative Beliefs

- *Different relationships have different sex drives*
- *The sex we have is connected and satisfying*
- *The health of a relationship is not marked only by sexuality*
-
-

6

How Would You Feel?

- *Satisfied*
- *Appreciative*
- *Grateful*
- *Connected*
-
-
-

A hand with a light skin tone is pointing its index finger towards a piece of white paper. The paper has the words "WE APOLOGIZE" written on it in a dark, hand-drawn font. The background is a solid teal color.

Exercise 35: Apologizing Effectively

The goal of this exercise is to assist in making an effective apology. The elements described in this exercise are likely to create an effective apology because they satisfy the psychological needs of the offended person. It is a good idea to practice this with your partner and provide feedback to each other on the nature and perceived effectiveness of the apology. You can choose to apologize face to face or in written form, both types have their own advantages and disadvantages.

Instructions

Follow the structure offered to create an affective apology.

Step 1. Acknowledge

Acknowledge the offense and take responsibility. Show the other person that you recognize:

1. Who was responsible

"I'm sorry, I made a mistake" (using the pronoun "I" is important here)

2. Who was harmed

"I realize that I hurt you..."

3. The nature of the offense

"... by making that insensitive joke"



WE APOLOGIZE

Note that this is in sharp contrast with the way apologies are often made:

A. Failing to allocate responsibility

“Yes, mistakes were made”

B. Vague statements about who was hurt

“I see that some people may feel offended”

C. Failing to acknowledge the specific offense

“... by whatever I said”

Step 2. Provide an explanation

Provide an explanation for the offense that makes clear that:

1. It was not your intention to hurt the other person

“It was never my intention to hurt you and make you feel this way”

2. It will not happen again

“I will do everything to not let this happen again”

It is important to note that explanations should not sound like excuses (“I was really busy and had a tough day at my work”). Many excuses come across as shallow defenses and can be counterproductive. Also, explanations should not sound like attempts to blame the victim (“I just could no longer stand the way you were acting”).

A hand is shown from the top, holding a piece of white paper. The paper has the words "WE APOLOGIZE" written on it in a dark, hand-drawn font. The background is a solid teal color.

Step 3. Express remorse

When hurting someone, it is common to feel shame, embarrassment, regret, humiliation, or remorse. By expressing these feelings, you communicate to the victim that you recognize your mistake and the suffering it caused (“I feel really badly about what happened. For days I have felt embarrassed about how I let you down”).

Step 4. Make amends

An effective apology reflects an effort to repair the damage done. It is important to first ask the offended person what a possible reparation may look like before engaging in actions to restore the relationship or to alleviate personal feelings of guilt. Reparation of damage may include compensation for lost resources (financial) or behavioral actions (e.g. being more honest).

Journal Entry: My Relationships

This is space to write down new insights, aha moments and reflections. Some things you might want to write are: your insight into your social connections and relationships. Are you intending to make changes? In what way, what will you do?

Part 10: Element 8 – The Weather, Your Uncontrollable Events

At sea the weather can change quickly and change everything. Just like the weather, events in life are external, constantly changing and sometimes extremely challenging. Sometimes, the captain faces storms and heavy rain that make it very difficult to sail. Other times, the sun is shining, and the sea is quiet, making it relatively easy for the captain to navigate and enjoy the journey. How we deal with positive and negative life events is called resilience. A person with a high level of resilience is like a captain who is able to ride out a storm at sea, by handling the boat effectively, adjusting quickly to the changing weather. Although the storm may initially cause the boat to divert from its intended direction, the captain is able to adjust the sails, take charge of the boat and guide it back to its original course. A resilient captain knows how to immerse himself in the positivity of good weather, which gives him the strength to deal with upcoming challenges. A resilient person can quickly bounce back from adversity and positively adapts to the demands of the new situation.



Exercise 36: Measuring Your Resilience

The Brief Resilience Scale - assesses the original and most basic meaning of the word resilience. The root of the English word “resilience” is the word “resile,” which means “to bounce or spring back” In line with this definition, this scale assesses the ability to bounce back or recover from stress. The scale was developed to assess a unitary construct of resilience, including both positively and negatively worded items. Higher scores on the scale are negatively related to anxiety, depression, negative affect, and physical symptoms.

Instructions

Under rating indicate how much you agree/disagree with each of the statements, using the following scale:

1. Strongly Disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree

Statement	Rating 1 to 5	Score 1 to 5
1. I tend to bounce back quickly after hard times.		
2. I have a hard time making it through stressful events.		
3. It does not take me long to recover from a stressful event.		
4. It is hard for me to snap back when something bad happens.		
5. I usually come through difficult times with little trouble.		
6. I tend to take a long time to get over setbacks in my life.		
TOTAL		

Scoring:

Note that items 2, 4, and 6 are negatively worded. The scores for these need to be reversed. For questions 1, 3, and 5: Score is 1 for Strongly Disagree, 2 for Disagree, 3 for Neutral, 4 for Agree, 5 for Strongly Agree.

For questions 2, 4, and 6 Score is 5 for Strongly Disagree, 4 for Disagree, 3 for Neutral for 2 for Agree, 1 for Strongly Agree.

Add the scores for all six items and divide the total by 6 to get the Brief Resilience Scale score.

Interpretation

Low resilience:	1.00-2.99
Normal resilience:	3.00-4.30
High resilience:	4.31-5.00



How will you increase your resilience?

A large, empty, light blue rounded rectangle with a thin dark blue border, intended for a user to write their response to the question above.

Exercise 37: Benefit Finding

The goal of this exercise is to create awareness of the possible benefits of challenging life events. This explicit focus on the positive characteristics of negative life events can help boost resilience. When doing this as pairs each of you will be asked to recall a traumatic life event. Be extra attentive during the exercise since for most thinking of a difficult event will trigger negative thoughts and/or feelings. The exercise works best when the event that is chosen lies far enough in the past to allow time to also consider positive aspects, like personal growth, renewed friendship, and so on. Be aware that benefit finding may not work for everyone.

Instructions

Step 1:

Describe about a traumatic event (e.g., loss, severe physical injury, etc.) in as much detail as possible for a few minutes. Try to freely express any and all emotions and thoughts you have about the experience.

Step 2:

Now focus on the positive aspects of the experience. Below are some questions to help guide you.

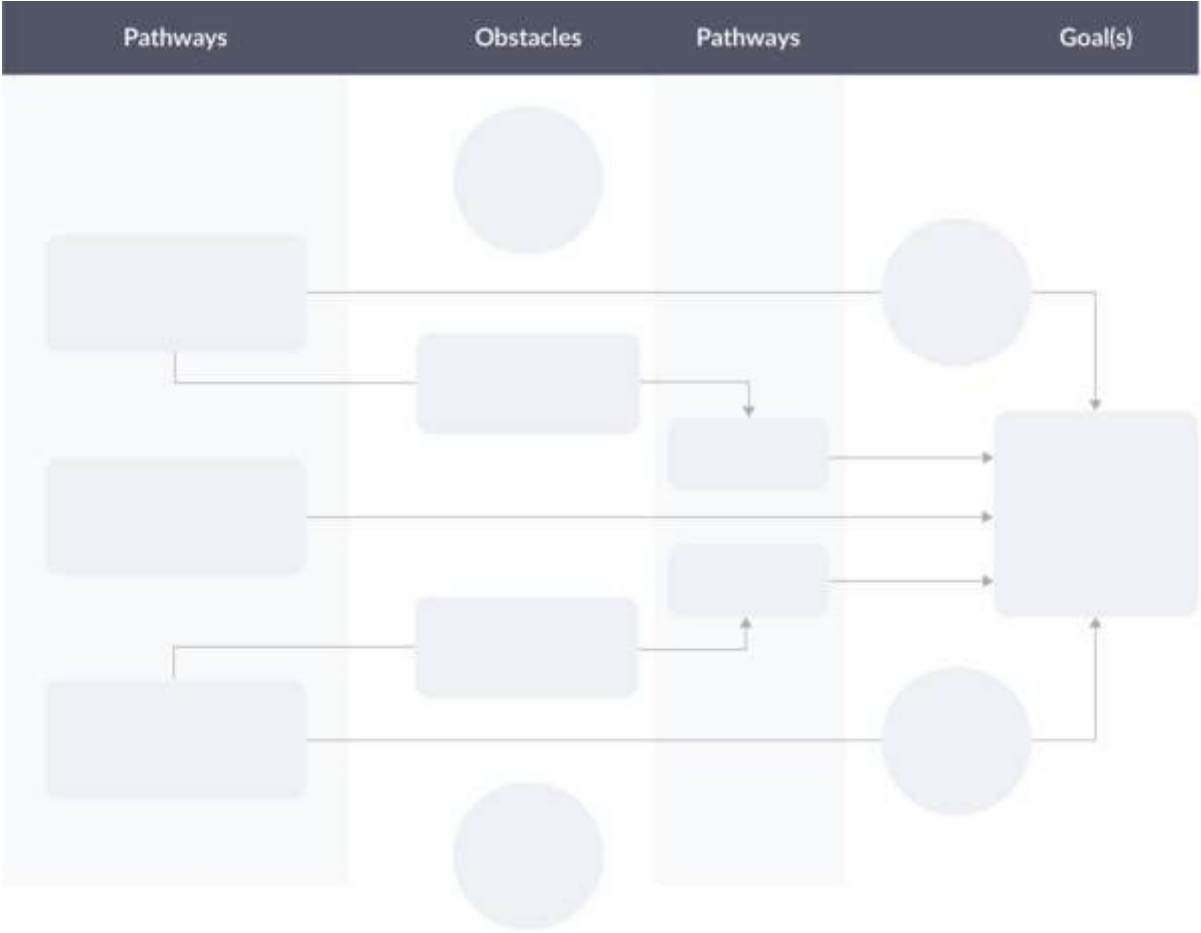
- How has the experience changed you?
- What has the experience taught you?
- How has the experience made you better equipped to meet similar challenges in the future?
- How do you feel that this experience has made you grow as a person?



Exercise 38: Map of Hope

This exercise is designed to teach ‘pathway thinking’ to help unlock your motivating energy of hope. Hope works because it broadens our thinking and fuels our persistence. This activity helps to articulate your high expectations for the future and develop a clear-eyed view of the obstacles you will need to overcome to get there.

Instructions:
To complete the following procedure, us the drawing below or create a mind map.



STEP 1: Goal setting

Determine a clear and exciting vision of a goal that you would like to achieve. Write your goal in the big box displayed in the last column of the Hope Map.

STEP 2: Goal setting

In column 1 - Write down several actions, pathways, or steps you will take to pursue the goal. Use one action per box.

STEP 3: Identifying obstacles

In column 1 - Write down several actions, pathways, or steps you will take to pursue the goal. Use one action per box.

STEP 4: Overcoming obstacles

Moving back to the Pathways section, review your existing pathways, including strategies to overcome the obstacle identified. In column 3 write the new pathways or building additional steps to your existing pathways. For any new pathways identified, repeat Steps 3 and 4 to overcome any obstacles that will block your progress.

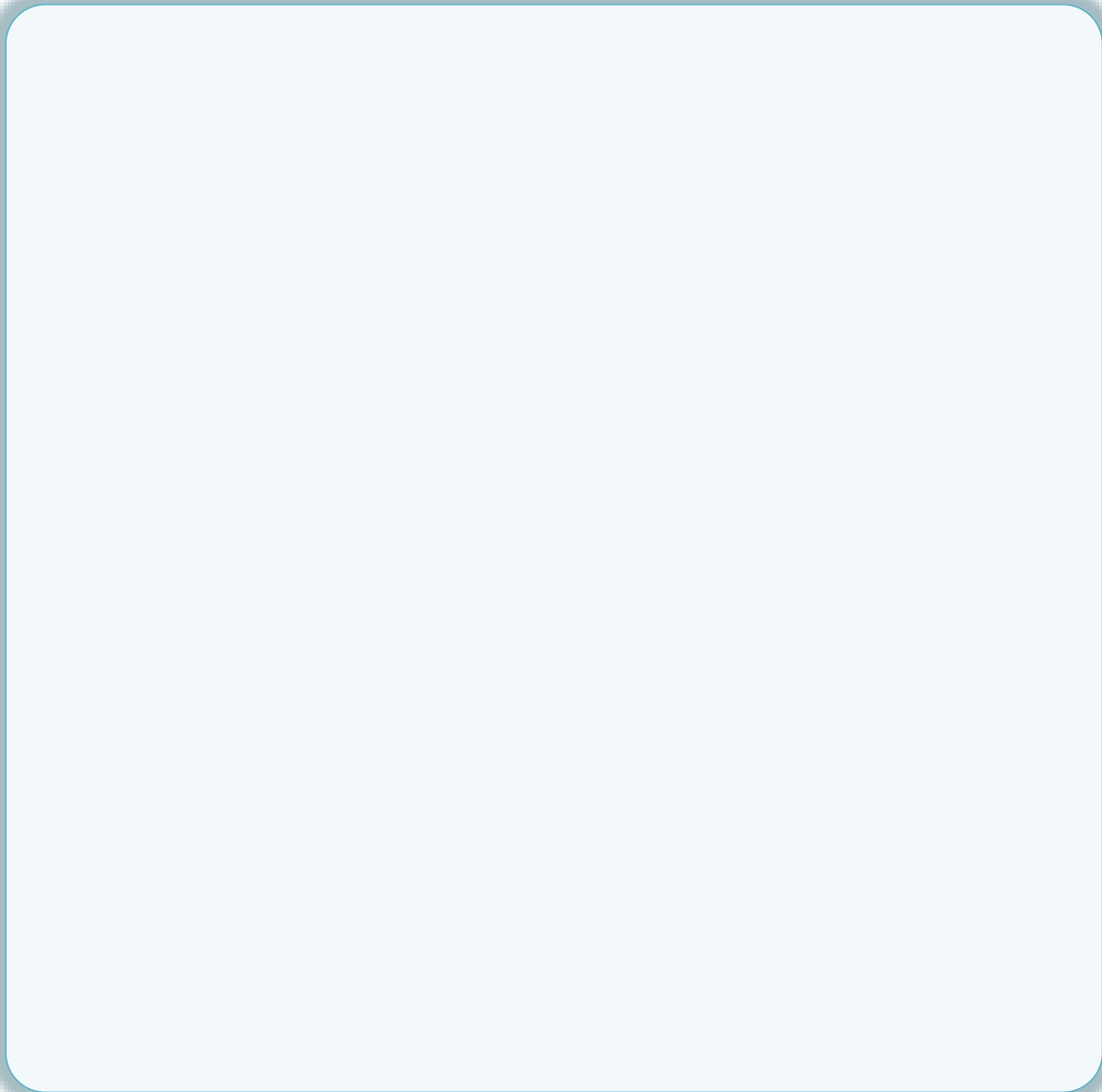
STEP 5: Ideas for maintaining motivation

In the circles around the edges of the page, write down ideas for maintaining your energy and motivation while you move toward the goal box along the selected pathways. Be particularly mindful of the situations and obstacles that are likely to sap your willpower and be sure to come up with ideas for countering those challenges.

Reflection

Review your almost completed hope map several times. Determine which pathway you will commence first, understanding that you have to pursue various strategies to achieve your identified goal.

Finally, take a few minutes to imagine what it would look like to pursue and reach your goal. Once you have a vivid image of reaching the goal in your mind, mentally rehearse all the steps you need to take to get there in real life, creating a sense of energy and excitement to commence the first step on your journey to your goal.



Exercise 39: The Best Possible Self

The Best Possible Self (BPS) exercise is a popular exercise to change your mindset and increase optimism. It requires people to envision themselves in an imaginary future in which everything has turned out in the most optimal way. This exercise has repeatedly shown to increase people's mood and well-being, as well as increasing optimism in terms of expecting favorable outcomes.

Instructions

Set a timer or stopwatch for 10 minutes. During this time, think about your best possible future self and write it down on paper. Imagine your life the way you always imagined it would be. Imagine that you have performed to the best of your abilities and achieved all the things you wanted to in life. While writing, do not worry about grammar or punctuation. Just focus on writing all your thoughts and emotions in an expressive way. You may want to have several sheets of paper for this exercise.

Reflection

After completing the initial exercise, reflect on your feelings. Answer the following questions:

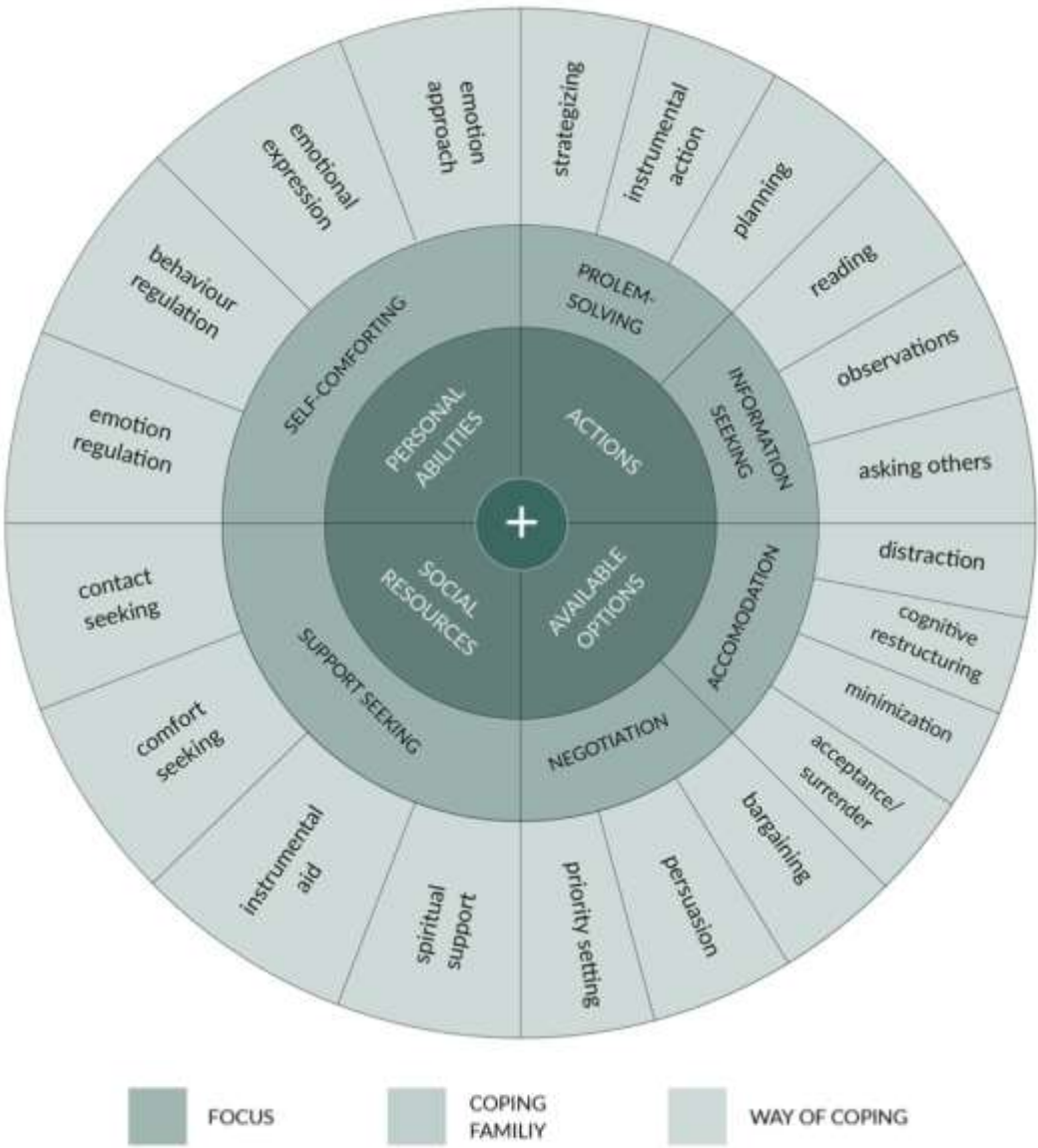
- What effects did this exercise have?
- How did this exercise affect you emotionally?
- How did this exercise affect your current self-image?
- Did this exercise motivate or inspire you?
- How did this exercise affect you overall?
- How did this exercise open you to possibilities?

Exercise 40: The Coping Strategy Wheels

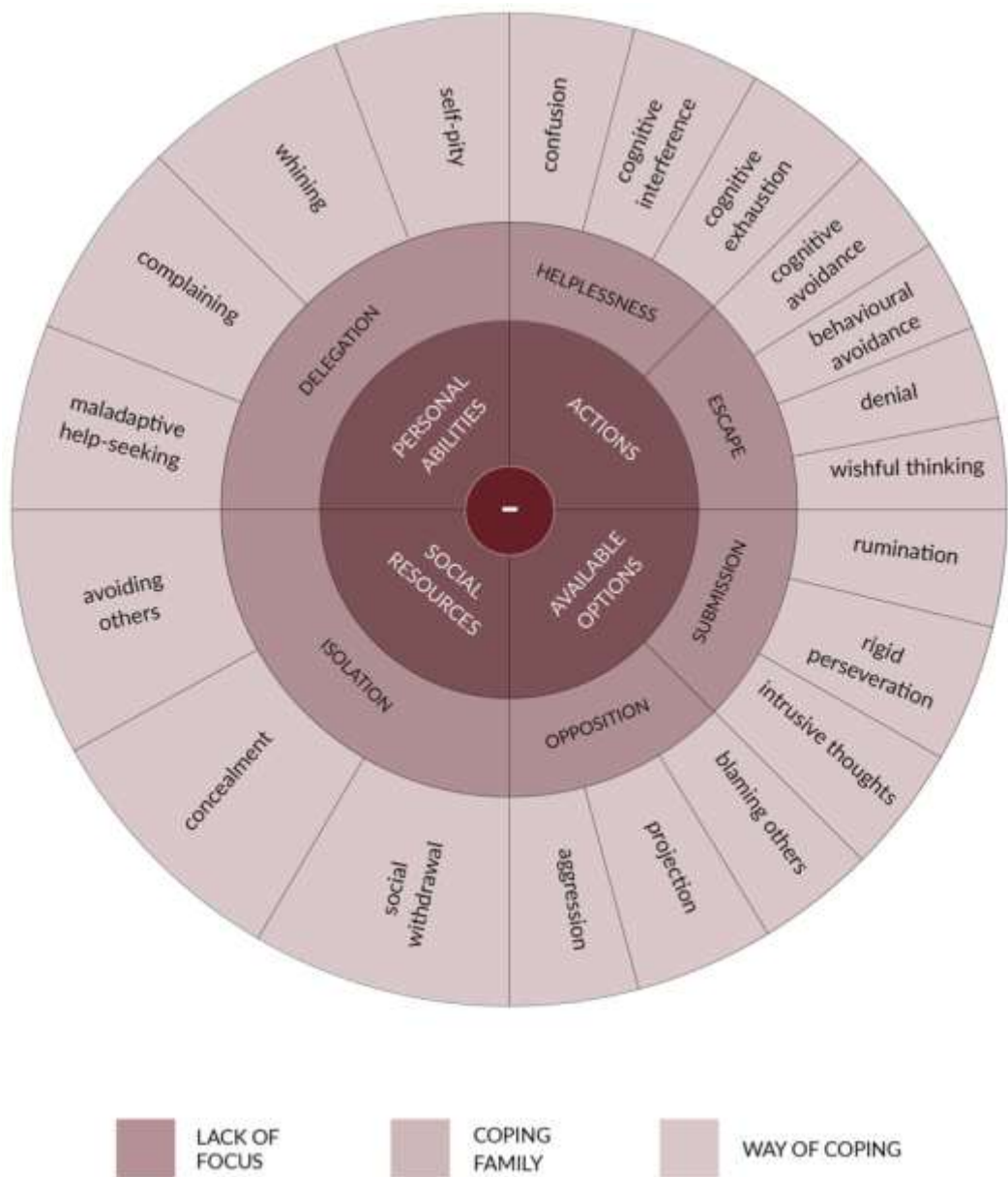
The goal of this tool is to provide a clear categorization of the most commonly used coping strategies. The categorization presented here can be used to detect your unhelpful coping strategies and introduce more effective alternatives.

Instructions

Understanding the coping wheels. The next two figures displayed below provide an overview of 41 common ways of coping (outer rim of the wheel) and the twelve families to which these coping strategies belong (the second rim of the wheel). The green picture below shows helpful, adaptive coping styles while the red one shows not helpful maladaptive styles.



The red picture below shows not helpful maladaptive coping styles.



The green wheel can be seen as the opposite of the right wheel. For instance, while the coping strategies in the green wheel with the focus on “personal abilities” all involve a form of self-reliance, the coping strategies in the red wheel with this focus all involve a form of delegation, the opposite of self-reliance.

This means that when you are using an unhelpful coping strategy that is listed under one of the four quadrants of the red wheel, you may consider the same quadrant of the green wheel to see which of the strategies listed under this quadrant may be considered a healthier alternative. For instance, if you are using rigid perseveration (continuing to exert control despite a lack of result) as a coping strategy. This maladaptive coping strategy falls under the “available options” focus, belonging to the “under-control/over-control” coping family. By looking up the adaptive coping family that is shown at the same location in the green wheel, in this case, “accommodation,” you may consider the coping strategies listed under this family. For instance, it may be more adaptive to surrender to uncontrollable circumstances rather than to persist.

When doing so, it is important to realize that changing an ineffective coping strategy to the polar opposite might be very hard and requires a process rather than a “quick fix,” a considerable amount of time may be required to make the shift effectively and allow learning to internalize the new coping behaviors.

See below the key descriptions of the six adaptive and six non-adaptive coping families.

Accommodation	
Description	Flexibly adjusting preferences to the options available in stressful conditions. This allows individuals to maintain their flexibility and autonomy even under coercive circumstances.
Focus	Available options and preferences
Keywords	Realism, psychological flexibility, situational adjustment, secondary control coping, acceptance/surrender
Examples	■ I accept that this has happened and that it cannot be changed. ■ I realistically consider the available options and base my choices on this. ■ I know when I am having irrational or unhelpful thoughts, and I can observe them or challenge them. ■ When I am confronted with a problem, I remind myself that there are worse things in the world.

Negotiation	
<i>Description</i>	Negotiation refers to active attempts to work out a compromise between the priorities of the individual and the constraints of the situation. Negotiation is about finding new options and positively engaging with the stressor. The focus is on firmly defending one's goals while flexibly examining or creating options for realizing them.
<i>Focus</i>	Available options
<i>Keywords</i>	Priority-setting, proposing a compromise, persuasion, constructive resistance, defending one's goals, standing firm, indignation, reducing demands, trade-offs, deal-making
<i>Examples</i>	■ When arguing with someone, I try to find a solution that works for both parties. ■ When a situation turns out different than expected, I consider both the limitations and available options and the most optimal way to still get what I want. ■ When my vision and another person's vision seem to diverge, I am willing to listen and try to negotiate in a way that still allows me to pursue my goals as much as possible in that situation.
Support Seeking	
<i>Description</i>	Turning to other people in the face of stressful events. Using available social resources to deal with the problem.
<i>Focus</i>	Social resources
<i>Keywords</i>	Proximity-seeking, yearning, other alliance, solace-seeking, help-seeking, seeking instrumental support, seeking emotional support
<i>Examples</i>	■ I talk to someone who could do something concrete about the problem. ■ I discuss my feelings with someone. ■ I try to get emotional support from friends or relatives. ■ I talk to someone about how I feel.

Self-comforting	
<i>Description</i>	Active attempts at self-care and regulation of distress through, for example, acceptance of emotions, self-soothing, and constructively expressing emotions at the appropriate time and place.
<i>Focus</i>	Personal abilities
<i>Keywords</i>	Self-focus, responsibility, approach, self-encouragement, self-soothing, emotional control, relaxation, authentic emotional expression
<i>Examples</i>	■ I take responsibility for my actions ■ I recognize my emotions and prevent them from guiding my actions ■ I allow my emotions to be present without acting upon them ■ I can regulate my emotions effectively ■ I can act compassionately towards myself when I fail at something
Problem-solving	
<i>Description</i>	Taking actions to solve the problem at hand effectively
<i>Focus</i>	Actions
<i>Keywords</i>	Active coping, watch and learn, mastery, efficacy, primary control coping, repair
<i>Examples</i>	■ I concentrate my efforts on doing something about the problem. ■ I take additional action to try to get rid of the problem ■ I take direct action to get around the problem. ■ I do what has to be done, one step at a time.
Information-seeking	
<i>Description</i>	Seek information that can help deal with the problem. Trying to find out more about a stressful situation or condition, including its course, causes, consequences, and meanings, as well as learning about strategies for intervention and remediation.
<i>Focus</i>	Actions
<i>Keywords</i>	Curiosity, interest, love of learning
<i>Examples</i>	■ I try to get advice from someone about what to do. ■ I read to find out more about the problematic situation. ■ I observe people who have had similar experiences to learn what they did.

Part 11: Element 9 – Your Destination, Goals and Motives

Every journey has an intended destination. A good captain will prepare a passage plan, what ports to visit on the way to the final destination and what ports to shelter if the weather suddenly changes. Captains differ in this approach. In the same way people differ greatly in their ability to plan and look ahead. While some people live their life with a clear vision and plan towards the future, others wander through life almost aimlessly. Decades of research shows how much the types of goals people set matter. Some goals are better for people's mental health, personal growth, and wellbeing than others, because they better express a person's underlying interests, values, talents, needs, and motives.

Setting goals affect performance through three key mechanisms. First, goals help the individual focus and direct attention and effort toward goal-related activities and away from goal-irrelevant activities. Second, goals have an energizing function. Setting a goal creates a sense of urgency, motivating people to make an effort to move towards the desired situation. Third, goals increase learning, pursuing a new goal, often involves gaining new insights, gather new information, and learn to apply new strategies.



Exercise 41: The Miracle Question

The goal of this exercise is for you to connect with your strengths and cope with a problem you are facing. The exercise is an effective tool because it can help you set goals even when you are in crisis and feel stuck. You will be asked to close your eyes and vividly imagine yourself thinking, feeling, and behaving in ways that would demonstrate that you were resolving your problems. This exercise consists of several steps. After completing each step, write what you imagined. When asked to identify specific things or actions that you would be doing, describe concrete, observable, and detailed behaviors. Like, rather than saying, “I will be friendly,” describe it as “I will be smiling, saying hello, and shaking hands.” Always construct an image/picture on your part. Do not describe things that you would not do like “I will not frown or look angry”.

Step 1 Identifying a recurring problem

Identify and write down a recent recurring problem that you would like to overcome: something you would like to do, stop doing or avoid or avoid doing.

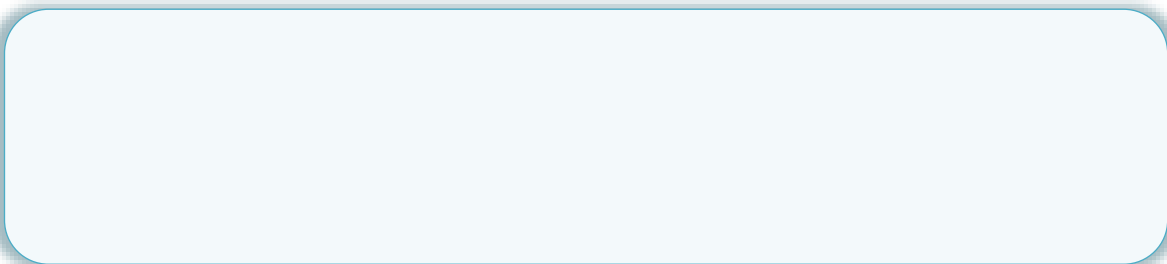
Write down a recent recurring problem that you would like to overcome:
Rate the severity of this problem from 0 (non-existent) to 10 (extremely high):
____ /10

Step 2 Describing the problem

Describe what you would do, what behaviors you would show in an ideal situation that would resolve the issue. So, if the problem is procrastination describe what no longer procrastinating would look like, as if it were a video – what would you do instead of procrastinating.

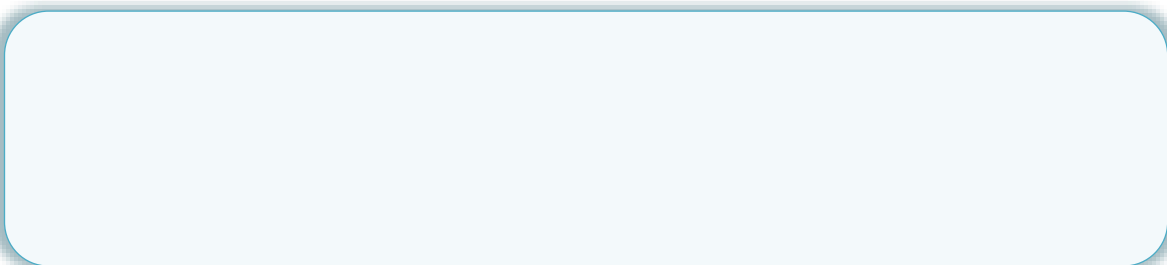
Step 3 The miracle

Imagine a miracle happened tonight while you were sleeping, and this miracle solved your problem. Since you were sleeping, you didn't know this miracle had occurred, and when you woke up, you realized that you no longer had your problem. What would be the first small sign (specific observable behavior) that would show you were doing something different the next day? Construct an image / picture of a behavioral action on your part.



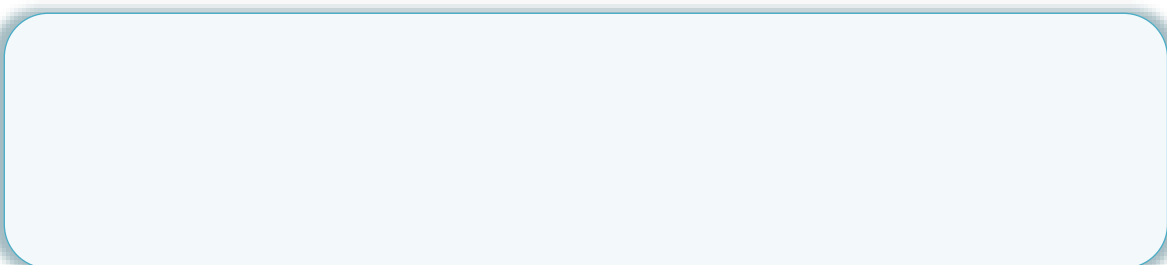
Step 4

Identify who would notice this different thing you would be doing and describe how you imagine they would act when they notice this different behavior. Construct an image/picture of a behavioral action on their part.



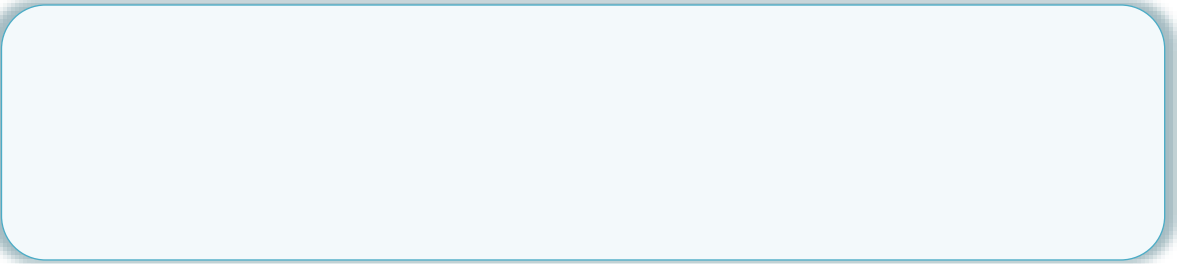
Step 5

Indicate what you would do (specific observable behavior) in reply to the person's response described above.



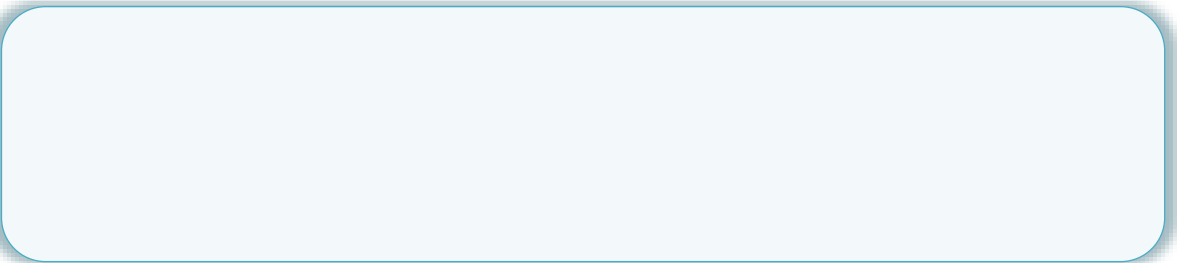
Step 6

What else would you notice that you would be doing (specific observable behavior) differently after this miracle occurred? Construct an image/picture of a behavioral action on your part.



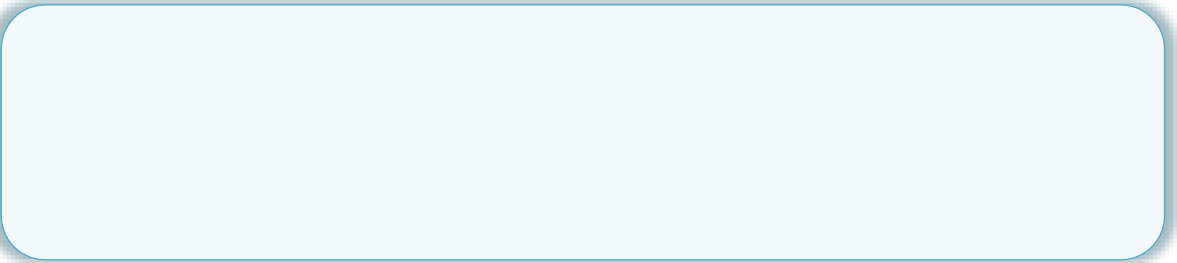
Step 7

Identify who else would notice this different thing you would be doing and describe how you imagine they would act when they notice this different behavior. Construct an image/picture of a behavioral action on their part.



Step 8

Indicate what you would do in reply to the person's response described above. Construct an image of a behavioral action on your part. Do not describe something you would not be doing.



Step 9

Describe a time when some of this miracle has already happened, even if only a little bit, during problematic times.

Step 10

How did you make this part of your miracle happen during this problematic time? Things you thought or did differently, the commitments you made, new behavior you tried, etc.

Step 11

Recall your thoughts about how pleased you were with your efforts at the time.

Step 12

Where do you think you were at that time on the scale? _____/10

Step 13

Describe how did you get yourself to that number? What did you do - behavioral action on your part.

Step 14

Imagine you are going to be even one number lower, what will you and what will others see you do (specific observable behavior) differently that you're not doing now?

Step 15

Write yourself a short note describing what you discovered or rediscovered about yourself and your situation. You can use the back of this sheet if needed. Rate the severity of this problem from 0 (non-existent) - 10 (extremely high): _____



Exercise 42: Moving from Goals to Process

The goal of this tool to experience the difference between process- and goal-oriented mind modes, explore how much time you spend in process-versus goal-oriented modes, and learn how to move from goal-oriented to process-oriented mode when needed.

Instructions

Step 1: Operate from a goal-oriented mode

Drinking a cup of tea or coffee or eat a piece of chocolate/fruit, from a goal-oriented mode. Focus on reaching the end-goal, which is to finish consuming the drink or food. Monitor your level of progress, evaluate where you are at repeatedly and where you need to get to.

Step 2: Operate from a process-oriented mode

Now do the same activity and this time focus on the process. Rather than focus on the goal of finishing the food or drink, remain present and curious, simply allow the experience of eating or drinking to unfold as it will, without any pressure or desire to come to an end and finish the food or drink.

Step 3: Evaluate the experience

What was it like for you to do this with the focus on the goal, during step 1 and how was it different from step 2, with a focus on the present moment, the process? How do you describe the differences between the two modes?

Step 4: Debrief

In the goal-oriented mode you are entirely focused on reaching a goal, and what is needed to complete this goal. In the second step the focus is on the present moment, the process, the way to the goal. While a goal-oriented mode can sometimes be necessary, it can also result in negative outcomes, such as stress, because you are constantly noticing that the goal is not achieved yet, and the inability to fully enjoy the activity at hand, and lower performance, because you are not devoting all attention to the activity at hand.

Step 5: Explore typical modes throughout everyday life

Now explore how much time you spend in a process-oriented mode versus a goal-oriented mode in your daily life. Reflect on a typical day and recount which mode of mind you operate from throughout. When waking up, getting dressed, eating breakfast, brushing teeth, and so on. Include all key daily activities, from waking up until falling asleep.

Activity	Mind Mode
Waking Up – morning stretch	Process Mode
Taking a shower	Goal Mode

Step 6: Assess the balance of daily process- and goal-oriented focus

Determine whether you spend the majority of your day in a process- or goal-oriented mode of mind (just look at the second column). What causes my focus? How balanced is my focus?

Step 7: Restore the balance of process- and goal-oriented focus

If you feel you spend too much time operating in a goal-oriented rather than process-oriented mode of mind, start to choose to engage in at least one typical goal-oriented activity from a process-oriented mode on a daily basis for the next week, like having a shower each morning. Describe how you will do this – in your journal, like described below.

Example: Morning shower – rather than using this time to think about my to-do list for the day, I will try and be fully aware of and focus on being in the shower, I will notice the temperature, the feel of the water against my skin, the smell of the shampoo and soap, the water pressure, and so on. When I notice my mind wandering to the day ahead, I will do my best to shift attention back to being in the shower.

My intentions for next week

Exercise 43: Selection of Goals

The goal of this tool is for you to define and examine your goals, and replace unhelpful or ineffective goal description with better alternatives.

Step 1

List your goals

List 5 goals that you are currently pursuing. This can be small goals or large goals, anything that you are aiming to accomplish. Use the form below to list your goals. An example of a completed form is also shown at the end of this exercise.

Your Personal Goals

GOAL 1

GOAL 2

GOAL 3

GOAL 4

GOAL 5

Step 2

Review the different types of goals

Review the different categories of goals, like vague vs specific, long-term vs short-term, etc. Take some time to study the table below.

Dimension	Type of goal	Description	Example
Proximity	Short-term	Can be achieved in the near future	Tomorrow, I will write chapter X.
	Long-term	Can be achieved in the distant future.	At the end of this year, I have written two books.
Specificity	Clear	Have a clearly defined end-state	I will write 1 chapter.
	Vague	Are ambiguous in the exact level of performance required to achieve	I will do some writing.
Action Orientation	Approach	Defined as being focused on moving towards a positive outcome	I will finish writing chapter 4
	Avoidance	These goals are defined as being focused on moving towards a positive outcome	I will try to avoid not finishing chapter 4
Purpose	Learning	Purpose is developing an attribute, such as knowledge or skills	I will complete this course so that I can improve my writing skills.
	Performance	Purpose is validating personal attributes, such as ability, and seeking positive evaluations of those attributes from others	I will complete this course cum laude so that others will praise me.
Duration of involvement	Process	Require continuous action.	I will write three pages every day
	End-State	Once achieved, do not require additional action	I will finish writing this book.

Step 3 Goal Analysis

Use the five dimensions and classify each of your goals. Are they short-term or long-term? Approach or avoidance? Learning or performance? Use the scoring form to score each goal. If it is hard or impossible to categorize a goal along a certain dimension, you can decide to leave this dimension open. Use the completed form one as an example.

	Proximity		Specificity		Action - orientation		Purpose		Duration of Involvement	
	Short term	Long term	Clear	Vague	Approach	Avoid-ance	Learning	Performance	Process	End state
Goal 1										
Goal 2										
Goal 3										
Goal 4										
Goal 5										

Step 4 Goal Evaluation

Each type of goal has advantages and disadvantages. While some types of goals should be avoided, such as vague goals, other types of goals work best in particular situations or particular combinations. By understanding the pros and cons of the different types of goals, you can formulate goals in a way that is most likely for them to be realized. In this step, you are going to examine step 3 of your goal analysis and determine how effective and helpful each goal is. Look at the example table – it provides an overview of all the benefits and drawbacks of each type of goal, including advice. Use this table to evaluate each of your goals.

After analyzing and evaluating each goal think of reframing the goal description. Are there goals that could be improved? Reframe or combining them with other goals, or maybe even abandoning some goals. Use the form below and briefly describe how you might improve them.

Dimension	Type of goal	Pro's	Con's	Advice
proximity	short-term	+ allow for detailed planning + increase persistence + build self-confidence + manageable + easy to monitor	- less motivating than long-term goals - achievement can result in the sense of premature self-congratulation and encourage relaxation rather than continued effort	Combine both short-term and long-term goals. Short-term goals will help you stay on track and build confidence. The magnitude of long-term goals will inspire you to keep striving for them.
	long-term	+ allow for flexibility in planning + more motivating than short-term goals	- hard to monitor progress - lack of "small success" experiences	
specificity	clear	+ more commitment + more consistent performance + easy to accurately evaluate the performance	- perceived as more difficult - perceived as less attainable	Although there are benefits attached to vague goals, it is recommended to make goals as clear as possible, as this makes monitoring progress, a key component of effective goal accomplishment, easier.
	vague	+ perceived as less difficult and more attainable + less likely to generate feelings of failure	- less commitment - greater variability in performance - difficult to accurately evaluate the performance	
action-orientation	approach	+ more motivating + higher levels of performance + desirable outcomes elicit excitement	- may feel unnatural to people who are afraid of failure and rejection	Some researchers suggest that action-orientation is a personal matter: Pursuing approach goals may be more feasible for approach-oriented individuals, whereas pursuing avoidance goals may be more feasible for avoidance-oriented individuals. However, in general, pursuing more approaches than avoidance goals is associated with higher levels of well-being. Moreover, the benefits of approach goals seem to outweigh the benefits of avoidance goals. Therefore, it can be regarded as more helpful to formulate approach goals.
	avoidance	+ desirable outcomes elicit calmness and relief	- negative outcomes - poor well-being - harder to monitor - result in more negative thoughts	
purpose	learning	+ attribute failure to insufficient effort or an ineffective strategy + Setbacks are perceived as challenges to be mastered + higher levels of intrinsic motivation + optimal performance + greater absorption + enhanced memory + Enhanced well-being		The large number of positive outcomes associated with learning goals and a large number of negative effects of performance goals suggest that it is better to formulate learning goals.
	performance	+ can be very motivating + seeking opportunities to demonstrate competence	- Attribution of failure to a lack of ability - Setbacks are perceived as threats - Poor response to obstacles and setbacks - cheating behavior - reluctance to cooperate	
duration of involvement	process	+ Helps forming habits + Likely to result in long-lasting, structural changes + More control over the outcome	- Never a feeling of "definite completion," - Requires continuous dedication	When it comes to the duration of involvement, there is no "right or wrong" type of goal. Whether you should choose a process goal or an end-state goal is determined by the goal you aim to achieve. If the goal involves some kind of standard that should be maintained, such as maintaining certain bodyweight, process goals are better than end-state goals. If, however, your goal does not require additional action once completed, end-state goals are generally more helpful.
	end-state	+ Generates a feeling of "definite achievement" once completed + The anticipation of completion can be motivation	- Less control over the outcome	

GOAL 1

Brief Description:

Could be improved by:

GOAL 2

Brief Description:

Could be improved by:

GOAL 3

Brief Description:

Could be improved by:

GOAL 4

Brief Description:

Could be improved by:

GOAL 5

Brief Description:

Could be improved by:



Exercise 44: Developing Self-Efficacy

The goal of this exercise is to help you move closer to your goals by taking small steps. In this way, you can enter and experience a positive spiral of success and growing self-efficacy. All you need to do is take the first small step. Many fail to enter a positive spiral of learning and building confidence simply because they focus on steps that are too big, change too many things at once or try to make too drastic changes in a short time. We all have behaviors that we would like to change. It often takes only a small change to get things moving in a positive direction. In this exercise, you will work towards changing a particular behavior pattern by learning to take small, achievable steps.

Part 1: Preparation

Use the worksheet on the next page. An example of a completed worksheet is also shown.

A. Describe what you would like to change:

Describe something that you would like to change like you might want to start cooking, do more exercise, learn to meditate, read more, quit smoking etc. Write it in the box describe what to change.



B. Identify the smallest step in the right direction

Identify a very small step that you could take to help you get just a little bit closer to where you want to be? So, you could start by frying eggs in the morning, walk for just 5 minutes or meditating for only one minute. Try to think of something specific that is not too difficult and can be done in the next few days. Describe in the square underneath the first circle of your Pathway to Change.

C. Plan the step

When, in the next week, could you take the step you described in 1b? Write down this date in the square box under the first step in your Pathway to Change.

Part 2: Action

Use the worksheet on the next page. Track your actions and insights

A. Checkmark Completion

After you have completed your step, place a checkmark in the upper right corner of the square box under step 1 in your Pathway to Change.

B. Next Small Step

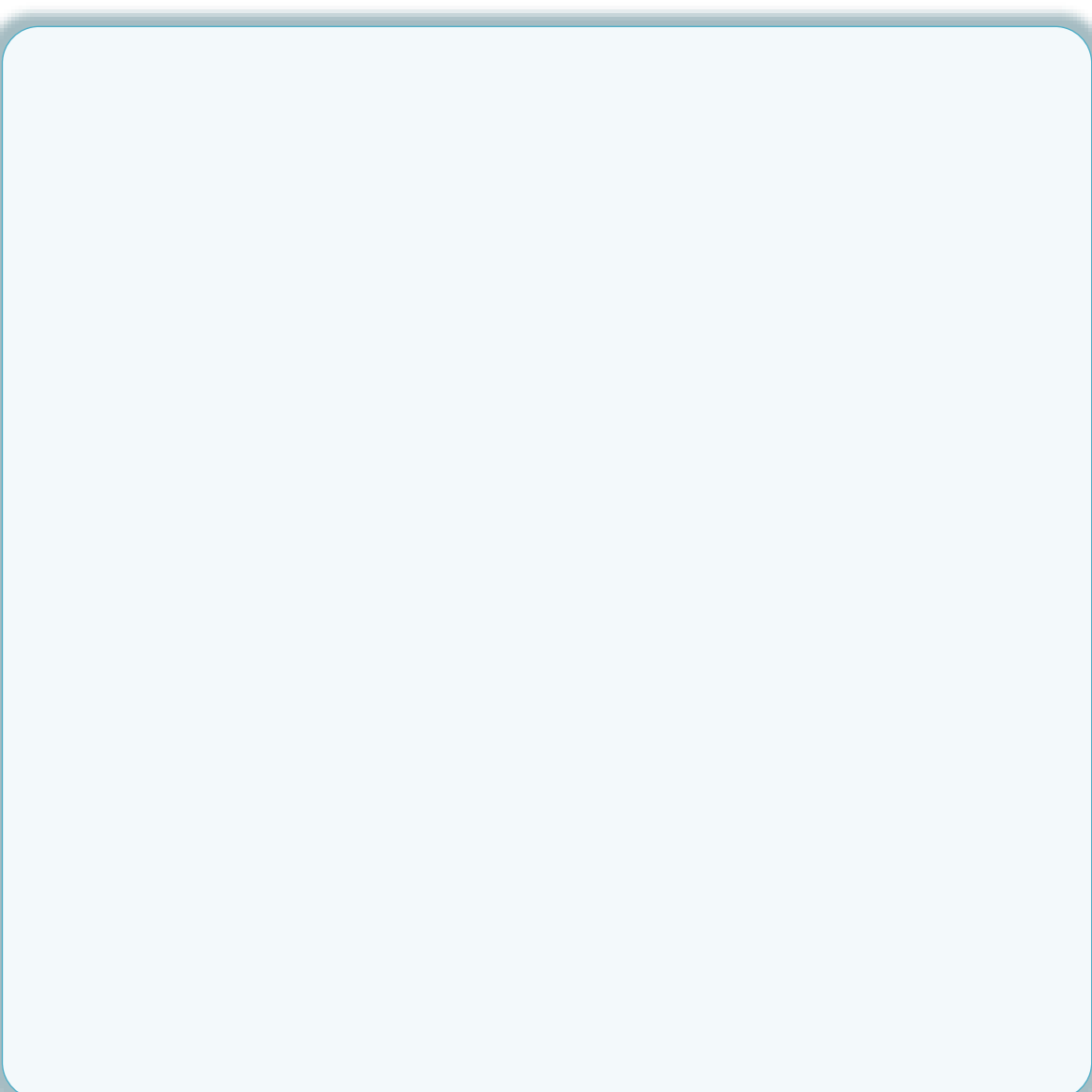
Now that you have started, it is important to keep moving! Now, think of another thing that you can do that will help you move a bit closer to where you want to be. Add to the next box and check when completed.

C. Complete the week, ensure only very small steps

Repeat this process for every small step you take, gradually complete more and more steps on your Pathway to Change.

Part 3: Reflection

Throughout your pathway to change, reflect on your journey so far. In the pathway to change worksheet, you will find space next to the diamond shapes with the light bulb illustration. Reflect on the following sample questions:

- What have I learned about myself?
 - Can I see that I have what it takes to make changes?
 - How much do I believe in myself?
 - How do I feel about myself?
 - Does this help to become the person I want to be?
- 

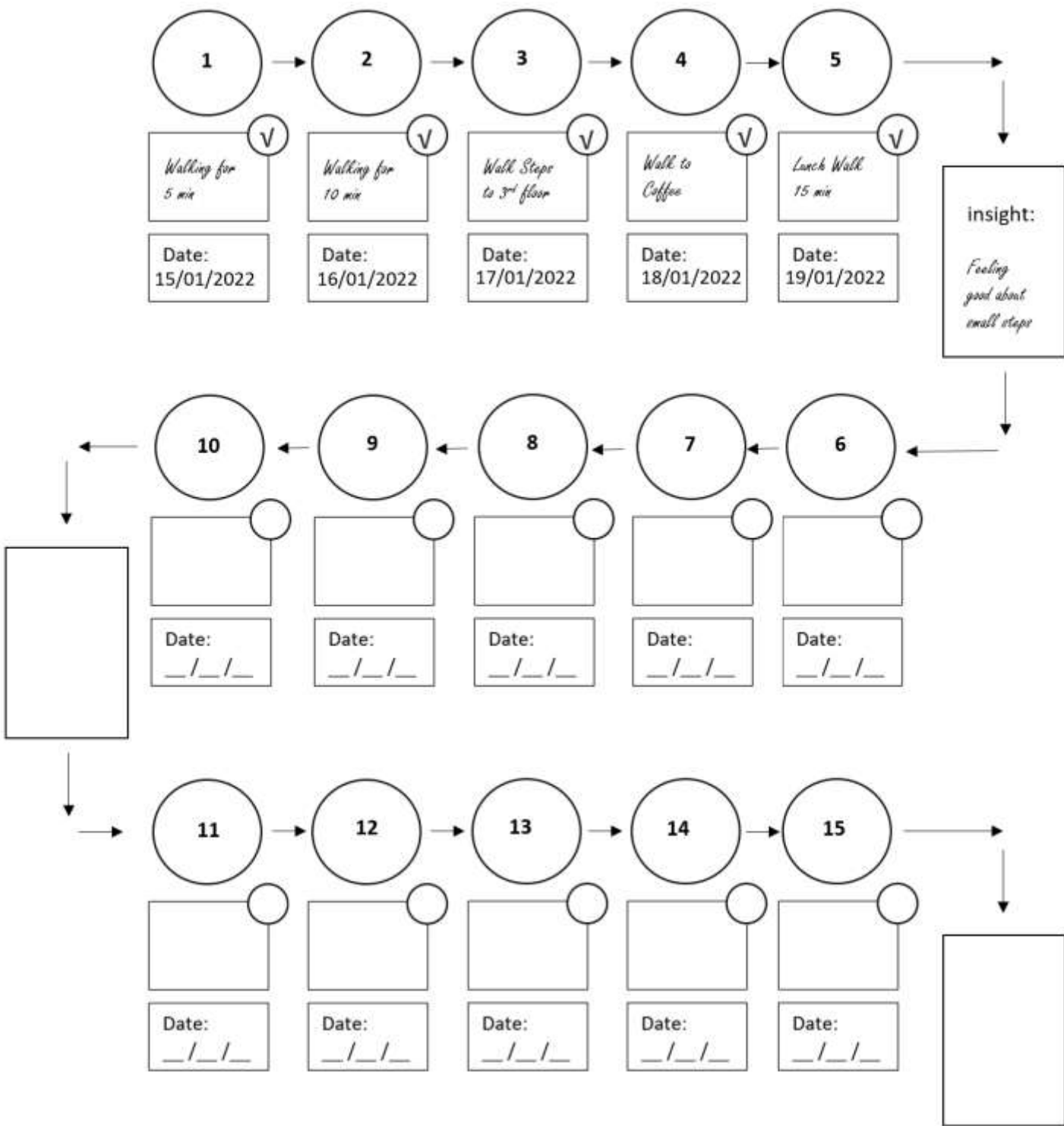
Pathway to Change Worksheet

1	2	3	4	52	
Date: _/_/_	Date: _/_/_	Date: _/_/_	Date: _/_/_	Date: _/_/_	

10	9	8	7	6	
Date: _/_/_	Date: _/_/_	Date: _/_/_	Date: _/_/_	Date: _/_/_	

11	12	13	14	15	
Date: _/_/_	Date: _/_/_	Date: _/_/_	Date: _/_/_	Date: _/_/_	

SAMPLE : *I want to be someone who is fit and healthy - exercise every day*



Exercise 45: Motivation in the ‘Classroom’

The motivation you bring is critical in determining how much and how well you learn. This activity is to assess and reflect on the quality of your motivation to learn.

Instructions:

Look at the questionnaire below and think about why you are here and trying to do well. Rate each of the possible reasons below. You might give high ratings to more than one of the questions since you can have different reasons. (originally used in classrooms)

Please rate the following 5 questions between 1-5:

1	2	3	4	5
Not at all for this reason		Somewhat		Very much for this reason

Question	Rating	Reason
1		I don't know why. I don't really have any goals for this course and don't expect to do very well.
2		Because I have to. Circumstances necessitate it. To get good grades, impress teachers, friends, or parents, or keep my scholarship, I must do well in this course.
3		Because I should. I'd feel guilty if I didn't do well, and would worry that I was wasting myself or my abilities. Rather than feeling compelled by circumstances to try to do well, I compel myself.
4		Because I want to. I fully agree with the value of this class and do not have to force myself to try to do well. Even at times when the material or exercises are not very interesting, I have no trouble keeping going because I believe in what I am doing.
5		Because I enjoy it. I am interested and engaged while trying to do well. I feel a sense of competence and mastery while doing it, and the sense that I am expanding my understanding of topics that deeply interest me.



Exercise 46: Motivation Awareness

The goal of this very simple and short exercise is to increase your awareness of motivation.

The goal is to become aware of the extent to which the motivation to perform daily activities is characterized by your autonomy.

Instructions

Take some time to notice what motivates you throughout the day. Notice what factors influence your motivation. What gets you excited? How do you decide what actions to do? This can help you develop motivational awareness. At random times throughout the day, think of your responses to the following three “awareness” questions:

- What am I doing?
- Why am I doing this?
- Where is it taking me?

Date: _____

Activity: _____

Reflection: _____

Date: _____

Activity: _____

Reflection: _____

Date: _____

Activity: _____

Reflection: _____

Exercise 47: Living in Line with Your Values

The goal of this exercise is to help you identify those who inspired you and help you reach your goals.

The goal of this exercise is to take steps to generate feasible goals that enable you to live in line with your values, translate values into committed actions and live an authentic, purposeful, and intentional life.

Step 1 Choosing a life domain

The domain of life I choose to work on is

Work, Financial, Health, Education, Social, Parenting, Intimate partner, Family, Spiritual, Community, Environment, Leisure, Personal growth, etc.

Step 2 Desired change

Now think of what you would like to change in this domain. Ask yourself: “What would I like to do differently in this area of my life?”

Step 3 The importance of change

Take a look at the things you wish to change in the life domain. Ask yourself: “Why is it important for me to change these things?” You may list several reasons you would like to change for each thing.

Step 4 Connecting change with values

Values are the things we consider to be important in life. “Values are our heart’s deepest desires for the way we want to interact with the world, other people, and ourselves. They’re what we want to stand for in life, how we want to behave, what sort of person we want to be, what sort of strengths and qualities we want to develop.” Some examples of values are creativity, honesty, freedom, authenticity, achievement, adventure, autonomy, balance, beauty, compassion, challenge, competency, curiosity, determination, fairness, fame, relationships, growth, humour, justice, kindness, love, loyalty, leadership, peace, optimism, respect, success, trustworthiness, wisdom, wealth and others.

Now consider the reasons you provided for the desired change. Try to translate these reasons into values. For example, you have chosen to work on the life domain “intimate partner.” You decide that you need to spend more quality time together because you love your partner, you like spending time with him/her, and spending more time with him/her would create a more healthy balance between work and private life. The values underlying these reasons maybe love, positive experiences, and work/private-life balance,

Example:

Domain to change: My Partner (intimate relationship)

Things I would like to change in this domain	Why is this important to me?	Underlying Value
Spend more “quality time” with my partner	I love her; she is important to me	Love
	I like spending time with her	Positive Experiences
	It creates more balance between private life and work	Work/private-life balance

Step 5 Goal-setting advice

In the next step, you will set some concrete goals for the future. Before continuing to the next step, please read the guidelines below. These guidelines will help you set proper goals. Use a SMART acronym for goal setting here. Goals need to be: S = Specific, M = Meaningful, A = Adaptive, R = Realistic, T= Time-framed

S Specific	Create both short-term and long-term goals. Long-term goals are more abstract, fuzzy visions of the future. An example of a long-term goal is: "I will spend more time with my kids." Short-term goals, on the other hand, are more direct and concrete compared to long-term goals. Short-term goals specify actions you will take, when and where you will do so, and who or what is involved. This is a short-term goal: "I will take the kids to the park on Saturday afternoon to play baseball."
M Meaningful	Your values should genuinely guide the goal instead of following a rigid rule, trying to please others, or avoiding some pain. Make sure the goal has a sense of meaning or purpose.
A Adaptive	The goal should not be formulated as a movement away from an undesirable state. For example, "I will be less stressed about work." Avoidance goals do not provide a specific outcome target. Instead, the goal should be formulated as a movement toward a specific state or objective - "I will enjoy a fulfilling balance between work demands and personal relaxation".
R Realistic	The goal should be realistically achievable. When setting goals, consider your health, competing demands on your time, financial status, and whether you have the skills to achieve it.
T Time-framed	The goal should be specific. Therefore, it is important to set a day, date, and time for it. If this is not possible, set as accurate a time frame as you possibly can.

Step 6 Setting value-based goals

Take a look at the values you listed in Step 4. How can you translate these values into concrete goals? For instance, if “positive experiences” is a value that underlies the desired change in your intimate relationship, you may set the concrete long-term goal of regularly engaging in fun activities with your partner and set both long-term and short-term goals. Underneath every long-term goal, formulate a number of short-term goals. Think of something small, simple, and easy that you can do in the next twenty-four hours, and think of things you can do over the next few days and weeks. For instance, to realize the goal of regularly engaging in fun activities with your partner, you may plan to go to the movie theatre or have dinner, go for a beach walk, picnic etc. Make your short-term goals specific enough to easily tell whether you’ve achieved them.

LT Goal	Description
1	
ST Goal A	
ST Goal B	
ST Goal C	
ST Goal D	
ST Goal E	
2	
ST Goal A	
ST Goal B	
ST Goal C	
ST Goal D	
ST Goal E	

Step 7 Evaluation

Take a look at the values you listed in Step 4. How can you translate these values into concrete goals? For instance, if “positive experiences” is a value that underlies the desired change in your intimate relationship, you

Answer and discuss the following with your partner.

- Discuss the following questions with your client.
- Are these really ‘your’ goals (or is it something someone else thinks you should achieve)?
- Are these goals important to you, and if so, why?
- Do these goals excite, energize, or inspire you?
- What will you feel as if you have gained something when you have achieved them?
- On a scale of 1-10, how confident are you that you will achieve your goals?
- How confident are you in your motivation to achieve your goals?
- How are the goals moving you in the direction of the bigger picture you have for your life?



Journal Entry: My Destination, My Goals

This is space to write down new insights, aha moments and reflections. Some things you might want to write are: your insight into where you want to go, your destination your goals and ambition.

Part 12: Your Quick Guide

A. Your final exercise

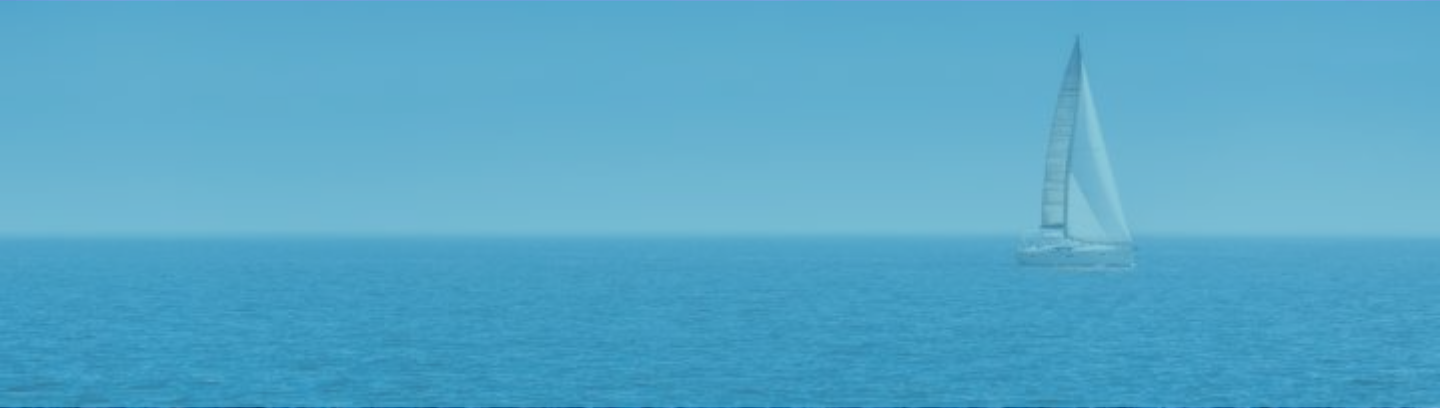
This is your final exercise and it involves looking back through the previous exercises and insights and create a quick guide to you. The quick guide to you can be used to explain to others who you are, what you believe, what makes you tick. It includes your key strengths, your doubts or weaknesses, your aims and philosophy, your preferred type of work and work habits. It should describe in one page how you like to work and what makes you most effective.

To help with this reflect on your best day at work/home or just look back through this workbook, reflect on the previous answers and complete the following headings:

My characteristics:

My emotional sensitivity:

My values/philosophy, what really matters to me:

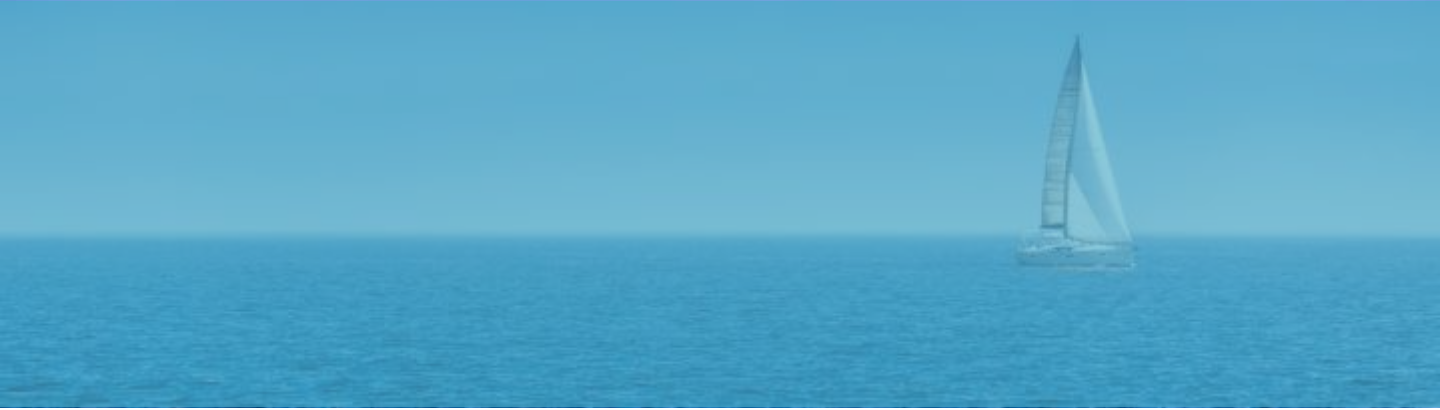


My weaknesses, stressors, what stops me being effective and positive:

My strengths, what drives me and makes me effective, positive and enthusiastic:

My work preferences
enhancers, (in)dependence required, preferred breaks, preferred work organization, habits, deadlines

My work stressors
detractors, interrupters, procrastinators, dislikes, dis-communicators



My preferred work environment, home, office, people, team:

My preferred way of dealing with bad news:

My goals at work and home:

Now format this summary and print your quick guide, show it at home on the fridge or display in your office or workplace, make it available to others who can help you to be more effective and feel good about who you are. It can be used to let others know about your preferred work environment and expectations. If they know what makes you tick, when you perform at your best, you can influence them to deliver this environment as much as possible.

The format of a Quick Guide might look like this, depending on what information you are willing to release:

Jane Smith



EXPERTISE

Experience

20 years + in IT Projects worldwide

Knowledge

Project Management and Agile

Key Skills

Presentations and Stakeholder Management
Legal background, excellent with language, contracts,

WORK PREFERENCES

Environment

- Quiet, no distractions or interruptions

Performance

- Clear deadlines, regular reviews and time pressure

Feedback

- Direct, Face to Face, To the Point

TIME PREFERENCES

- Focused on key tasks from 8.00 - 11.00 (do not disturb)
- Calendar updated and available (please book)
- Contact me anytime, I respond during weekdays & working hours.

COMMUNICATION

 Active on WhatsApp every 2 hours

 Responsive to Emails within 2 days

 Call for emergencies

KEY ATTRIBUTES

- Independent
- Determined
- Detailed focus

MY LIFE PHILOSOPHY

"I believe in doing the right thing, in the right way at the right time."

- Me

ENHANCERS

I like to keep my work and private life separated - don't ask...

I like to plan well in advance and stick to the plan unless you have good arguments

I prefer data and logic instead of emotions and enthusiasm

Please tell me Why and the Big Picture before giving details.

I like Coffee, black - no sugar

INHIBITORS

Gossip, getting too personal

Incompetence and lack of preparation

Micro-management and reminders

Not speaking up early enough, I like to carefully analyse, withdraw and always thinking.

B. Intentions and Actions

After reading the book, watching the video's and doing the exercise, what are your top 5 actions that will help you increase your wellbeing and performance. What are your new intentions, new habits, new initiatives that you are going to work on? Go through each part, each exercise and list what you would like to take on board and implement, what will improve your wellbeing the most? Pick out of the created list 5 items – describe the action you will take for each one, and tick it on the fridge or somewhere where you see it every day, to remind you.

When creating new habits, remember to make them part of who you are or want to become, your identity. Every time you do the new habit, even if it is a small step, you tell yourself I do this because this brings me closer to the person I want to be. Commitment to do every day is more important than the size of the step taken. Take small steps, just turning up every day will eventually create a habit.

Most people try to do too much and quit after a while, just focusing on showing up, doing what you promised yourself and keep making small steps is the best way. Start with one or two items, you do not have to do all five items at the same time. Start with one, make it the highlight of the month and a month later you focus on the next one. Tell people close to you what you are doing or meet with your learning partner and discuss the progress on a regular basis for accountability.

My number 1 initiative
actions, new behaviors, changes I will make

My number 2 initiative
actions, new behaviors, changes I will make

My number 3 initiative
actions, new behaviors, changes I will make

My number 4 initiative
actions, new behaviors, changes I will make

My number 5 initiative
actions, new behaviors, changes I will make

C. Your Expected Results

After defining your new actions, new behaviors and changes you intend to make, the last step is to create a deliverable plan for each one and give yourself reminders and make yourself accountable. Who can help you to clearly focus on the destination, stay the course and encourage you to do it?

You can! Be your own coach - just write some emails to yourself, encouraging you to continue to aim for the results you want. You can create regular emails, or just a reminder each month or a review each quarter, like a mentor or coach would. What would the email to yourself say? What would your future-self write to ensure you would persevere with the changes made? Create multiple emails as per the suggested format below - different time frames - use the website: <http://futureme.org>

Create encouraging emails to self

What would you expect to have done next week or next month? Just remind yourself and congratulate yourself on the progress made. Celebrate what results you achieved and continue and adjust what still needs to be done. Use a reminder which motivates you to challenge yourself, a positive affirmation or reminder why you started this in the first place. Do this for each new initiative.

For Initiative 1: What deliverables will you aim for?

Deliverable	Achievement Date	
	Planned	Actual
1.		
2.		
3.		

Email(s) to self

Subject: _____ Send Date: ____ / ____ / ____

For Initiative 2: What deliverables will you aim for?

Deliverable	Achievement Date	
	Planned	Actual
1.		
2.		
3.		

Email(s) to self

Subject: _____ Send Date: ____ / ____ / ____

For Initiative 3: What deliverables will you aim for?

Deliverable	Achievement Date	
	Planned	Actual
1.		
2.		
3.		

Email(s) to self

Subject: _____ Send Date: ____ / ____ / ____

For Initiative 4: What deliverables will you aim for?

Deliverable	Achievement Date	
	Planned	Actual
1.		
2.		
3.		

Email(s) to self

Subject: _____ Send Date: ____ / ____ / ____

For Initiative 5: What deliverables will you aim for?

Deliverable	Achievement Date	
	Planned	Actual
1.		
2.		
3.		

Email(s) to self

Subject: _____ Send Date: ____ / ____ / ____

What Actions did you take?

Reflective emails to self

Email(s) to self

Subject: _____ Send Date: ____ / ____ / ____

Send a future email to yourself - what actions did you take 6 months ago, what promises did you make to yourself and encourage yourself to reflect what you managed to stick to. Congratulate yourself on taking steps to live a better life for you, discuss with yourself what improved your life and made you feel proud of yourself.

Congratulations!

You have completed the 10 steps to Authentic Leadership program.

Smile, now you are starting to live in line with your values, showing up every day by using your strengths, and accepting yourself for who you are. You love yourself and take responsibility for your happiness and work to find a perfect balance in your life.

Make the most of every day, savor the many good times and small blessings and learn from the tough times in your life, be resilient and bounce back quickly. Listen carefully to your feelings and start to act on them. Take time to reflect, be mindful and don't rush through life, but sample what it serves you and savor each experience, that is how you can make the most of each day.

Focus on what is important to you, stay active by working towards your dreams, read and write more to deal with ups and downs and stay aligned, spend time with those close to you, people you love, and take care of your mental and physical health and wellbeing. After all happiness and feeling good about yourself is really quite simple – Find:

Something to do – *that gives you energy and purpose*

Someone to love – *to spend good and bad times with*

Something to hope for – *to dream and look forward to*

All the best and take care!

Hans Horlings

Hans Horlings

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