



Ross School of Business at the University of Michigan

Independent Study Project Report

TERM : Summer 1998

COURSE : FIN 750

PROFESSOR : Robert E. Quinn

STUDENT : Mark D. Levine

TITLE : The Deep Change Workbook

The Deep Change Workbook

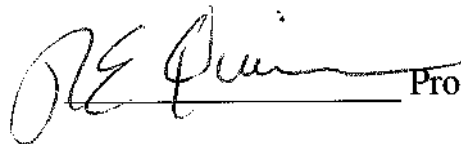
by Mark D. Levine M.D.

A research paper submitted in fulfillment of the
requirements for 3 credits, Graduate Independent Research
Project Summer Term 1998, Professor Robert E. Quinn,
Faculty Supervisor.

JUN 25 2000

Faculty Comments

Excellent job!



Professor Robert Quinn

Course # 750

The Deep Change Workbook

Introduction

What is a leader and whom do they lead? We tend to envision leaders as people of significant power and influence. We view them as important people who govern large organizations. Leaders are impressive and well known. Deep Change suggests to me the opposite. Genuine leadership occurs within the individual and emanates out. True leaders first become leaders of themselves. The excitement and fulfillment they receive from leadership occurs as a result of the experience of leading themselves. They have growing clarity of value and purpose. Their influence upon other people comes from their own internal clarity and the desire to grow and contribute, which is a consequence of such clarity. Ironically, being important is not significant to true leaders. It is only important to those who wish to lead but instead are lost. Leading is not so much a role as it is an identity, a way of being.

The essential message in Deep Change is that all life is motivated by growth. The desire to change is ubiquitous because at any given moment all living things are either growing or dying. There is no "in-between", no "stay the same", no "equilibrium".

This workbook is designed as a companion to Deep Change. It describes principles and tools for enacting change. You will notice that the workbook has two parts.

The first section focuses on personal change, in other words, growth. The second section describes organizational change, which is really contribution to others. Both sections are for thinking, feeling and doing.

PART ONE: PERSONAL CHANGE

What Is Change?

“Why do we sometimes need to find a new perspective? While our underlying worldview is fairly fixed, our external world is constantly changing. The two become increasingly out of synch, and the maps or paradigms that serve to guide our behavior become obsolete. When this happens, our own action plans will not work to our satisfaction in new situations. We have to reinvent ourselves so that we can meaningfully connect with our current world. This is not such a radical thought; it’s actually an ongoing process. Deep change is, in fact, a reasonably common and ongoing experience necessary for internal development. In pursuing deep change, we redesign our maps or paradigms and realign ourselves with our surrounding environment. We reinvent ourselves by changing our perspective.” Robert Quinn, Deep Change

Change is an alteration in how we experience the world, an alteration in our paradigm. Changing behavior without altering the paradigm requires discipline, willpower or coercion. On the other hand, a change in paradigm naturally precipitates lasting change in our behavior.

What Is A Paradigm?

A paradigm is a mental map through which each of us experiences reality. This map contains both feelings and thoughts. Our thoughts consist of visual images and ideas formed through language. Changes in our behavior are not only a consequence of these maps but also in and of themselves influence the formation of our maps in a dynamic way. Thus, a map is a dynamic mental pattern, which is the result of an interaction between our feelings, thoughts, physiology and actions. In order to understand change, we must understand how to change the map or the patterns. The first section of this workbook is designed to provide you with an effective and reliable strategy for change, to help you become your own mapmaker.

Mental Maps

We are continually and unconsciously forming mental maps. Our task is to take conscious control over this process. Again, a map is pattern of feelings, thoughts, physiology and behavior. To understand the contribution of these specific elements to a mental map, complete the following exercise.

Mental Maps and Meaning

1. Write down a specific time at work in which you felt vital, alive, energetic or happy.

What about that moment made you feel that way? Notice what you see and hear, what you're doing. Pay attention to how you look and behave in that moment. Notice what you say to yourself and in particular, write down what you think and believe about yourself and your work situation in this moment in which you feel alive and vital.

3. What did that moment mean to you?

Now, write down a time at work in which you felt demoralized, dissatisfied or otherwise unhappy.

What about that moment made you feel that way? Notice what you see and hear what you're doing. Pay attention to how you look and behave in that moment. Notice what you say to yourself and in particular, write down what you think and believe about yourself and your work situation in this moment in which you feel unhappy.

6. What did that moment mean to you?

As you compare these two memories notice that each experience is characterized by a particular set of images and feelings. You also may have noticed that in each case the feeling tone of the experience was closely associated with the meaning of the images.

Meaning

A key element in our mental maps of our experience is the meaning to which we give our experiences. Again, the ideas, images and words, which we associate, to an experience, determine our feelings about that experience. In this next exercise we will focus on how the meaning of an experience directs our feelings about it.

Meaning and Experience

Think about something that you really love to do.

1. Describe the feelings associated with that experience.
2. Notice the images and past associations you have with that experience.
3. Become aware of the meaning, which you have given to that experience, and notice how that meaning supports the positive feelings associated with that experience. You may do this by answering the following questions:

Dimensions of Experience

1. Relationship	How does this experience connect me to others?
2. Identity	In what way do I feel special when I do this activity?
3. Certainty	In what way do I feel secure, safe or certain?
4. Adventure	How does this experience excite or stimulate me?
5. Learning Improvement Quality	How does this experience help me grow or make me better?
6. Contribution Legacy	In what way do I help or contribute to others through this activity?
7. Meaning	What does this experience mean to me? What have I concluded about other people, the world, and myself?

Meaning and Experience, Continued

Now think about something that you really hate to do.

4. Describe the feelings associated with that experience.

5. Notice the images and past associations you have with that experience.

6. Become aware of the meaning, which you have given to that experience, and notice how that meaning supports the negative feelings associated with that experience. You may do this by answering the following questions:

Dimensions of Experience

1. Connection	Does this experience connect me to others?
2. Uniqueness	Do I feel special when I do this activity?
3. Certainty	Do I feel secure?
4. Uncertainty	How does this experience excite or stimulate me?
5. Growth	Does this experience help me grow or make me better?
6. Contribution	In what way do I help or contribute to others through this activity?
7. Meaning	What does this experience mean to me? What have I concluded about other people, the world, and myself?

Where Does Meaning Come?

Our emotional reactions to events are determined by the meaning of the events. These meanings form the basis of the mental patterns, which govern our feelings about and reaction to events in our lives.

This meaning we associate to certain images comes from many sources. These include childhood experiences, messages from parents and later peers, observations of other people, and unconscious conclusions we reached about our circumstances. As we grow, we form these beliefs and conclusions into cohesive pictures, conclusions and rules about our lives, which govern our feelings and reactions to new situations. Thus, what directs our emotional and behavioral response is the meaning to which we give our circumstance.

Review your answers in the prior exercise. Consider the source of the meaning for each experience. Recall past experiences, associations, interactions or learnings.

Meaning of the thing you love to do:

Source of that meaning:

Meaning of the thing you hate to do:

Source of that meaning;

What is meaning?

The "meaning" in your brain is the interpretation or conclusion, which links the event with the feeling. At the most simple level, the "meaning" reminds us which events are pleasurable and which are painful, which would benefit us and must be pursued and which threaten us and must be avoided. Over time, the meanings, which we use to link events with feelings, become the maps, which our brains use to rapidly process data, to either warn or inform us what the likely outcome of an experience will be.

Our brain continually uses these maps or patterns to inform us to how to respond to events in our life. We rapidly process this information, react emotionally and respond based on whether the meaning of an event is good or bad. Over time, this establishes a pattern of reflexively reacting to stimuli.

Yet many of our past conclusions about what is painful or pleasurable work against our current desires and decisions. Problems with procrastination, task avoidance, laziness, compliance or loss of creativity are consequence of using old maps or patterns that are now incongruent with our inner desires and decisions.

In this next section we discuss how to change the meaning of an experience and alter our associated feelings to it. We change the meaning of an experience in two ways: change our behavior or change our perspective.

1. Change our behavior

We can alter the meaning of an experience by responding with a new behavior. Recall that, experience is directed by our mental maps. Each time we respond to a circumstance with a repeated behavior, we enhance the previous pattern of feelings and meaning. A new strategy or approach to a situation will frequently alter the meaning of that experience. New actions create new meaning.

Exercise:

Review the meaning of the activity you hate to do. In the box below, develop new actions, strategies or responses to this activity by answering the following questions.

Dimensions of Experience:

How can I do this activity in a way that:

1. Uniqueness	I will feel special when I do this activity?
2. Connection	will connect me to others?
3. Certainty	I will feel secure?
4. Uncertainty	will excite or stimulate me?
5. Growth	will make me grow or make me better?
6. Contribution	I will help or contribute to others?
7. Meaning	Now, what is the new meaning of this activity?

2. Change our perspective

Often the issue is not what to do but rather the psychological perspective we take on an experience. Recall that powerful insights and transformations are the results of a change in paradigm or perspective.

Exercise: Again, review the activity, which you use to hate. Create a new perspective by answering the following questions in the box below.

Dimensions of Experience: The activity I Use To Hate

In what new way can I view this activity so that my involvement:_____

1. Uniqueness shows me how I am special?

2. **Connection** connects me to others?

3. **Certainty** makes me feel secure?

4. **Uncertainty** excites or stimulates me?

5. **Growth** helps me grow or make me better?

6. **Contribution** helps or contribute to others through this activity?

7. **Meaning** Now, what is the new meaning of this activity?

Taking Control of the Map

Understanding the power of the meaning, which we give a situation, is the key to being in charge of our own experience.

A change in emotional state is related to a shift in perspective, a change in meaning.

Under each situation, write down specifically the way in which the meaning of the original circumstances changed and what changed the meaning of the situation for you.

Recall a time when you were really angry but later forgave that person.

1. Triggering circumstance
2. The meaning that you gave to that trigger or circumstance
3. The negative feeling
4. What later happened to change the meaning of that event?
5. The new meaning
6. The feeling which resulted from this new meaning

Recall a time when you were afraid but later felt brave.

1. Triggering circumstance-

2. The meaning that you gave to that trigger or circumstance-

3. The negative feeling-

4. What later happened to change the meaning of that event? -

5. The new meaning-

6. The feeling which resulted from this new meaning-

Recall a time when you were disappointed and frustrated but later became determined.

1. Triggering circumstance:

2. The meaning that you gave to that trigger or circumstance:

3. The negative feeling:

4. What later happened to change the meaning of that event?:

5. The new meaning:

6. The feeling which resulted from this new meaning:

Recall a time when you felt embarrassed but later laughed.

1. Triggering circumstance:

2. The meaning that you gave to that trigger or circumstance:

3. The negative feeling:

4. What later happened to change the meaning of that event?:

5. The new meaning:

6. The feeling which resulted from this new meaning:

Transformed Experiences

Now create your own examples of transformed experiences. Complete the following exercise:

Recall a time in which you experienced a negative feeling which later became positive. List the initial trigger or event for that feeling, then note the meaning that you gave to that trigger or event, then describe the negative feeling. Under each negative feeling describe what later happened to change the meaning of that event and alter your feelings.

I recall a time in which I felt _____ but later _____

1. Triggering circumstance:
2. The meaning that you gave to that trigger or circumstance:
3. The negative feeling:
4. What later happened to change the meaning of that event?:
5. The new meaning:
6. The feeling which resulted from this new meaning:

The prior exercise was designed to give you an awareness of the unconscious control, which you have over your own experience.

Again, note that meaning determines feelings and how we feel governs our future actions and our ability to change.

Exercise:

Choose a negative feeling, which you have on a consistent basis. Below describe a triggering circumstance, its meaning and the associated negative feeling.

Then create a new belief about that situation in order to alter its meaning. In addition, write down two new behaviors with which you will consistently respond to that situation in order to reinforce the new meaning.

Now imagine yourself in that situation with your new perspective and new response. Visualize yourself and the new response in detail. Then describe the feeling, which results from this new meaning. _____

Recall a time when you felt ____

1. Triggering circumstance:

2. The meaning that you gave to that trigger or circumstance:

3. The negative feeling:

4. The new perspective:

5. Two new responses:

6. The feeling which resulted from this new meaning:

Values

"When we feel the strongest and at the "top of our game" we radiate large amounts of energy. When this energy and drive are directed toward some important task, good things tend to happen. As we experience success, we learn and grow. We gain a new perspective. As we apply this new understanding, we tend to become even more energized. During these periods, the self and the surrounding environment are more in alignment."

Robert Quinn, Deep Change

Emotional well being is not an accident. Most of us wait for "good things to happen" in order to experience happiness, joy, excitement, fulfillment and a sense of accomplishment in life. Some of us, at times, go through periods where we give up because "things don't turn out right", no matter "how hard we try."

On the other hand, everyone has had special moments in their life when "everything was working", we were "in the flow", "in touch" or "on top of the world", where we knew what to do and things turned out right.

We all know that how we feel tremendously influences how we act and therefore what happens in our lives. The paradox is that what happens or what has happened in our life has meaning. Meaning determines how we feel, meaning influences how we think about ourselves and the world, how we act and what we achieve, and thus what happens to us. To the degree that this process occurs unconsciously then what has happened controls what will happen. The past determines the future. In this next section we will focus on consciously creating and conditioning positive experience.

Values and Experience

In order to affect deep change, we must become the makers of our own maps, the creators or our own experience; however, a successful journey requires not only accurate maps but a reliable compass. We must understand the direction to which we want to travel.

Stephen Covey refers to this awareness as our internal compass, our knowledge of true north. We must focus not just on the map but on the compass. This compass, this directional guide, is our set of values.

True North

"Where there is no vision, says the proverb, people perish. That's because they select goals and begin pursuing them-climbing the proverbial ladder of success-before they define mission and clarify values. Consequently, upon reaching the top rung, they often discover to their dismay that the ladder is leaning against the wrong wall."

"They lacked an internal moral compass. Principles are like a compass. A compass has a true north that is objective and external that reflects natural laws or principles, as opposed to values that are subjective and internal. Because the compass represents the verities of life, we must develop our value system with deep respect for "true north" principles."

Stephen Covey, *Principle Centered Leadership*_____

Changing the World

"Getting outside himself, thinking about the happiness of the past, reflecting on the deep structure of the present, and eventually penetrating his own defenses allows him to reexamine and realign his own motives. Once he makes these internal adjustments, his external problems are less of an issue. If his motives, conscience, and capabilities are aligned, he will perform to his best ability, no matter what the external problem. Success is likely, but even if he experiences failures, he will have done the right things. In an important way, this man changes the world by changing himself."

Robert Quinn, Deep Change

Distinguishing Values from Vehicles

Values describe what a person desires to feel; values are how we answer the question "What is important in life?" We have values in work, relationships, and leisure. These values may vary in different settings or even conflict with one another. They include emotional states such as excitement, joy, intimacy, freedom, security or peace. We may say that we value money, marriage or our job, but what we really mean is that we value the feelings that these arrangements bring into our lives.

Feelings not only direct, but motivate are thoughts and actions. By motivate, we mean that all our actions and thoughts have one ultimate end in mind, to feel a certain way.

Our values are our most precious feeling states. Our highest values make us feel the best and we pursue goals as vehicles for achieving these emotional states.

For instance, success can be a vehicle for attaining self-worth, self-acceptance, excitement or passion. Money can be a vehicle for attaining freedom, security, love or self-worth. Similarly, marriage can be a vehicle for feeling, love, compassion, trust and intimacy.

We distinguish between the vehicles, the means, and the end, the feeling. Distinguishing values from vehicles is significant for several reasons:

1. We often pursue vehicles without conscious awareness of the values or the end in mind.
2. Often the manner in which these vehicles are pursued conflicts with the desired end or feeling.
3. In the pursuit of certain vehicles, we often ignore the feelings, which could otherwise be our compass, our guide, for what is right for us and in doing so:
4. We choose inappropriate vehicles.
5. Sometimes we tolerate inferior values and standards in order to maintain vehicles, which do not really serve us. Our vehicles become obstacles to how we want to feel.
6. Conflict can occur when we become rigidly wedded to the strategy for sustaining these values. For instance, if a person values both financial security and excitement at work, changing circumstances might alter the initial balance. A new position, which was once both exciting and secure, might become routine and boring. Conflict now arises between valuing security versus excitement.
7. An awareness of personal values provides a psychological framework with which to respond to changing circumstances and utilize conflict in order to grow.

Exercise: Values

Answer the question "What is most important to me in life?" Focus on the feelings that you value such as excitement, joy, security, stimulation, challenge, adventure or success. If a concrete object such as money or a promotion comes to mind, then clarify the motivating value for that object by asking yourself "What is important to me about money or what is important to me about a promotion?" You might then come up with security or freedom or recognition. Enter these feelings on your list.

You can also determine your values by asking yourself "What do I love to do or be?" Or "When do I lose track of all time?" Answer the questions "How do I feel in those moments?" List the ten most important feeling states, which you value in life. Once you have completed your list review your values and rearrange them in order of priority with number one being the most important to you at this moment.

Values (Positive Feelings)

What is important to me in _____?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
6. _____
7. _____
8. _____
9. _____
10. _____

What Must Happen?

In this next section, review your top ten values and consider what must happen to you in order for you to experience that feeling. Describe what must happen in the space provided. For instance, if you entered love as your number one value then below love you might write:

1. My partner must be affectionate.
2. I must feel certain that I won't be rejected.
3. We must agree on important decisions in life.

What must happen for me to feel _____?

1. _____
2. _____
3. _____
4. _____
5. _____

What must happen for me to feel _____?

1. _____
2. _____
3. _____
4. _____
5. _____

What must happen for me to feel _____?

1. _____
2. _____
3. _____
4. _____
5. _____

What must happen for me to feel _____?

1. _____
2. _____
3. _____
4. _____
5. _____

What must happen for me to feel _____?

1. _____
2. _____
3. _____
4. _____
5. _____

What must happen for me to feel _____?

1. _____
2. _____
3. _____
4. _____
5. _____

What must happen for me to feel _____?

1. _____
2. _____
3. _____
4. _____
5. _____

What must happen for me to feel _____?

1. _____
2. _____
3. _____
4. _____
5. _____

What must happen for me to feel _____?

1. _____
2. _____
3. _____
4. _____
5. _____

What must happen for me to feel _____?

1. _____
2. _____
3. _____
4. _____
5. _____

Experiencing With Certainty: Rules

Energy is neither created nor destroyed. At any given moment, it flows toward some points in the universe and away from others. The amount of energy we feel has much to do with the alignment between ourselves and our surrounding environment. We can be aligned with our environment in such a way that we feel strong and empowered or weak and powerless.

Robert Quinn, *Deep Change*

The transformational perspective tends to nurture a different attitude toward rules. From a technical perspective, rules predict outcome and therefore facilitate productivity. From the transactional perspective, rules are a critical component of negotiation and compromise.

From the transformational point of view, rules are beliefs about what we must do and think in order to experience our values. Again, our highest values make us feel the best. The values, which drive transformational leaders, motivate them because they feel good. Note that those things such as money, authority, recognition or even relationships are not in and of themselves values; they are merely the vehicles that we use to achieve the valued states.

So why is this significant? For the transformational leader, rules and beliefs are simply the maps, which guide their actions towards the achievement of values. What are constant and immutable here are the values, not the rules. The rules only have significance in that they provide us direction towards the achievement and the experience of our values. At times, rules may drift out of alignment with our values. We may need to change our beliefs in order to retain our values. External reality is always changing. If we are to truly maintain our values, then our rules and beliefs must be flexible. Although we must be committed to action, based on our beliefs, we must also be flexible about changing those beliefs when they become incongruent or misaligned with our values.

This notion of flexibility in our rules and beliefs allows us to reevaluate our values in a very practical manner. For instance, often what we believe must happen to be happy does not create happiness. In fact, often these beliefs impede happiness.

One professional believed that in order to be happy he had to be seeing more clients than anyone else in the organization. This unconscious belief not only impeded happiness but created conflict with another value about caring for other people. Being over worked and over extended with his large number of clients (in order to be happy) actually undermined all of his other efforts to be a caring person with clients, colleagues and family. There were never enough clients to meet the criteria for happiness and always too many clients to have time for caring.

In the prior section, we described what we believed must happen in order to feel a certain way. Essentially, we defined what were our rules about experiencing our most valued feelings.

Return now to this original list of values and for each value ask yourself, "Do I experience this feeling on a regular basis or as often as I wish?" For each feeling, review your list of rules about what must happen for you to have that feeling. Consider whether your rules make it difficult or easy to have that feeling. Why not adopt rules that make it easy or even compel you to feel good?

Proactive Behavior

This next section is designed to empower our values through proactivity. Proactivity involves two elements:

1. Responsibility for our personal experience.
2. A focus maintained only on things about which we can do something i.e. our own actions and beliefs. Specifically, all experience is influenced by either what we do (strategies, competence, technique) or by our attitude (perspective, belief, paradigm).

In the following section, review your values list concerning "What must happen to me?" and create a new list of beliefs and actions, which will transform "What must happen" to "What must I do or believe to insure that I have this feeling?"

These events must be under your control and must be experiences for which you can be responsible. Redesign each list by considering what you must do or what you must believe in order to have that experience consistently.

What I Must Do?

Value: _____

Beliefs: What must I believe to feel _____?

1. _____
2. _____
3. _____
4. _____
5. _____

Actions: What must I do to feel _____?

1. _____
2. _____
3. _____
4. _____
5. _____

Value: _____

1. _____
2. _____
3. _____
4. _____
5. _____

Beliefs: What must I believe to feel _____?

1. _____
2. _____
3. _____
4. _____
5. _____

Actions: What must I do to feel _____?

1. _____
2. _____
3. _____
4. _____
5. _____

Value: _____

1. _____
2. _____
3. _____
4. _____
5. _____

Beliefs: What must I believe to feel _____?

1. _____
2. _____
3. _____
4. _____
5. _____

Actions: What must I do to feel _____?

1. _____
2. _____
3. _____
4. _____
5. _____

Value: _____

1. _____
2. _____
3. _____
4. _____
5. _____

Beliefs: What must I believe to feel _____?

1. _____
2. _____
3. _____
4. _____
5. _____

Actions: What must I do to feel _____?

1. _____
2. _____
3. _____
4. _____
5. _____

Your Personal Map

A personal map is a visual image of the central elements of your life. It symbolizes the dynamic relationship between our values, our purpose in life, and our goals. The structure you are about to create is a working outline to be later expanded and put into a form which represents your personal experience of your values, purpose and goals in life.

Examine the form on the next page. At the top is a section entitled values, below this are spaces to write your top ten values from section four in the workbook. As you rewrite your values you may make new distinctions about them. Adding new ones and deleting old ones as you wish. Now review the beliefs and actions, which sustain those values and empower you to experience those feelings at any moment in time. Under the section "credo", summarize and list all the beliefs, which now empower you on a daily basis.

Similarly, under the section "code of behavior", list the actions you can now take on a daily basis to empower yourself with your highest values. This list is your visual guide or map to your most empowering feelings, beliefs and actions.

My Personal Map

Values

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Credo (Beliefs)

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Code of Behavior

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Making Your Map Your Own

You have now completed an initial outline draft of your personal map. This is a working draft to be used over the next several days for additions, changes and other distinctions, which you might make. You may find it useful to make Xerox copies, which you place, in spaces where your eye will casually and repeatedly take these symbols in.

"Each of us has the potential to change the world. Because the price of change is so high, we seldom take on the challenge. Our fears blind us to the possibilities of excellence.. .to bring about deep change in others, people have to reinvent themselves."

Robert Quinn, Deep Change _____

Your Personal Mission Statement

"There is a story about a Rabbi in pre-Revolutionary Russia back at the turn of the century. The Rabbi is walking over to the synagogue and he is stopped by a Russian soldier. With his rifle at forward arms, the soldier says gruffly "Who are you and what are you doing here?" The Rabbi says "How much do they pay you for doing this job?" The soldier says "twenty kopecks" and the Rabbi replies "I'll pay you twenty-five kopecks if everyday you stop me right here and ask me those two questions."

A mission statement inspires, motivates and directs us by organizing our values. It describes who we are and what our purpose is.

Exercise:

Put yourself in a comfortable position, take a few deep, relaxed, energizing breaths, shut your eyes and visualize your list of values with their code and credo. Now see yourself living by those values on a daily basis. Notice how you feel. Notice what you say to yourself and what your life is like when you live by those values. Observe the effect you have on other people and what that is like for you. Now ask yourself the question "Why am I here?" "What is my purpose in life?" As you ask yourself this question, simply pay attention to the images, thoughts and feelings, which come to mind. You may experience a rapid flow of images and thoughts or a slowly changing pattern of images and thoughts. Perhaps your initial experience will consist of a single image whose meaning is not yet discerned by you. Other people may notice unrelated words, with jumbled images whose connection to their purpose in life is at first confusing.

When this flow completes itself, at time when only you have the awareness of what is right for you, gradually open your eyes and in the space provided below right for ten minutes everything that comes to mind about the question "What is my purpose in life?"

Constructing Your Mission Statement

We're now prepared to construct a single sentence statement, which captures for you your purpose in life. This statement should be:

1. Stated in the positive.
2. Describe what you want to be, do, feel and believe.
3. Must describe how self and others will benefit.
4. Be brief.
5. Use emotionally charged words.

This statement of personal involvement is a call to action. It should rev you up. This mission is an ongoing purpose. You must be able to experience it everyday. It characterizes the smallest details and most important interactions in your life. Remember, that in each moment of evaluation, decision and action, we not only step towards our ultimate destiny but experience in that moment who we want to be. Finally, by delineating the reasons behind our purpose, we assure alignment between our values and actions.

The mission statement describes what you want to feel, what you must believe and do to have those feelings and how yourself and others will benefit. In the space below, write three words that summarize your highest values.

My mission in life is to feel:

- 1.
- 2.
- 3.

Now enter the central beliefs that you must hold in order to experience those values on a daily basis.

By believing:

- 1.
- 2.
- 3.

Now add what you must do to experience those feelings. Include actions that involve both achieving and connecting.

By doing:

- 1.
- 2.
- 3.
- 4.

Now below, specify how you and other people will benefit by this mission.

In order that:

- 1.
- 2.
- 3.
- 4.

My Mission Statement

Roles

The final section of creating your personal map utilizes your values and purpose to define your current goals in life. Below is a list of how you define your roles in your life. Notice it has two sections, the external and internal roles. External roles define our relationship to other people. They include spouse, friend, parent, professional, supervisor or manager. It includes any word that describes your relationship to people or things in the outside world. On the other hand, there are our internal roles. Internal roles describe relationship to self. This list might include terms such as leader, thinker, creator, nurturer, guide, or seeker. Many of these internal and external roles overlap throughout our activities of the day.

It is useful to periodically review your roles and goals. This is a time to not only redefine your goals and roles but also to recommit to a course of action and measurement. It is a time to reassess the personal development, interpersonal, professional, financial, physical, social, recreational, health, and spiritual aspects of your life with their associated roles and goals.

In the spaces below, list you're roles.

External Roles

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Internal Roles

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Setting Goals

"Feedback is the breakfast of champions."

Ken Blanchard

Goals are the fabric of our purpose in life. Goals are not only how we achieve our dreams, they manifest the values central to those dreams. We experience our values through actions. Goals congruent with our values allow us to experience our future dreams in the present. Action in the service of our goals is both important for the future and meaningful in the present.

Such goals, which are aligned with purpose, values, and vision, are transformational. We grow and contribute in the process of pursuing our goals.

People with transformational goals share the following qualities:

- Their goals are stated in the positive
- They take personal responsibility for the goals.
- They clearly communicate both the details of their goals and the reasons for these goals.
- They act and communicate about the goals in ways, which are positive for those who are influenced, by the goals.
- Their goals are flexible but consistent with their values.
- Their goals are ecological. (By ecological I refer to a condition in which the goals are good for the individual, other people and society in general.)Covey would refer to this as "principles".
- Their goals are measurable and therefore give them feedback.

Preparation for Goal Setting

Review your mission statement and list of values. Imagine yourself living the life you want ten years from now. Now, shut your eyes and imagine what your life would be like on a Friday ten years from now. Notice what you are doing. Pay particular attention to the details of your life. Where will you be living? With whom will you be living? Hour by hour that day, what will you be doing? As you go through that day in your mind, notice how you look, what you are thinking and what you say to yourself. Pay particular attention to how you feel on this day in which you are living your life the way you want.

Now repeat this process five years, one year and six months from now.

Creating Goals

1. Now, review your values list and choose your top three values. For each of these values define three roles and enter them in the space below.

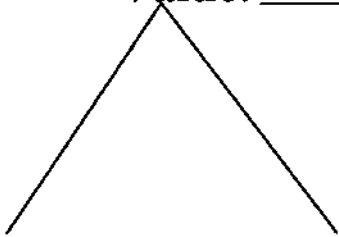
Role: _____

Goal

Goal

Goal

Value: _____



Role: _____	Role: _____
Goal	Goal
Goal	Goal
Goal	Goal

Role: _____

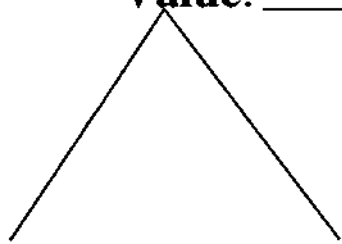


Goal

Goal

Goal

Value: _____



Role: _____

Goal

Goal

Goal

Role: _____

Goal

Goal

Goal

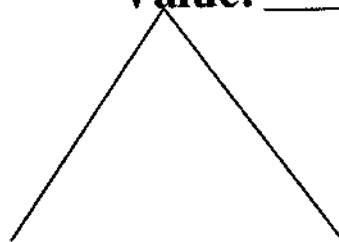
Role: _____

Goal

Goal

Goal

Value: _____



Role: _____

Goal

Goal

Role: _____

Goal

Goal

2. Now, in the space above, record three goals for each of these roles. This will take approximately 10-15 minutes.
3. Review the goals that you have listed and circle the three that are most important to you.
4. Each of these goals should have the following characteristics:
 - A. They are the relevant to your life and have a positive impact on how you and others feel. The goal involves changes, which would make you a better person.
 - B. They challenge you. They involve a circumstance that is either difficult or about which you are not yet satisfied or fulfilled.
 - C. The goal must have high standards but yet be obtainable. Although the goal is achievable, it will stretch your limits.
 - D. The goal is measurable. As you pursue the goal, there are definable benchmarks to give you feedback about your progress. The goal must

include specific criteria that describe to you how you will know when that goal is achieved.

Setting a Course and Committing to Action

Once a goal is set, you must empower yourself through decision, commitment to a course of action, and periodic measurement.

1. Now choose one of your three goals.

2. Become empowered: Appreciate what went well how you did it. For ten minutes, write down your major accomplishments this year. As you write, feel what you experienced in each moment.

Once this is completed, circle the biggest three. Then underneath each write down how you accomplished it.

3. Envision
Imagine yourself successfully pursuing and attaining each goal. Regularly return to this image as you see yourself doing what is necessary to achieve this goal. Remember, when we set the vision the necessary action, resources and opportunities form and grow around the vision.

4. Motivation
For fifteen minutes write down the reasons that your goal is important. Answer the following questions:
 - a. How will it make me feel to accomplish this goal?
 - b. In what way will I benefit from this goal?
 - c. In what way will other people and the community benefit?
 - d. In what way does this meet my needs? (Review page 8.)
 - e. What will it cost you if you do not attain this goal? Consider cost in the area of emotions, relationships, self-esteem, finances, physical health, happiness and fulfillment. What do you regret most as a result of not making this change?
 - f. How do I see myself benefiting from this goal in one, five, ten and twenty years from now?

5. **Commitment**
Get committed to action. List everything that you need to do to attain this goal. Include everything that you have not wanted to do.

6. Create a time line for action and include one action that you will immediately do today.

7. Create a time line for regular measurement of your progress. Use those periods of measurement to monitor your level of commitment and the effectiveness of your plan. Be flexible in your approach and adjust the plan as necessary.

The Integrity Gap

In the preceding section, we developed a methodology for defining how we want to feel and what must we must think and do to achieve those feelings. This section develops a strategy for change, a strategy that will allow us to examine our patterns of thinking and behaving and continually realign these patterns with our values.

The heart of effectiveness...is building integrity through the constant observation of ones lack of integrity.

“Paradoxically, then, the method by which the manager expands his or her sense of responsibility to include long-run issues of legitimacy and integrity, as well as short-run issues of efficiency and middle-run issues of effectiveness, is to pay more attention to the many influences operating at the immediate moment of decision. The very sense of being stuck between two uncomfortable alternatives-the proverbial “rock and a hard place”-comes to be taken as a sign to listen more carefully for other voices. The manager then molds an original solution that does justice to the complex of influences, both implementing and testing the solution through action inquiry... Most forms of professional knowledge results in conditional confidence-confidence that you will act well so long as the situation does not violate your assumptions about it. The active, awakening attention described here results in unconditional confidence-confidence that you are capable of discarding inaccurate assumptions and ineffective strategies in the midst of ongoing action.” Torbert

So why do we behave in ways which are seemingly in conflict with our values?

Chapter 3, page 16 distinguishes between values and beliefs. Values describe how we want to feel. Beliefs describe what must happen to feel that way. Loss of integrity occurs when our beliefs become misaligned with our values. As this occurs, a gap develops between our values and our actions. Through this gap in integrity, we lose the experience of our most empowering feelings. We become disenfranchised from our true self.

“Ultimately, deep change, whether at the personal or the organizational level, is a spiritual process. Loss of alignment occurs when, for whatever reason, we begin to pursue the wrong end. This process begins innocently enough. In pursuing some justifiable end, we make a trade-off of some kind. We know it is wrong, but we rationalize our choice. We use the end to justify the means. As time passes, something inside us starts to wither. We are forced to live at the cognitive level, the rational, goal-seeking level. We loose our vitality and begin to work from sheer discipline. Our energy is not naturally replenished, and we experience no joy in what we do. We are experiencing slow death.” Robert Quinn, Deep Change page 78