

# WorkStrides

A Career Development Program

## PARTICIPANT WORKBOOK



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# INTRODUCTION

The **WORKStrides Career Development** workshop consists of activities of personal reflection and interactive group discussion, as well as research into local job and training opportunities. Participants not only have the opportunity to learn from each others' experiences through group sharing and reflection, but also to practice working as part of a team -- a skill that is increasingly important in today's work world. Peer feedback is also an important part of this workshop.

*WORKStrides* purposefully involves participants in learning experiences that will help them discover and understand their own **values, personal needs, strengths, interests, and skills**; and how these can satisfy their employment needs. *WorkStrides* also addresses:

**Assertiveness**  
**Self-confidence**  
**Goal setting**  
**Organizational skills**

**Team work**  
**Decision-making**  
**Planning**  
**Gratitude**

**Critical thinking**  
**Self-awareness**  
**Problem solving**  
**Initiating change**

Many of these skills are valued by today's employers and are important factors in getting and keeping jobs.

**Individual reflection** involves examining personal experiences, beliefs, and needs. Reflection leads to flexibility in thinking, contributes to retention of learning, and helps develop problem solving strategies and decision-making abilities.

**Interactive group discussion** provides opportunities to share perceptions and experiences, and to make decisions together. Through teamwork and cooperation, participants gain skills in listening, oral communication, collaboration, collective problem solving, and conflict resolution.

**Developing resiliency is one of the goals of *WORKStrides*.**

## **Ground rules for the group:**

- Everyone has a right to his or her own opinion, and diversity of opinions is beneficial and valued.
- Everyone has a right to be heard without ridicule or interruption.
- There may be more than one right answer.
- The group's time is valuable and tightly scheduled – sharing may be limited by the constraints of the time frame.
- **Other ground rules should be determined by the participants**

## **The Power of Teaching-Stories: “Flexing the Mind”**

“Once upon a time, in a land far, far away, there once was a ....”

Teaching-Stories are similar to any ordinary fairytale or folk tale used to entertain or convey a moral lesson. In a Teaching-Story, the characters, plots and imagery embody patterns and relationships to nurture a part of the mind not reachable in more direct ways.

Teaching-Stories often contain improbable events that lead our minds into new and unexplored venues. They help us prepare for unexpected connections between events and see new possibilities and alternative ways of doing things. They help us develop more flexibility in how we understand and deal with our complex world; and may have multiple layers of meaning which may be revealed over time.

Stories are effective as educational tools because they are believable, remember-able, and entertaining. The believability stems from the fact that stories deal with human experience that we tend to perceive as an authentic and credible source of knowledge. Stories make information more remember-able because they involve us in the actions and intentions of the characters. In so doing, stories invite--indeed demand--active meaning making. As an audience, we are engaged with the story on both levels, and it is through this dual involvement that we enter into the minds of the characters and into the deeper meaning of the story. We must fill in, from our own store of knowing, that which is unspoken. In so doing, we create as well as discover meaning, and we pose the questions we ourselves need to answer.

This participant workbook will become a **portfolio** -- a concrete record for each participant to collect what he or she has learned about themselves

and their goals, which they may share with their employment counselor as they desire.

## **Program Objectives**

1. Assist customers to move through the VR (or job search) process in a more timely and effective manner.
2. Support the relationship between customers and their VRC or placement professional.
3. Provide an opportunity and support to customers in identifying their unique personal strengths.
4. Provide tools to empower customers to make fact-based decisions regarding their rehabilitation or job search program.
5. Increase customer confidence and self-advocacy through experiences.
6. Move the focus of attention from “problems” to “solutions”.
7. Develop short- and long-term goals.
8. Inspire customers to their own power and beauty, while turning the hard stuff into fun stuff!



“If you want to build a ship, don't herd people together to collect wood, don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea.”

– *Antoine de Saint-Exupery*

# SESSION 1: Getting Started

## 1. Welcome and Introductions

- A. HOUSEKEEPING: Meeting times, breaks, restrooms, emergency evacuation, smoking area, cell phones, **confidentiality**.
- B. GROUND RULES:
- ◆ Everyone has a right to his or her own opinion, and diversity of opinions is beneficial and valued.
  - ◆ Everyone has a right to be heard without ridicule or interruption.
  - ◆ There may be more than one right answer.
  - ◆ The group's time is valuable and tightly scheduled – sharing may be limited by the constraints of the time frame.
  - ◆ Other ground rules: to be determined by YOU.
- B. Notebooks / portfolios – either leave them here overnight or be sure to bring them back each day!
- D. There will be homework (but not like the homework you had in school!)
- E. Only share what you are comfortable sharing. You are in control.
- H. Along the way you may encounter parts of this process that feel like they don't apply to you. We expect that. Some parts of this process take a while to sink in, so please just go with the flow.

## 2. Icebreaker: Interview & Introduce Your Neighbor

- a) Name
- b) Hobby, activity, or interest they enjoy
- c) Something he/she likes about him / her self
- d) Something they are grateful for today

## ***Master of the Tea Ceremony***

Once upon a time, there was an American professor who had dedicated his life's work to the study of the Japanese tea ceremony. He was *the* western expert. One day he heard about an old man living in Japan who was a master of the tea ceremony. He decided to make a special trip to Japan to see him because this would be the culmination of his work. He traveled for many days until he found the master living in a small house on the outskirts of Tokyo, and after introductions, the old man invited him in for tea.

The professor was so excited to meet this master, and he immediately started talking about his study of the tea ceremony, all he knew about it, and how he was looking forward to sharing his learning with the old man. The old Japanese man said nothing, but began pouring tea into the professor's cup. While the professor talked and talked, the old man continued to pour the tea, and though the cup filled, the old man kept pouring. The tea spilled down the sides of the cup and streamed onto the floor, yet the old man did not stop pouring.

"Stop!" said the professor. "What are you doing! You can't fit any more tea into that cup!"

"I was just practicing," replied the wise old man, "for the task of attempting to pass learning to a mind that is already full."



## **A Brief History of DVR**



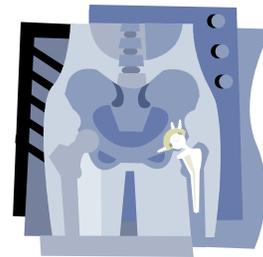
**1918** World War I, injured veterans could not return to former employment – what to do?

Early focus of DVR was on physical disabilities and head injuries.



**1920** Services extended to civilians with disabilities – the “birth” of DVR as we know it. Services still limited to guidance & counseling, training, occupational adjustment, and job placement.

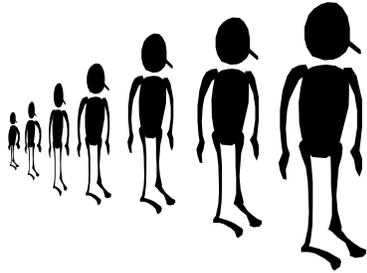
**1943** Rehab Act expanded services to people with mental illness, mental retardation, & seizure disorders. Started paying for treatment to correct some disabling conditions.



**1954** Rehab Act: Rehab “officers” became Rehab “counselors”; college training programs are established. Sheltered workshops are established.

**1965** President Johnson opened VR for any “disadvantaged” person, such as drug abusers, alcoholics, ex-cons, & other non-medical conditions. Huge tax on the system. Many job programs developed, but less focus on individual needs – more mass production of clients.





**1960's** Advances in medicine helped more people with severe disabilities live, but they were overlooked by DVR: individuals with quadriplegia, cerebral palsy, and severe MR could not get the services they needed.

**1973** Rehab Act is THE MOST SIGNIFICANT Act in the history of rehabilitation – equivalent to the civil rights act of the 1960's. Corrected the problems from the 1960's and returned to serving persons with disabilities (PWD's). Clients were now more involved in the process and could appeal decisions they didn't agree with. This gave priority to people with the most severe disabilities. The Client Assistance Program is initiated, and so is the Tribal Rehab program and special services to migrant / seasonal farm workers. Rehab plan now requires client input.



**1986** Amendment to the Rehab Act defined “severe Handicap”; began the Supported Employment program, and the High School Transition program.

**1990 Americans with Disabilities Act** covered the rights of people with disabilities in employment, transportation, communication, and public accommodations.

(Photo of Justin Dart who wrote the legislation)



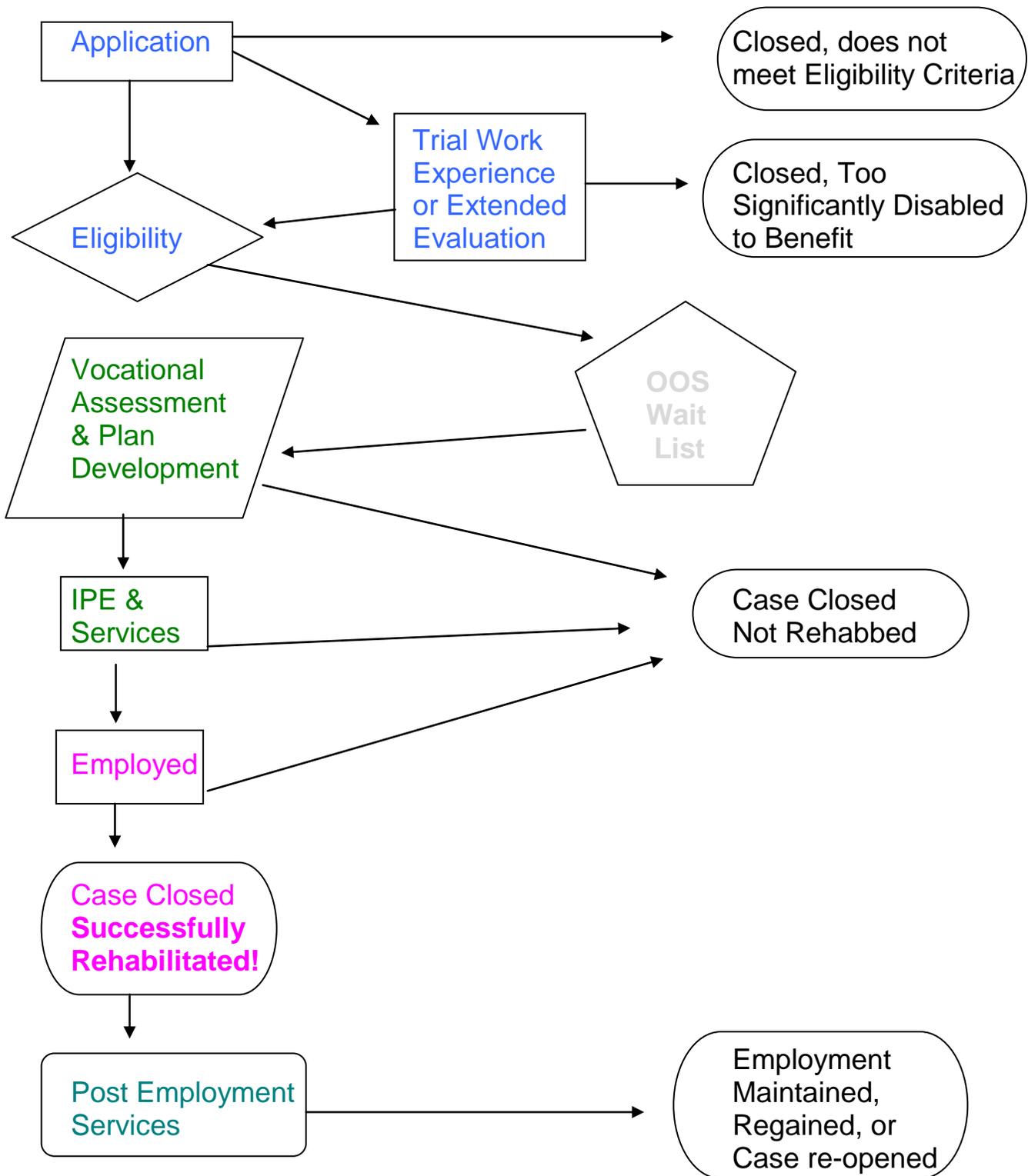


**1992** Amendment to the Rehab Act: greater emphasis on careers vs. jobs; informed choice and client participation in developing their rehab plan; and 60 days to determine eligibility (not 90).

**1998** Amendment – provided for presumption of eligibility if receiving SSI / SSDI; established Minimum qualifications for VRC's (MA degree) & minimum standards for service providers; Incorporated WorkSource as a partner, and Even more emphasis on HS Transition.



# The VR Process



## The VR Counselor's/ Employment Professional's role in the Rehab / Job Search Process: (true or false)

1. Your counselor makes decisions for you. T F
2. Your counselor helps you analyze data so that you can make decisions. T F
3. Your counselor must support all your decisions. T F
4. Your counselor wants to see you succeed and will do everything they can to help you do so. T F
5. Your counselor should not be working harder than you to help you go to work. T F
6. DVR is an emergency service agency. T F
7. All services must be pre-authorized. (with an AFP) T F
8. You have a right to have your phone calls and email returned within 24 to 48 hours. T F
9. You cannot appeal decisions made by your VRC. T F



**Draw a picture of where you are in your life:**

# **The Employment Readiness Scale**

The Employment Readiness Scale (ERS) is a short assessment which we will ask you to take as part of *WORKStrides*. This will help identify areas where more learning is needed to achieve a level of self-sufficiency which includes not only job search but also keeping a job once you're hired.

Web address: <http://www.employmentreadiness.com>,  
Click on "client" tab, then click on "take the ERS", then login as follows:

**Username:** DVR + last name + last four digits  
of social security number

**Password:** workstrides

ERS: Summary

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## **Employment Readiness Scale**

**Agency: Div. of Vocational Rehabilitation**

### **ERS: Summary**

**Client Name:**  
**Summary of ERS Scale: 1**

**Employability Dimensions - self-sufficient?**

Career decision-making	Action Plan
Skills enhancement	OK
Job search	Action Plan
Job maintenance	OK
Ongoing career management	OK

**Supports - high?**

Self-efficacy	Action Plan
Outcome expectancy	OK
Social supports	Action Plan
Work history	OK

**Challenges - low?**

Total challenges	Action Plan
------------------	-------------

**This report is from the Employment Readiness Scale™,  
www.employmentreadiness.com.**

## **ERS DEFINITIONS**

**Career Decision-Making:** Knowing what kind of work you want to do and having a goal and an action plan for making it happen.

**Skills Enhancement:** Having a variety of knowledge and skills needed to perform the kind of work you want to do.

**Job Search:** Having the knowledge, skills, attitudes and resources needed to be successful in finding work.

**Job Maintenance:** Able to succeed in finding a job, and keeping it after you find it.

**Ongoing Career Management:** Continuing to learn, and being able to plan ahead and effectively manage career changes.

**Self-Efficacy:** Your sense of competence or belief in your ability to perform.

**Outcome Expectancy:** Your belief that your efforts will result in a successful outcome.

**Social Supports:** Your network of supportive people, and your ability to get help.

**Work History:** How well you have performed in other jobs.



**It's not what you look at that matters,  
it's what you see.**

*- Henry David Thoreau*

## **Learning: The Power of Expectation**

In the beginning of the school year, a school principal and some research psychologists called three teachers in for a meeting. They told the three teachers that they had been chosen to teach the school's most highly gifted students, since they were the *best* teachers at the school. They were also told that all students had been given an I.Q. test, and that only the cream of the crop was to be assigned to these teachers. The principal explained to the teachers that, in order to not have the parents complain, they were not to say a single word about this grouping of special students to anyone, especially the students.

The school year commenced, and toward the end these same teachers were called to another meeting with the principal. The teachers noted that their "gifted" students were all straight-"A" students, who excelled at most subjects. The teachers said that their students were brilliant, extremely attentive, and very easy to teach.

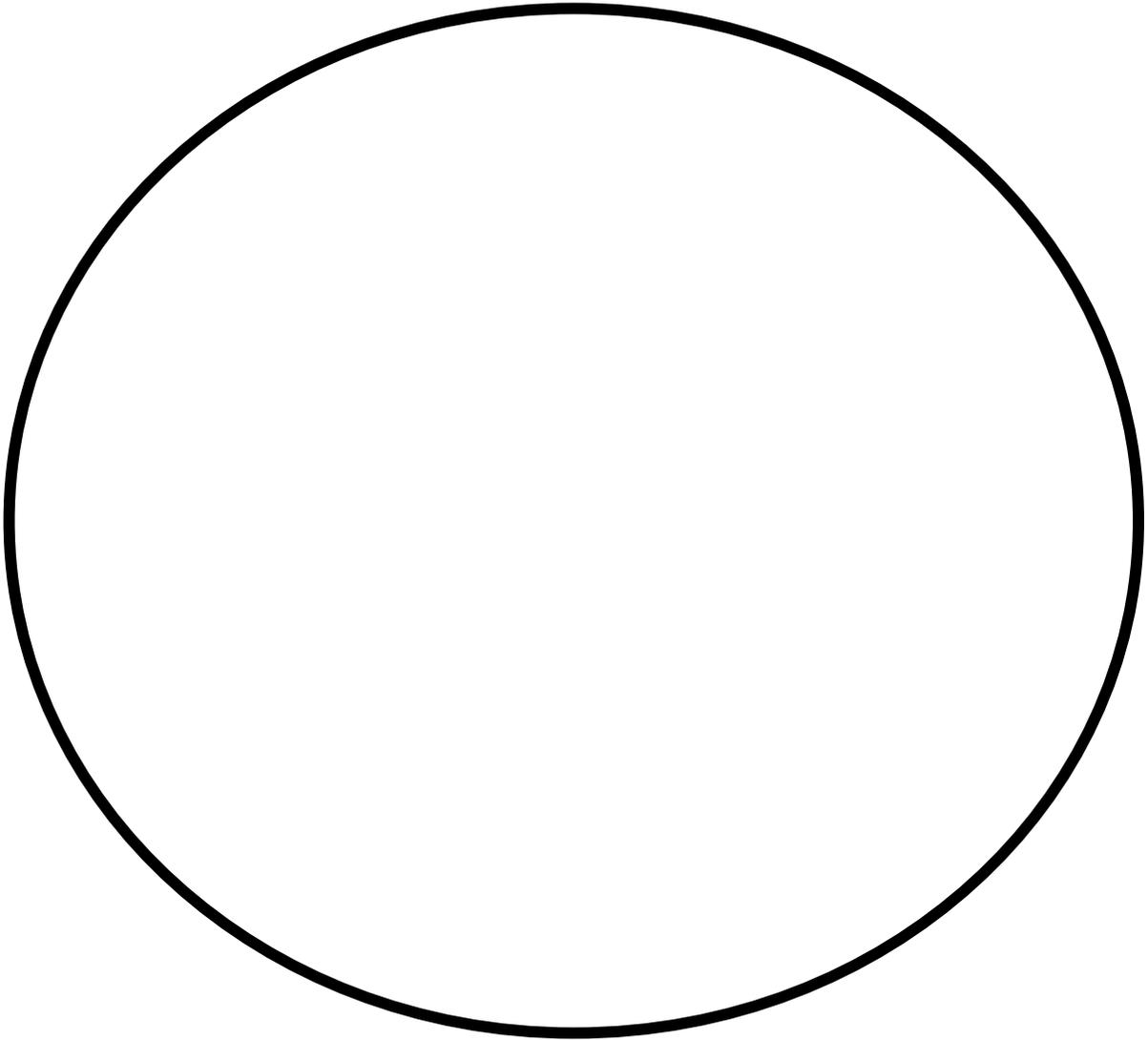
The principal then informed the teachers of the truth about this experiment. He told them that the students had actually been assigned to them randomly, and were no different from any other students at the school. To this, the teachers replied, "Maybe, but they did so well because *we are the best teachers.*"

The principal responded, "No, we chose you three because you were identified as the *average teachers* at this school."



This true research study demonstrates the effects of expectation on learning. This research has been repeated several times, with the same results each time.

# **Balance Wheel**



**Watching television**  
**Housework**  
**Medical appts**  
**Going to school**  
**Relaxing**  
**Exercise**

**Computer Games**  
**Child care**  
**Socializing w/ friends**  
**Personal Growth**  
**Hobby interests**  
**Running errands**

**Spiritual**  
**Pet care**  
**Reading**  
**Worrying**  
**Shopping**  
**Family time**

## **Reveal Your Strengths**

1. I make a good friend because I am
2. One of the things I do best is
3. An event in my life in which I showed great strength was
4. My being here today shows that I am
5. One of the many things I have learned with age is
6. Ever since I was a child I have been able to
7. If I were to receive an award, it would be for
8. I have always appreciated my knack for
9. A positive belief that I hold to be true is
10. My home shows that I am very
11. People like having me as a co-worker because I
12. As I get older I feel more and more qualified to
13. One of my best personal qualities is
14. The kind of situation in which I show my truest colors is

15. What my best friend likes most about me is
16. I have always had a keen sense of
17. I believe that my age will be an asset at work in that I
18. The greatest battle I have ever won was
19. One of my greatest accomplishments in the past 10 years was
20. My family has always appreciated me for my
21. The skill that I am most proud to have is
22. My teachers always liked me for my
23. A project or undertaking that I have been most proud of is
24. One of the greatest lessons that the school of life has taught me

## **The Grateful Whale**

**From a front page story of the San Francisco Chronicle, you would have read about a female humpback whale who had become entangled in a web of crab traps and lines. She was weighted down by hundreds of pounds of traps that caused her to struggle to stay afloat. She also had hundreds of yards of line and rope wrapped around her body, her tail, her torso, a line tugging in her mouth.**

**A fisherman spotted her just east of the Farallon Islands (outside the Golden Gate Bridge ) and radioed an environmental group for help.**



**Within a few hours, the rescue team arrived and determined that she was so bad off, the only way to save her was to dive in and untangle her. They jumped in and worked at cutting the ropes from around her body with curved knives, and eventually they were able to free her.**

**When she was free, the divers say she swam in what seemed like joyous circles.**



**She then came back to each and every diver, one at a time, and nudged them, pushed them gently around -- it appeared that she was thanking them. Some said it was the most incredibly beautiful experience of their lives.**

**The guy who cut the rope out of her mouth said her eyes followed him the whole time, and he said it was a life-changing experience.**

**May you, and all those you love, be so blessed and fortunate to be surrounded by people who will help you get untangled from the things that are binding you.**

**And , may you always know the joy of giving and receiving gratitude.**



### **Begin a Gratitude Journal**

Write down 25 things you are grateful for tonight and share a couple of them with us tomorrow. Your goal is to complete 100 gratitudes by the end of this workshop.

### **Affirmation – say it every day, starting tonight:**

“I am a good person who has good intentions. I do the right thing when I don’t want to because I have integrity. I have self-control. I am open to new ideas. I do my best every day. I am trustworthy. I treat all living things with compassion. There are things I do very well. I am a great employee. I have much to offer the right employer. I am the best me there is!”

Add your own:

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## **Brainstorming Even More Strengths**

1. 3 high points in my life
2. 3 low points
3. 3 people who have influenced me
4. 3 things I have learned
5. 3 things I like to do in my spare time
6. 3 things I like to talk about in conversation
7. 3 subjects I enjoyed in school
8. 3 places I have been

9. 3 things I do really well

10. 3 things I've made

11. 3 things I've organized

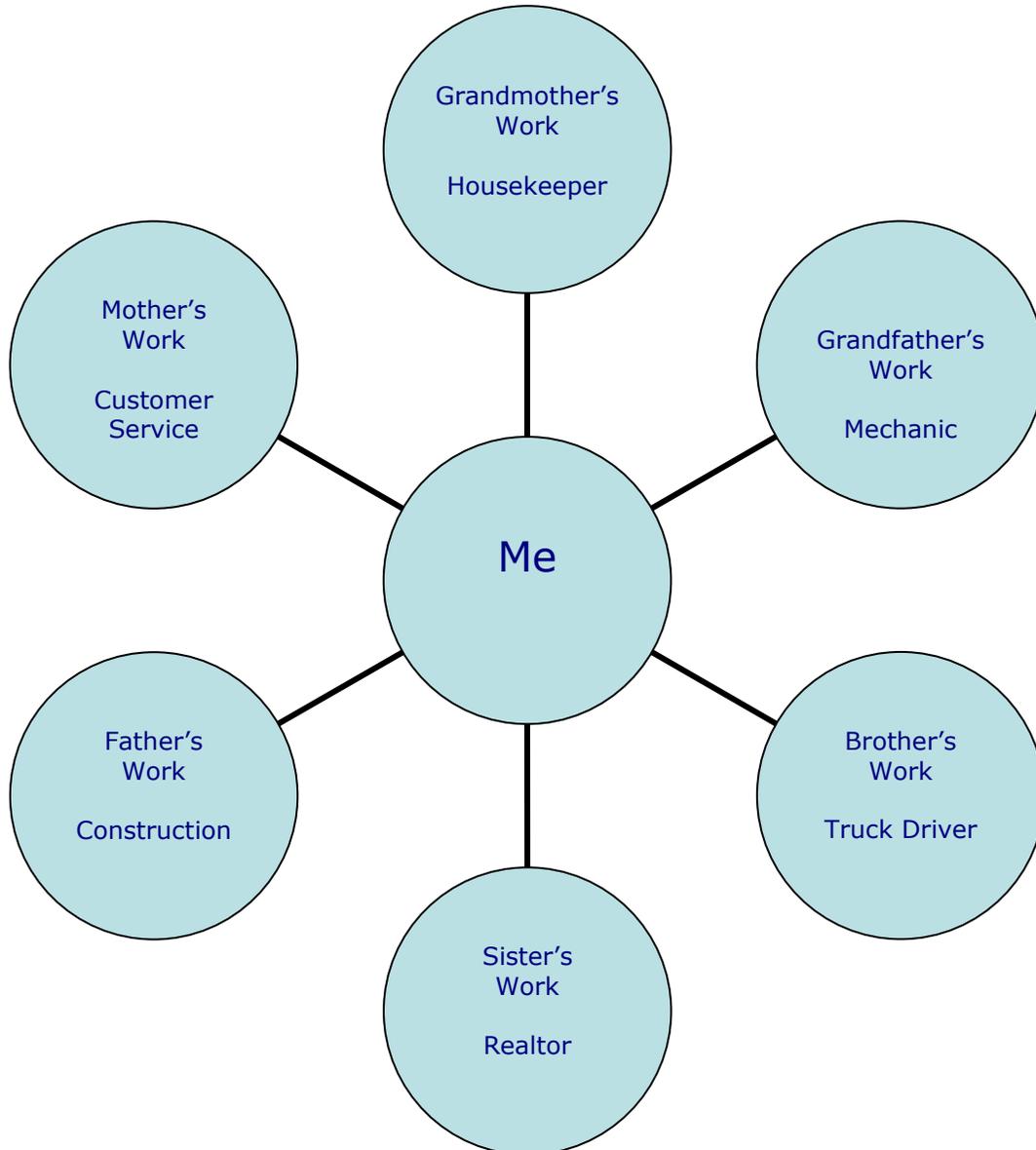
12. 3 things I've fixed

13. 3 things I know how to do

14. 3 things I could show someone else how to do

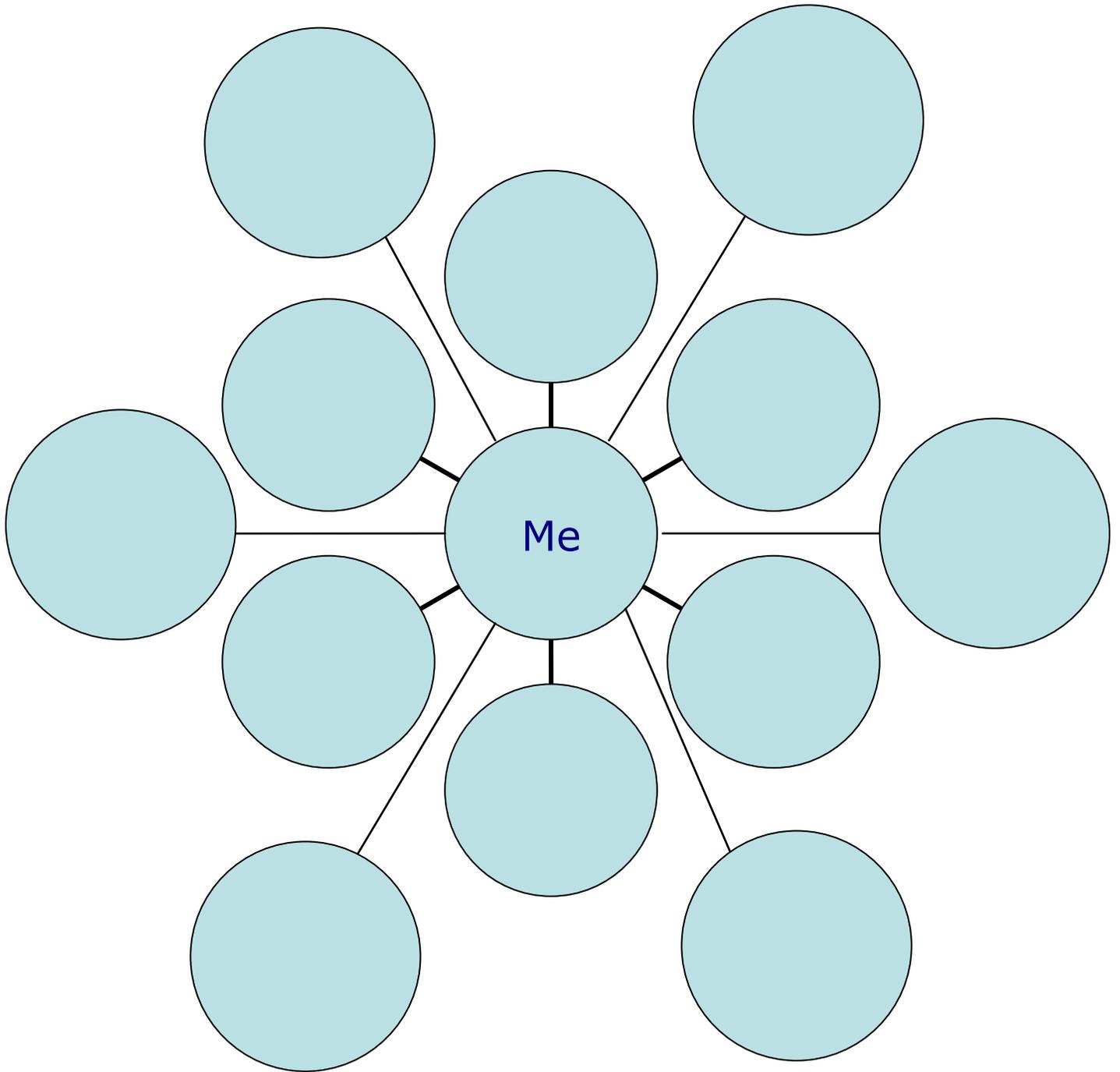
## Vocational Genealogy Tree

What types of jobs did everyone in your family do? If you're not sure, ask them tonight! Here's an example:



YOUR Vocational Genealogy Tree – Your “Everyday Family” can be a significant influence in your life. Coaches, neighbors, friends, teachers, others not directly related to you...consider these people as well.

# *My Vocational Genealogy Tree*



# Homework Following Session 1

1. Create a “memory bag” for next class: Select 3 items that represent something significant to you.
2. Gratitude journal – 25 entries
3. Vocational Genealogy Tree
4. Be sure that you complete the ERS *if not already done*.

“Try not to become a person of success  
but rather try to become a person of value.”  
~Albert Einstein





## SESSION 2: Who Am I?

### In yesterday's workshop, I learned:

- 1.
- 2.
- 3.

### Sharing

1. Gratitude
2. Memory bag

### Genealogy Tree Discussion

Discussion questions:

- ◆ Did you notice any trends?
- ◆ Did you find a tradition in your family for doing certain types of work?
- ◆ What kind of work ethic do the members of your family have?
- ◆ What attitudes about work have been passed from generation to generation?
- ◆ Who has been helpful or inspiring to you regarding work?
- ◆ Do you want to continue your family trends or start new ones?

In every conceivable manner, the family is link to our past, bridge to our future. - Alex Haley

The family is the nucleus of civilization. - Ariel and Will Durant

In each family a story is playing itself out, and each family's story embodies its hope and despair. - August Napier

Don't hold your parents up to contempt. After all, you are their son or daughter, and it is just possible that you may take after them. - Evelyn Waugh

## ***Obstacles in Our Path***

In ancient times, there was a wise king, who had a large boulder placed in the middle of a busy roadway. Then he hid himself and watched to see if anyone would act to remove the huge rock. Some of the king's wealthiest merchants and courtiers came by and simply walked around it. Many of them loudly blamed the king for not keeping the roads clear, but no one did anything about getting the huge stone out of the way.

Then along came a peasant, carrying a heavy load of vegetables. On approaching the boulder, the peasant laid down his burden and tried to move the stone off to the side of the road. After much pushing and straining, he finally succeeded. As the peasant then picked up his load of vegetables, he looked down and noticed a small sack lying in the road where the boulder had been. The bag contained dozens of gold coins, along with a note from the king indicating that the gold was for the person who removed the boulder from the roadway. The peasant knew in that instant what many others in this life never learn or understand.

*Every obstacle presents an opportunity to improve one's condition.*



## **Identifying Current Barriers and Challenges to Employment**

This list will help you identify current barriers and challenges to employment that you experience, so that you can create a plan to address them. Check off each box that seems to apply to you; there are extra boxes for challenges not listed. Consider what might an employer see as a barrier?

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Addict, Recovering                | <input type="checkbox"/> Dependability, many sick days      | <input type="checkbox"/> Market Skills, inability to     |
| <input type="checkbox"/> Addict, non-recovering            | <input type="checkbox"/> Dependability, poor time mgmt      | <input type="checkbox"/> Medical Appointments, many      |
| <input type="checkbox"/> Address, no stable                | <input type="checkbox"/> Disability, emotional              | <input type="checkbox"/> Medical Benefits, needs / lacks |
| <input type="checkbox"/> Age, older                        | <input type="checkbox"/> Disability, learning               | <input type="checkbox"/> Medical Instability             |
| <input type="checkbox"/> Age, younger                      | <input type="checkbox"/> Disability, mental                 | <input type="checkbox"/> Medication, doesn't have        |
| <input type="checkbox"/> Appearance, body language         | <input type="checkbox"/> Disability, mobility               | <input type="checkbox"/> Medication, not taking          |
| <input type="checkbox"/> Appearance, disfigurement         | <input type="checkbox"/> Disability, physical               | <input type="checkbox"/> M.H. Counseling, needs          |
| <input type="checkbox"/> Appearance, hair cut              | <input type="checkbox"/> Displaced Homemaker                | <input type="checkbox"/> M.H.Counseling, non-compliant   |
| <input type="checkbox"/> Appearance, hygiene               | <input type="checkbox"/> Domestic Violence, identified      | <input type="checkbox"/> Message Service, lacks          |
| <input type="checkbox"/> Appearance, piercings             | <input type="checkbox"/> Domestic Violence, self-esteem     | <input type="checkbox"/> Needs Job Now                   |
| <input type="checkbox"/> Appearance, tattoos               | <input type="checkbox"/> Education, lacks GED               | <input type="checkbox"/> Network, lacks local            |
| <input type="checkbox"/> Appearance, wardrobe              | <input type="checkbox"/> Education, no vocational training  | <input type="checkbox"/> Network, lacks positive         |
| <input type="checkbox"/> Application, incomplete/messy     | <input type="checkbox"/> Employment history, no (first job) | <input type="checkbox"/> Network, lacks professional     |
| <input type="checkbox"/> Application, no English           | <input type="checkbox"/> Employment history, gender disc.   | <input type="checkbox"/> New Employment Field            |
| <input type="checkbox"/> Application, poor spelling        | <input type="checkbox"/> Employment history, limited        | <input type="checkbox"/> Overly Qualified                |
| <input type="checkbox"/> Application, lacks selling points | <input type="checkbox"/> Employment history, many firings   | <input type="checkbox"/> Overweight                      |
| <input type="checkbox"/> Attitude, anger                   | <input type="checkbox"/> Employment history, many quits     | <input type="checkbox"/> Phone Number, lacks             |
| <input type="checkbox"/> Attitude, dishonesty              | <input type="checkbox"/> Employment history, racial disc.   | <input type="checkbox"/> Pregnant                        |
| <input type="checkbox"/> Attitude, lacks                   | <input type="checkbox"/> Family                             | <input type="checkbox"/> Professional                    |

initiative

- Attitude, negative
- Attitude, rude, potty mouth
- Attitude, unprofessional
- Attitude, unwilling to learn
- Background Check needed

- Business, lacks knowledge of
- Business Culture, fears
- Child Care, cannot afford
- Child Care, lacks reliable
- Business, lacks knowledge of
- Chronic Illness

- Communication limited vocabulary
- Communication speech impediment
- Communication strong accent
- Communication poor grammar
- Computer literacy, lacks
- Criminal Record

Dependable (not)

Lives in a Negative Environment

Responsibilities

- Fear of change
- Fear of failure
- Fear of loss of supports
- Fear of rejection
- Fear of responsibility
- Fear of success
- Financial Disincentive to Work
- Financial History (poor credit)
- Gang Member, active
- Gang Member, former
- Gang Member, looks like
- Homeless, currently
- Homeless, formerly
- Identification, lacks current
- Illiteracy
- Job Search, lacks resources
- Job Search, lacks resume
- Limited English proficiency

References, poor

- Public Assistance, dependent
- Quit Past Jobs
- Recently Relocated
- Residential, lives with friends
- Residential, lives in a shelter
- Self-Esteem, lacks confidence
- Short Periods of Employment
- Social Supports Lacking
- Social Security Recipient
- Transportation, disabled
- Transportation, no resources
- Transportation, public only
- Vision, lacks eyeglasses
- Vision, needs exam
- Wardrobe, lacks necessary
- Work Experience, none in field
- Work Experience, no legal
- Work Experience, out-of-date

## **Identifying My Challenges**

1. I could go to work if \_\_\_\_\_

---

2. If I didn't have \_\_\_\_\_ I could go to work.

3. If I had \_\_\_\_\_ I could go to work.

4. I need more \_\_\_\_\_ to go to work.

5. I also need some \_\_\_\_\_ to go to work.

6. If only \_\_\_\_\_ then I could go to work.

**MY EXTERNAL ISSUES**  
(environmental)

**MY INTERNAL ISSUES**  
(personal)

**ISSUES WITHIN MY CONTROL (Circle the ones above)**

# Maybe

There is a story of an old farmer who hard worked his crops for many years. One day his horse ran away. Upon hearing the news, his neighbors came to visit.

“Such bad luck,” they said sympathetically.  
“*Maybe*,” the farmer replied.

The next morning the horse returned, bringing with it three other wild horses.

“How wonderful,” the neighbors exclaimed.  
“*Maybe*,” the farmer said.

The following day, the farmer’s son tried to ride one of the untamed horses, was thrown from the horse, and broke his leg. The neighbors came again, this time to offer their sympathy on his misfortune.

“*Maybe*,” answered the farmer.

The day after, military officials came to the village to draft able-bodied young men into the army. Seeing that the son’s leg was broken, they passed him by. The neighbors congratulated the farmer on how well things had turned out.

“*Maybe*,” said the farmer, with a smile, before he returned to his crops.



## DISCUSSION

- ◆ Let’s look at some of the challenges we’ve all faced and survived.
- ◆ Do bad things always turn out poorly?
- ◆ Do good things always turn out well?
- ◆ Are there “silver linings” in bad events?
- ◆ Think about some of the events in your life – hold those thoughts for the next exercise.

**“Whatever you make important determines  
the direction of your life.”**

*- Dr. Dõv Baron (learning disability)*

**"My grandfather always said that living  
is like licking honey off a thorn."**

*- Louis Adamic*

**“There are only two ways to live your life.  
One is as though nothing is a miracle.  
The other is as though everything is a miracle.”**

*- Albert Einstein (Aspergers Syndrome)*

**"How we spend our days is, of course,  
how we spend our lives."**

*- Annie Dillard (nearly died from pneumonia)*

**“This is not the hill to die on.” - Al Larson, former VRC**  
(Which means pick your battles because you can't win them all !)

## **Life Mapping Exercise**

Our past has shaped us to who we are today. Most of you are here because you want a future that is different than where you are today. Later on we will be exploring ways to change your future.

Draw a Life Map of where you've been – keep in mind the high points and the low points of your life.

“I am free when I allow my life to unfold.  
As soon as I restrict myself to new outcomes,  
I’ve got shackles on my feet.”

~ *Sojourner Truth (ex-slave, abolitionist)*

I am convinced that life is 10% what happens to me,  
and 90% how I react to it.”

~ *Charles Swindoll*

“Life does not have to be perfect to be wonderful.”

~ *Annette Funicello, Entertainer (MS)*

**“There will be ups and there will be downs,  
there will be times when things make sense,  
there will be times when they won't,  
but you'll always be on an adventure of  
meaning if you live for self, family, and others.”**

~ *Christopher Reeve, Actor (quadriplegia)*



## **Different Kinds of Change**

### Baking a Cake

First, we prepare the cake pan by greasing and flouring it. Then we carefully measure the “wet” ingredients and mix them together. Next we measure, and then mix the “dry” ingredients together by sifting them. Then we add the dry ingredients to the wet ingredients, and blend them together, usually for a specific period of time.

We pour the completed batter into the cake pan. We put the pan in the oven, which we have preheated to a certain temperature. We bake the cake for a specific period of time, then we take it out and let it cool.

Finally, we frost our cake, and maybe even decorate it.

The final step: we get to serve and **eat** our beautiful cake. Sorry, no leftovers.

We are guaranteed that we can predictably create a cake every time by following our recipe. We also know that we will get unpredictable results if we alter ingredient measurements, or if we change the sequence of steps, the cooking temperature, or the cooking time.

The process we experience in baking a cake resembles a type of growth we experience in life: one that is sequential in nature, and where we can see our progress at each step. We gain confidence by seeing the apparent changes at each step, and we trust the “recipe” to give us what we expect.



**Another type**

**of change:**

## The Egg

The egg just sits there in its nest of straw. It doesn't DO anything! It doesn't change shape, it doesn't change color, It doesn't make a noise. It doesn't pulsate. It doesn't roll around. You could look at it for DAYS AND DAYS AND DAYS, and you'd come away thinking that there was NOTHING GOING ON with that egg.



And yet, if we were able to see through the shell, we would see the absolute RIOT OF CHANGE taking place INSIDE the egg. We would see a swirling storm of re-organization, of feeding and growth, as random cells organize to become a little tadpole-like creature, which in turn becomes ever more defined and complex, more mature, and more fantastic with every heartbeat.

One day the egg that lay so motionless for so very long will suddenly begin to rock, and then it will crack, and a beak will appear, and soon a newly born chick will emerge to spread its wings for the very first time. There was *indeed* change going on inside the egg, wondrous change, but this only became apparent to us at the very end.

## Discussion:

1. Can you think of examples in your life that are similar to the type of change talked about in “The Egg”?
2. We are often impatient for observable signs of change?
3. .Many significant changes we try to make in life are of the type as in The Egg. How many times have we been so close to achieving what it is that we want, only to give up too soon?
- 4 How can we recognize in advance when we must exercise much more patience to achieve our goals?
- 5 What sorts of goals will take a long time to have an obvious result?
- 6 What else is within our power to give us the ability to succeed when we are seeking to create change of “The Egg” type?



## **Making Some Changes in my Life**

Think of something you want to change in your life and write it here:

---

1. I want to change this because:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

2. What will this change look like? \_\_\_\_\_

---

3. To assist me in making my change, my new self-talk will be:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. The first step in making this change is:

\_\_\_\_\_

\_\_\_\_\_

5. The 2<sup>nd</sup> thing I will do to make this change is:

\_\_\_\_\_

\_\_\_\_\_

6. The support I need to make this change is:

\_\_\_\_\_

# What I Value

<b>WORK VALUES</b>	<b>Very Important</b>	<b>Moderately Important</b>	<b>Somewhat Important</b>	<b>Not Imp</b>
Work I can do past age 65				
Earn a livable wage				
Earn a high salary				
Paid holidays				
Good vacation benefits				
Good medical benefits				
Good retirement benefits				
Company pays for schooling				
Flexible work hours				
Pleasant work surroundings				
Opportunity for overtime pay				
Opportunity for advancement				
Opportunity for professional development				
Office with windows				
My own office				
Meet new people regularly				
Work with lots of people				
Work with small group				
Work on a team				
Work by myself				
Opportunity to change from one job to another in the org				
Supportive boss / coworkers				
Persuade others to do or buy something				
Social activities after work				
Challenging environment				
Skills to easily move from one job to another				
Union membership				
Work mostly outside				
Work mostly inside				
Work involves travel				
Physically active work				
Work where I mostly use my mental skills				
Work that involves long-term results (not immediate)				
Use my creativity at work				
See a product at the end of the day				
Supervise others				

<b>WORK VALUES</b>	<b>Very Important</b>	<b>Moderately Important</b>	<b>Somewhat Important</b>	<b>Not Imp</b>
Be supervised by someone I respect				
Be my own boss				
Run my own business				
Help others work together				
Many colleagues				
Work independently				
Work to help society				
Regular hours and breaks				
Working for a large company				
Working in a city				
Working in the country				
Routine, repetitious work				
Work on a project from beginning to end (maybe a long time)				
Work that gets done and completed each day				
Different tasks each day				
Work close to home				
Never work on weekends				
Never bring work home				
Reasonable commute				
Job security				
Social Service work, helping others				
Federal, State, County, or City work				
Work in education				
Work in business				
Priority: Life Outside of Work				
Priority: Career				
Live to Work				
Work to Live				
Working with my hands				
Work involving writing				
Work involving math				
Work involving talking				
Working on a computer most of the day				
Using the telephone all day				

Work involving a lot of walking				
Work involving a lot of moving around				
Greet participants				
Work with precise measurements				
Work with tools or equipment				
Putting things together or taking them apart				
Don't mind getting dirty				
Prefer to stay clean all day				
Work with animals				
Work with information				
Work with plants				
Work with tools				
Work with cars / trucks				
Work with machines				
Work involving driving				
Work on an assembly line				
Take care of people				
Work in marine environment				
High pressure job okay				
Low pressure job				
Work with deadlines				
Little or no supervision				
Lots of supervision				
Lots of structure				
<b>PERSONAL VALUES</b>	<b>Very Important</b>	<b>Moderately Important</b>	<b>Somewhat Important</b>	<b>Not Imp</b>
Fulfilling career				
Good health				
Good self esteem				
Many close friends				
Committed to family				
Life with children				
Life without children				
Standing in community				
Contribute to community				
Help others solve problems				
Help others in distress				
Make a difference to others				
Time to myself				
Access to volunteer activities				
Time to volunteer				

Stable relationships				
Stability in my life				
Financial comfort				
Daily creativity				
Active in religious activities				
Variety of interests, hobbies, and activities				
Have a house				
Have pets				
Have a boat				
Have a plane				
Abundant leisure time				
Ability to move from place to place				
Ability to put down roots				
Known for accomplishments				
Enjoy cultural arts				
Many or frequent changes				
Fight for my country				
Fight for my causes				
Excitement in my life				
Opportunity to teach others				
Be famous				
Known to be really good at something				
Get into politics				

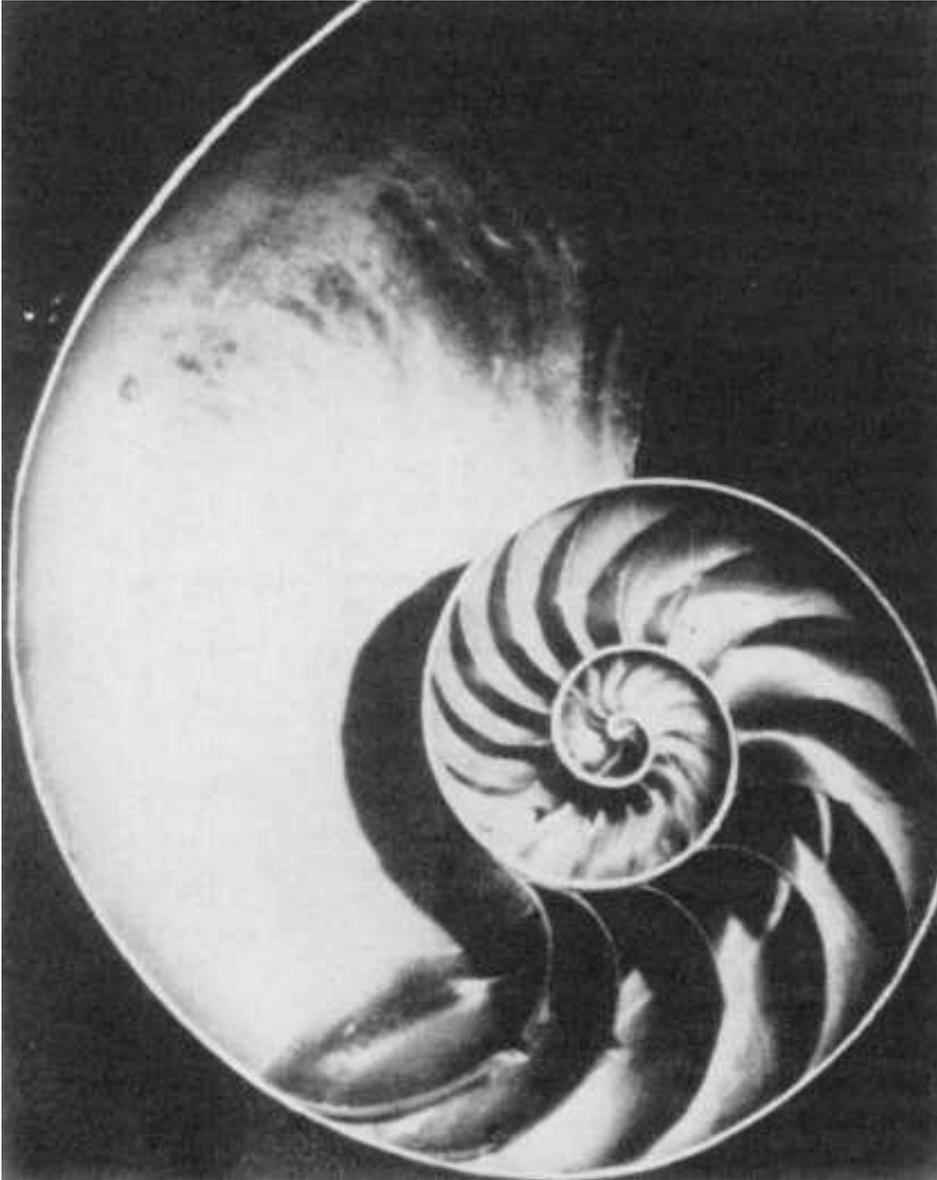
<b>LIFESTYLE</b>	<b>Very Important</b>	<b>Moderately Important</b>	<b>Somewhat Important</b>	<b>Not Imp</b>
Live in the city				
Live in the suburbs				
Live in the country				
Live near a college				
Live close to work				
Live close to shopping				
Live near the water				
Live in a wooded setting				
Live in a moderate climate				
Live in a hot climate				
Live in a cold climate				
Live in a constant climate				

Live with marked seasons				
Live in an apartment / condo				
Live in a house				
Live with others				
Live alone				
Live near relatives				
Live far from family				
Have a garage				
Have a garden				
Have a workshop				
Have a 2 <sup>nd</sup> home				
Have time to pursue interests				
Be involved in sports				
Spend time with neighbors				
Work on home projects				
Do arts and crafts				
Go places on weekends				
Stay at home on weekends				
Be active in church				
Do things with friends				
Go out to eat often				
Go to movies, plays,concerts				
Live in a safe area				
Walk to work				
Ride bicycle to work				
Public transportation to work				

## **Values Check Lists - What's Important to Me?**

- How does what I do in life show that these values are important to me?
- What are the challenges in my life that make it hard to keep these as top priorities?
- What “tricks” have I learned that help me live my values?
- Will I be able to incorporate my most important values in my future job(s)?

**As we grow, our patterns of work, values,  
*and* what is important to us grow as well.**



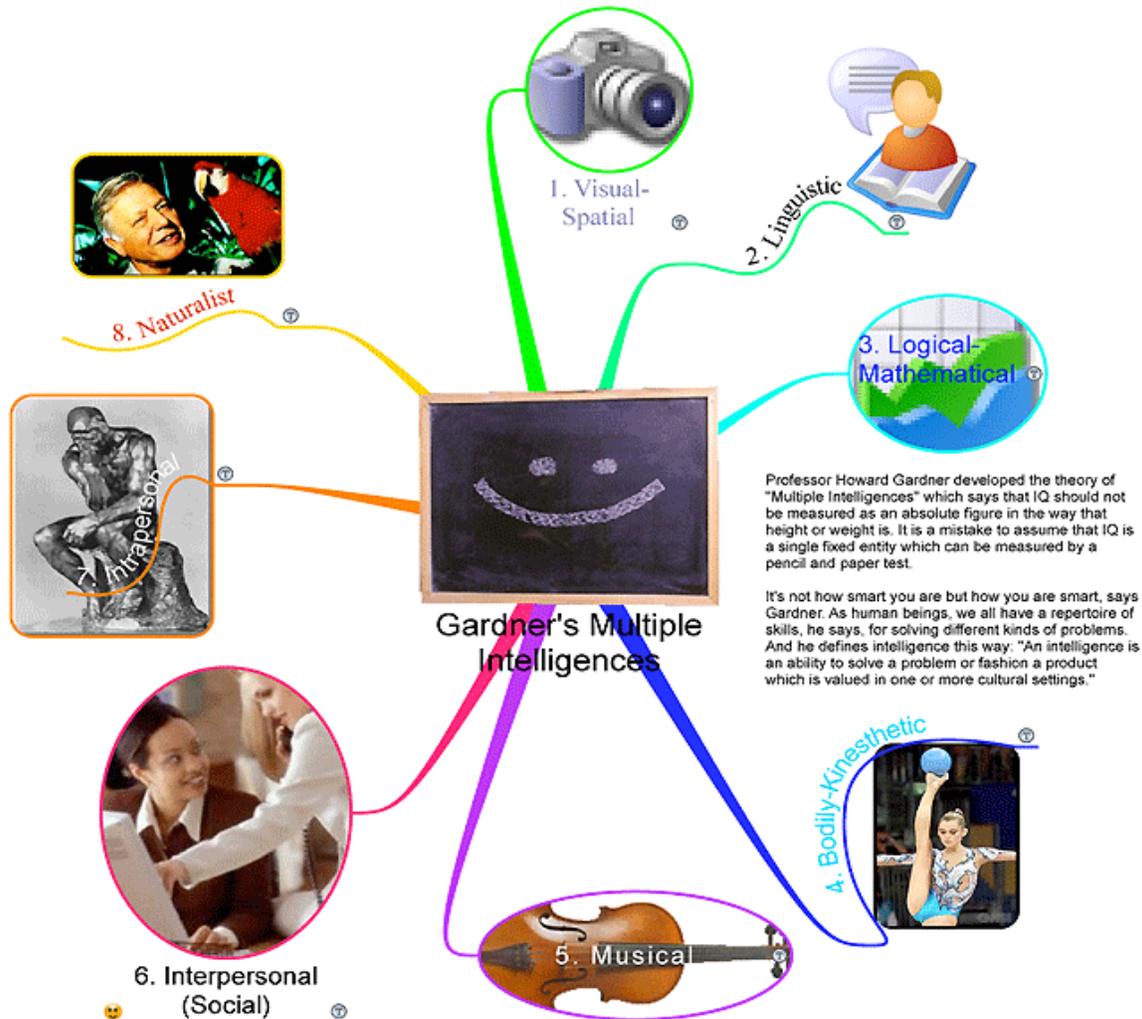
The greatest weakness for many people  
is that they don't realize their own  
strength.

~ Anonymous

# **MULTIPLE INTELLIGENCES CAREER EXPLORATION**

IT IS NOT **HOW** SMART YOU ARE  
IT IS **HOW** YOU ARE SMART

**Find your strengths and explore careers you may enjoy!**



What are MY Learning Strengths?

Research shows that all human beings have at least eight different types of intelligence. Depending on your background and age, some intelligences are more developed than others. This activity will help you find out what your unique strengths are.

This Mind Map was created by *NovaMind* and is used here under the Creative Commons Attribution license.

## VERBAL LINGUISTIC

- I enjoy telling stories and jokes
- I have a good memory for trivia
- I enjoy word games (e.g. Scrabble & puzzles)
- I read books just for fun
- I am a good speller (most of the time)
- In an argument I tend to use put-downs or sarcasm
- I like talking and writing about my ideas
- If I have to memorize something I create a rhyme or saying to help me remember
- If something breaks and won't work, I read the instruction book first
- For a group presentation I prefer to do the writing and library research

## MUSICAL / RHYTHMIC

- I enjoy listening to the radio
- I tend to hum to myself when working
- I like to sing
- I play a musical instrument quite well
- I like to have music playing when doing homework or studying
- If I have to memorize something I try to create a rhyme about the event
- In an argument I tend to shout or punch or move in some sort of rhythm
- I can remember the melodies of many songs
- If something breaks and won't work I tend to tap my fingers to a beat while I figure it out
- For a group presentation I prefer to put new words to a popular tune or use music

## LOGICAL MATH

- I really enjoy my math class
- I like logical math puzzles or brain teasers
- I find solving math problems to be fun
- If I have to memorize something I tend to place events in a logical order
- I like to find out how things work
- I enjoy computer and any math games
- I love playing chess, checkers or Monopoly
- In an argument, I try to find a fair and logical solution
- If something breaks and won't work, I look at the pieces and try to figure out how it works
- For a group presentation I prefer to create the charts and graphs

## INTRA- PERSONAL

- \_\_\_ I prefer a map to written directions
- \_\_\_ I daydream a lot
- \_\_\_ I enjoy hobbies such as photography
- \_\_\_ I like to draw and create
- \_\_\_ If I have to memorize something I draw a diagram to help me remember
- \_\_\_ I like to doodle on paper whenever I can
- \_\_\_ In a magazine, I prefer looking at the pictures rather than reading the text
- \_\_\_ In an argument I try to keep my distance, keep silent or visualize some solution
- \_\_\_ If something breaks and won't work I tend to study the diagram of how it works
- \_\_\_ For a group presentation I prefer to draw all the pictures

## NATURALIST

- \_\_\_ My favorite class is gym since I like sports
- \_\_\_ I enjoy activities such as woodworking, sewing and building models
- \_\_\_ When looking at things, I like touching them
- \_\_\_ I have trouble sitting still for any length of time
- \_\_\_ I use a lot of body movements when talking
- \_\_\_ If I have to memorize something I write it out a number of times until I know it
- \_\_\_ I tend to tap my fingers or play with my pencil during class
- \_\_\_ In an argument I tend to strike out and hit or run away
- \_\_\_ If something breaks and won't work I tend to play with the pieces to try to fit them together
- \_\_\_ For a group presentation I prefer to move the props around, hold things up or build a model

## INTER- PERSONAL

- \_\_\_ I get along well with others
- \_\_\_ I like to belong to clubs and organizations
- \_\_\_ I have several very close friends
- \_\_\_ I like helping teach other students
- \_\_\_ I like working with others in groups
- \_\_\_ Friends ask my advice because I seem to be a natural leader
- \_\_\_ If I have to memorize something I ask someone to quiz me to see if I know it
- \_\_\_ In an argument I tend to ask a friend or some person in authority for help
- \_\_\_ If something breaks and won't work I try to find someone who can help me
- \_\_\_ For a group presentation I like to help organize the group's efforts

- \_\_\_ I like to work alone without anyone bothering me
- \_\_\_ I like to keep a diary
- \_\_\_ I like myself (most of the time)
- \_\_\_ I don't like crowds
- \_\_\_ I know what I am good at and what I am weak at
- \_\_\_ I find that I am strong-willed, independent and don't follow the crowd
- \_\_\_ If I have to memorize something I tend to close my eyes and feel the situation
- \_\_\_ In an argument I will usually walk away until I calm down
- \_\_\_ If something breaks and won't work, I wonder if it's worth fixing up
- \_\_\_ For a group presentation I like to contribute something that is uniquely mine, often based on how I feel

- \_\_\_ I am keenly aware of my surroundings and of what goes on around me
- \_\_\_ I love to go walking in the woods and looking at the trees and flowers
- \_\_\_ I enjoy gardening
- \_\_\_ I like to collect things (e.g., rocks, sports cards, stamps, etc)
- \_\_\_ As an adult, I think I would like to get away from the city and enjoy nature
- \_\_\_ If I have to memorize something, I tend to organize it into categories
- \_\_\_ I enjoy learning the names of living things in our environment, such as flowers and trees
- \_\_\_ In an argument I tend to compare my opponent to someone or something I have read or heard about and react accordingly
- \_\_\_ If something breaks down, I look around me to try and see what I can find to fix the problem
- \_\_\_ For a group presentation I prefer to organize and classify the information into categories so it makes sense

<b>TOTAL SCORE</b>	
_____ <b>Verbal/Linguistic</b>	_____ <b>Musical/Rhythmic</b>
_____ <b>Logical/Mathematical</b>	_____ <b>Interpersonal</b>
_____ <b>Visual/Spatial</b>	_____ <b>Intrapersonal</b>
_____ <b>Bodily/Kinesthetic</b>	_____ <b>Naturalist</b>

Created by Greg Gay - Adapted by J. Ivanco, 1998

**My top score is in** \_\_\_\_\_

**My 2<sup>nd</sup> highest is** \_\_\_\_\_

### **Career Areas for Multiple Intelligences**

Circle those that may be of interest to you

#### **Inter-personal Intelligence:**

- teacher - therapist - travel agent -
- business person - marketer
- child care worker - clergyman - coach
- community organizer - consumer service advocate
- counselor - manager - mediator - nurse
- politician - probation officer - psychologist - advocate
- psychotherapist - public relation promoter - receptionist
- recreation assistant - religious leader - salesperson - waiter/waitress
- secretary - social leader - social director - social worker

#### **Intra-personal Intelligence:**

- entrepreneur - consultant - counselor - creative writer
- leadership trainer - philosopher - psychiatrist
- psychologist - psychotherapist - researcher -
- self employed consultant - spiritual counselor - therapist

#### **Linguistic Intelligence:**

- lawyer– legal assistant – comedian – editor – historian
- journalist – lawyer – librarian
- manager – novelist – orator – philosopher
- playwright – poet – politician – proof reader
- psychotherapist – public speaker
- public relations person – reporter – sales people
- secretary – social scientist – story teller
- supervisor – talk show host – teacher
- technical writer – translator – writer
- language interpreter

### **Logical-Mathematical Intelligence:**

- accountant - bookkeeper - analyst - banker
- investment broker - lawyer/paralegal - logician
- biologist - chemist - microbiologist - pharmacist - physician
- chess player - computer programmer
- economist - city planner
- engineer - financial service - inventor
- investment broker - lawyer/paralegal - logician
- mathematician - mechanic/mechanical engineer - technologist
- programmer - records clerks - researcher
- scientist - statistician - tax accountant

### **Visual-Spatial Intelligence:**

- photographer - graphic designer
- advertiser - architect - artist - builder - carpenter
- cartographer - chess player - coach - commercial artist
- computer specialist - craftsperson - decorator - dentist
- draftsperson/drafting engineer - engineer
- fashion designer - film editor/director
- furniture restorer - geographer - geometrician
- industrial design - interior designer - inventor
- landscape architect/designer - makeup artist
- mechanic - navigator - outdoors guide - painter
- pilot - sailor - sculptor - seamstress
- set designer - sign painter - surgeon - surveyor
- tailor - urban planner
- ASL interpreter

## **Bodily-Kinesthetic Intelligence:**

1. acrobat - dancer - aerobic teacher - coach
2. physical education teacher - athlete - ballet dancer
3. actor - actress - drama coach
4. jockey - rodeo rider - equestrian
5. assembler - building trade person
6. carpenter - choreographer - clown
7. massage therapist – gymnast – recreational therapist
8. commercial artist - construction worker - craftsman
9. inventor - juggler - magician - manual laborer – handyman/woman
10. mechanic - mime - physical therapist
11. sculptor - stunt people - surgeon - trainer - architect
12. gardener – landscaper
13. pest control – roofer – pool maintenance

## **Musical Intelligence:**

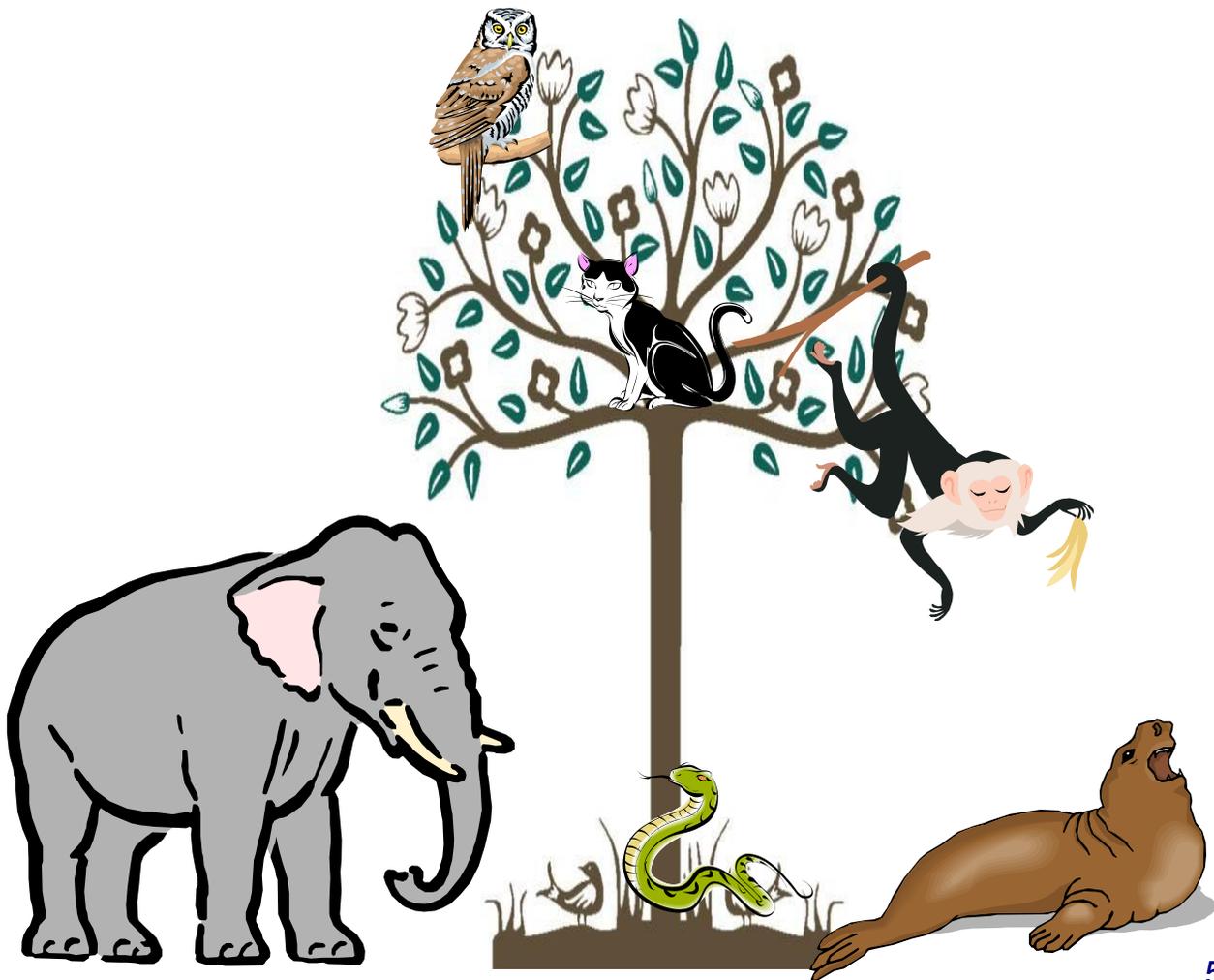
- conductor - composer - band member - choir director
- critic - dancer - disc jockey - figure skater
- instrumentalist - instrumental instructor
- music critic - musical performer - music teacher
- music therapist - professional performer
- recording technician - rock group - singer - song writer
- sound engineer – music teacher -

## **Naturalist Intelligence:**

- biologist - botanist - chef - environmentalist
- landscape artist - navigator - park ranger - sailor
- veterinarian - weather tracking specialist
- zoo keeper - animal handler - anthropologist - astronomer
- chemist – pharmacist – herbalist
- Master gardener - farmer



You will all be tested on how well you can get to the top of that tree. Ready? Go!



## Homework for Day 3:

Log-on to [www.workforceexplorer.com](http://www.workforceexplorer.com)

Or [www.online.onetcenter.org](http://www.online.onetcenter.org)

For WorkForce Explorer: Click on **WA Labor Market (top center menu bar)**; Click on **Explore Occupations (left column)**

Click on the **Occupation Explorer (shows up right under “Explore Occupations”).**

Enter one of the occupations you selected from the Multiple Intelligences survey. Rinse. Repeat.



**“Training programs” — lists all the training opportunities available for the occupation chosen.**  
**Top 15 Industries of Employment—lists employers who hire the most people in that occupational category.**



Tom Connors with his son in Hartford Connecticut, 1979 – Hartford Courant - (Used with permission)

# SESSION 3

In yesterday's workshop I learned:

- 1.
- 2.
- 3.

WorkForce Explorer research homework – I learned that:

Gratitude Journal update



**Long exposure photo showing the stars over an entire night -focus on the North Star.**



# ***Self-Esteem*** Questionnaire

**1 = very little or false, 3 = so-so, 5 = always! Or true.**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. I generally feel as competent as my peers.               | 1 | 2 | 3 | 4 | 5 |
| 2. I usually feel I can achieve whatever I want.            | 1 | 2 | 3 | 4 | 5 |
| 3. Whatever happens to me is mostly in my control.          | 1 | 2 | 3 | 4 | 5 |
| 4. I rarely worry about how things will work out.           | 1 | 2 | 3 | 4 | 5 |
| 5. I am confident that I can deal with most situations.     | 1 | 2 | 3 | 4 | 5 |
| 6. I rarely doubt my ability to solve problems.             | 1 | 2 | 3 | 4 | 5 |
| 7. I rarely feel guilty for asking others to do things.     | 1 | 2 | 3 | 4 | 5 |
| 8. I am rarely upset by criticism.                          | 1 | 2 | 3 | 4 | 5 |
| 9. Even when I fail, I still do not doubt my basic ability. | 1 | 2 | 3 | 4 | 5 |
| 10. I am very optimistic about my future.                   | 1 | 2 | 3 | 4 | 5 |
| 11. I feel that I have quite a lot to offer an employer.    | 1 | 2 | 3 | 4 | 5 |
| 12. I rarely dwell for very long on personal setbacks.      | 1 | 2 | 3 | 4 | 5 |
| 13. I am always comfortable in disagreeing with my boss.    | 1 | 2 | 3 | 4 | 5 |
| 14. I rarely feel that I would like to be somebody else.    | 1 | 2 | 3 | 4 | 5 |

**ADD UP ALL THE NUMBERS YOU CIRCLED TO GET YOUR SCORE**

## **SCORING:**

**14 – 35 *Your self-esteem needs serious work!***

**36 – 56 *You could still use some work on increasing your self esteem.***

**57 – 65 *You have good self esteem.***

**66 – 70 *Really?***

Rate your self esteem on a scale from 1 – 10 (1 is very low).



**Think of a number between 1 – 10 and rate your level of self esteem to your yourself. (no sharing necessary)**

**“Argue for your limitations and, sure enough, they’re yours.” - Richard Bach**

**“The power of one is above all things: the power to believe in yourself, often well beyond any latent ability previously demonstrated. The mind is the athlete; the body is simply the means it uses to run faster, jump higher, shoot straighter, kick better, swim harder, hit further, or box better.” - Bryce Courtenay, author**

**“Finish each day and be done with it. You have done what you could; some blunders and absurdities have crept in; forget them as soon as you can. Tomorrow is a new day; you shall begin it serenely with too high a spirit to be encumbered with your old nonsense.” - Ralph Waldo Emerson**

# **Self Esteem Worksheet**

1. What is self-esteem?
2. Where do we get self esteem?
3. What does good self-esteem look like?
4. Why is good self-esteem important?
5. How can I obtain better self-esteem?

All that we are is the result of what we have thought. The mind is everything. **What we think, we become**.....

- Maharishi Mahesh Yogi

# What is Self-Esteem?

Am I likeable?

Am I loveable?

Do I have value as a person?

Definition of self-esteem:

***Having a belief and confidence in one's innate worth and ability, while at the same time being able to embrace one's shortcomings and the less than appealing attributes of one's personality.***

**Self-esteem is how a person feels about how well he/she does the things that are important to them.**

- ◆ Self-esteem is shaped by what a person expects of herself or himself.
- ◆ It also shaped by what the important people in your life think and feel about you.
- ◆ What if the important people in your life do not contribute to your self-esteem, and in fact, may take away from it?
  - We call these “toxic relationships” and you have choices to make.
  - This is an opportunity for you to create boundaries for yourself and letting these individuals know that you don't share their opinion about you.
  - Being assertive and setting personal boundaries is a necessary part of taking care of yourself.

**“Nothing splendid has ever been achieved except by those who dared believe that something inside them was superior to their circumstances.”**      - Bruce Barton, advertising executive

Your self-esteem is high when you see yourself as close to your “ideal you” as you can be, or how you would like to be.

- Do you do the “right” thing for yourself all the time? This is called “**authenticity**”.
- Do you live with **integrity**?
- Integrity is honesty, where actions match values and statements we make, consistency between the inner and outer you.

Self-Esteem involves feeling competent and capable at dealing with life’s challenges and being worthy of happiness

**Ask yourself these questions:**

- ◆ **When I’m worthy of happiness, do I tolerate being taken advantage of by others (including spouses or adult children?)**
- ◆ **When I’m worthy of happiness, do I put everyone else’s needs before my own?**
- ◆ **When I’m worthy of happiness, do I stay on a bad job or in a bad relationship?**
- ◆ **How do you handle mistakes? Does it make you a “bad” person? Or is it a learning opportunity of what not to do next time?**
- ◆ **When I’m worthy of happiness, I have the power to solve problems to make things better.**



## How Can I Get More Self Esteem?

1. Do Affirmations – it works!
2. List your positive qualities where you can see them every day
3. Take pride in your grooming and hygiene – shower every day if you're leaving the house.
4. Ask yourself: Do you like who you are? If not, why should other people like you, including an employer? What can you do to like yourself better?
5. FAKE IT TILL YOU MAKE IT -- Act the part until you become it – who's to know you don't really feel that way?
6. Give it away and you'll get it back. Do you like to receive compliments? When's the last time you complimented somebody?
7. Find a self-esteem mentor or role-model, someone with positive energy, who is further along that path and can guide you.
8. Invest in yourself – spend the energy necessary to create what you want. If you don't, you will spend that much energy *or more* coping with what you get.

“If you put a small value upon yourself, rest assured the world will not raise your price.”      Anonymous

## What is Victim Mentality?

1. The negative attitude someone has about how they are in the world.
2. They expect bad things to happen to them all the time. Nothing ever goes right. **Nothing is within their control.**
3. All these bad things can't possibly be **MY** fault. What did I do to deserve this?
4. Because they don't feel in control, they **blame** everybody else for all the bad things happening to them. It discharges them from taking any responsibility for their life.
5. The future only holds bad things for them. It's that little black cloud that follows some people around. That little black cloud is of the person's **own creation.**
6. Frequently in **constant crisis** due to poor decision-making.
7. Associate with similarly negative people and feed on each other's negativity.



**If I am worthy of happiness, that's not where I want to be!**

## What's the difference between *being a victim* and *the victim mentality*?

- Being a victim means you are **battling powerful forces that you may have little control over**, but still you battle!
- Having a victim mentality means **giving up**, “**why even try, I have no power at all and thus no hope of ever changing my life**”.
- Do you enjoy being around someone with a victim mentality?
- What would happen if you **chose to associate with successful, positive people**?
- Do you associate with positive people? **People who make you feel good about yourself? People who feel good about themselves, too?**
- **What are you getting out of negative relationships?**

**Winners focus on their strengths; criticize their own behavior constructively, and offer positive support to others.**

**Losers focus on their weaknesses; and criticize others and themselves in a destructive fashion.**

Quote from Po Bronson, author:

**“There is a powerful transformative effect when you surround yourself with like-minded people. Peer pressure is a great thing when it helps you accomplish your goals instead of distracting you from them.”**

## **\$20.00 is Always \$20.00**



A well-known speaker started off his seminar by holding up a \$20.00 bill. In the room of 200, he asked, "Who would like this \$20 bill?" Hands started going up.

He said, "I am going to give this \$20 to one of you. But first let me do this. He proceeded to crumple up the \$20 dollar bill.

He then asked, "Who still wants it?" Still the hands were up in the air.

"Well", he replied, "What if I do this?" And he dropped it on the ground and started to grind it into the floor with his shoe.

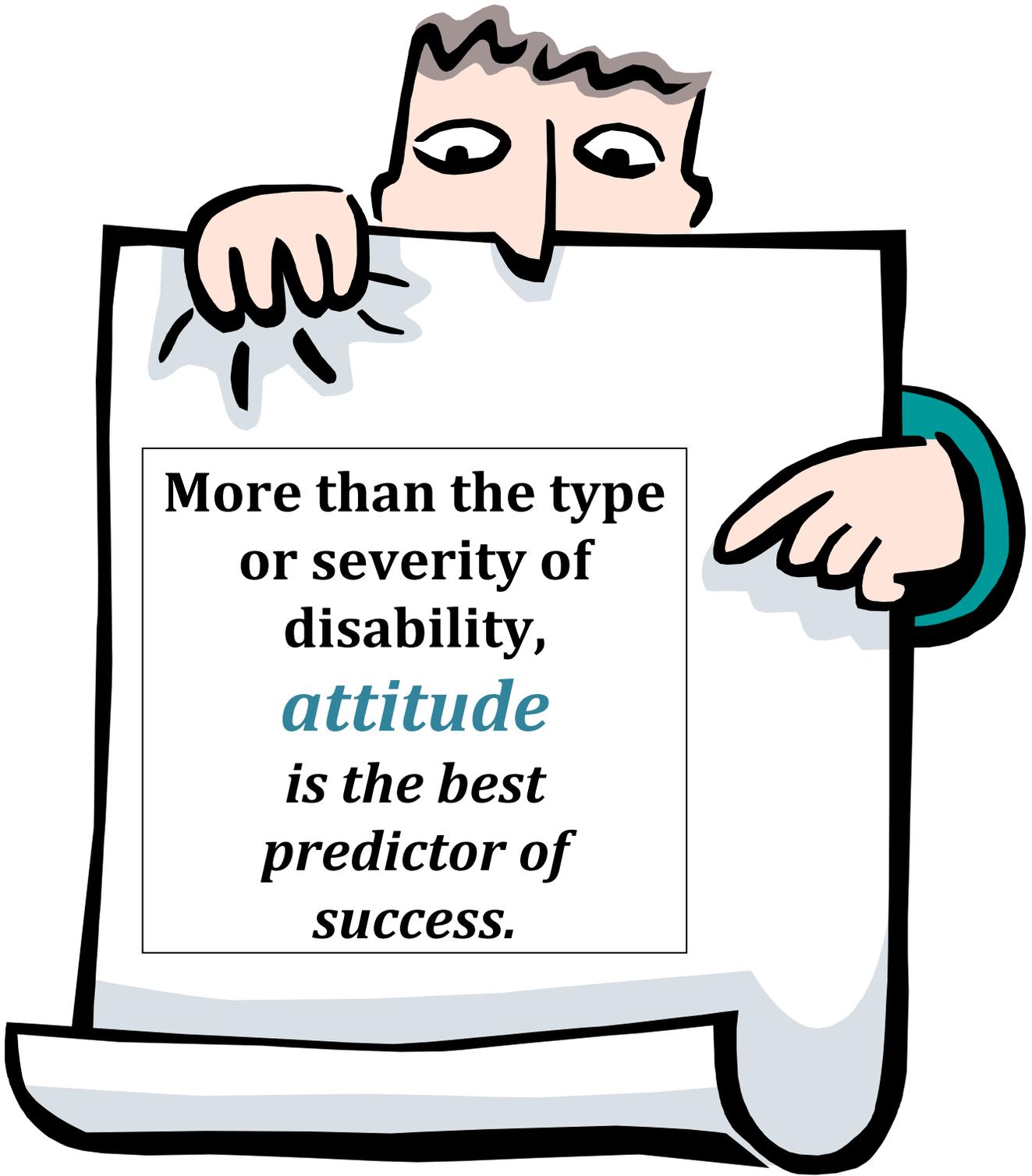
He picked it up, now crumpled and dirty. "Now, who still wants it?" Still the hands went into the air.

"My friends, we have all learned a very valuable lesson here. No matter what I did to the money, you still wanted it, because it did not decrease in value. It was and still is worth \$20."

"Many times in our lives, we are dropped, crumpled, and ground into the dirt by the decisions we make and the circumstances we find ourselves in. We can feel as though we are worthless. But no matter what has happened, or what will happen, we will *never* lose our value."

Dirty or clean, crumpled or finely creased, you are priceless to those who DO LOVE you.

The worth of our lives comes not in what we do or who we know, but by WHO WE ARE. You are special – remember this *a/ways*."



# Attitude

(Yeah? What about it?)

A psychologist at a major university wanted to study how people deal with stress. So he got some students to volunteer for an experiment. He put the students together in a house, a nice middle class house, where everything worked ... the TV, the stove, the shower, and the electrical outlets. These all worked, *but only randomly*. The students never knew *when* the shower would come on, or what the temperature would be. They did not know when the stove would come on or for how long so they could cook their food. They didn't know when the TV would come on or to what channel it would be turned. Everything was random.

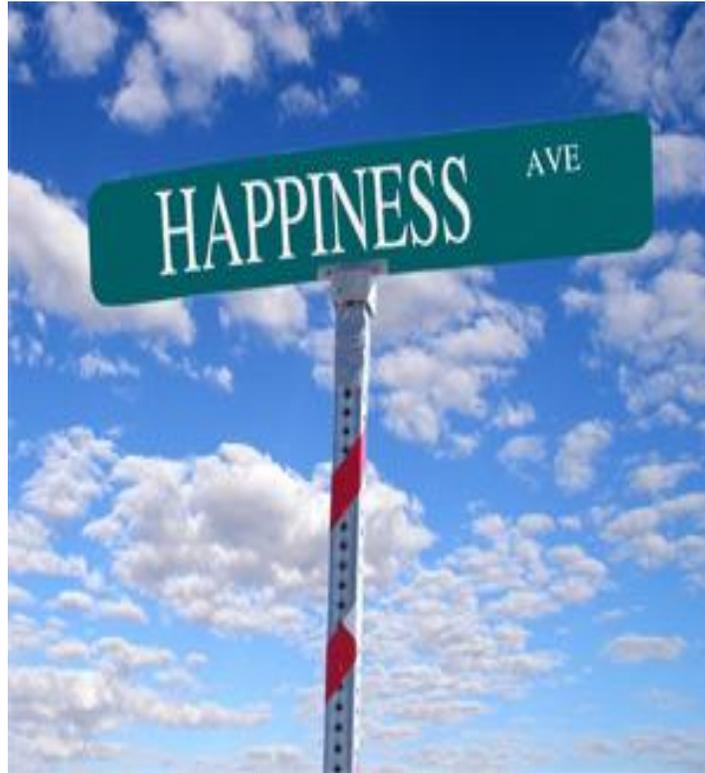
After a few days of this, the experimental subjects (the students) began to get depressed. In fact, some became so depressed that the psychologist had to discontinue the *study earlier than he planned, for fear that a few of the students might harm themselves or others*.

A few months later the psychologist was presenting the results of his experiment at a conference, and he told the audience all about what happened. He went on to explain his statistics, how 70% of the subjects became extremely depressed mid-way through the experiment ... and while he was talking most everyone is smiling and nodding, except for one guy near the back of the audience. He was scowling (with creased forehead and eyebrows, as if in thought or disagreement). When the presenter finished, everyone applauded, except for the scowling guy, who seemed lost in thought.

The puzzled psychologist from the audience approached the presenter and said "Interesting experiment, but I think you've missed the point." And the presenting psychologist said "Huh, what?" The person from the audience, who wasn't actually scowling any more, said "Of course we expect people to become depressed when everything in their life is beyond their control. What is of greater interest to me is, *"What about the 30% who DIDN'T become depressed? What kept them from being depressed like the other 70%? Now, THAT is something to analyze!"* The presenter thought a moment and agreed with him that he had, indeed, missed the point.

So that has become the study of Positive Psychology, the study of Happiness. What makes some people happy and others not? Most agree

that its how they decide to react to their circumstances. It's their attitude that makes all the difference.



**On ATTITUDE:**

"The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failure, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company ... a school ... a home. The remarkable thing is that we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past ... we cannot change the fact that other people will act a certain way. We cannot change the inevitable. The only thing we can do is play on the one thing we have, and that is our attitude ... I am convinced that life is 10% what happens to me, and 90% how I react to it."

- Charles Swindoll, clergyman

"The greatest discovery of any generation is that a human being can alter his life by altering his attitude."

- William James, author

"Argue for your limitations and, sure enough, they are yours."

- Richard Bach, *Illusions*

**Argue for your limitations and, sure  
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altering his attitude.**

- William James, author

"I've always believed that you can think positive just as well as you  
can think negative." - Sugar Ray Robinson



**Finish each day and be done with it.  
You have done what you could;  
some blunders and absurdities have crept in;  
forget them as soon as you can. Tomorrow is a  
new day; you shall begin it serenely with too high  
a spirit to be encumbered with your old nonsense.**

*Ralph Waldo Emerson*

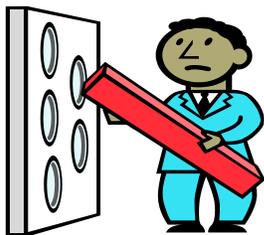
# **Vision, Initiative, & Perspective**

## **Vision**

Who are you and what do you want to be? Your answers to these two questions will show you what to do and how to get it done.

A strong, positive vision of yourself will show you the way to good decisions.

Believe in yourself and do not be afraid to dream your own dreams.



## **Initiative**

Decide to take control of your life.  
Act positively, make decisions based on

the

right reasons – right for you.

Don't react out of the fear of losing the acceptance of others. It is okay to do your own thing, to say no, to be different.

Do something because you think it's the right thing to do, not because someone else wants you to.

## **Perspective**

It is okay to have problems and to be afraid.  
It is not okay to allow yourself to feel hopeless. Take control of the situation.

Don't decide if you're ready for the action;  
decide if you're ready for its consequences.

Accept reality and take on the responsibility. Look beyond the present, and plan for the future.



## **WHY can't I get a good job?**



# Decision-Making

“The whole world steps aside for the person who knows where he or she is going.” - Unknown

## Pro's & Con's Decision-Making Worksheet

1. What is the decision that needs to be made?

---

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2. What information do you need? Where will you find it?

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3. What are your options?

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

4. Pro's and Con's of each option:

Option A. \_\_\_\_\_

Pro's

Con's



Option B. \_\_\_\_\_

Pro's

Con's



Option C. \_\_\_\_\_

Pro's

Con's



5. This is my best option (pick one):    A    B    C    because:

---

---

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6. To implement the option I need to:

1<sup>st</sup> Step: \_\_\_\_\_

2<sup>nd</sup> Step: \_\_\_\_\_

3<sup>rd</sup> Step: \_\_\_\_\_

4<sup>th</sup> Step: \_\_\_\_\_

5<sup>th</sup> Step: \_\_\_\_\_

7. Monitor my progress. Below is how I will know it's working:

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8. Re-evaluate your decision after a specific length of time – do I continue with this option, or change to a different plan? If it is working, congratulations! If its not working, evaluate below:

A. It's not working because: \_\_\_\_\_

\_\_\_\_\_

B. If I change this it might still work: \_\_\_\_\_

\_\_\_\_\_

▪ I think I will change to this option because: \_\_\_\_\_

\_\_\_\_\_

To assist me in making my change, my new self-talk will be:

“How will you handle opposition / resistance to your change from family and friends?” (some people are invested in you staying the same and NOT growing ).



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

– *Henry David Thoreau*

## Options Chart

	Option #1	Option #2	Option #3
<b>Pro's</b>			
<b>Con's</b>			
<b>Values / Needs it satisfies</b>			
<b>Short range consequences</b>			
<b>Long range Consequences</b>			
<b>Risks</b>			
<b>Costs</b>			

## Options Chart - Example

	Option #1 X-Ray Tech	Option #2 CNA	Option #3 Medical Asst
<b>Pro's</b>	Good pay Respected Labor market demand Advancement	Fast training Many trng sites Better than min wage Variety of work options	Decent pay Respected Nice work environment
<b>Con's</b>	Long training Difficult to get into Lots of standing High pressure Exacting work	Low pay Physically demanding "grunt" work Not well respected	Very competitive labor market Unrealistic portrayal of what job really is
<b>Values / Needs it satisfies</b>	Working with people, (helping); High tech equipment, career	Helping people Entry level into medical field	Office work Regular hours Fairly clean (not messy)
<b>Short range consequences</b>	Intensive schooling, sacrifice personal life	Fast training, immediate job	Interesting school program, not too long (2 yrs)
<b>Long range Consequences</b>	Good job, good benefits, job security,	Lack of advancement opportunities, low pay, very demanding physical work	May take long time to find job; may have to compromise on type of job Relocate to undesirable location for job
<b>Risks</b>	Long training program – how to pay bills? Large school loans Competition	Physical injury	No jobs available

<b>Costs</b>	\$16,000 – 28,000 approximate tuition costs only	\$0 - \$50	\$8,000 - \$12,000 approximate tuition costs only
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# **Solution Discovery**

“We can’t solve problems by using the same kind of thinking we used when we created them.” - Albert Einstein, physicist

“I have not failed. I have just found 10,000 ways that don’t work.”  
- Thomas Edison, Inventor (on his search for a light bulb element)

“Our greatest glory consists not in never falling, but in rising every time we fall.” - Oliver Goldsmith

<b>PROBLEM</b>	<b>SOLUTION</b>	<b>WHAT IF ...</b>	<b>ANOTHER SOLUTION</b>
Need child care so I can go to work	Leave my child with my mother.	Mother gets sick?	Talk to my sister or friend about being back up for me on day care.
Need bus pass for attending school	Ask VR counselor for a bus pass	VR counselor is out of the office the day I need it?	PLAN AHEAD – give them several days / weeks advance notice so it doesn’t happen at the last minute

## **Prioritizing and Time Management are the issue**

Work backwards in time – if I need something by a certain date, when do I need to start?

# **Affirmations**

One primary function of affirmations is to get you in touch with how powerful YOU really are. Change your self-talk.

## **An affirmation is a statement of truth in advance.**

Change happens in the body. Analyzing keeps it in your head. You will never have enough information. So stop thinking about it!

**Studies show that people who try more things fail at more things and also succeed at more things. People who try few things fail less frequently, yet succeed less frequently too.**

### **Guidelines for Affirmations:**

- a) Start with “I am \_\_\_\_\_” (something positive)
- b) Use present tense
- c) Be brief
- d) Write it, then say it aloud
- e) Be specific and realistic
- f) Make it rich in imagery

### **Examples of General Affirmations:**

- ◆ I am a very capable person!
- ◆ I am a great mom / dad.
- ◆ I am a great friend.
- ◆ I am comfortable in my body and healthy.
- ◆ I am special in so many ways. (count them!)
- ◆ I am loveable; as well as a loving person who has much to give.
- ◆ I deserve my successes. (you bet!)
- ◆ I am relaxed, calm, and at peace with myself and others.
- ◆ I do really good work.
- ◆ I ask for what I want.

**Positive self-talk helps change our outlook and perspective.**

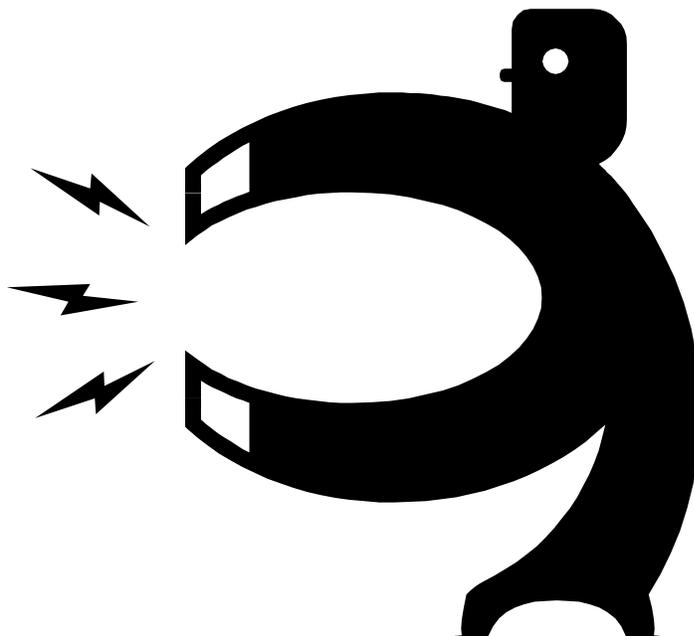
**Positive self-talk makes you feel more in control of your life.**

**Circumstances are what they are, but you determine your attitude toward them.**

**Positive self-talk helps create better results in our daily lives.**

**Be a magnet  
for what you want to draw into your realm of existence.**

**What you focus on is what you get.**



## **More Sample Affirmations**

1. I am lovable.
2. My feelings and needs are important.
3. I am a person of integrity and sincere purpose.
4. I trust in my ability to succeed at my goals.
5. I am a valuable and important person, worthy of the respect of others.
6. I deserve the emotional support of those people who care for me.
7. I am optimistic about life. I look forward to and enjoy new challenges.
8. I know what my values are and am confident in the decisions I make.
9. I take pride in my achievements.
10. I trust myself to make good decisions.
11. I recognize and take care of my needs.
12. I can say no to others when I need to.
13. I take life one day at a time.
14. I let go of guilt (or shame).
15. Life is wonderful and pleasurable.
16. I relax and have fun.
17. Life is an adventure and I accept both the ups and downs.
18. I sometimes take good risks.
19. It is okay to fail. I learn a lot from my mistakes.



## **Visualization: The Key to Success**

Visualizing your results is the key to realizing your results. Visualizing is one of the most important techniques you will ever learn and one that is being used successfully in every area of life.

Pictured below is Dick Fosbury, of the Fosbury Flop fame, on the process of developing his unique high-jump style. The Fosbury Flop has become the standard for high-jumping and the old scissors style is now obsolete.



At a track meet in Grants Pass, Dick Fosbury told of the process of developing the Flop style. "...using the scissors, I make 5-4. And I am sitting there looking at the bar at 5-6, trying to figure out, 'Now how can I jump higher?' I know I have to lift my butt up, because that is usually where you knock the bar up.

So as I try to lift my hips up, my shoulders go back a little bit, and I clear 5-6. It was kind of a lazy scissors. At 5-8, I lift my hips a little higher, and my shoulders go back a little further, and I make it. At 5-10, same thing. By this time, I am going over the bar flat on my back. I'm upside down from everyone else, into kind of a back layout. I go out at 6-feet, and nobody knows what the heck I'm doing."

"Some of the techniques I developed -- visualization and a positive motivation sequence I would go through -- is being taught to athletes today. I just learned to do this internally."

It is why he was able to get through a difficult Olympic trials competition in which he was one jump from elimination, before clearing a personal-record 7-2 on his final attempt. It is why, in front of a packed house and an international TV audience in Mexico City, he was able to outperform the best in the world. It is about rising to the challenge, and conquering.

<http://www.waterlootrackandfield.org/articles/fosbury.htm> Ret. 5/31/2008



## **Visualization – How It Works:**

The unconscious mind, which drives behavior, thinks in pictures and images.

Whatever picture (goal) you consistently think about will drive your actions to create that exact picture. When you continually see yourself accomplishing your goal, your unconscious mind will move you into actions and behaviors that align with the mental image you hold.

Research has consistently shown that our unconscious mind doesn't know the difference between something that is real and something that is vividly imagined.

## **VISUALIZATION: Note the action verbs...**

- **Create a clear mental picture. Associate a picture with your goal.**
- **Picture an image of yourself having already achieved the goal.**
- **Create a picture that is so real you believe you already have achieved your success.**
- **“Experience” your vision. Be in your picture, looking through your own eyes... seeing, hearing, and feeling everything as if you have already achieved your goal.**
- **Create the emotion of the moment in your own body, experiencing the wonderful feeling of satisfaction and happiness.**

If there are “sticking points” where you run into obstacles that seem insurmountable, focus on that aspect and see yourself moving step-by-step toward and through the obstacle on the way to your goal.

**Remember: There is no failure – only feedback.**

Visualize your goal at every opportunity. Bring up your mental picture of successfully achieving your goal while waiting at a stop light, when you're on a break, before your next meeting, when brushing your teeth.

The more frequently you plant your picture into your unconscious mind, the more rapidly you will begin to realize increased results in your life. Visualize first thing in the morning and last thing at night.

When your conscious mind relaxes, your unconscious becomes very receptive to your thoughts, dreams and ideas.

# Homework Following Session 3

**Re-take the ERS**

**Gratitude journal – 25 more entries**

**Practice visualizing your future.**

## **Write Your Own Affirmations**

1. I am \_\_\_\_\_

2. I am \_\_\_\_\_

3. I am \_\_\_\_\_

4. I am \_\_\_\_\_

5. I am \_\_\_\_\_

6. I am \_\_\_\_\_

7. I am \_\_\_\_\_

8. I am \_\_\_\_\_

9. I am \_\_\_\_\_

10. I am \_\_\_\_\_

11. I am \_\_\_\_\_

12. I am \_\_\_\_\_

**Find a quiet and private place and say your affirmations out loud to yourself at least twice each day for the next 6 weeks. Really! Do it. See what a difference this makes!**

You can come to understand your purpose in life by slowing down and feeling your heart's desires.

- Marcia Wieder

Learn to get in touch with the silence within yourself and know that everything in life has a purpose.

- Elisabeth Kübler-Ross

Your life is on purpose, either by your own design, or by the effects that you encounter.

- Dr. Dōv Baron



Even if you're on the right track,  
you'll get run over if you just sit  
there.

- *Will Rogers*

# SESSION 4

## In yesterday's workshop, I learned:

- 1.
- 2.
- 3.

### Homework Review

Gratitude Journal  
Affirmations & Visualization  
ERS Comparison

## Always Aim Higher

Always aim higher than you believe you can reach. Often you will discover that when your talents are set free by your imagination, you can achieve any goal.

When people offer their help or wisdom as you go through life, accept it gratefully. You can learn much from those who have gone before you down the path you are on. But, also, never be afraid or hesitant to step off the accepted path and head off in your own direction, if that is what your heart tells you is the right way for you.

Always believe that you will ultimately succeed at whatever you do, and never forget the value of persistence, flexibility, discipline, and determination.



## *The Daffodil Principle*

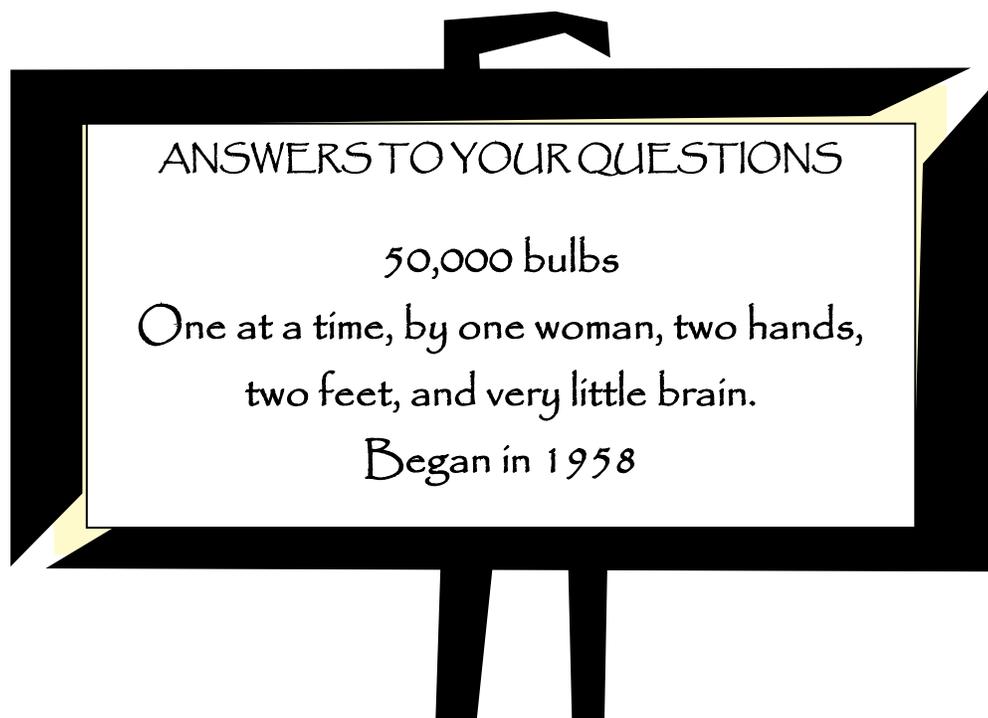


Once upon a time...A woman with two small children took her mother for a ride in the country. After about twenty minutes, she turned onto a little gravel road and saw a small church. On the far side of the church, was a hand-lettered sign that said, "Daffodil Garden."

We got out of the car and each took a child's hand, and I followed Carolyn up the path. Then, we turned a corner of the path, and I looked up and gasped. Before me lay the most glorious sight. It looked as though someone had taken a great vat of gold and poured it down over the mountain peak and slopes. The flowers were planted in majestic, swirling patterns - great ribbons and swaths of deep orange, white, lemon yellow, salmon pink, saffron, and butter yellow. Each different-colored variety was planted as a group so that it swirled and flowed like its own river with its own unique hue. There were at least five acres of flowers.

"But who has done this?" I asked Carolyn.

"It's just one woman," Carolyn answered. "She lives here, and that's her home over there." Carolyn pointed to a well kept A-frame house that looked small and modest in the midst of all that glory. We walked up to the house. On the patio, we saw a poster.



There it was, The Daffodil Principle. For me, that moment was a life-changing experience. I thought of this woman whom I had never met, who, almost fifty years before, had begun ~ one bulb at a time ~ to bring her vision of beauty and joy to an obscure mountain top. Still, just planting one bulb at a time, year after year, had changed the world. This unknown woman had forever changed the world in which she lived. She had created something of indescribable magnificence, beauty, and inspiration.

The principle her daffodil garden taught me is one of the greatest principles of celebration. That is, learning to move toward our goals and desires one step at a time ~ often just one baby-step at a time ~ and learning to love the doing, learning to use the accumulation of time. When we multiply tiny pieces of time with small increments of daily effort, we too will find we can accomplish magnificent things.

We can change the world.

"It makes me sad in a way," I admitted to Carolyn. "What might I have accomplished if I had thought of a wonderful goal thirty-five or forty years ago and had worked away at it 'one bulb at a time' through all those years. Just think what I might have been able to achieve!"

My daughter summed up the message of the day in her usual direct way. "Start tomorrow," she said.



# Goals



**R**ealistic, Attainable,  
Specific?

**E**asy-to-Measure

- ◆ How will you know when you've reached your goal?

**A**chievable

- ◆ If you don't believe you can reach goal, then you probably won't.

**L**ogical

- ◆ Does it make sense?

## Crucial Concepts in Goal Setting

- 1) **Make your own choices** – Be aware of the effect of outside influences on your decision making
- 2) **Write your goals down** – Writing them makes them real, tangible, and you are making a commitment
- 3) **Start with short range goals** – They are easier, more quickly obtained, and they keep you focused on your target.
- 4) **Ensure that your goals are realistic and attainable** – You don't want to set up a pattern of failure;
- 5) **Set your goals high enough** to challenge you and to stretch you, but not frustrate you.
- 6) **Do not set too many** goals all at the same time. If you find you have too many goals, make them sequential, not simultaneous.
- 7) **Create deadlines to help you accomplish your goals** – Break down the goal and set a deadline for each segment. These short deadlines and successes tend to give you a sense of control and achievement, building your confidence.
- 8) **ASK for support** – We often need others to help us get where we want to go. We ask others for support and encouragement. *Surround yourself with supportive, positive people.*
- 9) **Plan ahead** – At each step in goal setting consider potential problem areas and plan a way to avoid them or overcome them. If you just randomly proceed until you hit a snag, you could get discouraged enough to abandon the entire process.

Nothing can add more power to your life than  
concentrating all of your energies  
on a limited set of targets.

- *Nido Qubein, author and business consultant*

## Reviewing Your Goals

One of the job goals I am considering is \_\_\_\_\_

### **Now ask yourself these important questions:**

- Is my goal clearly focused (specific)?
- Is my goal realistic and achievable?
- Do I have a positive attitude about it?
- Is my goal specific enough to be measured?
- Have I listed all the steps I need to do?
- Have I determined a timeline for goal completion?
- Am I prepared to do what needs to be done?
- Am I sure that achievement of my goal will not harm me or anyone else?
- Will achievement of my goal help me to improve my life?

**Whatever you make important  
determines the direction of your life.**

**People do the impossible every day,  
when they don't know that something isn't possible**

~ Dr. Dov Baron.

## Where Do You Want To Go?

Walking along the road, Alice encountered the Cheshire Cat sitting in a tree.

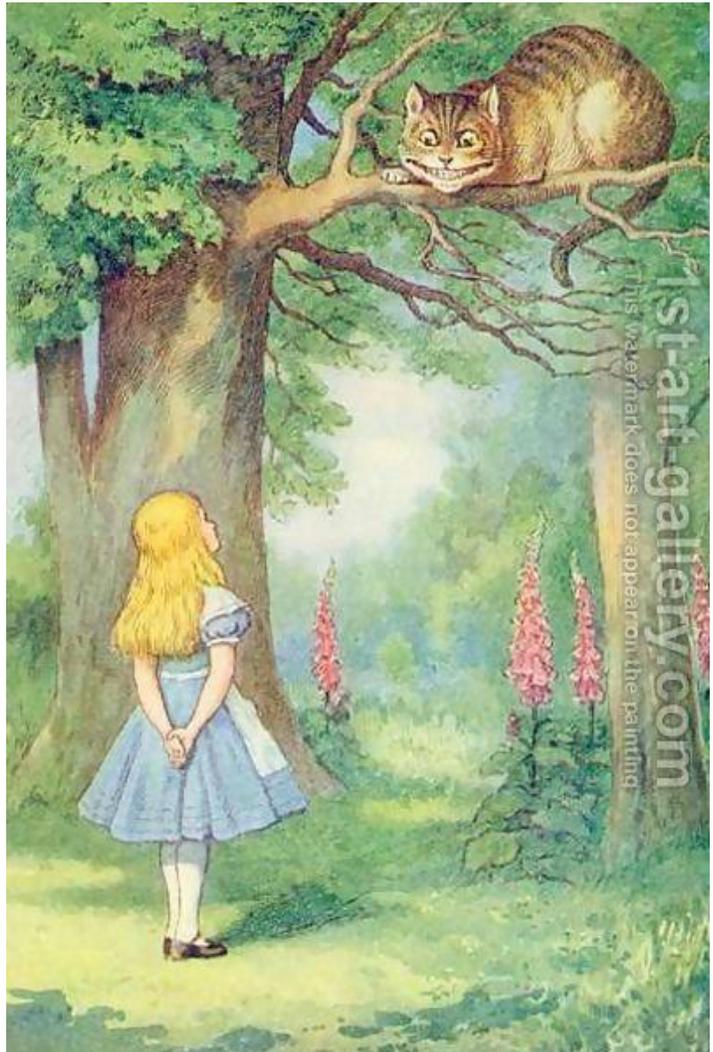
“Oh, it’s you Cheshire cat. I seem to be a bit lost. Would you tell me, please, which way I ought to go from here?”

“That depends a good deal on where you want to go” said the cat.

“I don't know”, Alice answered.

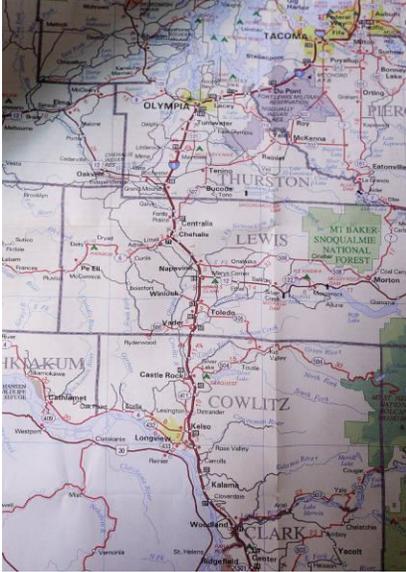
“Then,” said the cat, “it doesn't really matter. “

Lewis Carroll



# **Mapping Your Future**

- **In a previous session, we did a life map to see where we have been.**



- **We have looked at challenges and goal setting.**
- **We've talked about initiating and managing change in our lives.**
- **We've explored vocational aptitudes, interests, and options.**
- **This next exercise is an opportunity to envision what your future might look like – and what you can do to help create that future.**

**Think about the questions below for the next activity. Write your answers as best you can.**

Where do I want to be in:

- 6 months
- 12 months
- 5 years

What do I need to do to get there?

What obstacles are in my way?

How can I plan to get over or around those obstacles? How did I handle it in the past? Which coping strategies have been successful for me? Where did I triumph?

**Keep in mind YOUR power of CHOICE and RESULTS.**

*Thomas Edison, the inventor, and holder of over 1,000 patents, said*  
**“The value of an idea lies in the using of it.”**

*As Winston Churchill said,*

**“Never, never, never, never quit.”**

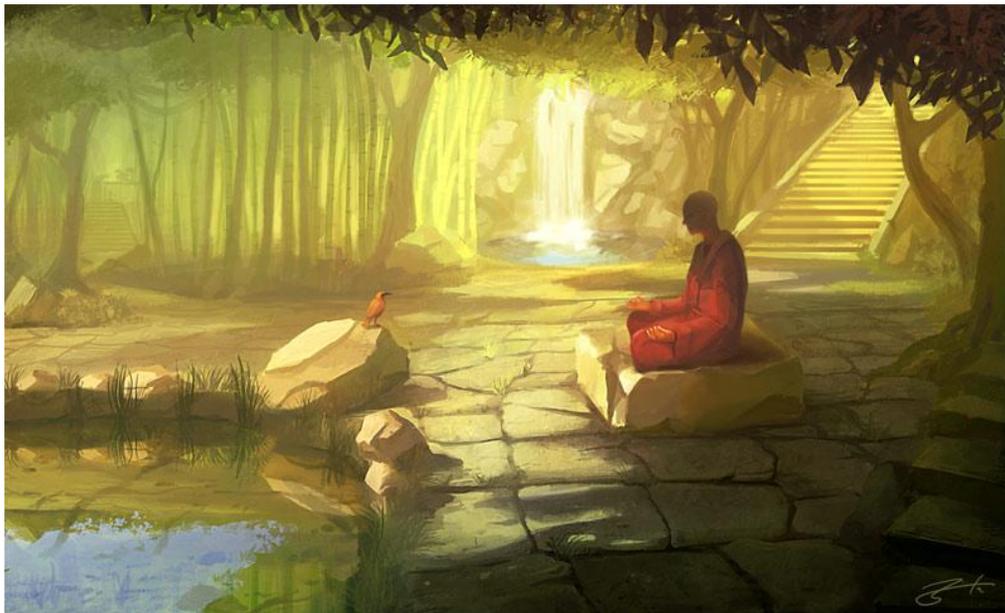
## **Walking on Water**

In an ancient time and a faraway land, 3 three monks decided to practice their meditation together. They sat by the side of a small lake and closed their eyes in concentration. After a couple of hours one of the monks suddenly spoke: “You know, I forgot my mat.” He then stepped miraculously onto the water in front of him and walked quickly across the lake to his hut on the other side.

When he returned, the second monk stood up and said, “That reminds me, I forgot to put out my laundry to dry.” He, too, walked calmly across the water and returned the same way. The third monk, the young novice, watched the first two carefully, and decided that this must be a test of his own abilities.

He said “Is your learning superior to mine? I can match any feat you two can perform,” he declared loudly as he rushed to the water’s edge to walk across the lake. He stepped down towards the water and promptly fell into the lake.

Undeterred, the young monk climbed out of the water and tried again, only to sink into the water again. Yet again he climbed out and yet again he tried, with the same result. This went on for some time as the other two monks watched with amusement. After a while, the second monk turned to the first one and said, “What do you think, should we tell him where the stepping stones are?”



**“Be the change you want to see in the world.”**

- Mahatma Ghandi

**“If you want to build a ship, don't herd people together to collect wood, don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea.” -**

Antoine de Saint-Exupery, author

**“In truth, the greatest miracle is this: the miracle of profound self-transformation. Many of the miracles recorded in history are simply metaphors for this simple truth; we each have the power in our own hands to create the miracle of becoming the person we were meant to be.”**

- Joe Tye, motivational speaker / coach

**“To be what we are, and to become what we are capable of becoming, is the only end of life.” - R.L. Stevenson**

“We can't solve problems by using the same kind of thinking we used when we created them.” - Albert Einstein, physicist

“I have not failed. I have just found 10,000 ways that don't work.”

- Thomas Edison, Inventor (on his search for a light bulb element)

“Our greatest glory consists not in never falling, but in rising every time we fall.”

- Oliver Goldsmith

“The whole world steps aside for the person who knows where he or she is going.” – Unknown

# My ACTION PLAN ...from here to employment

☑ = Done	Barrier / Challenge / Problem	Plan A Strategy for Solution	Plan B Backup Strategy

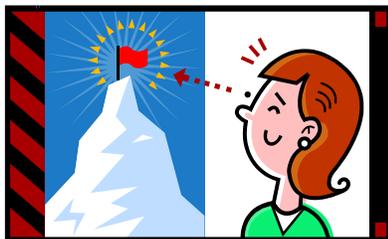
☑ = Done	Barrier / Challenge / Problem	Plan A Strategy for Solution	Plan B Backup Strategy

# **10 Ways to Build Resilience**

**Make Connections** – Good relationships with close family members, friends, or others are important. Accepting help and support from those who care about you and will listen to you strengthens resilience. Some people find that being active in civic groups, faith-based organizations, or other local groups provides social support and can help with reclaiming hope. Assisting others in their time of need also can benefit the helper.



**Avoid seeing crises as insurmountable problems** – You can't



change the fact that highly stressful events happen, but you can change how you interpret and respond to these events. Try looking beyond the present to how future circumstances may be a little better. Note any subtle ways in which you might already feel somewhat better as you deal with difficult situations.

**Accept that change is a part of living** – Certain goals may no longer be attainable as a result of adverse situations. Accepting circumstances that cannot be changed can help you focus on circumstances that you can alter.

**Move toward your goals** – Develop some realistic goals. Do something regularly - - even if it seems like a small accomplishment – that enables you to move toward your goals. Instead of focusing on tasks that seem unachievable, ask yourself, “What’s one thing I know I can accomplish today that helps me move in the direction want to go?”



**Take decisive actions** – Act on adverse situations as much as you can. Take decisive actions, rather than detaching completely from problems and stresses and wishing they would just go away.

**Look for opportunities for self-discovery** – People often learn something about themselves and may find that they have grown in some respect as a result of their struggle with loss. Many people who have

experienced tragedies and hardship have reported better relationships, greater sense of strength even while feeling vulnerable, increased sense of self-worth, a more developed spirituality, and heightened appreciation for life.



**Nurture a positive view of yourself.** Developing confidence in your ability to solve problems and trusting your instincts helps build resilience. What is the meaning of “nurture” ?

**Keep things in perspective.** Even when facing very painful events, try to consider the stressful situation in a broader context and keep a long-term perspective. Avoid blowing the event out of proportion. (Strategic Questioning can help with this.)

**Maintain a hopeful outlook.** An optimistic outlook enables you to expect that good things will happen in your life. Try visualizing what you want rather than worrying about what you fear.



**Take care of yourself.** Pay attention to your own needs and feelings. Engage in activities that you enjoy and find relaxing. Exercise regularly. Taking care of yourself helps to keep your mind and body primed to deal with situations that require resilience.



Additional ways of strengthening resilience may be helpful. For example, some people write about their deepest thoughts and feelings related to trauma or other stressful events in their life. Meditation and spiritual practices help some people build connections and restore hope.



# **Draw a picture of your future self**

## **DVR COUNSELOR RESPONSIBILITIES**

Your DVR Counselor will:

- Work with you in a professional and ethical manner.
- Provide ongoing counseling and guidance to support your efforts to complete the steps needed to reach your employment goal.
- Assist you to get the information you need to make informed choices and effective decisions about your employment goal, your VR services, and the VR service providers you need to reach employment.
- Meet with you at least every 90 days to discuss your progress toward completing the steps needed to reach your employment goal.
- Keep a record of your progress in completing your Employment Plan, obtaining a job, and maintaining a job for at least 90 days.
- Contacting you at least every 30 days after you are employed to ensure that the job is going well for you until your case service record is closed.
- Provide you the opportunity to discuss closing your case service record before a decision is made to close it for any reason.
- Contact you within 12 months after your case service record is closed and annually two years after that under certain conditions.
- Provide oral and written translations into your primary language during vocational rehabilitation if you don't speak English.

## **CUSTOMER RESPONSIBILITIES**

As a DVR customer, I will:

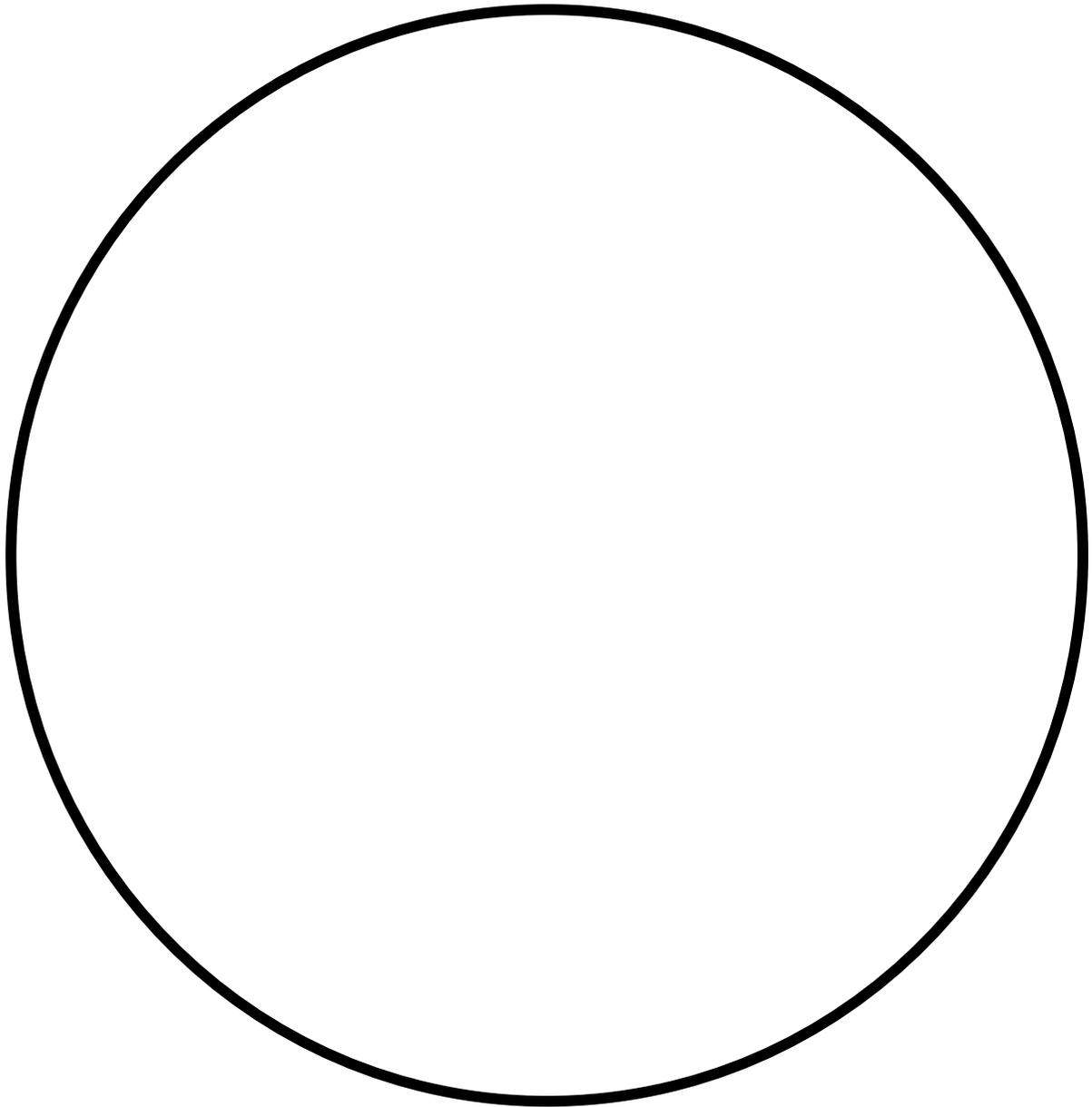
- Make every effort to accomplish the steps listed in this plan.
- Inform my counselor of changes or problems that affect my ability to complete my plan.
- Apply for and use services or benefits (if required) that can be provided to me by other federal, state, or local public agencies, by health insurance, or by employee benefits or pay for the cost of these services or benefits if I choose
- not to apply for and use them.
- Complete a financial statement (if required), and agree upon what portion, if any, I am required to pay for my VR services.
- Pay for the cost of services in excess of a lower cost service when 2 or more service providers or programs offer comparable services, but differ in cost and I choose the higher cost service or program for my Employment Plan.
- Inform my counselor before quitting or making changes to my program.
- Attend all scheduled meetings and appointments.
- Report any address or telephone number changes to my counselor immediately.
- Promptly return any equipment loaned to me when requested by DVR.
- Consult with my DVR counselor about my progress on the steps needed to reach my employment goal. (If I am not making satisfactory progress, DVR may discontinue services.)
- Cooperate with all job placement efforts.

## **DVR CUSTOMER RIGHTS**

As a DVR customer, you have the right to:

- Confidentiality of your personal information.
- Respectful treatment without regard to sex, race, creed, color, national origin, religion, sexual orientation disabled veteran status, Vietnam era veteran status, disability, or age.
- Make decisions about your vocational rehabilitation services that are consistent with your strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.
- Use DVR purchasing methods when DVR is responsible to pay for a service, or a purchase method you choose for services you agree to pay for.
- File a complaint verbally or in writing by notifying a DVR staff person of your verbal complaint or by submitting a written statement.
- Request services from the Client Assistance Program at any time.
- Ask for an exception to a rule in Washington Administrative Code (WAC).
- Request mediation, services from the Client Assistance Program, and/or a fair hearing if DVR makes a decision that you do not agree with.
- Ask DVR to correct information in your case service record that you believe is incorrect.
- Review or obtain copies of information in your case service record in certain circumstances.
- Select someone to act as your representative; if you have a legal guardian or court-appointed representative he or she must act as your representative.
- Receive coordinated services from the Washington State Department for the Blind and from DVR if you are blind or have a visual impairment resulting in an impediment to employment and you would benefit from such coordination.
- Apply for VR services from an Indian tribal rehabilitation program, or from DVR or from both agencies if you live on an Indian reservation.

## 2nd Balance Wheel



Commuting  
Computer  
Comp. Games  
Exercise  
Family  
Friends

Hobbies  
Home  
Housework  
Kids / Partner  
Medical Appts.  
Personal Growth

Relaxing  
School  
Shopping  
Sleep  
Socializing  
Spirituality

## Two Wolves

One evening a Cherokee elder sat before the fire with his young grandson. The young boy had been punished by his mother earlier in the day for some transgression only a young boy could do. The grandfather sat musing about what it had been like for him as a youth.

“Grandson, let me tell you a story about the battle that goes on inside people. The battle is between two "wolves" that dwell inside us all. One wolf is Evil. It is anger, envy, jealousy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority, and ego.

The other wolf is Good. It is joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion and faith." These two wolves battle each other constantly.

The grandson thought about it for a minute and then asked: "Which wolf wins the battle, Grandfather?"

The elder simply replied, "Whichever one you feed."



The feelings that we nurture and return to, time after time, are the ones that come to dominate our thoughts and actions, while the ones we turn away from will fade away. In essence, we have a very important role in creating our reality, by deciding which feelings, thoughts and actions we will choose to focus on. The exciting thing is, we have a choice. Although both of the wolves both exist within each of us, we can choose which one of them we want to feed. That means we choose which one will win.

# **WorkStrides Course Evaluation**

Date:

Training Location:

1. What part of *WORKStrides* was **most useful** to you?

2. What did you learn about yourself that you were not aware of before taking this course?

3. What comment do you have about the overall effectiveness of WorkStrides ?

4. On the topic of \_\_\_\_\_, I learned:

5. Were your trainers:	<u>Poor</u>	<u>OK</u>	<u>Excellent</u>		
a. Welcoming & respectful ?	1	2	3	4	5
b. Good role models?	1	2	3	4	5
c. Worked well as a team?	1	2	3	4	5
d. Made it fun?	1	2	3	4	5
e. Were they comfortable with the material?	1	2	3	4	5

Other comments?

Thank you for being a part of this WorkStrides session!