

# **GE Foundation Workplace Skills Program**

## **Module Nine Developing Well Being in the Workplace**

### **Participant Booklet**

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## **Introduction to Module Nine**

### **Developing Well Being in the Workplace**

Employers are interested in hiring employees who are mentally and physically healthy. They want people who have the mental alertness to make good decisions, the social skills to work well on a team, and the physical energy to keep up with the pace of the 21<sup>st</sup> century workplace. Understanding how important it is to develop both your mental and physical health, as well as maintaining a balance between life and work, is critical to your success and effectiveness in the workplace. Individuals who demonstrate healthy workplace behaviors are appreciated and valued by both employers and co-workers. They typically make a significant contribution to their team and they help to create a positive work environment.

In this module you will learn about two fundamental skill sets and two important mindsets that will make the difference between you being a good employee or a great employee. The two skill sets are time management and the ability to be resilient and thrive when you are under pressure. Along with these two skill sets, we will explore knowledge about two powerful mental beliefs that have a great influence on how we behave and what we achieve in our lives. They are beliefs about “internal and external locus of control” and “fixed and growth mindsets.”

This module will help you understand how these four topics impact individuals and teams in the workplace. You will complete self-assessments, discuss different scenarios, generate and share ideas about these skill sets and mindsets, and learn important strategies to help you bounce back and thrive in the modern workplace.

## **Part One**

### **Time Management Finding Time When Life is Very Busy**

# Understanding Your Brain and Your Three Advisors

Your brain has three dimensions that work together like a team of advisors. The three dimensions are:

1. Instinct
2. Emotions
3. Logic

The goal of your internal advisors is to keep you safe and give you advice. Each advisor has different strengths and a different set of skills or talents. Sometimes they give you conflicting advice and sometimes they are silent. They can also help you with time management.

Understanding the strengths and weaknesses of each internal advisor is important. You need to rely on their advice at different times, and under different circumstances.

	<b>Advisor of Instinct</b>	<b>Advisor of Emotion</b>	<b>Advisor of Logic</b>
<b>Talents</b>	Identifies danger. Helps with the fight or flight response.	Draws on your memories and what you have learned over time.	Will help you analyze and weigh alternatives. Helps you to anticipate and prepare for the future.
<b>Strengths</b>	Pushes you to act fast, without analyzing.	Helps you to make decisions based on your feelings and prior learning.	Will help you engage in logical decision-making. Helps you to be a critical problem solver.
<b>Weaknesses</b>	You may act too quickly or impulsively. And, act without thinking through the options and consequences.	You may reach the wrong conclusions about a problem.	You may take too much time analyzing information and options.

# Managing Your Time

<b>When you manage your time well at work or school, what happens?</b>	<b>When you do not manage your time well at work or school, what happens?</b>

# Time Management

- It is the way you plan and organize how much time you will spend on specific activities.
- It means learning a variety of strategies to help you use your time more productively or effectively.
- When you don't manage your time well, the following negative consequences usually play out:
  - High pressure levels
  - Increased procrastination
  - Unsatisfactory work
  - Missed deadlines
  - A reputation slide (losing the respect of others)
- When people manage their time well, they usually:
  - Have less pressure in their lives
  - Produce better quality work
  - Work more efficiently
  - Achieve their goals
  - Get promotions

## **Time Waits for No One!**

To realize the value of one year: Ask the student who has failed his final exam.

To realize the value of one week: Ask the editor of a weekly newspaper.

To realize the value of one day: Ask the daily wage laborer who has ten kids to feed.

To realize the value of a second: Ask the person who has survived an accident.

To realize the value of a millisecond: Ask the person who has won a silver medal at the Olympics.

Archbishop Desmond Tutu  
Nobel Peace Prize Winner, 1984

## Time Management Quotes

- “Don’t wait. The time will never be just right.”
  - Napoleon Hill
- “All great achievements require time.”
  - Maya Angelou
- “The time for action is now. It’s never too late to do something.”
  - Antoine de Saint-Exupery
- “Start by doing what’s necessary, then what’s possible, and suddenly you are doing the impossible.”
  - St. Francis of Assisi
- “Live each day as if it is your last.”
  - Marcus Aurelius, 140 AD
- “The bad news is time flies. The good news is you’re the pilot.”
  - Michael Althsuler

## Obstacles to Better Time Management

What are the top 10 obstacles that stop you from getting things done, when they need to get done?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Time Management Quiz

**Instructions:** For each statement, check the appropriate column that best describes you. Please answer questions as you actually are, rather than how you think you should be. Don't worry if some questions seem to score in the 'wrong direction.' When you are finished, total each column at the bottom.

#	Questions	Never	Rarely	Sometimes	Often	Very Often
1.	Are the tasks you work on during the day the ones with the highest priority?					
2.	Do you find yourself completing tasks at the last minute, or asking for extra time?					
3.	Do you set aside time for planning and scheduling?					
4.	Do you know how much time you are spending on the various jobs you do?					
5.	How often do you find yourself dealing with interruptions?					
6.	Do you use goal setting to decide what tasks and activities you should work on?					
7.	Do you leave extra time in your schedule to deal with "the unexpected"?					
8.	Do you know whether the tasks you are working on are high, medium, or low value?					
9.	When you are given a new task, do you analyze it for importance and rank it on your priority list?					
10.	Are you stressed about deadlines and commitments?					
11.	Do distractions often keep you from working on the most important tasks?					
12.	Do you find you have to take work home in order to get it done?					
13.	Do you have a priority "To Do" list or Action Program?					
14.	Do you regularly check your priorities with your boss or your teachers?					
15.	Before you take on a task, do you check that the results will be worth the time you need to put in?					
	<b>Total</b>					

# Proven Time Management Strategies

## 1. Know how you spend your time

Before you begin to identify and use new time management strategies, it is important to get an accurate reading on how you are presently using your time. A simple method to use is keeping a journal, where you write down what you are doing at a particular point in time. You can do this journal writing for a week, then stop and study the results. You may want to do this journal writing for a second week and compare the results. Two important questions to ask:

- What tasks are taking up most of your time?
- How much time are you investing in your most important activities, on the top of your priority list?

## 2. Set Priorities

Setting priorities is critical to good time management, yet many people do not set priorities from day-to-day, week-to-week. One of the easiest ways to set priorities is to write a “to do” list every day, and rank the items on your list from the most important to the least important. Or, you can simply identify the three or four most important activities on your list, to ensure these get done before the other items. And work from the list.

## 3. Schedule Your Time

This is not about writing down all the things you need to do and then jamming them into your schedule. It is about deciding on what you want to do and need to do, then making a commitment to give the required time in your schedule. This means blocking out time for your most important tasks first, and protecting this time. You can now schedule other tasks around these blocks of time.

#### **4. Use a Planning System**

Experts recommend using a personal planning tool to systematically organize yourself. You can use calendars, computer programs, notebooks, electronic planners, and published weekly/monthly planners. It is important to establish the habit of writing tasks and times in your planning tool, as soon as possible. The secret to effective planning is to find a system that works for you.

#### **5. Delegate or Cooperate**

Delegating tasks to others means you are giving them the responsibility of doing certain tasks that will free up your time. If you are not in a position to delegate, then cooperate with coworkers, so you can share the responsibility of completing certain assignments. You will need to identify tasks that you can do or should do individually, and other tasks that you can complete as a team. This will require conversations and negotiations.

#### **6. Stop Procrastinating**

Many of us, at different times, will put off doing tasks for a variety of reasons. The problem arises when procrastinating is becoming a pattern for how you cope with unpleasant or overwhelming activities. A good strategy you can use when you find yourself in avoidance mode is to breakdown the big task into manageable pieces that require less time and energy to complete. If starting the task is a problem, step back and think about a different way to begin the activity. Establish a way to reward yourself for taking short steps forward.

## **7. Manage Outside Time Wasters**

We are never in total control of our time when we are in the workplace. Other people will put demands on us that can waste our time, or simply pull us away from our priorities. Think about the ways you can eliminate, or at least reduce the time people take you away from your work. Remind people that you need to get back to your work in order to meet your deadlines. In addition, write shorter emails, stay focused during telephone conversations, and don't let technology rule you.

## **8. Stop Multi-Tasking**

Recent brain research has shown that multi-tasking is not an effective way to do our work, and it does not save time in the end. Multi-tasking can over stimulate the brain, preventing us from giving the focus or concentration our work demands. And when you are switching from task to task, there is considerable lost productivity during these transitions. Multi-tasking can also negatively affect our memories, and this often hurts our problem solving and decision-making abilities. Find ways to hold your focus more frequently and for longer periods of time.

## **9. Keep Your Energy Up**

You need an abundance of energy to be able to do good work. Exercise, eat good food, and get the rest and sleep you need. These three factors will improve your health, and you must be healthy to keep your energy up. The pressures of poor time management can create fatigue, anxiety, and moodiness that can have a serious impact on your physical and mental wellbeing.

## **10. Take Time for Reflection**

When you find yourself struggling to organize your life within the time you have, and your motivation to stay focused on time management strategies is wavering, ask yourself the following questions:

- Am I doing my best work at this time?
- Do I have enough time for myself?
- Do I have enough time for family and friends?
- Do I have clear priorities and goals?
- Am I avoiding difficult and unpleasant tasks?
- How well am I managing my time?
- How will my answers to these questions change if I learn to manage my time better?

## Eight Ways to Take Control of Your Time as a Student

1. **Make a to-do list every day** - Put the most important tasks at the top, even if they're things you're dreading, and tackle them first. Include things you want to do on your list, so you have items you can look forward to.

1	2	3	4	5	6	7	8	9	10
Never				Sometimes					Always

2. **Keep your work with you** - That way, if you find yourself with extra time, while on the train or bus or waiting for an appointment, you can get something done.

1	2	3	4	5	6	7	8	9	10
Never				Sometimes					Always

3. **Don't be afraid to say no** - It's OK to say no if your friend asks you to go to a movie one night, but you have a test the next morning. Instead, find a time that works for both of you and go see the movie then.

1	2	3	4	5	6	7	8	9	10
Never				Sometimes					Always

4. **Find your most productive time** - Are you a morning person or a night person? You'll be more efficient if you work when you're at your best. This is especially true when you need to do challenging work.

1	2	3	4	5	6	7	8	9	10
Never				Sometimes					Always



## Covey's Time Management Grid

**Quadrant I** is for the immediate and important deadlines.

**Quadrant II** is for long-term strategizing and development.

**Quadrant III** is for time-pressured distractions. They are not really important, but someone wants it now.

**Quadrant IV** is for those activities that yield little, if any value. These are activities that are often used for taking a break from time pressured and important activities.

<p style="text-align: center;"><b>Quadrant 1: Urgent &amp; Important</b></p> <ul style="list-style-type: none"> <li>• pressing problems</li> <li>• deadline-driven projects</li> <li>• relevant meetings</li> <li>• preparations</li> </ul>	<p style="text-align: center;"><b>Quadrant II: Not Urgent &amp; Important</b></p> <ul style="list-style-type: none"> <li>• planning</li> <li>• preventing problems</li> <li>• relationship building</li> <li>• accomplishing goals</li> </ul>
<p style="text-align: center;"><b>Quadrant III: Urgent &amp; Not Important</b></p> <ul style="list-style-type: none"> <li>• interruptions</li> <li>• some phone calls</li> <li>• some emails and texts</li> <li>• some meetings</li> </ul>	<p style="text-align: center;"><b>Quadrant IV: Not Urgent &amp; Not Important</b></p> <ul style="list-style-type: none"> <li>• trivial busywork</li> <li>• some phone calls</li> <li>• workplace visiting</li> <li>• “escape” activities</li> <li>• irrelevant emails</li> <li>• excessive TV/social media</li> </ul>

The Bottom Line: ***Do Important things First!***

Covey, S. (1994). *First things first*. New York, NY: Fireside.

## Sorting Tasks Into Covey's Quadrants

Use the list on the following page and sort the tasks into the four quadrants. Think about your own life and add an item to each quadrant.

<b>Quadrant 1: Urgent &amp; Important</b>	<b>Quadrant II: Not Urgent &amp; Important</b>
<b>Quadrant III: Urgent &amp; Not Important</b>	<b>Quadrant IV: Not Urgent &amp; Not Important</b>

## Workplace Tasks

- checking and answering emails
- preparing for a job interview
- attending weekly team meetings
- attending upgrading classes
- participating in team building activities organized by your superior
- setting goals and priorities
- developing a daily to-do list
- reflecting on your strengths and areas for development
- sending and receiving tweets and Instagrams
- networking with fellow workers
- organizing your work space
- checking Facebook
- working on tasks assigned by your supervisor
- visiting with colleagues

## Summary and Lessons Learned

Think about the various ideas presented in this component of the “Developing Well Being in the Workplace” module. Develop a plan to manage your time better.

**Identify three things you need to STOP doing to help you manage your time better.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Set three goals to START working toward, to help you manage your time more efficiently and effectively.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

# Take Time

Take time to work

It is the price of success

Take time to think

It is the source of power

Take time to play

It is the secret of perpetual youth

Take time to read

It is the fountain of wisdom

Take time to be friendly

It is the road to happiness

Take time to dream

It is your highway to the stars

Take time to give

It is too short a day to be selfish

Take time to laugh

It is the music of the heart

Take time to love and be loved

It is nourishment for the soul

## **Part Two**

### **Developing Resilience Under Life's Pressure**

**People who are resilient are able to face very difficult problems and circumstances in their lives and make the best of bad situations. They have the ability to bounce back and learn important lessons from setbacks in life.**

## Introduction to Part Two

In 2007, the World Health Organization defined mental health as “a state of well being in which the individual recognizes their own abilities, can cope with the normal stressors of life, can work productively and fruitfully, and is able to contribute to their community.”

Some recent statistics highlight the need to pay more attention to well being in the workplace.

In 2007, the American Psychological Association (APA) reported that 33% of people surveyed nationally reported experiencing *extreme* levels of tension and pressures. Looking closer at the pressures on our youth, over a one-month period, APA reported 32% experienced tension related headaches, 26% experienced changes in sleeping habits, and 21% experienced upset stomachs as a result of life’s pressures. As well, 36% of the youth surveyed reported feeling very nervous or worried during the previous one-month period.

In this section of the module, we will examine well being in relation to an individual’s understanding of and ability to effectively manage their life pressures and their worries, that are caused by various personal and work circumstances. People in the workplace need to understand how important it is to maintain their mental and physical well being by learning and using strategies to combat their pressures and worries. You need to learn how to control the impact of life’s pressures. Although there are few strategies that fit every individual, we do know that the strategies presented in this section work for most people. This module is about helping you change your mindsets, and learn new strategies to help you behave in a healthy manner, when you find yourself faced with challenges and difficult situations.

# Feeling Under Pressure

Think about the following questions. Individually write a few notes before you begin discussing the answers to these questions in your small groups.

1. What do you believe are possible causes of pressure in the workplace?
2. What do you believe are the possible causes of pressures and worries for students?
3. What are some personal pressures that might impact your workplace performance?
4. What management (boss) actions would create employee tensions?
5. How might an employee create workplace pressures for their boss or manager?
6. What are some things that might stop an employee from talking to their boss about job related tensions?

# Pressure and Control

## Part One

This activity is designed to explore the connections between worry and pressure levels experienced by an individual, and the degree of control an individual believes they have. These connections are an important part of understanding why feelings of pressure can escalate.

### Level of Pressure Rubric

- 0 No pressure
- 3 You are aware of the presence of the pressures, but they are easily managed.
- 5 Pressure is creating worry, impacting your thoughts and affecting your body, but it is manageable.
- 8 Pressures are having a very negative impact on your mind and body.
- 10 Pressures are dominating your thoughts, and creating extreme worry and excessive physical symptoms.

### Degree of Control Rubric

- 0 You have no control over the pressure you feel.
- 3 You have some control over the pressure.
- 5 Your control of the pressure is similar to the control that others have to change their circumstances.
- 8 You have most of the control to change the circumstances.
- 10 You have full control over changing the circumstances.

## Part 2

**Discuss these reflection questions in your small group after you have completed your ratings on the following two pages:**

- a) What situation did you determine creates the most pressure?
- b) What situation did you determine you have the least control over?
- c) Which situation can you manage most effectively?
- d) What is the relationship between the degree of control and level of pressure?

## Pressure Creating Situations

Imagine yourself in the following situations and assess the level of pressure you would feel, and the degree of control that you have over the pressure. Use the rubrics on the previous page. Draw a vertical line through the top and bottom line of each scale, and shade to the left of your line. Write what you can do to manage the pressure and worry you feel in each situation. Discuss your ideas with your small group.

1. You don't have enough money, from month to month, to pay your family's bills.

Pressure Level

---

---

0 3 5 8 10

Control Over Circumstances

---

---

0 3 5 8 10

What could you do to manage the pressure in this situation?

2. Your brother or sister, who you really love, has a serious and ongoing drug addiction.

Pressure Level

---

---

0 3 5 8 10

Control Over Circumstances

---

---

0 3 5 8 10

What could you do to manage the pressure in this situation?

3. You are notified that "due to company restructuring" you are losing your job.

Pressure Level

---

---

0 3 5 8 10

Control Over Circumstances

---

---

0 3 5 8 10

What could you do to manage the pressure in this situation?

4. You are a student at a Community College and you have a reading problem.

Pressure Level

---

---

0 3 5 8 10

Control Over Circumstances

---

---

0 3 5 8 10

What could you do to manage the pressure from this situation?

5. You are passed over for a promotion at work that people believe you deserved.

Pressure Level

---

---

0 3 5 8 10

Control Over Circumstances

---

---

0 3 5 8 10

What could you do to manage the pressure in this situation?

6. Someone you know from work has posted very embarrassing staff party pictures of you on the Internet. This same person has been verbally bullying you at work.

Pressure Level

---

---

0 3 5 8 10

Control Over Circumstances

---

---

0 3 5 8 10

What could you do to manage the pressure in this situation?

## Proven Ways That Pressures and Worry Can Be Managed

1. Identify where the pressure and worry is coming from and avoid it if possible. This could include avoiding people and situations that create concern and worry for you.
  
2. Understand the DEGREE OF CONTROL that you have over changing the situation.
  - If you have little or no control over the pressure and worry, then you need to change your reaction, to enable you to adapt to it and accept it. Don't try to change the unchangeable. Your energy will be better spent focusing on understanding the impact of the pressure and worry, and matching it with good change strategies.
  
  - If you have control over the pressure and worry, then work to alter it. This might include:
    - managing your time better, since poor time management is a major source of pressure for many people
    - a willingness to compromise, because if you expect others to change, then you need to be willing to change your behavior
    - expressing your feelings, such as anger and frustration, when feeling upset
  
3. Create a toolbox of **personal change techniques** such as:
  - creating and acting on a “stop doing” list
  - visualization
  - positive self-talk
  - exercise
  - relaxation strategies

4. Learn about **assertiveness** and how that differs from passive or aggressive responses. Use assertiveness skills when feeling pressured.
5. Understand the difference between **WORRYING and ACTING**. Worrying is a normal response to pressures coming from within, and pressures coming from the outside, but it is not helpful. Taking action, even small steps, can reduce your worry and concern.
6. **Eliminate words** such as “must,” “should,” “always,” and “never” from your thinking and language, since they tend to be self-defeating.
7. **Exercise and eat healthy**. A simple analogy shows the importance of healthy eating. If you have poor quality fuel in your vehicle, you notice it most when the engine is under pressure. The same is true of people.
8. Learn to **say “no”** when it is appropriate.
9. Learn **effective problem solving strategies**.
  - Define the problem in one sentence.
  - Brainstorm all the possible solutions to the problem that you are in control of implementing.
  - Weigh the solution options.
  - Select and implement the best solution.
  - Evaluate the effectiveness of your decision.

10. Know who your **support people** are and reach out to them. Great support people:

- are people you trust and who trust you
- give good advice when asked
- respect confidentiality
- don't judge, tease, or criticize you
- help you figure out what to do the next time a difficult situation comes along

### **Negative Ways That People Use to Respond to Life's Pressures**

1. Drug and alcohol use and abuse
2. Engaging in self-harm
3. Giving in to feelings of hopelessness or helplessness
4. Withdrawing from family and friends

## Typical Pressures in the Workplace

The following four factors are the top causes of workplace pressure, as reported by workers.

Match the causes of workplace pressures with the percentages identified in the research.

46%	Lack of job security
6%	Workload
28%	Juggling work / personal lives
20%	People issues

Why did you choose the answers you did?

What would you find most difficult out of these four workplace pressures?

Share your answers with your small group.

## Exploring Difficult Situations

1. Identify three situations/circumstances that the group believes could create negative pressures, in each of the following places (nine in total), using the template on the next page.
  - At school
  - In the workplace
  - Online
2. **Rank** the nine situations from the most pressure (1) to the least pressure (9) on the worksheet.
3. Select the **top two** most difficult or pressure creating situations and agree on an effective change strategy for each.
4. Assign a reporter who will share your answers with the large group:
  - The top two most pressure situations identified by their group.
  - The best change strategy identified for each of the most difficult situations.

# Difficult Situations Worksheet

Situations/circumstances that the group believes can result in personal or group pressure.

<b>At Home</b>	Pressure Ranking (1 = highest; 9 = lowest)
1. _____	_____
2. _____	_____
3. _____	_____

<b>In the workplace</b>	
1. _____	_____
2. _____	_____
3. _____	_____

<b>Online</b>	
1. _____	_____
2. _____	_____
3. _____	_____

**Change strategies for your top two situations listed above:**

Change strategy for situation #1:

---

---

Change strategy for situation #2:

---

---

## Why We Worry

Read the information on well being and excessive worrying and complete the sentences below.

1. I feel worried when ...
2. One situation where everyone would feel a sense of worry is ...
3. What works best for me to reduce worrying is ...
4. I believe that worrying could interfere with my job by ...
5. The media plays a role in creating worry in people by ...

## Well Being and Excessive Worrying

Practically everybody knows what it's like to feel anxious, worried, nervous, or afraid. Often, excessive worrying, commonly referred to as anxiety, is just a temporary experience. But, sometimes it can become serious and prevent you from doing what you really want with your life. It can also chip away at our sense of well being, and our satisfaction with our work and life. The good news is you can change the way you feel, and control your tendency to fall into the trap of excessive worrying.

As human beings, we are designed to physically and emotionally respond when we sense danger or perceive a threat. So, anxiety or worrying is a natural physical and emotional response to our accurate or inaccurate perception of danger or threat in our environment. The important point here is whether or not you are making an accurate assessment of the danger. In other words, “Is the threat real, and do we have a good reason to be worried?” Excessive worrying enters the picture when you make an inaccurate assessment of the threat or danger. That is, there is no or little real threat, but your mind creates a bigger threat. In fact, excessive worrying can be triggered when no real threat even exists. These worrying thoughts often dwell on the future, and in some way your thinking predicts a catastrophe. This thinking typically begins with “what If,” and ends with a negative thought. These thoughts often the danger that results in a sense of losing control, and underestimate our coping abilities. Basically, people fall victim to unhealthy self-talk and twisted thinking.

When people find themselves in this place, they look for reassurance. They also have a need for certainty, and to know this will not happen. If the excessive worrying continues, they will begin trying to avoid or escape the situation, rather than working to change their irrational thinking that created the problem in the first place.

## Changing Our Excessive Worrying

It is very important to remember:

- Excessive worrying starts in our thinking and our self-talk, and we can control both.
- Feelings of worrying pass and are generally harmless.
- When we give in to our worrying and avoid things or situations, we make the worry stronger.
- When we deal with and/or confront our excessive worrying, we weaken it.
- Anticipating a difficult situation is often worse than experiencing it.

## Understanding and Using Self-Talk

1. When you hear the term “self-talk,” what does it mean to you?
2. What is an example of a situation where you used self-talk?
3. What is the difference between negative and positive self-talk?
4. Describe a situation where negative self-talk could hurt the performance of an individual.
5. Describe a situation where positive self-talk could help the performance of an individual.

## Self-Talk Scenarios

Generate and record examples of POSITIVE and NEGATIVE self-talk statements for the following situations. Individually write your responses first, and then share your answers with the small group. Be prepared to share your answers with the large group.

1. You are feeling pressured over an important job interview in two days.
  - a. Positive self-talk statement:
  
  
  
  
  
  - b. Negative self-talk statement:
  
2. You are very worried about an important medical test that is about to happen.
  - a. Positive self-talk statement:
  
  
  
  
  
  - b. Negative self-talk statement:
  
3. You have two basketball free throws to win the championship game, with one second remaining on the clock.
  - a. Positive self-talk statement:
  
  
  
  
  
  - b. Negative self-talk statements:

4. You finally decided to talk to your boss about your heavy workload.
  - a. Positive self-talk statement:
  
  
  - b. Negative self-talk statement:
  
5. You are scared of confined spaces, but you have to work in a small tunnel.
  - a. Positive self-talk statement:
  
  
  - b. Negative self-talk statement:
  
6. You are a member of a debating team and you are about to give your arguments.
  - a. Positive self-talk statement:
  
  
  - b. Negative self-talk statement:

# Locus of Control

## What is Locus of Control?

Locus of control refers to the sense that each individual experiences and believes about the degree of control they have over events that affect their life. It is a fact that no person has complete control over the events and circumstances in their lives. What happens in our lives, and the circumstances we find ourselves in, are to a certain degree impacted by others (e.g., boyfriend/girlfriend, spouse, partner, boss, teachers, bully, friends). People with a strong sense that their lives are mostly in their control, despite these outside forces, are considered to have an **Internal Locus of Control**. You feel you are “master of your own destiny.” Individuals with a mostly internal locus of control generally feel empowered and hopeful.

In contrast, an **External Locus of Control** refers to people who have a strong sense that much of what is happening in their lives, and the circumstances they find themselves in, are due mostly to people and forces outside of their control. Some examples of individuals who may experience this external locus of control might include victims of violence, individuals experiencing excessive worry and pressure in their lives, individuals living in poverty, and children and adults who have experienced significant trauma. Individuals who live with an external locus of control can feel disempowered and often experience a sense of hopelessness to change their circumstances. They do not believe they control their own destiny.

# Exploring Locus of Control

**Individually** write your responses to the following questions.

A. What are two things in your life that you feel you have full control over?

1. \_\_\_\_\_

2. \_\_\_\_\_

B. What are two things in your life that you believe you have some control over?

1. \_\_\_\_\_

2. \_\_\_\_\_

C. What are two things in your life that you have no control over?

1. \_\_\_\_\_

2. \_\_\_\_\_

D. If you wanted to increase your internal locus of control, what is one thing you could do?

1. \_\_\_\_\_

## Investigating Control

Read the following statements and mark an "X" if you believe the statement indicates either an INTERNAL or EXTERNAL Locus of Control. (Select only one per question.)

"If I work hard and commit to my goal, I can achieve anything."

Internal \_\_\_\_

External \_\_\_\_

"I only did well in that test because the teacher made it too easy."

Internal \_\_\_\_

External \_\_\_\_

"People rarely get what they deserve."

Internal \_\_\_\_

External \_\_\_\_

"Luck has little to do with success."

Internal \_\_\_\_

External \_\_\_\_

"There is no such thing as fate or destiny."

Internal \_\_\_\_

External \_\_\_\_

"Life is a game of chance."

Internal \_\_\_\_

External \_\_\_\_

"Failure is usually not my fault."

Internal \_\_\_\_

External \_\_\_\_

# Mindset Pre-Assessment

**Do you believe ...**

**Agree / Disagree**

1. Your intelligence is something you can't really change about yourself.

\_\_\_\_\_

2. You can develop new abilities, but it really doesn't change your basic intelligence.

\_\_\_\_\_

3. No matter your level of intelligence now, you can change it quite a bit.

\_\_\_\_\_

4. You can become more intelligent as you grow older and learn more.

\_\_\_\_\_

5. You have a certain personality and you really can't change it.

\_\_\_\_\_

6. No matter what personality type you are, you can definitely change it.

\_\_\_\_\_

7. You can make changes in your behavior, but the basic parts of who you are can't be changed.

\_\_\_\_\_

8. You can change the basic traits of who you are or your core personality.

\_\_\_\_\_

## Introduction to Mindsets

We know the beliefs people develop, as we grow older and change over the years, greatly influence how we see the world, how we understand our relationships, and how we behave in the world. People can often identify these beliefs, but there are times when we are not aware of the beliefs that are constantly motivating and directing us in many different ways. We also know it is very difficult to change people's beliefs, once we become rooted in who we are, and when our beliefs get reinforced in how we experience the world.

In her book *Mindset: The New Psychology of Success*, Dr. Carol Dweck, a psychology professor and researcher at Stanford University, talks about our ways of believing as our mindsets. She proposes that our beliefs about ourselves influence all aspects of our life. This simple but powerful mindset is connected to the thinking that your intelligence, your abilities, and your personality is something you can develop, as opposed to fixed traits that you cannot really change over time.

Her research suggests there are two mindsets that have a great impact on how we behave, think and feel, and how we lead our lives. When you believe your personal qualities and abilities are carved in stone, she refers to this state as a “fixed mindset.” This means you believe you have a certain amount of intelligence or ability, a certain fixed personality, and character qualities that remain with you throughout your life. People with a fixed mindset believe that effort does not make a big difference to our success.

The second mental state is a “growth mindset.” It is based on the belief that your basic personal qualities and abilities are a starting point, and you can continue to develop these through your efforts. In other words, people can change and grow in many ways throughout their lives, and we really don't know the true potential of people. Individuals with a growth mindset believe that giving your best effort makes a big difference in your success and

achievements. In fact, they believe the mindset you adopt greatly influences where you set your goals and how you see success.

The most important points you need to remember about this idea of mindsets is that it is a choice. You can decide what mindset to adopt, and you need to understand that the mindset you believe in will determine to a great degree your level of success, achievement, happiness, and satisfaction with your life and work.

## Two Mindsets

Fixed Mindset	Growth Mindset
<ul style="list-style-type: none"> <li>• Intelligence is set at a certain level.</li> <li>• It is very important to look smart.</li> </ul> <p>This means people:</p> <ul style="list-style-type: none"> <li>• avoid challenges</li> <li>• give up easy when the task is difficult</li> <li>• see giving more effort as a waste of time</li> <li>• ignore negative feedback</li> <li>• feel threatened by the success of others</li> <li>• don't achieve what they are likely capable of accomplishing (don't achieve their potential)</li> </ul>	<ul style="list-style-type: none"> <li>• Intelligence can be developed.</li> <li>• It is important to learn more.</li> </ul> <p>This means people:</p> <ul style="list-style-type: none"> <li>• look for challenges</li> <li>• keep trying when the task is difficult</li> <li>• see giving your best effort as critical for mastering new skills and knowledge</li> <li>• learn from negative feedback</li> <li>• get inspired by the success of others</li> <li>• continue to improve and achieve high levels of success</li> </ul>

## Fixed Mindset vs. Growth Mindset

Fixed Mindset	Growth Mindset
<p>Person _____</p> <p>Role/Relationship _____</p> <p>What is it that they do that convinces you that they have a fixed mindset?</p>	<p>Person _____</p> <p>Role/Relationship _____</p> <p>What is it that they do that convinces you that they have a growth mindset?</p>

## Two Voices in Your Head

<p style="text-align: center;"><b>The Critic</b></p> <p>The voice that is constantly judging you, reminding you of your weaknesses, discouraging you from trying harder, and telling you about your failures.</p> <p style="text-align: center;"><b>What is this voice saying?</b></p>	<p style="text-align: center;"><b>The Promoter</b></p> <p>The voice that is telling you to try harder, that you are intelligent and capable, and that you have many strengths and successes within your reach.</p> <p style="text-align: center;"><b>What is this voice saying?</b></p>

## Summary and Lessons Learned

Think about the various ideas presented in this section of the module. Write down goals to work toward and strategies to help you become more resilient and to be able to cope with daily pressures and worries.

**Identify three things you need to STOP doing to help you improve your mental and physical health.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Set three goals to START working toward to improve your mental and physical health.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_