

My Personal Success Coach

A Guide to Personal Wellness

William A. Howatt, Ph.D.

A WAY WITH WORDS EDITORIAL SERVICES

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As with all of my works, I dedicate this book to
my precious family —
my best coach,
Sherrie,
and my favorite team,
Emily, Thomas, and Patrick.

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endeavors.

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Preface

Life is challenging; life is fun. The role of a life coach is to help people get through the challenges more easily, so they can have more fun in their lives. — Dr. Bill

In the world of communications and technology growth, personal and financial challenges, most of us have experienced a difficult time when we wondered, “why bother any more?” or “why is life so *&^#%\$ hard?” I’m here to tell, let’s bother! — life is a wonderful time when things are going right. So, let’s figure out how to make it work!

My Personal Success Coach is designed to give you a clearer and healthier outlook on life, to assist you to attain more fulfilling outcomes, and to be happier — so happiness and wellness flow more for you.

Our conscious thought is more powerful than we think. In fact, our thoughts not only affect our own world, but that of others. This book will teach you at a conscious level to develop conscious thought to become all you can be, and this brief introduction will give you a frame of reference as to how powerful conscious thought really is.

To help summarize the importance of how your consciousness will affect success, I have researched Dr. David Hawkins, a world famous psychiatrist who has looked at the power of thought for over 40 years. The author of *Power vs. Force*, his findings show that on a logarithmic scale of 1 to 1,000 (where numbers below 200 are more negative — adversely affecting the self and the world), the world average is 204, and just 0.04 percent are over 500. The most successful individuals would rate above 250. The table on Page 9 will give you a visual outline of what emotions the scale was measuring.

As you look at the chart, consider where your present level of consciousness is today. I believe we all have the potential to move up the scale, with awareness and attention. The point is, that too many of us use negative thought as a vehicle to live our lives, and we really do not see the impact that our thinking might be having on others.

What you are probably thinking, as I did when I became aware of this, is *what are the steps I need to take?* Hawkins teaches that there are no specific X-Y-Z steps. The way to tune in this power is to become aware that any negative thought will affect success in a powerful way that we cannot

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explain. All that science knows for sure is that it is present. It is important not to try to make a specific plan to obtain power, just create a vision, and trust that what you can and will do will lead you in the right direction.


The structure of this text includes four chapters of learnings; then Chapter 5 is a special section to address life challenges.

As a personal success life coach, I use this resource with all of my wonderful clients, to provide them with a tool to grow. If you do not have a coach now, perhaps this text will assist you to learn to be your own coach, because in the end, all we have is ourselves.

Good luck, and Best Wishes!

— *Dr. Bill Howatt*

Preface

Hawkins' Map of Consciousness (all numbers to 10th power)			
Emotion Level	Log Number	Famous People	My Level
Enlightenment	700-1000	Mother Teresa	
Peace	600		
Joy	540		
Love	500		
Reason	400	Albert Einstein	
Acceptance	350		
Willingness	310		
Neutrality	250		
Courage	200	 Work to be above 250	
Pride	175		
Anger	150		
Desire	125		
Fear	100		
Grief	75		
Apathy	50		
Guilt	30		
Shame	20		

Introduction

Think Positive

IN life, it is not knowing what we want, it is knowing we can get what we want that leads to success. Life is what we think, because all actions start from a thought. I hope you truly consider the importance of what you think about — good or bad — because those thoughts will create your life focus. What you focus on will expand.

To get you started on your journey, you need to know that you can and will be successful. The start is positive thinking, and to get your thoughts ready for the journey of positive change you are about to make, I have included a wonderful piece for inspiration called *Please Hear What I Am Not Saying*.

Many of us look at our journey in life as one of pain, rather than challenge and excitement. As you read this book on becoming successful in life, please remember that the first step to success is to overcome negative beliefs, and to move forward.

We all have a story, and it is ours alone. If we learn that we can change our story, and create a new one, we are half way there. Just knowing we can do it is a sign of success. I encourage you to take Hawkins' words of advice and this book's core chapter as a path to success. In the end, we will only be successful if we choose to be successful.

Please Hear What I Am Not Saying

Don't be fooled by me. Don't be fooled by the face I wear. I wear a mask. I wear a thousand masks — masks that I am afraid to take off; and none of them is me.

Pretending is an art that is second nature to me, but don't be fooled. For God's sake, don't be fooled. I give the impression that I am secure, that all is sunny and unruffled within me as well as without; that confidence is my name, and coolness my game, that the water is calm, and I am in command; and that I need no one. But don't believe me, please. My surface may seem smooth, but my surface is my mask, my ever-varying and ever-concealing mask.

Beneath lies no smugness, no complacency. Beneath dwells the real me in confusion, in fear, in aloneness. But I hide what I don't want anybody to know it. I panic at the thought of my weakness and fear of being exposed. That's why I frantically create a mask to hide behind — a nonchalant, sophisticated façade — to help me pretend, to shield me from that glance that knows. But such a glance is precisely my salvation, my only salvation, and I know it. That is, if it's followed by acceptance, if it's followed by love.

It's the only thing that can liberate me from myself, from my own self-built prison wall, from the barriers I so painstakingly erect. It's the only thing that will assure me of what I can't assure myself — that I am really something.

But I don't tell you this. I don't dare. I'm afraid to. I'm afraid your glance will not be followed by acceptance and love. I'm afraid you'll think less of me, that you'll laugh, and your laugh would kill me; I'm afraid that deep down I'm nothing, that I'm just no good, and that you will see this, and reject me.

So I play my game, my desperate, pretending game, with a façade of assurance without, and a trembling child within.

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And so begins the parade of masks, the glittering but empty parade of masks. My life becomes a front. I idly chatter to you in suave tones of surface talk. I tell you everything that is nothing, and nothing that is everything, of what's crying inside me. So when I'm going through my routine, do not be fooled by what I am saying.

Please listen carefully, and try to hear what I am not saying, what I would like to be able to say, what for survival I need to say, but I can't say.

I dislike hiding, honestly, I dislike the superficial game I am playing, the superficial phony I am being. I'd like to be really genuine and spontaneous and me. But you've got to help me. You've got to hold out your hand even when that's the last thing I seem to want or need. Only you can wipe away from my eyes the blank state of the breathing dead. Only you can call me into aliveness. Each time you're kind and gentle and encouraging, each time you try to understand because you really care, my heart begins to grow wings, very small wings, very feeble wings — but wings.

With your sensitivity and compassion, and your power of understanding, you can breathe life into me. I want you to know that. I want you to know how important you are to me. How you can be the creator of the person that is me, if you choose to. Please choose. You can remove the mask, you alone can release me from my lonely prison. So do not pass me by. Please do not pass me by. It will not be easy for you. My long conviction of worthlessness builds strong walls. The nearer you approach the blinder I might strike back. It's irrational. I fight against the very thing I cry out for.

But I am told that love is stronger than the strongest walls, and in this lies hope. My only hope. Please try to beat down my wall with firm but gentle hands — for a child is very sensitive, very fearful.

Who am I, you may wonder. I am someone you know very well. For I am every man you meet. I am every woman you meet. I am right in front of you.

— *Anonymous* — *Unknown Source*

Please Hear What I Am Not Saying

Chapter One

Who Am I, And What Do I Want?

“You can’t dig a hole in a new place by digging the same hole deeper.”

— Edward De Bono

AS I sat wondering how to begin this book on self-change, I began to search my mind’s eye for the appropriate analogy of real life, so as to give you a quick and easy example of what this text is intended to do. Because thinking and writing can be a challenge, as I was wondering how I could get my point to the reader, I became aware of how I was caught in a loop of incessant wondering of *how am I going to do this?*

Many people who have a life problem greater than my difficulty of how to start this book, spend many hours and years thinking about how to change, or idealizing change, but never seeming to get past the thinking stage. They really do little about reaching their objectives, or realize who they would like to really be.

The solution for people is much like the children’s story of *The Little Train That Could*. It is not until the little choo-choo thought about what he wanted, believed that he could, and more importantly actually attempted it, never quit, worked hard, and took his time, that he achieved his goal. The same holds true for us in our daily lives. In order to succeed like the little train, we must think — and do — like the little train.

In order to get the maximum benefit from *My Personal Success Coach*, you will need to be willing to work, because this is an interactive book, which supposes that the reader will not only read the text, but will take **ACTION**. This book needs to be not only read, but followed and used, and this is why there is a Journal section, so you can learn to take action. Action alone is the most fundamental and powerful part of the change process, as it involves doing, not just thinking about it. Thus change becomes real and tangible with action, nothing else. I should also point out that change is a *process*, with a beginning, middle, and an end. It is not solely an event, rather it is a gradual and continuous re-adjustment over time.

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Who Am I, And What Do I Want?

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Any discussion of change, I feel, should also incorporate the necessity of a *Green Eggs and Ham* approach by the individual. In that delightful story by Dr. Seuss, Sam-I-am uses creativity and a non-judgmental approach to try to have his friend eat green eggs and ham. This means simply that flexibility and creativity are at a premium, for it is with flexibility and openness to experience, and the willingness to attempt through action over a period of time that real and sustained change occurs. The choice is ultimately yours, but I will leave you with the question, “If you stay doing what you are doing, will you not continue getting what you have gotten to date in your life?”

The purpose of this book is to provide the knowledge, skills, and attitudes to help solve some of your daily regrets, dilemmas, and concerns, to make goals, and to set the action to obtain them. This is what I believe personal success coaching is all about. It is guiding the individual to decide for themselves from their own perspective where they are, and where they want to be, and more importantly how to get there. After all, what is a coach? A coach is someone who guides or aids one in whatever task or venture that they participate in, whether that be playing football, discovering spirituality, or achieving the desired outcomes that they have set for themselves.

Coaches do not take the athletes’ place on the field or play for them, rather they teach them the rudimentary skills, and how to hone them, and then the athlete chooses how to best adapt this knowledge and skills. That is the intention of this book, as a personal success coach, to give you the rudimentary skills necessary for personal success (which ultimately you define), and help you adapt them to best suit your needs. Thus this book is recommended to be used time and time again as a guide to personal success.

A word of caution, however, this is not to say that this book is the “be all and end all” of personal growth or self-therapy, rather I hope that it will be used as an interactive *tool* in conjunction with, but not in lieu of, your personal coach.

My Personal Success Coach will provide in-depth insights to enable you to explore various aspects of your life, such as determining where you are, and where you wish to be; your goals and values; an explanation of the brain and behavior; health and nutrition; and activity and lifestyle. It will provide you with a success formula to remove chronic concerns, so you can have the ability to create new beginnings. The book also concerns itself with placing control in your hands, and all onus of responsibility on you, for you, rather than getting caught up in external blaming. Running throughout the

text you will notice that I have used a case study to illustrate and clarify certain issues so you can better understand how to use it.

Case Study

To assist you in learning how to become your own personal coach, I will provide a fictional character named John. The purpose is to show you the typical problems and challenges that can be overcome when we take charge of our life.

John is an employed 40-year-old male in mid life, married, and in a relationship where he feels he is just existing. He does not feel a lot of love in his life; he has two children who he is not really close to, because he lacks the time and focus that are required by a parent; and he is wrapped up in himself. His problems include the following:

1. A great deal of performance anxiety and excessive worry about being perfect in his work as a financial planner who is struggling to make a living.
2. Very low frustration tolerance, which affects his personal and business life.
3. A great deal of stress, which affects his self-worth as he tries to find his personal value in life.
4. A host of self-destructive behaviors, such as over-eating, excessive intake of caffeine, and too many cocktail hours.

Throughout this book, you will see John address how to obtain the knowledge and skills he needs to improve his life.

Assessment

Though your coach may have done an assessment, I believe it is invaluable to follow up with a self-assessment, to assess where you are, in order to determine where you want to be. This will not only give you a starting point to build on, but it will also give you a picture of who you are now, and perhaps a detailed glimpse of how you think, feel, and act.

Before you start completing this assessment chapter, just a quick note on how to use it most effectively.

1. *Take the time to complete it.* Set aside time for you alone to complete this chapter. Answer honestly, and to the best of your ability. Please do not rush through or skip questions. After all, you are assessing yourself, for yourself.

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2. *Write everything down.* By taking a written inventory of your responses, not only will you get a clearer and more concise picture of yourself, but your initial assessment can then be used as a comparison point as you work your way along the continuum of change, and achieve new learning. It is almost like a written hard-copy “before” picture, which you can then compare to the “after.”
3. *Relax.* This exercise is done by you, for you. No one will judge you, or your answers. Take your time, think, see, and feel things through. Enjoy!
4. *My Personal Success Coach Journal.* Start the daily journal to record all your work and notes for this text.

Ecology Check

Before we start, let’s make sure that what you want to do is healthy, and ecologically sound, to ensure you do not hurt yourself or others by the actions you want to take. One of the first questions people should ask themselves before starting any venture which may permanently alter their lifestyle and relationships with others, is: “Is this okay to change?” This is a very important question to ask, and it is also crucial to carefully weigh the consequences and implications of your decision. Sample questions to consider when undertaking a life altering program include:

- A — If you change, what will you lose about your old self?
- B — What will you gain?
- C — How will you be different?
- D — How will you think, and/or feel differently?
- E — Will others accept this change?
- F — Is others’ acceptance important to you; are they resistant to the “new you”; and will this have you question your new outlooks/ behaviors?

Take a moment now to answer the questions in the chart on the next page, and write your answers in the spaces provided.

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Question	Answer
1. If you change _____, what will be the consequences to you and others?	
2. What will you and others gain?	
3. How will you be different?	
4. How will you think, and/or feel differently?	
5. Will others accept this change?	
6. Is it safe for you to make this change, and how will you know it is safe?	

Table 1-1 — Ecology Check.

For any change to occur, you will have to want to change, take the time to change, and make it safe for you to change, to fully realize and accept significant change in your life. It is, I feel, also necessary to point out at this time that any change that is taken by you should not affect another person's life in a negative manner. They may choose to perceive and judge it in a negative light, but by you changing, it does not make anyone feel any particular way. I will get into this topic further when I explain locus of control later in this chapter. By completing the above chart, you will get a sense of whether or not change in whatever area you define is safe and acceptable for you at the present time.

*Included as part of your ecology check you should consider a visit and consultation with your physician, because a part of *My Personal Success Coach* involves incorporating changes in physical activity, exercise, and diet into your lifestyle of wellness.

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Assessing Readiness for Change

After initially assessing whether or not change is safe for you, the next level in the process is dealing with the concept of your willingness and readiness to change. This can be thought of and viewed as a conceptual continuum, or sequential levels of readiness as illustrated by the diagram below.

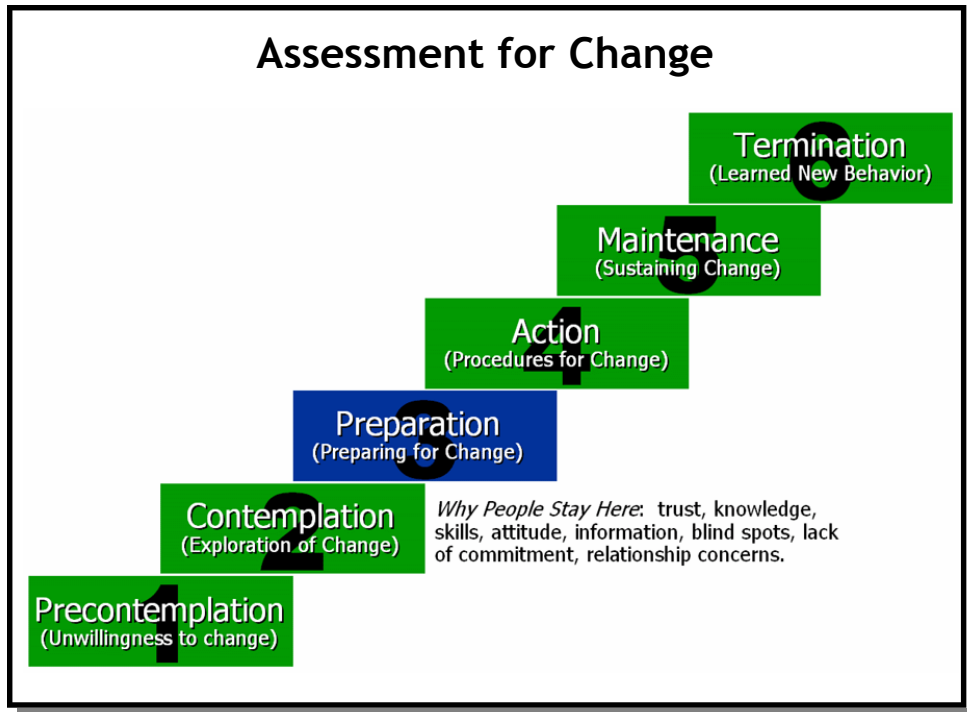
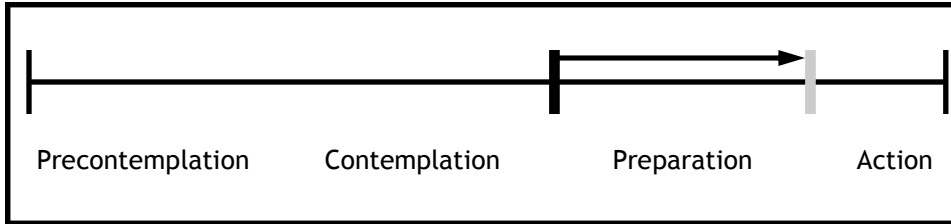


Figure 1-1 — Assessment for Change (Adapted from Norcross and DiClemente)

Norcross and DiClemente conclude that the key to change is action, and any change is a continual process which involves acceptance of life challenge; requires a willingness to take action, and a need to acquire or achieve new learning; and then implementing these new learnings into a constructive, gradual plan to facilitate change. All this being said, individuals at different points in time, and regarding different situations, will be at varying levels of motivation to change. The following will provide you with an explanation so you can self-evaluate where you are at now.



(John is in *contemplation*, moving towards *preparation*, meaning he has decided to change.)

Figure 1-2 — Stages of Change

The stages of readiness that set the stage for action are: *precontemplation*, *contemplation*, and *preparation*.

Precontemplation is the initial state of a person's being. It is functioning as you always have, or the continuation of the status quo. In this initial stage, people are not thinking about change; are not willing to take action to change (in fact they are generally resistant to the idea); and will continue in their present patterns. The challenge which presents itself is that if you perceive that you are in precontemplation on a particular issue (not willing to look at an issue, or think you have a concern), will your issue be resolved if you continue to do the same thing over and over? Of course not! For change to occur, you will need to do something different, like accepting the fact there is a concern.

Contemplation, or the second stage of change, is where the individual begins to think, see, and feel the necessity or benefits of a possible change. Change begins to become desirable to the individual, as they compare their desired state of being to the actual state that they are in. This can be at all levels of life: spiritual, interpersonal, familial, occupational, or personal.

Preparation is where the individual actually takes their thoughts/feelings and begins to prepare themselves for change. This may involve concentrated thinking on the subject; asking others for advice and opinions; or gaining extra knowledge to bolster the necessary skills they already have for change, such as reading this book!

Action is the active stage, or level of change where the individual utilizes what they have learned to bring about change. This stage may take a while, in order for the person to fully realize and integrate their new learning and cognitions about themselves, and translate this into their new and desired behaviors.

Now that you have some knowledge about the various stages of change, it is time to figure out which stage you are in, via the continuum line above. In regard to self-improvement, where are you today?

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(Please note, rather than having to mark in the book, at the end of the chapter an activity summary is included for you to complete.)

Concerning the stages of change, it may be noted that although they are sequential, by times, most people when faced with change will sway back and forth between the various stages during the early period of change. In therapeutic terms, this is called regression or relapse. There are several ways in which to circumvent or overcome relapse. These include the revisiting and adjusting of your original realistic and attainable goals so that you do not get prematurely stuck and frustrated. To reduce the chances of this happening, we will use a very detailed, specific and gradually incrementing goal setting and monitoring plan to keep things concrete and attainable; and keep your action of success progressing. Please always keep in mind the need for flexibility, creativity and motivation. After all, where does it say that change is easy? In fact, as someone has said, “Good things in life rarely come easy,” or is easy just a frame of mind? I believe everything is possible, with effort.

What I Really Want

At the same time that you are assessing where you are in terms of motivation along the process of change, I think it would be to your benefit at this time as well, to assess exactly what you think you want to change. I have found that not only will this give you a clearer picture of yourself, and your purpose in reading (which will help you stay motivated), but as the book continues to guide you through the process of change, you will be ready to apply your specific problem to the guidelines presented, thus further facilitating your progress. Furthermore, as you develop and explore personal change, it is always useful to ensure that you are focusing on what you really want, and what steps you can take to obtain these wants. In the same light, at this juncture when you are specifically defining your wants, I feel it would also be prudent for you to take some time to explore your personal specific definition of success, and what it means to and for you. This will give you an overall picture of what you want and desire, and further help in your subsequent self-discovery and self-exploration of specific wants.

Defining What I Want	
1. Desired State	What do you really want in your life right now? <i>Good marriage, happiness at work, to be a good parent, financially stable.</i>
2. Present State	What are you presently doing to get what you want? <i>Thinking about it, staying in my job, taking time out with kids.</i>
3. Resources	What resources do you presently have to get what you want? <i>Health, marriage, and a supportive spouse/kids, full-time job.</i>
4. Interference	What do you need to stop doing to get what you really want? <i>Thinking and planning about it, and actually doing it.</i>

Table 1-2 — Defining What I Want

Defining My Life Success
<p>When you have success in your life, what will it look, sound, and feel like? Write a paragraph to explain clearly how you define success.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Table 1-3. Defining My Life Success

An Introduction to Communication Modalities

Neuro-Linguistic Programming, an exciting innovation in psychology, is the study of how we use language, and choose the words we do, and Meta-programs, how we process the world around us, reveal various patterns and preferences people use to communicate, and what these communicative patterns reveal about ourselves. By using these techniques, we can learn to communicate more effectively with others.

This section is designed for you to be able to identify your current representational filters, which are the programs you use to process the world. Your filter can be thought of as being very much like a stereo, which produces sound, either in the form of music or voices. Although it produces the same outcome of sound, it has several very different inputs for this sound,

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either through AM/FM radio waves, a small plastic cassette, or a metal-like compact disc. So even though the radio, the tape, and the CD, can produce the identical song, and can get across the same information to the stereo, they are very different. Furthermore, usually that same stereo works better with one of the components, which can only be used one at a time to make the sound. Your representational filters work very much the same way. Although we can understand and get the message from all sorts of words people say, there are ways in which this can be optimally done, and we use only one at a time, much like the stereo.

You may be asking yourself, other than understanding yourself better, why is this section here, and why do you need to know this stuff? Well, the last section covered was on wants, and what specific wants you have. Now that you have clearly identified your wants, this section is the first step to successfully achieve those wants, and specifically, to effectively go about communicating, and subsequently reaching those goals.

Exploration of these concepts is done not only as a means of assessment, and in aiding you to gain a fuller understanding of yourself, which sets the stage for the goals that you will begin identifying and realizing. The point is to show you what will be effective and efficient for you in gaining an understanding of personal change. This in turn you can forever use to better facilitate your learning, which is an integral component in the change process, and self-communication. Furthermore, an understanding of the topics which will be addressed in this section will aid in your effective communication with others, as you will be able to discover from listening and communicating with them what their primary filters or inputs are, and then use this information to structure how you communicate with them to better aid their understanding of you, an important element in facilitating your personal success in a social world.

Therefore, one way in which you can learn a lot about yourself, and understand why different aspects of life affect you in different ways than others, is by examining your representational filter. In our culture, our primary filters of all information, cognitions, and beliefs come through our five senses: sight, hearing, taste, touch, and smell. In particular in Western culture, our main filters comprise sight (visual), hearing (auditory) and touch (kinesthetic).

This is not to say that these are the only senses we use in understanding our world, but simply that these senses are our initial and strongest modes of self and interpersonal communication. In turn, each individual utilizes one of these senses as their primary filter. As you read the descriptions and

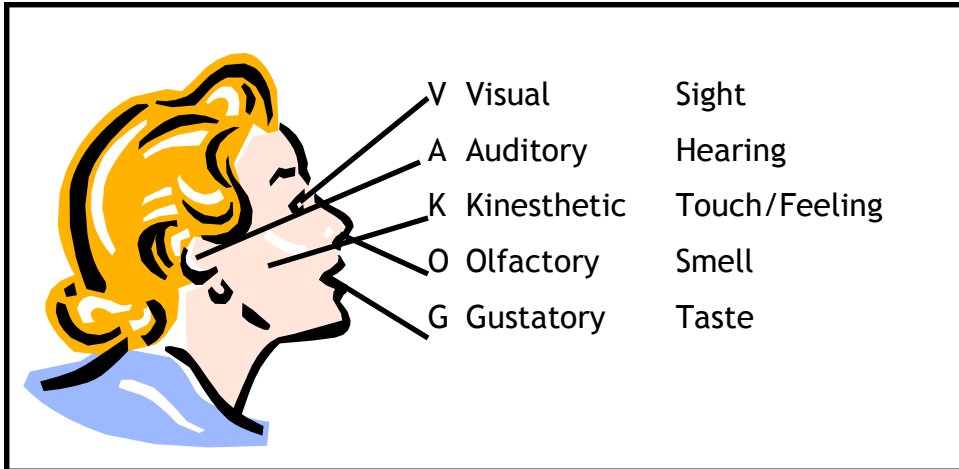


Figure 1-3 — Communication Filters

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depictions of each representational system, decide which system serves as your primary filter.

As words represent or communicate our thoughts, they can provide a window or mirror through which you can determine your own and others' cognitive structures and representational filters. In other words, "Perception is Projection." This aids in the process of change, which has already started, as you can understand which system works best for you, and alter your learning and information to suit your system to maximize the effectiveness of communications, thereby maximizing your knowledge. The three communication filters we will explore are the visual, auditory and kinesthetic modalities.

Visual

The first modality to be *looked* at is the **visual** representational filter. Individuals whose primary filter is visual easily get vivid pictures in their heads, and will generally look at a person when best trying to communicate with them, and will expect the same from the person they are communicating with. "Look at me when I am talking to you" is a perfect example of conveying a visual bias, as visual confirmation or eye contact conveys understanding and acceptance to persons with a primary visual system. In the visual person's case, "a picture is worth a thousand words," literally. People who are primarily visual will use the following words and phrases in conversation, when trying to communicate their thoughts and perceptions.

Word Examples: Look, picture, focus, see, imagination, insight, scene, blank, visualize, perspective, appear, shine, reflect, clarify, examine, eye, illusion, illustrate, notice, outlook, reveal, preview, show, survey, watch, hazy, dark (O'Connor and Seymour).

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Phrase Examples: I see what you mean
I am looking at it
We see eye to eye
I have a hazy notion
Show me what you mean
It appears to me

Auditory

The next modality to be *discussed* is the **auditory** representational filter. These individuals best understand and communicate their thoughts through audition or hearing. Listening intently and conversation are their main media for learning, and while they may appear to a visual person to not pay attention, they are probably hearing everything. These individuals like to sound things out, and play things back in their head. “Do you hear what I am saying?” and “Listen to me” are perfect examples of a primarily auditory individual. People who are primarily auditory may use the following words or phrases in conversation.

Word Examples: Say, accent, rhythm, loud, noise, sounds, monotonous, deaf, clear, discuss, proclaim, remark, listen, hear, tell, quiet, ask, tone, audible (O’Connor and Seymour).

Phrase Examples: Music to my ears
In a manner of speaking
Loud and clear
Rings a bell
On the same wavelength
Unheard-of

Kinesthetic

The third of the primary modalities to be *touched* upon is the **kinesthetic** modality. These individuals grasp things best by doing just that, grasping it. These are the “touchy, feely,” sensitive individuals who learn, understand, and communicate things by feeling and experiencing them. “Can you handle that concept?” is a prime example of what a primarily kinesthetic person would say. Further examples of words and phrases expressed by primary kinesthetic persons are given below.

Word Examples: Touch, handle, contact, rub, solid, warm, cold, rough, tackle, push, sensitive, stress, touch, gentle, grasp, hold, heavy, smooth (O’Connor and Seymour).

Phrase Examples: I will get in touch with you
 I can grasp that
 Hold on a second
 Scratch the surface
 I can't put my finger on it

A cool customerIn the case of John, for instance, he finds that he is kinesthetic. He has come to realize that he uses feeling words and phrases a lot when communicating, and likes to touch and actually hold things to get a better sense of accomplishment and understanding, as well as when he is attempting to commit something to memory. At work, for example, he always asks for a “hard copy” instead of just a computer file on a disk.

This awareness of primary modality will allow you to become a better communicator, as you can listen to others, and may then choose to change your wording to match their system for maximum effectiveness and clarity of your transaction, with the ultimate result of meeting your wants and goals — a key to success.

Primary Modality Chart			
Criteria:	Visual	Auditory	Kinesthetic
Words most commonly used:	see	hear	hold of, grasp, feel, touch
Phrases most commonly used:	I can see that	I hear what you're saying	get a handle on, come to grips with, I connect with that.
Easiest form of how they remember something, or access a memory:	form a picture in their heads via visual stimuli	by hearing things, and then playing sounds back in their head	by touching it, or remembering how it, or they felt

Table 1-4 — Primary Modality Chart

META PROGRAMS

Meta programs are the methods we use to process the outside world. They are a further self-assessment tool which you can use to determine where you are at present, and to more effectively communicate with yourself and others. Examining your specific Meta programs will assist in achieving your goals and aspirations. By becoming aware of your Meta programs, you can develop better relationships with others and yourself, as you can begin to get a sense of where they are coming from, and what they are most comfortable with.

Each person has four main Meta programs, and we fall somewhere between two poles on each of them.

1. The first Meta program deals with **external behavior**, or how we relate observably, to and with other people. The dual poles of *introvert* and *extrovert* are fairly well known throughout our society, and are classified as such due to a propensity for people to react in two distinct ways to social situations.

Introverts are commonly internal, deep, reflective, think-then-speak, intense, and heavy concentrators who find themselves in few relationships.

Extroverts, on the other hand, are highly social, external, gregarious, relaxed, and involved in many relationships (James). Where do you fall on the scale below?

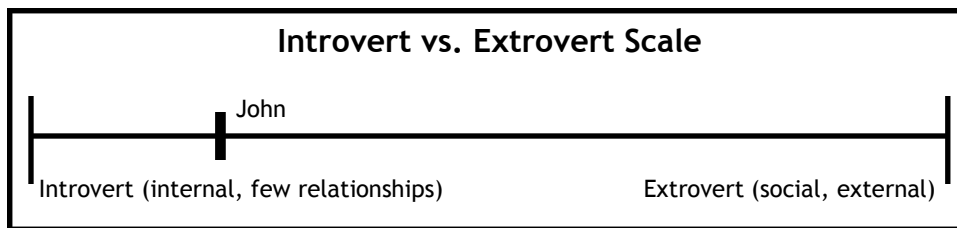


Figure 1-4 — Introvert vs. Extrovert Scale

John, for instance, finds himself to be more of an introvert than an extrovert, preferring few, but close friends, and is very internal when dealing with others.

2. The second Meta program involves the **Internal Process**. Internal process refers to how an individual's mind processes information. Individuals can either be a *sensor*, or an *intuitor*.

Sensors are people who are sequential, realistic, actual, specific and practical most of the time.

Intuitors are random, conceptual, theoretical, fantasy oriented, with their head in the clouds.

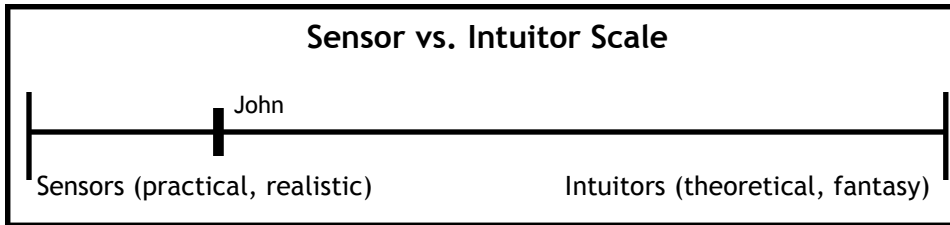


Figure 1-5 — Sensor vs. Intuitor Scale

John in this case finds himself to be a sensor, quite realistic and practical, and wanting specifics to gain an understanding of concepts.

- 3. The third Meta program is **internal state**. Internal state refers to the way in which a person experiences new information. The two poles of internal state are *thinking* and *feeling*.

Thinkers are objective, firm-minded, detached persons who appreciate clarity, justness, and laws.

Feeling people are those who are subjective, involved, fair-hearted, persuasive, and into harmony, humanness, and social values.

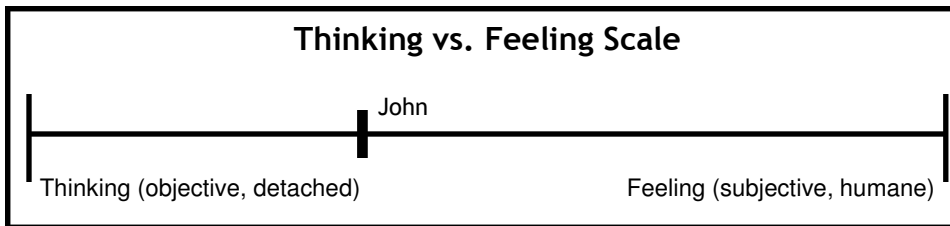


Figure 1-6 — Thinking vs. Feeling Scale

On this scale, John finds himself to be more in the middle of the two poles, as he appreciates clarity and objectivity, while at the same time is quite sensitive.

- 4. The fourth and final Meta program deals with **adaptation operator**. This Meta program refers to how an individual reacts and comes to conclusions about new information and situations. Individuals can either be *judgers* or *perceivers*.

Judgers are resolved, fixed, closed, planned, definite, scheduled individuals who appreciate structure and deadlines.

Perceivers, on the other hand, are more open, flexible, wait-and-see, adaptable, spontaneous, and tentative.

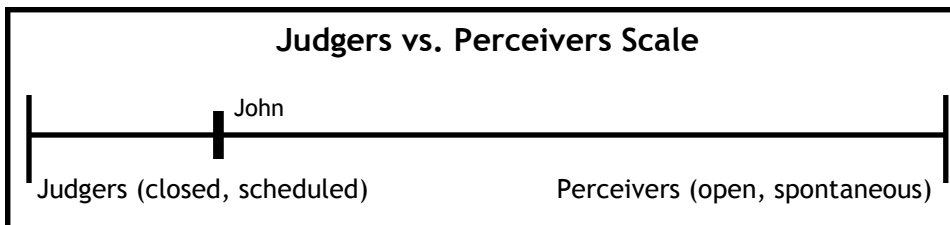


Figure 1-7 — Judgers vs. Perceivers Scale

John marks himself towards the judger side of the judger/perceiver scale as he enjoys definite schedules and deadlines, rather than spontaneous openness.

Thus by knowing yourself and how you naturally prefer to react and experience various aspects of life, you are able to commit to yourself how exactly your learning and understanding would be best suited and enhanced, and to focus on how to match your goals through these means.

META PROGRAM FILTERS

In addition to the four main meta programs of how we perceive, react and experience information and situations, there are deeper, more specific meta program filters which we can understand and alter to better equip ourselves to achieve our goals and wants.

1. The first of these filters is the **direction** filter. In terms of direction, a person can be motivated by *towards* or *away* goals. *Towards* simply means that you are motivated by what you want, and how to move towards getting what you want. *Away* from refers to you being motivated by knowing what you do not want, and being motivated to stay away from it.

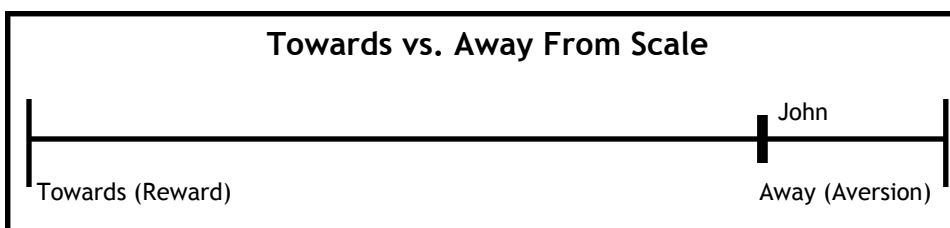


Figure 1-8 — Towards vs. Away From Scale

On the direction scale, John found that he was more motivated by away rewards. For instance, he bought a new car every couple of years more so for its warranty and lower likelihood of breaking down, than he did for the attractive looks, higher top speed, etc.

- The second filter is the **reason** filter. This filter entails the rationale behind our actions. People are motivated by the possibilities in life, or they see things as necessities. In the case of the reason filter, you are either motivated by *possibility* or *necessity*.

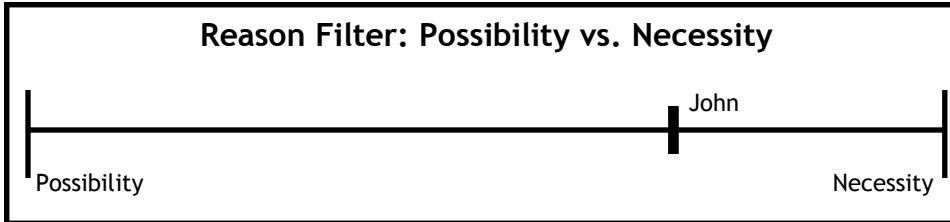


Figure 1-9 — Reason Filter: Possibility vs. Necessity

Thus, in terms of the rationale behind his behavior, John felt he was more motivated by necessity, and what he felt he had to do, rather than what he could do.

- The third filter is your **frame of reference** filter. Do you evaluate yourself and behavior, and explain yourself and your behavior *internally* or *externally*? Are you responsible for choosing your own behavior (internal frame of reference) or is the situation or environment in control most of the time (external frame of reference)? This is also referred to as locus of control, or who you ascribe to having the most influence or control over your life. I believe that you need to be at an internal locus of control (ILOC), to make lasting personal change, as you are taking responsibility for your own actions in how you respond to others, yourself and the world, rather than blaming others (e.g., parents, employer for personal difficulties). The following activity is designed for you to gauge where you fit on the continuum of locus of control (Figure 1-10).

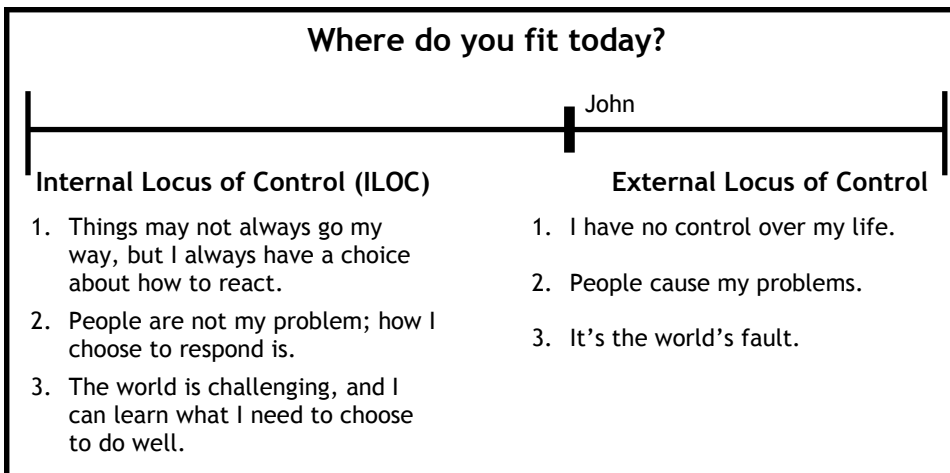


Figure 1-10 — Locus of Control

ILOC and ELOC Re-Evaluation (Via the case of John)	
ILOC Alternatives	ELOC Original Thought
1. I am choosing to allow my job and boss to affect my temperament. 2. I cannot change what my boss does, but I can change how I <i>react</i> to what he does. 3. As I do not feel anxious all of the time, I am choosing to feel anxious at certain times, an emotion which I can control.	1. My job makes me feel anxious.

Figure 1-11 — ILOC and ELOC Re-Evaluation

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On the locus of control scale (Figure 1-11), John thinks that for the most part, he is where he is, due to the things and situations around him, including things such as his boss and job, and his wife making him become frustrated and anxious.

Wherever you fit on the graphic is where you are today. Right now, think of one thing you thought was controlling you, and explore from the ILOC position three alternatives you could do instead. You may need to do some research, but you will find alternatives, because once you are able to see that you have choices, you are working from an internal locus of control, and are now in a position to start to consider how to choose more personal success.

- 4.-5. The fourth and fifth filters both involve how a person becomes convinced of something. The **convincer representational filter** deals with which modality you are most convinced through; either through *seeing, hearing, reading* or *doing*. The **convincer demonstration filter** deals with the number of times something has to be demonstrated before you are really convinced. Is your conviction of something's veracity *automatic*, or do you need it to be shown a *number of times*, over a *period of time*, or *consistently*?

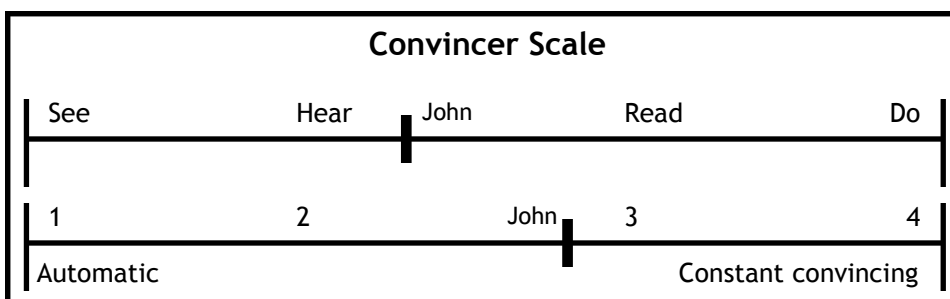


Figure 1-12 — Convincer Scale

6. Another filter deals with action, and is subsequently called the **action filter**. Are you *active* (meaning you react quickly and immediately to a situation) or *proactive* (meaning you reflect upon the situation weighing options before you react)?

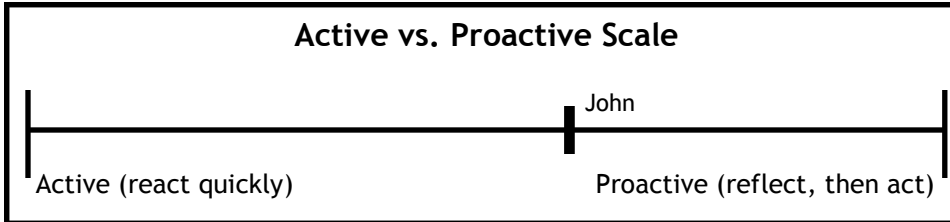


Figure 1-13 — Active vs. Proactive Scale

This chart reflects John’s preference to think first, and then react to situations which arise, rather than impulsively react without weighing options.

7. The **affiliation filter** connotes how you respond to, and integrate with, others. The three situations which each person has available are as an *independent player*, *team player*, or a *management player*.

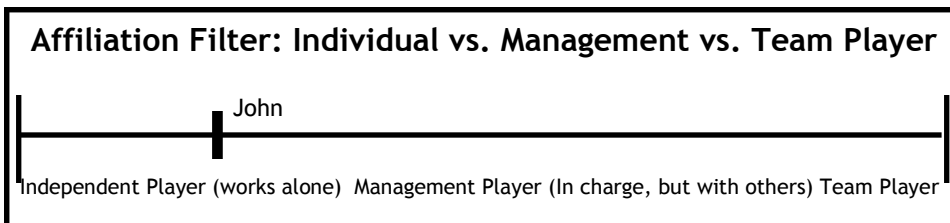


Figure 1-14 — Affiliation Filter: Individual vs. Management vs. Team Player

After contemplating this exercise, John finds that he places himself more towards working alone, than with other people.

8. Also dealing with work related preferences is the **work preference filter**. Are you most effective and content working with *things*, *people*, or *systems*?

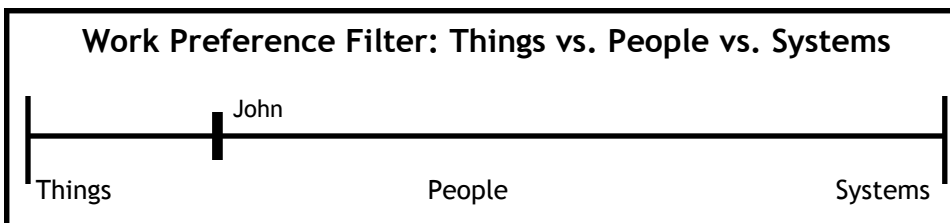


Figure 1-15 — Work Preference Filter: Things vs. People vs. Systems

In this case, John prefers to work with things or other people.

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9. The **primary interest filter** explores the main objects which hold your interests. Are you primarily interested in *people, places, things, activities, or information?* The following scale helps you to identify your primary interests by listing under the heading areas which activities you are currently involved in now, and receive the most satisfaction from.

John's Primary Interest Filter				
Objects of your interest – what do you enjoy?				
People	Places (i.e. travel)	Things (i.e. possessions)	Activities (i.e. sports)	Information (i.e. reading)
1. Close friends	1. Yearly trip	1. 2 cars	1. Golf	1. Books

Figure 1-16. John's Primary Interest Filter

Having completed the chart, John discovers that he is primarily interested in the acquisition of information and things, as his main means of enjoyment. He can have an interest in all of the above, however, from the list he will find one which jumps out for him as his primary interest filter

10. The **chunking filter** is in regard to how you prefer to manipulate and store information and ideas; either by chunking them in small *specific* pieces from which you build from small to large, or *global*, where you are more comfortable working from a large generalized idea down to the specific.



Figure 1-17 — Chunking Filter: Global vs. Specific

With respect to the chunking of information to be understood, John feels that he prefers to store ideas and information as specific parts, rather than an abstract, integrated whole.

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- The final filter to be discussed is the comparison or **relationship filter**. People can either notice primarily the *sameness* or matching properties of something, or the *differences* or mismatching of something when compared to another. For instance, do you first notice that three coins on your table are all heads, or that one is upside down?

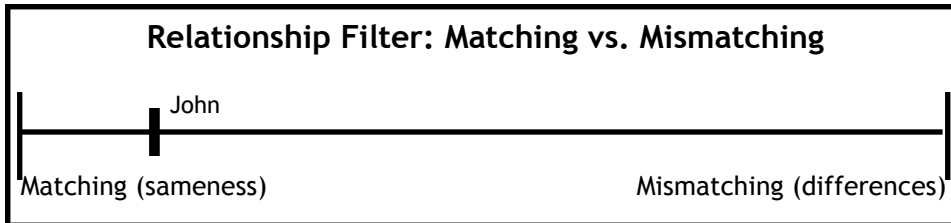


Figure 1-18 — Relationship Filter: Matching vs. Mismatching

John found that he primarily notices things more in terms of how the coins appear similar, rather than how they are different.

It should be noted as you explore your Meta programs and filters that you do not have to be exclusively one, all of the time. These assessments gauge how you perceive yourself to be *most of the time*, to enable self-understanding and goal facilitation. Use the Meta assessment at the end of the chapter as a tool for personal insight.

VALUES

One of the most defining, salient, and integral features of our personalities, which greatly affects our behavior and thinking in any given situation, is our values — the various aspects of life that we strongly believe in and adhere to. Thus in any exploration of self, and where you are now, what you consider most worthy and most important to you, is crucial to examine; especially to make sure that any plan or goals that you set are congruent with your values, to ensure success of the plan. This is so because in the grand scheme of personal change and success, it is our values more than anything else which motivate our personal goals.

Many of us never truly understand or explore our values, which come from many sources, such as parents, culture, social status, peers, our generation, and our personal interpretation of the environment. Because values are outside of our awareness, unless we tune in on them, we are usually only aware of our beliefs and attitudes. In the diagram on the following page, you can see how our values influence our attitude. This is important, because what we believe about ourselves will affect the types of goals we will pursue.

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For success goals, we need to make sure our values are congruent with the goals. When you do your values measure, you will learn a great deal about what makes you tick. Furthermore, we need to be careful of what and how we perceive ourselves and others, as we can create labels in our minds, and project this onto ourselves or others, hence taking on the deficit. This can be avoided by examining our values and the Meta programs already discussed. **This section will explore exactly what your values are in terms of two life components: your personal and family life, and your career life. In terms of your family and career life, what is important to you?**

To create a values list for these two areas, make a list of 8 to 10 things which are important to you in both your business and personal life. Once you have completed your values list, put a number beside each value to create your **values hierarchy**, ranking which values are more important to you than the others. **If you are finding this difficult, simply ask yourself, can I have _____ without _____?** For example, using John, he might ask himself, “could I have a healthy marriage without my health?” Answer — “no,” so he changes health to number one, and moves marriage to number two, and continues in this way until he’s satisfied with his hierarchy. By setting your values in this way, you will discover what is most important to you, where your priorities must lie, and which issues your goals and treatment plan must address in order for you to succeed.

Family and Personal Life (John)			
(Showing Before and After Rankings)			
1. Healthy marriage	2.	5. Loyalty	5.
2. Open communication	3.	6. Health	1.
3. Trust	4.	7. Leisure	6.
Career Life (John)			
1. Stability	1.	3. Enjoyable	2.
2. Good salary	3.	4. Benefits	4.

Table 1-3 — Values

GOALS

Now that you have spent the initial portion of this chapter discovering where you are, the next portion will be dedicated to assessing where you want to be. One of the best ways to determine this is through the setting of goals. At the end of the section, it would be beneficial for you to set goals based upon the learning contained within it, moving always further towards change.

All behavior has a purpose. Whether it is clear and tangible, or hidden from our comprehension, every human's behavior and reactions have a reason behind them. When a person chooses or directs their efforts and conscious attention in reaching or achieving something specific, it is called a **goal**. Goals are integral in the achievement of personal success, as they provide not only direction, but also motivation, and the impetus for change. Goals give us something to drive for or aspire to, and are thus important instruments for change. Goals can be either long- or short-term, meaning that we may have different expectations as to when we will achieve them, or aspire to achieve them.

Short-term goals are usually the intermediate steps for achieving the long-term goal. They can be seen as the more tangible and accessible steps or levels which must be achieved or accomplished before the ultimate goal is reached. An example of a long-term goal would be creating a vision at age 25 of retiring at 50. The short-term goals which you may set to achieve this long-term goal include setting up sufficient retirement funds, and meeting the maximum contribution each month; starting a special savings account; and getting the aid of income and retirement investors. The short-term goals are thus the building blocks of reaching the long-term goal, and give more instant gratification. Thus it is important in order to achieve your long-term goals and desired outcomes, to set short-term goals which will keep you on track, and give you rewards which will keep you motivated and concentrating on the long-term goals.

Your goals should meet the following criteria as represented by the mnemonic SAMPLE, which stands for:

SPECIFIC

ATTAINABLE

MEASURABLE

PURPOSEFUL

LELEGAL

ETHICAL

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Specific goals refer to the goals which are precise and exact. You know exactly what you wish to achieve when you are attempting, and succeeding in reaching the goal. Going back to our retirement at 50 example, a specific and effective goal would be putting exactly \$500 a month into a retirement fund. This is very clear and concise, so it is easy to see how to accomplish this goal. This adds to your success in reaching the particular goal.

Attainable goals are those which are within your means of accomplishing. Setting goals which are beyond your means simply frustrate you, and hinder the attainment of the desired outcomes. It detracts, rather than adds to your focus. An example would be setting a goal to put \$500 a month into a retirement plan when your net income is only \$1200; your rent is \$400; car payments are \$300; food bills average \$200; etc. Attainable goals, on the other hand, increase your confidence by allowing you to achieve them, such as putting \$100 into a retirement plan each month, rather than \$500. Impossible goals just set us up for defeat rather than empowerment. It is thus important to set goals that are realistic for you.

Measurable goals are those which you can chart or easily see a difference in. They allow you to compare your present state to your past state, thereby providing feedback on how you are progressing. This is crucial, as it keeps your focus, and gives you a sense of accomplishment and progress, which are important in remaining motivated, and concentrated on the desired outcome. In our running example, a monthly bank statement recording your month to month progress of deposits is an excellent example of a measurable objective which is tangible, and easily seen.

Purposeful goals are those which serve as valuable increments towards the ultimate attainment of the desired outcome. Goals which serve a purpose motivate behavior towards achieving them, and you can understand why you are working towards that end. Goals which you determine as non-purposeful leave you with the question “Why bother?” so you are more likely to choose not to.

Legal. In terms of the necessity of goals which are legal, this category is self-explanatory. Illegal goals are not realistic or worthy to meet the desired outcome.

Ethical. This goal designation is a little more problematic in definition, as you are the ultimate decider of what is moral and ethical for you. It is thus for you to decide.

Goal Setting (example John)		
Goals	Micro Steps	Ultimate Outcome
1. Health	Exercise 45 mins. every day	Fitness, Energy
2. Good relationship with kids	40 mins. daily of family time	Communication, Openness

Table 1-4 — Goal Setting

Keeping your new learnings from the above table in mind, it is now time for you to set goals for yourself. In terms of coaching for personal improvement or success, the defining and setting of goals is an integral part of the personal growth plan. The purpose of a personal growth plan is to allow you to identify with your coach or by yourself the unique areas of your life that you would like to focus on, and improve. A personal growth plan is a powerful instrument which takes into account all your unique needs. It should have one rule: always strive to become happy and healthy, but never at the expense of others. This is just a further step in the process towards accessing change, and enabling personal success in your life.

Self-Assessment Section

The last part of this chapter is for you to learn about you. A section on meta programs will be followed by a variety of measures to assess various aspects of your life.

Summary

Now that you know more about yourself and the process of change, I feel that it is important to recap and evaluate your new learning. A) Are you surprised by some of your answers? B) Did you learn something about yourself and others? This chapter was designed to provide you with personal insight, and a clearer representation of who and where you are right now, and where you want to go. It was by no means meant to be comprehensive or all-inclusive, rather a basis from which to work as you continue through this book and the continuum of change. Remember, this chapter is about you, for you, and as such can be used again and again as a tool in your own self-assessment, subsequent growth, and process of change. It is time now to do your own self-assessment, which begins on the next page.

With your state of present being well in hand, and a little better understood, you can now move on to the next chapter, in the continuing process of learning and change.

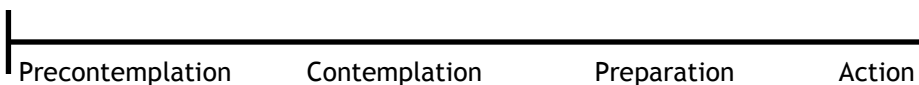
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Please photocopy this section, so you can use it at the beginning and the end of the program.

Who I Am, What I Want, and Where I Am Going A Template for Self-Knowledge and Success

1. Readiness for Change (For explanation and example, see Page 21)

In regard to self-improvement, where are you today?



1

2. Defining What I Want (For explanation and example, see Page 22)

A. Desired State – What do you really want in your life right now?

B. Present State – What are you presently doing to get what you want?

C. Resources—What resources do you presently have to get what you want?

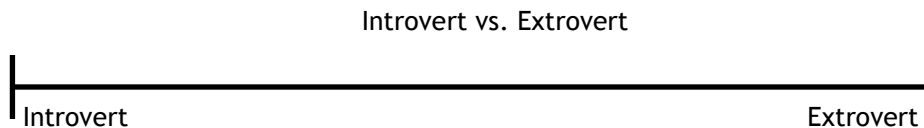
D. Interference – What do you need to stop doing to get what you really want?

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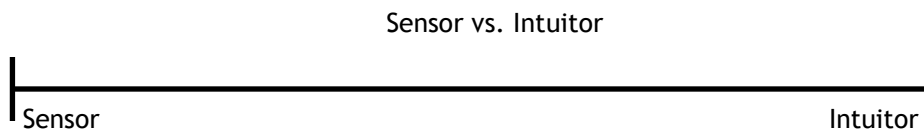
3. Primary Modality Chart			
Criteria:	Visual	Auditory	Kinesthetic
Words most commonly used:			
Phrases most commonly used:			
Easiest form of how you remember something, or access a memory:			

Meta Programs

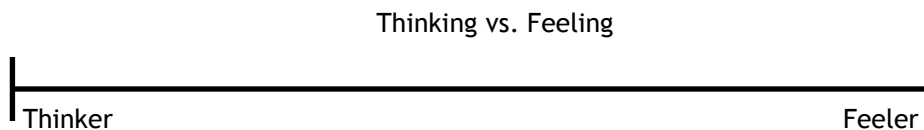
4. **External Behavior** (For explanation and example, see Page 28)



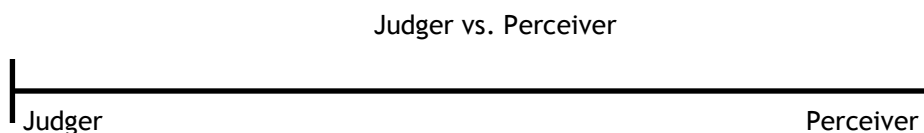
5. **Internal Process** (For explanation and example, see Page 28)



6. **Internal State** (For explanation and example, see Page 29)



7. **Adaptation Operator** (For explanation and example, see Page 30)



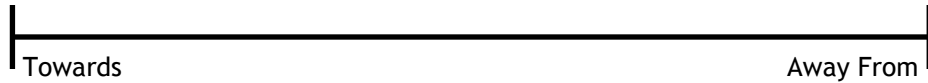
My Personal Success Coach

1

Meta Filters

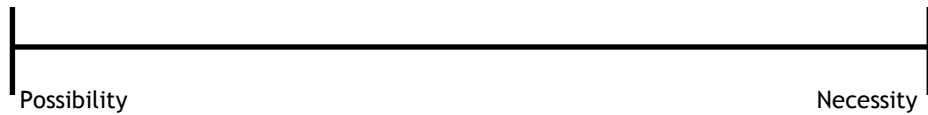
8. **Direction Filter** (For explanation and example, see Page 30)

Towards vs. Away From



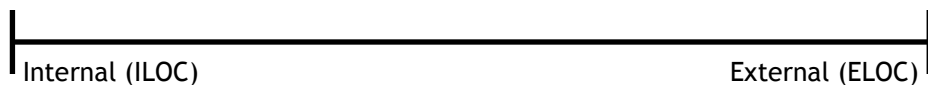
9. **Reason Filter** (For explanation and example, see Page 31)

Possibility vs. Necessity



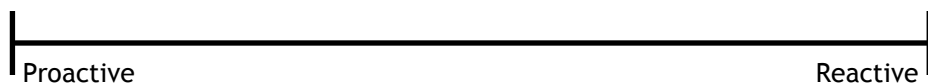
10. **Frame of Reference** (For explanation and example, see Page 31)

Where do you fit today?



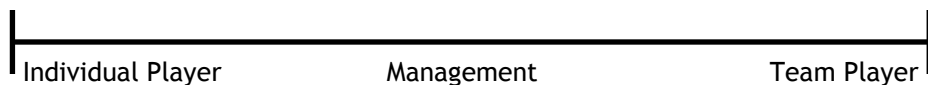
11. **Action Filter** (For explanation and example, see Page 33)

Proactive vs. Reactive



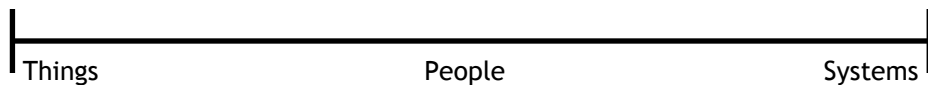
12. **Affiliation Filter** (For explanation and example, see Page 33)

Individual vs. Management vs. Team Player



13. **Work Preference Filter** (For explanation and example, see Page 33)

Things vs. People vs. Systems

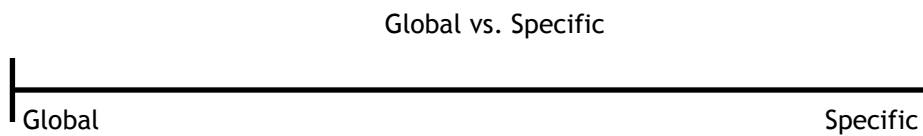


Who Am I, And What Do I Want?

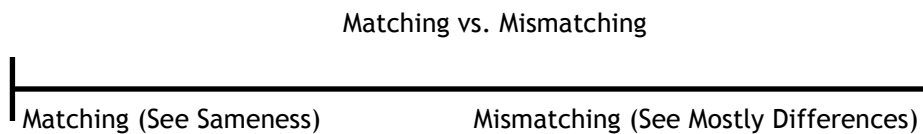
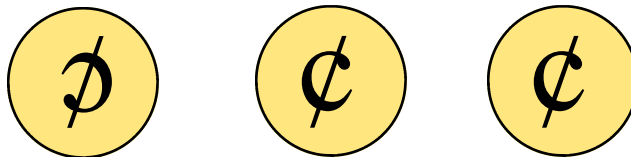
14. Primary Interest Filter. What do you enjoy?

People			
Places (i.e. travel)			
Things (i.e., possessions)			
Activities (i.e. sports)			
Information (i.e. reading)			

15. Chunking Filter (For explanation and example, see Page 34)



16. Relationship Filter (For explanation and example, see Page 35)



Measures

The following section of measures will give you feedback to help you self-evaluate where you are at this point of your life. They have been created to start the coaching process for my clients. Please use them to evaluate different areas of your life. Use the checklist below to keep a record of completion.

It is important to note that these measures are not intended to be any type of psychological profile. They have been written to help you clearly define where you are, and what needs to be done to get where you want to be. They will help your coach explore with you the path for Life Balance.

Respond to all the measures based on how you are today. Focus for now to create a New Beginning.

— Dr. Bill

Measures Checklist	
Measure	Completed (✓)
Coaching Measure	
Life Measure	
Emotional Intelligence Measure	
Stress Measure	
Drugs-Alcohol-Gambling Measure	
Business Measure	
Work Style Measure	
Locus of Control Measure	
Time Measure	
Time Life Balance System	
Negotiation Measure	
Brain Dominance Measure	
Action Measure	
Values Measure	

Coaching Measure

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We believe in helping people become all they want to be. We look at the person in each of the following areas: Basic Survival, Health, Self-Wellness, Relationships, Finances, and Career. We believe the key to success is to have a balance in all of these areas.

When people begin the personal coaching process, they are in one of three stages:

1. **Foundation Stage.** In this stage, the person is lacking the core foundation skills, such as exercise, diet, rest, relaxation, and have some type of limiting belief that is holding them back from moving on with their careers and life. In this stage, people are too often distracted because of limiting beliefs, and never even get to focus on their core foundation skills.
2. **Resource Development Stage.** In this stage, the person is looking for the knowledge and skills to go to the next level in whatever their area of focus.
3. **Peak Performer Stage.** In this stage, the person is already identified to be successful, perhaps in the 90% area, and they want to get to the next level.

The purpose of this measure is to help us determine where you are, so that we can better recommend the type of coaching package to suit your particular needs.

This measure is not in any way designed to determine if you need coaching. We believe only you can determine if you are in need. This measure is intended only for those who want feedback as to how we would coach them.

We believe we need to start where the person is at present. Regardless of where you fit in this area, it is intended only to be a starting point. We will do a much more in-depth assessment to better prepare your coaching plan. Following are 100 statements that have been put together to help in your coaching plan design. Please respond to the statements as best you can, to indicate how you think and feel as of today. You will note that you have three choices.

Below is the frame of reference to use when making your choice as to how the statement refers to your life today.

Not True — this means the statement is of no connection to your present situation.

True — this means that about 80% of the time the statement is true, and you may need more knowledge and skills to have this statement more consistent in your life.

Very True — this means that this statement is present in your life about 85% of the time. Interesting enough, we find that many clients will start out at the Foundation Stage in coaching, build the necessary base to make the journey to becoming a peak performer, and live life to the fullest.

Statements	Not True	True	Very True
1. I am happy about life in general.			
2. I excel in my professional life.			
3. I am on my way to being a peak performer.			
4. My family life is not a concern.			
5. I find my career very fulfilling.			
6. I find learning exciting and challenging.			
7. People tell me how happy I am all the time.			
8. I have a healthy love life.			
9. I eat a healthy diet.			
10. I am known as a contributor in my community.			
11. I am depressed.			
12. I am a procrastinator.			
13. I attend a great deal of personal development training.			
14. I know I will be able to achieve what I want to.			
15. I am concerned with my body weight.			
16. I have a clear set of goals written out for the next year.			
17. I have my retirement savings plan in place.			
18. I know my spouse/partner loves me a great deal.			
19. I have a strong loving relationship with my children.			
20. I have a concern with my communication skills.			
21. I am concerned with anxiety.			
22. I am concerned about any addictions.			
23. I am an avid reader.			
24. I have attended professional coaching before.			
25. I have a well balanced budget.			

Statements	Not True	True	Very True
26. I have excellent self-esteem.			
27. With just a little coaching, I will be at the top of my game.			
28. I know I would be better if I had a few more skills.			
29. I am very good with time and organization.			
30. I get lots of rest.			
31. I am motivated to go to the next level.			
32. I am concerned about any limiting beliefs or fears.			
33. I like who I am now.			
34. I am a good listener.			
35. I believe in empathy for others.			
36. I deserve to be happy.			
37. I see many good things in my future.			
38. I am highly motivated.			
39. I like to have feedback.			
40. I have a mission statement which I live by daily.			
41. I am concerned about my health.			
42. I am excited about each and every day.			
43. I am a good person.			
44. I am consistent at whatever I do.			
45. I know what I need to do to excel in my career.			
46. I know change is a process, and I have the patience.			
47. I have the attitude to excel where I need to.			
48. I eat a healthy diet all the time.			
49. I know how to relax.			
50. I have a great deal of stress.			

Statements	Not True	True	Very True
51. I am a natural student, and enjoy learning.			
52. I cannot learn.			
53. I dream about an exciting future.			
54. I love to give and share with others.			
55. I am creative.			
56. I am flexible, and deal with change well.			
57. I have goals laid out for the next month; six months; and year.			
58. I know how much I want to earn this year.			
59. I have the ability to sell myself to others.			
60. I have a great deal of self-confidence.			
61. I want to be challenged intellectually.			
62. I have the cognitive ability to be who I want to be.			
63. I have the emotional balance to do what I want to do.			
64. I never have headaches or other stress related pain.			
65. I am concerned about making money to survive.			
66. I have a great physical relationship.			
67. I know my partner's (spouse and others) needs.			
68. I have thought about adding value to my life.			
69. I set extremely high goals.			
70. I find work easy.			
71. I get along with my peers at work.			
72. I understand why people do what they do.			
73. I have a great passion.			
74. I have a clear focus of what I want.			
75. I have a great deal of self-discipline.			

Statements	Not True	True	Very True
76. I have the attitude of gratitude.			
77. I do not sabotage myself.			
78. I understand my environment.			
79. I feel like I have a great deal of energy.			
80. I know what my purpose is.			
81. I know the plan of action needed for my success.			
82. I have contributed to others.			
83. I have the habits needed to build success.			
84. I have a plan to balance family and career.			
85. I know what I want from a coach.			
86. I can ask for what I want.			
87. I am always well prepared.			
88. I have a balanced mind, body, and soul.			
89. I know how to follow directions.			
90. I like what I look like, inside and out.			
91. I want to create a plan for success.			
92. I exercise regularly.			
93. I have strong personal ethics.			
94. I am satisfied with my educational training.			
95. I know how I learn.			
96. I am ready for the next step.			
97. I have the habit of success.			
98. I am a peaceful person.			
99. I am a proud person.			
100. I believe life is great			

Coaching Measure Score Sheet

Name _____

Date _____

Number of "Not True" answers: _____ x 1 = _____

Number of "True" answers: _____ x 3 = _____

Number of "Very True" answers: _____ x 5 = _____

Total _____

Scoring Range:

Foundation Stage: 0-299

Resource Development Stage: 300-399

Peak Performer Stage: 400-500

Your score will determine the area where we believe coaching should start.

This is intended only as a guide, and to provide you with some insight.

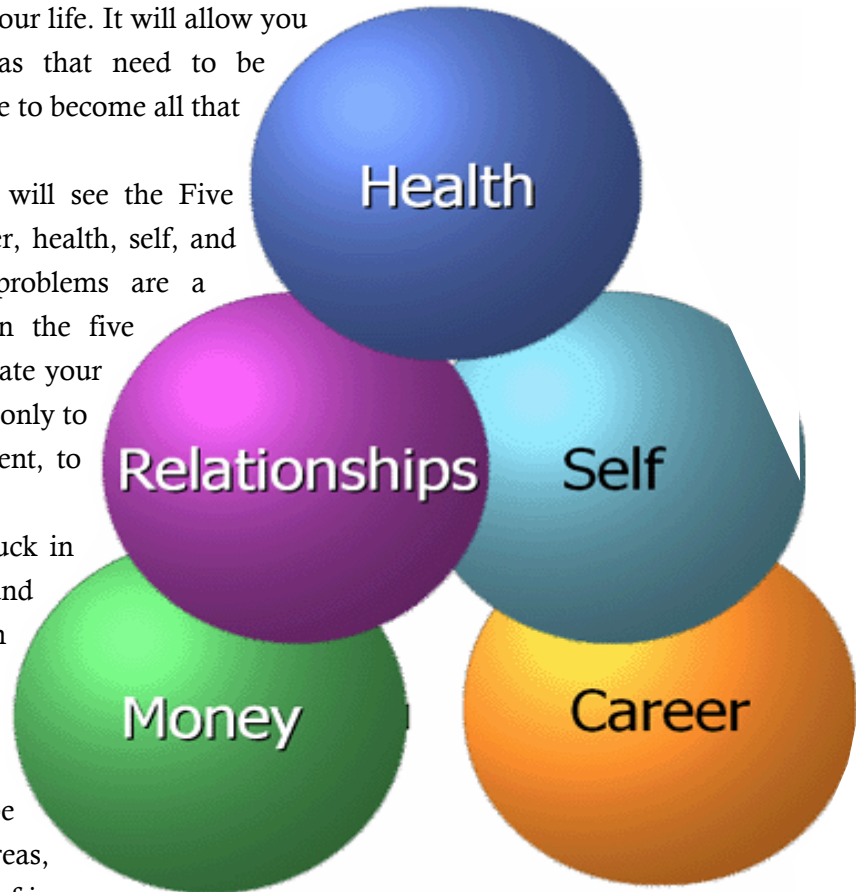
Life Measure

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The challenge of staying personally balanced is both emotionally and physically taxing at times. This measure is designed to start to uncover some of the reasons why you are not where you would like to be at this point in your life. It will allow you to focus on some of the areas that need to be addressed, so that you will be able to become all that you want to be.

In the graphic below, you will see the Five Levels of Balance: money, career, health, self, and relationships. Many people's problems are a result of not being balanced in the five levels. Use this measure to evaluate your level of balance. This is intended only to be a measure for self-improvement, to enhance the coaching process.

Too often, we see people stuck in the bottom levels (money and career). With so much focus on these areas, they forget to attend to the top three areas of relationships, self, and health. Because of our culture, we need to be mindful of the bottom two areas, however, regardless of our level of income or career status, we can always like who we are; be healthy; and have good relationships.



So many of us are so focused on the bottom areas of money and career that we seldom get to the top areas of health and self.

Use this guide to respond to the statements in each section.

Very Untrue	You totally disagree with the statement; it is not even close to what is happening in your life.
Not True	The statement is not true to your life, however, you see that it is possible.
True	The statement is true for you, though you spend some time being concerned if you will keep it in your life.
Very True	The statement is totally true and you fully believe it will continue.

Money

In North America, it appears that money is what makes the world go around. There is no getting around the fact that we need money in our culture in order to survive. We did not make the rules, we just need to live by them. How much we each need is a personal preference. However, how much you think you need will determine many things, like how much or how little you will focus on money.

	Very Untrue Score 0	Not True Score 1	True Score 3	Very True Score 5
1. I have a nice home.				
2. I like the car I drive.				
3. I keep cash on hand all the time.				
4. I save a minimum of 5% of my earnings for retirement.				
5. I pay my credit cards off each month.				
6. I take a vacation once a year.				
7. I have a housekeeper.				
8. I keep three months of total bills in an emergency savings account.				
9. I have a very low debt load.				
10. I have an outstanding investment strategy in action.				
11. My career meets my income needs.				
12. I can make all the money I want in this career.				
13. I do not worry about money.				
14. I believe there is much more to life than money.				
15. Money is not an obstacle for me.				
16. My partner and I have the same values about money.				
17. I do not have any tax concerns.				
18. I have the toys I want in life.				
19. I can buy what I want.				
20. I can do mostly whatever I want.				
Subtotals				

Career

The traditional way to have money, and all that you need, is to create it through a career. Few are handed wealth, and many get trapped in careers. When we are not personally balanced and happy with what we have in both career and money, we tend to hyper focus on them in an effort to improve them, and not pay enough attention to the areas of relationships, self, and health. To be a top performer, we need to have a balance in all five levels.

	Very Untrue <i>Score 0</i>	Not True <i>Score 1</i>	True <i>Score 3</i>	Very True <i>Score 5</i>
1. I enjoy my career.				
2. When I go to work, I get personally charged.				
3. I feel empowered in my career.				
4. I am proud of my career.				
5. My career is not my life.				
6. I have fun outside of work.				
7. I have friends outside of work.				
8. I am a team-player at work.				
9. I am good at what I do.				
10. I have a good relationship with my peers.				
11. I am a leader at work.				
12. I solve problems, not create them.				
13. My family supports my work habits.				
14. Work does not affect my family relationships.				
15. I am challenged at work.				
16. I have no unhealthy stress.				
17. I am organized at work.				
18. I get along well with my management.				
19. I am able to get my needs met in this career.				
20. This career is a part of my career path master plan.				
Subtotals				

Intimate Relationships

Many of us have the dream as a child to grow up, get a great career, meet a perfect partner, have 2.5 children, and grow old and happy with this partner. However, too many lose sight of this dream, because the chase to build wealth and a career takes too much focus from their self-worth and health. If we have conflict in our relationships, it is usually because of the focus on money and career. We need to be happy with ourselves, healthy, and have a great relationship.

Note: If the area is not applicable to you and/or is not an issue for you, score it at a 5.

	Very Untrue <i>Score 0</i>	Not True <i>Score 1</i>	True <i>Score 3</i>	Very True <i>Score 5</i>
1. I am in a loving relationship.				
2. I can see my loving relationship lasting through old age.				
3. I have a satisfactory sex life — can't complain.				
4. I feel energy when I am with my partner; they always pick me up.				
5. I find my partner very sexy and attractive.				
6. I have a good relationship with my children.				
7. I spend lots of time with my children/partner/friends.				
8. I enjoy time with my family.				
9. I do not worry about work when I am home.				
10. I am happy with my family situation.				
11. I am a positive role model.				
12. My dream of having a strong intimate relationship is coming true.				
13. I work daily to improve my family relationships.				
14. I have at least two close friends outside my family.				
15. My friends are an important part of my personal balance.				
16. I believe partner relationships are very important for my health.				
17. I have the skills to support intimate relationships.				
18. I am close to my family of origin.				
19. I am close to my partner's family of origin.				
20. I am a friendly person who likes people.				
Subtotals				

Self

The key to happiness is what we think of our “self.” Self-esteem is what we use to gauge self-acceptance. We need to be accepting of what we look like, and what we think we are. Often, people do not like who they are because of the rules they have created for themselves. For example, they will focus on something they feel is lacking in their life, to the detriment of things they should be enjoying. People need to learn the secret of self-wellness.

	Very Untrue <i>Score 0</i>	Not True <i>Score 1</i>	True <i>Score 3</i>	Very True <i>Score 5</i>
1. I like what I look like.				
2. I believe I am a good person.				
3. I have confidence in what I know.				
4. I feel comfortable talking in public.				
5. I am a bright person.				
6. I am skilled at what I know.				
7. I can do what I want in life.				
8. I am motivated to stay happy.				
9. I believe I create my own luck.				
10. I am a positive person.				
11. I am self-disciplined.				
12. I have strong willpower.				
13. I am a positive thinker.				
14. I like to see others do very well in life.				
15. I am proud of me.				
16. I have a good sense of humor, and like to have fun.				
17. I enjoy being with people, and being with myself.				
18. I know I am on the right course.				
19. I believe life is a gift.				
20. I am grateful for all I have in life.				
Subtotals				

Health

We need to take at least as good care of ourselves as we do of our cars. The keys to health are the four pillars of exercise, diet, rest, and relaxation. For anyone to be a peak performer, they need to have all of these in their life. There are no shortcuts! Too many are overweight or run totally on nerves (too much caffeine). The key is balance, and to be able to take care of all, you need to have health.

	Very Untrue <i>Score 0</i>	Not True <i>Score 1</i>	True <i>Score 3</i>	Very True <i>Score 5</i>
1. I am neither overweight nor underweight.				
2. I have lots of energy.				
3. I am relaxed and calm.				
4. I get plenty of sleep.				
5. I sleep soundly.				
6. I eat only food that my body needs – no junk.				
7. I practice relaxation activities.				
8. I exercise at least 4 times a week.				
9. I balance exercise for endurance and strength.				
10. I see my doctor regularly for checkups.				
11. I see my dentist regularly for checkups and cleaning.				
12. I track my exercise, and monitor my progress.				
13. I make my health a priority.				
14. I eat regular meals.				
15. My bowels are regular.				
16. I can tune the world out when I need to.				
17. I feel strong each day.				
18. I rarely get a cold.				
19. I love to get up each day.				
20. My body feels great.				
Subtotals				

Life Measure Scoring

It is important to use the results as a guide only. Whatever area you score low in is usually the area that you should focus on first. To become a peak performer, you will need to have balance in all areas.

Very Untrue – 0 points; Not True – 1 point; True – 3 points; Very True – 5 points

Note: To get your score for each section, give each answer the appropriate number of points. In the section below, write in the total scores from each of the five measures, and add the columns across to get the totals.

	Very Untrue <i>Score 0</i>	Not True <i>Score 1</i>	True <i>Score 3</i>	Very True <i>Score 5</i>	TOTAL
Money					
Career					
Relationships					
Self					
Health					

SCORING GUIDE

0-15	This score indicates that this is a major area of unbalance. It is recommended that you take action to increase your personal wellness. Coaching may be appropriate and/or some additional support systems.
16-45	This is an area in which you will greatly benefit when you focus on increasing personal health. If you need support, ask.
46-70	In this area, you would be considered reasonably balanced. The range is large, meaning you probably vacillate back and forth, and are concerned if you will be able to continue to balance this area. Work to lock in your Life Balance Plan.
71-100	In this area, you are confident that you are doing well at this point in your life. To become a peak performer, you will benefit from getting all five levels up to this range.

Emotional Intelligence Measure

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In his book *Working With Emotional Intelligence*, Daniel Goleman defines Emotional Intelligence as the capacity for recognizing one's own feelings and those of others; for motivating ourselves; and for managing emotions in ourselves and in our relationships. When we understand Emotional Intelligence, we are better able to change our focus, to expand the feelings we want and do not want, so we can find the peace, personal balance, and happiness that we desire. The purpose of this measure, then, is to help you evaluate your Emotional Intelligence.

As you proceed in the coaching model, one of the simple secrets of success is to understand the power of emotions. As Goleman teaches, the essence of coaching is the ability for the coach to show empathy to their client; to be able to teach the client to move their **focus** away from the feelings that are overwhelming them; and to teach Emotional Intelligence. The field of psychology is now teaching that cognitive intelligence is not the main predictor for success. In fact, Emotional Intelligence is the dominant factor that predicts success.

In the following measure, we are going to explore your personal competence (self-awareness, self-regulation, and motivation), as well as your social competence (empathy and social skills) to help you better evaluate your Emotional Intelligence. This will help you determine how to recognize your present level of Emotional Intelligence, so you will be better able to take control of your life. We know that people who learn how to develop their Emotional Intelligence are better able to take control of themselves. They are not as influenced by their emotions in a negative manner and are better able to use their emotions as a motivation for life success.

The five areas to be measured are what Goleman lists as the major areas of competency to predict the level of Emotional Intelligence. This is not a psychological measure; it is intended only to be a basic Emotional Intelligence measure.

In this measure, we will use four areas to measure where you are today. The four areas will be defined as follows:

- Very Untrue** — You totally disagree with the statement; it is not even close to what is happening in your life.
- Not True** — The statement is not true to your life, however, you see that it is possible.
- True** — The statement is true for you, though you spend some time being concerned if you will keep it in your life.
- Very True** — The statement is totally true and you fully believe it will continue.

Self-Awareness	Very Untrue Score 0	Not True Score 1	True Score 3	Very True Score 5
1. I am clear about how my emotions affect others.				
2. I am always in touch with how I feel.				
3. I know my limits.				
4. I know what my strengths are.				
5. I like who I am.				
6. I know my personal resources.				
7. I am a good person.				
8. I am a valuable person.				
9. I have many good skills.				
10. I trust my intuitions.				
Subtotals				

Self-Regulation	Very Untrue Score 0	Not True Score 1	True Score 3	Very True Score 5
1. I do not blow up.				
2. I can keep upsetting emotions in control.				
3. I am honest.				
4. I have strong personal ethics and values.				
5. I take responsibility for my actions.				
6. I am flexible to change.				
7. I know there are more ways than my way.				
8. I do not allow work to affect my family.				
9. I know I create my own actions.				
10. I like to learn new information.				
Subtotals				

Motivation	Very Untrue Score 0	Not True Score 1	True Score 3	Very True Score 5
1. I want to improve daily.				
2. I measure my success so I can continue to grow.				
3. I create personal goals.				
4. I am a self-starter.				
5. I am persistent and determined.				
6. I like to be a part of a team.				
7. My goals are similar to my employer's.				
8. I like new opportunity.				
9. I am optimistic.				
10. I am driven to get my goal.				
Subtotals				

Social Competence—Empathy	Very Untrue Score 0	Not True Score 1	True Score 3	Very True Score 5
1. I am aware of others' feelings.				
2. I care about others' perspectives.				
3. I like to help build others.				
4. I believe my customers' needs are very important.				
5. I like helping the client quickly, and being well prepared.				
6. I enjoy being with different kinds of people.				
7. I pay attention to emotional currents of groups of people I am involved with.				
8. I believe the customer's needs are of utmost importance.				
9. I like showing others how to be more effective.				
10. I like to be with people so I can help them.				
Subtotals				

Social Skills	Very Untrue Score 0	Not True Score 1	True Score 3	Very True Score 5
1. I am good at negotiating conflict.				
2. I am a natural leader.				
3. I like leading others.				
4. I am creative and an agent of change.				
5. I build strong relationships with people.				
6. I enjoy pulling a team together.				
7. I am a good listener.				
8. I know communication skills are my strength.				
9. I can be very persuasive.				
10. I get along well with others.				
Subtotals				

Emotions are the glue that holds the cells of the organism together. – Candace Pert *EQ Today*, Spring 1999

Emotional Intelligence Scoring

It is important to use the results as a guide only. Whatever area you score low in is usually the area that coaching should focus on first. To become a peak performer, you will need to have balance in all areas.

Very Untrue – 0 points; Not True – 1 point; True – 3 points; Very True – 5 points

Note: To get your score for each section, give each answer the appropriate number of points. In the section below, write in the total scores from each of the five tests, and add the columns across to get the totals.

	Very Untrue <i>Score 0</i>	Not True <i>Score 1</i>	True <i>Score 3</i>	Very True <i>Score 5</i>	TOTAL
Self-Awareness					
Self-Regulation					
Motivation					
Empathy					
Social Skills					

SCORING GUIDE

0-19	This score indicates a need for you to be coached on improving your Emotional Intelligence immediately. If you do not focus on this area, your life will continue to be ruled by overwhelmed emotion.
20-29	This score indicates a need to become more consistent on how you deal with your emotions, and needs to be explored in coaching.
30-40	This indicates that you are on the right road to developing your emotional balance, which will result in more emotional stability.
41-50	This score means you have a well-developed Emotional Intelligence. You should continue to focus, and develop your emotional competencies.

Stress Measure

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In the Life Measure, you were able to start to explore your overall life balance. Often before a person can improve their balance, they need to resolve the presenting stressors in their life. Many people put off life balance because they are too stressed to make the changes needed. In this measure, we will explore where the primary stress is originating, so you can start to address it in a proactive manner. This action will help you take control of stress, so it does not control you. Once you take control of stress, you can then work for life balance.

Once any stress that is presently affecting your life balance is identified, you will have a better opportunity to take control of it. In this measure, we will explore where your stress is located, so you can focus on what is needed for life balance.

Research indicates that stress is caused by environmental, system, and individual sources. We define these as follows:

Environmental — The stress from things outside your direct control, such as political issues, pollution, social issues, and the environment.

System — The stress that we have from relationships with people, from interactions with others, and the social games that come from these.

Individual — The stress that you have from how you feel and act.

It is important to understand that stress can affect you in many different ways: physiological, psychological, and behavioral. As you review the chart on the following page, please make a mental note of how stress is showing up on your body. Remember that the ways we deal with stress are due to only six factors: our individual perceptions, experiences, locus of control, personality, cognitive ability, and emotional ability to cope with stress.

The purpose of this measure is to help you evaluate how stress is influencing your body. Once you do this measure, you will be able to develop a clearer idea of where your life stress is coming from, and how it is affecting you. William Glasser teaches that we are all in charge of our lives, and we have the choice to enjoy life to the fullest or not. Whatever we choose, we are the ones who make the final choice. As Viktor Frankl pointed out, even in the toughest of times, we have the opportunity to determine how we will respond in any situation.

The focus of this process is for you to be clear that we are better able to become balanced in our life if we are free of negative stress.

The table below provides a brief overview of how **stress** can impact the human body.

Signs and Symptoms of Stress		
Physical	Psychological	Behavioral
Insomnia or fatigue Sexual dysfunction Indigestion/nausea Constipation Ulcers/diarrhea Headaches Muscle aches or spasms High blood pressure Dizziness or fainting Chronic illness/flu or colds Back pain Excessive perspiration Over/under eating Pounding heart Shortness of breath Skin rashes Dry mouth	Anger Anxiety Apathy Boredom Depression Fatigue Fear of death Frustration Guilt Hopelessness Hostility Impatience Inability to concentrate Irritability Restlessness	Biting lips Drug and/or alcohol abuse Foot tapping Grinding teeth Impulsive actions Increased smoking Isolating from family and friends Moving in tense, jerky ways Nervous tics Trembling hands Overreacting Rapid mood swings Stuttering Swearing Touching hair, ears, or nose Child/spouse abuse

Use this guide to respond to the statements in each section.	
Very Untrue	You totally disagree with the statement; it is not even close to what is happening in your life.
Not True	The statement is not true to your life, however, you see that it is possible.
True	The statement is true for you, though you spend some time being concerned if you will keep it in your life.
Very True	The statement is totally true and you fully believe it will continue.

Environmental Stress

In terms of the statements below, think whether they bother you today, and do they bother you on a daily basis. If they are not a problem and a concern for you, we are not suggesting you add them to your stress. The purpose is to see what is a normal stress area for you.

	Very Untrue <i>Score 0</i>	Not True <i>Score 1</i>	True <i>Score 3</i>	Very True <i>Score 5</i>
1. I am pleased with the safety of my community.				
2. I get along with my neighbors.				
3. I have no problems with the school system.				
4. I am content with the current political situation.				
5. I am not concerned with toxins in my environment.				
6. I am happy with the medical treatment in my community.				
7. I am not concerned with violence in my neighborhood.				
8. I have no problems with local municipal services or utilities.				
9. I feel comfortable and safe each day at work.				
10. I have lots of privacy at work.				
11. I am not affected by crowding.				
12. I have a way to cope with work deadlines.				
13. I am meeting the goals I set at work.				
14. I understand how to operate all of the equipment my job requires.				
15. I am keeping up with the technological changes at work.				
16. I am happy with local law enforcement.				
17. I live in a comfortable home.				
18. I am OK with the political direction of this country.				
19. I am not fearful of making mistakes at work.				
20. I am not negatively affected by noise at home or work.				
21. I am comfortable with my mode of transportation.				
22. I am happy with the water I drink.				
23. I am not concerned about any racial tension in my community.				
24. I am not concerned about any ethnic tension in my community.				
25. I am not concerned about any religious tension in my community.				
26. I am not concerned about the transportation system in my community.				
27. I am happy with the recreational services in my community.				
28. I am pleased with the shopping in my community.				
29. I am happy with the quality of products (e.g., food) in my community.				
30. I am pleased with the zoning laws in my community.				
Subtotals				

System Stress

This area looks at the interactions in your life. Many people are in relationships which they are not enjoying, and which they find unhealthy. The goal of this section is to explore the relationships you are involved in, and how they impact you as a person.

Note: If the area is not applicable to you and/or is not an issue for you, score it at a 5.

	Very Untrue <i>Score 0</i>	Not True <i>Score 1</i>	True <i>Score 3</i>	Very True <i>Score 5</i>
1. I have a clear job description.				
2. I have only good work pressure.				
3. I have lots of advancement opportunities.				
4. I am comfortable with my work hours.				
5. I find my coworkers cooperative.				
6. My boss is a strong leader.				
7. I am confident that I will have employment.				
8. I have numerous positive relationships.				
9. I am in a loving relationship.				
10. My partner and I have a clear set of boundaries which we both comply with.				
11. My partner is my best friend.				
12. I have a trusted support system.				
13. I can see myself grow old with positive supports.				
14. I spend a great deal of time with family and/or friends.				
15. I am happy with my support systems.				
16. I enjoy all the people I work with.				
17. I find a joy in being with positive relationships (e.g., peers, children, partner).				
18. I know people care about me.				
19. I like what my partner looks like physically.				
20. I am not affected by office politics.				
21. I have a good understanding of my office role.				
22. I get along with my partner's family.				
23. I get along with my family.				
24. I have close friends.				
25. I never feel alone.				
26. I have a very good support system at home.				
27. I have a very good support system at work.				
28. I enjoy going home each day; in fact, home is great.				
29. I am proud of my relationship with my family.				
30. I work daily to improve and develop better relationships.				
Subtotals				

Individual Stress

In this section, we are looking at you as a person, and exploring how you are behaving, to see if you are stressed or not. How you are as a person will determine how you operate in the various systems you are in, and how you perceive the environment stressors.

	Very Untrue Score 0	Not True Score 1	True Score 3	Very True Score 5
1. I can relax.				
2. I have no fear of dying.				
3. I never experience symptoms of stress such as dizziness, shakiness, difficulty breathing, weakness, sweatiness.				
4. I never worry about the worst happening.				
5. I am happy.				
6. I am not sad.				
7. I am not guilty.				
8. I am not disappointed with my accomplishments.				
9. I do not blame myself for everything that happens.				
10. I am not a person who cries all the time.				
11. I have no trouble concentrating.				
12. I am not withdrawn.				
13. I sleep soundly at night.				
14. I am not bored in life.				
15. I am not worried about my health.				
16. I eat on a consistent basis.				
17. I have lots of energy for work and life.				
18. I have no personal concerns with alcohol and drugs.				
19. I do not smoke or use tobacco.				
20. I have a healthy desire for sex.				
21. I am well organized.				
22. I follow my daily planner, and avoid schedule problems.				
23. I am on time for all my meetings and appointments.				
24. I get all my work done at work, and have home for my family and myself.				
25. I am good at handling crises at work and home.				
26. I plan ahead at work and home so I am always prepared.				
27. I like to comply with schedules.				
28. I finish what I start.				
29. I am not what is described as a Type "A" personality.				
30. I do not over-use profane language.				
Subtotals				

Stress Measure Scoring

It is important to use the results as a guide only. Whatever area you score low in is usually the area that coaching should focus on first. To become a peak performer, you will need to have balance in all areas.

Very Untrue – 0 points; Not True – 1 point; True – 3 points; Very True – 5 points

Note: To get your score for each section, give each answer the appropriate number of points. In the section below, write in the total scores from each of the five measures, and add the columns across to get the totals.

	Very Untrue <i>Score 0</i>	Not True <i>Score 1</i>	True <i>Score 3</i>	Very True <i>Score 5</i>	TOTAL
Environmental Stress					
System Stress					
Individual Stress					

SCORING GUIDE

0-30	This score indicates that you are in need of immediate coaching. The coach will determine with you if you should be referred to a professional therapist.
31-60	This area is in need of immediate coaching to reduce your stress, so you can move to achieve personal balance.
61-80	In this area, you would be considered normal. The range is large, meaning you probably vacillate back and forth, and are concerned if you will be able to continue to balance this area. It needs to be addressed as well in coaching, so you can build on your strengths, and improve your areas of concern.
81-140	You are on your way to being stress free in this area. It is important that you continue to apply what is working for you, and continue your coaching in this area, to ensure you develop a wide range of skills to keep stress a non issue for you.
141 -150	You are very content and successful in this area. Because you have the skills and knowledge to be healthy in this area, look at how you can use the same skills in another area that is of concern. This is called cross referencing of knowledge and skills.

Drugs-Alcohol-Gambling Measure

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One of the important components of any assessment interview is to have useful measures to predict potential difficulties with addictions (drugs, alcohol, and gambling). For any measure to be useful, the fundamental principle is that the measure be user-friendly, quick to use, and have validity and reliability. Since there is no measure that we have identified that measures potential concerns with drugs, alcohol, and gambling, this measure will help you self-evaluate whether you have a concern.

This measure also will prove to be an effective screen of drugs, alcohol, and gambling concerns to determine if further assessment is required.

In this measure, the questions are to be answered with regard to your present behavior, and your behavior over the past 12 months, **including today**.

Read each question carefully, and enter the number (indicated at the top of the column) in the column that best suits your current situation. Please answer all the questions. If you have a difficult time finding the correct answer for your situation, choose the most appropriate answer.

After you have answered all the questions in each section, add the columns, and transfer the totals to the summary at the end of the measure.

Drugs	Never Score 0	Some- times Score 1	Often Score 2	Almost Always Score 3	Always Score 4
1. Has anyone ever shown concern about your drug use?					
2. Has your use of drugs brought you in contact with the legal system?					
3. Have you driven an automobile after having used drugs?					
4. Have you disregarded health issues in order to keep using drugs?					
5. Do you experience feelings of remorse or guilt as a result of your drug use?					
6. Have you lost interest in activities and friends due to your drug use?					
7. Have you had problems at school or work related to your drug use?					
8. Have you ever neglected family obligations because of your drug use?					
9. How often have you made efforts to cut down or quit using drugs, and failed?					
10. How often do you think about cutting down, controlling, or quitting using drugs?					
11. Have you ever used drugs in larger amounts over a longer period than was intended?					
12. Have you ever been concerned about your drug use?					
13. Do you feel that you now use more of a drug to get the same effect that you got when you first were using that drug?					
14. Do you experience feelings of discomfort or anxiety when you are not using drugs?					
15. Do you consider suicide as a result of your drug use?					
16. Do you spend large amounts of time getting or thinking about how to get drugs?					
17. Has the use of drugs affected how well you are able to get along with people in your life?					
Subtotals					

Alcohol	Never Score 0	Some- times Score 1	Often Score 2	Almost Always Score 3	Always Score 4
1. Have you been able to have one or two drinks and then stop drinking?					
2. Have you missed meals because of prolonged drinking?					
3. Have you disregarded health issues in order to keep drinking?					
4. Do you ever go out drinking and the next day not remember what happened the night before?					
5. Have you attempted to hide your drinking behaviors?					
6. Has drinking caused problems in any of your relationships with family, friends, or significant others?					
7. Do you have difficulty getting drinking off your mind?					
8. Have you tried to cut down on your drinking and failed?					
9. Have you drunk continuously for twelve hours or more at a time?					
10. Do you now use more alcohol to get the same effect that you got when you first started to use alcohol?					
11. To cover up your drinking, have you ever lied about where you were going?					
12. Have you experienced “blackouts” (total loss of memory for any length of time, without passing out)?					
13. While drinking, do you continue to drink to excess with no regard to what your responsibilities are?					
14. Has anyone ever expressed concern over your drinking behavior?					
Subtotals					

Gambling	Never <i>Score 0</i>	Some times <i>Score 1</i>	Often <i>Score 2</i>	Almost Always <i>Score 3</i>	Always <i>Score 4</i>
1. Do you feel the need to gamble with increasing amounts of money in order to achieve the desired excitement?					
2. Do you gamble as a way of escaping problems (work, relationships, family, school)?					
3. Have you ever borrowed from others in order to relieve a desperate financial situation caused by gambling?					
4. Do you lie to family, friends, or others to hide the extent of your involvement with gambling?					
5. Have you repeated unsuccessfully in efforts to control, cut back, or stop gambling?					
6. After losing money gambling, did you feel you must return as soon as possible and win back your losses?					
7. Have you ever sold anything to finance your gambling?					
8. Have you gambled until your last dollar was gone?					
9. Have you ever been reluctant to use “gambling money” for normal expenditures?					
10. Do you ever have the urge to celebrate any good fortune by a few hours of gambling?					
11. Have you ever had difficulty sleeping because of gambling?					
12. Have you ever gambled longer than you have planned?					
13. Have you ever committed illegal acts in order to finance your gambling?					
14. Has gambling jeopardized or lost a significant relationship, job, or educational or career opportunity?					
15. Have you ever considered self-destruction as a result of your gambling?					
Subtotals					

Drugs-Alcohol-Gambling Scoring

This measure is intended only to be a self-evaluation tool to screen potential risk in the area of drugs, alcohol, and gambling. Use the scoring key to determine if you have an area that may be a potential danger. If you believe there is an area that is or may be a concern, take the appropriate action. If you are unsure where to start, seek assistance by contacting your Employee Assistance Program or a local addiction counseling professional.

**Never – 0 points; Sometimes – 1 point; Often – 2 points;
Almost Always – 3 points; Always – 4 points**

Note: To get your score for each section, give each answer the appropriate number of points. In the section below, write in the total scores from each of the three measures, and add the columns across to get the totals.

	Never <i>Score 0</i>	Sometimes <i>Score 1</i>	Often <i>Score 2</i>	Almost Always <i>Score 3</i>	Always <i>Score 4</i>	TOTAL
Drugs						
Alcohol						
Gambling						

SCORING GUIDE

0-5	Sub-clinical. Be aware of potential concerns.
6-20	This score indicates mild concern.
21-40	This score indicates moderate concern. Be cautious, and pay attention. You have
41-68	This score indicates a serious concern, and a behavior that is habit forming. Explore with your coach to determine your needs.

Business Measure

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Use this measure to explore your business balance. This section is for professionals who own, manage, or are a CEO of a business. This measure is intended to be a review of the major areas that predict a business leader's success in running the business to its fullest potential.

There may be some sections or even questions that are not applicable to your situation, so ignore those, and move on. Keep in mind that this measure is for personal growth, and is not intended to be a judge.

Use this guide to respond to the statements in each section.	
Very Untrue	You totally disagree with the statement; it is not even close to what is happening in your life.
Not True	The statement is not true to your life.
True	The statement is true for you, though you spend time being concerned, and need to work at it.
Very True	The statement is totally true and you believe it will continue.

Leadership Skills

In the world of business, the ones who move ahead are the ones who have the greatest leaders. To get people to follow you, you need to be a strong leader.

	Very Untrue <i>Score 0</i>	Not True <i>Score 1</i>	True <i>Score 3</i>	Very True <i>Score 5</i>
1. I have a clear vision of where I want to go in my business.				
2. I am flexible and able to adapt to change.				
3. I am focused on what needs to be done daily for my business to succeed.				
4. I practice what I preach to others.				
5. I am motivated to continuously work to improve.				
6. I have strong communication skills.				
7. I am enthusiastic, and like to lead people, not order them.				
8. I have the competency I need for my business.				
9. I take action when it is needed.				
10. I like to build teams and systems.				
Subtotals				

Management Skills

As the world of business starts to enter a new era, one factor is still present — PEOPLE. No matter what business you are in, if you have two people with you, and you are the boss, you are also a manager. Below are some of the traits needed to be an outstanding and productive manager.

	Very Untrue <i>Score 0</i>	Not True <i>Score 1</i>	True <i>Score 3</i>	Very True <i>Score 5</i>
1. I understand the business organization, and how it works.				
2. I am aware of staff needs, and help them meet their needs.				
3. I am a consistent manager, and promote self-evaluation.				
4. I treat all staff fairly, firmly, and equally — and do not use fear to rule.				
5. I respect the staff, and am sensitive to multicultural needs.				
6. I am a very good problem solver.				
7. I reward staff for good performance.				
8. I use time effectively.				
9. I know how to measure quality control.				
10. I understand the operations of the business.				
Subtotals				

Management Plan and Strategy

Having a plan is only half the battle. You also need a way to carry out the plan. You need to have a system with checks and measures, as well as the knowledge, skills, and attitude to make it happen.

	Very Untrue <i>Score 0</i>	Not True <i>Score 1</i>	True <i>Score 3</i>	Very True <i>Score 5</i>
1. I understand how to budget effectively.				
2. I can write step-by-step action plans.				
3. I understand how to create a pro forma for my business.				
4. I can respond to accounting reports effectively.				
5. I have a plan to delegate.				
6. I monitor my action plans.				
7. I monitor my decisions.				
8. I keep good records of all activities.				
9. I monitor my staff progress daily.				
10. I am aware of how the business is doing on a daily basis.				
Subtotals				

Policies and Procedures

Many organizations have not taken the time or made it a priority to have policies and procedures in writing. It is hard to have consistency without a uniform boundary. There is never an easy way, however, there needs to be a consistent way.

	Very Untrue <i>Score 0</i>	Not True <i>Score 1</i>	True <i>Score 3</i>	Very True <i>Score 5</i>
1. I have a system in place that backs up all work.				
2. The company has a policies and procedures manual.				
3. I do monthly and quarterly checks.				
4. I have a checklist in place so all tasks are broken down into an easy process.				
5. I have a clear delegation protocol.				
6. I have a process in place to encourage staff creativity and ideas.				
7. I have a way for staff to give their input.				
8. I have sound legal advice in place.				
9. I have the appropriate insurances in place.				
10. The office is designed to be as paperless as possible.				
Subtotals				

Marketing and Sales Program

If you can package your product or service and sell it, you have business. The key is that your business needs to be known and recognized to gain consumer confidence.

	Very Untrue <i>Score 0</i>	Not True <i>Score 1</i>	True <i>Score 3</i>	Very True <i>Score 5</i>
1. I have a marketing program in place.				
2. I have a process to measure the effectiveness of the marketing program.				
3. I have a sales training program in place.				
4. I have a way to monitor sales progress.				
5. I have a way to ensure the company is hitting its quota.				
6. I have set daily targets with staff.				
7. I have set sales processes such as scripts in place.				
8. I model how to sell and close.				
9. I focus on spreading the word-of-mouth marketing.				
10. I have a system in place to find customers/buyers.				
Subtotals				

Customer Service

There is no better way to stay in business than to work hard at having great customer service, so your clientele keeps coming back.

	Very Untrue <i>Score 0</i>	Not True <i>Score 1</i>	True <i>Score 3</i>	Very True <i>Score 5</i>
1. I promote and model meeting customers with a smile.				
2. I promote the importance of good phone skills.				
3. I ensure customer service is a major part of staff training.				
4. I do not expect staff to have all the skills, so we teach them.				
5. I do not assume anything. We model exactly what we want for customer service.				
6. I ensure the environment is appealing to the customer.				
7. I promote staff wellness, so they feel good about themselves, and can interact better with customers.				
8. I have clear boundaries of no tolerance for unethical behavior with customers.				
9. I monitor customer service by getting feedback from customer surveys.				
10. I want our staff to be the best in this area, and will accept nothing less.				
Subtotals				

Accounting System

We are in a system that revolves around money. It is important to have ways to check and balance the money, to ensure the business stays viable.

	Very Untrue <i>Score 0</i>	Not True <i>Score 1</i>	True <i>Score 3</i>	Very True <i>Score 5</i>
1. All bills are paid on time.				
2. All income taxes are paid on time.				
3. All benefits are paid on time.				
4. I have an excellent CPA in place.				
5. I keep all receivables less than 5%.				
6. I keep profits at a high level for the market I am in.				
7. I have my accounting done on a monthly basis.				
8. I have an excellent bookkeeping system.				
9. All purchases are tracked.				
10. I have a system that allows for multiple sales at one time.				
Subtotals				

Staffing

People are what makes business run, so if you have a happy staff, who enjoy their jobs, your chances of having a successful business are much higher. The key is to create a climate where all staff are able to meet their needs in the workplace. It often takes only a little attention to get a huge payback.

	Very Untrue <i>Score 0</i>	Not True <i>Score 1</i>	True <i>Score 3</i>	Very True <i>Score 5</i>
1. I have a great relationship with my staff.				
2. I work closely with my staff.				
3. I do not have staff upsets; my staff get along well.				
4. My staff are fun to be around.				
5. I spend time getting to know my staff.				
6. I am pleased with my interactions with staff.				
7. I trust my staff.				
8. I am happy with my staff's skills level.				
9. I have good communications with my staff.				
10. I make time for my staff and their issues.				
Subtotals				

Company Vision

If you do not know where you are going with your business, it will be hard to get there. It also is important for your staff to be on the same page, and not only have your vision, but to have a TEAM vision.

	Very Untrue <i>Score 0</i>	Not True <i>Score 1</i>	True <i>Score 3</i>	Very True <i>Score 5</i>
1. All staff know their roles.				
2. All staff members had input into our vision.				
3. I return to the company's vision with staff.				
4. All staff understand the company goals and vision.				
5. I practice and live the company's vision.				
6. I check the climate to ensure the vision is being followed.				
7. We return to the vision at least once a year to see if it needs to be rewritten.				
8. I promote personal visions so that staff can integrate with the organization.				
9. I promote the importance of coming to work with mind, body, and soul, so staff can perform to their fullest potential.				
10. I believe the company's vision will lead to long-term success.				
Subtotals				

Business Measure Scoring

Use the results as a guide only. Whatever area you score low in is usually the area that coaching should focus on first. To become a peak performer, you will need to have balance in all areas.

Very Untrue – 0 points; Not True – 1 point; True – 3 points; Very True – 5 points

Note: To get your score for each section, give each answer the appropriate number of points. In the section below, write in the total scores from each of the five tests, and add the columns across to get the totals.

	Very Untrue <i>Score 0</i>	Not True <i>Score 1</i>	True <i>Score 3</i>	Very True <i>Score 5</i>	TOTAL
Leadership Skills					
Management Skills					
Management Plan and Strategy					
Policies and Procedures					
Marketing and Sales Program					
Customer Service					
Accounting System					
Staffing					
Company Vision					

SCORING GUIDE

0-9	This is an area that will need attention quickly in your business.
10-25	There is some focus, however, for the area to be improved, you will need to make it a subject of focus.
26-39	This is an average score. We suggest you explore with your coach how to improve the area.
40-50	This is an area in which you are doing well. Be aware of what is working, and look at it to see if you could keep this score, and have the reserves built up to focus on another area that may need more work. In business, once you get a system that is working, we suggest you follow the rule that if it is not broken, do not try to fix it — just make sure it is still working.

Work Style Measure

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In business and in work, you have a particular style that may be a representation of your personality. For this measure, the first step is to learn about your personality.

There are approximately 185 traits that define one's personality. Consider the variety of differences in two people. Now imagine if you add an additional 20, which is still a small number, because each person has different levels for each scale.

To simplify, we have narrowed the personality types down to four work styles:

1. **Go-Getters** — These are the people who get the job done in the most efficient way possible. They are focused on maximum effort and outcomes. They do not worry as much about relationships. This shows up in how abrupt they are. They can be defined as assertive, and not really affected by others' opinions or emotions.
2. **Followers** — These workers put in a day's work, and go home. They are not interested in effecting change; they just worry about getting their job done based on what they are supposed to do, and getting their check. They are usually warm and friendly; they want to please others without creating waves; but they are not risk-takers.
3. **Thinkers** — These are the people who plod over every detail. They are persistent in their work. Before they take an action, they look at it very cautiously from all angles. They may not be the most social type of person. Since they are so structured and specific, they are caught up in the details of work. Many times they prefer to work alone.
4. **Team Players** — They like working with other people; are enthusiastic; and are filled with energy. They enjoy working with people, and work hard to build strong relationships. They are much more productive working with a team than by themselves.

As you can notice, all four work styles are derived from four groups of personality traits. Obviously, there are more than four areas, however, the above cover the majority of work styles. We have not included the negative work styles, such as anti-social or aggressive, because they are of little value to a workplace. All of the above four work styles are individual performers, and benefit the workplace. The variety of styles is, in fact, helpful, thus there is no right or wrong. The purpose of any measure is to help you become aware of how to function. This measure will give you an idea of how you work, or like to work.

In the sections following, we will ask you to respond to 10 statements for each area. Record your responses the best you can, using the following as your answer criteria.

Use this guide to respond to the statements in each section.	
Very Untrue	You totally disagree with the statement; it is not even close to what is happening in your life.
Not True	The statement is not true to your life, however, you see that it is possible.
True	The statement is true for you, though you spend some time being concerned if you will keep it in your life.
Very True	The statement is totally true and you fully believe it will continue.

Go-Getter	Very Untrue Score 0	Not True Score 1	True Score 3	Very True Score 5
1. I want things done fast.				
2. I like to do my work with maximum intensity and effort.				
3. I take an idea and go fast with it.				
4. I am not concerned about hurting others' feelings when I am in a hurry.				
5. I am assertive.				
6. I believe that I'll get my outcome.				
7. I have strong opinions on how to do something.				
8. I quickly see the path to an outcome.				
9. I am confident that I can do my job.				
10. I like challenges.				
Subtotals				

Follower	Very Untrue Score 0	Not True Score 1	True Score 3	Very True Score 5
1. I like following others' ideas.				
2. Once I am given my role, I do my job exactly.				
3. I am fairly structured, and do my job as it has been defined.				
4. I do not create; I like to be given my role.				
5. I am loyal to my organization.				
6. I am not an assertive worker.				
7. I can follow directions.				
8. I am not a risk-taker.				
9. I leave work at work.				
10. I like to be friendly and get along with others at work.				
Subtotals				

Thinker	Very Untrue Score 0	Not True Score 1	True Score 3	Very True Score 5
1. I like to look at every angle before I take action.				
2. I am interested in creating the right way.				
3. I am cautious.				
4. I am structured and very detailed.				
5. I am more into my work than my colleagues.				
6. I like to work alone.				
7. I am persistent, and don't like to give up.				
8. I like challenges.				
9. I need to move slowly, so I am sure.				
10. I like to test to ensure what I think works right.				
Subtotals				

Team Player	Very Untrue Score 0	Not True Score 1	True Score 3	Very True Score 5
1. I like working with people.				
2. I enjoy the relationships at work.				
3. I love to work with a group of people.				
4. I work to build relationships daily.				
5. I am enthusiastic.				
6. I am cooperative.				
7. I am happy when I work with a happy team.				
8. I promote my team members.				
9. I am a good communicator.				
10. I like to negotiate, and solve personal conflicts.				
Subtotals				

Work Style Scoring					
<p>Total your scores for each area, and record them on the chart below. The area you score the highest in is your main work style preference. With your coach, explore what this means, if anything, to present circumstances and desired outcome.</p> <p>Very Untrue – 0 points; Not True – 1 point; True – 3 points; Very True – 5 points</p> <p>Note: To get your score for each section, give each answer the appropriate number of points. In the section below, write in the total scores from each of the five measures, and add the columns across to get the totals.</p>					
	Very Untrue Score 0	Not True Score 1	True Score 3	Very True Score 5	TOTAL
Go-Getter					
Follower					
Thinker					
Team Player					

Locus of Control Measure

Julian Rotter wrote that there is a continuum where, on one end, people are motivated by what others think of them (an external locus of control), and on the other end people acknowledge that they are responsible for their behavior and choices (internal locus of control). In each pair of statements below, choose the one which most closely describes your beliefs, and circle the letter A or B. If you agree with both statements, or disagree with both statements, choose the one that fits best. There are no right or wrong answers.

1. A. Many of the unhappy things in people's lives are partly due to bad luck.
B. People's misfortunes result from the mistakes they make.
2. A. Each person determines their own worth in the workplace.
B. Unfortunately, an individual's worth often passes unrecognized, no matter how hard they try.
3. A. Without the right breaks, one cannot be an effective leader.
B. Leaders cannot rely on breaks; they need to rely on themselves.
4. A. No matter how hard I try, some people just don't like me.
B. People who can't get others to like them don't understand how to get along with others.
5. A. I have often found that what is going to happen will happen.
B. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
6. A. When I make plans, I am almost certain that I can make them work.
B. It is not always wise to plan too far ahead, because many things turn out to be a matter of good or bad fortune anyhow.
7. A. In my case, getting what I want has little or nothing to do with luck.
B. Many times we might just as well decide what to do by flipping a coin.
8. A. It is hard to know whether or not a person really likes you.
B. How many friends you have depends upon how nice a person you are.
9. A. In the long run, the bad things that happen to us are balanced by the good ones.
B. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
10. A. Many times I feel that I have little influence over the things that happen to me.
B. It is impossible for me to believe that chance or luck plays an important role in my life.
11. A. People are lonely because they don't try to be friendly.
B. There's not much use in trying too hard to please people; if they like you, they like you.
12. A. What happens to me is my own doing.
B. Sometimes I feel that I don't have enough control over the direction my life is taking.

Instructions: Using the Answer Sheet, transcribe your answers to the Internal or External column. The higher number indicates your preference. Your coach will help you discern the meaning of this activity.

LOCUS OF CONTROL ANSWER SHEET		
	Internal	External
1.	A	B
2.	A	B
3.	B	A
4.	B	A
5.	B	A
6.	A	B
7.	A	B
8.	B	A
9.	B	A
10.	B	A
11.	A	B
12.	A	B

Time Measure

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TIME — Many times we have all wished we had more of it! For people who are stressed in life, there often is a correlation between feeling overwhelmed and not having enough time. The purpose of this measure is to help you recognize how you use time, and identify not how you can have more time, but how to reorganize your priorities so you make better use of time.

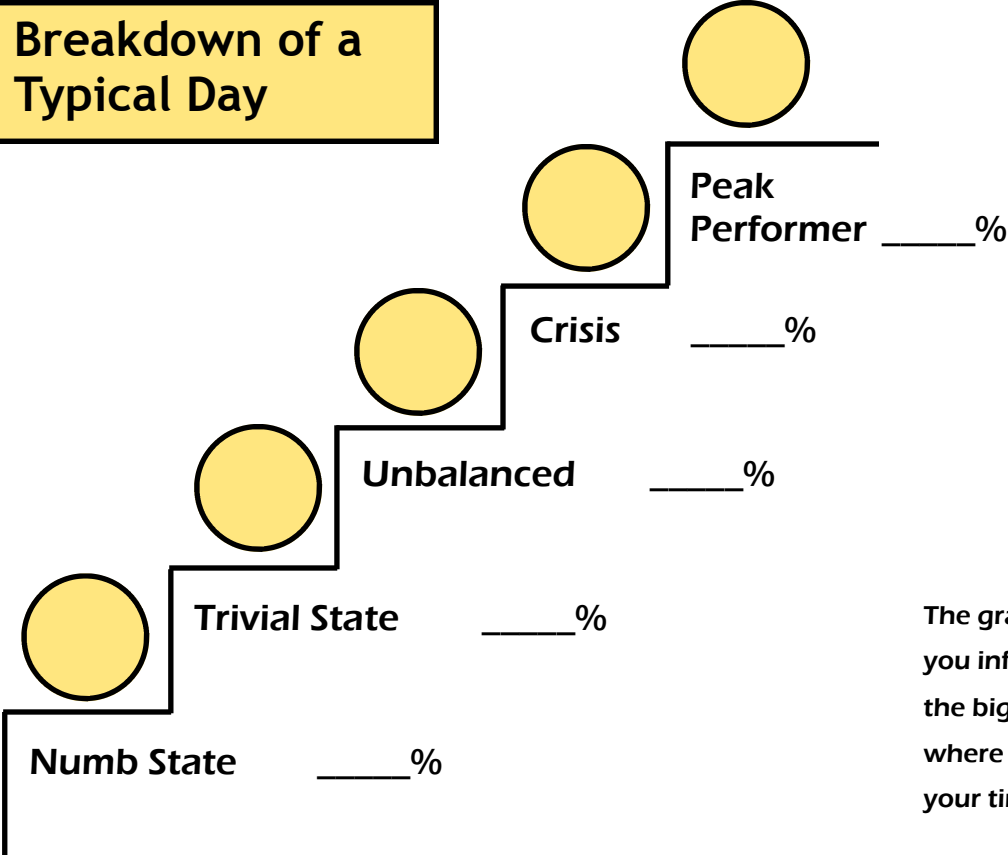
To be a peak performer, we need to learn how to maximize our mental state. For example, people operate in five different states:

1. **Peak Performer State** — This is where the person works in a state that life and work are fun and easy. They plan out their life and work to be efficient, so they have life balance. They work on what is of value and important to them without being in crisis.
2. **Crisis State** — This state is where the person feels they are always responding to what is urgent – crisis management. We need to be able to operate from this state, however, when we live in it all the time, life becomes stressful and unfulfilling.
3. **Unbalanced State** — In this state, a person feels so overloaded and stressed that they look for distractions. These sometimes lead to addictions, such as food, alcohol, and drugs, as the person tries to control their state by adding a pleasure. The problem is that it works only to improve their state, and does nothing to reduce the original stress.
4. **Trivial State** — This is a state people use to balance stress by doing small, trivial tasks, so they feel a sense of accomplishment. They like reading the newspaper cover to cover, and reorganizing to reorganize. The person feels they are doing something daily, however, they claim to never have enough time. Someone who reads the paper one hour a day reads a total of seven hours a week. Most peak performers do not allow time to slip through their hands like this. This is not to suggest that reading the paper or doing something like that is wrong, though if they say they have no time for their children . . . they have just found seven hours.
5. **Numb State** — This is where the person uses a tool such as TV to tune out the world. The average person spends four hours a day watching TV – 28 hours a week.

As you can see in the above five states, it is not a time problem, it is a state management concern. Sure, systems can help, however, we start our coaching by seeing how you spend your days. What you are **doing** tells us what state you are in.

Part 1. In the graphic on the following page, indicate the percentage of time you typically spend each day in each state. The percentages should add to 100.

Breakdown of a Typical Day



The graphic gives you information on the big picture of where you spend your time.

Part 2. To be much more accurate, you may choose to research what state you are actually in. Think back over the last month, and identify what percentage of each day you spent in each state. To do this, look at the weekly calendars on the next four pages. You will see they have the hours listed. Fill in quickly what you did each week, as well as you can remember (use your diary/day planner to refresh your memory). Do not be concerned with every detail (estimate) — we are looking for a pattern. Then, at the bottom of each day, put in what you think was the percentage breakdown of each state you were in for the day.

Week 1 State Calendar							
	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
6:00 am							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00 pm							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
Peak	%	%	%	%	%	%	%
Crisis	%	%	%	%	%	%	%
Unbalanced	%	%	%	%	%	%	%
Trivial	%	%	%	%	%	%	%
Numb	%	%	%	%	%	%	%

Weekly Percentage Breakdown			
Peak	%	Trivial	%
Crisis	%	Numb	%
Unbalanced	%		

Week 2 State Calendar							
	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
6:00 am							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00 pm							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
Peak	%	%	%	%	%	%	%
Crisis	%	%	%	%	%	%	%
Unbalanced	%	%	%	%	%	%	%
Trivial	%	%	%	%	%	%	%
Numb	%	%	%	%	%	%	%

Weekly Percentage Breakdown			
Peak	%	Trivial	%
Crisis	%	Numb	%
Unbalanced	%		

Week 3 State Calendar							
	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
6:00 am							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00 pm							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
Peak	%	%	%	%	%	%	%
Crisis	%	%	%	%	%	%	%
Unbalanced	%	%	%	%	%	%	%
Trivial	%	%	%	%	%	%	%
Numb	%	%	%	%	%	%	%

Weekly Percentage Breakdown			
Peak	%	Trivial	%
Crisis	%	Numb	%
Unbalanced	%		

Week 4 State Calendar							
	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
6:00 am							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00 pm							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
Peak	%	%	%	%	%	%	%
Crisis	%	%	%	%	%	%	%
Unbalanced	%	%	%	%	%	%	%
Trivial	%	%	%	%	%	%	%
Numb	%	%	%	%	%	%	%

Weekly Percentage Breakdown			
Peak	%	Trivial	%
Crisis	%	Numb	%
Unbalanced	%		

Scoring Reference

Once you have your scores, ask yourself whether you are spending a healthy percentage of your time in the Peak Performance state. A healthy percentage is 50% to 60% (higher than this, you are at risk of losing yourself). Peak performers are maximizing their lives; they know they are in self-control, so they take action to live life, and enjoy it.

We all spend time in a crisis state, and need to be able to adapt quickly — this is where we get the edge. A healthy number is around 15% to 20%. If we stay in this state of mind, we learn to look at everything as a crisis, and are on the road to burnout.

In regard to the last three states, we all go into them, and use them to deal with life. With the exception of addictions, depression, and other ineffective behaviors, we all can benefit by tuning out. As long as we are only tuned out for 20% to 25% of the time, we will do OK.

We all have only 24 hours a day — often, it is not time that is the concern — it is our focus and state!

Negotiation Measure

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To be balanced in life, we need to be able to address conflict. Conflict arises when two or more parties have a difference between what they have and what they want. The purpose of this measure is to help you identify how you negotiate your position. People usually negotiate from one standard position, however, they may rely on all positions from time to time. This measure is looking for patterns only. The different positions are:

1. **Ignore Position** – In this position, the person will avoid addressing the conflict, hoping it will go away. The downside is that they usually end up with many conflicts unresolved.
2. **Buddy Position** – In this position, the person does not want to rock the boat; they will accommodate the other person's needs. The downside of this position is that the person usually harbors resentment.
3. **Aggressive Position** – In this position, the person is very competitive. They have only one rule, "My way or the highway." They are intense, and fight to win. The downside of this position is they can create fear, and intimidate others, which jeopardizes relationships.
4. **Give and Take Position** – In this position, the person is very good at finding a compromise. They want to give something, so they can get. This position is much more balanced in regard to the parties getting equal and fair treatment than the first three, however, the downside is that the person has learned how to settle for second best.
5. **Interest Based Position** – This is the position where the person works to collaborate with the other one. It is a step above compromise. In it, one person works to find what the needs and interests of the other party are first, then presents their position. People in this position work to get the win/win result, as well as having the other person's and their needs fulfilled.

We all work from time to time from all five positions. The outcome of this measure is to find what your two top positions of choice are, so you can explore what the significance is to your life.

Respond to the ten statements from each area as best you can, and total your scores.

Use this guide to respond to the statements in each section.	
Very Untrue	You totally disagree with the statement; it is not even close to what is happening in your life.
Not True	The statement is not true to your life, however, you see that it is possible.
True	The statement is true for you, though you spend some time being concerned if you will keep it in your life.
Very True	The statement is totally true and you fully believe it will continue.

Ignore Position	Very Untrue Score 0	Not True Score 1	True Score 3	Very True Score 5
1. I walk away from conflict.				
2. I give in to my boss because I do not address issues.				
3. I make excuses to avoid conflict.				
4. I let others solve problems for me.				
5. I stay out of verbal debates.				
6. I try to avoid potential conflicts.				
7. I feel fighting over a point is not worth it.				
8. I rather have quiet than debate issues.				
9. I get away quickly if I know there is conflict coming.				
10. I'm not into conflict or debate.				
Subtotals				

Buddy Position	Very Untrue Score 0	Not True Score 1	True Score 3	Very True Score 5
1. I like to give to get along.				
2. It is easier to do than to challenge.				
3. I feel it is better to smooth out issues.				
4. I want to get along with everyone.				
5. I want people to like me.				
6. I like having peace.				
7. I like taking my share always.				
8. Other people's views are more important than mine if it keeps them happy.				
9. I want the conflict to go away fast.				
10. I want to please others.				
Subtotals				

Interest Based Position	Very Untrue Score 0	Not True Score 1	True Score 3	Very True Score 5
1. I want to find out what the person needs				
2. I like to learn what the person's interest is, and how they see the situation.				
3. I want to share my needs and interest.				
4. I like asking the other person to help me, so I can help them find an interest-based solution.				
5. I want all wishes satisfied.				
6. I truly want no hard feelings.				
7. I want all parties to feel the resolution is completely fulfilling.				
8. I am not willing to settle for less than both parties' needs being met.				
9. I am patient, and will work for the best solution.				
10. I like to get all the issues and concerns out as fast as possible, so we can work toward a solution.				
Subtotals				

Give and Take	Very Untrue Score 0	Not True Score 1	True Score 3	Very True Score 5
1. I like to find the middle of the road.				
2. I must give to get.				
3. I believe in compromise.				
4. I always advocate finding the middle ground.				
5. I always try to compromise a position.				
6. I want to share to get a resolution.				
7. I believe there is a way to help both parties get part of what they want.				
8. I need to be co-operative.				
9. I like learning what the other person wants.				
10. I want both parties to feel they have won.				
Subtotals				

Aggressive Position	Very Untrue Score 0	Not True Score 1	True Score 3	Very True Score 5
1. I must be strong, and hold my stance.				
2. I do not like to lose a conflict.				
3. I must be intense to get my point across.				
4. The most determined person will win.				
5. I keep my focus, and stay intense.				
6. I need to be confident.				
7. I can't worry about others' feelings.				
8. I work to win my position.				
9. I am confident and assertive.				
10. I do not like losing anything.				
Subtotals				

Negotiation Position Scoring						
<p>Total your scores for each area, and record them on the chart below. The area you score the highest in is your main work style preference. With your coach, explore what this means, if anything, to present circumstances and desired outcome.</p> <p>Very Untrue – 0 points; Untrue – 1 point; True – 3 points; Very True – 5 points</p> <p>Note: To get your score for each section, give each answer the appropriate number of points. In the section below, write in the total scores from each of the five tests, and add the columns across to get the totals.</p>						
	Very Untrue Score 0	Not True Score 1	True Score 3	Very True Score 5	TOTAL	Rating
Ignore						
Buddy						
Interest Based						
Give and Take						
Aggressive						

In the last column, rate the order of your scores, with the highest score being your primary negotiation strategy. Do all sections to get your rating.

Scoring Interpretation

Regardless of how you scored, this measure is intended only to be a guide, and to help you find areas that may help improve your life balance.

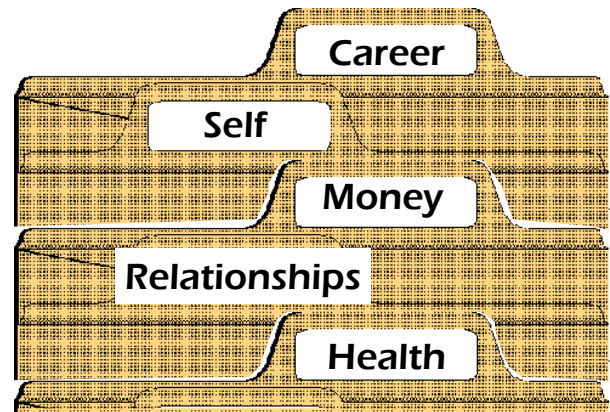
Time Life Balance System

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1. Do you have a system you use to balance time? YES NO
2. Is time management a challenge for you? YES NO

The following is a concept to help you start to manage your state, so you make better use of time. As we have learned, state is a major concern, why people feel they have no time. If you are in the Peak Performance State (the Zone) 10 percent of the time, you will feel you are not getting where you want to be. To help you keep your focus, and stay in this state, we propose the Life Balance File System. All you do is get five file folders, and label them as follows:

Put these on your desk, and as information comes to you (e.g., e-mail, fax, memos, letters, bills, etc.), process it into the appropriate file, so as you are doing your weekly assessment of the five areas, you can check your files to know what needs to be done. It is intended to free up space in your brain, so you STOP thinking about what needs to be done, so you are more able to feel and think that you are balanced. Once you get on to this system, you will find how it helps you stay focused. When you complete something from the in basket file, place it in the permanent file for each area. At the end of each year, you start a new permanent file for each area. This will help keep you from wondering if you are organized, because when you do this, you are. Remember, the biggest waste of time is worrying about what you are not doing, or what you think you are supposed to be doing.



Values Measure

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How we develop ourselves is not based only on what we want. Our values impact what we think we **should** want. Although we say we may want something, if we do not connect it to a value, we will seldom succeed. When we fail to achieve goals, we often believe we are a failure, and experience emotions like shame and guilt. For example, if someone makes a New Year's Eve resolution such as, "I am going to lose 20 pounds," what often happens? That's right, they do not achieve this goal, and perhaps gain 20 pounds. They stop losing weight because they have not tied this goal to their value system. A person will not lose weight unless it is linked to a core value.

What is important to you? Write down your top 10 answers.

Top 10 Most Important Things About My Life
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Defining Life Values

To remove a label, or not to label at all, we first need to ensure that our values are not in the way of progress and change.

Explore and create your value hierarchy for the sections listed in the tables on the following page.

Step 1 — In the context of the value areas, ask yourself the question: What is important to me about _____?

Step 2 — Write down the first 10 words that come to mind that represent the values for this section.

Step 3 — Review the list, and number the values in order of importance to you.

My Values Hierarchy					
#	Money	#	Career	#	Personal Relationships

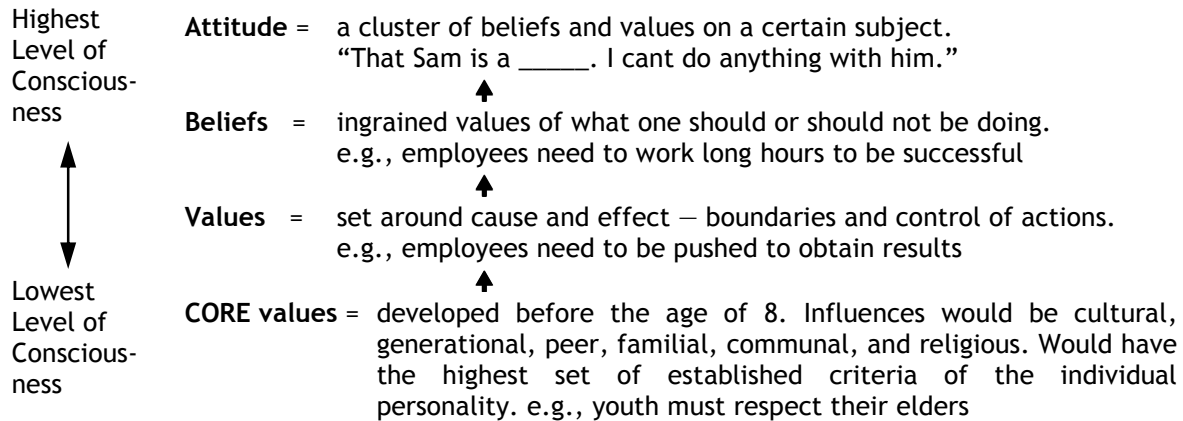
My Values Hierarchy					
#	Self-Growth	#	Health and Fitness	#	Spirituality

My Values Hierarchy					
#	Family	#	Marriage	#	Parenting

Explore Wants vs. Needs
 What is the difference between a want and a need?

How Different Generations Think

How We Develop Attitudes About Life



Morris Massey pointed out that all of us are influenced by our generation in regard to our values. He developed a theory of value programming which offered the following four categories.

1. **Traditionalist** — holds onto traditional beliefs, even though the world is changing with new problems and challenges (e.g., citizens *must* respect authority — no exceptions).
2. **In-betweener** — programmed in the 40s or 50s; wants to hold on to traditional views, but is aware of the need to learn new values and beliefs. The result is a pressing need to find themselves (e.g., citizens *need to* respect authority).
3. **Challenger** — programmed in the 60s; no longer willing to accept traditional values without questioning them. This is the baby-boom generation, and their belief systems have affected all of society due to their numbers (e.g., citizens *should* respect authority).
4. **Synthesizer** — these are today’s youth, and they are trying to figure out where they stand, with the influence of three other value patterns that preceded them. They are very concerned about damage to the planet and to society, and with their future and opportunities to enjoy the good life (e.g., citizens *should do* what they believe is right).
(In James and Woodsmall, 1988)

Exploring Internal Rules

What are your internal rules?

GLOBAL

INTERNAL SPECIFIC

When processing Massey's theory, consider the following questions:

1. Where do you fit in Massey's four categories?
2. Can you see why people have so many problems?
3. Can you see why society has created so many labels?
4. Can you now see the relationship between labels and attitude?
5. What can you do to make a change, and move away from labelling?

Today we often refer to generations as follows:

Boomers—Over 40; hold traditionalist values as outlined by Massey.

Busts—30-40; have traditional values as well as challenger traits.

Echo—20-30; X Generation.

10-20; Y Generation.

These generations are much more focused on having life balance, and work best in jobs when they feel valued, respected, encouraged, developed, and well compensated.

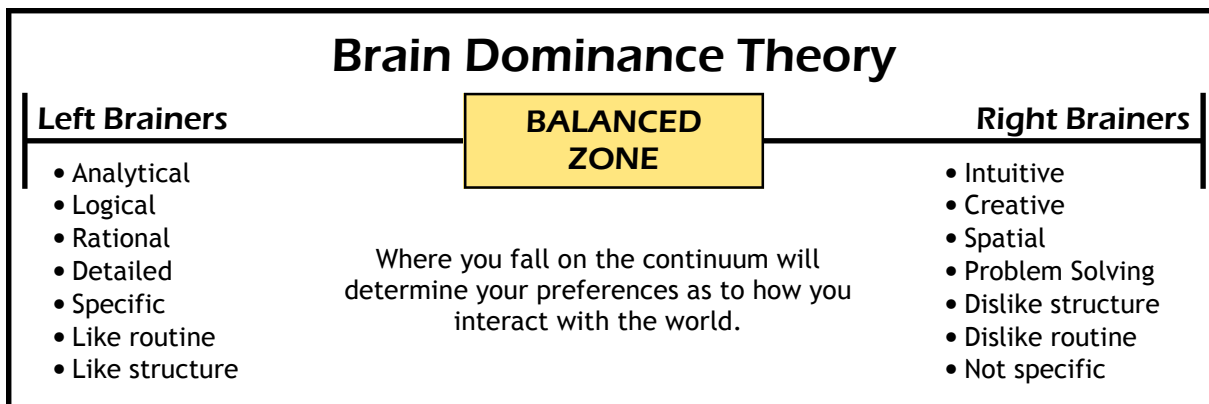
Brain Dominance Measure

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There is a saying that no two people are the same or see the world the same. We all have a preferred learning style. Brain dominance is another way for us to learn how we see the world, and to better understand our differences and where we can improve. We all have a preference as to how we interact with the world. Some of us are left brainers — thinkers who like using words, numbers, and other symbols to process and interact with the world. Others are right brainers. They prefer to interact with the world in a very creative manner, and are continuously creating and thinking about new ways of doing things. The vast majority of the world is left brained. The first step is to help you learn where you are, and what your brain preference is.

There is no right or wrong — both are fine. The point of this measure is to help you self-evaluate how you prefer to interact with the world. Why? Since we all are different, and we all will benefit by understanding and recognizing that we process the world differently, and that is OK. Most of the conflicts in the world are relationship based, and most of these originate in the fact that we are frustrated that the person we are in conflict with does not see the world from our point of view. By understanding through a defined frame of reference of who we are, we are able to increase our tolerance for others and for ourselves. This AWARENESS is invaluable, and is needed so that we can understand that we all do not need to be the same, or at the same time can expect others to see the world as we do.

What is the impact of right and left brain dominance on personality? To start, let's make sure we are clear what we are talking about. We are talking about preference and style, and this can be visually explained in the graphic below. It has nothing to do with whether you are right- or left-handed. We are talking about PREFERENCE as to how you like to work in regard to interacting with the world.



Let's take a look at the chart, and guess what brain preference the following professions may be. Whether it is universal or not is not the point. Just think in terms of generality:

1. Accountant
2. Actor

What brain dominance do you think an accountant would prefer, based on the above graphic? Most likely they would be someone who is very left brained. One would prefer to hire a left brain accountant anyway, to be sure that they were structured, and followed the rules. An actor would most likely be right brained, very creative, and able to be intuitive in their interpretation of a character, so they can portray what appears real to the onlooker. This does not mean that an actor cannot have left brain traits, or the accountant cannot have right brain traits. All we are looking for is a preference that you work from.

Once you have this, you will be more aware of how you interact in the world, and what traits you may want to work on to improve. We like to promote balance, and be able to use both preferences, though it will take time and practice to master and learn in another area. We all have a dominant preference, hence the title brain dominance.

In regard to personality, what can we generalize about an accountant's personality? If they are strong left brainers, they are very focused, routine, conservative, and rational. How would this affect their behavior and actions in the world? It only stands to reason that they would be congruent, and they would be more conservative in their behaviors and actions. When we understand that each of us has our own unique preferences, and these impact our personality, this will give us insight as to how we can learn, and what we need to do to help others learn from us.

We promote journalizing one's life and progress, but a right brainer will want to journal differently than a left brainer. In fact, they need different kinds of journals. Another purpose of this measure is to help you determine the kind of journal that will best meet your needs. For example:

- *Journal 51* and *My Personal Success Coach Journal* are designed for persons with a left brain dominance, and for those who fall in the balanced area.
- *Journal 31* is for persons with a right brain dominance.

Instructions

Answer the questions in the two measures on the following page with a T (true) or F (false), then add the number of true answers in each, to indicate your brain preference. This is not a statistical measure, it is intended only to be an awareness self-evaluation, to help you determine the best journal program for you. The score will indicate your brain dominance. For example, if you have 9 Trues for right brain, and 3 Trues for left brain, you would be more likely to be a person whose preference for interaction with the world is right brain. We would recommend that you use the right brain journals.

If you are in a relationship, it is invaluable to learn how you and your partner operate, so you can develop insight and awareness for each other. For example, a left brainer may want to go to the same place to eat, and have the routine that they like. If both are not into the same food, and are not left brainers, there may be a conflict. If one is right brained, they will be bored, feel boxed in, and have an internal drive to do something different. With this insight, the couple would be able to learn to be mindful of each other's needs, and work to meet in the middle. Insight is wonderful when it is learned and followed.

It is important to answer the questions quickly, without a lot of thought. Just read and respond true or false. We suggest you use the frame of reference 85% of the time it is true or false. Nothing is exact or always true. We are only looking for preference type.

Right-Brainers		
Pick the answer that best fits where you are today.	True	False
1. I find it boring following a routine.		
2. I need to be creative.		
3. I like finding solutions to problems.		
4. I do not like structure.		
5. I need flexibility.		
6. I do not like preparation.		
7. I am not a big organizer.		
8. I am intuitive by nature.		
9. I look outside the box for what is possible.		
10. I am not big into sequences and things being done the same way each time.		
Totals		

Left-Brainers		
Pick the answer that best fits where you are today.	True	False
1. I need things to be ordered and logical.		
2. I need all the details.		
3. I am very specific in my actions.		
4. I need to be prepared.		
5. I like routine.		
6. I like structure.		
7. I am analytical in my thinking.		
8. I need to be rational in what I am doing.		
9. I like organization.		
10. I need to see the purpose of what I am doing for today.		
Totals		

Action Measure

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The ultimate goal of coaching is to help you set the plan of what, where, when, how, and why to take action in certain areas of your life. Only through action will you make new outcomes. The purpose of this measure is to help you create a visual representation of all the categories of your life that will need action and focus.

In the chart on the following page, you will see a table on which you are to fill in the percentage being fulfilled in your life on a daily basis. Take a highlighter and respond to the core areas for each of the live balance areas. To assist you for each section, there are two spaces for you to fill in additional categories that are of importance to you, to give you an even clearer picture of where to focus.

Action Measure Table							
Percentage		0	20	40	60	80	100
Money	Savings						
	Accounting						
	Retirement						
	Cash Flow						
Career	Enjoyment						
	Success						
	Work Relationships						
	Knowledge, Skills						
Relation- ships	Marriage						
	Children						
	Peers						
	Community						
Self	Self-Confidence						
	Spiritual						
	Self-Acceptance						
	Emotional Balance & Energy						
Health	Exercise						
	Diet						
	Rest						
	Relaxation						

SCORING GUIDE	
0-10%	This area is not being fulfilled, and needs to be focused on in coaching.
11-30%	There is a little focus, though the results are not enough to be of benefit for life balance.
31-50%	This area is one that you need to tune into more, so it becomes more fulfilled.
51-75%	This is an area that you are working in. Look at the challenges and what is needed in coaching to go to the next level.
76-100%	This is the peak performance area. Though you may have it fulfilled, ensure you are not sacrificing other areas.

A final thought on measures

The purpose of measures is to find a starting place. All they do is provide insight as to where to start — they do not do the work needed. That’s up to you. William James, the famous American psychologist, once said, “The greatest revolution of our generation is the discovery that human beings, by changing the inner attitudes of their minds, can change the outer aspects of their lives.” The big challenge is to accept this section as the starting point, not the ending point. You will be you. Decide to be! Let’s start the journey today!

Chapter Two

Setting New Goals for the New You

My
Personal
Success
Coach

2

THE focus of this section is to set up the next 365 days. To do this, we are going to explore the goals you want to attain.

“How many goals should I try to attain?” you may ask.

This is a common question, and the answer is simple: as many as you can, by following this formula:

Desired Goal + Achieving it = New opportunity to achieve the next goal

This means we need to focus on the process of life, not outcomes. Work to accomplish small steps to eventually cover a long journey, such as life. Remember, goals are like thoughts — once you start, they never seem to end. What this means is, once the goal is chosen, you need to focus on achieving it in a healthy manner. The old adage of building a brick wall one brick at a time holds true: the emphasis needs to be on attaining one goal at a time, so when going through this process, think about what is possible, one goal at a time. Remember that life is a process, not an event. Keep your focus, and plan to achieve all you can — one step at a time.

Tips for Achieving Goals

1. Be motivated.
2. Have a clear idea of where you are now, and where you want to go.
3. Have a clear vision, and see the steps to attain the goal.
4. Take one step at a time, to be focused and determined.
5. Never give up — be persistent; work hard.
6. Monitor your progress, and stay on track.
7. Be enthusiastic, and have passion.
8. Understand that change is a process, and not an event — be patient.
9. Have courage, and stay in the game, so you can enjoy the win.
10. Enjoy the process.

Design Your Life WAVES

The first step of setting up a life plan is to have clear goals — the **wants** in life. Once we have our **goals** designed, we need a life plan, which is a way of living daily so all our goals will become reality. Please understand that for all goals to become real, you will need the following to occur:

1. A dream of what you want.
2. A clear vision of what you especially want.
3. Knowing for sure that you want the goal.
4. Knowing that you can get what you want.

There is a huge gap between wanting a goal and knowing you can achieve it. The WAVE process has been designed to assist you in that quest.

2

Design your life WAVES

CREATING A NEW PATH BY CREATING A NEW WAVE

The idea of setting goals is nothing new, but in reality the action of setting goals is very new for a vast majority of the population. For example, do you have clearly defined goals set for the five major areas of your life (money, career, relationships, self, and health)? In each area, we all have different categories as well as different roles. As you think about this question, do you also have them written down, and a way to evaluate your progress? If you do not, you are in the majority. The science of goal setting works very simply — you set the goal; work at attaining it; evaluate your progress; continue until it is achieved; and you have a successful outcome. Sounds too simple? Well, as Scott Peck says, because it is simple does not mean it is easy, meaning we need to do more than talk — we need to take action.

Isn't it true, we do this all the time? The issue for many of us is we still feel there is something missing in our life, because we lack making goals and life passion. Whatever it is, it will not improve unless we go after it! Many of us have lists of things to be done. These “to do lists” become “to guilt lists.”

The purpose of this section is to walk you through the procedure for setting personal and professional life goals, to help you create your personal life plan. The challenge of life is to find personal balance, by which I mean feeling satisfied with your home life and work life. Earlier, I pointed out the five major areas. Let me explain them here (the books listed under each category have been written to help you balance each area):

Money — for personal and business life, without money, it is very difficult to exist in our society.

Career — In our culture, careers are usually the fuel which provides businesses and individuals with money, so they can exist.

HELPFUL RESOURCES: *A Teacher's Survival Guide for the 21st Century*, *A Corporate Survival Guide for the 21st Century*, *Golf Psyche*, *Real Estate Personal Best Sales Journal*, *Network Marketing Journal*.

Relationships — The challenge of marriage, parenting, family issues, community work, and peer relationships is of major importance in our society. People interact with people to exist, and with this action there are many challenges.

HELPFUL RESOURCES: *A Parent's Survival Guide for the 21st Century*; *A Relationship Survival Guide for the 21st Century*.

Self — This entails all of the individual's beliefs, such as religion, politics, personal values, personal preferences, self-esteem, self-competency, self-acceptance, and all the other individual characteristics.

HELPFUL RESOURCES: *My Personal Success Coach*, *Journal 51*, *Network Marketing Journal*, *Journaling My Journey*

Health — This takes into account the individual's physical health, psychological health, and spiritual health. We refer to it as the mind/body/soul balance.

HELPFUL RESOURCE: *Stop That Series*

These five areas cover pretty much all the human challenges of today. The major part of goal setting is improving one or more of these areas

My Personal Success Coach

*“I know only
that what is
moral is what
you feel good
after, and what
is immoral is
what you feel
bad after.”*
—Ernest
Hemingway,
*Death in the
Afternoon*

HOW TO ATTAIN GOALS

Life is like a wave — it has peaks and valleys. The way to stay focused and to attain goals is to focus on peaks, not valleys. To help you set goals of importance to you, I have created a simple concept called WAVE, which stands for:

W — What you really **W**ant.

A — What **A**ctions and **A**ctivities you will do to get what you want.

V — The **V**alue of this goal, and the emotion that motivates you.

E — **E**valuation of your progress.

If you think about the metaphor of a wave, you can learn a great deal. For example, as you ride a wave, at the top there is a peak, where you feel a great deal of forward motion. If you fall off at any point in time, all you need to do is keep your focus, and look straight ahead, because there is always another wave coming to put you at the peak again.

It is important to remember that at the top of the wave if you ever start to go down along the edge of the swell you have a great deal of kinetic energy behind you, meaning that as long as you hold your focus, and keep your body and mind on task, you will be able to use the energy from the previous peak to help you get to the next. Just ride the waves, look to where you want to go, not where you are. Make now more important than the past. Create the future with focus!

In order for a goal to become real, several factors must come into play. These include:

- Time
- Consistency
- Patience
- Knowledge
- Skills
- Focus
- Emotion
- Adjustment
- Determination
- Stopping old behavior, and starting new behavior.
- Plan for learning and developing a plan.
- Relapse prevention plan.
- Motivation.

The above points need to work together to build the foundation for all outcomes. I call this the Process of Momentum. When a goal builds momentum, it can become very powerful, like an ocean wave, which has all the above traits. Waves roll onto the coast every day, but the one factor that is consistent is that they move in one direction.

The reality of goal setting is that we need to look ahead and see what we need to overcome to get what we want. We need to see how to overcome life's obstacles. Once we can do this, we are able to take the **actions** needed to create our desired WAVES.

The process I like to have people do is to set a WAVE for each of the five major life areas. Because many of us tend to make our lives very complicated, I have found it simple when I coach people when they chunk their life down into small parts (money, career, relationships, self, and health). This helps to evaluate where we want to focus.

When you set your wave for each area, it is important to acknowledge that the process never stops, like the ocean wave. In life, the way to keep moving forward to what you want in life is to follow the Japanese philosophy of Kaizen (consistent and never ending improvement). This is why I promote journaling with daily and weekly evaluations of the five areas, to see what new waves need to be set up.

The purpose of creating waves is to attain your desired outcomes — your personal and professional life GOALS. Once you create your waves, it is important to make a life plan. These are often referred to as mission statements. The value of a life plan is to provide your life philosophy — how you want to live your life. First, let's create your waves.

Note: It is normal to want to focus on one area at a time, though it is important that you are aware of small goals, and focus on all five life areas, so you are working for life balance.

DESIGNING YOUR OUTCOME WAVES

To help you in this wave generating process, we will have you follow a set format for each of the five life areas. Under each area are four categories, with a space for you to add specific ones for your particular situation. For each area you will be asked to rate how the category is being fulfilled, on a scale of 1 to 10, the higher the number, the better the situation. This is to self-evaluate the area of need. **Not to limit you, but I like to suggest that for each area of life balance you take one desired outcome at a time, and set a WAVE for it.** Once you have it flowing, go back and create another wave. I suggest you not overwhelm yourself by trying to do too much. Creating a small wave will set the stage for measuring progress.

An example would be Samuel, who wants to lose weight in order to have more energy. The first outcome he wants is to improve his diet, so he would first set the WAVE for healthy eating, using the following format.

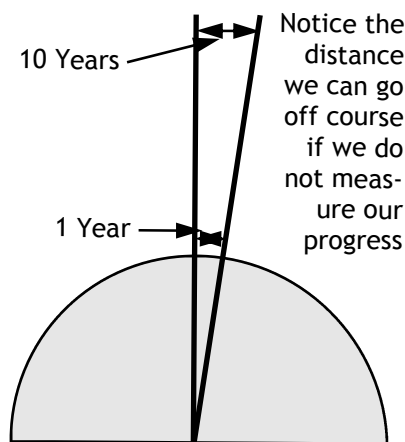
My Personal Success Coach

2

Once he has it in place, and the habit of healthy eating has started, his next WAVE would be fitness. The way to keep momentum is having another goal ready. We need to have a WAVE in place, then move to the next WAVE that needs to be created.

The key to success is to start out with small change, and work and work, until it is big change. If you remember your high school geometry set, if you take a straight line off another at a 90 degree-angle, and draw it out 5 miles, then move 2 degrees, and draw another line, you will see how a small change over the long term will create massive change. Journaling is like an autopilot. It helps you focus daily, so you do not go too far off course. Like a car, if you go too far, you will run out of fuel, and stop working on your goal.

It is important to make clear what you want to happen specifically in one year from now. To get your outcome started, decide what you want to happen in 60 days. As with Samuel's example, in one year you may want to lose 40 pounds, however, in the first 60 days, you may want to adopt healthy eating habits, and lose 10 pounds.



Finding Where to Start Your WAVES

In this section, you will have the five life areas, with four steps requesting you to self-evaluate where you want to start creating your WAVES, and making a plan to achieve them.

Money

Step 1

Self-evaluate your level of concern in each category, on a scale of 1 (low) to 10. In the blank spaces, add any other areas that are of interest to you.

Money (Rate 1-10)		
	Business	Personal
Cash Flow	1 – 3 – 5 – 7 – 9 – 10	1 – 3 – 5 – 7 – 9 – 10
Debt	1 – 3 – 5 – 7 – 9 – 10	1 – 3 – 5 – 7 – 9 – 10
Savings	1 – 3 – 5 – 7 – 9 – 10	1 – 3 – 5 – 7 – 9 – 10
Retirement	1 – 3 – 5 – 7 – 9 – 10	1 – 3 – 5 – 7 – 9 – 10
Credit	1 – 3 – 5 – 7 – 9 – 10	1 – 3 – 5 – 7 – 9 – 10
	1 – 3 – 5 – 7 – 9 – 10	1 – 3 – 5 – 7 – 9 – 10
	1 – 3 – 5 – 7 – 9 – 10	1 – 3 – 5 – 7 – 9 – 10

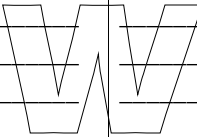
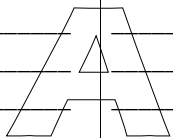
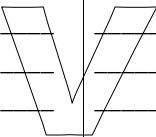
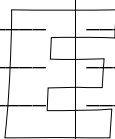
2

Step 2

Which of the above categories are in need of immediate focus? List in order of importance, and define the obstacles you need to overcome, and how you can do it.

Business	Personal

Step 3 — To start your WAVE for Money in each area of business and personal, pick one area to focus on first, and follow the WAVE process.

Money	
Business	Personal
What do you really want to happen in this area in one year? State clearly your desired outcome, and how you would see, hear, and feel it. Have a clear concept of what is possible in the future — set no limits.	
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Desired outcome for success in the next 60 days	
	
What actions are you going to take to get this outcome? Do you have the knowledge, skills, and attitude to achieve your outcome? Are you clear on the activities that will result in your outcome? Make sure it follows the SIMPLE model (S elective to your needs; I mmEDIATE action; A ble to M easure; P leasurable Steps; L egal; E thical). List the resources you presently have.	
	
What is the value of this outcome? Why do you want it? Where is the emotion? (No Emotion = No Passion = No Outcome) Find the energy and practical gain. See yourself with this outcome; brighten the vision; live the vision; be the vision; build the drive that will make this real. As in kindergarten, cut out a picture of what you want looks like, so it is clear, and you have an image to remind you of what and where you want to go. The way to get what you want is to believe it is possible — not 30%, but 100%. If you have a limited belief, get rid of it, because if you don't believe, you will not keep your focus or ride the WAVE.	
	
How are you going to evaluate the outcome? What evidence will you need to prove you have it? What will you see, hear, and feel on achievement of the outcome? Make sure you always measure the result of your efforts. To keep the WAVE going, when in doubt, remind yourself of what you want, and take action.	
	

Step 4 — In Step 3, you set out the boundary for your WAVE. Now in Step 4 we will be specific in creating your action WAVE for this life area.

WAVE Money Action Plan				Date: _____
<p>Desire, WANT, who will you be when you get this want — what super name will you give yourself (e.g., Ultimate Money Manager)? Explain what this name will do!</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>60-day action plan to obtain outcome, which defines your self-commitment. Define start date and actions.</p> <p style="text-align: center;">Action Plan Micro Steps</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>4. _____</p> <p>_____</p>			
<p>Resources to be used to obtain the outcome. What plan are you going to use to learn more?</p>				
Resources Assessment				
<p>Evaluate what you have and will need to attain for each area.</p>				
	Knowledge	Skills	Attitude	
HAVE				
DEEM				
<p>Evaluation Method — We recommend using <i>Journal 31</i> (right brain) or <i>Journal 51</i> (left brain), which have daily and weekly measures to keep your focus, once you have completed this journal.</p> <p style="text-align: center;">Journal 51 <input type="checkbox"/> Journal 31 <input type="checkbox"/></p> <p>Other:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What result and evidence need to be in place to start another WAVE? How will you know you have obtained your outcome? Define clearly what enough is.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			

Career

Step 1

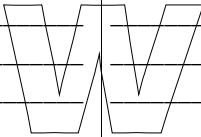
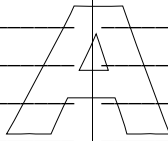
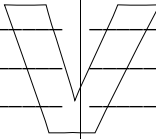

Self-evaluate your level of concern in each category, on a scale of 1 (low) to 10. In the blank spaces, add any other areas that are of interest to you.

Career				
	Compensation	Satisfaction	Challenge	Fulfillment
Rate being fulfilled	1 - 3 - 5 - 7 - 9 - 10	1 - 3 - 5 - 7 - 9 - 10	1 - 3 - 5 - 7 - 9 - 10	1 - 3 - 5 - 7 - 9 - 10

Step 2

Which of the above categories are in need of immediate focus? List in order of importance.

Step 3 — To start your WAVE for Career, pick one area to focus on first, and follow the WAVE process.

Career			
Compensation	Satisfaction	Challenge	Fulfillment
<p>What do you really want to happen in this area in one year? State clearly your desired outcome, and how you would see, hear and feel it. Have a clear concept of what is possible in the future — set no limits.</p>			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<p>Desired outcome for success in the next 60 days</p>			
_____			_____
_____			_____
_____			_____
<p>What actions are you going to take to get this outcome? Do you have the knowledge, skills, and attitude to achieve your outcome? Are you clear on the activities that will result in your outcome? Make sure it follows the SIMPLE model (Selective to your needs; ImmEDIATE action; Able to Measure; Pleasurable Steps; Legal; Ethical). List the resources you presently have.</p>			
_____			_____
_____			_____
_____			_____
<p>What is the value of this outcome? Why do you want it? Where is the emotion? (No Emotion = No Passion = No Outcome) Find the energy and practical gain. See yourself with this outcome; brighten the vision; live the vision; be the vision; build the drive that will make this real. As in kindergarten, cut out a picture of what you want looks like, so it is clear, and you have an image to remind you of what and where you want to go. The way to get what you want is to believe it is possible — not 30%, but 100%. If you have a limited belief, get rid of it, because if you don't believe, you will not keep your focus or ride the WAVE.</p>			
_____			_____
_____			_____
_____			_____
<p>How are you going to evaluate the outcome? What evidence will you need to prove you have it? What will you see, hear, and feel on achievement of the outcome? Make sure you always measure the result of your efforts. To keep the WAVE going, when in doubt, remind yourself of what you want, and take action.</p>			
_____			_____
_____			_____
_____			_____

Step 4 — In Step 3, you set out the boundary for your WAVE. Now in Step 4 we will be specific in creating your action WAVE for this life area.

WAVE Career Action Plan		Date: _____	
<p>Desire, WANT, who will you be when you get this want — what super name will you give yourself (e.g., Ultimate Money Manager)? Explain what this name will do!</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>60-day action plan to obtain outcome, which defines your self-commitment. Define start date and actions.</p> <p style="text-align: center;">Action Plan Micro Steps</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>4. _____</p> <p>_____</p>		
<p>Resources to be used to obtain the outcome. What plan are you going to use to learn more?</p>			
Resources Assessment			
<p>Evaluate what you have and will need to attain for each area.</p>			
	Knowledge	Skills	Attitude
HOW			
WHEN			
<p>Evaluation Method — We recommend using <i>Journal 31</i> (right brain) or <i>Journal 51</i> (left brain), which have daily and weekly measures to keep your focus, once you have completed this journal.</p> <p style="text-align: center;">Journal 51 <input type="checkbox"/> Journal 31 <input type="checkbox"/></p> <p>Other:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What result and evidence need to be in place to start another WAVE? How will you know you have obtained your outcome? Define clearly what enough is.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		

Relationships

Step 1

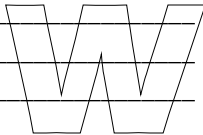
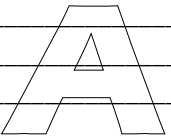
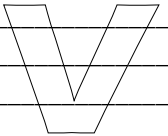
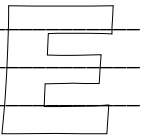
Self-evaluate your level of concern in each category, on a scale of 1 (low) to 10. In the blank spaces, add any other areas that are of interest to you.

Relationships					
	Family Dynamics	Children	Spouse/ Partner	Siblings	Social/Work Peers
Rate being fulfilled	1-3-5-7-9-10	1-3-5-7-9-10	1-3-5-7-9-10	1-3-5-7-9-10	1-3-5-7-9-10

Step 2

Which of the above categories are in need of immediate focus? List in order of importance.

Step 3 — To start your WAVE for Relationships, pick one area to focus on first, and follow the WAVE process.

Relationships				
Family Dynamics	Children	Spouse/Partner	Siblings	Social/Work Peers
<p>What do you really want to happen in this area in one year? State clearly your desired outcome, and how you would see, hear and feel it. Have a clear concept of what is possible in the future — set no limits.</p>				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
<p>Desired outcome for success in the next 60 days</p>				
_____	_____		_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
<p>What actions are you going to take to get this outcome? Do you have the knowledge, skills, and attitude to achieve your outcome? Are you clear on the activities that will result in your outcome? Make sure it follows the SIMPLE model (Selective to your needs; ImmEDIATE action; Able to Measure; Pleasurable Steps; Legal; Ethical). List the resources you presently have.</p>				
_____	_____		_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
<p>What is the value of this outcome? Why do you want it? Where is the emotion? (No Emotion = No Passion = No Outcome) Find the energy and practical gain. See yourself with this outcome; brighten the vision; live the vision; be the vision; build the drive that will make this real. As in kindergarten, cut out a picture of what you want looks like, so it is clear, and you have an image to remind you of what and where you want to go. The way to get what you want is to believe it is possible — not 30%, but 100%. If you have a limited belief, get rid of it, because if you don't believe, you will not keep your focus or ride the WAVE.</p>				
_____	_____		_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
<p>How are you going to evaluate the outcome? What evidence will you need to prove you have it? What will you see, hear, and feel on achievement of the outcome? Make sure you always measure the result of your efforts. To keep the WAVE going, when in doubt, remind yourself of what you want, and take action.</p>				
_____	_____		_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Step 4 — In Step 3, you set out the boundary for your WAVE. Now in Step 4 we will be specific in creating your action WAVE for this life area.

WAVE Relationships Action Plan			Date: _____
<p>Desire, WANT, who will you be when you get this want — what super name will you give yourself (e.g., Ultimate Money Manager)? Explain what this name will do!</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>60-day action plan to obtain outcome, which defines your self-commitment. Define start date and actions.</p> <p style="text-align: center;">Action Plan Micro Steps</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>4. _____</p> <p>_____</p>		
Resources to be used to obtain the outcome. What plan are you going to use to learn more?			
Resources Assessment			
Evaluate what you have and will need to attain for each area.			
	Knowledge	Skills	Attitude
HAVE			
DEED			
<p>Evaluation Method — We recommend using <i>Journal 31</i> (right brain) or <i>Journal 51</i> (left brain), which have daily and weekly measures to keep your focus, once you have completed this journal.</p> <p style="text-align: center;">Journal 51 <input type="checkbox"/> Journal 31 <input type="checkbox"/></p> <p>Other:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What result and evidence need to be in place to start another WAVE? How will you know you have obtained your outcome? Define clearly what enough is.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		

Self

Step 1

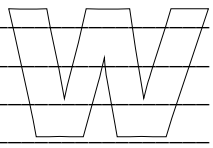
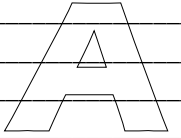
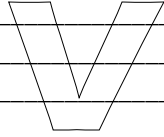
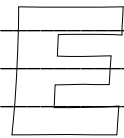
Self-evaluate your level of concern in each category, on a scale of 1 (low) to 10. In the blank spaces, add any other areas that are of interest to you.

Self					
	Real Love in Life	Spirituality	Fun	Personal Freedom	Self Esteem/ Confidence
Rate being fulfilled	1-3-5-7-9-10	1-3-5-7-9-10	1-3-5-7-9-10	1-3-5-7-9-10	1-3-5-7-9-10

Step 2

Which of the above categories are in need of immediate focus? List in order of importance.

Step 3 — To start your WAVE for Self, pick one area to focus on first, and follow the WAVE process.

Self				
Real Love in Life	Spirituality	Fun	Personal Freedom	Self-esteem/ Confidence
What do you really want to happen in this area in one year? State clearly your desired outcome, and how you would see, hear and feel it. Have a clear concept of what is possible in the future — set no limits.				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
Desired outcome for success in the next 60 days				
_____	_____		_____	_____
_____	_____		_____	_____
_____	_____		_____	_____
What actions are you going to take to get this outcome? Do you have the knowledge, skills, and attitude to achieve your outcome? Are you clear on the activities that will result in your outcome? Make sure it follows the SIMPLE model (Selective to your needs; Immediate action; Able to Measure; Pleasurable Steps; Legal; Ethical). List the resources you presently have.				
_____	_____		_____	_____
_____	_____		_____	_____
_____	_____		_____	_____
What is the value of this outcome? Why do you want it? Where is the emotion? (No Emotion = No Passion = No Outcome) Find the energy and practical gain. See yourself with this outcome; brighten the vision; live the vision; be the vision; build the drive that will make this real. As in kindergarten, cut out a picture of what you want looks like, so it is clear, and you have an image to remind you of what and where you want to go. The way to get what you want is to believe it is possible — not 30%, but 100%. If you have a limited belief, get rid of it, because if you don't believe, you will not keep your focus or ride the WAVE.				
_____	_____		_____	_____
_____	_____		_____	_____
_____	_____		_____	_____
How are you going to evaluate the outcome? What evidence will you need to prove you have it? What will you see, hear, and feel on achievement of the outcome? Make sure you always measure the result of your efforts. To keep the WAVE going, when in doubt, remind yourself of what you want, and take action.				
_____	_____		_____	_____
_____	_____		_____	_____
_____	_____		_____	_____

Step 4 — In Step 3, you set out the boundary for your WAVE. Now in Step 4 we will be specific in creating your action WAVE for this life area.

WAVE Self Action Plan		Date: <input style="width: 100px;" type="text"/>	
<p>Desire, WANT, who will you be when you get this want — what super name will you give yourself (e.g., Ultimate Money Manager)? Explain what this name will do!</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>60-day action plan to obtain outcome, which defines your self-commitment. Define start date and actions.</p> <p style="text-align: center;">Action Plan Micro Steps</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>4. _____</p> <p>_____</p>		
Resources to be used to obtain the outcome. What plan are you going to use to learn more?			
Resources Assessment			
Evaluate what you have and will need to attain for each area.			
	Knowledge	Skills	Attitude
HAVE			
WANT			
<p>Evaluation Method — We recommend using <i>Journal 31</i> (right brain) or <i>Journal 51</i> (left brain), which have daily and weekly measures to keep your focus, once you have completed this journal.</p> <p style="text-align: center;">Journal 51 <input type="checkbox"/> Journal 31 <input type="checkbox"/></p> <p>Other:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What result and evidence need to be in place to start another WAVE? How will you know you have obtained your outcome? Define clearly what enough is.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		

Health and Wellness

Step 1

Self-evaluate your level of concern in each category, on a scale of 1 (low) to 10. In the blank spaces, add any other areas that are of interest to you.

Health and Wellness				
	Exercise	Daily Diet	Healthy Sleep and Rest	Low Stress and Healthy Relaxation
Rate being fulfilled	1 - 3 - 5 - 7 - 9 - 10	1 - 3 - 5 - 7 - 9 - 10	1 - 3 - 5 - 7 - 9 - 10	1 - 3 - 5 - 7 - 9 - 10

Step 2

Which of the above categories are in need of immediate focus? List in order of importance.

Step 3 — To start your WAVE for Health and Wellness, pick one area to focus on first, and follow the WAVE process.

Health and Wellness			
Exercise	Daily Diet	Healthy Sleep and Rest	Low Stress and Healthy Relaxation
<p>What do you really want to happen in this area in one year? State clearly your desired outcome, and how you would see, hear and feel it. Have a clear concept of what is possible in the future — set no limits.</p>			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<p>Desired outcome for success in the next 60 days</p>			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<p>What actions are you going to take to get this outcome? Do you have the knowledge, skills, and attitude to achieve your outcome? Are you clear on the activities that will result in your outcome? Make sure it follows the SIMPLE model (Selective to your needs; ImmEDIATE action; Able to Measure; Pleasurable Steps; Legal; Ethical). List the resources you presently have.</p>			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<p>What is the value of this outcome? Why do you want it? Where is the emotion? (No Emotion = No Passion = No Outcome) Find the energy and practical gain. See yourself with this outcome; brighten the vision; live the vision; be the vision; build the drive that will make this real. As in kindergarten, cut out a picture of what you want looks like, so it is clear, and you have an image to remind you of what and where you want to go. The way to get what you want is to believe it is possible — not 30%, but 100%. If you have a limited belief, get rid of it, because if you don't believe, you will not keep your focus or ride the WAVE.</p>			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<p>How are you going to evaluate the outcome? What evidence will you need to prove you have it? What will you see, hear, and feel on achievement of the outcome? Make sure you always measure the result of your efforts. To keep the WAVE going, when in doubt, remind yourself of what you want, and take action.</p>			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Step 4 — In Step 3, you set out the boundary for your WAVE. Now in Step 4 we will be specific in creating your action WAVE for this life area.

WAVE Health and Wellness Action Plan				Date:					
<p>Desire, WANT, who will you be when you get this want — what super name will you give yourself (e.g., Ultimate Money Manager)? Explain what this name will do!</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>60-day action plan to obtain outcome, which defines your self-commitment. Define start date and actions.</p> <p style="text-align: center;">Action Plan Micro Steps</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>4. _____</p> <p>_____</p>								
<p>Resources to be used to obtain the outcome. What plan are you going to use to learn more?</p>									
Resources Assessment									
Evaluate what you have and will need to attain for each area.									
	Knowledge	Skills	Attitude						
HAVE									
WANT									
<p>Evaluation Method — We recommend using <i>Journal 31</i> (right brain) or <i>Journal 51</i> (left brain), which have daily and weekly measures to keep your focus, once you have completed this journal.</p> <p style="text-align: center;">Journal 51 <input type="checkbox"/> Journal 31 <input type="checkbox"/></p> <p>Other:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>					<p>What result and evidence need to be in place to start another WAVE? How will you know you have obtained your outcome? Define clearly what enough is.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>				

My Personal Success Coach

Summary

The future is always in front of us — we just need to ensure we are thinking about what, where, how, and when we are going, so we can obtain the *knowing* that it will happen the way we plan. Then, when we get it, we can enjoy the *having*. Too many of us do not know how to celebrate our victories, because we really do not know we are having them. In Part One of the *Success Coach Journal*, you will make your Life Plan — something we all need to allow our goals to bloom and grow.

2

Chapter Three

Why We Do What We Do

*“There are three things extremely hard — steel, a diamond,
and to know one’s self. — Benjamin Franklin*

3

THE purpose of this chapter is to provide an explanation of human behavior. It will explain why we do what we do, and teach you the importance of stabilizing the emotional and physiological components of your life. This valuable knowledge may resolve present and future conflicts that may arise. William Glasser’s Choice Theory will be presented to teach how to keep effective control of your life, however, to learn Choice Theory, you will have to give up your lifelong, commonsense belief that almost all you do is a reaction or response to events around you. When you learn to put Choice Theory to work in your life, you will spend your energy attacking the problem — not blaming it.

Choosing long-term pain or criticism is not going to get us what we want, now or ever. Choice Theory not only gives us the ability to recognize that we choose our behavior, but also that we can choose our behavior and make bad choices. It also clearly states that as much as we may want someone to change, all we can do is attempt to gain better control over our lives. We have no power to make others do, think, or feel anything that they believe does not satisfy them. Miserable things happen to us all. Many people have been through the tortures of concentration camps, and gone ahead and lived their lives. They have figured out that they must satisfy their needs now without attempting to do so by controlling others with what they have suffered, and continue to choose to suffer. If we learn that our misery is a choice, and that better choices are almost always available, we will make an active effort by ourselves or with help, to choose more effective behaviors.

However, when you learn Choice Theory, you must be humble enough to accept the fact that try as you will, there is no way you can actually con-

control even a small portion of the world around you. You can only control your actions. There are many times when no matter what you do, think or feel, you cannot satisfy yourself the way you would like. The fact is, you cannot have control over others, only yourself. You always have control over what you do and think in most life situations. As you regain some small degree of control, you gain confidence that you can gain more control.

The majority of the population, without even realizing it, believe in what is referred to as *External Locus of Control* (ELOC), and by doing so, they believe that they have no choice in their behavior, and that they are essentially forced to behave as they do. ELOC is based on a model in which the control is out of the individual's hands, and to ever again have control, force and fear need to be utilized. Nevertheless, we are **not** controlled by external forces, difficult as that may be to accept. Individuals have the capacity to choose their own behavior, and not believe the external world is to blame, which is called *Internal Locus of Control* (ILOC). We are motivated completely by forces inside ourselves, and all our behavior is our attempt to control our own lives.

Furthermore, consciously or unconsciously, many people interact with people following the guidelines of B. F. Skinner's operant conditioning. The basic premise of this theory is based on *Stimulus-Response*, which is when people, places, events or things act as a catalyst that influences human behavior (i.e., when we *make* others do what we want, and they in turn *make* us do what they want. Glasser developed a model based on the psychology of ILOC versus Stimulus-Response psychology. This model helps teach the whys of all human behavior. The foundation of these guidelines is that if we have the knowledge and skills, we can choose productive behavior, and gain control over ourselves.

INTRODUCTION TO GLASSER'S CHOICE THEORY

The following introduction to Choice Theory provides a very useful resource in understanding why we behave as we do. Learning this new psychology will be a big step in your personal growth and happiness.

Choice Theory asserts that all we do from birth to death is behave, and every total behavior is always our best attempt to get what we want to satisfy our needs. In this context, behavior is purposeful because it is designed to close the gap between what we want and what we perceive that we are getting. Specific behaviors are always generated from this discrepancy. Glasser explains that we cannot be alive without being driven; we have

built-in genetic instructions, with a group of basic needs that we must satisfy throughout life. He also points out that everything that we do in life, be it good or bad, effective or ineffective, pleasurable or painful, crazy or sane, sick or well, is aimed at fulfilling our basic needs. These five basic genetic needs include:

1. **Love & Belonging** — the majority of human beings are driven to be a part of society; to receive and give love, and to belong within societal, familial, or occupational spheres.
2. **Power** — often expressed through competition; it can also be portrayed in the achievement of something which gives us a sense of worth.
3. **Freedom** — opportunity to make choices in our lives that will allow us to fulfill our needs.
4. **Fun** — the need to enjoy life, and to experience humor.
5. **Survival** — controlled by the unconscious brain, which carries out the task of keeping our body functioning and healthy (i.e., breathing, sweating, digesting, etc.).

Although we all have these needs, each person fulfills them in different ways. Glasser ascertains that all our senses combine into a remarkable camera that can take pictures. The word *pictures* is utilized, rather than the technically correct term, *perceptions*, because *pictures* is easier to comprehend. Each of us saves in our personal “picture albums” the images of anything in the world that we believe will satisfy one or more of our basic needs. Your picture album, where you find love, worth, success, fun, and freedom, is the world you would like to live in, where somehow or another, all your desires, even conflicting ones, are satisfied. Nevertheless, everything that you know is not stored in your picture album — it is not the same as your memory. Instead, the picture album or the world inside your head is a small, selective part of your total memory.

We commonly have pictures in our albums that cannot be satisfied in the real world (e.g., everyone should know how important I am). Nevertheless, in our relentless efforts to satisfy them, we may go so far as to choose behaviors that endanger our lives. To change a picture, we have to replace it with another that, if not equally satisfying to the need in question, is at least reasonably satisfying. Therefore, Glasser ascertains that it is difficult to change our pictures, but it is even more strenuous to persuade others to change theirs.

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Most people are not aware that they are driven by the pictures in their heads, and have no idea how powerful and specific they are. In most relationships, even good ones, we constantly attempt to force others to change what we want. However, if we want to take effective control of our lives, the knowledge that no two people can share the same pictures must become an essential element of the way we deal with all those around us.

Total Behavior

As we examine our behavior through Choice Theory, we will learn that all behavior is total. Our behavior is broken down into four separate components of what is always a total behavior.

The four components that together make up our *total behavior* are as follows:

1. *Doing* (or active behaviors): voluntarily moving all or part of our bodies in some way that we want to move it (i.e., walking or talking).
2. *Thinking*: voluntarily generating thoughts or involuntarily generating thoughts, as in dreams.
3. *Feeling*: generating a wide assortment of feelings, both enjoyable and painful.
4. *Physiology*: generating the voluntary and involuntary body mechanisms involved in all we do, think, and feel (i.e., sweating or clenching our fists).

As you observe Figure 3-1, you will notice that Glasser provides a metaphor of a car to explain total behavior. He explains that on this car (front-wheel drive), the front wheels (Acting and Thinking) have direct control, and have

Why We Do What We Do

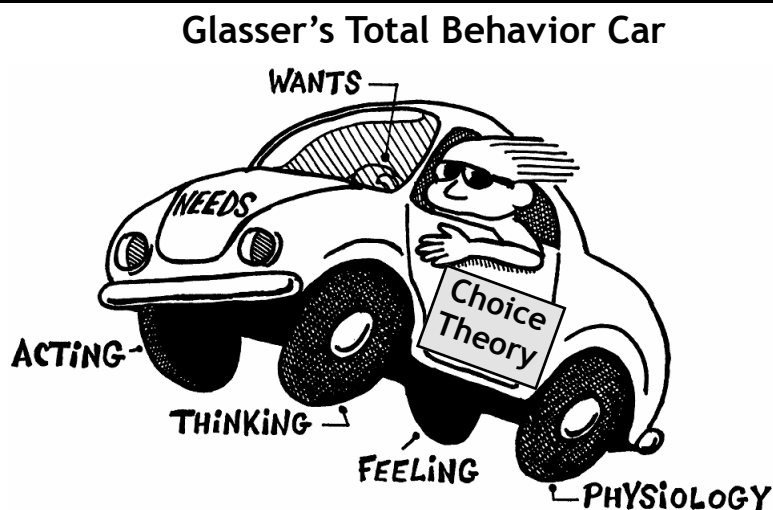


Figure 3-1 — Glasser's Total Behavior Car

choices. Hence, we can change the rear wheels (Feeling and Physiology) by choosing new thoughts and more effective behaviors, and the rear wheels have no choice but to follow. This is what Glasser means by all behavior being total. Whatever wheel we focus on will affect all the other wheels. Because John is frustrated at work, he is stuck a great deal of the time in the feeling wheel by feeling anxious and frustrated. Therefore, for John to feel better, he would need to change his thinking and behavior in a direction which is healthier for him.

Whatever wheel you focus on will affect all the others. For example, if John is feeling frustrated and anxious, he is having anxietying thinking (*Note: his physiology will dump toxic depressing chemicals into his body*), and he is probably sitting around stressing. If John wants to stop stressing, he needs to take Action (*Note: He will help improve his physiology, and cause more positive chemicals to be present within his brain when he takes positive action*). By taking action, for example, playing tennis because he enjoys it, he becomes aware of his thinking and feelings. When he can change his action wheel, it allows him to change all the other wheels to a more positive position, and this presents him with an opportunity to help heal his mind and body. Basically, the lesson is that we control how we feel by the action we take, and we always have a choice in what action we take. Believing we have no choice in a stressful situation is a choice, and is usually not a good one. Therefore, it is important to be proactive, and choose healthy behaviors, so you are more in control.

Basically, Glasser states that all of our behavior is generated by the needs inside ourselves; for example, we are not a Stimulus-Response system that stops because a light turns red, but a control system that stops because it satisfies our need to stay alive. Glasser claims that if you begin to think of yourself as a control system, you will begin to have less trouble learning that your motivation is always to control not only for present needs but, after those are satisfied, future ones. Regardless of how we feel, we always have some control over what we do. To satisfy any picture, however, we must, as control systems, be capable of sensing what is going on both around us and inside us, and then be able to act on this information.

Because we invariably have control over the acting component of our behavior, if we change that component, we cannot avoid altering the thinking, feeling, and physiological components as well. And the same goes for the thinking component.

Organized Behavior

Glasser explains that all behavior has a specific purpose, and that all behaviors we choose are our best behavior at the moment of choice. This means that when we are selecting behaviors, whether it is helpful or not, it is for the purpose of meeting an unfulfilled need. Therefore, for us to be able to have more options in regard to choosing new actions and thinking, we need to become aware of how less effective behaviors (e.g., anxietying and depressing) do not work, and focus on effective behavior, which will allow us to be in control of our lives. Glasser feels that when people choose misery by developing a range of “paining” behaviors, it is because these are the best behaviors that they are able to devise at the time, and these behaviors often get them what they want. You may be wondering why it makes sense to choose misery. Glasser postulates four reasons: 1) to keep anger under control; 2) to control ourselves or others; 3) to indirectly ask others to help us; and 4) to excuse our unwillingness to do something more effective.

Intelligence Does Not Always Equal Wellness

As we all know from experience, when it comes to shaping our decisions and actions, feeling counts every bit as much — and often more — than thought. As you can see in Figure 3-2, the *feeling* wheel of Glasser’s car is inflated. Cognitive intelligence offers virtually no preparation for emotional turmoil life may bring. A high IQ supplies no guarantee of prosperity, prestige, or happiness in life. Intellect cannot work at its best without emotional intelligence. Daniel Goleman, in his book *Emotional Intelligence*, states that people with well-developed emotional skills, referred to as emo-

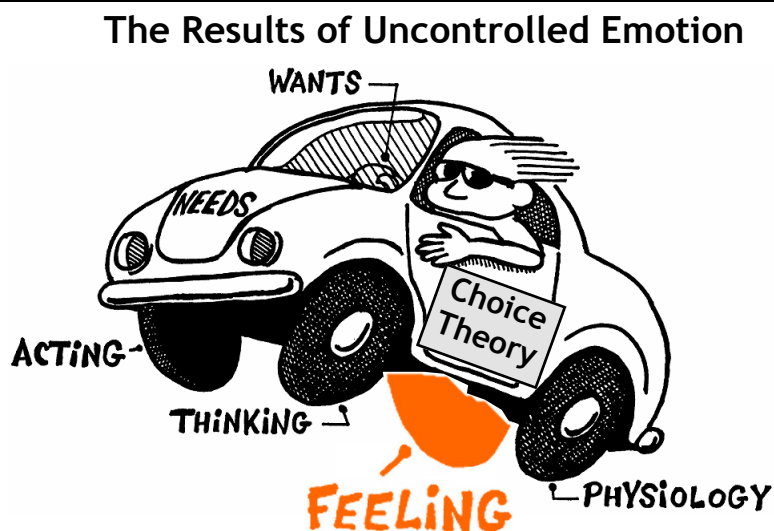


Figure 3-2 — Glasser’s Total Behavior Car

tional intelligence, are more likely to be content and effective in their lives, and have the ability to function in a healthy manner, which fosters their own productivity.

Goleman assumes Howard Gardner's personal intelligence in his basic definition of emotional intelligence, expanding these abilities into five domains:

1. *Knowing one's emotions.* Self-awareness, recognizing a feeling as it happens is the keystone of emotional intelligence. People with greater certainty about their feelings are better pilots of their lives.
2. *Managing emotions.* Handling feelings so they are appropriate is an ability that builds on self-awareness — the capacity to soothe oneself, to shake off rampant anxiety, gloom, etc.
3. *Motivating oneself.* Marshalling emotions in the service of a goal, which is essential for paying attention, self-motivation, and creativity.
4. *Recognizing emotions in others.* Empathy, a fundamental “people skill.” People who are empathetic are more attuned to the subtle social signals that indicate what others need or want.
5. *Handling relationships.* Skill in managing emotions in others. People who excel in these skills do well at anything that relies on interacting smoothly with others.

It is important to note that cognitive IQ and emotional intelligence are not opposing competencies, but rather separate ones. In a very real sense, we have two minds, one that thinks, and one that feels. These two fundamentally different ways of knowing interact to construct our mental life. One, the rational mind, is the mode of comprehension we are typically conscious of: more prominent in awareness, thoughtful, able to ponder and reflect. Alongside that mode there is another system of knowing: impulsive and powerful, if sometimes illogical — the emotional mind. Only recently has there emerged a scientific model of the emotional mind that explains so much of what we do can be emotionally driven — how we can be so reasonable at one moment, and so irrational the next.

Goleman maintains that the emotional mind is far quicker than the rational mind, springing into action without pausing for a moment to consider

**Please note that the next section is somewhat technical,
and is for those of you who want all the details.**

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what it is doing. Actions that originate from the emotional mind carry a particularly strong sense of certainty, a by-product of a simplified way of looking at things that can be perplexing to the rational mind. For example, John is really frustrated at work, and snaps at his colleague, but when the dust settles, he may find himself thinking, “What did I do that for?” Goleman believes that this is a sign the rational mind is awakening to the moment, but not with the rapidity of the emotional mind. Because it takes the rational mind a moment or two longer to register and respond than it does the emotional mind, the “first impulse” in an emotional situation is the heart’s, not the head’s. Goleman proposes that this quickness, in which emotions can overtake us before we are aware they have started, is essential to our emotions being so adaptive: they mobilize us to respond to acute events without wasting time wondering whether to react, or how to respond.

Think back to the last time that you “lost it,” exploding at someone — your spouse or your child, or perhaps the driver of another car. Goleman refers to this as neural hijacking, which as we shall see, originates in the amygdala, a centre in the limbic brain. The amygdala is commonly called the specialist for emotional matters, because it acts as a storehouse of the emotional flavor of the memories that we store. Tears, an emotional signal unique to humans, are triggered by the amygdala; being held, stroked, or otherwise comforted soothes this brain region, stopping the sobs. Without an amygdala, there are no tears of sorrow to soothe.

Research explains how the amygdala can take control over what we do as the thinking brain, the neocortex, is still coming to a decision. As you shall see, the workings of the amygdala and its interplay with the neocortex are at the heart of emotional intelligence. Most intriguing for understanding the power of emotions in mental life are these moments of impassioned action that we later regret, once the dust has settled; the question is how we so easily become so irrational.

Goleman summarizes that normally, a visual signal first goes from the retina to the thalamus, where it is translated into the language of the brain. Most of the message then goes to be analyzed for meaning and the appropriate response at the visual cortex. If the response is emotional, a signal goes to the amygdala to activate the emotional centres. However, a smaller portion of the original signal goes straight from the thalamus to the amygdala in a quicker transmission, allowing a faster (though less precise) response. Therefore, the amygdala can trigger an emotional response before the cortical centres have fully understood what is happening.

In the brain’s architecture, the amygdala is poised something like an alarm company where operators stand ready to send out emergency calls to

Neural Hijacking

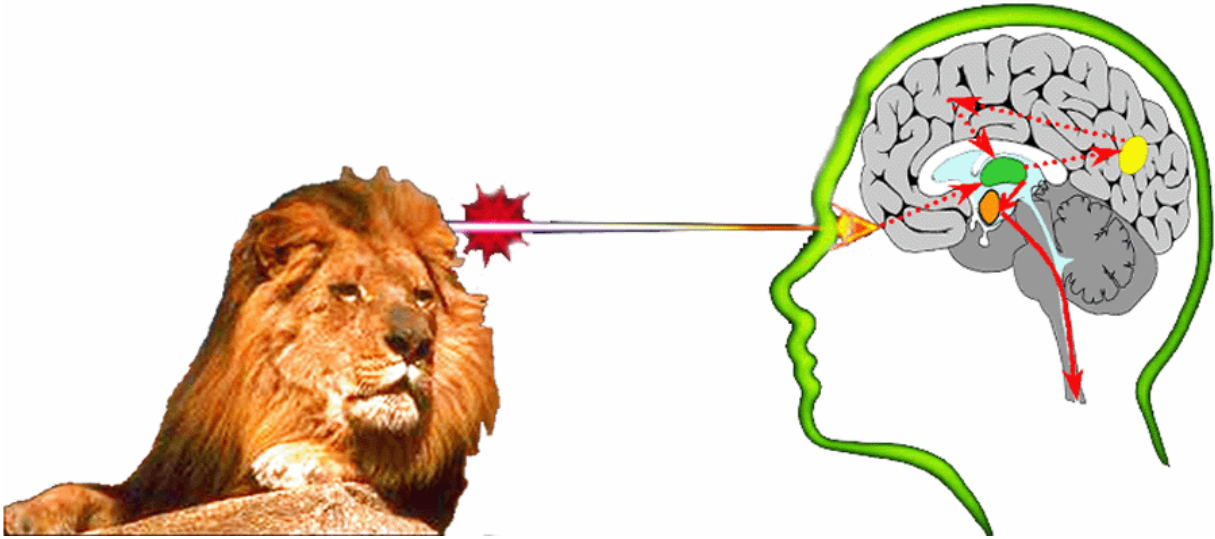


Figure 3-3 — Emotional Intelligence — Neural Hijacking

the fire department, police, and a neighbor whenever a home security system signals trouble. When it sounds an alarm of, say fear, it sends urgent messages to every major part of the brain: it triggers the secretion of the body's fight-or-flight hormones (as seen in Figure 3-3), mobilizes the centres for movement, and activates the cardiovascular system, the muscles, and the gut. Other circuits from the amygdala signal the secretion of emergency dollops of the hormone norepinephrine to heighten the reactivity of key brain areas, including those that make the senses more alert, in effect setting the brain on edge. Additional signals from the amygdala tell the brainstem to fix the face in a fearful expression, freeze unrelated movements the muscles had underway, speed heart rate, raise blood pressure, and slow breathing. Others rivet attention on the source of the fear, and prepare the muscles to react accordingly. Simultaneously, cortical memory systems are shuffled to retrieve any knowledge relevant to the emergency at hand, taking precedence over other strands of thought.

Goleman explains that from the amygdala projections extend out to every major part of the brain. From the central and medial areas a branch goes to the areas of the hypothalamus that secrete the body's emergency-responses substance, corticotrophin-releasing hormone (CRH), which mobilizes the fight-or-flight reaction. Still another pathway from the amygdala leads to the brainstem, which in turn manufactures norepinephrine and disperses it throughout the brain. The norepinephrine heightens the overall reactivity of the brain areas that receive it, making the circuits more sensitive.

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Goleman states that emotional hijackings presumably involve two dynamics: triggering of the amygdala, and a failure to activate the neocortical processes that usually keep the emotional response in balance. At these times, the rational mind is swamped by the emotional. While the amygdala is at work in priming an anxious, impulsive reaction, another part of the emotional brain allows for a more fitting, corrective response. The brain's damper switch for the amygdala's surges appears at the other end of a major circuit to the neocortex, in the prefrontal lobes just behind the forehead. The prefrontal cortex seems to be at work when someone is fearful or enraged, but stifles or controls the feeling in order to deal more effectively with the situation at hand, or when a reappraisal calls for a completely different response. This neocortical area of the brain brings a more analytic or appropriate response to our emotional impulses, modulating the amygdala.

Ordinarily, the prefrontal areas govern our emotional reactions from the start. This response is slower in brain time than the hijack mechanism, because it involves more circuitry. As mentioned previously, the key "off" switch for distressing emotion seems to be the left prefrontal lobe. Basically, it acts as a neural thermostat, regulating unpleasant emotions. The right prefrontal lobes are a seat of negative feelings like fear and aggression, while the left lobes keep those raw emotions in check, by working to inhibit the right lobes' negative emotions. In short, the left prefrontal lobe seems to be part of a neural circuit that can switch off, or at least dampen down, all but the strongest negative surges of emotion. In review, the amygdala often acts as an emergency trigger, and the left prefrontal lobe appears to be part of the brain's "off" switch for disturbing emotion.

The prefrontal cortex is the brain region responsible for working memory, which is the capacity of attention that holds in mind the facts essential for completing a given task or problem. However, circuits from the limbic brain to the prefrontal lobes mean that the signals of strong emotion — anxiety, anger, etc. — can create neural static, sabotaging the ability of the prefrontal lobe to maintain working memory. That is why when we are emotionally upset we say we "just can't think straight," and why continual emotional distress can create deficits in a child's intellectual abilities, crippling the capacity to learn.

Goleman ascertains that when emotions are too muted they create dullness and distance; when out of control, too extreme and persistent, they become pathological. Indeed, keeping our distressing emotions in check is the key to emotional well-being; extremes — emotions that are overly intense or

persistent — undermine our stability. Therefore, the goal is balance, not emotional suppression, because every feeling has its value and significance. A life without emotion would be a dull wasteland of neutrality, cut off and isolated from the richness of life itself. Still, managing our emotions is like a full-time job, because much of what we do, especially in our free time, is an attempt to manage mood. The art of soothing ourselves is a fundamental life skill.

The Cost to Our Body

As you can see from the previous section, the wheel of physiology is strongly linked to the other three components of an always total behavior, thinking, acting, and feeling (see Figure 3-4). Therefore, the value of learning about the physiological component of your life cannot be overstated.

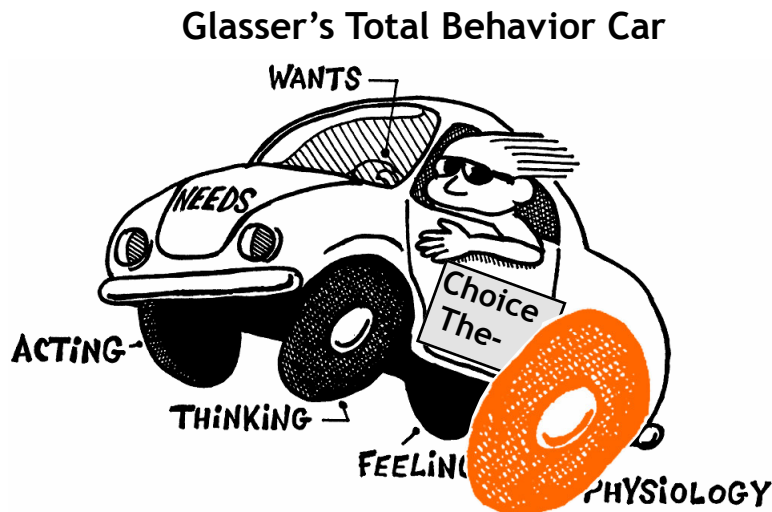


Figure 3-4 — Glasser's Total Behavior Car

We can think of the nervous system as controlling the fast-changing activities in the body by its ability to directly activate muscles and glands. Figure 3-5 shows the complete layout of your nervous system.

The central nervous system includes all neurons in the brain and spinal cord. The peripheral nervous system consists of the nerves connecting the brain and the spinal cord to other parts of the body. The peripheral system is further divided into the somatic system and the autonomic system. The sensory nerves of the somatic system transmit information about external stimulation from the skin, muscles, and joints to the central nervous system; they make us aware of pain, pressure, and temperature variations. All the muscles we use in making voluntary movements are controlled by this particular system. The nerves of the autonomic system run to and from the in-

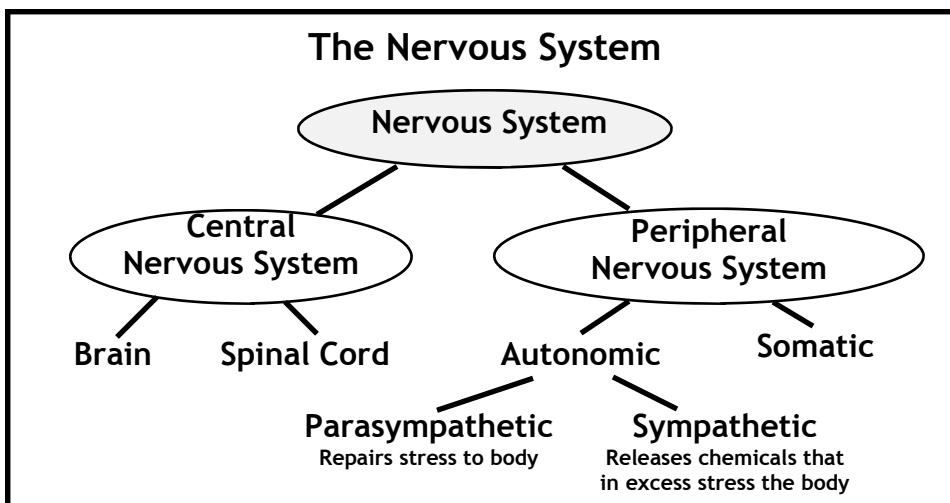


Figure 3-5 — The Nervous System

ternal organs, regulating such processes as respiration, heart rate, and digestion.

The Autonomic and Parasympathetic Systems

The autonomic nervous system has two divisions, the sympathetic and parasympathetic, which are often antagonistic in their actions. For example, activation of the parasympathetic system constricts the pupil of the eye, stimulates the flow of saliva, and slows the heart rate; the sympathetic system has the opposite effect in each case. The normal state of the body (somewhere between extreme excitement and vegetative placidity) is maintained by the balance between these two systems.

The sympathetic division tends to act as a unit. During emotional excitement, it simultaneously speeds up the heart, dilates the arteries of the skeletal muscles and heart, constricts the arteries of the skin and digestive organs, and causes perspiration. It also activates certain endocrine glands to secrete hormones that further increase arousal. Unlike the sympathetic nervous system, the parasympathetic division tends to affect one organ at a time. If the sympathetic is thought of as dominant during violent and excited activity, the parasympathetic system may be thought of as dominant during rest. It participates in digestion and, in general, maintains the functions that conserve and protect bodily resources. Because too many people have educated their sympathetic nervous systems, and become more stressed and uptight than they would ever want to, it is important for us to educate our parasympathetic system in attempting to counteract the sympathetic to achieve an equal balance.

There is another system that activates muscles and glands, however, it is slower acting than the nervous system. The endocrine system indirectly controls the activities of cell groups throughout the body by means of chemicals called *hormones*. These hormones are secreted by the various endocrine glands in the blood stream. In response to stress (i.e., fear, anxiety, pain, emotional events, etc.) certain neurons in the hypothalamus secrete a substance called *corticotrophin-release factor*, which stimulates the pituitary to release *adrenocortico hormone* (ACTH), the body's stress hormone. ACTH, in turn, is carried by the blood stream to the adrenal glands and to various other organs of the body, causing the release of some 30 hormones, each of which plays a role in your body's adjustment to emergency situations.

This sequence of events indicates that the endocrine system is under the control of other brain centers via the hypothalamus. The adrenal glands play an important role in determining your mood, level of energy, and ability to cope with stress. The adrenal gland secretes *epinephrine* and *norepinephrine*. Epinephrine acts in a number of ways to prepare you for an emergency, often in conjunction with the sympathetic nervous system. Epinephrine, for example, affects the smooth muscles and the sweat glands in a way similar to that of the sympathetic system.

Norepinephrine also prepares you for emergency action when it reaches the pituitary in its travels through the bloodstream. It stimulates the gland to release a hormone that acts on the adrenal glands. In turn, this second hormone stimulates the liver to increase the blood level so the body has the energy for quick action. Figure 3-6 provides a table of some of the main neurotransmitters that influence our brains.

Neurotransmitters That Influence Our Brains	
Norepinephrine	can be excitatory or inhibitory; involved in arousal levels, as well as autonomic (automatic) control of body functions, such as temperature regulation.
Epinephrine	acts in a number of ways to prepare the organism for an emergency (affects smooth muscles, sweat glands).
Serotonin	largely excitatory in the brain, and is important in mood, sleep, pain, and appetite.
GABA	largely inhibitory in the brain, suppresses the action of neurons, involved specifically with the emotions.
Dopamine	involved in arousal level and in motor activity.
Enkephalins	body's own pain-killing neurotransmitters

Figure 3-6 — Neurotransmitters

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Anxiety, the distress evoked by life's pressures, is perhaps the emotion with the greatest weight of scientific evidence connecting it to the onset of sickness and the course of recovery. When anxiety helps us prepare to deal with some danger, then it has served us well. However, in modern life, anxiety is more out of proportion and out of place — distress comes in the face of situations that we must live with or that are conjured up by the mind, not real dangers we need to confront. Repeated bouts of anxiety signal high levels of stress. John, whose constant worrying primes his heart problem, is a textbook example of how anxiety and stress exacerbate medical problems.

Goleman noted a broad spectrum of effects: compromising immune function to the point that it can speed the progression of cancer; increasing vulnerability to viral infections; blood clotting; etc. Stress can also lead to ulceration of the gastrointestinal tract, triggering symptoms in ulcerative colitis and inflammatory bowel disease.

It is Glasser's contention that any chronic illness for which there is no known physical cause, and no specific medical treatment, is directly related to choosing behavior which negatively influences our physiology. The cost is simply too high — that being damage to our health. Glasser maintains that since there is no specific medical treatment for them, the best advice to give anyone suffering from a psychosomatic illness is that they should regain effective control over whatever in their life is out of control.

John, for example, was sure that his chest pains were caused by the "stress" of his job, however, needing the income, he returned to work, where he began to have intense chest pains. Although he does not know Choice Theory, he knows that his life is seriously out of control, and he is unsure of how to gain control. Glasser believes that the old brain, in some automatic way, senses that this unrelenting state of physical tension — the body's constant readiness for a fight that never happens — is dangerous to good health. In order to maintain the integrity of the body, the old brain, acting automatically to preserve the health of the body, alerts the immune system as if the chronic, never-ending tension were a foreign invader.

As John's cardiovascular system is tensed for years on end, the blood rushing through the arteries begins to erode the artery walls, produce rough spots, and form small clots at these sites. The immune system, "seeing" a clot that normally would not be there, somehow becomes "crazily" creative, and attacks the clot as if it were a foreign body. This quickly causes the clot to become more inflamed, until it eventually obstructs blood flow through the artery. It is Glasser's belief that this may be more of an indirect than a

direct relationship, in that good diet and aerobic exercise give those who practice them a much greater sense of control over their lives. If John continues to work, it would be beneficial for him to follow such a program, because if he could grow to believe in it, he might be able to take work less seriously. Furthermore, if he learned some Choice Theory, and began to understand how important it was for him to relax, and that physical fitness could provide the relaxation he needed, he might stop having chest pains.

Stress is defined as a state that occurs when people: a) are faced with events they perceive as endangering their physical and psychological well-being; and b) are uncertain of their ability to deal with these events (Atkinson, et al). The person's cognitive appraisal determines the degree of stress. The *primary appraisal* evaluates a situation as either irrelevant, benign-positive, or stressful. The *secondary appraisal* evaluates the individual's resources for coping with the threat.

Regardless of the stressor, your body automatically prepares to handle the emergency.

This innate pattern of responses has been called the "fight-or-flight" response, because it prepares the organism to attack or flee. The response (yes or no) pattern is triggered by a wide variety of physical and psychological stressors. While the physiological components of the fight-or-flight responses are valuable in helping an individual deal with a physical threat requiring immediate action, they are not very adaptive for dealing with many modern-day sources of stress. In situations in which action is impossible, or in which the threat continues, and must be dealt with over an extended period of time, such intense physiological arousal can be harmful.

Laboratory studies with animals by Hans Selye, the famous Canadian stress researcher, have shown that prolonged exposure to a stressor produces a number of bodily changes: enlarged adrenal glands, shrunken lymph nodes, and stomach ulcers. These changes decrease the organism's ability to resist other stressors, including infectious and disease-producing agents. In Chapter 5, I will explain Selye's fight/flight response as it affects daily stress levels.

Physiological arousal in response to a stressor may represent a mixture of *distress* (anxiety, fear) and *effort* (active attempts to cope with a situation). Evidence indicates the pattern of physiological responses varies depending on the relative amounts of distress and effort. In a situation that involves effort with a minimum of distress (the individual is coping effectively, and does not feel threatened), the sympathetic system is more active than the adrenal-cortical system. This type of stress response is indicated by elevated

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Why We Do What We Do

levels of epinephrine and norepinephrine in the blood. In a situation that involves distress without effort (either the individual feels helpless to act or no coping response is possible), the adrenal-cortical system is more active than the sympathetic system (Atkinson, et al). This type of stress response is indicated by elevated blood levels of cortisol. Most stressful situations involve both distress and effort and, consequently, both systems are activated to varying degrees.

Further negative emotions accompany the physiological responses that occur with stress, as well as an impairment of cognitive functioning. Performance on task, particularly a complex task, tends to deteriorate at high levels of emotional arousal. Stress impairs our ability to concentrate and to organize our thoughts logically. In times of stress, people tend to resort to behavior patterns that have worked in the past. The cautious person may become even more cautious, and withdraw entirely, whereas the aggressive person may lose control, and strike out heedlessly in all directions. If the initial attempts at coping are unsuccessful, anxiety often intensifies, and the individual becomes more rigid in their efforts, unable to perceive alternative solutions to the problem.

If you try to live and settle with your preset stress levels, you may deplete your body's resources, and make it vulnerable to illness. Chronic stress can lead to such physical disorders as ulcers, high blood pressure, and heart disease, and break the body down in other ways. It can also impair the immune system, decreasing the body's ability to fight invading bacteria and viruses.

Biochemical Review

I find that many of my clients fall victim to the disease model in Figure 3-7. When they perceive stress, which the body processes as fear and an attack, they experience the fight or flight response, which creates the environment in which the body's chemicals affect the mind and body totally. If the cycle continues, it will lead to serious consequences, such as mental and physical disease.

The purpose of coaching is to give you the knowledge, skills, and attitude to help you offset stress and disease by adding joy, love, and peace to your life. When we have these, we release healthier chemicals, which our bodies enjoy.

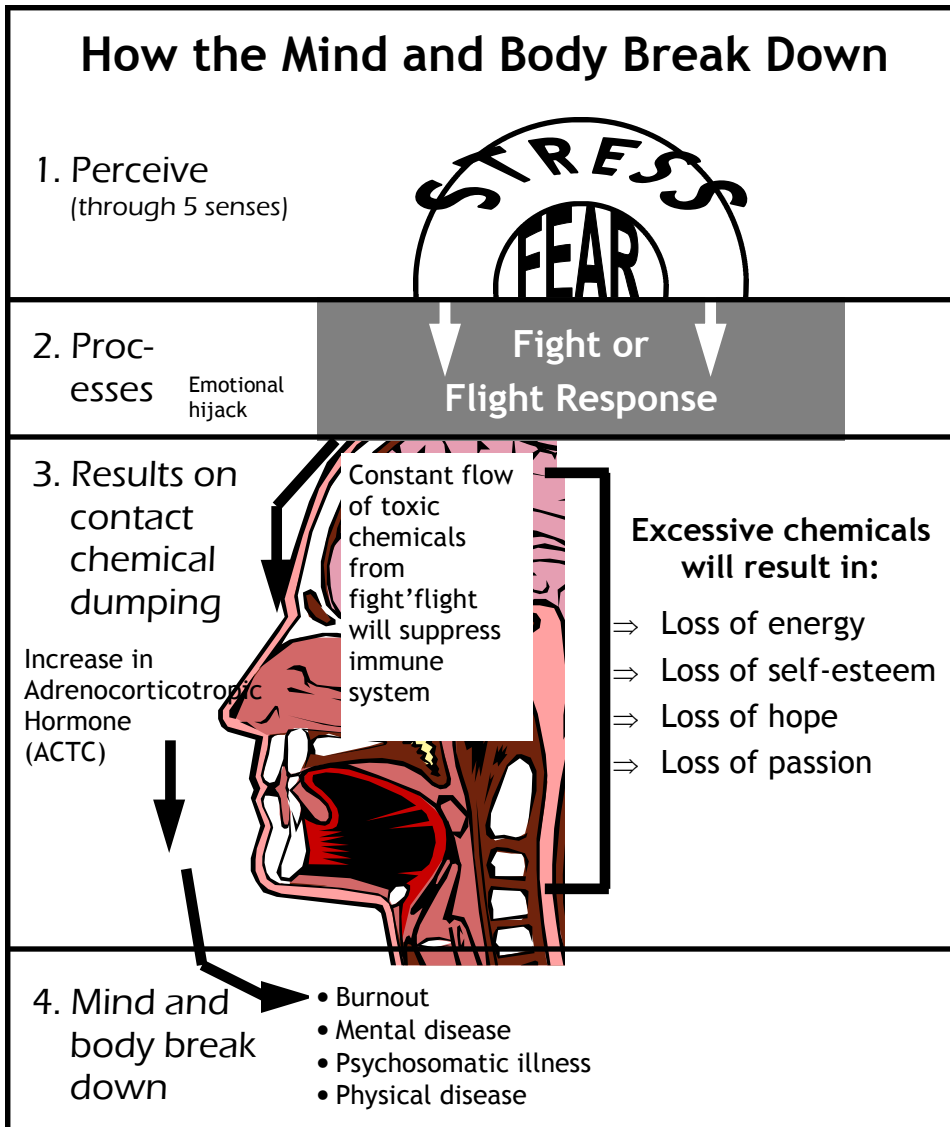
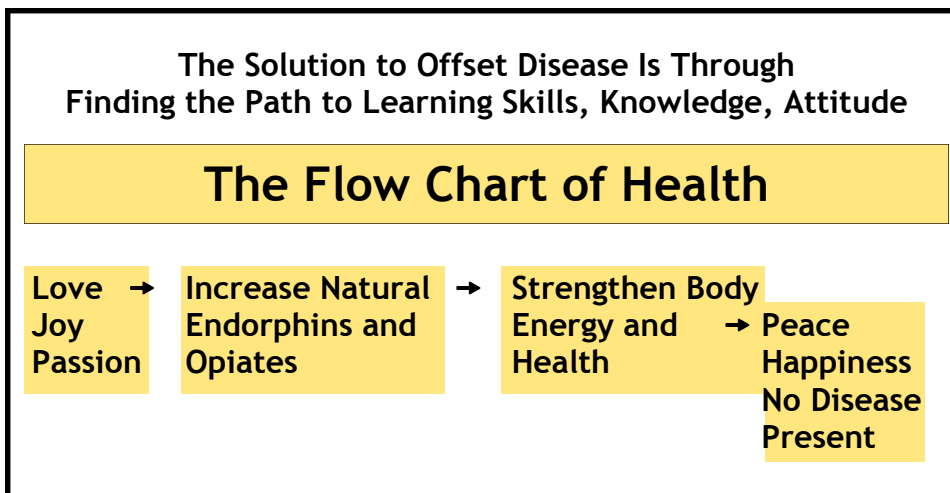


Figure 3-7 — Effects of Stress and Fear



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Conclusions

To be able to start the process of personal change, it is very beneficial to understand what motivates human behavior, and how our thoughts and emotions can affect our mind and body. The starting point is to put these basic concepts to work in your life, first through understanding and learning, and then through personal application. You will then be well on your way to taking effective control. **Be patient!** Many have lived a long time without Choice Theory, or knowledge about Emotional Intelligence. Change takes time, however, with effort and consistency, new results will come.

Any road to a new way of living starts out with the possibility of what could be a dream or a vision. What if Edison did not have a dream? What if Bell did not have a dream? What if Disney did not have a dream?

Viktor Frankl taught us all that we have choice. Now, I hope you will start to focus, and take charge of yourself, by accepting that you can. Once you do, you are on the road to new will and success.

Chapter Four

Learning to Think Positively

“A man’s life is what his thoughts make it.”

— Marcus Aurelius

4

ALTHOUGH you now have knowledge about how we think and respond to the external world, and why you do what you do, in this chapter, I will provide you with more tools and knowledge on how to think more effectively. Just like learning to ride a bike, learning how to construct your thinking is a skill, and requires practice.

We will discuss this subject from the perspective of Albert Ellis, the leading theorist in the field of psychology and human behavior. The purpose is to provide you with the insight and learning of how to think in more effective and healthy manners. Allow yourself time to learn and grow through not only reading this section, but by working it, and growing with it.

The ancient philosopher Epictetus once said that *“external events could not upset us as long we wanted to be upset.”* This thought was rephrased in Shakespeare’s Hamlet: *“there is nothing either good or bad but our thinking makes us so.”* History gives us examples of many outstanding individuals who significantly changed themselves, and helped change others’ lives through effective thinking. They teach us that we are responsible for our own thinking. As you know, some of us have a tendency to catastrophize, always making negative interpretations even about minor life setbacks. Like our friend John, we come to view them as crashing defeats, making ourselves think of the worst possible outcomes. As a result, what we create for ourselves is our own emotional disturbance. In this chapter, John will try to challenge the way he thinks, to make a difference in his life. He has come to understand that changes in his thinking are essential to make the lasting improvements in his life.

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Learning to Think Positively

In Glasser’s Choice Theory of total behavior, John learned about connections between feeling, thinking, and how they greatly affect our lives. As we discussed in Chapter Two, our choice of behavior is not always helpful to our bodies. In fact, it is common for many of us when alone to create less effective thinking that sets the road for poor feeling, and that in turn sets up the framework for physiological stress on the body. It happens when John creates his less effective thought. It usually leads to his less effective feeling, which results in the spiral of less effective behavior. As Greenberger and Padesky stated, we feel and do as we think, and we feel good when we think straight.

We have learned that our thoughts create our state (feelings), understanding that all behavior has its origin in our thoughts. For example, this insight will show our character John how to understand that whenever he experiences a feeling, it is always connected directly to his thinking and behavior. The following example of how these connections work is intended to provide an example of how our thoughts can shape or even determine our life. In Table 4-1, you can find an example of how John’s thoughts affect his emotions and behavior.

John’s Thoughts	Emotional Response	Behavioral Response
1. be perfect 2. do not fail 3. others are bad 4. expecting too much 5. “should” statements	anxiety, stress sadness, pessimism, anger, irritable disappointment, guilty, self-critical	perfectionist withdrawal, isolation aggression avoidance depression, defensiveness

Table 4-1 — John’s Thoughts

At any given point in our life, our present thinking, feeling, and behaving reflect and demonstrate our personality traits. As they overlap, and depending on how we react to the environment, they dictate what type of personality we present to others (e.g., stressed, anxious, nervous). Bourne provides examples of four personality traits (worrier, victim, critic, perfectionist), which illustrate how our thinking, feeling, and behaving make people respond differently under the same life circumstances.

The Worrier: The worrier creates anxiety by imagining the worst case scenario. His typical reaction to any physical symptoms is panic. He is anticipating the worst, always being vigilant in catastrophizing and looking for symptoms or signs of trouble. His favorite expression is “what if.” This type promotes unbearable anxiety resulting in avoidance behavior. It also becomes anxious about anxiety.

The Critic: The critic is on constant alert, judging and evaluating. He always expects failure, puts himself down or makes himself dependent on others. The critic emphasizes weakness and inadequacies, negatively labeling everything that happens around him. His favorite expression is: “I am stupid.” Consequently, his self esteem is very low.

The Victim: The victim feels hopeless and helpless, believes that there is something wrong and obstacles are insurmountable. His favorite expression is “I cannot.” This kind of thinking results in depression.

The Perfectionist: The perfectionist is close to a critic. Instead of putting himself down he pushes forward constantly, telling himself that efforts are not good enough and that he should be working harder. Always looking for external validation of his self-worth, his favorite expression is: “I should.” Chronic stress and burnout mark this thinking.

(Bourne, pp. 175-177)

As you review the above, it is obvious we all have these traits. Some traits result in our dominant personality style. Take a moment and evaluate your own personality traits (Table 4-2). Find out which one of them is dominant in your personality.

Personality Trait Self-Assessment										
Trait	Low levels of trait					High levels of trait				
1. The worrier	1	2	3	4	5	6	7	8	9	10
2. The victim	1	2	3	4	5	6	7	8	9	10
3. The critic	1	2	3	4	5	6	7	8	9	10
4. The perfectionist	1	2	3	4	5	6	7	8	9	10
My dominant trait is _____										

Table 4-2 — Personality Trait Self-Assessment

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To expand on this point, let's look at the situation of John, who has chosen to be perfectionist, with all its consequences. Like John, many of us have yet to learn the simple but powerful doctrine that we are at cause for our choices and behavior. John does not realize yet that these behaviors are products of his feelings and choice of thinking. The condition is, if John wants to live the most self-fulfilling, creative, and emotionally satisfying life, first he must intelligently organize and discipline his thinking. So do you! Knowing where you really are in regard to your thinking is healthy for you, not just where you think you are. As Ellis teaches, the problem lies in our destructive thinking formulas connected with our personal miseries. Simplifying, it is our belief system that is causing our problems.

To this point, we have been exploring, using John as an example, how our self-defeating thinking leads us to self-destructive behaviors. Now we will try to focus on how our less effective thinking affects our lives. According to Ellis, we create for ourselves what he calls our own **anti happiness** formula. Like John, many of us seem to be carried away by less effective thinking patterns, suffering greatly from the consequences. It is good to know that origins of this anti-happiness formula can be traced in the thoughts we create for ourselves. As a result, the way we think paralyzes our actions, and hampers our growth. Being constantly upset about others, events or decisions, we provide ourselves with the material to clone all of our anxieties, depressions, aggressions or all other kinds of self-defeating attitudes. We pay enormously for these less effective beliefs. Using John's example again (Table 4-3), let's look at the costs of our less effective thinking:

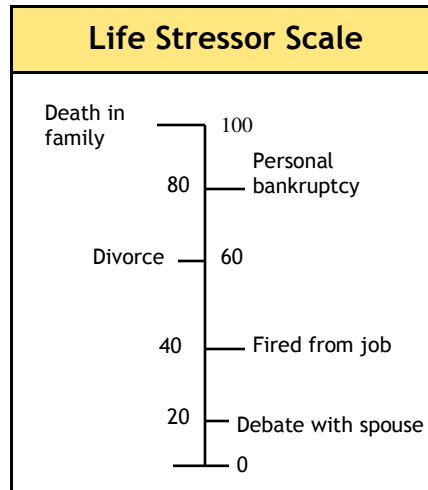
John's Less Effective Beliefs	Costs
1. "You must treat me well, or else you are not good." 2. "Life must be fair, easy or else it is awful."	Resentments, hostility, and violence. Procrastination, hopelessness, addiction.

Table 4-3 — John's Less Effective Beliefs

The tough part of our life is knowing we are not happy, and believing we have no freedom of choice. Unfortunately, many follow this kind of thinking, setting themselves up for a life of unfulfillment. John's life may be an example of it. The true dilemma, a tragedy, is that many people do this because they truly believe they have no choice. The example of Viktor Frankl's survival of a Nazi death camp contradicts this widespread attitude. This famous psychiatrist did not accept its destructive reality, and demon-

strated to the world that the power of choice and freedom cannot be taken from us as long as we choose not to let it. He not only survived the camp, but also grew spiritually and intellectually. This proves that we have a choice of how to think, regardless of what situations we are involved in. It is up to us to consider the consequences in our life.

We all develop different levels of frustration tolerance. For example, the graphic at right gives a visual of an individual life stress scale. Many people, depending on their ability to address stress, will have different tolerances. If you had a debate with your spouse, and went to a 20 on the scale, and I went to a 60 in similar circumstances, in essence I have a shorter fuse than you, and I will become more overwhelmed by life events than you. The



following section is intended to help you build more tolerance to frustration, so you can put more life events lower on the scale.

Ellis stresses that as human beings we have choices to control our ideas, attitudes, feelings, and actions. We arrange our lives according to these choices. Both Glasser and Ellis, two leading theorists, agree that we have choice and control as to how we view the world, and how we deal with our difficulties, regardless of how we have been taught to respond. Glasser's Choice Theory and Ellis' A-B-C model provide you with a key on how you can help yourself to avoid the misery of living an unfulfilled life.

The best way, according to Ellis, to unblock this **anti happiness formula** is to stop being upset about people or events. Knowing the reason of this upset is very important. Ellis stated that the main reason for such experiences lies in our thinking, identified as irrational ideas, faulty assumptions or core beliefs, which we have defined as less effective beliefs.

We all are unique, with our own weaknesses and faults. This is a part of "our human package." Like John, we have to understand that it is not possible for everyone to love and approve of us. It is we who cause many of our own problems. The key to change is to learn how to think more healthily and realistically. In Ellis' teachings, we can find many practical suggestions on how to start thinking rationally, and how to replace our negative thoughts with more positive ones.

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Ellis' cognitive-behavioral therapy emphasizes that our less effective thinking is directly attributed to previously created faulty beliefs or assumptions. It also explains that many of our faulty beliefs have their origins in our past. Many of our irrational rules and faulty beliefs have been absorbed from significant persons or events in our life. Many of them were implanted into our minds by the people (e.g., parents, teachers, employers, co-workers, etc.) who, for example, may have told us how "stupid" we were. Some faulty beliefs might have come from traumatic circumstances and experiences.

The greater part of them was learned on our life continuum by our direct experience. Exposure to an embarrassing event or humiliating situation might have greatly contributed to our belief systems. In other words, I believe that most of these beliefs are a result of our logical misinterpretation of the cause and effect connections resulting in logical thinking errors in evaluating events or situations. As a result, all these beliefs are "absolutistic," that is, we take our beliefs as law, even though it has been shaded, and we are following them unknowingly. Very often we contribute much to our own faulty beliefs by sticking to our dysfunctional thinking patterns, not being willing to learn how to change them. This is at the root of our anxiety, and keeps us from achieving more important goals in our lives. Looking at your own situation, start working on identifying which of the following absolutistic thinking patterns may be applicable to your own thinking:

1. Things are always clearly this way or that way; there is no grey area.
2. Things are too often wrong. I find small events ruin the entire day for me.
3. Things never are very good for me, and I find it hard to celebrate the moment.
4. I find I jump to conclusions too often, with not enough evidence.
5. I can magnify a situation to the point that the original issue has been greatly enlarged.
6. I label people, places, and things, and find it hard to change a label once I make it.
7. I will reverse blame as quickly as I can, and blame others for my current situation.

Having identified your faulty thinking pattern, realize how these absolutistic thoughts contribute to your many problems. Learn along with John, who is fascinated with Ellis' approach, how to take charge of your thinking, assumptions or core beliefs to reduce your tensions, and increase your self-acceptance. Ellis purports that the things we think and say to ourselves, not

what actually happens to us, cause our positive or negative emotions. He believes that people are born to think rationally, but are also prone to develop what he calls absolutistic rules, which are the *shoulds*, *musts*, and *oughts*, demands. These cognitive commands are mostly responsible for our self-defeating behaviors, causing anxiety, depression, phobias, shyness, inhibitions, and withdrawals.

As John makes himself suffer from the unwanted emotional reactions, so do you. There is a simple, but not always obvious solution: challenge yourself to change your less effective thinking. As only you have the power to create your disturbed thoughts and feelings, so only you have the power to change them. Learning from our discussion on Ellis' Rational Emotive Behavioral Therapy on how to control and change your ineffective thinking, remember, it takes time, focused work, and effort. There is no magic pill, only a desire and focus.

Using Ellis' Rational-Emotive Behavioral Therapy (REBT)

The most effective way I know to support your learning from Glasser is to teach you Ellis' REBT. This gives you another paradigm to understand how many of us learn to think as we do. The problem is that when many people start to work on their new effective thinking patterns, they have difficulty continuing, because of the effect of their emotions. This is why in Chapter Two we looked at how the physiological wheel of our "total behavior car" works, and emphasized the importance of emotional intelligence. Ellis encourages you to take responsibility for your emotions and actions, and to focus your attention on your harmful emotions and dysfunctional behaviors, which are products of less effective thinking. Both Glasser and Ellis agree that it is up to you to convince yourself you can learn more realistic views and, with practice, make them work toward your life fulfillment.

Ellis' REBT also challenges you to develop an understanding of how you see the world, and assists you to learn how to accept yourself. Using REBT helps you to reduce self-defeating attitudes, and to acquire a more realistic outlook on life. This theory also teaches you how to identify your upsetting thoughts, and how to make them more manageable. You challenge and examine all of your ineffective *shoulds*, *musts*, and *oughts* thoughts. You also look at the outcomes of that kind of thinking in your life performance. REBT teaches you how to increase your personal happiness, and how to reduce your emotional pain caused by your less effective thinking.

Before you start using REBT to effect change, familiarize yourself with the following, brief description of the basic guidelines of REBT from Gerald Corey:

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1. Your thinking, feeling, and behaving continually interact with and influence one another.
2. It is you who disturb yourselves cognitively, emotionally and behaviorally.
3. You have a tendency to create your own irrational beliefs about events.
4. Your irrational beliefs lead to having personality problems.
5. Making yourself emotionally disturbed, you behave in self-defeating ways.
6. Once you discover your irrational beliefs you can learn how to counteract them by using cognitive, emotive and behavioral methods.
7. Your irrational beliefs can be disputed, and changed into rational ones.

(Corey, pp. 382-383)

Ellis' A-B-C Theory

One of the most user friendly and successful of Ellis' contributions to the psychological field is his A-B-C theory (Figure 4-1). In it, he underlines that we are capable of rationalizing our irrational thoughts by changing our thinking. He also maintains that people have the capacity to change significantly their cognition, emotions, and behavior through learning of his A-B-C model.

Living in a physical and social environment, we pursue our life goals. When pursuing them, we encounter situations that block or enhance our various emotional and behavioral responses. This situation is "A" in Ellis' A-B-C model — **an Activating event or Activating experience**.

Because in REBT it is believed we choose our feelings, we create our own **Consequences** (positive or negative) which are — **C**. We also produce different feelings about **the activating event** — **A**, largely due to our **irrational** beliefs. This is really important! **Usually it is because of our irrational beliefs that we suffer from our disturbed feelings and behaviors.** You can do something about it. The

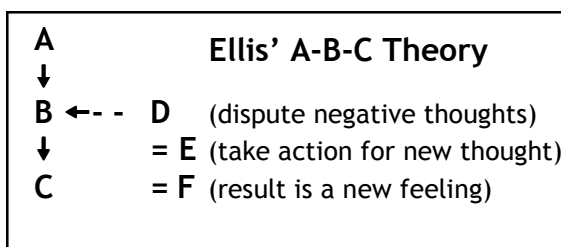


Figure 4-1 — Ellis' A-B-C Theory

counter measure is simple, although it seems not to be easy at first, but through practice and focus it will become very effective.

Instead of dwelling on — **A—activating event** and — **C—emotional state**, try to identify, examine and challenge your **irrational belief—IB**. By exploring and finding your IB, you have identified the irrational thought.

To overcome it, you need to start to dispute its validity—**D**. Disputing it leads to **the positive effect—E** — more effective thinking, creating a **new feeling, emotion or behavior—F**.

To enforce these new, healthier emotions, you must take some actions. Look at how this model can be applied to John’s battle against his own less effective thinking.

A-B-C Applied to John

As you can recall, John fell prey to his own less effective thought pattern. Rejected by his mother and his wife, John developed a fear of women, becoming afraid that they would dominate over him. He started to mercilessly think irrationally, creating many self-defeating beliefs about himself, and fantasizing how to succeed with the women by becoming a superman type. As a result, he created a vicious circle of his less effective thinking:

John engaged himself in irrational thinking → started hating himself for who he was → created his destructive behavior → others reacted irrationally toward John’s behavior.

We could identify **an activating event** which was John’s rejection by his mother and wife. The **consequence** of this rejection was further reinforced by his divorce from his wife, which directly led to John’s cognitively-obsessive thinking about becoming the superman; behaviorally — withdrawal; acting out; and emotionally — fear, panic, depression. It was John himself who created and followed his own **irrational belief**: *“I must be strong, tough, perfect — a superman — if I cannot, I am useless.”*

To challenge his belief, we would ask John to look at his less effective beliefs, and define how to fight them. John would also be asked to evaluate his faulty thinking, and look for objective evidence supporting his self-defeating thoughts.

In **the self disputing** stage, John would be advised to use the following questions to dispute his less effective thinking:

Why do I continue to be so hard on myself?

Where does it say I must have confirmation and approval from all women?

John would also be encouraged to work directly on changing his less effective thinking, and to understand how he had created it. Once John understands the nature of his self-defeating beliefs, he would have a chance to change it. With this new awareness gained from **self disputing**, John would begin to learn a new, more healthy internal dialogue — a **positive effect**:

“I am not a loser.” “I can be lovable.” “I do not need to make all women into my mother.” “I have decided to give myself another chance to prove who I am.”

Daily self affirmations and positive self-talk, through which John would be able to ingrain this new belief into his thinking pattern, will create the new feeling of acceptance. Consequently, John would be able to take control of his less effective thinking, and become more motivated in pursuing more realistic life goals.

How to Detect Irrational Beliefs

Not all our less effective beliefs are defined simply as *“shoulds”* or *“musts.”* They can also be words, images, mental pictures or memories. Some of them come from our proven beliefs or events which ended up forming our own self statements. These statements represent the conclusions we have drawn from the faulty data we think we are observing. Also, different people in different situations may have different types of less effective thoughts. Because many of us think, imagine, and have these thoughts automatically, it seems we have no other choice than to put up with them. This is why many of us give up so easily when trying to forget that life is a ceaseless battle against irrational worries. In this part, you are going to learn how to challenge your less effective thinking, and become aware that you are having these irrational thoughts.

Questions for Identifying Irrational Beliefs
<ul style="list-style-type: none"> • <i>What was going through my mind just before I started to feel this way?</i> • <i>What does this say about me if it is true?</i> • <i>What does it mean about me, my life, my future?</i> • <i>What am I afraid might happen?</i> • <i>What is the worst thing that could happen if it is true?</i> • <i>What does it mean about how the other person(s) feels/thinks about me?</i> • <i>What does it mean about the other person, people in general?</i>

Table 4-4 — Identifying Irrational Beliefs (Greenberger and Padesky)

To identify irrational thoughts, you need to begin to notice what goes through your mind when having a strong feeling or a strong reaction to something. Greenberger and Padesky have created a list (Table 4-4) of questions to assist you in recognizing any of your less effective thinking patterns. If you have beliefs which you are not sure are irrational or not, go through these questions. They are aimed to help you to identify the irrationality of your beliefs.

Disputing

When you detect an irrational belief, become engaged in disputing it. Disputing can be cognitive, emotive or behavioral. In this stage, you focus on evidence, data, information, and facts; not on your own interpretation about events or situations. You are also looking for information which supports or does not support your irrational thoughts. This will help you to clarify your thinking, and reduce the intensity of the distressing feelings you may have. The following are three examples of how John can challenge and dispute his less effective beliefs.

How to Challenge and Dispute Irrational Thinking

1. **Dispute the evidence.** For example, by asking John, “Where does it say you need to be perfect?” Show me the evidence.
2. **Teach the predictable outcome.** For example, by asking John, “What will happen if you continue to always act this way?”
3. **Play with irrational thought.** For example, by asking John, “If you continue to believe you need to be superman, what will you gain from it?”

It is very important in this stage to be willing to challenge yourself to separate you from your less effective thinking. Looking for evidence requires you to be specific about the facts, to find out if they truly are as they seem. Doing some mental research to find the unfounded or unproven opinions is necessary. The key is to learn how to distance yourself from your old thinking, and not let yourself become, as Goleman describes, “emotionally hijacked” by continuing to live the faulty belief.

Here are some examples of questions you may use in disputing your irrational thinking. Choose the most applicable to your thinking problem.

1. What is the evidence for this belief? Looking objectively at all of my life experience, what is the evidence that this is true?
2. Does this belief invariably or always hold true for me?
3. Does this belief look at the whole picture? Does it take into account both positive and negative effects?

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4. Does this belief promote my well-being and peace of mind?
5. Did I choose this belief on my own, or did it develop out of my experience of growing up in my family?
7. Have I had any experiences that show that this thought is not completely true always?
8. When I am not feeling this way, do I think about this type of situation any differently? How?
9. When I felt this way in the past, what did I think about that helped me feel better?
10. Have I been in this situation before? What happened? Is there anything different between this situation and previous ones? What have I learned from prior experiences that could help me now?
11. Five years from now, if I look back at this situation, will I look at it any differently? Will I focus on any different part of my experience?

(Greenberger, & Padesky, p. 70)

Effective New life Philosophy

Achieving well-balanced thinking is a recipe for life fulfillment and self-actualization. It means that you have reached a cognitive balance, knowing how to control your absolutistic and dogmatic thinking. This new philosophy allows you to choose to feel, think, and act in fulfilling and rewarding manners. Your emotional, intellectual or physical needs become more important to you. You start to begin to live life with clarity and health. This is why the **E**-part of Ellis' A-B-C model is intended to allow you to learn how to obtain and strengthen your new thinking. Its main goal is to obtain a new, more effective life philosophy. This philosophy is an ultimate result of elimination of irrational beliefs affecting your thoughts, physical reactions, feelings or behavior. In this stage, your irrational thoughts are replaced by rational ones, accompanied by new sets of feelings, and followed by more rational and realistic behavior. You come to understand how important thinking is in managing your life's affairs. The importance of having balance in your thinking, feeling, and behaving is emphasized by Ellis himself who stated that "healthy balance leads people to produce the best results in their lives." Newly acquired positive thinking patterns can turn out to be a great help in solving some of your emotional and behavioral problems. However, you must make sure that your pattern of thinking is solidly founded on rational premises, to avoid a trap of falling again into the old rules and beliefs. To protect yourself from this, you need to practice your new learning.

Learning How to Take Control of Thinking

We have explored Ellis' theory to shed light on where less effective thinking comes from, and how to deal with it. The next step is to apply REBT and other cognitive methods in developing your more effective thinking.

This section introduces you to some practical exercises that you can easily apply to yourself.

There is only one condition set, and that is that you are seriously interested in achieving a balanced state of mind and body. Having a desire to grow, and being able to commit yourself to the following work may significantly increase your chance to succeed in eliminating your maladaptive thinking. The ultimate purpose of doing these exercises is to change or correct your old, less effective thinking, and give you insight on how to produce new, more effective thinking.

The variety of exercises I have provided gives you many choices. If you take and photocopy the following exercises, and try to work on them in a ten-day cycle, you will be able to start the process which will finally lead to the new, more effective behavior. Remember, there is no quick fix. It takes your commitment, focus, and concentration to learn how to think in healthier ways. Once you have learned, the reward of priceless mental peace will convince you that you have chosen the right path.

Instructions

1. You do not have to do all the exercises in the presented order.
2. At the beginning, choose the easy ones, which directly address your less effective thinking, which you are most concerned about.
3. Keep gradually progressing in your work, choosing more challenging exercises.
4. Remember, daily practice is a prerequisite for success.

Feel encouraged to do the following exercises, which can help you to change your less effective thinking into more effective ones. In some of the exercises, you will come across our friend John, whose example will give you an insight and better understanding of how to apply them to you.

Exercise # 1. Down Arrow Technique

This technique is very useful in identifying your beliefs about others or the world. It will help you to identify your automatic thoughts, especially thoughts about yourself in the present or a particular situation. Once you have identified your thoughts in the context of a particular situation, continue asking yourself questions, looking for their origins. Asking yourself rapidly will help reveal core beliefs about yourself. This is a very important step to get to know your core beliefs.

Sorting Out Automatic Thought

Situation: *describe your problem:*
Example: *John, when being around women, wants to impress them, acting as a superman to prove to himself he is not a loser.*

Automatic thought: *write it down:*
Example: John: *“I must be like a superman.”*

Questions:
Downward Arrow
Example: John: *“What does this irrational belief say or mean about other people/the world?”*

Your conclusions about your thinking: *write them down:*
John: *“Pretending to be a superman does not allow me to be myself when other people are around, especially women.”*

1. _____

2. _____

3. _____

Exercise # 2. Triple Column Technique

This technique is one step ahead in dealing with your distorted thinking. You know already your automatic thought, now it is time to identify its distortion, and find a rational response to it. Monitor your thoughts' distortions, and try to produce the rational responses. Learn how to control your irrational thoughts by changing them into rational ones.

Become aware of your negative thought, write it down in the "Automatic Thoughts Column," identify distortions, and substitute it with the rational response.

Steps:

1. Write your thought down to see immediately how exaggerated it is,
2. Examine this thought for logical errors,
3. Create an alternative, more logical, response.

Automatic Thought	Distortion	Rational Response
Write your negative thought <i>Example – John: "I am dumb."</i>	Identify its distortion <i>"If I were dumb, I would not have a job."</i>	Substitute it with realistic thought <i>"I am challenged today!"</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(Adapted from Burns, p. 268)

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Learning to Think Positively

Exercise # 3. Burns' Thought Record Chart

The purpose of this exercise is to identify and evaluate your automatic thinking. Keeping records of your negative thoughts will help you to develop an ability to control your thinking, and will lead to the positive behaviour change. These records also provide you with the list of evidences that do or do not support your less effective thoughts. The main idea of keeping a "thoughts record chart" is for you to learn how to change or reduce your negative feelings into more positive ones. It is an excellent opportunity to work on developing flexible thinking.

Procedure:

1. In the "situation" column, identify an event that is distressing to you;
2. Describe your feelings about it, and rate it on a scale from 0 to 100;
3. Identify an irrational thought that was running in your mind when this event/situation occurred;
4. Look into evidence supporting this thought;
5. Look also for evidence that does not support this thought;
6. Produce an alternative thought;
7. Rate your new feeling about your irrational thought. (0 to 100)

Burns' Thought Record Chart	
1. Situation	Who? _____ What? _____
2. Rate Your Feelings	Describe your feelings in one word, and rate it (0-100). _____ <input style="width: 50px; height: 20px;" type="text"/>
3. Automatic Thoughts	What was going through your mind? Identify your thought: _____ _____
4. Evidence of Automatic Thought	_____ _____ _____
5. Evidence That Doesn't Support It	Questions from A-B-C disputing stage _____ _____ _____
6. New Balanced Thought	Write an alternative thought _____ _____
7. Rate New Feeling	Rate your feeling again <input style="width: 50px; height: 20px;" type="text"/>

(Adapted from Burns)

Exercise # 4. Rational Thoughts Evaluation. Hallowell’s EPR Technique

In this technique, an emphasis is put on evaluation, planning and remediation. Learn to evaluate your thinking pattern. Develop a plan of how to change it. Knowing what you want to do, work on distracting yourself from your automatic thinking by introducing one positive thought at a time. This technique is very helpful in learning how to shift your thinking balance from pessimistic to optimistic. Set up a plan of how to solve your irrational thinking.

1. *Erase your automatic thinking by deliberately distracting yourself any time you have one of these thoughts.*
2. *Introduce a positive thought, one a time.*

Situation	Automatic Thought	Positive Distraction
Example – John: At home	“I can’t deal with the \$ pressure.”	“I am lucky to have such a supportive family to help put this all into perspective.”

(Adapted from: Hallowell, p. 45)

Exercise # 5. The Double Standard Method

Your harsh internal messages are usually unrealistic, making you often feel desperate. Having a tendency to put yourself down by being excessively self critical, learn how to talk to yourself in the same compassionate way you would talk to a friend having a similar problem. This technique will help you to separate yourself from your excessive self-critical thinking.

Overcoming Negative Self-Talk	
Step 1. Harsh thinking:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Step 2. Imagine a situation when your friend is having the same problem as you do!	<hr/> <hr/> <hr/> <hr/>
Step 3. What would you say to them in this situation?	<hr/> <hr/> <hr/> <hr/>
Step 4. Write down your rational responses given to “your friend.”	<hr/> <hr/> <hr/> <hr/>
Step 5. Apply the same responses to your problem.	<hr/> <hr/> <hr/> <hr/>

(Adapted from Burns)

Exercise # 6. The Experimental Technique

You often assume that the negative thought you are experiencing is true, but it really is not. To check its validity, think of an experiment that will test your automatic thought. The chosen experiment will become an evidence to you that there is nothing wrong with you. It is only your less effective thinking.

(Adapted from Burns)

Experimental Technique

Situation – *John example:* an episode of panic makes John terrified that he is about to die of a heart attack.

Test – *John example:* John jogs, or runs down several flights of stairs. It proves that John’s heart is healthy and strong, and there is nothing wrong with his health. This is only his negative thought.

Exercise # 7. Thinking in Shades of GrEy

When one has a tendency to have “black or white” type thinking, this technique may be very helpful. It gives an insight into the way you think to divert you from an extreme way of thinking. Learn that there are other colors and shades, besides the “black and white” of your thinking.

Challenge your thoughts to learn that they are not “black or white” only.

Step 1. Identify your particular concerning thought,

Keep in mind that your thoughts are neither “black” or “white.” They are usually somewhere between 0 and 100.

Step 2. Evaluate your thought on a range from 0 to 100.

Thoughts scale

0 10 20 30 40 50 60 70 80 90 100

Step 3. Now redefine the thought as to what it is.

(Adapted from Burns)

Exercise #8. The Survey Method

If you are not sure about your thought, whether it is rational or irrational, conduct a little survey asking what others think about it. Ask people questions to find out if your thought is rational or not.

Example thought: Because I find speaking in public terrifying, I must be abnormal.

Thought to challenge: _____

Survey: Ask 10 people about your thought, and find out what the average one thinks, to learn that your thoughts are not valid.

Results of survey: _____

(Adapted from Ellis)

Exercise # 9. Re-attribution

You also have a tendency to personalize your own irrational thinking, blaming yourself automatically for everything. You always assume that you are “bad.” However, sometimes you are not responsible for it. Think about many factors that may have contributed to it. When you find the real cause of your problem, you can probably deal with it more effectively. To change this thinking, follow the steps:

- Step 1. Look at cause and effect connections between your thinking and acting,
- Step 2. Examine other factors contributing to it,
- Step 3. Focus on solving the problem instead of using up energy blaming yourself and feeling guilty.

Analyze:
1. Cause and effect connections _____ _____
2. Other factors _____ _____
3. Plan: how to solve the problem: _____ _____ _____

(Adapted from Burns)

Exercise # 10. Cost-Benefit Analysis

When you are not sure what will follow your negative thinking, feeling or behavior, list the advantages and disadvantages of it. Rate them on a 100-point scale each, and weight them down. See the results, and then make an appropriate decision. It will help you to avoid being trapped or immobilized by your own thinking.

Advantages	Disadvantages
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
Score: 0-100 _____	Score: 0-100 _____

(Adapted from Burns)

Exercise #11. Rational-Emotive Imagery

This is an REBT technique. In this exercise, your thoughts and emotions around them are very important. You are going to learn how to change or reduce your negative emotional response to the particular thought or situation by imagining it. In your imagining, you are allowed to react intensely to the activating event. You will practice how to change your destructive feeling to a healthy negative emotion. At the end of this exercise, you will be able to replace strong negative emotions with the healthy ones, and significantly reduce irrationality of the activating event.

Procedure:

1. Imagine vividly a situation that evokes your strong emotions. See yourself in this situation.
2. Analyse where those feelings come from and why these emotions are so intense. Really feel it, how do you feel as you imagine your problem, what are your feelings?
3. React with an intense disturbed feeling, experience it in full. Attack every irrational idea as it occurs.
4. Keep this image but try to change a feeling about it into a healthy negative emotion.
5. Learn to change your strong emotional reactions to more reasonable. Do not change your image! Nevertheless, change your feeling about it: i.e., instead of being angry to being annoyed or irritated.
6. Make yourself to feel a new feeling about what are you imagining, feeling sorry, disappointed, regretful, frustrated.
7. When you really feel it, tell yourself how you have changed your feeling and what has it changed?
8. Ask how feelings did change.
9. Write down what happened.

(Adapted from Ellis, p. 90)

Exercise #12. Shame Attaching Exercises

Another powerful REBT technique deals with the shame perceived irrationally by you that causes your emotional disturbance. This irrational shame paralyzes your thinking and acting, preventing you from being engaged in many healthy social situations.

This exercise will teach you how to handle your imaginative “*shameful situations*” that may affect your performance, and cause your self-defeating attitude.

It is all right for you to feel uncomfortable when doing this exercise. Consequently, after practicing it several times you will feel “*shameless*,” and view the entire embarrassing situation differently. Its goal is to reduce your anxiety about anxiety, and create a new effective thinking for your behavioral or emotional change.

“. . . Think about something that you really consider shameful, you would feel quite ashamed of doing. Something that almost everyone will consider shameful. Work on possible feelings of embarrassment or humiliation that you choose to feel but do not have to feel – and make yourself feel unashamed and unembarrassed . . .”

<p>Step 1. The shameful event</p> <p>Step 2. Consider the feelings of the event.</p> <p>Step 3. Make yourself feel unashamed.</p> <p>Step 4. How did you do this?</p> <p>– Reinforce –</p>
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(Adapted from Ellis, p. 93)

Exercise #13. Changing Your Language

Your language is often the cause in sustaining your distorted thinking. Language patterns influence your thinking patterns. This technique challenges your self-defeating, illogical, and unhealthy self-talk or self-messages, and turns them into more positive and productive ones. Learn how to talk to yourself in a useful way to become your own self calmer. Identify your ongoing negative self talk.

Examples of John’s Negative Self-Talk	
Driver messages:	<i>“Be perfect, try hard, please others.”</i>
Stopper messages:	<i>“If I said something stupid, I would feel terrible.”</i>
Self-restricting statements:	<i>“I would talk to her if I had something worthwhile to say.”</i>
Catastrophizing:	<i>“If she rejected me, I couldn’t take it.”</i>
Self put downs:	<i>“I am so dumb, ugly, weak.”</i>

Instead of sustaining on negative “*driver messages*” or other messages, develop positive “*allower messages.*” Create new positive self-statements, self-talk.

Examples of John’s positive self talk:

- *“I can handle this.”*
- *“I will not take it personally or get emotionally involved.”*
- *“This person has a problem, help her/him to get through.”*
- *“Just stay calm — take a deep breath.”*

Exercise:	
Complete the following “ <i>Allower Messages</i> ”:	
<i>It is okay:</i>	<i>State</i>
<i>to make mistakes</i>	when _____
<i>to take my time</i>	when _____
<i>to show my feelings</i>	when _____
<i>to assert myself</i>	when _____
<i>to be average</i>	when _____

Exercise # 14. REBT Self Help Form

To keep fighting against your irrational thoughts, manage to keep yourself busy doing cognitive homework. It will sustain your process of change. This form will help you to determine the irrational beliefs, showing you how much they influence your life. Keeping track of your irrational thoughts is the best way to get rid of them.

1. Activating Events

Thoughts or a feeling that happened just before I felt emotionally disturbed or acted self defeatingly.

2. Consequence

Disturbed feeling or self-defeating behavior that you produced, and would like to change

Irrational Belief Leading to Consequence	<p>John: <i>"I must be approved and accepted by all women."</i></p> <hr/> <hr/> <hr/>
Disputes for Irrational Belief	<p><i>"Why must I be approved or accepted? Where is it written that I have to impress all women? Where is the evidence that I must be accepted?"</i></p> <hr/> <hr/> <hr/>
Effective Rational Beliefs	<p><i>"I tried to act like a superman. There is no evidence that acting like this will make me accepted or approved by all women."</i></p> <hr/> <hr/> <hr/>

(Adapted from Corey, p. 157)

Conclusion

The purpose of this chapter was to expand the learning of Chapter Two with a primary focus put on the cognitive perspective, analyzing how our thinking affects our feeling and behaving. I have identified and discussed the role of irrational beliefs, and their impact on our life performance. Ellis' Rational Emotive-Behavioral Therapy provides you with the explanation of the origins of your less effective thoughts, and how you could contest these less effective beliefs, focusing on identifying your cognitive distortions. Viewing this cognitive process through Ellis' A-B-C personality theory, we applied some cognitive, emotive and behavioral methods to assist you in reaching a balance in working on your less effective thinking patterns.

In the second part, I have provided you with a sample of cognitive exercises to use as a variety of tools to help in achieving a new effective thinking. I recommend that you copy and repeat these assignments until you have retrained your brain to think positively, and not fall prey to the shadows of your imagination, letting your automatic thoughts rule you. Being encouraged to practice daily, and work on your less effective thinking, is the best way to make a change happen. Our final goal in this chapter was to assist you in your self-discovery journey to the capacity of making you able to be in control of your own thinking, feeling, and behaving. As it is with everything in life, if you put into practice the effect and focus of the learnings in this chapter, you will be in a position to reap the rewards and benefits of being in control of your thinking, feeling and behaving. Knowing that you are in charge of how you think, what you do, and how you feel is an excellent starting point to work on creating your own "happiness formula."

**"It ain't nothing until
I calls it something!"**

— Unknown umpire

Acknowledgment

The author would like to make a special acknowledgment to Dr. David Burns. Many of the exercises in this chapter have been adapted from his work. For a more in-depth definition of his work, I suggest you review Dr. David Burns (1990), *The Feeling Good Handbook*, published by Penguin Books.

Chapter Five

Four Pillars for Preventing Stress

*“The backbone of life health is what I call the four pillars —
Exercise, Diet, Rest, and Relaxation.” — Dr. Bill*

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Think of your body as a grand building being supported by four magnificent pillars, which I like to refer to as Exercise, Rest, Relaxation, and Diet. Just as the supports for a building need to be maintained and cared for to ensure that the building remains stable and attractive, you need to ensure that your body’s four pillars are continually strengthened and cared for by eating the right kinds of foods, getting sufficient rest and relaxation, and exercising on a regular basis. In this chapter, we are going to explain what John will and can do to ensure his body pillars are strong and healthy, and you can follow his example.

Hans Selye, a famous Canadian researcher and a pioneer in the field of stress, studied how stress affects the body. His work helps us understand how over stimulation and excessive wear and tear on the mind and body may lead to stress related dysfunction and disease. (Note: In Chapter 3, I went into more detail as to how this process affects the brain directly, in the areas of emotion and physiology.) While stress is defined as *the nonspecific response of the body to any demand made upon it*, Selye described the stress response as a three-stage process called the *General Adaptation Syndrome*. Before the first stage, there may be a conscious or unconscious evaluation in which a decision is made as to whether or not a threat exists.

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The three stages of Selye's General Adaptation Syndrome (see Figure 5-1), as explained by Williams and Knight, are as follows:

1. The *alarm phase* — (“fight or flight” response) is the direct effect of the stressor upon the body. Muscles tense, respiration rate increases, blood pressure and heart rate increase.
2. The *resistance phase* — involves the body's adaptation to the challenge of the stressor. The body's level of strength and endurance increases, if necessary, or returns to a level of normal activity. During this phase, the body will begin to concentrate more on psychological coping mechanisms and defensive behavior to deal with the stressor, rather than continuing the physical fight or flight response.
3. The *exhaustion phase* — involves the body's collapse to the stress and the stressor. The body's physical and psychological energy has become depleted. The individual becomes exhausted, and without rest may become ill, or in extreme cases, may die.

Understanding the dynamics of Selye's General Adaptation Syndrome may help you avoid burnout. Burnout also is described by Williams and Knight as a state of physical, emotional, and mental exhaustion; as well as a syndrome of emotional exhaustion, depersonalization of others, and a feeling of reduced personal accomplishment. Burnout is generally brought about by job related stress.

Too often, when people find themselves affected by stress, which usually has negative consequences for personal and professional productivity and for physical and mental health, they will look to others in their workplace for support. Instead, the most important thing that they can do for themselves, their family, and workplace is to be diligent in the practice of self-care.

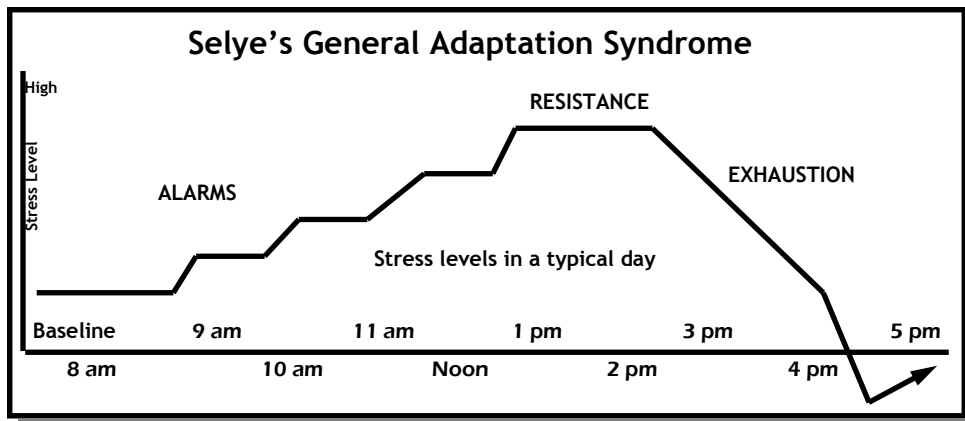


Figure 5-1 — Selye's General Adaptation Syndrome

Stress seems to have become a “buzzword” that has a decidedly negative connotation. It can, however, have both positive and negative effects on one’s life. In fact, we need a certain amount of stress to motivate us. The optimal stress loads result in longevity, peak performance, and the balance between getting enough stress and not overloading. If people find that they have excess, or nonproductive time, they should say yes more often to challenges.

Achieving an optimal stress level, however, involves understanding the difference between good stress (*eustress*) and bad stress (*distress*). Good stress may result from such things as falling in love, or getting a new job. If you experience good stress, you are likely to feel more focused, more energized, more motivated, more aware of your options, and challenged by the present opportunity. Bad stress may result from an event or situation that taxes you in some way. If you experience bad stress, you are likely to feel tense, anxious, angry, depressed, and frustrated. A chronic, pervasive, subtle form of bad stress is referred to as “ugly” stress (Brewer, p. 4). This type of stress is most often present when you feel taken advantage of over an extended period of time, uncertain about your future, or suffer financial difficulties. Brewer suggests this type of stress can be the most severe form, and causes lack of energy, chronic depression, health problems, and low self esteem.

It is important to note that stress is a very individual experience. What is stressful for one person may be exhilarating for another. For example, one person may get a thrill out of speaking in front of a large audience, but to someone else, it may be a terrifying thought. To understand what sort of things negatively affect you, it may be helpful to examine the different sources of stress. A *stressor* is a source of stress, which may come in the form of “external cues (e.g., people, situations, elements), internal mental processes (e.g., worry, fear, happiness), or physiological processes (e.g., drugs, sugar, biorhythms) . . .” (Bruess and Richardson, p. 32).

Gilliland and James explain there are two types of stressors: psychosocial and biogenic. Psychosocial stressors are such because of the cognitive interpretation assigned to the stimulus; that is, they are stressors because we perceive them as such (e.g., a traffic jam). Biogenic stressors (e.g., caffeine, alcohol, drugs, exercise) are such because they possess some electrical or biochemical property that is capable of stimulating the stress response.

There are various things in life that have the potential to create stress. For example, they can range from daily hassles, such as housework, traffic, and paying bills; to life changes, such as marriage, death of a loved one, and change in job status. Williams and Knight teach us that life changes pro-

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duce stress in both the magnitude and the frequency of changes in an individual's life. If you have experienced a lot of changes in your life recently, it is likely that you are more prone to the adverse effects of stress. As well, if you are the type of person who is always in a hurry, has many things on the go at one time, and is impatient and competitive, you are also likely to be more prone to stress.

Brewer states that if you see yourself as a victim, doubt your ability to control your future, and don't see uncertainty as a potential opportunity, you may rarely experience good stress, and find yourself constantly experiencing ugly stress. This information may seem overwhelming, but there is an up side! He also points out that if you are optimistic about the future, feel in control of your life, and see yourself as having the stamina and internal resources to bounce back from adversity, you will probably recover quickly from bad stress, and suffer ugly stress infrequently, and when it does happen, it will be for shorter periods of time. In other words, you can reduce your level of stress by developing a more positive mental attitude and by viewing situations as challenges rather than setbacks. We can learn from the famous umpire who said, "It ain't nothing until I can call it something!"

Signs and Symptoms of Stress

A key to managing stress is to recognize the signs and symptoms that may be related to it. Doctors estimate that 75 percent of all medical complaints are stress related; and 50 percent of the population suffers from at least one stress related symptom on a regular basis. Refer to Table 5-1 for a summary of some physical, psychological, and behavioral signs which may be attributed to stress. I caution, however, that if you suffer from any of these symptoms on a regular basis, it is important to consult with your physician. This is because there are often times when we self-diagnose, and then try to self-medicate our symptoms.

A must: Before starting any program to improve health and reduce stress, I recommend you see your physician, and discuss your plans.

Signs and Symptoms of Stress		
Physical	Psychological	Behavioral
Insomnia or fatigue Sexual dysfunction Indigestion/nausea Constipation Ulcers/diarrhea Headaches Muscle aches or spasms High blood pressure Dizziness or fainting Chronic illness/flu or colds Back pain Excessive perspiration Over/under eating Pounding heart Shortness of breath Skin rashes Dry mouth	Anger Anxiety Apathy Boredom Depression Fatigue Fear of death Frustration Guilt Hopelessness Hostility Impatience Inability to concentrate Irritability Restlessness	Biting lips Drug and/or alcohol abuse Foot tapping or turning Grinding teeth Impulsive actions Increased smoking Isolating from family and friends Moving in tense, jerky ways Nervous tics Trembling hands Overreacting Rapid mood swings Stuttering Swearing Touching hair, ears, or nose Child/spouse abuse

Table 5-1 — Signs and Symptoms of Stress

Exploring Stress Levels and Risk of Job Burnout

The following section is intended to help you self-evaluate your present stress level, and show if you are at risk of job burnout if you continue the same behavior and lifestyle.

1. Stress Awareness

What are some unproductive stresses in your life? How do they affect your body? (Fill in sections in Table 5-1 with personal examples from your life.) The purpose of this assessment is to focus on events that are troublesome to you, and your normal responses to them. By bringing to your level of awareness how you are really doing, you can take steps to new health.



Positive and negative emotions cannot occupy the mind at the same time;
one or the other must dominate.

– Napoleon Hill



2. Self-Test for Type A or Type B Personality

It goes without saying that an individual’s personality type will affect their view of the world, as well as their stress level. The Self-Assessment for Type A/B Personality (Table 5-2) will help you recognize your personality features. Circle the number that best represents your own behavior.

Self-Assessment for Type A/B Personality														
Am relaxed when late.	1 2 3 4 5	Upset when late												
Am not competitive.	1 2 3 4 5	Am very competitive.												
Never feel rushed.	1 2 3 4 5	Always feel rushed.												
Solve one problem at a time.	1 2 3 4 5	Try to solve many problems at a time.												
Do things slowly.	1 2 3 4 5	Do things fast.												
Express feelings through ‘I’ messages.	1 2 3 4 5	Do not express feelings.												
Have many interests.	1 2 3 4 5	Have few interests outside of work.												
Total points _____		<table border="1"> <thead> <tr> <th>Final Score</th> <th>Personality Type</th> </tr> </thead> <tbody> <tr> <td>75 or more</td> <td>A+</td> </tr> <tr> <td>66 to 74</td> <td>A</td> </tr> <tr> <td>62 to 65</td> <td>A-</td> </tr> <tr> <td>56 to 61</td> <td>B+</td> </tr> <tr> <td>55 and below</td> <td>B</td> </tr> </tbody> </table>	Final Score	Personality Type	75 or more	A+	66 to 74	A	62 to 65	A-	56 to 61	B+	55 and below	B
Final Score	Personality Type													
75 or more	A+													
66 to 74	A													
62 to 65	A-													
56 to 61	B+													
55 and below	B													
multiply by 3														
= Final Score _____														

Table 5-2 — Self-Test for Type A or Type B Personality

A person who has a Type A+ personality is at much greater risk of heart disease and heart attacks, while a Type B may be at risk of cancer. There is no one perfect personality type which equals a better person, in my opinion. The concern and point to remember is that personalities are a critical factor when assessing personal stress levels. If you are stressed you may need to look at yourself, and see what behavior and parts of your personality will need to change so you can be healthier and happier. Perhaps a Type B may need to become more assertive, and a Type A will need to learn to listen.

Let's explore some specific stressful events. In the chart below, fill in what gets you stressed.

What Gets Me Stressed	
Event e.g., Boss is rude to you.	1. _____ 2. _____ 3. _____
Behavior He is loud.	1. _____ 2. _____ 3. _____
Cognitive You become frustrated	1. _____ 2. _____ 3. _____
Affective You feel overwhelmed and helpless.	1. _____ 2. _____ 3. _____

Table 5-3 — What Gets Me Stressed

3. Stress Assessment

An instrument in stress assessment is the famous Holmes and Rahe Stress Test. This self-reporting test is most commonly used to obtain a baseline for present stress levels.

Three hundred points is regarded as a “danger level” above which the individual has a 90 percent chance of a major health problem as a result of stress and change. Today, not only Holmes and Rahe, but other stress experts, recognize that individual differences plus learned strategies of stress management can radically alter stress, and change tolerances. Please use this score as a guideline only. Do not use this test to label yourself; use it only to recognize potential stressful situations, and to identify a place to start to work from.

Holmes and Rahe Stress Measure					
Value	Life Event	Value	Life Event	Value	Life Event
100	Death of spouse	38	Change in financial state	26	Spouse begins/stops work
73	Divorce	37	Death of a close friend	26	Begin or end school
65	Marital separation	36	Change to a different line of work	25	Change in living conditions
63	Jail term	35	Change in the number of arguments with spouse	24	Revision of personal habits
63	Death of close family member	31	Mortgage over \$100,000	23	Trouble with boss
53	Personal injury or illness	30	Foreclosure of mortgage or loan	20	Change in work hours or conditions
50	Marriage	29	Change in responsibilities at work	20	Change in residence
47	Fired at work	29	Son or daughter leaving home	20	Change in schools
45	Marital reconciliation	29	Trouble with in-laws	19	Change in recreation activities
45	Retirement	28	Outstanding personal achievement	19	Change in church activities
44	Change in health of family member			19	Change in social activities
40	Pregnancy			15	Mortgage or loan of less than \$100,000
39	Sex difficulties			15	Change in sleeping habits
39	Gain of new family member			15	Other (describe)
39	Business readjustment				

Table 5-4 – Holmes and Rahe Stress Measure
(Adapted from: Holmes, T.H. and Rahe, R.H., “The Social Readjustment Rating Scale” Journal of Psychosomatic Research, II: 213, 218, 1967)

4. Needs Assessment:

What do you have happening in your life that meets your requirements for each section of the four conscious basic needs?



Glasser's Needs Assessment			
Love/Relationships 1. _____ 2. _____ 3. _____ 4. _____			Self-Esteem/Recognition 1. _____ 2. _____ 3. _____ 4. _____
Sense of Freedom 1. _____ 2. _____ 3. _____ 4. _____			Enjoyment and Fun 1. _____ 2. _____ 3. _____ 4. _____

Table 5-5 – Glasser's Needs Assessment

Glasser's five basic needs (love, recognition, freedom, fun, and survival) suggest that when one quadrant is lacking, this may be the reason for stress. If you focus on adding to the affected area, you will reduce your stress.

5. Personality Testing

I strongly suggest that you access the Internet, and look up the Kersey Sort Personality Test. You fill out the test, and it will give you a printout of your personality type. It is based on the work of Jung, and the Myers-Briggs Instrument. It gives an idea of what you do and don't like that may be outside your level of awareness. From my perception, knowing more about one's personality is beneficial.

Another suggestion I would like to make is for you to learn more about yourself by having an expert look at your handwriting (Grapho-type).

I do not think people with clinical psychological disorders are the only ones who can benefit from personality testing. In my coaching practice, I use any of these instruments to help teach insight, and help the client to connect with their existential self, so they are more aware.

6. Stages of Burnout

To help determine where you fit on the burnout continuum (see Figure 5-2), Edelwich and Brodsky have delineated **four stages** through which an individual experiencing burnout is likely to proceed. This section will give you an opportunity to become cognizant of present levels, to determine if burnout is or should be a concern at this time.

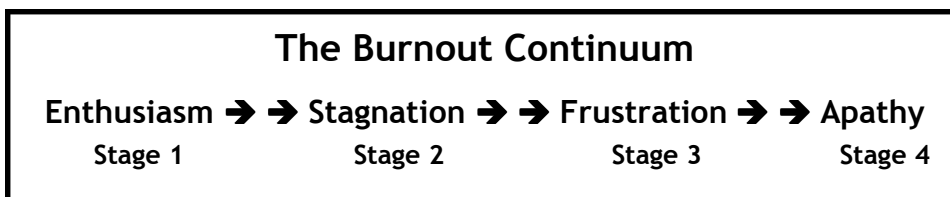


Figure 5-2 – The Burnout Continuum

The question for you is: where do you fit on this continuum, and what are you doing to become enthusiastic again?

Stage 1 — Enthusiasm

You enter this stage fully charged and excited about your new opportunity. You have excellent internal self-talk (“I like what I am doing”). This is called the Enthusiasm Stage, because the person is really “juiced” and excited. It is a time of great energy, creativity and flexibility.

Stage 2 — Stagnation

This occurs when you start to feel that personal, financial and career needs are not being met (e.g., your self-talk, “I know I can do better elsewhere”). Sometimes it may seem that it doesn’t matter if one is successful or not. If intrinsic and extrinsic reinforcement does not occur, you will move to the next stage, of questioning why or who you are.

Stage 3 — Frustration

Frustration clearly indicates that you are in trouble; you begin to question efforts put forth as to your effectiveness, value and impact (e.g., your self-talk, “I do not like my job”). As burnout is contagious, it is necessary that you be directly confronted by attending coaching or workshop sessions to increase awareness of the burnout syndrome, and generate problem solving. You need consistent professional development to help keep the sparks of motivation and enthusiasm alive.

Stage 4 — Apathy

Chronic indifference to a situation is called apathy (e.g., your self-talk, “I don’t care about my job anymore”). At this stage, you are in a state of disequilibrium and immobility. You will also likely be in a state of denial; have little objective understanding of what is occurring; and will most likely require professional assistance to ever return to Stage 1.

THE PATH TO SELF-CARE

The following section offers some ideas of how to start the path to better health.

For me, coaching is not a four-letter word. It’s funny how we will justify paying \$1,000 to fix our cars, but many of us will not justify paying \$1,000 to help ourselves. Why are we like that? We need to understand that learning and growth are OK, and pain is not. The solution is to ask for help, and to learn a new way.

In John’s case, he has been unsatisfied with his daily routine of working, coming home to watch TV, and going to bed. He complains of the amount of energy expended at his work. As this chapter explains, and as John realizes a major reason for his lack of energy, his feelings of “burnout” are due to his diet; his trying to get by on six hours of sleep at night; not scheduling time for relaxation or hobbies, or any kind of exercise program. He usually starts his day off with a cup of coffee and a chunk of sugar (donut) on the way to work. Lunch is fast foods, and break time isn’t much better — high carbohydrate snacks, a bag of chips or a chocolate bar, saying that this is the boost he needs. When asked, he says, “I don’t have time for self-care.” Does this sound familiar? The fact is, John can’t afford not to take care of himself. Unfortunately for John, he doesn’t realize that this is the worst thing to do. Sugar in that form only creates more of an energy crash. The sugar sends his blood sugar up high, and John may feel like he has energy, but that type of food will only get him up for a quick crash.

John has four goals he would like to reach. In this section, his healing goals are to **EAT A HEALTHY DIET; EXERCISE REGULARLY; GET ADEQUATE REST; GET ADEQUATE RELAXATION.**

The purpose of this chapter is to give you some very concrete information in an easy to follow format, that will assist you to take control of the four pillars of Diet, Relaxation, Rest, and Exercise. The information in each pillar will help you to understand the reasons why we need to do the things that are very important to us. Each pillar will give you information as to why and how. There will also be some recommended resources that you

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may want to use, and information on how to obtain these. Also included are some handy charts that you may want to use. Others have found using the charts to be helpful, because they seem to bring awareness to unhealthy habits, and awareness is the first step towards changing.

Some Critical Factors:

Deepak Chopra, the famous American doctor who has combined East and West medicine, writes that stress tolerance levels are different in each individual, but what produces the greatest perceived threat in any given situation are the following:

- Lack of predictability
- Lack of skills to cope with stress
- Lack of control
- Lack of outlets for frustration

According to the research done for Chopra’s book, *Ageless Body, Timeless Mind*, stress depletes our levels of DHEA, which Jay Glaser describes as an intriguing steroid, secreted by the adrenal cortex. Research shows that we use DHEA in large amounts when under stress, but what’s interesting is that the body does not replenish this steroid — when it is gone, it is gone.

Four Pillars for Preventing Stress

Factors That Affect Aging	
Negative factors that accelerate aging	Positive factors that retard aging
Depression Inability to express emotions Feeling helpless to change oneself and others Living alone Loneliness Absence of close friends Lack of regular daily routine Lack of regular work routine Job dissatisfaction Having to work more than 40 hours per week Financial burdens, being in debt Habitual or excessive worry Regret for sacrifices made in the past Irritability, getting angry easily, or being unable to express anger Criticism of self or others	Happy Marriage (or long- term relationship) Job satisfaction Feeling of personal happiness Ability to make and keep close friends Ability to laugh easily Satisfactory sex life Regular daily routine Regular exercise routine Good eating habits Taking time regularly to tune in to your body Getting enough rest Being able to relax

DHEA is highly correlated to aging, as it slows down the aging process, and when our levels are high, there is a lowered incidence of diseases such as coronary artery disease, breast cancer, and osteoporosis (see Table 5-6).

For those of us who live in the Western Hemisphere, the following concepts may be a stretch to grasp, but I believe that we all have a mindset for enlightenment. Chopra explains that there are four main elements which we are made of:

1. Air = Flexibility
2. Fire = Passion and Energy
3. Water = Cohesiveness
4. Earth = Stability

The distribution of these elements in each of us determines our personality and body frame. What I want you to know is that the **box** is bigger than we think. I encourage you to learn, read, and observe, because as Chopra would say, “there is no box, there is only space.” I encourage you to explore both what we teach in the West, and what is taught in the East.

PILLAR 1 — DIET

The whole body is one working unit with its individual components, much like a car. A vehicle needs more than just gas to make it run. It needs oil, washer fluid to keep the windshield clean, and maintenance and repairs. In order to keep your vehicle running, and in top performance, you not only need to put in gas and oil, but you need to listen to the engine for any unusual sounds that may be warning of future problems. We also know that if we neglect these warning signs, these things do not go away, but eventually get worse, and at times can keep a vehicle from working. The majority of the population doesn't like to drive a vehicle that is breaking down, unreliable, or sputtering up the road, so in order to keep the vehicle's performance up, care is taken in reference to the brand of oil that is used, and the level of fuel in the gas tank, and we also do other things to keep it running at top performance.

When such care is taken for a vehicle that can be replaced, why not try spending the energy caring for the one and only body that we will ever have? Now that we have discussed some very small amounts of maintenance for the upkeep of our vehicles, what also needs to be addressed, is proper maintenance, and the best level of fuel for our body. Instead of loading the body with candy, on-the-run food, and quick snacks, pushing ourselves to the limit in stressful situations, never taking the time to listen to

our “engines” for warning signs, we need to use this book to get back in touch with ourselves. Please look at Table 5-7, and do a quick self-evaluation.

Diet Self-Evaluation		Circle	
1. Are you taking care of your body by providing it with the proper nutrition?	Y	N	
2. Do you pay attention to what your body’s nutritional needs are?	Y	N	
3. Would you like to learn some healthy ways to feed your body?	Y	N	
4. Are you willing to take time to learn how to feed your whole body, and reap the benefits of longer (healthy) living?	Y	N	

Table 5-7 — Diet Self-Evaluation

Let’s not just talk or read about changing our neglectful ways, but to really take the steps to get us there. Learn what is the highest level of fuel for your diet, and what the payoff is for caring and listening. Learn what it can feel like to purposefully take time to nurture your body with rest and relaxation. Feel what a good brisk walk, on a regular basis, feels like, and reap the benefits that go along with all of these.

Tips for a Healthy Lifestyle

Avoid or limit sugar, salt, and fatty food, and replace processed foods with fresh vegetables, fruit, and whole grains as much as possible. As well, drinking plenty of water is very important. Do not load up your body with sugary imitation fruit juices instead of water. According to Edmund J. Bourne, what you eat has a direct impact on the body’s performance and ability to function properly, although many of us may not recognize the connection between what we eat and how we feel.

Of all the dietary factors that can aggravate anxiety and trigger panic attacks, caffeine is the most notorious. Although we may see coffee as a help or as a booster in the morning, during the day at work, and even as a social gathering tool, such as going out for coffee or the chat during break time, coffee isn’t as helpful as we all think. Many people can trace their first panic attack to an excessive intake of caffeine. People who have reduced their intake of caffeine feel calmer and sleep better. **Caffeine** does two things to your body: it increases the level of the neurotransmitter norepinephrine in the brain, causing you to feel awake and alert, and also produces the same type of arousal as a stress response.

In short, too much caffeine can cause you to be chronically stressed, and in an aroused condition you are more vulnerable to generalized anxiety as well as panic attacks. Caffeine also contributes to the depletion of the vitamin B₁, which is assumed to be an anti-stress vitamin. Caffeine is contained in many other forms of beverages and foods, such as teas, cola beverages, chocolate, candy, cocoa, and over-the-counter drugs.

Bourne also recommends that if you are prone to panic attacks or stress, reduce your caffeine intake slowly. Although for coffee lovers this may seem to be a sacrifice, weaning yourself down to a single cup in the morning can have rewards that will be worth the effort. Some people like to substitute de-caf or herbal teas for caffeine, and this is great.

Nicotine is considered to be a strong stimulant, as strong as caffeine. Smoking increases physiological arousal, vasoconstriction, and makes your heart work harder. Although smokers will claim that smoking calms their nerves, research has proven that smokers tend to be more anxious than non-smokers, and have more trouble sleeping. This is true even though there is no difference in the amount or quantity of other stimulants as compared to non-smokers. Smoking also causes physical damage to one's lungs, throat, mouth, teeth, and overall health.

Excessive **salt** stresses the body in two ways: It depletes the body of an important mineral named potassium, which regulates the nervous system. Salt (sodium chloride) also raises blood pressure, which causes the heart and the arteries extra work. Reducing the amount of salt in your diet can be done in different ways, such as avoiding the use of table salt, use of substitute salt (such as tamari) both in cooking and on the table, and limiting salty foods and snacks. It is recommended that the amount used should be one gram or one teaspoon a day.

Although there are minerals needed by the body, those which are reproduced unnaturally to lengthen "shelf life" of foods are not good for the body, and can cause **food allergies**. There are about 5,000 chemical additives in commercial food processing, and our bodies are not equipped to handle these artificial substances. Little is known about the biological effects of all these additives in our food. There also is a fear that growth hormones fed to animals are harmful to people who consume meat and meat products. You may want to reduce your consumption of red meat, pork, and commercially available poultry, and replace it with organically raised meat and fish.

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Not only can stress and anxiety be aggravated by what you eat, but also how you eat. Habits such as the following can aggravate your daily level of stress:

- Eating too much food in one sitting.
- Eating too fast or on the run.
- Not chewing food properly.
- Drinking too much fluid with a meal, which can dilute stomach acid and digestive enzymes: 1 cup of fluid per meal is enough.

These factors all put a strain on your stomach and intestines when trying to digest the foods properly. Your attempt in feeding your body in this way will result in malabsorption due to the body's inability to fully digest the food because of bloating, cramps, and gas. So in addition to not only watching what you eat, watch how you eat. Give yourself adequate time to eat and chew, and do not overtax your body by eating excessive amounts.

Our culture promotes dietary schizophrenia, meaning that no one really knows where they are or should go, or what to do to eat right. In most women's magazines, you will find messages of how to take off ten pounds, and in the same issue you will find there will be "Five Chocolate Recipes Your Family Will Love You For." Also, our culture is rampant with food addiction, thus causing unhealthy eating styles. These food addictions, almost always, connect to some very emotional issues.

Nutrition: According to Northrup, "eating healthy is one of the easiest and most powerful ways to create health on a daily basis."

Tip: Our energy system, known as our "emotional body," becomes most active around 4 p.m. For that reason, we have a tendency to overeat in the latter part of the day. Remember, improving your diet will be doomed if you do not include in your life a great deal of self-love, humor, and personal flexibility.

Getting Started

There is a simultaneous connection between your body and mind, so you also need to change your way of thinking about food. Having a positive mindset about change taking place can help you create a healthier body. At the beginning, you have to concentrate on your body's metabolism to reach your natural weight, and then change your behavior around food.

Northrup's 12 Steps to Gaining Self-Control

- Step 1: Be honest about your eating habits.** Use the charts included in this section to record your food intake. Note how you use food, and how much you really eat. Don't forget to include Where, Why, and How. In doing this, you will help yourself to break through the denial. If you find you are eating for emotional comfort, you will also have to look at these issues around food, and how they are connected.
- Step 2: Look at the reasons you want to lose (or gain) weight.** This has to be for you, not your spouse or parents or a class reunion. Always, when we improve our diets, it is a win/win situation.
- Step 3: Rely on you to tell you what your body needs,** not on the advice of others, to really tune in to your body's unique nutritional needs. Don't let anyone, except yourself, be your "food police," as the answers for your need for food have to come from inside you, not from outside.
- Step 4: Some of your food cravings will be connected to your inner guidance system.** We should eat what we want, when we want it, but in respect to not being out of control with eating. We need to uncouple food and weight. Each time we restrict our food intake, (food we really want), we set up a later binge, meaning our bodies will automatically binge in direct proportion to how much, and how long we restrict food. This restrict-binge cycle looks much like a law of physics. Eat whatever your body wants. If you are going to eat chocolate, don't go for the cheap stuff, make having your chocolate an event. Savour it, eat slowly, and with your whole self. This will cut down on the cravings. Listen to your body, trust that it will tell you what it needs. Maybe give your body an "intuition cleansing diet," of whole foods. Take two weeks to give your body time to respond to this different way of eating.
- Step 5: Respect your body at all times.** Don't let a certain size or weight decide whether or how much you respect your body. This will be a whole new step, and is essential in looking and feeling your best. It is important that we like ourselves. People are fun to be around when they do not judge themselves by their size, and they really do like themselves.

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Step 6: Giving and receiving support is an important way to stay on track. To address some of your dilemmas around nourishment, belonging to a support group, such as Overeaters Anonymous, is a good start, also there are good books. One which I recommend is, *Why Weight? A Guide to Breaking Free From Compulsive Eating*, by Geneen Roth. Using this book can provide you with exercises that apply to you in a personal way. The support group can bring you information around other skills to seek out, plus the positive feedback from others in the group.

Step 7: When we pay attention to our bodies, and really listen, we will eat when we are hungry, and stop eating when we are full. Checking in with our body, we can usually find out if we are feeling emotional hunger or physical hunger. Many times we eat when we are bored or lonely, and if this is the case, it would be better if we did not eat for those reasons. So it is very important to take the time to check in with our bodies so that we become aware of the difference. One good way of stopping our eating when we are full is to stop when we want just a bit more, and wait for fifteen minutes. This usually gives the stomach and brain a chance to connect, and can help us to stop eating when we are full.

Step 8: To really enjoy your food, you have to be really mindful. Gulping food on the run is disrespectful to ourselves, and to our deepest needs. A void is caused by this way of eating, and this results in overeating. Trying to be really conscious of savouring our food mouthful by mouthful can reduce our cravings because it allows our body to experience the act of physical nourishment. To do this we need to take some positive steps, like: when eating a favorite food, do not read or watch television; keep your body fully engaged when eating, avoid thinking about things like what your next meal will be, what's for dessert, or what's on television. At first, this step can be difficult, but it really helps. Women who want to gain weight use this step, and they notice that this helps them reach their natural weight.

Step 9: Do not look at weight loss as a reason to change your eating habits. In becoming aware of how food makes us feel, and starting to eat for health, we can often change the wrong and destructive ways we eat, and usually these will change for good. When we really pay attention to how food makes our body feel, we start to

eat food that makes us feel good in a healthy, physical way. To do this, we can choose to avoid some foods for a period of time, and then introduce these foods back into our diets, and notice how our bodies react to them. This is a way of becoming in tune with our bodies, and giving them the food they like best to become healthy.

Step 10: Choose to spend some time with individuals who have no weight issues. This may involve making new friends. Spending time with others who have unhealthy eating habits, some who may be stuffing to fill emotional wants, will literally allow us to act and feel heavier. We also will eat all the wrong foods, even foods our body may not want.

Step 11: We have to rehabilitate our metabolism. People who have used dieting, women in particular, lose muscle to fat. This happens as we age, and it is caused by the slowing down of our metabolism, but it can be reversed. Lack of exercise is the major cause of this. According to statistics, anyone who exercises regularly can look forward to at least twenty more years of productive living, as the more exercise you do, the faster your metabolism speeds up. Fast walking works very well. Reduce your fat intake (charts to follow). It is much more important to count fat grams than it is to count calories, and easier also. Next, increase your fiber intake. Introducing whole grains like brown rice, millet, barley, and oats, also beans, dark green leafy vegetables, other vegetables, and fruits, will be low in fat, and high in nutrients. This provides a balance in carbohydrates and proteins, and reduces the cravings for unbalanced foods. Mineral and herbal supplements have been found to increase the metabolic rate. The mineral chromium is in short supply in our diets, but is absolutely essential for insulin function. When we take 200 mgs of chromium daily, we lose fat at a significant rate, while our muscle tissue is increased

Step 12: Naming compulsive eating as a problem and taking action: Many people have not yet established the link between emotional pain and how they are using food to control it. There are some individuals who have such huge amounts of stress in their lives that their whole metabolic and immune systems are adversely affected. They can fall into two categories: those who binge on fat laden sweets such as ice-cream, and those who binge on salty, fat-laden foods such as potato chips. When either of these foods is eaten, it

can act like a trigger, and set off the binge eating. To gain some control around these foods, you must omit them from your diet until some of the emotional healing is done.

This was adapted from *Women's Bodies, Women's Wisdom*, Northrup, M.D.

Longevity and Weight

Maintaining a fairly steady weight throughout life seems to be more important than whether one is over- or under-weight. Although this may sound insignificant, according to the research, it may turn out to have deep implications around our mortality.

PILLAR 2 — RELAXATION

According to Lagesse and Rubinstein, relaxation is something which does not come easily for everyone. Some of us tend to think that if we get a good night's sleep, this is relaxation enough. This is not so, as relaxation is very different from sleep. Relaxation helps to restore energy, and give us renewed vigor. It also can bring about more positive attitudes toward stress in our lives.

According to Bourne, practicing relaxation in some form, whether it be meditation, deep muscle relaxation, or breathing exercises, is very important. Some of the immediate benefits of taking time for relaxation are: decrease in heart rate; decrease in blood pressure; increase in alpha wave activity in the brain; decrease in skeletal muscle tension; and a decrease in general anxiety levels.

Getting Started

If you have never learned how to relax, let's start now! But first, use Table 5-8 for a quick self-evaluation.

Relaxation Self-Evaluation		Circle	
1. Are you aware of your body, mind, and spirit's need for relaxation?	Y	N	
2. Do you check in with your body (i.e., muscle tension, headache, upset stomach) to find out if you are suffering from lack of relaxation time?	Y	N	
3. Would you like to learn some healthy ways to relax yourself?	Y	N	
4. Are you willing to give yourself the gift of time for relaxation now?	Y	N	

Table 5-8 — Relaxation Self-Evaluation

Relaxation # 1 — Breathing Exercises

The benefits of practicing regular relaxation exercises are numerous. Twenty to thirty minutes of practice each day can bring a generalization of relaxation to the rest of your life. Some of the other positive side effects are: not allowing stress to become cumulative; reduction of generalized anxiety; increased energy level; improved concentration and memory; reduction of insomnia and fatigue; increased self confidence and reduced self blame; and prevention of psychosomatic disorders such as migraines, hypertension, asthma, and ulcers — good reasons for giving yourself that 20 to 30 minutes a day to take care of yourself.

There are many different types of breathing exercises. In this chapter, I have included two that I have used, and found to have very positive results.

New Breathing for a New You

Breathing techniques are popular in the field of stress and anxiety reduction. I recommend that you do the following breathing method for fifteen days, and see the great benefits of energy and personal health. After that, just keep breathing. Anthony Robbins promotes the following deep breathing activity:

1. Sit comfortably and breathe slowly in for six seconds.
2. Hold your breath for twenty-four seconds.
3. Exhale slowly for twelve seconds.

This equals one set. Robbins recommends that you do this activity three times a day, doing three sets during each breathing exercise section. He claims that after two weeks it will have a great benefit for creating more energy — after trying it, I agree. Good stuff!!

What this method does is allow your body to slow down, and use its oxygen supply to the greatest potential. By holding your breath, you are “super oxygenating every cell.” The results will be more energy, clearer thinking, and more of a sense of being alive!

Caution: The ratio is 1:4:2 for times. Adjust to your comfort zone. Do not rush yourself, be careful, and mindful of your health.

Relaxation #2: Progressive Muscle Relaxation

This is an excellent stress reduction method to relax muscles, to remove all the tension of the day. Because the body can hold stress, we know that if we relax all of our muscles using this method we will reduce the stress. Remember, the purpose of health is to have a healthy body and mind, and unwanted stress in our bodies serves no purpose, so let's get rid of this stuff. OK!

Step 1 —Lie down in a comfortable, quiet spot, listening to a peaceful sound, such as ocean waves.

Step 2 —Clench your fists as tightly as possible and hold for fifteen seconds, then release. Then clench your fist and forearm; hold for fifteen seconds, then release. Add tensing of the biceps, with the same procedure.

Step 3 —Following the above procedure, add your head, face, throat, shoulders (one at a time).

Step 4 —Add your chest, stomach, lower back.

Step 5 —Add thighs, buttocks, calves, feet, toes.

Step 6 —Clench your entire body for 15 seconds.

Step 7 —Throughout the exercise, notice how relaxed your muscles are, how loose you now feel.

Note: Repeat exercise until you are totally relaxed. I suggest when doing the techniques listen to soft music. There also are tapes that are made for progressive muscle relaxation that are excellent to use as well, because they have a script read to you, and music in the background. This is an alternative to meditation. — Give it a go.

Relaxation #3: Meditation

According to Eastern philosophy, healing cannot be understood unless the person's beliefs, assumptions, expectations, and self-image are also understood. Although the image of the body as a mindless machine continues to dominate mainstream Western medicine, there is unquestionable evidence to the contrary. Two major studies, done within the last ten years, have proven that there is a great difference in the healing of a person, in a positive way, when the mind is connected to the body in the form of awareness. You can learn to take your awareness into the region of timelessness at will — meditation is the classic technique for mastering this experience. Now that meditation has entered mainstream Western cultural experience, researchers have applied scientific measurements to the subjective experience of si-

lence, fullness, and eternity, resulting in lowered respiration, reduced oxygen consumption, and a decreased metabolic rate. Stress, which is known to cause a hormonal imbalance, which in turn speeds up the aging process, is reversed by meditation.

Chopra's research claims that as people with good health habits moved through life, they could expect to enjoy an advantage in health of thirty years over those who had unhealthy habits.

There are many forms of meditation, and some are more complex than others. Here I will give some basic examples, and also name some books on meditation that you may want to look at, and that may help in guiding you in your meditation.

Meditation does not have to be, and is not meant to be, complicated.

Meditate to Wellness

This technique is useful in silencing a busy mind in order to allow yourself to take a break, so the mind and body can reconnect, and in fact heal. I recommend that you do the following a minimum of four times a week for ten minutes, working up to 15 to 25 minutes.

The basic mantra meditation is the most common form of meditation used throughout the world by beginners. Before you begin, select a word or syllable that you like. It may have meaning only to you, or just be something that you like. Many meditators recommend the universal mantra, "OM."

How to start: On the first day, try this for 5 to 10 minutes. When you are more comfortable with meditation, try to work up to 15 to 25 minutes daily, or every other day. The key is to be aware, and to allow the natural phenomena to occur. Everyone is a perfect meditator, you just need to allow your conscious mind time to believe. Your unconscious mind knows how to do it, so let's do it. Chopra teaches that meditation is the single most important thing that we can do to maintain our health. Davis, Eshelman and McKay provide the following user-friendly model:

1. Find your posture and centre yourself. Take several deep breaths. Have your word ready (e.g., "OM").
2. Chant your mantra silently to yourself. Say the word or syllables over and over within your mind. When your thoughts stray, note them, and bring your attention back to your mantra. If you notice any sensation in your body, note the feeling, then return to the repetition of your own special word. You need not force it. Let your mantra find its own rhythm as you repeat it over and over again.

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3. If you have the opportunity, you may want to try chanting your mantra aloud. Let the sound of your own voice fill you as you relax. Notice whether the sensations in your body are different from those you felt when you chanted silently. Which is more relaxing?
4. Remember, meditation is to be practiced with awareness. You may find that the repetition of a mantra, especially when repeated silently, can easily become mechanical. When this happens, you may have the sense that an inner voice is repeating your mantra while you are actually lost in thought, or rapidly approaching sleep. Try to stay aware of each repetition of each syllable.

Exercise #4: Find a Passion

Many of us tend to stay in one mindset too much. We keep playing the same record of life over and over in our head (e.g., “I have to . . .”). With this intense focus, whatever we focus on will expand. One of the best ways to relax is to have a passion that is not related to your work. The passion has to be something you can control; does not need the involvement of others; and is responsible for you to do in the present circumstances. The passion needs to be something that you can afford to do, and is not an energy drain.

Examples of passions:

1. Reading.
2. Movies.
3. Gardening.
4. Kite flying.
5. Fishing.
6. Volunteer work.
7. Coaching.
8. Walking.
9. Collecting (e.g., stamps).
10. Poetry.

An activity becomes a passion when it changes your focus, and allows you to feel a sense of total peace and relaxation.

PILLAR 3 — EXERCISE

The third pillar is the importance of regular exercise. Please see Table 5-9 for a quick self-evaluation of your exercise activities.

Stephen Covey explains that exercise is what most of us don't do consistently, because we don't see it as urgent. And because we don't do it, we eventually find ourselves facing health problems and crises that become natural as a result of our neglect. Most of us believe that we do not have the time to exercise. When we first start exercising, the effect is stress on the body; however, with a regular exercise program, the body adapts. The body's response to this regular stress is that it becomes stronger, functions more efficiently, and has greater endurance. Experts in the field of stress agree that exercise is a vital component of a comprehensive stress management program and overall good health. The entire mind and body benefit from regular exercise.

The body benefits from exercise largely as a result of improved cardiovascular and respiratory function. Regular exercise enhances the transport of oxygen and nutrients into cells. As well, the benefits of oxygen go on to transport the carbon dioxide and waste products from the tissues of the body to the bloodstream, and ultimately to eliminative organs. The physical benefits from exercise are not the only benefit; reduction in anxiety also occurs. It has been found that increased participation in exercise, sports, and physical activities is strongly associated with decreased symptoms of anxiety (restlessness, tension), depression (feelings that life is not worthwhile, low spirits), and malaise (rundown feeling, insomnia).

Exercise Self-Evaluation		Circle	
1. Are you taking care of your body by providing it with proper exercise?	Y	N	
2. Do you pay attention to your body's exercise needs?	Y	N	
3. Would you like to learn some healthy ways to exercise your body?	Y	N	
4. Are you willing to take time to learn how and how much to exercise your whole body, and reap the benefits of longer (healthy) living?	Y	N	

Table 5-9 — Exercise Self-Evaluation

Health Benefits of Regular Exercise

- Improved cardiovascular function as noted by a decreased heart rate, improved heart contraction, reduced blood pressure, and decreased blood cholesterol levels
- Enhanced immune function, especially natural killer cell activity, and improved elimination from skin, lungs, and bowels.
- Reduced secretions of adrenaline and noradrenaline in response to psychological stress
- Improved oxygen and nutrient utilization in all tissues
- Increased self-esteem, mood, and frame of mind
- Increased endurance and energy levels

Along with health benefits, there are psychological benefits from exercising, according to Bourne, such as increased feelings of well being, reduced dependence on alcohol and drugs, reduced insomnia, improved concentration and memory, reduced depression, increased self-esteem, and a greater sense of control over anxiety.

Common myths keep many people from exercising, such as “being too old and frail” and “do not over exert yourself.” When Chopra was at Tufts University, he visited a nursing home, selected a group of the frailest residents, and put them on a weight training regimen. Chopra states that the residents thrived in these conditions. Within eight weeks, muscles came back by 300 percent, co-ordination and balance improved, and overall, a sense of active life returned. Some of the subjects who were unable to walk unaided before the training regimen got up in the night, and used the wash-room by themselves. The belief that age slows you down or prevents you from living, not the body’s capabilities, is what prevents you. Well exercised biceps do not deteriorate, rather they get stronger. Leg bones gain mass in proportion to how much weight is put on them, which is why osteoporosis is practically unknown in tribal societies, where lifelong physical activity is the norm. Chopra teaches that it is well known that any part of the body that falls into disuse withers away. He lists specific problems that can result from disuse. The heart, arteries, and other parts of the cardiovascular system become more vulnerable; muscles and skeleton become more fragile; obesity becomes a high risk; depression sets in; and signs of premature aging indicate that the body is biologically older than its calendar years. Although it is important for us to have exercise, and avoid disuse, it is also important to have balance between exercise and rest. According to Chopra, extensive muscle destruction during exercise needs to be restored in periods of rest. The key is moderation, regularity, rest, and activity, which equals a balance.

If you find you are fit enough to begin, don't forget to check with your physician, and find an activity that you enjoy or will enjoy. There are many aerobic activities to get your heart going. Walking briskly, jogging, bicycling, cross-country skiing, swimming, aerobic dance, and racquet sports are good examples. For example, brisk walking for approximately 30 minutes is the best form of exercise for weight loss. Walking can be done anywhere, and is inexpensive. While aerobic exercise is best for weight loss, weight training substantially alters the body's composition, by increasing lean body weight, and decreasing body fat.

One way you can measure the intensity of your workout is by your heart rate — the number of times your heart beats per minute. To check this, put your index and middle finger of one hand on the side of your neck, just below the angle of your jaw. The other way is to put these two fingers on the opposite wrist, then count the number of heart beats for the next six seconds (beginning with zero). After you have a number, just add a zero, and you will have your pulse. An example, if you counted 16 beats, your pulse or heart beat is 160. To find your safe zone, just subtract your age from 185. For example, if you are 40 years old, your maximum heart rate would be 145. Then, to find out if you are working hard enough, subtract 20 from the 185. To obtain your maximum health benefits, you should try to stay in this range.

It is best if a person can exercise as a part of their daily routine, although 3 to 4 times a week is necessary to see any benefits. As explained previously, exercises should be done at your training heart rate zone. Experts suggest that it is best to train at your low training zone for longer periods of time than at your highest for shorter periods of time.

When you find an exercise that you enjoy doing, you will find that you will stick with it, and look forward to it. In order to see a difference in what you are doing, exercise needs to be done regularly. SO ENJOY YOURSELF.

PILLAR 4 — REST

I believe most of us want to feel energized, and well rested. People also want to spend quality time with their families, engage in activities they enjoy, and also would like to wake up feeling well rested and alert. Although all these activities are important to a healthy mind and body, we also need to schedule time to rest, and take care of the body’s need to rest. Everyone has a different amount of needed sleep time. The key to figuring out how much you need is by monitoring how you feel when you wake up in the morning. Do you feel groggy? Or do you feel energized, and ready to take on the world? According to Chopra, a simple lifestyle habit to follow is sleeping 7 or 8 hours a night, but the authors of *Self* say that some of us state that we simply do not have the time to sleep a full eight hours a night, or do not require as many hours. Some people try to function on 4 or 5 hours of sleep a night, and wonder why they are exhausted, stressed, or burnt out. According to some experts, they are working on building a sleep debt, figuring they will catch up on lost sleep later. While you may be able to get more sleep on the weekends, catching up can leave you feeling more dragged out, because you’ve changed your normal internal “clock.” Oversleeping can leave you lethargic, puffy, and cranky.

Because sleep is the body’s way of taking a time out to repair itself and recharge, sleep deprivation is another form of stress. You may think you have more time to accomplish everything in your busy life, but the truth is, you’re less effective: lack of sleep affects your cognitive abilities, hinders your memory, and makes you more likely to snap at emotional situations that wouldn’t bother a fully-rested person.

As you prepare to focus on relaxation, give your attention to Table 5-10 for a self-evaluation of your current relaxation habits.

Rest Self-Evaluation		
	Circle	
1. Are you taking care of your body by providing it with enough rest?	Y	N
2. Do you pay attention to your body and its rest needs?	Y	N
3. Would you like to learn some healthy ways to give your body enough rest?	Y	N
4. Are you willing to take the time to learn how to rest your whole body, and reap the benefits of longer (healthy) living?	Y	N

Table 5-10 — Rest Self-Evaluation

For times when you can't avoid shorter hours in the sack, remember these coping tips:

1. Light exercise will rouse you by getting your circulation going again.
2. Drink plenty of water. Sleep deprivation causes dehydration, making you even more lethargic.
4. Spend time in the sunlight. Full spectrum light helps recharge the brain.

Chopra points out that as much as one-third of the population has sleep problems. Sleep deprivation causes:

- A significant increase in accidents
- Loss of social and performance function
- Significant health problems
- Worsened pain
- Decreased immune function
- Reduced autonomic nervous system regulation
- Heightened depression or anxiety (people with chronic insomnia have forty times the normal risk for developing depression, suggesting a new chemical link between the two)
- Reduced longevity

The authors go on to explain that if any medical causes have been ruled out, medication is not the optimal route to take. The reason is, in a month or so the medication seems to lose its effectiveness, and may cause fatigue the next day. The fatigue results from the medication interrupting the rapid eye movement (REM) stage of sleep that is the restorative stage to the body. During REM sleep, the body is more physiologically active, and repair and rejuvenate processes take place. REM sleep is when we dream, and a sleeping medication such as benzodiazepine, deprives the body of this, so we wake up with a "hangover," feeling worse than when we went to sleep.

As mentioned earlier in this book of self-fulfilling prophecy, the brain begins to be conditioned to have trouble falling asleep. The authors describe this conditioning as the brain beginning to associate going to bed with struggling to go to sleep, getting frustrated and anxious about the next day's consequences, and being aroused by "trying" to go to sleep. After awhile, just approaching the bed creates anxiety and frustration.

Behavioral approaches such as dietary and lifestyle factors should be considered in relieving insomnia. Murray suggests eliminating food and

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Four Pillars for Preventing Stress

drink such as caffeine and related compounds that impair the sleep process. Coffee and less obvious caffeine sources such as soft drinks, chocolate, coffee-flavoured ice-cream, hot cocoa, and tea must be eliminated. Also, learning to relax and exercise help promote restful sleep.

According to Bourne, the following are a few guidelines for restful sleep, and to improve the quality and amount of sleep. Follow the exercise program that you have set up for yourself, preferably in the late afternoon before dinner. Aerobic exercise (20 minutes or more) is better, but 45 minutes to an hour of brisk walking will suffice. Also, go to bed and get up at regular times, even if you are tired in the morning. This sets your body on a routine, and perhaps you will find this easier on your body. If you find you are having a hard time falling asleep, don't try to make yourself fall asleep. If after 20-30 minutes you have not fallen asleep, get up, and engage in some relaxing activity, and do not return to bed until you feel sleepy. Try not to eat heavy meals before bedtime, or go to bed hungry. Avoid heavy alcohol consumption before bedtime. Instead, turn yourself down during the last hour or two of the day, and avoid vigorous mental or physical activity. When avoiding alcohol consumption, also limit your caffeine intake and nicotine as much as possible. Try having coffee only in the morning.

Factors that Affect Sleep, and May Lead to Insomnia Rate yourself for each – 1-----10 (The higher the number, the greater the chance it may be a factor.)	
• Anxiety or tension, depression	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
• Environmental changes	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
• Emotional arousal	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
• Fear of insomnia	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
• Fear of sleep	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
• Hypoglycaemia	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
• Disruptive environment	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
• Pain or discomfort	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
• Caffeine	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
• Drugs	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
• Alcohol	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

Table 5-11 — Factors That Affect Sleep

People also try to develop a ritual before going to bed, such as a hot shower or bath to help them relax.

In the case of John, he was suffering from many of the ailments considered to be side effects of not enough exercise or time for relaxation, poor diet, and lack of peaceful rest. Once he started to follow suggestions for healthy eating, and to exercise and meditate daily, he began to feel the benefits of his efforts. He has low — if any — anxiety; his blood pressure is back to normal; and his relationships at home and at work have improved immensely, because he is much calmer. He now has been quoted as saying that at first he did not believe that anything would or could help him feel better, but that he has experienced a huge positive change in his life in many areas.

In closing, the four pillars are the basis, in my mind, for all personal success. If your body is not healthy, it is hard to create a healthy mind. We all have heard this before, but many of us choose not to listen. One of the main purposes of the Journal which accompanies this text is to be your guide and measure as you stabilize your health and wellness.

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FINAL THOUGHTS

This book is intended to set you up for success. There are no changes in life unless we take the steps and action to facilitate personal change. *My Personal Success Coach Journal*, which is intended to be used with this text, will help develop and create the change you want as a person.

The following five quotations are some final words of wisdom, inspiration, and guidance, as you make your journey.

“Press on: nothing in the world can take the place of perseverance.”

— Calvin Coolidge

“He who desires but acts not breeds pestilence.” — William Blake

“The world can only be grasped by action, not by contemplation. The hand is more important than the eye. . . . The hand is the cutting edge of the mind.” — Jacob Bronowski

“Action is consolatory. It is the enemy of thought and the friend of flattering illusions.” — Joseph Conrad

“Our deeds determine us, as much as we determine our deeds.”

— George Eliot

I wish you the best of luck on your life journey, and I look forward to seeing you all at the other end.

— Dr. Bill

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