

who made a difference in your life?

Reflect on a person who has made a difference in your life. Someone who helped make you who you are today. Think of key moments or interactions, as well as the overall impact they had on you over time.

WHO WAS THIS PERSON IN RELATION TO YOU?

BEHAVIORS AND ATTRIBUTES THAT I RECALL ABOUT THIS PERSON:

HOW I FELT AS A RESULT OF THEIR BEHAVIORS AND ATTRIBUTES:

HOW THEY AFFECTED ME AND OTHERS IN THE SHORT/LONG TERM:

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start with why? know yourself, grow yourself, be yourself

Until you make the unconscious conscious, it will direct your life and you will call it fate.

Carl Jung

cultivating emotional/social intelligence

Over time, we can fall prey to the cumulative effects of chronic stress which lead to physical, emotional, cognitive, and creative impairment. Research suggests that certain activities activate our parasympathetic nervous system and lead to physical, emotional, cognitive, and creative renewal. These behaviors, especially mindfulness, have also been shown to develop the competencies of emotional and social intelligence. Use the following inventory of renewing behaviors to create your personal renewal plan.

Hope: Visualizing a positive future state

Daily Reflection of Gratitude

Mindfulness/Reflection/Prayer

Physical Touch / Petting a Pet

Exercise/Movement/Yoga

Laughter / Playfulness / Joy/Music

Altruism / Kindness / Caring

Resonant Relationships (nonjudgmental, supportive, uplifting relationships)

“When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has been opened for us.”

- Helen Keller

five questions coaching model

Use variations of these five questions to get into action and evaluate progress towards a desired goal or end state. Sharing this information with a trusted 3rd party who will hold you accountable for your commitments will increase the likelihood that you take action and will therefore increase your effectiveness.

1. WHAT DO I WANT? (i.e. What is my preferred reality?)

2. WHAT AM I DOING TO INFLUENCE THE OUTCOME?

3. WHAT'S WORKING? WHAT ISN'T?

4. WHAT ELSE CAN I DO?

5. WHAT WILL I DO? (be as specific as possible, including timeframe)

Not being able to control events, I control myself, and I adapt myself to them, if they do not adapt themselves to me.

Michel De Montaigne

Model adapted from Jill and Steve Morris' *Leadership Simple*, 2003

intentional change model

The research of Dr. Richard Boyatzis, Case Western Reserve University, suggests that by employing this model we can achieve desired, positive, and sustainable change in our lives. For more information, see *Becoming a Resonant Leader* (Boyatzis, McKee, Johnston, 2008) and articles on “Intentional Change Theory.”

1. **My Ideal Self** Spend time creating a vision of your ideal self and your ideal future. The vision should be rooted in your values. Visualize yourself happy and engaged personally, professionally, emotionally, spiritually, etc. You will know you are connecting with a vision of your ideal self when the vision sparks feelings of passion, joy, and optimism. It may be helpful to reflect on what you would do if you won \$100 million dollars in the lottery, or reflect on what you want your legacy to be after you are gone.
2. **My Real Self** Develop an understanding of your real self. How do you show up in the world? What impact do you have on others and for others? What are your strengths? What is your personality style? Your learning style? What are your guiding values and assumptions? Consider using 360 feedback tools and personality assessments to help you develop a full understanding of your real self.
3. **My Learning Agenda** Develop a learning agenda designed to close the gap between your real self and your ideal self. The agenda encourages a learning orientation focused on development as opposed to a performance orientation which leads to defensiveness and avoidance of risk. The agenda should focus on who you want to become and should be aligned with your personal values and desires, not dictated by what others think you *ought* to do. The learning agenda should reflect things you *want* to learn.
4. **My experimentation and practice with new behaviors** Your journey from current self to ideal self will involve changes in perspective and behavior. These new ideas and behaviors should be experimented with in a safe environment as you “try them on” and reflect on results. These safe spaces may exist at work, and/or you can practice new skills and behaviors in community groups, professional associations, clubs, etc.
5. **My network of Resonant Relationships** Having a network of resonant relationships – people who care about and support you, and can give you honest feedback – is a key element in supporting the other four steps, and in supporting the sustainability of positive change.

I do not believe in circumstances. The people who get on in this world are the people who get up and look for the circumstances they want, and if they cannot find them, make them.

George Bernard Shaw

intentional change assessment

Successfully engaging in intentional, positive, and sustainable change takes focus, commitment, and energy. Use this assessment, and the assessment wheel on the following page, to help you focus your attention, energy, and actions.

1. **Personal Vision:** I have invested time to develop clarity around a personal vision. I activate feelings of optimism, and joy when I describe my future vision of my ideal self, my ideal work, and my ideal life.
2. **Real Self:** I have a clear sense of my real self; my strengths, by personality and learning styles, my core values, my areas for growth.
3. **Gap between Real and Ideal Self:** I can articulate the gap between my real self and my ideal self and clearly identify areas where I want to grow – where I feel energized about learning and growing.
4. **Personal Learning Agenda:** I have developed a personal learning agenda that energizes me and fits into the structure of my life and work. It is an agenda I can move forward on and feel good about moving forward on.
5. **Experiment with New Behaviors:** I practice and experiment with new habits and actions that I have identified in my learning agenda in spaces that feel safe. I reflect on these experiences to foster learning and growth.
6. **Resonant Relationships:** I proactively make time to connect with people in my life who I have resonant relationships with (i.e. mentors, friends, coaches, and others with whom I discuss progress on my learning agenda.) In these relationships I explore new behaviors and habits in a safe and supportive context.
7. **Help Others Self-Direct:** I help others engage in self-directed learning.
8. **Resilience Plan:** I have developed a plan to renew myself and I make some time every day and every week to recharge my energies.

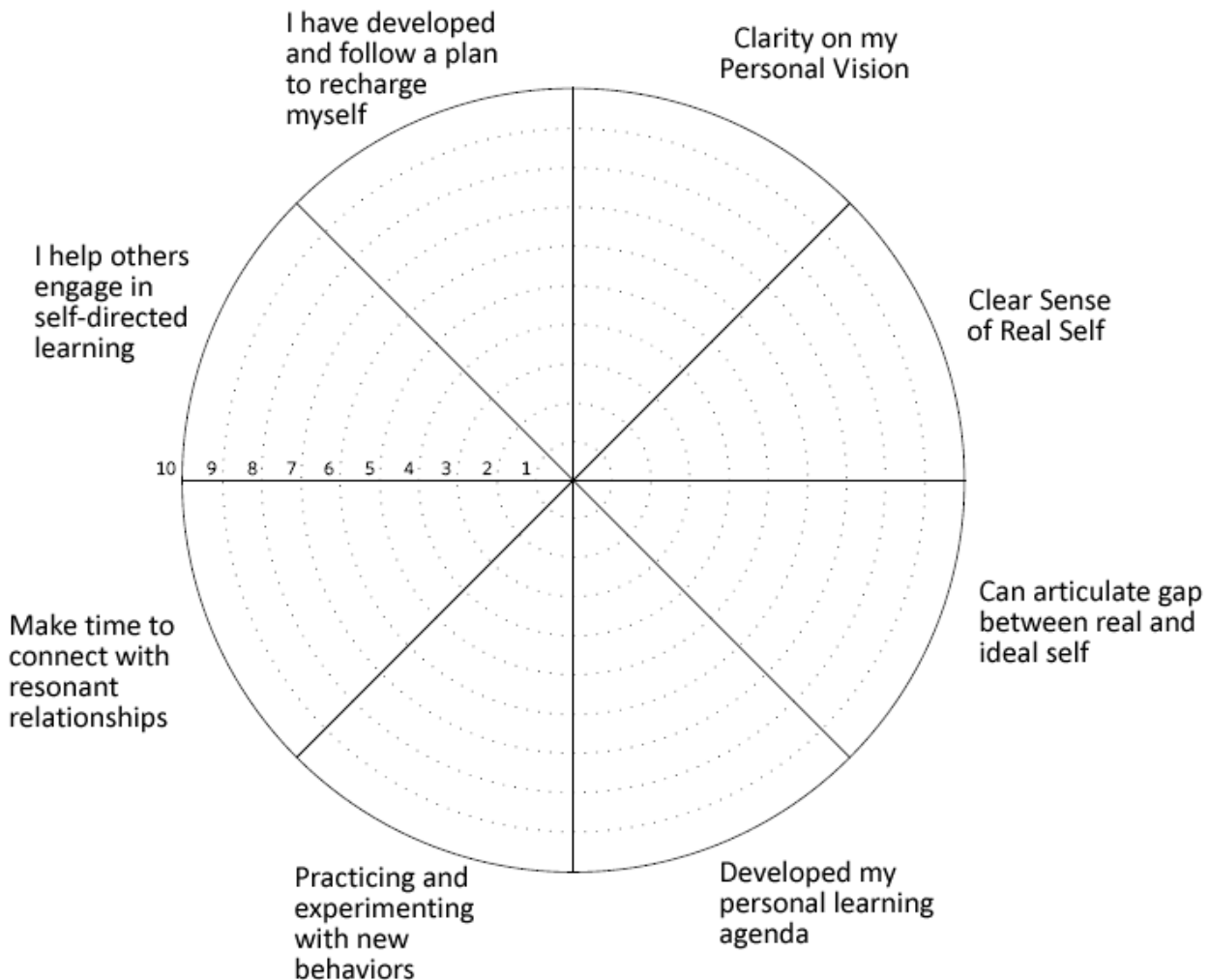
If one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with success unexpected in common hours.

Henry David Thoreau

intentional change assessment wheel

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start with why? know yourself, grow yourself, be yourself



Directions: Score your level of activity with the aspects of the Intentional Change Model labeled above. You may replace any of the labels with labels you believe are more germane to your intentional change process. Use a scale of 0 to 10 to assess your level of activity and identify areas you wish to devote more time and attention to, specifically noting what actions you will take to improve your scores.

values clarification exercise

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start with why? know yourself, grow yourself, be yourself

- | | | |
|--|---|--|
| <input type="checkbox"/> Adventure | <input type="checkbox"/> Fast Pace | <input type="checkbox"/> Predictability |
| <input type="checkbox"/> Aesthetics | <input type="checkbox"/> Friendships | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Affiliation | <input type="checkbox"/> Fun and Play | <input type="checkbox"/> Public Service |
| <input type="checkbox"/> Artistic Creativity | <input type="checkbox"/> Help Individuals | <input type="checkbox"/> Recognition |
| <input type="checkbox"/> Change and Variety | <input type="checkbox"/> Help Society | <input type="checkbox"/> Safety |
| <input type="checkbox"/> Collaboration | <input type="checkbox"/> Highly Structured | <input type="checkbox"/> Self-Direction |
| <input type="checkbox"/> Community | <input type="checkbox"/> Honesty | <input type="checkbox"/> Security |
| <input type="checkbox"/> Competition | <input type="checkbox"/> Independence | <input type="checkbox"/> Social Interaction |
| <input type="checkbox"/> Creativity | <input type="checkbox"/> Influence | <input type="checkbox"/> Stability |
| <input type="checkbox"/> Detail Oriented | <input type="checkbox"/> Intellectual Status | <input type="checkbox"/> Status |
| <input type="checkbox"/> Diversity | <input type="checkbox"/> Knowledge Creation | <input type="checkbox"/> Supervision |
| <input type="checkbox"/> Earnings | <input type="checkbox"/> Learning Opportunities | <input type="checkbox"/> Tradition |
| <input type="checkbox"/> Environment | <input type="checkbox"/> Location | <input type="checkbox"/> Tranquility |
| <input type="checkbox"/> Equality and Equity | <input type="checkbox"/> Morally Fulfilled | <input type="checkbox"/> Work Alone |
| <input type="checkbox"/> Excitement | <input type="checkbox"/> Physical Challenge | <input type="checkbox"/> Work under Pressure |
| <input type="checkbox"/> Competence | <input type="checkbox"/> Power and Authority | <input type="checkbox"/> Work-Life Balance |

Directions: Cross off the 20 values that are least important to you. Put a check mark next to the 20 values that are most important to you. Circle the 10 values that are most important to you. Reflect on what you have learned about your values and how you can incorporate this knowledge into creating an ideal future vision for yourself and your work and life

activity: me at my best

Ask 10-15 people that know you in various capacities (colleagues, bosses, friends, family), "Can you tell me about me when I am at my best?"

Reflect on what you are told and look for patterns or themes in the feedback.

This exercise will help you understand how you show up for others and which emotional intelligence competencies you are using on a regular basis.

Once you have a clear picture of yourself at your best, you can use this understanding to help you develop a vision of your ideal self, and learn to become aware of times when you are not at your best so you can consciously choose your behavior.

You can also provide the information to those around you and ask them to gently cue you when they observe you being less than your best. For example, you can ask them to say, "I know who you are and the positive impact you have when you are at your best. What I am observing in this moment[state behavior] is not you at your best."

Use the space below to record the emotional and social intelligence competencies you consistently exhibit when you are at your best and the positive impact you create for yourself and others.

Feedback is the breakfast of champions.

Ken Blanchard