



MANAGING YOURSELF FOR OTHERS (MYFO)

Credit Union Business Solution No. 22



ASSOCIATION OF ASIAN CONFEDERATION OF CREDIT UNIONS
Bangkok, Thailand

PREFACE

Introduction

Cooperatives are made up of cooperators who are committed to work for and with others to improve socio-economic development of people.

A cooperative is owned by members, therefore ongoing member education proves critical to ensuring member control participation. Education is the continuous process by which members see the connection between their individual interest and group interest.

The governance practice of cooperatives is based on values, ethics, and cooperative principles. As cooperatives are governed by people, good governance in a cooperative involves two aspects: internal (purpose, values, vision, goals) and external (plan of a member, directors, committee member, and staff), which will greatly determine the success or the failure of a cooperative.

A cooperative must cater the ongoing adaptation and renewal. It will invariably change due to internal & external processes and pressures & dynamics. The capacity of a cooperative to cope and survive change, especially today's transformational change, is the key to maintain its cooperative identity.

Today's reality

"Welcome to the 4th Industrial Revolution!"

"Welcome to the Exponential Age!"

It is predicted that in 2030, computer will become more intelligent than human. Also in 2030, mankind would land on Mars.

Today even the nature of 'change' is changing. Today just about every major enterprise and organizations in the world is undergoing transformational change, but what of the people who are part of these enterprises? Are they able to change as fast as the re-engineering plan required them to? Are we equipped to cope with transformational change, through which ourselves, our organizations, or our environments take on a completely new shape?

Is human with basic human values and the spiritual perspective of life not the master of computer, no matter how intelligent artificially it will become?

Knowing that change is an essential component of evolution of the self and organizational environments, it allows us to cease being inactive and, instead, to respond positively with the conscious understanding that there is an opportunity for us to help shape the future.

“Visionary cooperative leaders seek to be part of the emerging to-morrow, not the dying yesterday.” Andrew So, ACCU Founding President

What is MYFO?

Managing Yourself for and with Others (MYFO) provides a rare opportunity to know yourself and to see what is important in your life. It serves as a time-out for you to refocus your personal and professional life.

MYFO is a practical self-management development program for people in the Cooperative Movement to work for and with others to build a better community.

MYFO is to help accentuate the Positive Thinking as well as to provide people with the knowledge, personal skills and confidence necessary to master change.

MYFO represents an ongoing member education and participation program.

GENERAL INFORMATION

Overview - The 11 Tasks of MYFO

Subject Areas:

| | |
|---------------------------|---|
| 1. Thought Starter | What are some of the core values, personal skills, habits and attitudes, knowledge of a person who is influential, happy, and successful? |
| 2. Facts | Identify the facts about where you are at this stage of your life. See where you have come from and what you have learned. Identify what (good and bad) pattern of thinking, responding and behaving you have acquired. Know what scale of change is needed in your life. |
| 3. Insight | Access your present position to gain insights into yourself and your strengths that you can build on for the next chapter in your life. Identify the weaknesses and constraints that need to be considered and dealt with. |
| 4. Purpose | Defining the purpose of your life from various perspectives. How to position yourself to catch the next wave? Develop a personal compass. |
| 5. Values | Identify the values that guide and influence major choices, decisions and relationship in order to support your purpose. How to detect the values, which give shapes and definition to your character? |
| 6. Vision | What do you want your future to look like? Making your aims clear for the next chapter in life. |
| 7. Obstacles | Identifying and understanding the blocks and barriers, the obstacles and challenges that you will have to deal with in order to achieve your vision. Identifying the symptoms and the root causes. |
| 8. Goals | Setting specific targets to be aimed for on the way to achieving your vision. |
| 9. Strategies | Developing the overall plans for achieving your goals and directions for the next phase of your life |
| 10. Action Plan | Transforming well-meaning intentions into specific practical actions. |
| 11. Implementation | How to follow through and sustain your progress. Summarize your plan and establishing a monitoring system to keep track of your progress. |

Duration

1st Day 6 Hours and 15 Minutes

2nd Day 7 Hours and 30 Minutes
3rd Day 2 Hours

Total hours 15 hours and 45 minutes

* Time allocation on each day can be adjusted as facilitators deem appropriate.

USE

The training is applicable for everyone working for credit unions such as, but not limited to human resource department, training officer, general staff, and members. Board and committee members may find the manual useful as the training itself aims to foster the underlying bond between governance practice and human subconscious elements – values, ethics, and cooperative principle – to combat sclerotic operation of credit unions and transform it to meet the shifting needs of members.

Training Approach and Method

As many as 60 people can participate per training. The 11 tasks of MYFO involve mostly individual work sitting in groups; preferably at least 5 groups consisted of 5 to 7 members.

To acquaint attendees with their new group mates, each group should work on team name and select a group leader as well as a secretary to record the work sharing and ideas.

Most of the sessions intend to engage participants in deep self-evaluation and reflective thoughts; therefore, it is pertinent for the facilitator to set mood and establish environment that can soothe the mind and body. Mild melody songs can be played during the sessions to inspire epiphany with equanimity.

Once individual forms his/her own ideas, facilitator should exercise his/her judgment as to when a few volunteers could be asked to report their work or share the reflection with the group or the entire class. Facilitator should keep in mind that the process of discussion and sharing could open up opportunity for other participants to work on expanding the shared ideas.

Teaching approach used in the training:

The training utilized *Student-Centered Approach to Learning*. In this form of teaching, facilitator serves as an authoritative figure. The primary role is to coach and facilitate the learning and ensure students' understanding of the instructions and materials. To perform comprehension assessment, facilitator can observe students' written self-analysis, group presentation, and open-discussion of particular topics. Student learning can be measured continuously during teacher instruction.

Sessions in this training often begin with mind-stimulating activity that invigorates thought creativity from within, and then step-by-step take participants through data aggregation and evaluation process to formulate final products such as a self-conclusion.

Set of example activities includes, but not limited to:

1. **Charting lifeline** – a tool created by participants through intensive self-reflection of past and present experiences. The core concept of the activity is to carve memories (both high and low points) into tangible patterns, stages, and chapters for the purpose of understanding ones' behavior, nature, action, as well as decision sprung from the past until present.
2. **SWOT Analysis** – a conclusive figure resulted from the identification of Strength/Weaknesses to mirror the past and Opportunities/Threats to open doors for the better future.
3. **Detecting purpose** – an activity that targets discovery of participants' goals and aspirations to align future actions with the hopes and dreams of the intended future.
4. **Exploring & Identifying values that guide purpose** – a follow-up session after "*Detecting Purpose*" that aims to help participants identify the central moralities and philosophies he/she employs to fuel the actions of fulfilling the identified life purpose.
5. **Visualizing the future** – encourages the mind to wonder in the realms of imagination to envisage the future that represents the underlined purpose and anticipated actions guided by values. The purpose is to set clear the dream as well as to prepare for the action take off.
6. **Designing a symbol: vision affirmation in all key life areas** – incorporates concepts of creative expression by allowing participants to articulate ideas and thinking in a form of symbol drawing. The activity also invites participants to consider the spill-over effects of a certain goal onto other aspects of life including Family, Career, and Health etc.
7. **Identify surface problem & root causes** – a session that encourages participants to consider the practicality of his/her determination by identifying the barriers & obstacle roots and to open opportunity for the conquering of fear.
8. **Setting SMART goal** – geared participants toward actualizing his/her vision by setting specific, measurable, achievable, realistic, and time-specific targets.

9. **Formulating strategies** – helps determine precisely the methods participants can incorporate to reach the set goals
10. **Conclude the action plan** – intends to allow time for participants to contemplate and organize immediate action steps that he/she can take to complete the envisioned goals

Step-by-step instructions are provided in the session guide.

Adapting the materials:

Before using the manual in real training situation, you may want to adapt it to your circumstances. Follow the procedure below:

Read through the material and decide whether or not:

- Time allotted is sufficient to run the program as it is;
- Only some topics or sessions should be used;
- New topics and sessions should be added.

Your decision will depend on the training needs of your trainees and the means you have at your disposal.

Carefully read through the sessions you have decided to use. Check the subject matter in both the session guides and the handouts.

Do not regard the manual as a book with all or the only answer. It is intended as a collection of suggestions and ideas which you can adapt, modify, use, or reject as you deem fit.

How to prepare yourself:

The following steps are suggested before conducting the training:

1. Read the session guides carefully; be sure that you understand the content and that you can predict what is intended to happen inside the classroom.
2. Work through the exercises by yourself and be sure you understand them clearly. Do not limit yourself to the session guides; if necessary research from the internet for more information.
3. Make note on material itself and find as many local examples as you can to illustrate the points.
4. Plan the whole session carefully, predict approximately how many minutes each section of the session is likely to take. Make appropriate modifications to fit the time available for you. Do not restrict yourself to the time suggested in the manual.

Conducting the program:

The following steps are suggestions on how the training should be conducted:

1. Divide participants into at least 5 groups with 5 to 7 members and ask each group to identify team name and select a group leader as well as a secretary to record the work sharing and ideas
2. Do not put the trainees in rows so that the only face they can see is your own
3. Be sure that the session is clearly structured in the trainee's mind. It is like telling a good story – with beginning, middle, and end. Let the participants know what is going to happen in this training.
4. Be flexible; do not follow the material obediently. Be prepared to change the approach depending on the situation and available resources. Just be cautious that while you are changing the training approach, make sure that the objective of the program will be achieved.
5. If you fail to draw a particular answer from trainees, it is your fault, not theirs. Persist, asking the same question in different ways, hinting at the response you want. Only make the point yourself as a last resort.
6. Use silence to provoke response if no one answers a question wait 20 to 30 seconds. This gives the trainees time to collect their thoughts – and the courage to speak.
7. Avoid talking too much. Ask, listen, and guide rather than talk.
8. Never ridicule a trainee's answer or suggestion; it may have some merit and the attempt itself is commendable
9. If you cannot answer a trainee's question ask another trainee to respond. You are the facilitator, not the source of knowledge.
10. Be dynamic; move around, walk up and down the classroom. Your physical activity helps keep everyone alert.

Impact of the training:

Training provides participants a rare opportunity to get to know themselves and to understand the values, ethics, and principles that guide every important decision-making. It is a practical self-management development program for everyone in the cooperative movement who interacts with interchanging world and works for the betterment of members.

Not only a self-management course can help identify the transformation the participants need through reflective analysis and evaluation, but the result could also pat credit union staff back on the mission track.

General classroom materials:

- MYFO course book
- Program schedule
- Evaluation sheet
- Writing pads
- Name tags
- Pencils

- Package of color pens/markers (per group)
- Masking tape (per group)
- Flip chart (per group)
- Table name tag to display names of the team and its members

**** Every participant should have at least one item of the materials on the above list****

Visual Aids:

- MYFO PowerPoint presentation or Flip Charts
- Video on “Change”
- Video on the “New Life of an Eagle”
- Laptop that can connect to the projector and audio speakers
- Overhead projector and screen
- Audio speakers
- Microphones
- White board
- Playlist of soft melody music

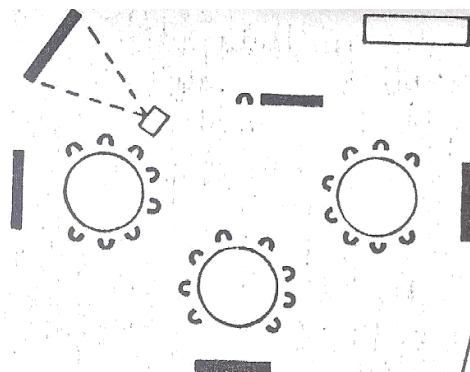
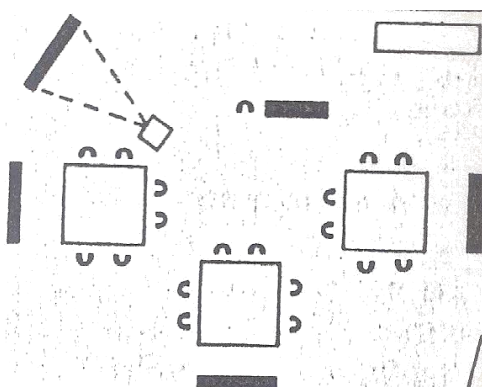
Suggested seating arrangement:

Using of round tables is recommended for a class that has big groups with more than 6 members per group.

The position of the projector screen should be visible to everyone in the room. Also, it is important to make sure that every group member faces the flip chart while sitting.

The room should have extended wall space to display the work done during sessions such as group-written opinions & discussion and the design of the visionary symbol during *Task 6: Vision*.

Also, one small table could be added to keep extra stationary supplies and another one can serve as a space for facilitator and moderator to sit quietly while participants concentrate on their thoughts and reflection.



SAMPLE DAILY SCHEDULE

| | |
|-----------------|---|
| Day 1 | |
| 8:00 am onwards | Arrival |
| Day 2 | |
| 08:30 – 10:00 | Opening Program: <ul style="list-style-type: none"> • Group Photo |
| 10:00 – 10:30 | Morning Break |
| 11:00 – 11:15 | Opening Remark <ul style="list-style-type: none"> • Video Presentation on Transformational Change • Impact of Change • Introduction of MYFO |
| 11:15 – 12:00 | Interactive Activity: Charting your lifeline |
| 12:00 – 13:00 | Lunch |
| 13:00 – 14:30 | SWOT Analysis |
| 14:30 – 15:15 | Detecting your purpose |
| 15:15 – 15:30 | Afternoon break |
| 15:30 – 15:35 | Warm up |
| 15:35 – 17:00 | Exploring & Identify your values that guide your purpose |
| 17:00 – 17:30 | Visualizing the Future |
| Day 3 | |
| 08:30 – 10:00 | Designing a symbol: Vision Affirmation in All Key Life Areas |
| 10:00 – 10:15 | Morning break |
| 10:15 – 10:20 | Video Presentation on The New Life of an Eagle |
| 10:20 – 12:00 | Surface Problems & Root Causes Identify root causes of barriers |
| 12:00 – 13:00 | Lunch |
| 13:00 – 14:00 | Setting smart goals |
| 14:00 – 14:05 | Warm up |
| 14:05 – 15:25 | Developing plan to achieve overall goals; Giving life to your strategies |
| 15: 25 – 15:40 | Afternoon break |
| 15:40 – 17:15 | Implementation: 120 Day Action Plan |
| 17:15 – 17:30 | Recap |

| Day 4 | |
|---------------|--------------------------------------|
| 08:30 – 10:00 | Establishing monitor system |
| 10:00 – 10:30 | Morning break |
| 10:30 – 12:00 | Sharing and Evaluation |
| 12:00 – 13:30 | Lunch |
| 13:30 – 15:00 | Preparation of Recommendation |
| 15:00 – 15:30 | Afternoon break |
| 15:30 – 17:00 | Closing Program |

** The 11 tasks of MYFO involve mostly individual work sitting in groups. The self, the “I” is the confluence of:

- the mind, which thinks, imagines, feels, forms ideas;
- the intellect, which reasons, evaluates, discerns, decides;
- the subconscious, which records experiences in the form of habits, tendencies, qualities, talents and memories.

The facilitator should exercise his/her judgment as to when a few volunteers could be asked to share with the big group their individual work on purpose values and vision.**

Session Guide

Introduction

Subject: Opening Remark

By the end of the session, participants will:

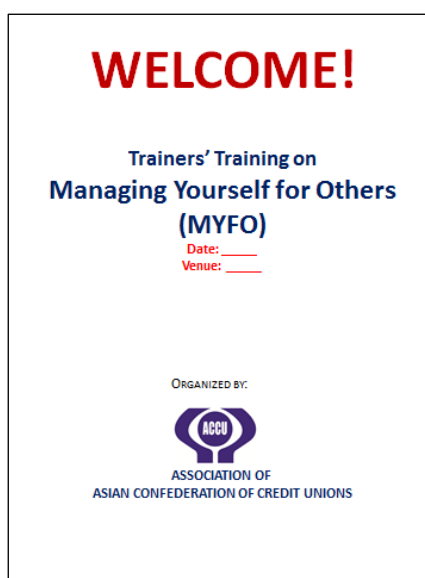
- Feel welcome:
- Know who their fellow learners are; and
- Be familiar with the course program and key themes

Session Contents:

- Introductions (organization sponsoring the training and resource persons)
- Housekeeping rules
- Video presentation on Transformational Change
- Discussion about the impact of change
- Introduction of MYFO
- Group Assignment

Introductions – 1 minute

- Welcome the participants as they enter the room to brighten the first day of the training. Smiling could also help urge participants to anticipate the activities. Prepare a flip chart or banner that you can display during the program. Below is the sample banner or flip chart:



- Introduce yourself and related colleagues. Provide a brief background of yourself to build credibility that the facilitator is qualified to run the course
- The course is about self-management development. It is important to assure participants that the training is practical, participatory, and fun. There will be some opportunity to share

ideas and personal experiences in groups. The whole process is inspiring as participants can internalize the sessions and apply the learning in their own lives. Assure that the implementation of the training will help participants identify the transformation he/she needs to create a huge difference in the credit union industry.

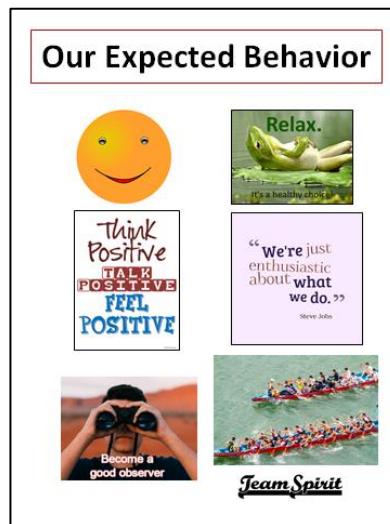
Housekeeping rules – 1 minute

It is essential to settle some ground rules before the training so participants know what behavior is expected during the training.

Display the set of rules on the screen/flip chart and make sure everyone can see and understand each of the bullet points. Below are the key rules participants are expected to follow in this training:

- Smile
- Relax
- Be enthusiastic
- Be positive
- Be good observer when doing exercises
- Team spirit – the power to cooperate

Below is the sample flip chart:



Video presentation on Transformational Change – 3 minutes

As the facilitator leads participants into the subject of MYFO, he/she can stimulate curiosity and interests by showing a video clip "Transformational Change" to grab the audience attention.

Note: Facilitator does not have to play the entire video, but selecting only specific sections that can drive the point home is acceptable. Also, since the video does not have the voice-over, facilitator can add his/her comments while the video is playing.

Main objectives of the video:

- To illustrate the flow of time and how human has progressed through the changes that happened;
- To show human ability to adapt to the interchanging world
- To demonstrate the endless change/development that will continue to evolve through time as long as human still lives

Facilitator can establish the relevance of the video to the subject of MYFO by emphasizing the needs to identify/recognize points of personal transformation that each person needs to catch up with the changes happening around the world. Make sure your words are filled with optimism, so participants are convinced that changes are always possible if a person sets his/her mind on the task.

Discussion about the impact of change – 5 minutes

Examples can be given to accentuate the essentiality to adapt:

- **What do you know about lobsters?** – Facilitator may use example of lobsters and its life cycle to elaborate his point that changes sometimes are necessary for survival. This can be in a form of storytelling. Wait for several replies. It makes little difference what the answers are as your objective as a facilitator is gets the participants' attention.

Objective:

To show participants that change/transformation is necessary and worthwhile even though ones might have to go through various discomforts

Content:

Lobsters are well-known for its delicious taste in fancy restaurants around the world, but what some may not know is the change every lobster has to grow through when it grows.

The shell of lobster is hard and inelastic, therefore, when it has to grow it has to extrude itself from the old shell, a process called Ecdysis and molt in order to create a new shell. The process is, indeed, highly uncomfortable if human were to do the same every time our body

changes size. Despite the inconvenience and prodigious amount of energy spent, lobsters still have to go through the process of Ecdysis to survive, because the creature itself and the nature know changes are necessary.

The video on Lobster Molting:

https://www.youtube.com/watch?v=5s_QRtTjDK4

Explain the Analogy: There is a clear analogy between how a lobster grows physically and how a person develops his human potential.

In order for lobster to grow physically, he must periodically shed his shell, grow, and develop a new shell. This is not an easy process for him. It's painful and dangerous. The salt water, which helps develop the new shell, irritates the lobster's body. Without his shell he is an open target for predators. It's a painful and risky procedure. For a person to develop his/her human potential, he/she must shed his/her shell that locks in the 75-90% of his potential not being used. Yes, it's uncomfortable and risky because we are discarding old habits and attitudes and developing new one. But there is a way to make this process less uncomfortable and risky----by taking the MYFO course!

Additional real-life examples of change that can be used to emphasize its impact:

- In 1998, Kodak had 170,000 employees, and sold 85 percent of all photo paper worldwide. Within just a few years, their business model disappeared and they went bankrupt. What happened to Kodak will happen in a lot of industries in the next 10 years—and most people don't see it coming.
- Exponential technology was a disappointment for a long time, before it became way superior and got main stream in only a few short years. Such a trend will happen with artificial intelligence, health, self-driving electric cars, education, 3D printing, agriculture, and jobs.
- Right now, the average life span increases by 3 months per year. Four years ago, the life span was 79 years, now it's 80 years. The increase itself is increasing and by 2036, there will be more than one year increase per year. So we all might live for a long time, probably way more than a 100 years.
- There will be a \$100 artificial robot in the future. Farmers in the developing countries can then become managers of their field instead of working all day on the fields.
- Hydroponics – agricultural method that grows plants without using soil instead it uses mineral nutrient solution in a water solvent – will need much less water.

Supplementary Videos on Transformational Change:

1. Metamorphosis from Caterpillar to Butterfly.

The video can be downloaded in this link:

<https://www.youtube.com/watch?v=m2VLkMoC274>.

One day, the caterpillar stops eating, hangs upside down from a twig or leaf and spins itself a silky cocoon or molts into a shiny chrysalis. Within its protective casing, the caterpillar radically transforms its body, eventually emerging as a butterfly or moth.

2. Rebirth of an Eagle: <https://www.youtube.com/watch?v=yXTrWPvP0iQ>

By the time an eagle reaches the age of 30 or so, its physical condition has deteriorated to the point that survival is difficult: its talons lose their flexibility and cannot properly grip prey, its beak becomes dull and bent, and its wing feathers grow thick and heavy, sticking to its chest and impairing its flight. The bird then retreats to a mountaintop, where over a five-month period it sequentially knocks off its beak by banging it against a rock, plucks out its talons, and then plucks out its feathers, each stage producing a regrowth of the removed body parts that “renews” the eagle and allows it to live for another 30 to 40 years.

Although this tale may provide a vivid illustration of the philosophy (presented on the video) that sometimes one must shed the past in order to move forward (or, as often expressed, “In order to rebuild, you must first tear down”), it is merely a myth that strays far from the reality of an eagle’s life, according to the University of Minnesota’s Raptor.

Introduction of MYFO – 4 minutes

In this section, facilitator can tie the impact of change happening around the world to the current operation of cooperative industry that is committed to work with the world to support socio-economic development of people. Emphasize that even cooperative is no exception to change and its unknown future impact.

Suggested participants a link to how self-management course can help identify a room for improvement and transform the mindset of cooperative – that based its governance practice on values, ethics, and cooperative principles – by putting its staff on the right track toward his/her vision while aligning the actions with cooperative mission.

If participants raised concern or show some confusion, add an explanation that since cooperatives are governed by the people, good governance in a cooperative, therefore, involves two aspects: internal and external control. The purpose, values, vision, goals, and plan set by a member, directors, committee members, and staff thus can determine the success or the failure of cooperative.

Quote can be added to give positive encouragement for change.

“Visionary cooperative leaders always seek to be a part of the emerging tomorrow, not the dying yesterday,” Andrew So, ACCU Founding President.

Give the final introduction of MYFO by stating how MYFO provided rare opportunity for participants to get to know themselves and lay out what are important in life. The program is a practical self-management tool for everyone in the cooperative movement who work with the world to bring the fellow people a better tomorrow.

Before moving on to the next session, facilitator can show the course overview slide to give participants relative ideas of how the training will run. Below is the example of the slide

Overview of the 11 tasks of MYFO



Important note: Fore-warning the participants that all the sessions in the course are interconnected, meaning the realization/completion of one task will continue to open doors for the next. Therefore, it is important for participants to pay very close attention and remain focus during every session.

Group Assignment – 1 minute

Preparation:

Pre-assign participants into small groups of 5 to 7 participants

Instruction:

Allow time for participants to introduce themselves to their teammate. Each group should come up with a group name and nominate a group leader as well as a secretary to record the progress and ideas expressed by group mates throughout the course.

1

Thought Starter

(12 minutes session)

Learning Outcomes

| | |
|-------|--|
| Do: | <ul style="list-style-type: none">• Encourage participants to get to know their group mates and to engage in group discussion while providing assistance as needed• Remain open-minded of ideas and opinions expressed by the participants• Ensure participants understand the connection/pattern between the origins of self (core values, skills, habits, and attitudes) and the result that follows such as becoming influential, happy, and successful figures |
| Know: | <ul style="list-style-type: none">• Examples of core values, skills, habits, and attitudes of people who are influential, happy, and successful figures to give participants some ideas to start the thinking process |
| Feel: | <ul style="list-style-type: none">• Appreciate of the core values, skills, habits, and attitudes that participants were able to identify in others• Recognize that the present behavior is a part of a cause & effect |

Topic: Task 1: Thought Starter

Time Allocation 12 minutes

Objective: To get better acquainted with fellow teammates and become more familiar with skills, habits, and attitudes of people who are influential, happy and successful

Materials: MYFO workbook
Writing pads
Pencils
Color pens/markers
Masking tape
Flip chart (per group)

Preparation: Pre-assign participants into small groups of 5 to 7 participants

Instructions: Brainstorm – 5 minutes:

1. During *Task 1: Thought Starter*, facilitator can first introduce the objective of the session to familiarize participants with the expectation and how it would foreshadow what the next session will come about
2. Display the discussion question “*What are some of the core values, skills, habits, and attitudes of people who are influential, happy, and successful?*” on the screen for everyone to see and ask each group to brainstorm for possible ideas that correlate with the question.
3. Allow participants about 5 minutes to work on preparing a brief report of ideas that came up during the group discussion. Ideas can be written on notepads to assist with the verbal presentation or it can be written on the flipchart sheet.

Group Report – 5 to 7 minutes:

1. Ask each group to nominate a person to give about 1-minute presentation covering ideas the group came up with pertaining to the discussion question. Instruct the nominees from all the groups to come up to the front of the room all at once.
2. Encourage participants to give the presenters a big welcome round of applause
3. Instruct the presenters to first introduce him-/herself as well as the group he/she is representing. Assure the presenters that the duplication in ideas between groups is allowed as long as he/she is

able to stress the importance of skills, habits, and attitudes of the people who are influential, happy and successful

4. When all the presentations ended, give comments and praise the presenters who can correctly tie his/her presentation with the benefits of the MYFO course. Make sure that by the end of all reports, all the major benefits of MYFO have been reinstated.

Note: Possible comments facilitator can give:

- In addition to the quality participants can identify in others during this activity, MYFO course can enhance participants' ability to recognize behavioral pattern of themselves and diagnose the skills, habits, and attitudes that he/she needed when working on completing the credit union mission.
 - Moreover, the course can also provide people with knowledge, personal skills, confidence, and positive thinking necessary to master the change.
5. Once all the presentations are completed, facilitator should thank all the presenters and seat them with applause.

Task 1---Thought Starter

Objective

To get better acquainted with the participants and become more familiar with skills, habits and attitudes of people who are influential, happy and successful.

Instructions

1. Will work in small groups, have a 12-minute discussion and then hear reports from each group.
2. Form small groups of 5 to 7. (Try to have at least 5 groups.) Each group should have a name and choose a group leader and recorder.

Discussion

1. Discussion question: “What are some of the core values, skills, habits and attitudes of people who are influential, happy, successful?”
2. Instruct them to start, Circulate among groups giving assistance as need.
3. When there are two minutes left, remind groups they have two minutes left to get their reports in order.

Reports

1. Bring all reporters up front at same time. Explain that people like to be appreciated so let's show appreciation for the reporters by giving them an enthusiastic applause.
2. Introduce Reporter. Hear his/her report (Remind reporters not to worry about duplications in ideas. This serves to stress their importance.)
3. Comment on report (Praise reporter, then tie in one of the ideas reported to benefit of the MYFO course. Be sure that by the end of all reports all the major benefits of MYFO have been explained)
4. After last report, thank reporters and seat them with applause

Leadership is reaching out to, for and with others.

2

Facts

(33 minutes session)

Learning Outcomes

| | |
|-------|---|
| Do: | <ul style="list-style-type: none">• Encourage participants to extract memories (both good and bad) to chart the lifeline, which would serve as a reminder of the past and the present• Assist participants with an open mind and help clarify the activity as needed• Ensure participants can identify patterns, distinguish life stages and chapters, and predict the next phase of life |
| Know: | <ul style="list-style-type: none">• Examples of life moments that can be recorded in the lifeline to give participants some ideas to start the thinking process• Possible stages/chapters that participants can classified• Ideas of how the next stages/chapters should look like after observing the previous pattern from the lifeline sketched by the participants |
| Feel: | <ul style="list-style-type: none">• Appreciated of the connection between past and the prospective future• Supportive of the future outlook |

Topic: Task 2: Facts – 33 minutes

Time Allocation: 33 minutes

Objective: To recap important moments that have happened throughout participants' lifetime in order to recognize the pattern, set boundary for each life stage/chapter, and predict the upcoming next chapter of life. This activity will allow participants to observe closely where they have come from and where they are now

Materials: MYFO workbook
Writing pads
Pencils

Preparation: Facilitator should take his/her time to understand the lifeline charted as an example on page 28. The same example is also provided on page 3 of the Index in this book. Additional examples of lifeline can also be prepared to give participants some more ideas on how to get started on the activities.

Instruction:

1. 10 minutes – Ask participants to draft his/her lifeline including important life moments since childhood to the present time. Each moment should be given a level of emotional state (high or low) correlated with the indicating variables on the axis of the chart: success, happiness, contentment, or sense of fulfillment (vertical axis) versus age or time of significant events (horizontal axis). Example of the lifeline can be referred to on page 28
2. 5 minutes – Instruct participants to mark key events, experiences, or actions that took place. If he or she went through a dramatic change, facilitator can suggest the participants to set a new line or to begin an 'S' curve
3. 5 minutes – Allow participants to give specific title for each of chapter of life, for example:
 - Age 6 – 12: Need for love and recognition
 - Age 13 – 18: Quest for identity and adventure
 - Age 19 – 30: Pursuit of wealth and importance
 - Age 30 – 40: Search for meaning and understanding
4. 5 minutes – Direct participants to look for patterns that appear repetitively in the past chapters and assist them in understanding the meaning of the repetition. If the pattern is understood, he/she can make a prediction of the next unknown chapter. Also, remind the participants to note the potential pattern of which they might need to be cautious

5. 8 minutes – Give participants the remaining time to name the title of their next unknown chapter taking into consideration the observation of the pattern appeared in the past

Task 2---FACTS

Where you have come from and where you are now.

Exercise--- Charting your lifeline

Objective

To observe your life in order to identify patterns and stages or chapters in your life until now.

Instructions

1. Look at the sample lifeline drawn on the following page. Draw your own lifeline in the blank chart provided on the same page, representing your life from childhood to the present time, showing the high and low points. The vertical axis represents “ success”, i.e. happiness, contentment and sense of fulfillment. The horizontal axis provides a line on which to indicate your age at the time of significant events and turning points.
2. Mark in the key events, experiences or actions that took place in your life, which stand out as being significant. If you went through a dramatic change, you may even represent this by beginning a new line, that is, the beginning of a ‘S’ curve.
3. Identify the main stages in your life by giving them a ‘chapter’ title: for example, age 6-12, ‘ Need for love and recognition’; ages 13-18, ‘ Quest for identity and adventure’; ages 19-30, ‘ Pursuit of wealth and importance’; ages 30-40, ‘Search for meaning and understanding’, and so on.

4. Identify the main patterns that appear in different stages of chapters. Some patterns repeat in different 'chapters' of life. Unless they are understood, these patterns may repeat in your next 'chapter' also. Note the most significant patterns of which you need to be conscious.

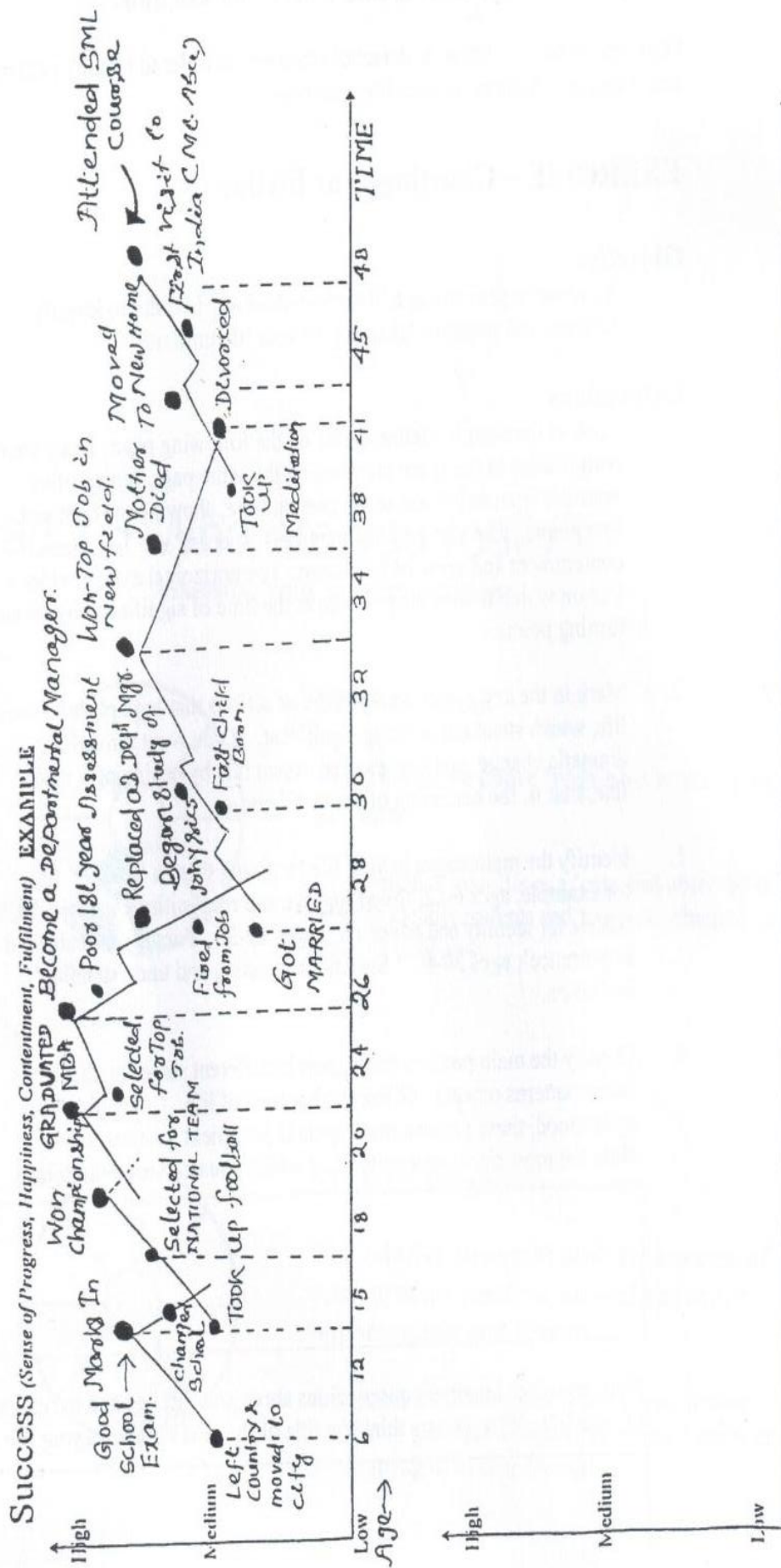


5. Note any other important observations about your lifeline and the course of your life. What do you think the title of the next chapter in your life is?



Leading with Hearts and Minds

CHARTING YOUR LIFELINE ~ Plot the high points and low points of your life.



3

Insight

(1 hour and 30 minutes session)

Learning Outcomes

| | |
|-------|---|
| Do: | <ul style="list-style-type: none">• Enhance participants’ understanding of his/her lifeline• Develop participants’ clear understanding of the consciousness, the “self” and its effects on the state of behavior• Help participants identify/assess personal strengths and professional assets that you can build on for the next chapter of life.• Assist participants in identifying the weaknesses and constraints needed to be considered and dealt with |
| Know: | <ul style="list-style-type: none">• Elements that constructed the state of consciousness, the “self,” and their influence on human state of behavior• How to clarify strengths• How to acknowledge the weakness• How to recognize possible threats• How to identify golden opportunity• How to summarize insights |
| Feel: | <ul style="list-style-type: none">• Appreciate of strengths and assets• Recognize the weaknesses and constraints |

Topic: Task 3: Insight – 1 hour and 30 minutes

Time Allocation: 1 hour and 30 minutes (90 minutes)

Objective: To assess personal strengths and professional assets that you can build on for the next chapter of life
To identify the weaknesses and constraints needed to be considered and dealt with

Materials: MYFO workbook
Writing pads
Pencils

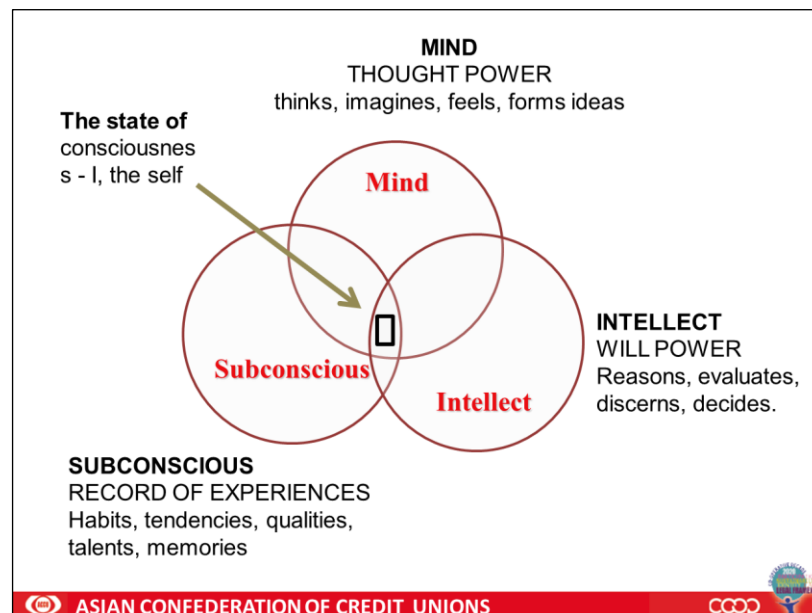
Preparation: Facilitator should take his/her time to understand the confluence of consciousness, the “self” or “I”, which is consisted of: the mind, intellect, and subconscious.

Mind – *thought power* – thinks, imagines, feels, form ideas

Intellect – *will power* – *reasons*, evaluates, discerns, decides

Subconscious – *record of experiences* – such as habits, tendencies, qualities, talents, memories

Below is an illustration of how three elements are connected to produce human consciousness:



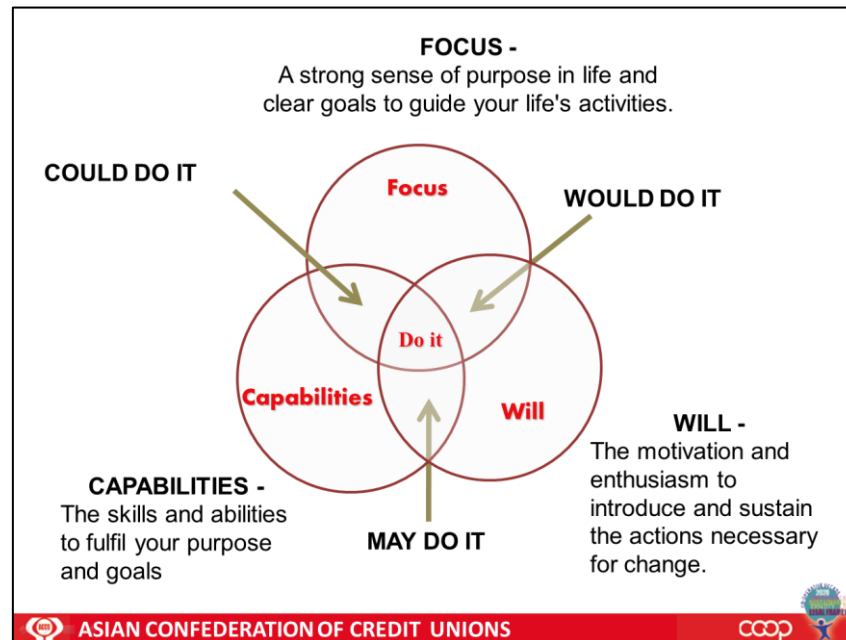
Moreover, facilitator needs to grasp the ability to apply the concept in real-life situation when:

Mind represents the *Thought Power* that enable human to focus, especially when a strong sense of purpose in life and clear goals to guide life’s activities are present.

Intellect represents the *Will* that motivates and gives human enthusiasm to introduce and sustain actions necessary for change

Subconscious represents the *Capability* (skills and ability) to fulfill life purpose and goals

The diagram below re-illustrates the connection between each of the elements after the representation:



Analysis:

Facilitator should know that the accomplishment of a task depends on the availability of all the elements. A lack of one may not take trainees all the way to their destination. Take for example:

Person “could” attend a task, when he/she demonstrates *Thought Power* (ability to focus) and *Capability*. However, lacking a *Will* can prevent him/her from developing a motivation needed to initiate or complete the mission.

Person “might” attend a task, when he/she displays the *Capability* and *Will*. However, lacking a *Focus* can persuade him/her to give up the mission half-way.

Person “would” attend a task, when he/she demonstrates *Focus* and *Will*. However, he/she cannot fulfill the task without having the *Capability* to do so.

On the other hand, if a person possesses all 3 elements: *Thought Power* (ability to focus), *Capability*, and *Will*. He/She will be most likely to initiate the action to transform.

The results from rest of the tasks will lead up to the completion of the aforementioned diagram; therefore, the concept of consciousness will ineluctably be repeated throughout the training. For this instance, *Task 3: Insight* will allow participants to explore his/her subconscious and the hidden *Capability* within.

Instruction: Task 3 – Insight will engage participants in 5 major activities to complete their SWOT (Strength, Weakness, Opportunity, and Threat) analysis:

1. Exercise 1 – Clarifying Strengths:

Objective:

- To uncover participants’ special talents by observing the past success and victory
- To identify quality or virtue he/she admires in him-/herself and in others
- To recognize most valuable tangible and intangible assets
- To recognize particular strength that participants can depend on in the future

Instruction:

1. Take participants through the following discussion questions:
 - a. 4 minutes – What are three special talents in forms of skills, competencies, and abilities you display at the moment you experience the greatest successes or victories? (Refer to the constructed lifeline)
 - b. 4 minutes – What are the qualities people admire most about you? What are the particular personal qualities and virtues you bring to your relationship?
 - c. 4 minutes – What do you consider to be your most valuable assets? (Answer can be intangible things such as life experience, relationships, or tangible assets such as material possessions)
2. 6 minutes – Allow participants to identify from the answers written for the above discussion questions the most important strengths he/she can depend on and build on in the future

Task 3---INSIGHT

Who are you?

The relative strengths and weaknesses of your present situation, as well as future opportunities and threats,

EXERCISE --- Carrying out your personal SWOT analysis

CLARIFYING YOUR STRENGTHS

Objectives

- To review your greatest successes or victories—these reveal your special talents
- To identify qualities or virtues you most admire in others and in yourself
- To recognize your most valuable assets both tangible and intangible
- To recognize those particular strengths you have that you can depend on in the future

The combination of these four factors shows you what you already have that you can build on as you move into your future.

Instructions

1. Review your lifeline.
2. Reflect on the following questions and write your answers in the spaces provided.

- Reflect on your lifeline and remember the times when you experienced your greatest successes or victories. What three special talents did you display at those times? These may be skills, competencies or abilities.
- What do people most admire about you? What are the particular personal qualities and virtues you bring to your relationships?
- What do you consider to be your most valuable assets? These may be intangible things, such as life experience and relationships, or tangible assets, such as material possessions.
- Review your answers. Write down the four most important strengths that you can depend on and build on in the future.

A leader is one who knows the way, goes the way,
and shows the way.

2. Exercise 2 – Acknowledging Weakness:

Objective:

- To recognize the constraints or limits that appeared in the past, in which may affect the future

Instruction:

1. Take participants through the following discussion questions:
 - a. 4 minutes – What can you see as being the most common weakness or deficiency in behavior or attitude that seems to be related to failures you observe in the recurring patterns in the lifeline you drew?
 - b. 4 minutes – What are the negative or destructive trends in your behavior that will continue to cause others and yourself sorrow or loss in the future if left unchecked? What are your three biggest liabilities?
 - c. 4 minutes – What would you like to change about yourself in the next chapter of your life?
2. 6 minutes – Allow participants to identify from the answers written for the above discussion questions the most significant weakness that may constrain him/her in the next chapter of life

EXERCISE --- Carrying out your personal SWOT analysis

ACKNOWLEDGING YOUR WEAKNESSES

Objective

To recognize what may constrain or limit you in the next chapter of your life.

Instructions

1. Review your lifeline.
 2. Reflect on the following questions and write down your answers in the spaces provided.
- Observe those times when you experienced failure. Especially observe any recurring ‘patterns’ of failure in your life. What can you see as being the most common weakness or deficiency in behavior or attitude that seems related to those failures?
 - What are the negative or destructive trends in your behavior that will continue to cause others and yourself sorrow or loss in the future, if left unchecked? What are your three biggest liabilities?

- What would you most like to change about yourself in the next chapter of your life?

- Review your answers. Write down the four most significant weaknesses, which may constrain you in the next chapter of your life.

A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves.

3. Exercise 3 – Recognizing possible threats:

Objective:

- To identify the risks involved in the next chapter of life
- To become clear of what challenges lie ahead

Instruction:

1. Take participants through the following discussion questions:
 - a. 4 minutes – When you scan the horizon in the next chapter of your life, what can you observe as being the biggest challenges you will encounter? What about the negative possibilities you will need to plan for?
 - b. 4 minutes – What is the biggest personal risk that you need to take in the future?
 - c. 4 minutes – What do you most frequently avoid that you will eventually need to face? What are you most afraid of?
2. 6 minutes – Allow participants to identify from the answers written for the above discussion questions the 4 most imposing “threats” which he/she needs to be aware of in the next chapter of life

- What do you most frequently avoid that you will eventually need to face?

- What do you most afraid of?

- Review your answers to the above questions. Write down the four most imposing “threats” which you need to be aware of in the next chapter of your life.

The only thing to fear is fear itself.

4. Exercise 4 – Identify golden opportunities:

Objective:

- To identify opportunities in the next chapter of life

Instruction:

1. Take participants through the following discussion questions:
 - a. 4 minutes – What are the new chances or windows of opportunity that seem to be opening up for you right now? (Answers can include new friendships, unexpected events or developments that are popping up in front of you)
 - b. 4 minutes – When you think about the next chapter of life, what are the new possibilities that most excite you?
 - c. 4 minutes – What would you do in the next chapter of life if you have no fear?
2. 6 minutes – Allow participants to identify from the answers written for the above discussion questions the 4 most significant opportunities that could be realized in the next chapter of life.

EXERCISE - Carrying out your personal SWOT analysis

IDENTIFYING YOUR GOLDEN OPPORTUNITIES

Objectives

To identify the opportunities in the next chapter of your life

Instructions

1. Review your lifeline.
2. Reflect on the following questions and write your answers in the spaces provided.
 - What new chances or windows of opportunity seem to be opening up for you right now? These may be new friendships, unexpected events or developments, which are popping up in front of you.

 - When you think about the next chapter of your life, what new possibilities most excite you?

- What would you do in the next chapter of your life if you had no fear?
-
- Review your answers to the above questions. Write down the four most significant opportunities that could be realized in the next chapter of your life.

Opportunities galore--seize them and we can open up fresh possibilities of service to those who rightly expect our help.

5. Exercise 5 – Summarizing Insights:

Objective:

- To create a summary of SWOT analysis

Instruction:

1. Ask participants to complete the empty boxes in the figure on the next page by writing down the 3 most significant strengths, weaknesses, opportunities, and threats. The same figure can also be found on page 4 of the Index in this book.

Analysis of the SWOT Summary:

Facilitator should ensure that diagram on page 46 is well-understood by the participants. The following points should be explained to the participants:

- The identification of strengths and weaknesses are the qualities that you have demonstrated in the past.
- On the other hand, opportunities and threats are what participants expect in the future.
- The exercises in this session help participants search into who they were and taste a brief glimpse of what the future holds. The deep analysis during the exercises simply reveals important capabilities that can be built on to foster the opportunity and counter the weaknesses to mitigate the possible threats.

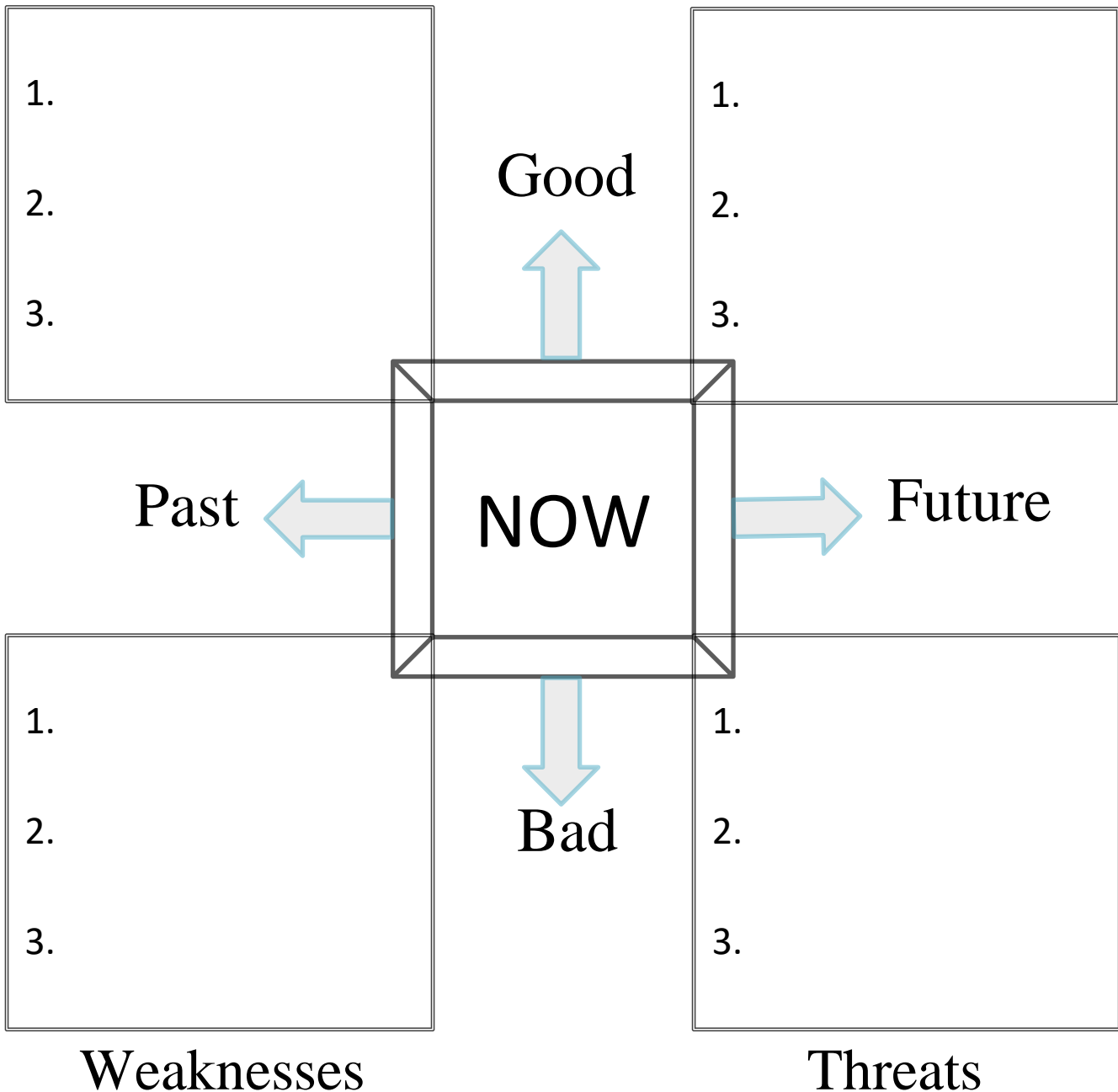
EXERCISE - Summarizing your insights

Objectives - To create a summary of your SWOT analysis

Instructions - Write your three main strengths, weaknesses, opportunities and threats in the spaces provided below.

Strengths

Opportunities



4

Purpose

(45 minutes session)

Learning Outcomes

| | |
|-------|--|
| Do: | <ul style="list-style-type: none">• Enhance participants' ability to incorporate SWOT analysis in the mission of finding a purpose• Develop participants' clear view of his/her unique role in the personal/professional circles and societies• Help participants realize that everyone has a purpose in life and there is a reason for everything that has happened so far |
| Know: | <ul style="list-style-type: none">• Influence of SWOT analysis in this activity• Connection between the activity and the elements that constructed the state of consciousness that was referred to in Task 3• Several examples of purpose given by other successful individuals to give participants some ideas to start the thinking process• Benefits of identifying the purpose for the next chapter of life |
| Feel: | <ul style="list-style-type: none">• Appreciated of the life that has a purpose• Recognize the values of the past that may uncover the potential role in the future |

Topic: Task 4 – Purpose

Time Allocation: 45 minutes

Objective: To help participants detect the existing purpose in order to develop a clear focus in the next chapter of life

Materials: MYFO workbook
Writing pads
Pencils

Preparation: In this session, facilitator should have a solid understanding of the connection between the *Capability* as identified in the SWOT analysis and the *Mind* – ability to focus which will be revealed in this activity.

Exploring a purpose requires participants to recall the key contributing factors of the past moments – either failure or success moments. These factors include the exact pinpoint of the thinking, imagination, feeling, and ideas (Thought Power) that helped a person through when experiencing the high and low key points. The activity, as we have expected, would stimulate the brain to examine the origins of Thought Power to reveal his/her written purpose – a reason for which something is done. Once the purpose has been clearly identified, a person’s appropriate action is expected to remain as the main focus and persist through the next chapter of life.

Task 4 – Purpose thus examines what participants’ next chapter of life should look like or what he/she could aim for.

Several examples of purpose given by well-known successful individuals include, but not limited to:

“To care for those whom everyone else has abandoned”

St. Teresa of Calcutta

“I contemplate a social system that will be part of the arrangements in the New Moral World”

Robert Owen (1771 – 1858)

“The objects and plans of this society are to form arrangements for the pecuniary benefits, and improvement of the social and domestic condition of its members”

Rochdale Pioneers (1844)

“The people should become master of their own destiny. Group action through cooperatives is the only way in which the people can still adhere to the principles of free enterprise while building a good society for themselves.”

Msgr. M.M. Coady (1882 – 1959)

Examples are also displayed on page 51.

Lastly, facilitator needs to understand that a purpose makes it easier for a person to concentrate his/her limited energy on the action that he/she deems as meaningful and important. Realizing a purpose therefore is the best solution to how participants can efficiently course through the next chapter of life.

Instruction: Task 4 – Purpose will guide participants through 1 activity to detect the overriding life purpose

1. Exercise 1 – Detecting your purpose:

Objective:

- To develop a clear focus for the next chapter of life

Instruction:

1. Take participants through the following discussion questions:
 - a. 6 minutes –What is your passion? What part of your “work” gives you the maximum power and energy? What are the activities you love to do?
 - b. 6 minutes – How do you plan the next step to further your passion? What do you think are the factors that would make your next phase an important one?
 - c. 6 minutes – When you look back at the bleakest or darkest moments of your life, what was the thinking, imagination, feeling, and ideas that enabled you to get through? What kept you going in those difficult times or when the road gets rough?
 - d. 6 minutes – When looking at the highest peak of your life, what are the causes of your victory or success? What were the talents or qualities that took you there?
 - e. 6 minutes – What can you offer to the world? (Answer can include natural gift or a special talent you have acquired through experience, but it should be actions that you intend to benefit others)
 - f. 6 minutes – Imagine that everything that has happened in your life is merely training for something that will occur in the next chapter of your life. If all the good and bad times have been intended to prepare you for a special role that now lies in front of you, in what area or field is this most likely to be?
2. 9 minutes – Allow participants to observe the answers written for the above discussion questions and complete the statement, “*the*

purpose that will guide me in my next chapter of life is to...” on page 54.

Task 4---PURPOSE

Everyone has an important purpose in life. The aim is not to create a purpose; you already have one. You just have to detect it, uncover it.

4 examples:

To care for those whom everyone
else has abandoned

St. Teresa of Calcutta

I contemplate a social system that
will be part of the arrangements in
the New Moral World

Robert Owen (1771-1858)

The objects and plans of this
society are to form arrangements
for the pecuniary benefit, and
improvement of the social and
domestic condition of its members

Rochdale Pioneers (1844)

The people should become masters
of their own destiny.

Group action through cooperatives
is the only way in which the people
can still adhere to the principles
of free enterprise while building a
good society for themselves

Msgr. M.M. Coady (1882-1959)

By knowing your purpose you can concentrate your energies on what is most meaningful and important. Your aim is to uncover what overriding purpose would best guide you in the next chapter of your life.

EXERCISE --- Detecting your purpose

Objective

To develop a clear focus for the next chapter in your life

Instructions

Reflect on the following questions and write your answers in the spaces provided

Purpose - the questions

- What is your passion? What part of your 'work' do you find gives you maximum power and energy? What do you really love to do?

- What do you sense is the next step for you? What do you feel is the next important phase in your life?

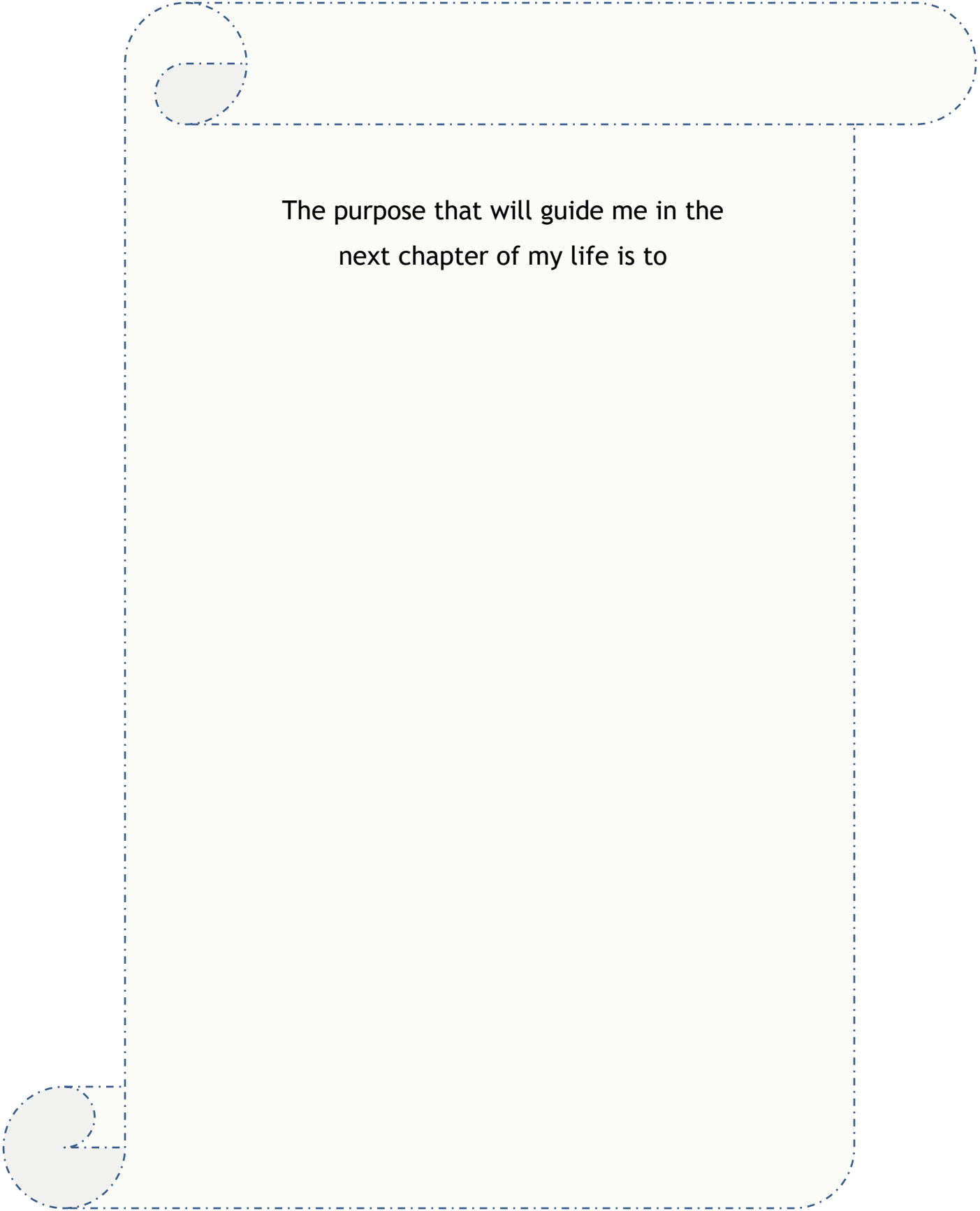
- When you look back at the bleakest or darkest moments of your life, what was it that enabled you to get through? What kept you going at those times? What keeps you going when the going gets tough?

- When you look at the highest peaks of your life, what was especially working for you then? What special talents or qualities were you displaying at those times?

- What do you feel you have most to offer the world? It may be a natural gift or a special talent you have acquired through experience. It will be that which you would most like to 'give' to others.

- Imagine that everything that has happened in your life until now has been a training for something that will occur in the next chapter of your life. If all the good and bad times have been intended to prepare you for some special role that now lies in front of you, in what area or field is this most likely to be?

- Review your answers to the previous questions. Look towards the next chapter in your life and complete the following statement on the next page.



The purpose that will guide me in the
next chapter of my life is to

5

Values

(1 hour 25 minutes session)

Learning Outcomes

| | |
|-------|--|
| Do: | <ul style="list-style-type: none">• Motivate participants to look for a moral or principle that would keep him/her on track to achieving the goals• Develop participants' ability to look deep into past memories to find out the hidden conviction that guides him/her through decisions• Help participants realize the close connection between values and purpose |
| Know: | <ul style="list-style-type: none">• Examples of core values that can guide participants through the next chapter of life• Connection between values and purpose• Impacts of values on action, decision-making, and behavior in the next chapter of life |
| Feel: | <ul style="list-style-type: none">• Appreciated of the values participants are able to identify• Recognize the potential of the identified values to guide participants through his/her fulfillment of purpose |

Subject: Task 5 – Values

Time Allocation: 1 hour and 25 minutes (75 minutes)

Objective: Identify the values that guide and influence major choices, decision, and relationships in order to support the purpose

Materials: MYFO workbook
Writing pads
Pencils

Preparation: Facilitator should be aware that value serves as a connector between purpose and action. Like fuel to burning fire, values sustain purpose by giving meaning to a course of action.

Similar to purpose, values don't need to be created, in fact they exist in everyone. Therefore, activity in this session intends to help participants detect values that are kept hidden in the back of his/her mind.

Finally, it could be beneficial to state an emphasis that finding values does not only help participants stay focus on the mission to accomplish the goals, but it will also give him/her the enjoyment and contentment as he/she moves along the new path of life.

Instruction: Task 5 – Values will guide participants through 2 exercises to detect values

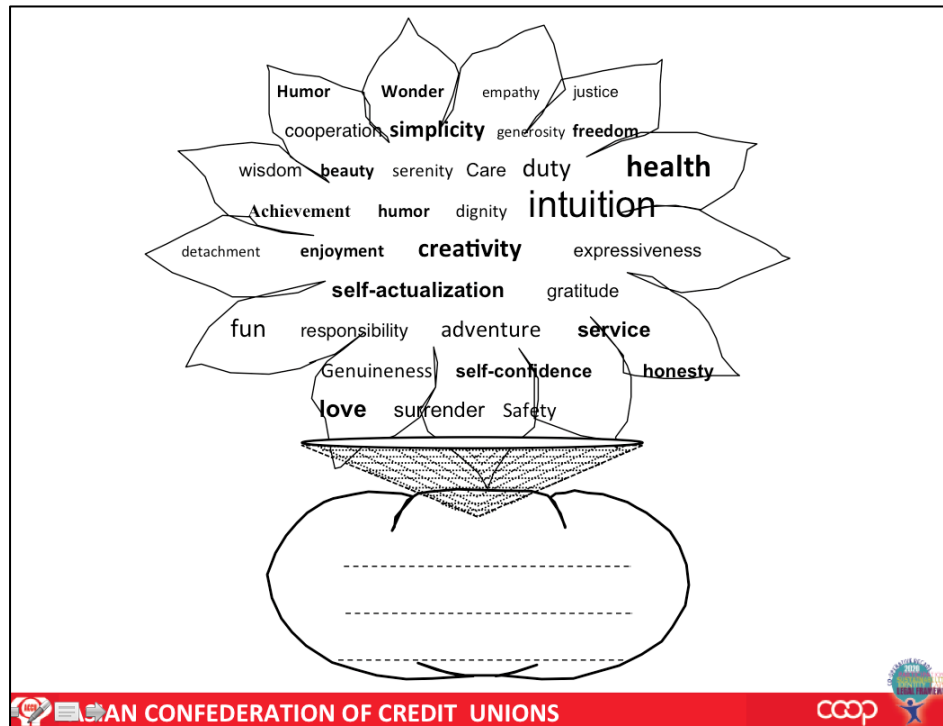
1. Exercise 1 – Exploring your values – 15 minutes:

Objective:

- To identify values which are deeply connected with your purpose in life

Instruction:

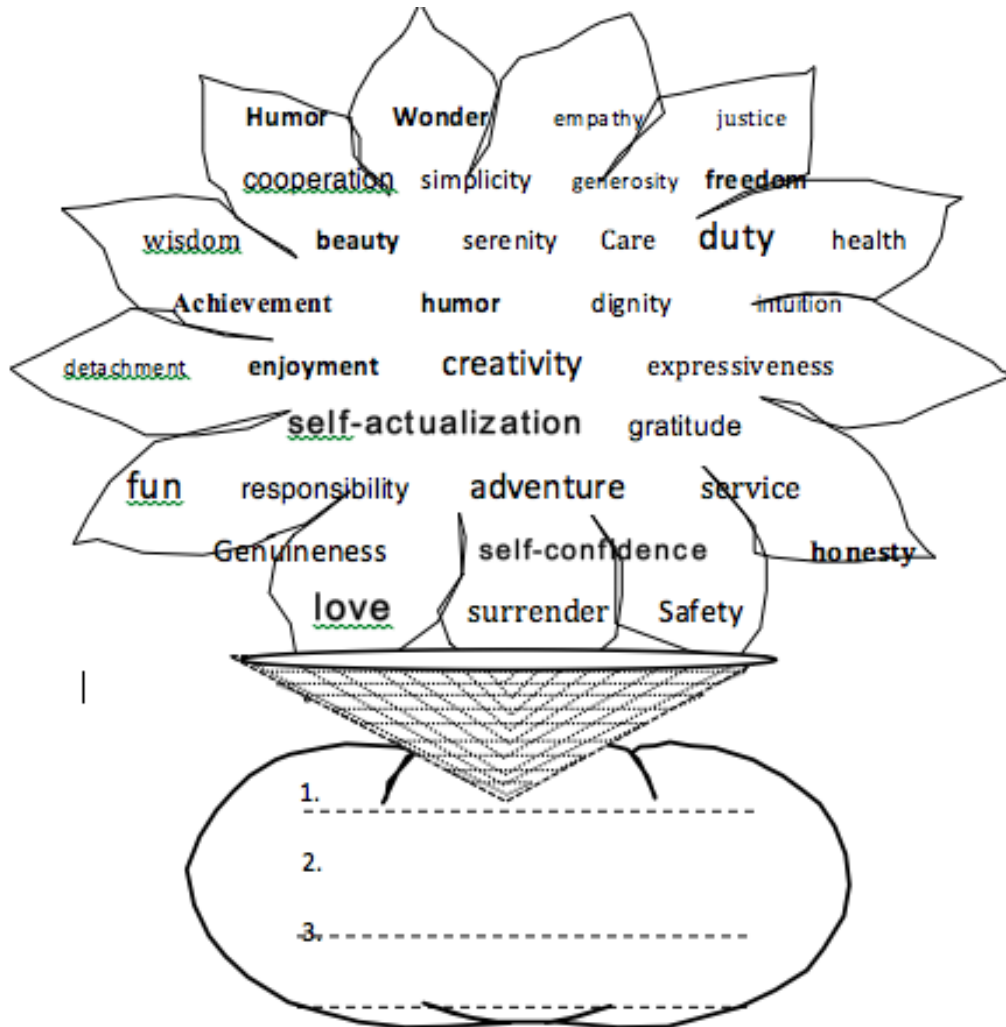
1. Ask participants to observe the figure given on page 58. Below is the exact replica of the figure.



2. Instruct participants to select three values in the sunflowers that most resonate with him/her.
3. Let participants write the selections in the fruits below. If he/she already knows the core values, decide on the three that are most important.

Task 5---VALUES

Values connect your purpose with action. They fuel your purpose, giving meaning to your course of action. As with purpose, you do not need to create your values. They exist already. You only need to detect them and use them.



Objective

To identify those values which are deeply connected with your purpose in life.

Instructions

From the core values in the sunflower select three that resonate with you. Write them in the fruit below. You may already know your core values.

Decide on the three most important for you.

2. Exercise 2 – Establishing what matter most:

Objective:

- To identify the values that will guide participants in fulfilling his/her purpose

Instruction:

1. Take participants through the following discussion questions:
 - a. 10 minutes – Bring into your mind the image of your favorite heroes or heroines. Why do they inspire you? What particular qualities do they possess that appeal to you?
 - b. 10 minutes – Bring into your mind a favorite song, poem or piece of literature. Think of how many words you have read and never remembered, how many books long forgotten. So why is it that you can recall this poem or writing? What particular qualities or values do they possess which attract you?
 - c. 10 minutes – Recall a time in your life when you felt very proud of yourself and made a stand on an important issue. Maybe it was when you stood up for something that you felt was right in spite of a lot of opposition. What values were you protecting at that time?
 - d. 10 minutes – What are the qualities that are important to you that you would make a sacrifice of yourself to protect them?
 - e. 10 minutes – One thing is sure, you can identify what you would die for, but what are you prepared to live for? Think about the next stage of your life and decide what values mean the most to you. Which values will you apply with courage and conviction in order to live for what you believe in?
2. 10 minutes – Allow participants to observe the answers written for the above discussion questions and write down 3 core values to complete the statement on page 63, *“The core values that will influence my choices and decisions, and guide my behavior in the next chapter of my life are...”*
3. 10 minutes – Instruct participants to summarize purpose and values they have uncovered in two short sentences on page 63:
*“In order to fulfill my purpose, which is to...
The values that I need to emphasize at all times are...”*

Note: Facilitator should be aware of the distinction between purpose and values. You should remember that purpose is like a mission statement, goal, or dream that you want to accomplish. On the other hand, value simply tells you how or in what way you should accomplish it.

EXERCISE - Establishing what matter most

Objective

To identify the values that will guide you in fulfilling your purpose.

Instructions

Reflect on the following questions and write your answers in the spaces provided.

Values - the questions

- Bring into your mind the image of your favourite heroes or heroines. Why do they inspire you? What particular qualities do they possess that appeal to you?

- Bring into your mind a favourite song, poem or piece of literature. Think of how many words you have read and never remembered, how many books long forgotten. So why is it that you can recall this poem or writing? What particular qualities or values do they possess which attract you?

- Recall a time in your life when you felt very proud of yourself and made a stand on an important issue. Maybe it was when you stood up for something that you felt was right in spite of a lot of opposition. What values were you protecting at this time?

- What are the qualities that are so important to you that you would be prepared to die for them, to make great sacrifices to protect them?

- One thing is sure; you can identify what you would die for, but what are you prepared to live for? Think about the next stage of your life and decide which values mean the most to you. Which values will you apply with courage and conviction in order to live for what you believe in?

Reviewing your answers to the previous questions, complete the following statement

The core values that will influence my choices and decisions, and guide my behavior in the next chapter of my life are

1. _____
2. _____
3. _____

And now to summarize:

In order to fulfill my purpose, which is to

The values that I need to emphasize at all times are

6

Vision

(2 hours session)

Learning Outcomes

| | |
|-------|--|
| Do: | <ul style="list-style-type: none">• Stimulate participants' creativity in envisioning a mental image reflecting the likelihood moments that may occur in his/her next chapter of life.• Tap participants' ability to analyze and describe the characteristics of the imagination in a form of affirmation• Encourage participants to incorporate artistic skills at designing a symbolic art that signifies the affirmation of purpose and values• Help participants realize the impacts of an accomplishment on various aspects of life. |
| Know: | <ul style="list-style-type: none">• Purpose of envisaging the desirable future and the benefits of identifying key affirmations• Several examples of visionary symbols to give participants some ideas to start the thinking process• Possible impacts of one accomplishment on all other parts of life |
| Feel: | <ul style="list-style-type: none">• Creative and supportive of participants' imagination• Optimistic about the expected future• Recognize the chain effects that occur as consequences of every decision |

Subject: Task 6 – Vision

Time Allocation: 2 hours (120 minutes)

Objective: To visualize, affirm, and perceive consequences in the next chapter of life

Materials: MYFO workbook
Writing pads
Pencils
Package of color pens/markers (per group)
Masking tape (per group) *optional*

Preparation: Facilitator needs to understand that *Vision* comes from an activity that stimulates parts of the brain to formulate an image or images envisaging unseen events, either desirable or undesirable ones.

While a purpose gives you the direction to where you are heading to, value gives you choices on how to get to the destination. Vision, on the other hand, is what you anticipate when you get to the destination. In life planning, it is important to have a clear vision of how you want the future to look. If an image of what you foresee is clear and is aligned with your purpose, what you long for will definitely come to you. How to make clear of the vision? This is where exercises in *Task 6 – Vision* come into play.

Please keep in mind that it is not necessary to complete all the exercises in this session on the same day. If participants do not have sufficient time on the first day, facilitator can assign the following exercise on the next day. This is to put less pressure on participants' creativity.

In the first part of the session, *Visualizing the future you want*, participants will be given time to visualize a successful future event in one aspect of life and extract the characteristics of such event in a form of affirmative writing. Examples are provided below:

- I constantly tap into my creativity and innovation in my work.
- I live with an abundance of finances that support my every need.
- I communicate well with my colleagues at work

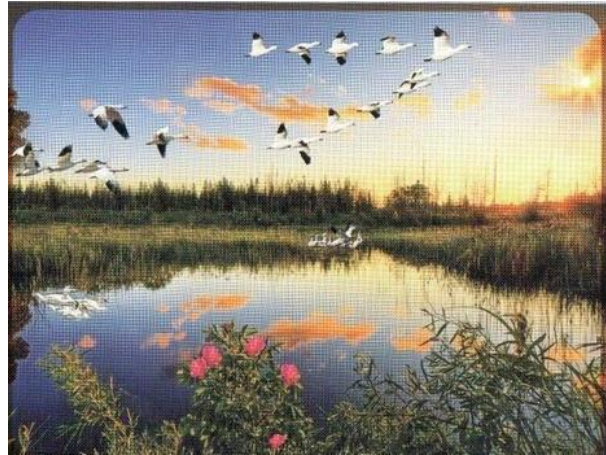
The writing helps participants translate a nebulous idea into clear statements that can prompt action or give thoughts to the possible action steps.

****If time does not allow, the second exercise, *Designing your Visionary Affirmation Symbol*, can be continued on the following day. ****

The second part of the session, *Designing your visionary affirmation symbol*, asks participants to translate the former written thoughts into a form of expressive arts, mainly speaking the designing of the visionary

symbol. The design can be used as a tool to remind participants his/her identified vision, purpose, values, and their overall relation.

Remember, facilitator's support and encouragement of participants' creativity is essential in this activity. Below are several examples of visionary symbols and their analysis given by former trainees.



Example 1: Vision given by San Dionisio Credit Cooperative:

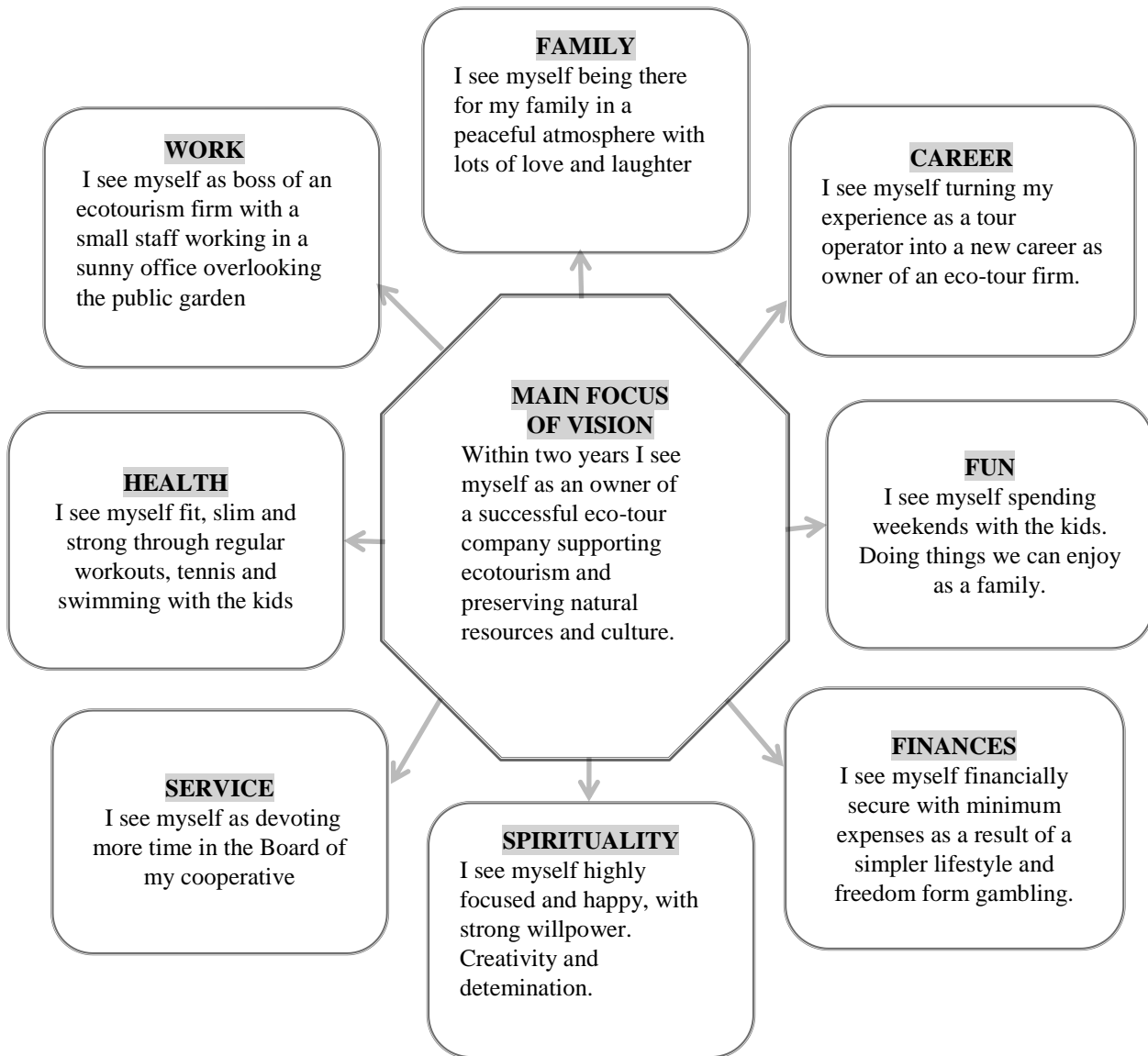
Title: Breaking Ground and Breaking through the New Horizon

Analysis: The flying geese represent the members moving forward and upward toward the horizon. The geese are moving in a V-formation with the leader, the head goose. Geese falling off are assisted back to the formation by other geese.



Example 2: The above image represents a symbolic vision of a cooperative leader whose purpose is to form cooperative that foster a better world

The last exercise in this session, *Consolidating your vision in all areas of life*, will emphasize the impacts of the envisioned future if it were to become real. Participants will explore the influences of the vision on other aspects of life including family, career, spirituality, and health etc. if his/her vision centers around one key aspect. Example of the possible chain of consequences is displayed on the next page:



Instruction: Task 6 – Vision will guide participants through 3 activities to make clear of the vision, affirm the anticipated future, and perceive the consequences.

1. Exercise 1 – Visualizing the future you want – 30 minutes:

Objective:

- To make clear of what participants really want to see in the next chapter of life

Instruction:

1. Ask participants to review the written purpose and values
2. Take participants through the following discussion questions:
 - a. 15 minutes – Pick the one area in which you feel that your main successful accomplishment will be realized in the next chapter of your life. It may be family, work, career, leisure, health, finance, service, spirituality or other of your choice. Imagine yourself in this life area at some time in the future. See yourself acting in the full authority of your purpose and values. You are the hero immense in accomplishment. What does this “successful accomplishment” look like to you?
 - b. 15 minutes – Describe exactly what it is you are aiming for in this area. Develop clear mental images of your aims, and then write down the main characteristics in the form of affirmations.

Task 6---VISION

Vision is the picture in your mind of your future

While your purpose tells you in which direction you are going and your values inform you about how you will act, your vision is what you want your future to look like. In life planning it is important to have a clear vision of how you want your life to be. If you are clear about what it is you want, and it is in line with your true purpose of life, what you want will definitely come to you.

EXERCISE--- Visualizing the future you want

Objective

To make clear what you really want in the next chapter of your life.

Instructions

1. Review your purpose and values.
2. Reflect on the following questions and write your answers in the spaces provided.
 - Pick the one area in which you feel your main successful accomplishment will be realized in the next chapter of your life. It may be family, work, career, leisure, health, finance, service, spirituality or other of your choice. Imagine yourself in this life area at some time in the future. See yourself acting in the full authority of your purpose and values. You are the hero, immersed in accomplishment. What does this ‘successful accomplishment ‘ look like to you?

Describe exactly what it is you are aiming for in this area. Develop clear mental images of your aims. Then write down the main characteristics in the form of affirmations. Examples:

- I constantly tap into my creativity and innovation in my work.
- I live with an abundance of finances that support my every need.
- I communicate well with my colleagues at work.

2. Exercise 2 –Designing visionary affirmation symbol – 45 minutes:

Objective:

- To develop or design a symbol that will act as a strong and empowering reminder of your vision, purpose, and values

Instruction:

1. Stimulate the process of imagination by asking participants to follow the steps below:
 - a. Sit quietly and turn thoughts inward. Imagine yourself sitting in a very comfortable chair where a big screen in front of you is projecting images of your life in the future. Recall the scenes you created in the last section when you searched for values
 - b. Once again, bring yourself to a point in time when you can see yourself clearly fulfilling your destiny and life's purpose, surrounded by people who are involved
 - c. Imagine yourself being fully victorious and a hero.
 - d. Think of a challenge facing you now, the challenge that is approaching you, challenge you defeated before, and the most difficult challenge you've ever faced.
 - e. Envision yourself acting decisively in accordance with your values. Imagine you are relishing the moment and feel the values rushed a sense of excitement into your head and heart.
 - f. Foresee yourself acting boldly and decisively with a breath-taking clarity and without hesitation
 - g. Once participants reach a certain image clarity, bring them to tell themselves, "I know what I have to do" and urge them to create the symbol of what they just had imagine, a symbol of their heroic part.
2. Instruct participants to create a powerful encouraging symbolic drawing that represents his/her vision, purpose, and values. Since a picture is worth a thousand words, ask participants to find an image that would remind him/her of what he/she is aiming for in next chapter of life and how he/she will achieve it.

Participants can draft the symbol on a separate sheet of paper, but it is recommended to record it on page 76.

An option for group work:

To encourage group activities, facilitator can ask each group to come up to the front of the classroom to present their imaginary symbols and share the analysis. 1-minute is allowed per person and make sure the presenters include:

1. The name of his/her work
2. Brief description of what it is
3. Short analysis of what it represents

Once the presentations are finished, display participants' works on the wall around the classroom to further inspire creativity.

EXERCISE—Designing your visionary affirmation symbol

Objective

To develop, or design, a symbol that will act as a strong, empowering reminder of your vision, purpose and values.

Instructions

1. On the next page, using colored pens, develop a powerful, encouraging symbolic picture which represents your vision, purpose and values. It is said that a picture is worth a thousand words. Find or create an image that best expressed and reinforces the essence of your purpose, values and vision. This symbolic image will remind you instantly of what you are aiming for in the next chapter of your life and how you will achieve this.
2. The following thoughts will help you in the process of finding your symbol.
 - Sit quietly and turn your thoughts inward...Imaging yourself sitting in a very comfortable chair...in front of you is a big screen...On the screen are projected images of your life in the future....Recall the scenes you created in the last section on values.....

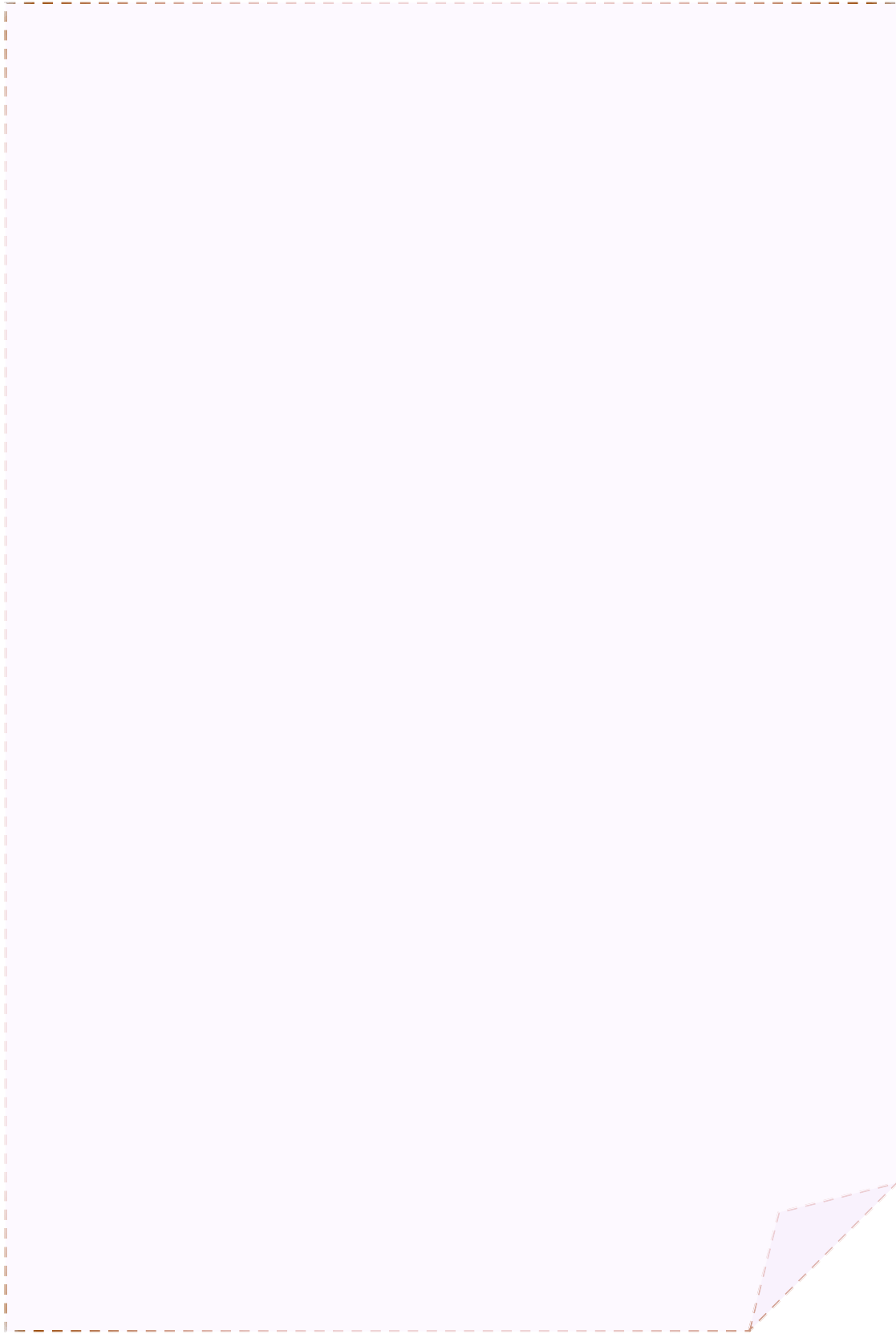
 - Go once again to that point in time when you can see yourself very clearly fulfilling your destiny, fulfilling your life's purpose... You are surrounded by people involved in that.....

- Observe yourself, fully victorious... See yourself as the hero...See yourself being challenged now.... The great challenge is coming in front of you,...the challenge you have always been defeated by before,.... The biggest challenge ever....See yourself being victorious.... See yourself acting decisively,...according to your values...Feel yourself in that moment...Feel those values rise powerfully to your heart and to your head...See yourself acting very decisively,....no hesitation,....breath-taking clarity, ..bold and decisive...

- Now come back to the small room behind your eyes,...the creative place in your mind....Tell yourself, “ I know what I have to do”...Now create the symbol of your doing that,... a symbol of your heroic part

Today' biggest challenge is: to lead or be led.

Design your own symbolic vision



3. Exercise 3 – Consolidating your vision in all areas of life – 45 minutes:

Objective:

- To see how a vision can be incorporated in other aspects of life

Instruction:

1. Ask participants to write the affirmation statement from the vision or draw the symbol in the center octagon of the diagram on page 79
2. Guide participants in naming the key aspects of life that are related or involved with the vision, such as, but not limited to work, family, career, health, spirituality, service, entertainment, and finance
3. Help participants realize the results of “living your vision” affecting other aspects of life. Ensure participants write the descriptions in a form of affirmation for each of the aspects.
4. Ensure participants write down all the possible areas of life that his/her vision will have impacts on.

Example of the Vision Affirmation in All Key Life Areas is displayed on page 68. Blank sheet of *Vision Affirmation* is provided on page 12 of the Facilitator’s Guide Index

EXERCISE--- Consolidating your vision in all areas of life

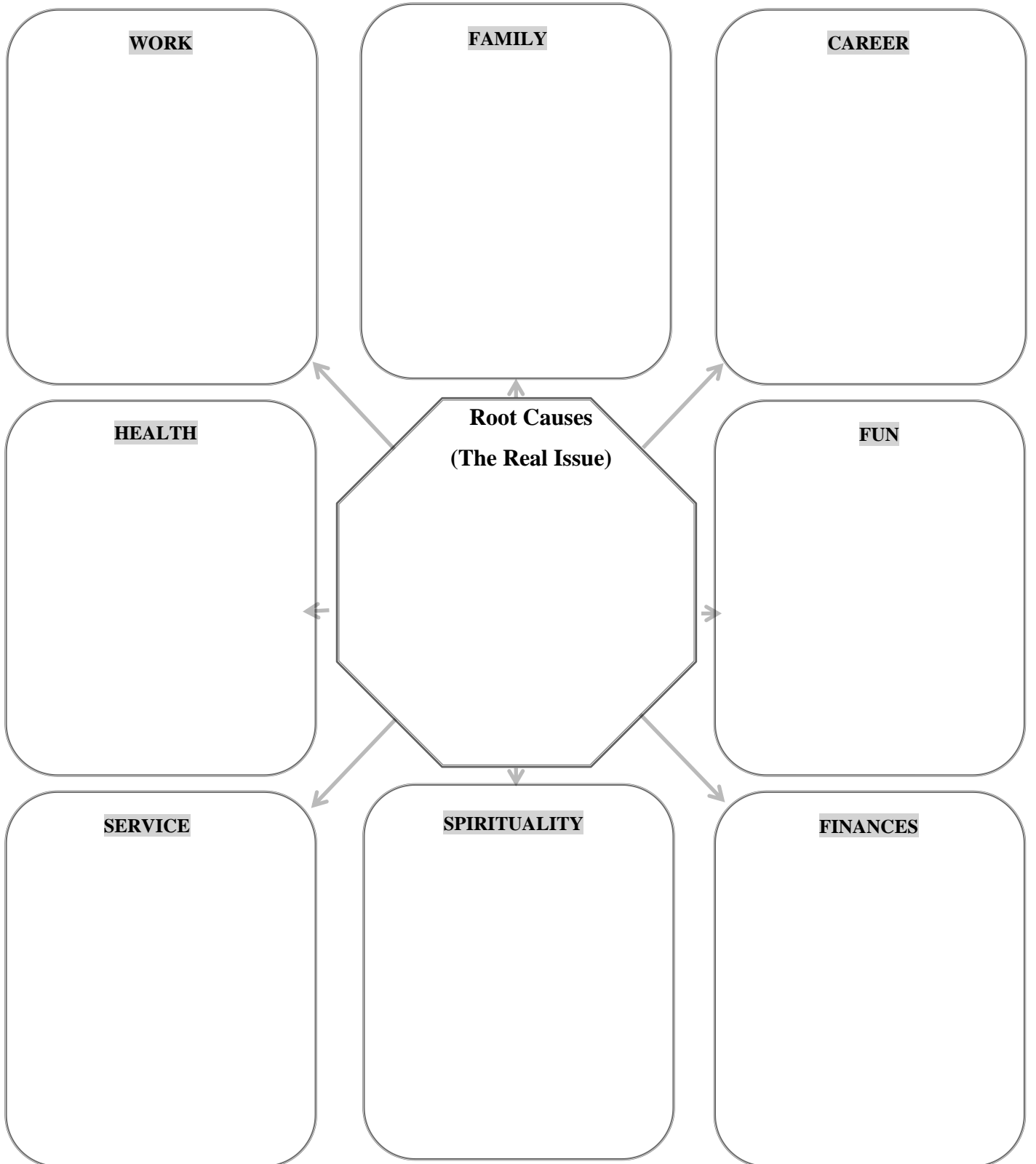
Objective

To see how your vision will be integrated with all other parts of your life.

Instructions

1. In the diagram on the next page, write your vision affirmation or symbol in the center octagon.
2. Write in each outer rectangle the name of a key area of your life that needs to be integrated around your vision. These areas could be
 - * Work * Family * Career * Health
 - * Spirituality * Service * Fun * Finances
3. For each key life area describe what you want to see present as a result of 'living your vision.' Write the descriptions as affirmations.
4. Make sure you have considered all the areas on which your vision will have impact.

Your Vision Affirmations



7

Obstacles

(1 hour and 45 minutes session)

Learning Outcomes

| | |
|-------|--|
| Do: | <ul style="list-style-type: none">• Tap participants' ability to review the vision and identify the possible barriers that block him/her from achieving the vision• Help participants distinguish between the surface problems and the root causes• Encourage participants to deal with the fundamental of the root causes, not merely to relieve the symptoms• Release participants from the withholding obstacles allowing him/her to adopt a new behavior for a change |
| Know: | <ul style="list-style-type: none">• Examples of surface obstacles that may prevent participants from achieving the vision• How to diagnose the root causes that limit the success in living the vision• Several examples of root causes to give participants some ideas to start the thinking process |
| Feel: | <ul style="list-style-type: none">• Unashamed of the problems faced• Positive about the opportunity that obstacles can bring if they are solved properly• Optimistic that root causes can be identified and tackled in a way that is aligned with the values |

Subject: Video: New Life of an Eagle

Time Allocation: 5 minutes

Objective: To inspire participants the essentiality of transformational change, albeit having to go through a painful or uncomfortable process

To show that encountering obstacles is a part of the change process. It may be the only way to free the past burden so that a person can take an advantage of the present

To emphasize that an accomplishment of a vision in the next chapter may not come about if a person doesn't disregard the old memories, habits, or past traditions that originally didn't work or those that limit the possibility of the new change

Materials: Writing pads
Pencils
Video on the "New Life of an Eagle"
Audio speakers

Preparation: Discussion about the video "New Life of an Eagle"

Examples of certain changes that an eagle has to go through can be given to galvanize people into action of transforming him-/herself for the better.

Content:

Eagle is one of the bird species that has the longest life-span. It can live up to 50 years, but to reach this age, it must go through a rather tough decision.

When an eagle ages, its long and flexible talons lose its ability to grip preys. Its long and sharp beak starts to bend and its old-aged and heavy wings due to their thick feathers become stuck to its chest which makes it difficult to fly. To survive, eagle has to deteriorate its existing beak to grow out a new one follows by a process of molting, the replacement of torn feather that cannot heal – "dead" structure, analogous to hair or nails in humans" – in order to grow out a new set of healthy feathers. (*Source: <https://www.allaboutbirds.org/the-basics-feather-molt/>*)

The renewing process takes about 150 days to complete, but eagle regains its ability to hunt and protect itself as the result. This increases its likelihood of survival to many more years.

****Facilitator should note that the video "New Life of an Eagle" is used in this training to emphasize the philosophy behind the story, not to counter-argue the scientific facts about eagle's true biological life cycle.****

Analysis:

Like eagle, many times, human also has to go through a process of change needed to get rid of the old memories, habits, and past tradition that limit

him-/herself from moving on to a better life. Only freed from past burdens can we take advantage of the present. Sample presentation slides are provided in the index of this book.

Instruction: Facilitator can play a 5-minute video, “New Life of an Eagle” before starting *Task 7 - Obstacles*

1. Play participants a short video clip of “The New Life of an Eagle”
2. Attempt to explain the significance of the video in connection with to the process of change and the obstacles a person may have to go through
3. Enter into a discussion about the video

Subject: Task 7 – Obstacles

Time Allocation: 1 hour and 40 minutes (100 minutes)

Objective: To identify barrier and its root causes that limit participants’ success in living the vision, values, and purpose
To help participants release themselves from the withholding obstacles allowing him/her to adopt a new set of behaviors

Materials: MYFO workbook
Writing pads
Pencils

Preparation: Throughout this session, participants will be working on identifying the barriers and blocks, the obstacles and challenges that he/she will have to deal with in order to achieve the vision.

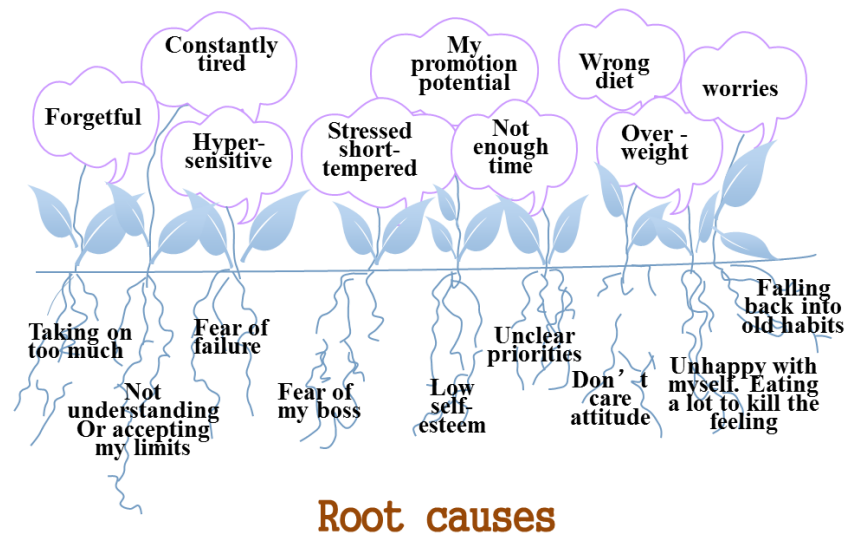
Facilitator should keep in mind that success in living values and purpose and achieving vision is often limited by both internal and external struggles. To overcome such barriers, it is important to identify the symptoms of the barriers, which is called the “surface problem.” Usually, these are the obvious negative behaviors.

Also, in this Task, participants will also enjoy the opportunity to work through diagnostic procedure of finding the “root causes,” or the real issue behind the surface problem. Insights gained through this process could release participants from the powerful limiting grip of obstacles allowing him/her to easily adopt a new set of behaviors that can change life for the better

Facilitator should exhort participants to deal with the fundamental of the root causes not merely just to relieve the symptoms.

In addition, to effectively initiate participants’ thinking process, it can be helpful to point out some of the examples to enhance the understanding of the surface and root problems as well as their differences. Facilitator can direct participants to an illustration on the next page or display the figure on the screen when directing. For your reference, the same illustration is shown on the next page.

Surface Problems



Analysis:

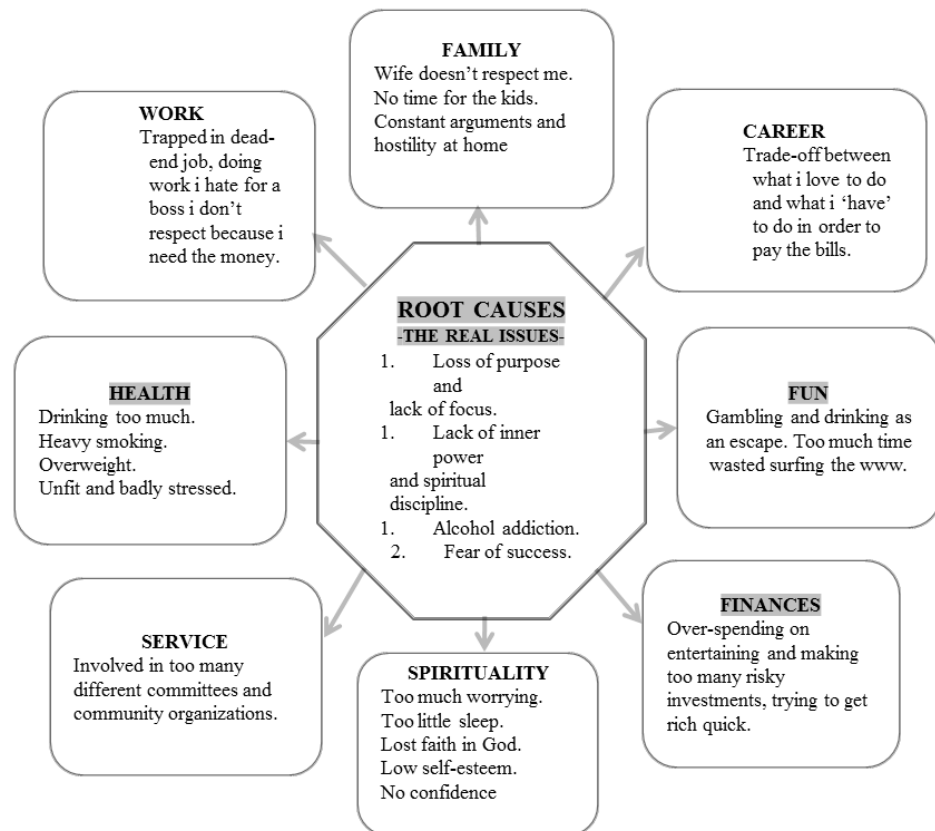
Facilitator needs to understand that the root cause is a major factor that influences the recital appearance of the surface problem. If left untreated, it is likely that the same problem will keep appearing.

To diagnose the root cause, participants need to observe the more obvious symptoms such as, but not limited to, being forgetful or feeling constantly tired. The root cause of such behaviors might be that a person took on too much of everything and do not accept his or her limits. By easing the loads or better managing time, participants may find him-/herself improving his/her ability in remembering important things including his/her child's birthday and not feeling constantly tired, thus solving the problem from its root.

On the other hand, facilitator should discourage participants' behaviors that would only relieve the symptoms in short-term such as jotting down prolix notes to prevent forgetting or taking naps to re-boost from exhaustion. When looking closely, these activities can only alleviate the problems for only a short period of time, but the problems will keep coming back as the person keeps taking on too much work and going over his/her limits.

Once participants gain insights on how to distinguish between surface problems and root causes, facilitator can divert their attention to real-life examples of several surface problems found in various aspects of life including family, career, and entertainment etc. illustrated below. The diagram also contains examples of the root causes that influence the existing surface problems.

The diagram is shown below:



Analysis:

To work on identifying the root cause, which participants will have an opportunity to do so in *Exercise 2: Identifying root causes of barriers*, it is recommended that participants cluster the identified surface problems of each of the life aspects in one area (empty box on page 88), then pinpoint a common root cause that is shared by all the stated surface problems.

For instance, if the surface problems related to work life are as follow:

- Trapped in dead-end job
- Doing work I hate for a boss I don't respect because I need the money

Possibly, the mentioned symptoms can be derived from a common root cause such as, but not limited to the loss of purpose and lacking the focus.

Instruction:

Task 7 – Obstacles will guide participants through 2 activities to identify as well as differentiate between the surface problems and root causes.

1. Exercise 1 – Identifying barriers– 50 minutes:

Objective:

- To identify possible surface problems or symptoms in various aspect of life
- To work on completing the figure on page 88.

Instruction:

1. Help participants review their possible surface problems by instructing them to follow the steps and answer the guiding questions below:
 - a. 10 minutes – Allow your purpose and values to become very clear in your mind and reflect on your vision. Then look at each life area, comparing the ideal with the present situation. What inconsistency can you identify? What is creating the gap between the present situation and your ideal state?
 - b. 40 minutes – Identify the obvious barriers or challenges you need to deal with in order to achieve your vision in each of your life areas. These could be obstacles or barriers that are blocking you directly or simply situations inconsistent with your vision. Write down these barriers in the outer rectangles in the diagram on page 88. Each rectangle represents a specific life area. (Leave the center octagon back for the next exercise)

Differentiating between surface problems and root causes.

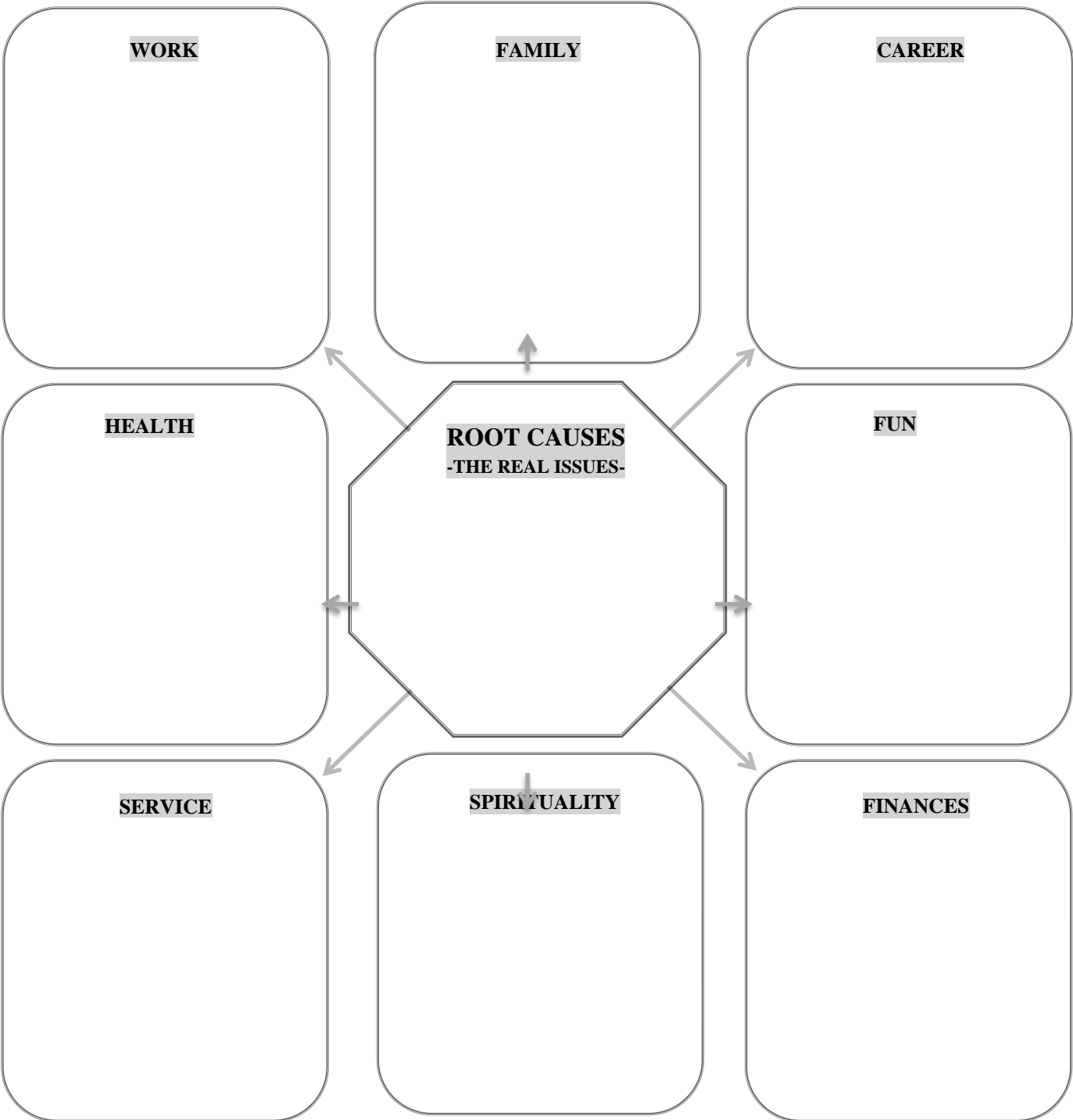
EXERCISE 1--- Identifying barriers

Instructions

1. Allow your purpose and values to become very clear in your mind and reflect on your vision. Then look at each life area, comparing the ideal with the present situation. What inconsistency can you identify? What is creating the gap between the present situation and your ideal state?
2. Identify the obvious barriers or challenges you need to deal with in order to achieve your vision in each of your life areas. These could be obstacles or barriers that are blocking you directly or simply situations inconsistent with your vision.
3. In the diagram on the next page write down these barriers in the outer rectangles. Each rectangle represents a specific life area. (Leave the center octagon blank for the moment)

A wise man will make more opportunities than he finds.

Surface Problems



The Symptoms

2. Exercise 2 – Identify root causes of barriers– 50 minutes:

Objective:

- To identify common root causes of the surface problems in various aspect of life
- To complete the figure on page 88.

Instruction:

1. Help participants identify their root causes by instructing them to follow the steps and answer the guiding questions below:
 - a. 5 minutes – Keep your vision in your mind, ask yourself what it is that is preventing you from already being the way you want to be. What are the inconsistencies or gaps you can observe between the vision and ability to realize it in your life?
 - b. 5 minutes – Looking back at your life, can you detect patterns of reaction to situations that are preventing you from time to time again from achieving what you wanted in life? (This might involve taking unsuccessful shortcuts, being a perfectionist, fear of success, fear of failure, or lack of self-respect) What are the patterns you found?
 - c. 5 minutes – Review your responses in *Task 3: Insight of the training*, can you see how you have restricted your self-expression subconsciously in a form of your mental positioning, assumptions, and associated memories? Note down at least 3 types of restrictive thinking or self-limiting beliefs about yourself. What would you need to let go of in order to free yourself from self-imposed limitations?
 - d. 5 minutes – In situations both at work and in your personal life, can you recall misunderstandings based on reaction to surface events and behaviors? Perform a deeper reflection or self-investigation; have you develop a surprisingly different understanding of the situation? Similarly, note down what you currently perceive as obstacles in your path. Can you go beyond the surface appearance to uncover the root causes? These may be related to the hidden fears and insecurities that you have not yet faced.
 - e. 5 minutes – Form clusters of barriers in your various key life areas to come up with common root causes. For instance, “Taking on too much” at home, “feeling put upon” at work, and “not taking care of diet and physical well-being” may all be symptoms of root causes such as having low self-esteem and a lack of self-respect and self-

love. Once this is identified, you can take steps to “look after yourself” in more effective ways at home, at work, and in your daily physical routines. You can treat the cause directly and not only relieving the symptoms.

- f. 5 minutes – Being extremely honest with yourself, reflect on the values you hold dear. Think opposite of each value. Check whether at some level, you have diverted your behavior away from the professed values. Can you face this incongruity and now accept the challenge to align your behavior with your values at all times?
2. 20 minutes – Summary: Root Causes – the real issues
 - a. Ask participants to reflect on the written answers to the above questions.
 - b. Direct participants’ attention to the summary of the barriers he/she recorded on page 88, and instructs participants to deliberate over the underlying factors that may cause to these barriers to exist.
 - c. The summary of the root causes should be written in the center octagon in the diagram on page 88.

EXERCISE2 --- Identifying root causes of barriers

Objective

To identify the root causes of barriers that will limit your success in living your vision, values and purpose.

Instructions

1. Reflect on the following questions and write your answers in the spaces provided.
2. Write a summary of the root causes you identify in the center octagon on the preceding page.

Root causes - the questions

- Keeping your vision in mind, ask yourself what it is that is preventing you from already being the way you want to be. What inconsistencies, what gaps can you observe between your vision and your ability to realize it in your life?

- Looking back over your life, can you detect a pattern or patterns of reaction to situations, preventing you time and again from achieving what you have wanted in life?(This might involve taking unsuccessful shortcuts, having a tendency to perfectionism, fear of success, fear of failure or lack of self-respect.) If so, what are these patterns?

- Reflecting on your Insights responses, can you see how you restrict your self-expression, probably subconsciously, in the form of your mental positioning, assumptions and associated memories? Note down at least three types of restrictive thinking or self-limiting beliefs about yourself. What would you need to let go of in order to free yourself from self-imposed limitations?
- In situations both at work and in your personal life, can you recall misunderstandings based on reaction to surface events and behaviors? On deeper reflection or investigation did you develop a surprisingly different understanding of the situation? Similarly, note down what you currently perceive as obstacles in your path. Can you go beyond the surface appearance to uncover the root causes? These may relate to fears and insecurities in you, which you have not yet faced.
- See if you can form clusters of barriers in your various key life areas to come up with common root causes. ‘Taking on too much’ at home, ‘feeling put upon’ at work and ‘not taking care of our diet and physical well-being’ may all be symptoms of the root cause of low self-esteem, a lack of self-respect and self-love. Once this is identified, you can take steps to ‘look after yourself’ in more effective ways at home, at work and in your daily physical routines. You can treat the cause directly and not just attack the symptoms. Can you see any clusters of barriers?

- Being extremely honest with yourself, reflect on the values you hold dear. Think of the opposite of each value. Check whether at some level, you can see that your behavior is not always congruent with your professed values. Can you face this incongruity and now accept the challenge to align your behavior with your values at all times?

- **Summary: ROOT CAUSES - THE REAL ISSUES**

Reflect on your answers to the above questions. Again, at the summary of the barriers you have recorded in the preceding diagram. Seeing to the core of the ‘problem’, what are the underlying factors contributing to these barriers?

Write a summary of the root causes in the center octagon in the preceding diagram.

8

Goals (1 hour session)

Learning Outcomes

| | |
|-------|---|
| Do: | <ul style="list-style-type: none">• Embolden participants to set SMART goals to help them course through the next chapter of life• Encourage participants to be realistic of his/her targets by taking into consideration the obstacles and their root causes identified in the previous Task. |
| Know: | <ul style="list-style-type: none">• Fundamentals of setting SMART goals• Formula for a measureable goal• Examples of goals that aim to eradicate the root causes |
| Feel: | <ul style="list-style-type: none">• Determined of the identified goals• Positive about the new opportunity that goals can bring if follow properly• Optimistic that the change can happen in the next chapter of life |

Subject: Task 8 – Goals

Time Allocation: 1 hour (60 minutes)

Objective: To set specific targets to be aimed for on the way to achieving vision

Materials: MYFO workbook
Writing pads
Pencils

Preparation: Goals are very specific “targets” on the road to realizing your vision. They bring your vision down to Earth.

Before taking participants through the activity, there are a couple of things facilitators should be aware of and ensure participants set the goals in accordance to the following characteristics:

1. Element of SMART goals

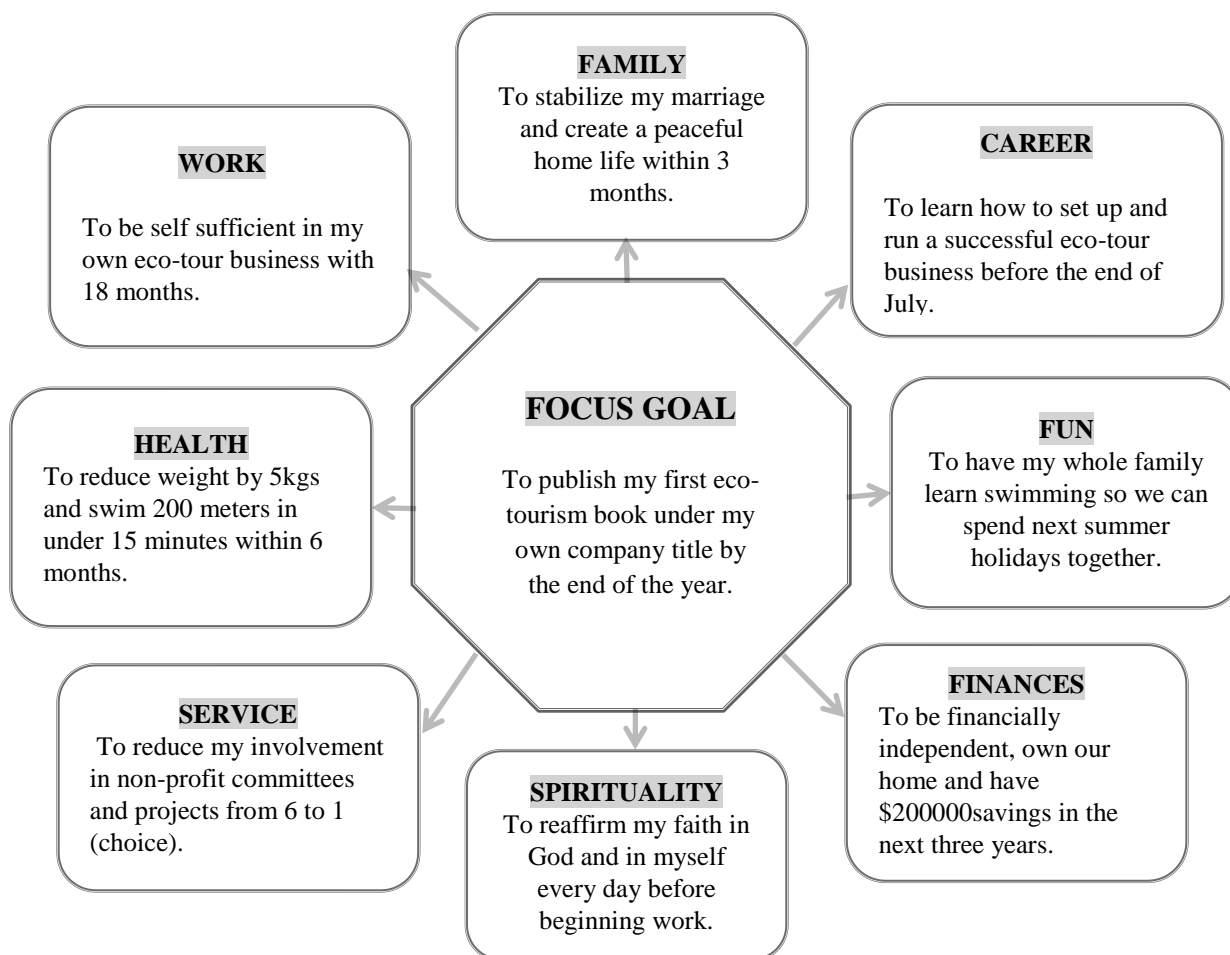
Goals should be Specific, Measurable, Achievable, Realistic, and Time-specific

2. Measurable goal

It is important to keep in mind when setting a goal, it should contain:

Action Verb + Measurable Result + Deadline Date

The figure on the next page contains some examples of goals that participants can create for each of the life aspects:



Instruction:

Task 8 – Goals will guide participants through 1 exercise to set SMART goals for the next chapter of life.

1. Exercise 1 – Setting your goals– 1 hours:

Instruction:

1. Ask participants to review his/her vision affirmations on all key life areas on page 79 and set SMART goals that will help them achieve the written affirmations
2. Instruct participants to write the goals in the empty boxes of the diagram on page 99. Inform participants to be cautious and try not to over plan or try to do too much too soon. Identify only those actions that he/she intends to work on immediately

Facilitator should ensure that participants take into consideration the barriers identified in the previous Task on page 88, and set goals that would solve the root causes instead of just relieving the symptoms.

**The same diagram found on page 99 can also be found on page 13 of the Index. **

Task 8---GOALS

EXERCISE

To set SMART goals for the next chapter in your life.

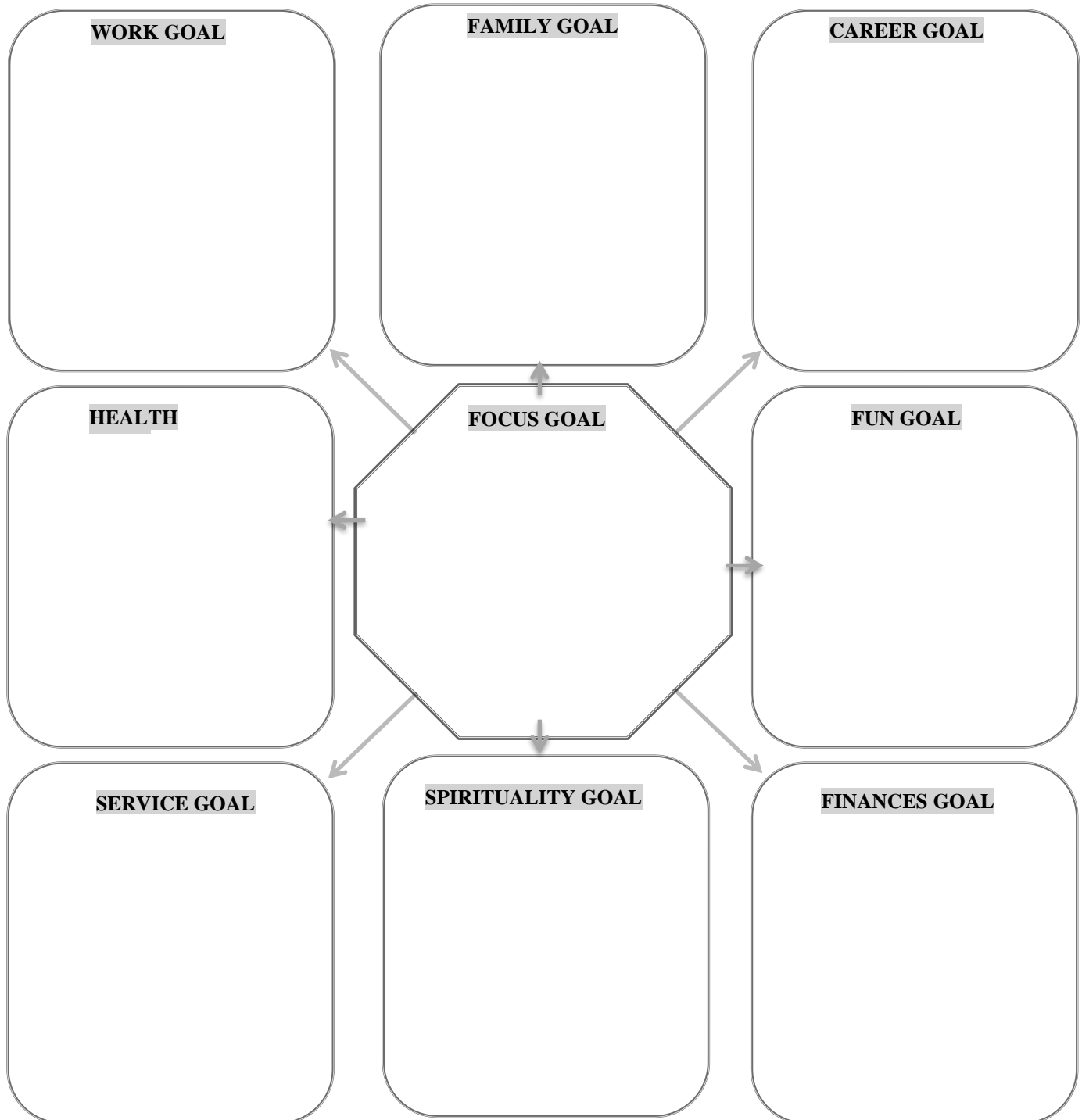
Instructions

1. Review your vision for each area and turn each affirmation into a SMART goal that will help you achieve your vision.
2. Write the goals in the spaces provided on the following page.
3. Review your barriers for each life area and make certain that your goals are dealing with the root causes of these barriers. (See page 40)

Don't be afraid to take a big step if it is indicated. You can't cross a chasm in two small jumps.

Setting your goals

CAUTION --- Do not over-plan or try to do too much too soon
Identify only those actions that you intend to work on immediately



9

Strategies

(40 minutes session)

Learning Outcomes

| | |
|-------|---|
| Do: | <ul style="list-style-type: none">• Ensure participants understand the purpose and significance of setting up strategies• Assist participants in drafting strategies that can help him/her reach the set goals• Help participants understand the flow between the goals, strategies, and action steps |
| Know: | <ul style="list-style-type: none">• Purpose and significance of setting up strategies• Difference between strategies and immediate action steps• Several examples of strategies for achieving goals to give participants some ideas on how to set up theirs |
| Feel: | <ul style="list-style-type: none">• Determined of the possible strategies that can help pave way for immediate action steps• Optimistic about the change that is about to happen in the next chapter of life |

Subject: Task 9 – Strategies

Time Allocation: 40 minutes

Objective: To develop an overall plan to achieve the goals and to set clear direction in the next phase of life

Materials: MYFO workbook
Writing pads
Pencils

Preparation: Strategy is a set of planned requirements that participants need to accomplish before he/she can achieve the goal. Usually, it is set within a time frame of one month up to one year. Formulating a strategy can help participants lay a clear path for action planning and implementation, thus making it easier to sustain the action over a long period of time.

Once the strategy is set, participants can then identify an action plan that contains immediate action steps that he/she can follow to move through strategies. Examples of goals, strategies, and immediate action steps are provided on page 106 of this book.

Instruction: Task 9 – Strategies will guide participants through 1 exercise to work on developing coherent strategies to determine precisely how to achieve the goals

1. Exercise 1 – Developing strategies– 40 minutes:

Instruction:

1. Inform participants that the main task of this activity is to complete the diagram on page 107
2. Instruct participants to fill in his/her goals found on page 99 in the circles located on the left of the diagram on page 107. (A blank diagram is provided on page 14 of the Index in this book)
3. Ask participants to come up with several plausible strategies for achieving each goal. Example can be found on page 106 of this book

Task 9---STRATEGIES

Developing your overall plans to achieve your goals and directions in the next phrase of your life,

In the following example on page 106, you will see how goals, strategies and action steps flow into each other. Strategies are the actions necessary to achieve your goals. They usually have a time frame of one month to one year.

Read through the following instructions for ‘Strategies’ above and ‘Action planning’ and then fill in your own specific goals, strategies and immediate action steps on the following two pages (pages 48 and page 49)

EXERCISE---Developing strategies

Objective

To determine precisely how you are going to achieve your goals.

Instructions

- GOALS --- Write your goals in the circles on the left.
- STRATEGIES --- In the spaces provided write strategies for achieving each goal.

10

Action Planning

(40 minutes session)

Learning Outcomes

| | |
|-------|--|
| Do: | <ul style="list-style-type: none">• Ensure participants understand the significance of setting up an action plan• Assist participants in drafting an action plan to fulfill the requirements for strategies• Help participants understand the flow between goals, strategies, and action steps |
| Know: | <ul style="list-style-type: none">• Purpose and significance of setting up action plans• Difference between strategies and immediate action steps• Several examples of immediate action steps that can fulfill the requirements for strategies |
| Feel: | <ul style="list-style-type: none">• Determined of the possible action steps that can be taken immediately• Optimistic about the change that is about to happen in the next chapter of life |

Subject: Task 10 – Action Planning

Time Allocation: 40 minutes

Objective: To plan specific actions to be carried out during the next four weeks

Materials: MYFO workbook
Writing pads
Pencils

Preparation: Facilitator should be aware that even though strategy contains certain requirements of action needed to meet the goal, it is not specific enough to get participants started on the task.

The action planning therefore comes in to help participants work on some of the tasks that are practical and can be carried out immediately after the training.

Examples of goals, strategies, and immediate action steps are provided on page 106.

Instruction: Task 10 – Action Planning will guide participants through 1 exercise to come up with several immediate action steps that participants can carry out within the next four weeks.

1. Exercise 1 – Giving life to strategies– 40 minutes:

Instruction:

1. Inform participants that the main task of this activity is to complete the diagram on page 107 of the workbook
2. Instruct participants to identify immediate actions in accordance with the fore-written strategies that he/she will take to get the plan moving
3. Example can be found on page 106 of this book

Task 10--- ACTION PLANNING

Transforming well-meaning intentions into specific practical actions

Actions are the immediate steps you will take now (this week) in order to get moving on the strategies.

EXERCISE--- Giving life to your strategies

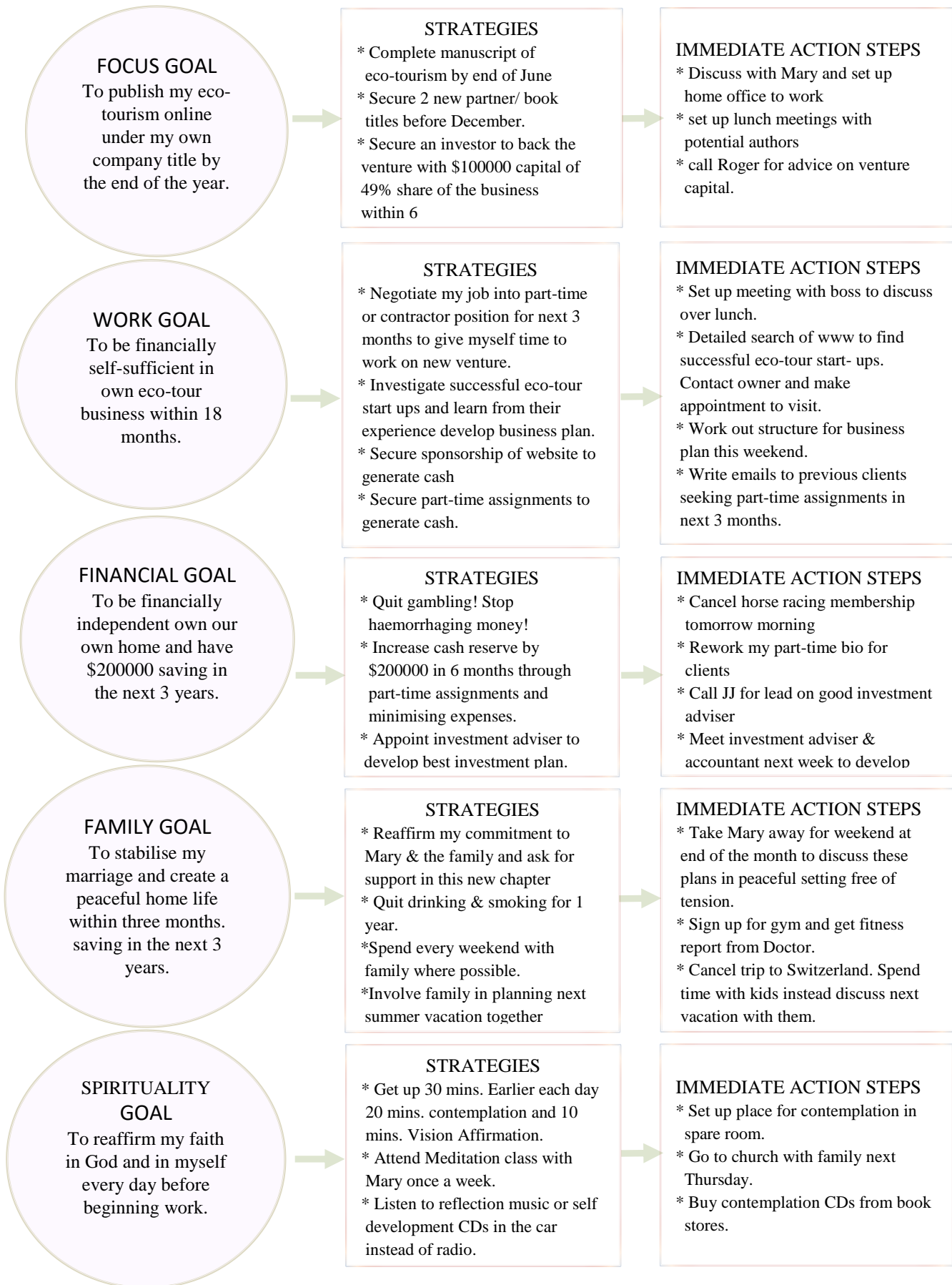
Objectives

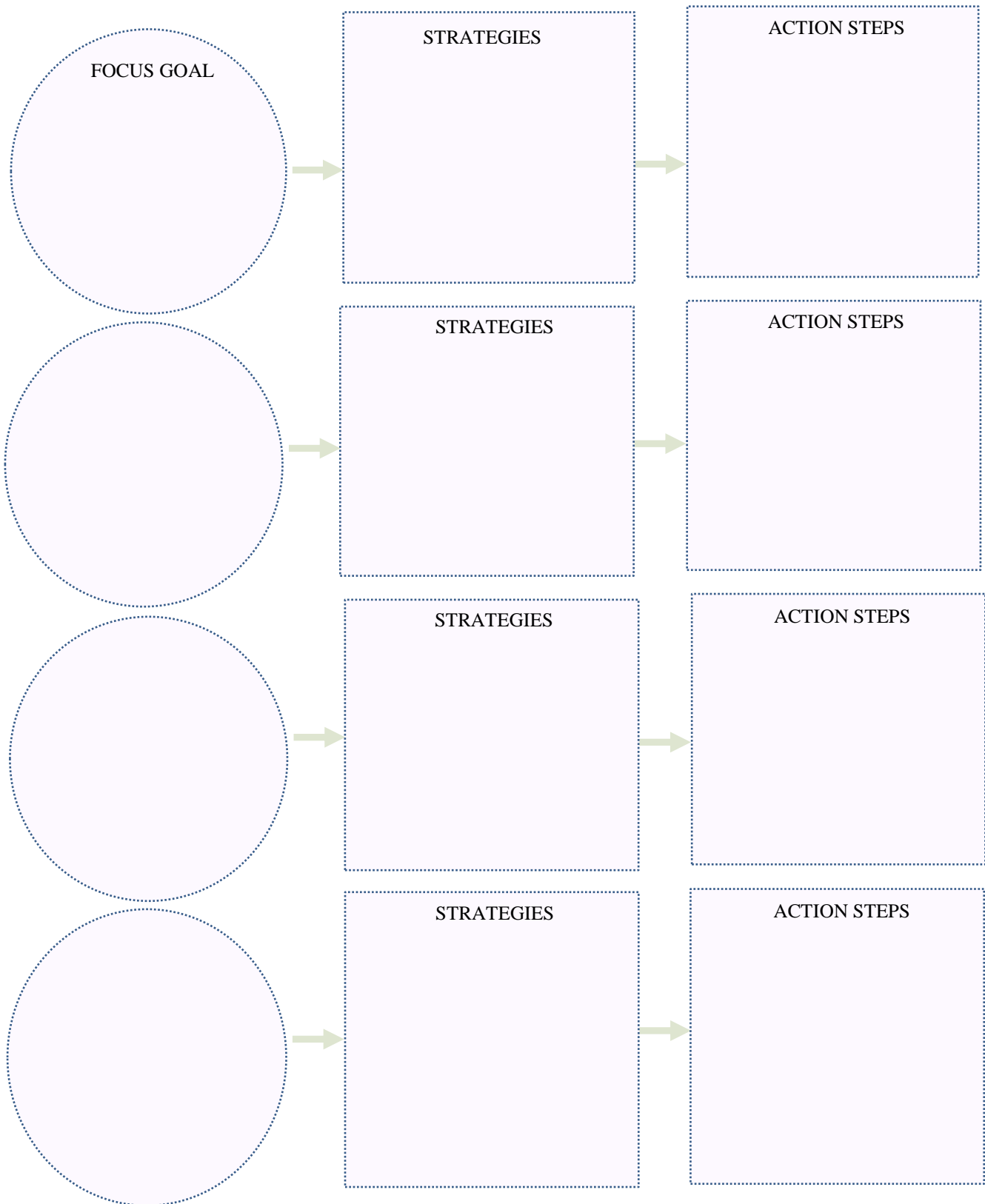
To plan your specific actions to be carried out during the next four weeks

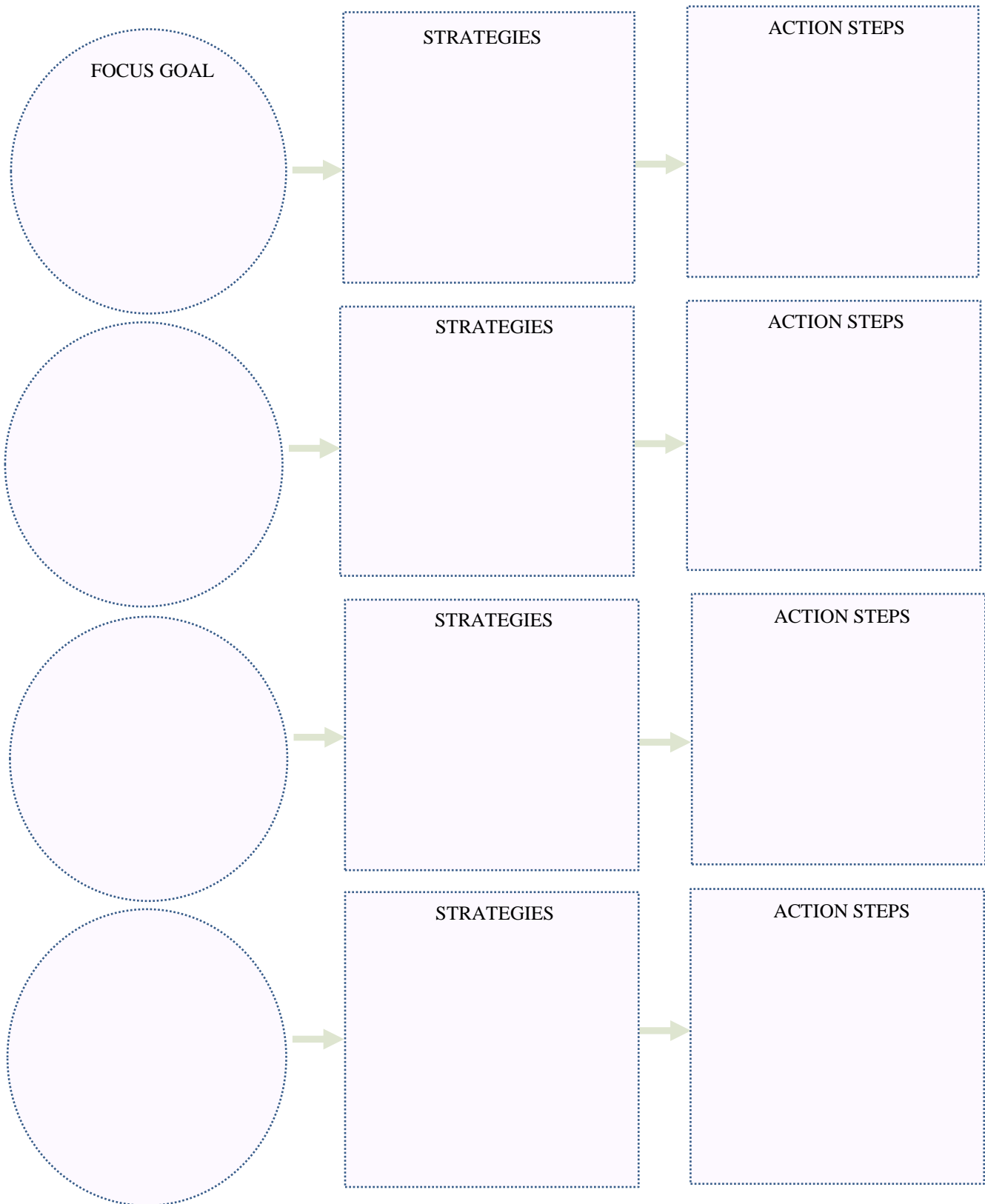
Instruction

IMMEDIATE ACTION STEPS—for each strategy you have written for the strategies above, write the immediate actions you will now take to get moving.

The effective coop leader of to-morrow will be one that build stronger personal and professional leadership through vision.







11

Implementation

(3 hours session)

Learning Outcomes

| | |
|-------|--|
| Do: | <ul style="list-style-type: none">• Ensure participants set up an efficient plan that can be reviewed after the training• Introduce participants ways that can help them stay on track of the tasks• Assist participants in drafting an action plan and checking chart• Help participants develop and complete the element of <i>Will</i> – the motivation and enthusiasm to introduce and sustain the actions necessary for change |
| Know: | <ul style="list-style-type: none">• How to complete the 30 Day MYFO Action Plan Chart• How to complete the MYFO Checking Chart• Connection between the element of <i>Will</i> and how it will get participants to the goal they want to achieve |
| Feel: | <ul style="list-style-type: none">• Determined of the plan that can help participants stay on track of the tasks• Optimistic about the plan that will be carried out |

Subject: Task 11 – Implementation

Time Allocation: 3 hours (180 minutes)

Objective: To summarize plan and set up a monitoring system to keep track of progress

Materials: MYFO workbook
Writing pads
Pencils

Preparation: The final task asks participants to complete 2 forms:

1. The 30 Day MYFO Action Plan Chart
2. The MYFO Checking Chart

The completion of these charts will serve as:

- **Monthly Plan** – Use the 30 Day MYFO Action Plan Chart to prioritize the most important actions for you in the next 30 days
- **Daily Review** – MYFO Checking Chart can be used to carry out 5-minute review of the tasks and accomplishment at the end of each day
- **Weekly Review** – The charts can help participants go through a 30-minute review each week to gain an overview in order to plan and prioritize your activities for the week ahead.
- **Monthly Review** – Participants can use the following charts to review the overall activities at the end of each months and create goals for the next month

Prior to the session, facilitator should conduct a thorough study on how the chart should be filled out and how can they be used. Example of the charts is shown on page 111 and page 112 of this book.

Facilitator should also review the relationship between the 3 elements of consciousness previously mentioned in **Task 3: Insight**. It is important to know that this part of the training reinforces the last element, the *Intellect: Will Power* – the motivation and enthusiasm to introduce and sustain the actions necessary for change. The completion of this task would boost participants' incentive to carry out the plan, drive him/her immediately into action, and follow through the identified steps in the long run.

| | | |
|--|--|--|
| <p>PURPOSE -</p> <p>The purpose of my life is to connect people to their higher purpose through their work.</p> | <p>VALUES - In order to fulfil my purpose I will especially value.</p> <ol style="list-style-type: none"> 1. Integrity in all relationships 2. Learning as a way of living 3. Freedom <p>In my daily behaviour, choices and decisions.</p> | <p>VISION AFFIRMATION -</p> <p>Within two years, to see myself as owner of a successful eco-tour company, supporting the environment and local culture</p> |
| <p>VISION-</p> <p>I see myself...</p> | <p>BARRIERS-</p> <p>The root causes of all obstacles are...</p> | <p>ACTION STEPS NOW-</p> <ol style="list-style-type: none"> 1. Sept up place for contemplation in spare room. 2. Go to Church with family every Sunday. 3. Buy audiotapes from Raja Yoga Centre. |
| <p>SPIRITUAL SELF</p> <p>Highly focused and happy, with strong willpower, creativity and determination.</p> | <p>When I forget my purpose. I lose my focus.</p> | <ol style="list-style-type: none"> 4. Take Mary away for weekend at end of the month to discuss these plans in a peaceful setting free of tension. 5. Sign up for gym and get fitness report from doctor. 6. Cancel trip to Switzerland with polo club. Spend time with kids instead discuss next vacation with them. |
| <p>FAMILY</p> <p>Being there for my family in a peaceful atmosphere with lots of love and laughter.</p> | <p>Lack of spiritual power and discipline</p> | <ol style="list-style-type: none"> 7. Set up meeting with boss to discuss plans. 8. Detailed search of wwww to find successful eco-tour start-ups. Contact owner and make appointment for visit. 9. Work out structure for business plan this weekend. 10. Write emails to previous clients seeking part-time assignments in next three months. |
| <p>WORK</p> <p>A successful eco-tour company with small staff working in a sunny office overlooking the harbour.</p> | <p>Alcohol addiction</p> | <ol style="list-style-type: none"> 11. Cancel horse racing club membership tomorrow morning. 12. Re-work my part-time bio for clients. 13. Call JJ for lead on good investment adviser. 14. Meeting investment adviser & accountant next week to develop integrated plans to achieve goals. |
| <p>FINANCIAL SITUATION</p> <p>Financially secure with minimum expenses - simpler life style. Freedom from gambling and excessiveness.</p> | <p>Fear of success.</p> | <p>To be financially independent-own our own home and have \$200000 savings in next 3 years.</p> <p>* quit gambling- stop haemorrhaging money. * increase cash reserve by \$20000 in 6 months through part-time assignments and minimize expenses. * appoint investment adviser to develop best investment plan.</p> |
| | | <p>To reaffirm my faith in God and myself every day, before beginning work.</p> <p>* Get up 30 mins. Earlier each day-20 mins. Meditation and then 10 mins. Vision affirmation. * Attend contemplation class with Mary once a week. * Listen to reflection music or self-development CD in the car instead of radio.</p> <p>* reaffirm my commitment to Mary and the family and ask for support in this new chapter. * quit drinking and smoking for 1 year. * Spend every weekend with family wherever possible * Involve family in planning next summer vacation together.</p> |
| | | |
| | | |

WEEKLY REVIEW

DAILY REVIEW

| In terms of the efforts I have made In keeping to my MVFO plan In the area of... | I am ... A totally satisfied B partially satisfied C not satisfied D totally dissatisfied | M | T | W | T | F | S | S | U | I would rate this week as being | | | This week i feel i have |
|---|---|---|---|---|---|---|---|---|---|---------------------------------|------|----------|-------------------------|
| | | | | | | | | | | GREAT | FAIR | TERRIBLE | |
| SPIRUALITY | A | ■ | | | | | | | | | | | |
| | B | | ■ | | | | | | | | | | |
| | C | | | | | | | | | | | | |
| | D | | | | ■ | | | | | | | | |
| FAMILY | A | | | | | | | | | | | | |
| | B | | | ■ | | | | | | | | | |
| | C | ■ | | | | ■ | | | | | | | |
| | D | | | | | | | | | | | | |
| WORK | A | | | | | | | | | | | | |
| | B | | | | | | | | | | | | |
| | C | | | | | | | | | | | | |
| | D | | | | | | | | | | | | |
| FINANCIAL SITUATION | A | ■ | | | | | | | | | | | |
| | B | | | | | | | | | | | | |
| | C | | | | | | | | | | | | |
| | D | | | | | | | | | | | | |
| MY MAIN LEARNING THIS WEEK HAS BEEN | | | | | | | | | | | | | |
| Not to lose sight of my vision- When I allow my mind to get caught up in problems, i lose power and begin to worry. This makes me depressed and i become short-tempered. Then i have trouble sleeping and become too tired to get up for my meditation. Unless i begin the day in the right way, i remain unfocused and unstable All day. | | | | | | | | | | | | | |
| MY PRIORITIES FOR THE COMING WEEK ARE | | | | | | | | | | | | | |
| 1. Begin every day with my contemplation and vision affirmation. 2. Make certain all my interactions with people are influenced by my values. 3. Do my desk work and writing in the mornings when i am freshest. 4. Arrange meetings only during afternoons. 5. Be home early enough to spend time with kids before they go to bed. | | | | | | | | | | | | | |

Instruction:

Task 11 Implementation will guide participants through 1 exercise to complete the 30-Day MYFO Action Plan Chart and MYFO Checking Chart. Note that the exercise can be separated into 2 parts if time is not sufficient.

1. Exercise – Summarizing your plan and establishing monitor system (Part 1) – 1 hour and 30 minutes:

Instruction:

1. Instruct participants to review the previous activities that he/she has done thus far and summarize everything in the provided 30 Day MYFO Action Plan on page 116.

Example of the completed chart is provided on page 111

An empty chart is also provided on page 15 of the Index of the Facilitator's Guide

Task 11--- IMPLEMENTATION

Summarizing your plan and setting up a monitoring system
To keep track of your progress

This final task involves the use of two forms that are to be filled in and reviewed

Regularly to keep you on track---

- **The 30 day MYFO action plan Chart**
- **The MYFO checking chart**

+ **MONTHLY PLAN** --- Use the 30 day MYFO action plan chart to prioritize the most important actions for you in the next 30 days.

+ **DAILY REVIEW** --- Each evening before retiring use the MYFO checking chart to carry out a 5 minute review of your day.

+**WEEKLY REVIEW** --- At the end of each week carry out a 30 minute review of your whole week to gain an overview in order to plan and prioritize your activities for the week ahead.

+ **MONTHLY REVIEW** --- At the end of each month review the month's activities as set goals for the next month

EXERCISE --- Summarizing your plan and establishing a monitoring system

Objective

To summarize your plan and set up a monitoring system with the aim of keeping track of your progress

Instructions

1. Study the examples given in the following pages. Then from the information about yourself, gained through the MYFO processes, summarize your own action plan on the blank 30 day MYFO action plan hart.

30-Day MYFO Action Plan

| PURPOSE - | VALUES- In order to fulfill my purpose i will especially value 1. 2. 3. In my daily behaviour, choices and decisions. | VISION AFFIRMATION - |
|--|---|-----------------------------|
| VISION - I see myself... | BARRIERS- The root causes of all obstacles are | GOALS - |
| | | STRATEGIES - |
| | | ACTION STEPS NOW - |
| | | |
| | | |
| | | |
| | | |

2. Exercise – Summarizing your plan and establishing monitor system (Part 2) – 1 hour and 30 minutes:

Instruction:

1. Instruct participants to study the MYFO checking charts so that he/she can be familiar with how the tool will be used to monitor progress since the first day of the action plan implementation.
2. Make sure participants select the four top priority areas for the month and ready to make a determined start.

****Example of the completed chart is provided on page 112 of the course book****

****An empty chart is also provided on page 16 of the Index of the Facilitator's Guide****

EXERCISE --- Summarizing your plan and establishing a monitoring system

Objective

To summarize your plan and set up a monitoring system with the aim of keeping track of your progress

Instructions

2. Study the MYFO checking chart so that you will be familiar with it as a tool for self-monitoring and ready to use it on the first day of implementation of your action plan. Write your four priority areas for the month on the blank checking chart, ready to make a determined start.

MYFO Checking Chart

| DAILY REVIEW | | | | | | | | | | WEEKLY REVIEW | | | | | | | | | |
|---|------------------------|---|---|---|---|---|---|---|---------------------------------------|---------------|----------|-------------------------|--|--|--|--|--|--|--|
| In terms of the efforts I have made In keeping to my MYFO plan In the area of ... | I am ... | M | T | W | T | F | S | S | I would rate this week as being | | | | | | | | | | |
| | | | | | | | | | GREAT | FAIR | TERRIBLE | This week I feel I have | | | | | | | |
| | A totally satisfied | | | | | | | | | | | | | | | | | | |
| | B partially satisfied | | | | | | | | | | | | | | | | | | |
| | C not satisfied | | | | | | | | | | | | | | | | | | |
| | D totally dissatisfied | | | | | | | | | | | | | | | | | | |
| SPIRITUALITY SELF | A | | | | | | | | MY MAIN LEARNING THIS WEEK HAS BEEN | | | | | | | | | | |
| | B | | | | | | | | | | | | | | | | | | |
| | C | | | | | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | | | | | |
| FAMILY | A | | | | | | | | MY PRIORITIES FOR THE COMING WEEK ARE | | | | | | | | | | |
| | B | | | | | | | | | | | | | | | | | | |
| | C | | | | | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | | | | | |
| WORK | A | | | | | | | | MY PRIORITIES FOR THE COMING WEEK ARE | | | | | | | | | | |
| | B | | | | | | | | | | | | | | | | | | |
| | C | | | | | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | | | | | |
| FINANCIAL SITUATION | A | | | | | | | | MY PRIORITIES FOR THE COMING WEEK ARE | | | | | | | | | | |
| | B | | | | | | | | | | | | | | | | | | |
| | C | | | | | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | | | | | |

CONCLUSION

Congratulations! You have now completed your MYFO self- management plan

Personal development to work for and with others is an ongoing process. Constant attention is required to maintain a clear focus on one's goals in life.

You have chosen the path. Keep staying on track!

EVALUATION SHEET

Training/Workshop: ACCESS Branding Master Auditor Training, January 8 to 12, 2017

Please tick (/) in the appropriate box.

1. How worthwhile was the training for you

| | |
|--|-------------------|
| | Very worthwhile |
| | Fairly worthwhile |

| | |
|--|---------------------|
| | Not very worthwhile |
| | A waste of time |

2. How the program was conducted?

| | |
|--|-------------|
| | Very well |
| | Fairly well |

| | |
|--|-------------|
| | Poorly |
| | Very Poorly |

3. Did the program have additional value in your particular job?

Yes ____ Partly ____ No _____

4. What are the strong points?

5. What are the weak points?

6. Training Methodology

Lecture and discussions

| | | | | | |
|--|------------------|--|---------------------|--|--------------------------------|
| | Too much lecture | | Too much discussion | | About the right amount of each |
|--|------------------|--|---------------------|--|--------------------------------|

Visual aids

| | | | | | |
|--|------------|--|----------|--|------|
| | Not enough | | Too much | | Okay |
|--|------------|--|----------|--|------|

Group Dynamics

| | | | | | |
|--|-------------|--|---------------|--|------------|
| | Very Useful | | Just to enjoy | | As a habit |
|--|-------------|--|---------------|--|------------|

Group Activities:

| | | | | | |
|--|---------------------------|--|-----------------------------|--|--|
| | Too much group activities | | Not enough group activities | | About the right amount of group activities |
|--|---------------------------|--|-----------------------------|--|--|

Handouts and reading materials

| | | | | | |
|--|------------------|--|--------------------|--|-----------------------------------|
| | Too much handout | | Not enough handout | | About the right amount of handout |
|--|------------------|--|--------------------|--|-----------------------------------|

7. Trainee's participation

| | | | | | |
|--|------------------------------------|--|------------------------------------|--|------|
| | Too much participation by trainees | | Too less participation by trainees | | Okay |
|--|------------------------------------|--|------------------------------------|--|------|

8. Time Schedule

| | | | | | |
|--|-----------|--|----------|--|------|
| | Too short | | Too Long | | Okay |
|--|-----------|--|----------|--|------|

9. How well did the trainers maintain friendly and helpful manner?

| | | | | | | | | | |
|--|-----------|--|-----------|--|------|--|------|--|------|
| | Excellent | | Very Good | | Good | | Fair | | Poor |
|--|-----------|--|-----------|--|------|--|------|--|------|

10. How well did the trainers keep the session active and interesting?

| | | | | | | | | | |
|--|-----------|--|-----------|--|------|--|------|--|------|
| | Excellent | | Very Good | | Good | | Fair | | Poor |
|--|-----------|--|-----------|--|------|--|------|--|------|

11. How were the training facilities, board and lodging arrangements etc.?

| | | | | | | | | | |
|--|-----------|--|-----------|--|------|--|------|--|------|
| | Excellent | | Very Good | | Good | | Fair | | Poor |
|--|-----------|--|-----------|--|------|--|------|--|------|

12. What were the major benefits you received? (tick as many as you wish)

- Help confirmed some of my ideas
- Presented new ideas and approaches
- Gave me a good change to look objectively at myself and my job
- Acquainted me with problems and solutions from other cooperatives/credit unions
- Other benefits

10. Other comments and suggestions



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