

WEEK 5



BE UNSTOPPABLE

COACHING

PERSONAL DEVELOPMENT PROGRAM

BE INSPIRED
BE CHALLENGED
BE WILLING

BE UNSTOPPABLE



BE UNSTOPPABLE
COACHING



Personal Development Program

"How does one become
a butterfly?"





"You must want to
fly so much that you
are willing to give up
being a caterpillar."

Trina Paulus



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Managing Stress

Self-Confidence + Self-Efficacy



"I am not a product of my
circumstances; I am a product
of my decisions."

Author Unknown



MANAGING STRESS

Stress is something we all feel, and is relative to an individual and their ability to manage and use stress, to their advantage or disadvantage. It is essential that an individual is able to manage stress and anxiety, to enable healthy life functioning, learning to use stress in a positive way, to increase arousal and motivation towards their goals, staying focused on their achievement, as opposed to allowing stress to debilitate them, stopping progress and negatively impacting life.

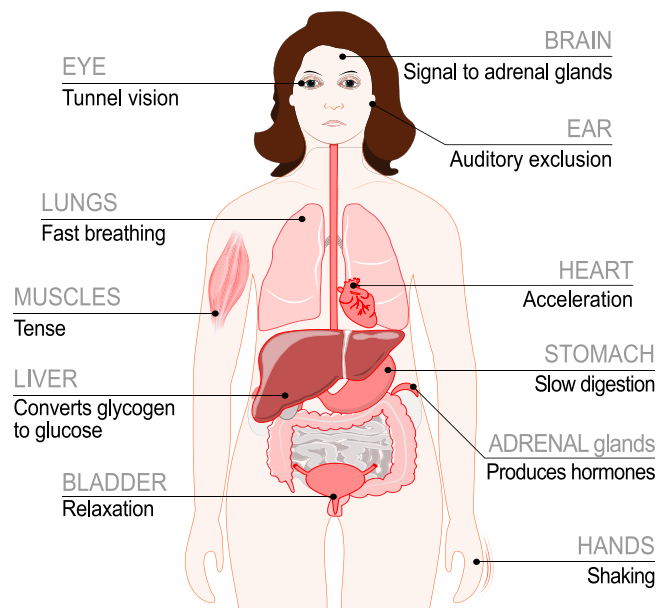


Stress affects everyone in different degrees; however, physical symptoms are the same. Cortisol is the 'stress hormone' which elevates in our bodies when we feel anxious, worried, fearful, uncertain and stressed. Cortisol has many negative side-effects including increasing blood sugar levels, suppressing the immune system and decreasing bone formation (to name a few), all of which could lead to physical deterioration in the long term, if unmanaged. When cortisol is flooded in the front part of our brain, called the pre-frontal cortex, it is difficult for people to think, remember and emotionally and rationally respond to circumstances. A great example of this is the common outcome of people forgetting things during an interview, where the answer to the question asked is 'gone' from their mind. What is happening to this person is a simple physiological reaction to stress, where the 'recall' part of the mind is clouded by cortisol, so the information in the mind is hard to access... it is not actually gone, it's hiding behind the 'cortisol cloud'. The only way to release the 'cortisol cloud' is to relax and allow the body to dissipate the cortisol, making memory recall sharp again.

The release of cortisol also increases the hormones dopamine and adrenaline. Dopamine is usually known as the pleasure hormone, however high levels negatively affect the nervous system, kidneys and liver function.

High levels of adrenaline increase the fight or flight response, pressure on the heart, pupil dilation and blood sugar levels. The combination of these elevated hormones negatively impacts one's ability to focus, think and emotionally respond appropriately, minimising the ability for better life outcomes.

Fight or Flight Response



MANAGING STRESS

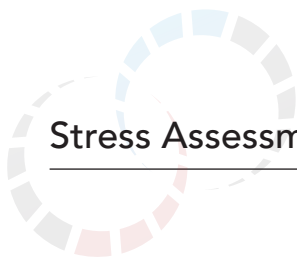
The best solutions for managing stress and in-turn minimising the release of these hormones is deep breathing, muscle relaxation techniques, visualisation of the outcomes a person wants to achieve and meditation, all of which are learnable skills.

Harnessing 'eustress' - using stress as a positive motivating force, is a powerful way to drive one's mental focus on the goals and outcomes an individual wants to achieve, being determined to break-through all hurdles and do what ever it takes to make things happen.



The following questions are contained within the worksheet called 'Stress Assessment' that has also been included in your email as a separate file, provided in both Digital and Print PDF formats.

Complete this worksheet as shown below, before proceeding to the next stage of this program.



Stress Assessment

This questionnaire is designed to help you understand where stress is prominent in different areas of your life. Indicate YES or NO for each of the following questions.

YOURSELF	YES	NO
Do you feel trapped in a set of circumstances you cannot change?		
Do you feel like you have many faults and few good points?		
Do you feel like you are fooling everyone with what you know and who you are?		
Do you often suppress your own views because you think others will be offended?		
Do you often give up something you want to do because of what others want?		
Do you spend a lot of time worrying about the future?		
Do you lose your temper easily?		
Do you find it difficult to relax?		
Do you prejudge situations and then find out that you were mistaken?		
Do you find it hard to say you are sorry?		

MANAGING STRESS

Indicate YES or NO for each of the following questions.

DIET AND EXERCISE	YES	NO
Do you regularly take less than half an hour for main meals?		
Do you often eat while doing other things, like cooking or working?		
Do you eat high calorie foods that produce an instant energy rush?		
Do you drink more than 3 cups of coffee or tea per day?		
Do you drink more than 2 glasses of wine/spirits or 2 bottles of beer per day?		
Do you put on weight easily or quickly?		
Do you smoke?		
Do you have trouble setting aside sometime for yourself daily?		
Do your daily activities rarely include some degree of physical exertion?		
Do you drink less than eight glasses of water every day?		

YOUR ENVIRONMENT	YES	NO
Are you running out of room to put things?		
Is your home too small and cramped?		
Do you feel that you don't have enough privacy?		
Do you find it difficult to relax at home in the evenings?		
Are you neighbours too noisy?		
Do you feel depressed in the dark winter months?		
Do you wake up in the morning with a stiff back?		
Do you feel uncomfortable after sitting for a long period of time?		
Would you prefer to move to a new place to live?		
Do you have a very long commute to get to work?		

YOUR RELATIONSHIPS	YES	NO
Do you find that you never have any time for yourself?		
Do you argue a lot about money?		
Do you feel that you don't have enough privacy at home?		
Are you finding it difficult to settle down into a permanent relationship?		
Is your family resentful that you don't spend enough time at home?		
Is it hard for you to forgive?		
Do you bring past relationship issues into your current one?		
Do you tell the truth when you are upset or hide it to avoid conflict?		
Do you feel that others are controlling and you don't have a choice?		
Do you find it a problem when children answer back or are rude to you?		

MANAGING STRESS

Indicate YES or NO for each of the following questions.

YOUR JOB	YES	NO
Do you feel put-upon or feel you are working too hard?		
Do you regularly work during lunch time or evenings?		
Do you rarely take vacations?		
Do you get an unpleasant feeling when you wake up and have to go to work?		
Do you feel bored with your job?		
Do you find it difficult to organise your work?		
Do you find it difficult to delegate work to someone else when you get busy?		
Do you find that constant interruptions ruin your concentration?		
Do you feel that your talents and abilities are not fully recognised?		
Do you feel ignored by your manager?		

TIME MANAGEMENT	YES	NO
Do you usually try to do things as quickly as possible?		
Do you run out of time when working on important projects?		
Do you deliberately try to do several things at once?		
Lately, have you noticed that you are forgetting things?		
Do you get impatient easily?		
Do you often travel to work during rush hour?		
Do you rarely give yourself a break to relax, play or daydream?		
Do you spend more time on operations tasks instead of thinking strategically?		
Do you rarely write your thoughts in a diary, journal or blog?		
Are you aware that time is passing too quickly?		

TOTAL NUMBER OF 'YES' ANSWERS

Identify which area has the most stress!

Yourself	
Diet and Exercise	
Your Environment	
Your Relationships	
Your Job	
Time Management	

HOW STRESSED ARE YOU?

Identify the percentage of stress in your life!

No. of YES	Level of Stress
50 to 60	You are experiencing extreme stress
35 to 49	75% of your life is stressed
24 to 34	50% of your life is stressed
14 to 23	25% of your life is stressed
Under 14	Your life is mostly stress free

MANAGING STRESS

REFLECTIVE QUESTIONS ...

What is one area of your life (from the stress assessment) that you WANT to work on?

What are some of your stress challenges in that area?

What are some small changes you can implement to help in that area?
FOCUS FORWARD – Value of the changes?

What action goals are you going set to help you manage and minimise stress levels in your life?



The following guide is a tool to help you learn to relax, which is contained within the worksheet called 'Relaxation Techniques' that has also been included in your email as a separate file.



Relaxation Techniques

MUSCLE RELAXATION

Repeat the process 1-2 times per muscle group. Sit in a quiet environment, low tone and light a candle if possible. Ideally you should do this with your eyes closed, however, if you suffer from acute trauma, keep your eyes open. Muscle relaxation is not suitable for people who are prone to epilepsy.

Muscle Groups: Feet, Legs (calves/thighs), Buttocks, Stomach/Back, Arms (close the fists), Face, Tongue. Finish with full body contraction.

- Treat this as a guided meditation, moving from one muscle group to the next.
- Focus on the first muscle group.
- Tense the whole area of that muscle group (contract the muscles).
- Hold the tension for up to 10-seconds.
- Release the contraction and feel the pressure dissolving.
- Relax for 5-10 seconds before moving onto the next muscle group.

VISUALISATION

Creating or finding your happy place and inner calm.

- Use a guided meditation or guided imagery script (available online).
- The guided meditation should take you to a blissful place for mental peace.
- Focus only on the script and step-by-step instructions to see the image.
- If a thought pops into your head, just push it aside and refocus in the script.
- This is great to learn to control your thoughts and focus.
- The desired image/destination of your choice can become your instant 'go-to happy place'.

BREATHING

Controlled and focused breathing to reduce stress and anxiety.

- Focus on your breath only (if needed, close your eyes).
- Visualise your lungs expanding and deflating as you inhale and exhale.
- Place your hand on your chest to feel the movement.
- Inhale very deeply and hold the breath for as long as possible, then exhale slowly.
- Repeat this process multiple times until you feel a sense of calm.

SELF-CONFIDENCE

SELF-CONFIDENCE

Individuals who regularly achieve their goals and are able to perform in a peak performing state, have high levels of self-confidence. The internal belief in their ability to succeed, to overcome challenges, to learn and master skills and to achieve goals, is a powerful driving force for their motivation, and the outcomes they expect as a result of their effort.

Self-confidence is not something we are born with, rather, something that develops over time with trying - succeeding, trying – failing – trying again – succeeding, and so on ... with continuous development and progression as we grow and learn. A perfect example of the development of self-confidence is a baby learning to walk, where they take a step and fall, get up and take another step, maybe two or three and fall again. Babies try over and over again, until they learn to walk.

The support and encouragement they are given by parents during this time, further increases their self confidence in their ability to walk, which also increases their self-confidence in their ability to do whatever they wish.

The psychological and practical process that is inferred by parents teaching their baby to walk, is the same process for building self-confidence in adults. Building self-confidence can be achieved by:


- Effective Instructions or Strategies
- Tools to Assist in Doing or Learning
- Positive Feedback and Support
- Modelling (learning from and copying someone else)
- Visualisation or Imagery (mentally seeing yourself do it)
- Goal Setting
- Minimising or Blocking Out Distractions
- Controlling Negative Thinking
- Affirming Yourself (acknowledge and praise what you do well)
- Controlling Stress
- Thinking and Acting Confidently (fake it until you make it)

Controlling 'negative thinking' (the inner critic), is crucial to the development of self-confidence, as some of the harshest comments we hear, stem from our own minds. When one's inner critic is overactive, the level of self-confidence diminishes and as such, the decisions to pursue opportunities, new experiences and more, is halted.

There are many strategies to combat negative thinking, as you have already learnt in 'Taking Control of the Forces' – Paradigms and Thoughts. One strategy well used in coaching and counselling to minimise and/or stop the inner critic is CBC – Cognitive Behavioural Coaching. CBC is a process of gathering evidence to support or deny the 'paradigm and thought' collected over time, to challenge the inner critic and help to consciously make adjustments to how one speaks to themselves. For example, the person states that 'they are a failure'. This statement will be challenged by asking questions such as: "What evidence is there to support this claim?" "What evidence, from other people's behaviour, actually suggests about this claim?" "What is another way of looking at this, more in-line with the evidence, to serve you better?"

SELF-CONFIDENCE

The steps taken through this process is effective in raising personal awareness of self-talk vs reality and perception of actions and outcomes, helping people challenge the inner critic and learn to think and speak in a more confident way about themselves.




"You have been criticizing yourself for years, and it hasn't worked. Try approving of yourself and see what happens."

Louise Hay



The following questions are contained within the worksheet called 'CBC – Paradigms – Self Talk_Activity 2' that has also been included in your email as a separate file, provided in both Digital and Print PDF formats.

Complete this worksheet as shown below, before proceeding to the next stage of this program.



Paradigms - Self Talk

What are your automatic thoughts?

Paradigms are like a lens through which we see the world. It skews our perception of events and affects our behaviour. Paradigms are shaped by our life experiences and activated by matching similar events, which affect our interpretation or the MEANING we give something.

e.g. A friend doesn't phone on your birthday ... Activates "I'm Worthless Paradigm"
Thoughts: nobody likes me ...
Emotions: sad, lonely, upset ...
Behaviour: shut self away, don't contact anyone ...
Consequences: paradigm-driven behaviour based on irrational assumption on one small event.

Answer the following questions to help you see how your paradigms and thoughts effect your level of confidence. This activity will empower you to change your thinking.

SELF-CONFIDENCE

PARADIGM INVENTORY OPTIONS

Use this checklist to identify possible underlying rules or 'paradigms' of thinking.
Mark the paradigms that relate to you.

HEALTHY PARADIGMS	DYSFUNCTIONAL PARADIGMS
No matter what happens, I can manage somehow.	I must be perfect to be accepted.
If I work hard at something, I can master it.	If I choose to do something, I must succeed.
I'm a survivor.	I'm stupid.
Others trust me.	Without a woman (man), I'm nothing.
I'm a solid person.	I'm a fake.
People respect me.	Never show weakness.
They can knock me down, but they can't knock me out.	I'm unlovable.
I care about other people.	If I make one mistake, I'll lose everything.
If I prepare in advance, I usually do better.	I'll never be comfortable around others.
I deserve to be respected.	I can never finish anything.
I like to be challenged.	No matter what I do, I won't succeed.
There's not much that can scare me.	The world is too frightening for me.
I'm intelligent.	Others can't be trusted.
I can figure things out.	I must always be in control.
I'm friendly.	I'm unattractive.
I can handle stress.	Never show your emotions.
The tougher the problem, the tougher I become.	Other people will take advantage of me.
I can learn from my mistakes and be a better person.	I'm lazy.
I'm a good spouse (and/or parent, child, friend, lover).	If people really knew me, they wouldn't like me.
Everything will work out all right.	To be accepted, I must always please others.

Adapted from Wright JH, Wright AS, Beck AT: Good Days Ahead: The multimedia program for cognitive therapy.

Which dysfunctional paradigm/s would you like to change?

SELF-CONFIDENCE

Evidence for this paradigm:

Evidence against this paradigm:

What cognitive / thinking errors have you discovered? What new conclusions will you make now?

Now that I have examined the evidence, my degree of belief in the paradigm is:

Self-confidence is built over the years, stemming from a combination of past experiences, persistence in trying and learning, high levels of resilience to overcome challenges, trust in one's own ability to do something or find a way to achieve a goal.

Self-confidence goes hand-in-hand with Self-efficacy ...

SELF-EFFICACY

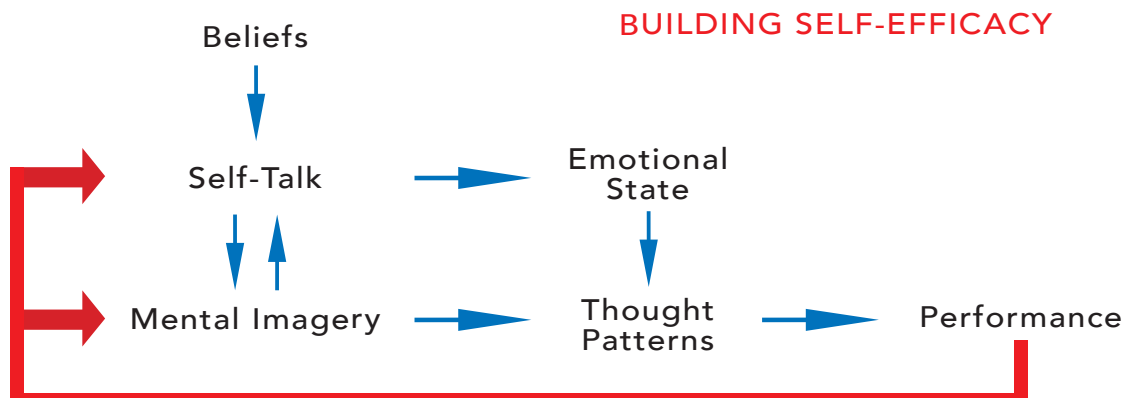
Self-efficacy is a concept developed by psychologist, Albert Bandura in 1977, who refers to 'an individual's belief in his or her capacity to execute behaviours necessary to produce specific performance attainments'. Self-efficacy is a personal judgement of how well one can execute a task or action, required to achieve or resolve something. Self-efficacy is strongly related to cognitive strength, determination, perseverance, resilience to overcome challenges and the ability to achieve goals. Self-efficacy affects everything in human life decisions, as it stems from an individual's beliefs and their subsequent choices, as a result of those beliefs.

According to Bandura, building self-efficacy is achieved through four main areas:

1. **Mastery Experiences:** experience gained over time, overcoming obstacles, successes, learning experiences, skill and confidence development.
2. **Vicarious Experiences:** modelling people who are successful in doing the act of what one seeks to improve in.
3. **Social Persuasion:** verbal support and encouragement from coaching and other support people within one's network.
4. **Physical Interpretations:** assessing the physiological reactions to actions, and assigning them motivating and energising meaning. For example: sore muscles at the gym means a great workout and progress (energizing vs debilitating meaning).

Building self-efficacy is crucial to peak performance and goal achievement, as it is so powerful in its impact on cognition (how we think – building our self-confidence), our levels of motivation to pursue and achieve our goals and the effect on our decisions and actions. By utilising the four areas for self-efficacy development and adding visualisation or mental imagery of the positive end result one seeks, an individual is able to embed the confidence in one's self to act and execute what is required to realise that image.

Mental imagery is done by using all the senses (internal sight, with eyes closed), activation of smell, hearing, feeling and taste (if applicable), to vividly and controllably see the picture of what the individual wants to achieve. This is a powerful process also used in goal setting. The clearer the image, the more vivid and real it is seen in the mind, the more focused and refined the goal becomes, engaging confidence and self-efficacy towards the strategies, perseverance, resilience and determination to achieve it.



SELF-EFFICACY



The following questions are contained within the worksheet called 'Building Self-Efficacy' that has also been included in your email as a separate file, provided in both Digital and Print PDF formats.

Complete this worksheet as shown below, before proceeding to the next stage of this program.



Answer the following questions to help you develop a plan for building self-efficacy!

What life area are you wanting to develop self-efficacy in?

What goal are you working on?

Describe the mental image you see of the 'achieved goal' – What does the end result look like?

What skills and experience do you have from past achievements that you can use for this goal?

SELF-EFFICACY

Who are the role models that do well in this area? What do they do?

How can you incorporate what you can learn from role models in your thinking and actions?

What support do you have to achieve this goal? Who are these individuals?

What can these people do or say to help you strengthen your self-efficacy even more?


What do you physically notice within your body when working in this goal?
What does it mean to you?

SELF-EFFICACY

What empowering and energising meaning can you give the physical symptoms you feel?

What else do you think could help you build self-efficacy?

What action goals are you going set to help you build self-efficacy?



**“When nothing is sure ...
Everything is possible.”**

Margaret Drabble



REFLECTION

What is the biggest insight you have gained from completing this section of the Personal Development Program?

What have you discovered about yourself as a result of learning about managing stress?

What have you discovered about yourself as a result of learning about the importance of confidence and self-efficacy?

What are you going to focus on moving forward, regarding developing the skills needed to manage and mindfully develop in these three areas, for better mental strength and life outcomes?




PERSONAL DEVELOPMENT ACTION GOALS

Mindfulness ... Daily Reflection

AIM: To increase self-awareness and control of thinking, emotions and behaviour.

- Be aware of the stress levels in your life and if the stress is resulting in 'distress' or 'eustress' as you respond to current circumstances.
- Make note of what 'self-talk' and paradigms are affecting your confidence and levels of self-efficacy and what you have done to manage this.
- Use the tools provided to work on understanding and managing your stress, as well as techniques to develop and build your levels of confidence and self-efficacy, for better outcomes in your life.
- Work on the 'Relaxation Techniques' and 'CBC – Paradigms – Self Talk_Activity 2' and 'Building Self-Efficacy' Tools and Worksheets daily.



"Some people succeed
because they are destined to,
but most people succeed because
they are determined to."

Henry Van Dyke

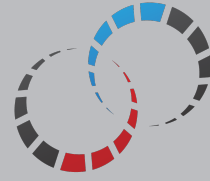
NEXT WEEK

Next week's focus will be learning about the BE UNSTOPPABLE DRIVERS – Foundational Universal Wisdom for Peak Performance.

Next week will be the first of six weeks, to cover the six drivers and their tools and worksheets, help you to progressively understand each driver and strengthen your state of mind in the application of each one.

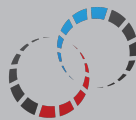
NOTES

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