



5 POSITIVE PSYCHOLOGY exercises

-
- SCIENCE-BASED
 - FOR HELPING PROFESSIONALS

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Identifying False Beliefs About Emotions

 Coping Exercise 15 min Client No

Many people have implicit beliefs about emotions. These beliefs operate outside conscious awareness and strongly determine the way people cope with their emotions. First, people hold beliefs about the “acceptability” of emotions. People vary in the degree to which they believe that experiencing and expressing negative feelings is acceptable. Beliefs about the unacceptability of experiencing or expressing negative thoughts and emotions have been suggested to play a key role in the development and maintenance of clinical problems (Surawy, Hackmann, Hawton, & Sharpe, 1995). They can be associated with worse prognosis and treatment outcomes (Corstorphine, 2006). In general, people with a range of different problems, such as depression (Jack, 1991, Cramer, Gallant & Langlois, 2005), eating disorders (Corstorphine, 2006), social phobia (Clark & Wells, 1995), post-traumatic stress disorder (Ehlers & Clark, 2000), and borderline personality disorder (Linehan, 1993) tend to believe that showing emotions is unacceptable. These beliefs may lead to the avoidance of emotions, which prevents the individual from developing self-awareness, self-understanding, and, hence, the ability to take care of oneself appropriately (Kennedy-Moore & Watson, 2001). Growing up in an environment where the expression of difficulties or negative feelings was met with punishment or a lack of sympathy has been suggested as a potential cause for the development of beliefs about the unacceptability of emotions (Linehan, 1993).

People may also hold beliefs about the malleability of emotion. For instance, one may believe that no matter how hard one tries, one cannot change emotions. This belief that emotions are outside personal control is likely to result in fewer efforts to regulating emotion (Dweck, 2000; Dweck & Leggett, 1988). Because these individuals do not engage in active attempts to regulate emotions and, therefore, do not experience that emotions can be regulated, their belief will remain unchallenged. Moreover, research has shown that people who believe that emotions are less changeable experience fewer positive emotions and more negative emotions, decreased psychological wellbeing, lower perceived emotion regulation self-efficacy, and higher levels of depression (Kappes & Schikowski, 2013; Tamir, John, Srivastava, & Gross, 2007). By contrast, a person who believes that emotions are changeable will display a more assertive and active pattern of coping (Dweck & Leggett, 1988; Tamir et al., 2007). Over time, this active pattern of coping with emotions will confirm that emotions are indeed changeable and thus strengthen the very belief regarding the changeability of emotions. This exercise addresses clients’ basic and often unconscious assumptions about their emotions.



Author

This tool was created by Hugo Alberts, Ph.D. and Lucinda Poole, Psy.D.



Goal

This exercise is designed to help clients uncover dysfunctional or false beliefs about emotions.



Advice

- Gently remind clients that they should not blame anyone for the false beliefs they have about emotions. Advise them that parents, grandparents, siblings, and teachers were likely exposed to the very same dysfunctional messages.
- This exercise can be completed numerous times with different emotions, as people can hold different beliefs about different emotional states. The client may benefit from completing the exercise with each of his or her main problematic emotional states to gain an in-depth understanding of the core beliefs and consequences associated with each emotion. It may also be interesting to complete the exercise with positive emotion, as the client likely holds adaptive core beliefs about positive emotional states, which leads to adaptive outcomes.
- An example of a completed worksheet is presented in Appendix B. This may be helpful for clients who have difficulty understanding the exercise.
- The Core Beliefs About Emotions worksheet should be printed out and brought to the session so that clients can complete it in themselves. This helps increase client engagement in the activity as well as autonomy and empowerment.



References

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Identifying False Beliefs About Emotions

In this exercise, we will examine your basic assumptions about emotions, that is, what emotions mean to you, what it means to express them, and what would happen if you allowed yourself to feel particular emotions. The purpose of this is to uncover any false or misleading beliefs that you have that might have a negative effect on your wellbeing.

Step 1: Choose a difficult emotion

For this exercise, choose one difficult emotion. Perhaps choose an emotional state with which you are struggling now; for instance, you might be feeling anxious about an upcoming event or regretful about a recent transgression. Write down the emotion you have chosen in the center of the figure of a person depicted in the Core Beliefs About Emotions worksheet (Appendix A).

Step 2: Uncover false core beliefs about emotion

Read through the list of common false beliefs about emotions below and see which resonates most with you. Place a checkmark next to those statements that are true for you. Pay particular attention to those that sound familiar, as these may be thoughts that exist outside your awareness. Please add any personal beliefs that are not listed at the end. Then, write down your core beliefs about emotions in the thought bubbles outlined in the Core Beliefs About Emotions worksheet (Appendix A).

■ If I lose control of my emotions in front of others, they will think less of me.	
■ I should be able to control my emotions.	
■ If I let myself feel this emotion, I will become overwhelmed by it.	
■ If I tell others how I feel, they will use it against me.	
■ If I tell others how I feel, they will think I am weak.	
■ Other people don't feel this way. There must be something wrong with me.	
■ Only an immature person would get so emotional.	
■ I should be able to cope with difficulties on my own without turning to others for support.	
■ To be acceptable to others, I must keep any difficulties or negative feelings to myself.	



■ This emotional state is not a normal response; I must get rid of it.	
■ A happy person would not feel this way.	
■ That person responded differently than I did; therefore, my emotional reaction is wrong.	
■ If I let myself feel this pain, it will kill me.	
■ Letting myself feel bad would mean falling to pieces, being a total mess, or wallowing in self-pity.	
■ If I show signs of weakness, then others will reject me.	
■ Being an adult means not getting carried away by emotion; I'm supposed to be rational!	
■ Showing my emotions to others makes me look like a "drama queen."	
■ I'm stupid for feeling this way. I should just suck it up!	
■ I should not let myself give in to these feelings.	
■ Other:	
■ Other:	

Step 3: Explore the consequences of holding these beliefs

Now let's look at what happens because of holding these beliefs about emotions. What effect do these beliefs have on how you feel, behave, and talk to yourself when faced with this emotion? Write down as many outcomes (positive and negative) as you can think of in the Consequences section of the Core Beliefs About Emotions worksheet (Appendix A).

Step 4: Evaluation

Discuss the following:

- What was it like for you to do this exercise?
- Looking at the consequences part of the exercise, how adaptive is it for you to hold such beliefs about your emotions?
- What was easy or difficult about the exercise?
- What insights have you gained about your beliefs about emotions?



Appendix A: Core Beliefs About Emotions Worksheet

The diagram illustrates the relationship between beliefs, emotions, and consequences. At the top, three thought bubbles are arranged around a central figure. Each bubble contains the word "BELIEF:" followed by a large, empty rectangular box for writing. The central figure is a simple line drawing of a person's upper body. Inside the figure's torso is a rectangular box labeled "EMOTION:". Below the figure's waist is a large, empty rectangular box labeled "CONSEQUENCES:". At the very bottom of the page is another large, empty rectangular box, likely for additional notes or a summary.

BELIEF:

BELIEF:

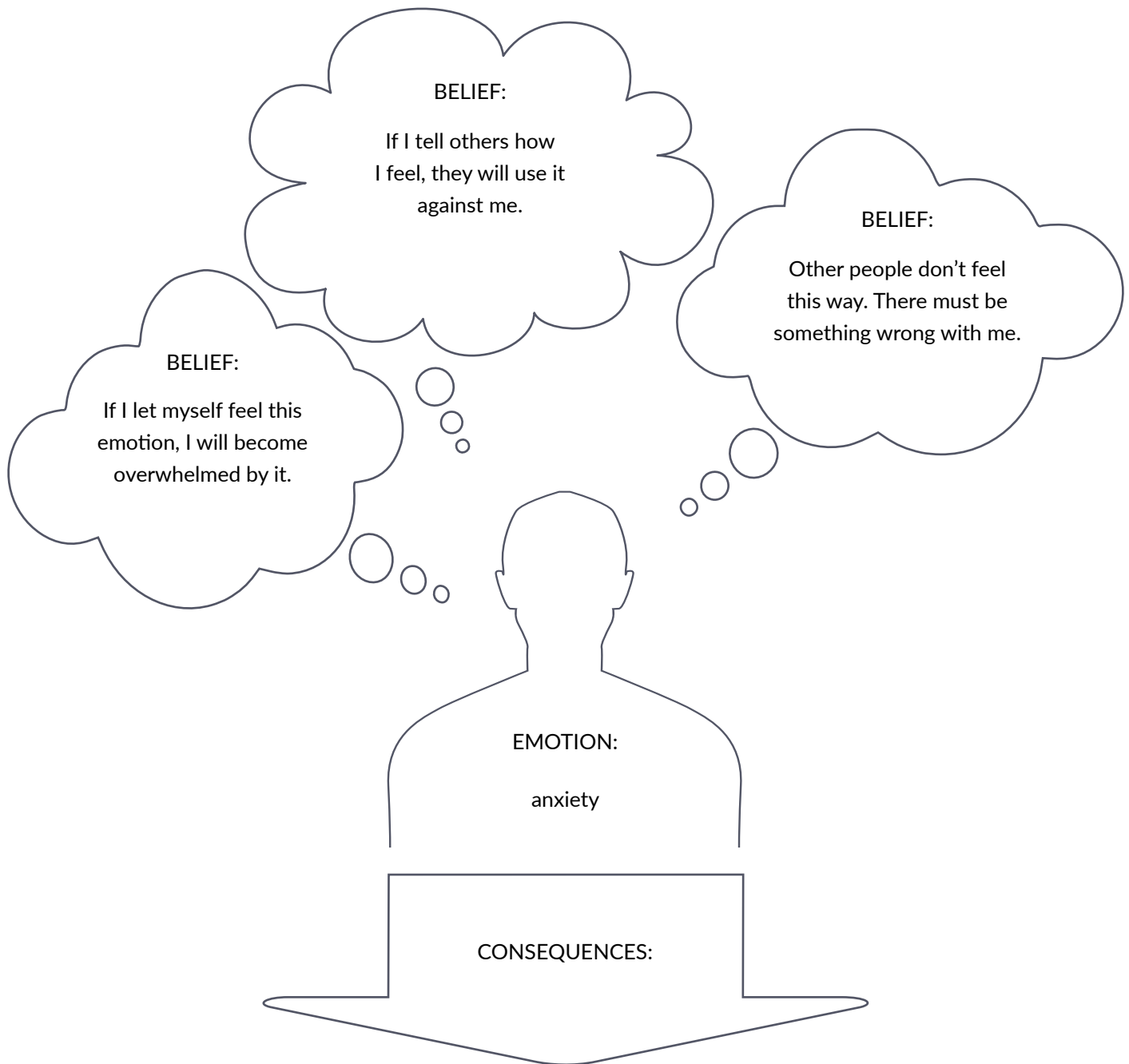
BELIEF:

EMOTION:

CONSEQUENCES:



Appendix B: An example of a completed Core Beliefs About Emotions Worksheet



I withdraw and isolate myself so that others don't find out how I feel, which prevents me from getting their emotional support.

I am harsh and self-critical towards myself.



Getting off the Hedonic Treadmill

 Happiness

 Exercise

 10 min

 Client

 No

Often, we have a hard time identifying what makes us feel happy. We may think that something will leave us feeling content, and in the end, we are disappointed when it does not. When people remain at a steady level of happiness despite external changes, such as getting a new car, buying a new phone, or getting a pay raise, this is called the “hedonic treadmill.” While these items may bring about a short increase in the feeling of happiness, the person will return to his/her previous level of happiness very quickly. This exercise can help people who feel stuck get off the treadmill and realize what can increase their happiness level long-term.



Goal

The goal of the exercise is to make clients aware of the well-known happiness inhibiting process: hedonic adaptation. In addition, this exercise requires participants to think of ways to prevent hedonic adaption in the future by focusing on changes that are likely to result in long-lasting increases in happiness.



Advice

- This exercise is for all clients, particularly those who focus on the accumulation of more items, such as more money, bigger homes, and so on. One way to introduce the idea of the hedonic treadmill is by identifying those things that provided only a brief boost and had short-lived effects, although clients assumed that they would make them happier in the long run. Then, it is important to identify and encourage activities or items that are likely to contribute to increased happiness over a longer period. It is essential to understand that some items, such as more money, can make people happier if those items are used to do the activities that make people happier. For example, if an increase in wealth gives people the freedom to spend more time with loved ones, help or give to others, reduce the number of sources of stress around them, or support artistic or scientific pursuits, then that happiness is more likely to last for longer periods.

- This exercise also works very well in groups. It can be used to explain the concept of hedonic adaptation and related constructs, like intentional activity, circumstance change, and circumstantial change (see Sheldon & Lyubomirsky, 2006). When used in groups, it can be informative to ask participants to share their most and least beneficial items in terms of sustainable happiness and look for similarities between these items.



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Getting off the Hedonic Treadmill

Instructions

See the table on the next page.

1. In the first column, list events, circumstances, or possessions that you believe have contributed to your happiness in the last year.
2. Using the events, circumstances, and possessions that you listed in step one, think about how long this new situation increased your happiness. Write the amount of time in the column titled "Duration."
3. Select items in the "Duration" column that contributed to your happiness for over three months by putting an "X" in the ">3 months" column.
4. For those items which resulted in an increase in happiness for over three months, in the column titled "Specifics," write down what specifically lead to the elevated level of happiness.

See the table below for an example:

Events, circumstances, or possessions	Duration (months)	>3 months	Specifics
new car	1		
joined sports club	12	X	Joined a new sports team. Nice people, looking forward to meeting them every week.
bought a new book	1		

Now take action.

5. Look back at the "Events, circumstances or possessions" and "Duration" columns and notice which situations increased happiness for one month or less. Using this information, think about ways in which you can adjust your life to focus more on those items that break you free of the "Hedonic Treadmill." Using the space below the table on the next page, list several ways you will change your life in the next month to focus more on items that provided increased happiness for longer periods (more than 2 months or the >3 months column). Be sure to keep your plans simple and "doable."



Events, circumstances, or possessions	Duration (months)	>3 months	Specifics



I am getting off the “Hedonic Treadmill” by focusing on items that provided longer periods of increased happiness by doing this:

1.	
2.	
3.	

The Bull's-Eye Values Survey

Values

 Assessment

 15-30 min

 Client

 Yes



Author

The current tool was developed by Tobias Lundgren. Used with the permission of the author.



Goal

The goal of the BEVS is to identify and measure personal values, values attainment, and persistence in the face of barriers.



Advice

- The present assessment tool can be used to assess the current discrepancy between values and actual valued living. However, it can also be used to measure progress in treatment over time. A big advantage of the BEVS over other value assessment tools is the graphical representation of the discrepancy between the values and valued living. This can be very useful when using the tool to track progress over time, as comparing different Bull's Eye dartboards can give a clear and immediate indication of the client's progress.



References

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The Bull's-Eye Values Survey

Instruction

The Bull's Eye dartboard on page 4 is divided into four areas of living that are important in people's lives: work/education, leisure, relationships, and personal growth/health.

1. *Work/Education* refers to your career aims, your values about improving your education and knowledge, and generally feeling of use to those close to you or your community (i.e., volunteering, overseeing your household, etc.).
2. *Leisure* refers to how you play in your life, how you enjoy yourself, your hobbies or other activities that you spend your free time doing (i.e., gardening, sewing, coaching a children's soccer team, fishing, playing sports).
3. *Relationships* refer to intimacy in your life, relationships with your children, your family of origin, your friends, and social contacts in the community.
4. *Personal growth/health* refers to your spiritual life, either in organized religion or personal expressions of spirituality, exercise, nutrition, and health risk factors, like drinking, drug use, smoking, weight.

In this exercise, you will be asked to look more closely at your values in each of these areas and write them out. You will then evaluate how close you are to living your life in keeping with your values. You will also take a closer look at the barriers or obstacles in your life that stand between you and the kind of life you want to live. Don't rush through this; just take your time.

Part 1: Identify your values

Start by describing your values within each of the four values areas. Think about each area in terms of your dreams, if you had an opportunity to get your wishes completely fulfilled. What are the qualities that you would like to get out of each area, and what are your expectations from these areas of your life? Your value should not be a specific goal; instead, it should reflect a way you would like to live your life over time. For example, getting married might be a goal you have in life, but it just reflects the value of being an affectionate, honest, and loving partner. To accompany your son to a baseball game might be a goal; to be an involved and interested parent might be the value. Note! Write your value for each area on the lines provided on the next page. It is your values that are important in this exercise.



Work/education:

Relationships:

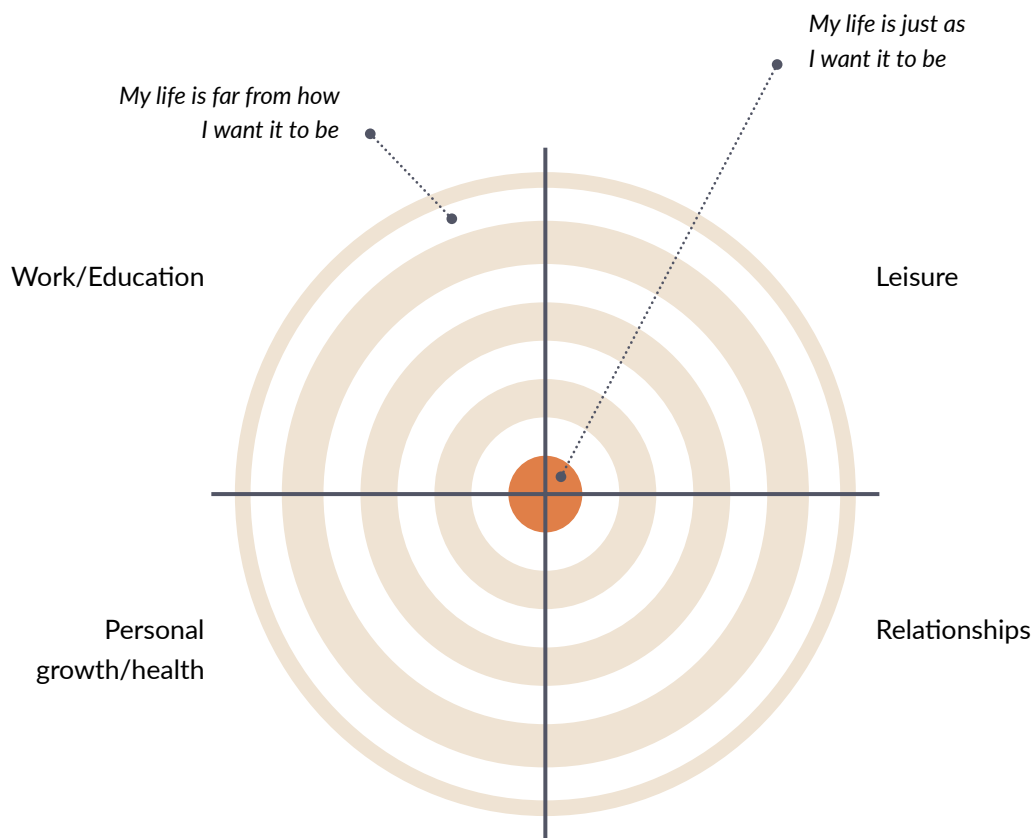
Leisure:

Personal growth/health:



Now, look again at the values you have written above. Think of your value as “bull’s eye” (the middle of the dartboard). “Bull’s eye” is exactly how you want your life to be, a direct hit, where you are living your life in a way that is consistent with your value. Now, make an X on the dartboard in each area that best represents where you stand today. An X in the bull’s eye means that you are living completely in keeping with your value for that area of living. An X far from bull’s eye means that your life is way off the mark in terms of how you are living your life.

Since there are four areas of valued living, you should mark four Xs on the dartboard. Note! Use the dartboard on this page before you go to Part 2 of this exercise.



Part 2: Identify your obstacles

Now, based on what you have written in your areas of value, write down what stands between you and living your current life the way you want to live it. When you think of the life you want to live and the values that you would like to put in play, what gets in the way of you living that kind of life? Describe any obstacle(s) in the space below.

Obstacle 1:	
Obstacle 2:	
Obstacle 3:	
Obstacle 4:	

Now estimate the extent to which the obstacle (s) you just described can prevent you from living your life in a way that is in keeping with your values. Select one number below that best describes how powerful this obstacle(s) is in your life.

	Doesn't prevent me at all						Prevents me completely
	1	2	3	4	5	6	7
Obstacle 1							
Obstacle 2							
Obstacle 3							
Obstacle 4							



Part 3: My valued action plan

Think about actions you can take in your daily life that would tell you that you are zeroing in on the bull's-eye in each important area of your life. These actions could be small steps toward a particular goal, or they could just be actions that reflect what you want to be about as a person. Usually, taking a valued step includes being willing to encounter the obstacle(s) you identified earlier and to take action anyway.

Try to identify at least one value-based action you are willing to take in each of the four areas listed below.

Work/education:

Relationships:

Leisure:



Personal growth/health:

A large, empty rectangular box with a light beige background and a thin brown border, intended for users to write their notes on personal growth and health.

 Resilience Exercise 20 min Client No

The Resilience Plan (The Four S's)

How do people overcome challenging life events and experiences, like the death of a loved one, losing a job, or being diagnosed with a serious illness? Most people react to such circumstances with a surge of negative affect and a sense of uneasiness, yet, over time, they somehow adjust and adapt. People can “bounce back” from adversity, trauma, tragedy, threats, or significant sources of stress because of their inherent *resilience*: “the process of, capacity for, or outcome of successful adaptation despite challenging circumstances” (Garmezy and Masten, 1991, p. 459). According to Abiola and Udofia (2011), resilience is associated with inner strength, competence, optimism, flexibility, and the ability to cope effectively when faced with adversity, and minimizing the effect of risk factors, such as stressful life events, and enhancing the protective factors, such as optimism, social support, and active coping, increase people’s ability to deal with life’s challenges.

Resilience is not a trait that people either have or do not have. It involves behaviors, thoughts, and actions that can be learned and developed in anyone (McDonald et al., 2012). One way to develop resilience is to draw on one’s learning from similar challenges in the past and remembering what he or she already knows but may have forgotten. What was it exactly that enabled a person to get through a period of illness, or a divorce, or being laid off at work? That is, what supports did he/she call on, what strategies did he/she use, what sagacity did he/she hold onto, and what solutions did he/she find? These resources of resilience are also known as the 4 S’s.

This tool helps people unpack their resources of resilience by giving them a framework (The 4 S’s) to bring out what specifically works for them.



Author

This tool was created by Lucinda Poole, Psy.D. and Hugo Alberts, Ph.D.



Goal

The goal of this tool is to help clients devise a personal resilience plan based on their existing resources (that is, what has helped them bounce back from difficulties in the past).



Advice

- The beauty of this tool is that clients trust their resilience plan, given that many, if not all, of the resources have worked for them in the past. No matter how ridiculous it may seem to another person to listen to a particular pop song over and over again or to buy a bar of particularly expensive chocolate or to re-read a children's book, the client knows it helps him/her. In this way, these resilience plans are highly individualized and thus personally meaningful and useful.
- Before trying this exercise with clients, test it on yourself by thinking of an occasion when your resilience was tested and the different ways (using the 4 S's) that you overcame it.
- In Part B, practitioners can draw on their expertise to guide clients to come up with ideas for each of the 4 S's.



References

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The Resilience Plan (The Four S's)

Resilience is the ability to cope with whatever life throws at you and bounce back stronger and more resolute than before. Resilient people work through life challenges using personal resources, including social support, coping strategies, sagacity (which is the wisdom and insight that we hold onto), and solution-seeking. This exercise helps you draw on your resilience resources to build a personal resilience plan, which you can use to help you combat any future challenges.

■ Part 1: My past sources of resilience

Step 1: Recall a recent example of resilience

Think about a time recently when you overcome a challenge or a setback in your life. Perhaps you injured yourself, or received some negative feedback at work, or had an argument with a friend or family member. Briefly describe this difficulty below.

Step 2: Identify supportive people

Which 'people' in your life supported you to keep standing when it would have been easier to fall? For instance, did you call an old friend or ask a teacher for advice? Perhaps a parent or grandparent gave you a pep talk. Write down who you called on for support in the top right cell of the table in Appendix A.

Step 3: Identify strategies

What 'strategies' did you use to help yourself cope with any negative thoughts and feelings that showed up in response to the difficulty? For example, did you meditate, write in a gratitude journal, go for a walk, listen to a particular song or type of music, or have a massage to release tension? Write down the strategies you used in the bottom left cell of the table in Appendix A.



Step 4: Identify sagacity

What 'sagacity' helped you bounce back from this difficulty? Sagacity is the wisdom and insight that you hold onto. It can come from song lyrics, novels, poetry, spiritual writings, quotes from the famous, the sayings of one's grandparent, or learning from one's experience. Write down your sagacity in the bottom right cell of the table in Appendix A.

Step 5: Identify solution-seeking behaviors

What solution-seeking behaviors did you display to help you actively deal with the problem? For example, did you problem-solve, seek out new information, plan, negotiate, speak up and voice your opinion, or ask others for help? Write down the solution-seeking behaviors you displayed in the top left cell of the table in Appendix A.

Part 2: My resilience plan

Step 6: Describe a current difficulty

In the space below, describe a current difficulty or challenge that you are facing.

Step 7: Apply the resilience plan to the current difficulty

Given the social supports, strategies, sagacity, and solution-seeking behaviors that helped you last time, let us look at how you could use the same or similar resources to help you bounce back from this current difficulty you are facing (identified in the previous step). Read through your completed plan (Appendix A) and write down the skills, supports, strategies, and sagacity that could work for you again in the blank resilience plan template in Appendix B. Allow some flexibility here in the sense that the same type of social support/ strategy/ sagacity/ solution-seeking behavior could be tweaked according to your current situation, for instance, going to your manager rather than a parent for support with a work-related problem. An example of a completed resilience plan is shown in Appendix C.



Step 8: Carry out your resilience plan

The next step is to put your resilience plan into action. To do this, consider the order in which you would use your different supports, strategies, sagacity, and solution-seeking behaviors: Which resource is most feasible to start with? Often the most feasible resource is the smallest step that you can take, such as calling your partner. In your resilience plan (Appendix B), place number 1 next to the first resource you will use. Then, continue to number your different resources in the order in which you would feasibly use them.

Then, start using your first resource and continue to work through your resilience plan (in order) until you have overcome this difficulty.

Once you have come through the other side, please move on to the next step.

■ Part 3: Evaluation

Step 9: Evaluate your resilience plan

Discuss the following:

- How was it for you to carry out your resilience plan? Did it help you bounce back from this difficulty?
- What resources (specific skills/supports/strategies/sagacity) were most helpful to you? Why?
- What resources (specific skills/supports/strategies/sagacity) were least helpful to you? Why?
- Did you not use any resources, and if so, why?
- Is there anything you would like to add to your resilience plan?
- In what other areas of your life could you use your resilience plan? How might things improve for you?



Appendix A: My Past Sources of Resilience

Supports that kept you upright	Strategies that kept you moving
Sagacity that gave you comfort and hope	Solution-seeking behaviors you showed



Appendix B: My Resilience Plan

Supports that keep you upright	Strategies that keep you moving
Sagacity that gives you comfort and hope	Solution-seeking behaviors you can show



Appendix C: Example of a completed Resilience Plan

Difficult situation: Stuffed up a job interview and did not get the job

Supports that keep you upright <i>Called my partner Joe - 0432182074</i> <i>Called my mom - 0409867222</i> <i>Booked an apt with my therapist</i>	Strategies that keep you moving <i>Went for a walk</i> <i>Smiling Mind meditation app</i> <i>Calming breathing technique</i> <i>Played with my dog</i> <i>Did some gardening</i> <i>Wrote in my gratitude journal</i> <i>Expressive writing</i>
Sagacity that gives you comfort and hope <i>Remembered that growth comes from mistakes.</i> <i>"This too shall pass" - sticky note on the fridge</i> <i>Thought about what I could do differently next time and wrote down on paper</i>	Solution-seeking behaviors you can show <i>Asked for feedback from job interviewers</i> <i>Applied for 3x new jobs</i> <i>Sought professional coaching for job interviewing</i>



Energy Management Audit

 Resilience

 Assessment

 10-15 min

 Client

 No

The popularity of time management tools and resources is a crucial indicator of our keen desire to try and balance the competing demands that face most individuals today. Yet, time is a finite resource that cannot be expanded. A recent large-scale Gallup poll demonstrated the effect of balancing the competing demands on the workforce, with 23% of employees reporting feeling burned out very often; and a further 44% reporting feeling burned out sometimes (Gallup, 2018). Employee burnout can trigger a downward spiral of both employee and organizational performance and also has a key influence on employees' family life. A counterpoint perspective that is gaining increasing traction focuses on learning how to manage energy, which is defined as the strength and vitality that develops our capacity for doing work. Energy is a renewable resource that can significantly enhance the efficacy of the time we invest. This is a fundamental paradigm shift from a focus on efficiency to efficacy.

To continue to operate at our best, it is important to understand where we gain energy from and what we can do to refuel. Our energy sources are closely connected to our basic human needs that cover mind, body, emotions, and spirit. These interact together to influence one another; therefore, no one source is enough on its own. Physical energy is derived from how well we fuel our body, including nutrition, exercise, rest, and sleep. When we can manage our emotions, and thus develop psychological flexibility, we can enhance the quality of our emotional energy and subsequent performance. Mental energy can be honed by learning how to develop attentional focus, a key strategy to counteract the growing influence of distractions so prevalent in today's work and social environments. Finally, we can tap into the wellspring of spiritual energy when our activities are aligned with our values and develop a sense of meaning and purpose.

This audit is designed to provide insights into an individual's energy strengths and deficits, building awareness of their effects on their daily functioning. This can then be leveraged in designing an ongoing program to enhance wellbeing and performance.



Author

This tool was adapted from Tony Schwartz and Catherine McCarthy's work by Rachel Colla.



Goal

The goal of this tool is to enable clients to assess their current energy levels in 4 domains: physical, mental, emotional, and spiritual.



Advice

- This tool may be paired with the Energy Audit tool to track varying energy levels throughout the day and develop further insights into the key activities that fuel the client's energy levels.
- Please note that although this questionnaire is not directly tested in research, the fundamentals of the model are based on research.



Scoring

To determine your overall energy rating, add together all checked statements: _____

Guide to scores:

0-3: Excellent energy management skills

4-6: Reasonable energy management skills

7-10: Significant energy management deficits

11-16: A full-fledged energy management crisis

To determine what you need to work on, add together checkmarks for each category:

Body: _____

Emotions: _____

Mind: _____

Spirit: _____



References

1. Gallup (2018). *Employee burnout, Part 1: The five main causes*. <https://www.gallup.com/workplace/237059/employee-burnout-part-main-causes.aspx>
2. Hobfoll, S.E. (2002). Social and psychological resources and adaptation. *Review of General Psychology*, 6(4), 307-324.
3. Schwartz, T. & McCarthy, C. (2007). *Manage your energy, not your time*. Harvard Business Review. <https://hbr.org/2007/10/manage-your-energy-not-your-time>



Energy Management Audit

Instructions

Checkmark all statements that represent your usual daily actions.

Body	
I frequently skip breakfast, or I settle for something that isn't nutritious.	
I often wake up feeling tired and rarely get at least seven to eight hours of sleep.	
I don't take regular breaks during the day to renew and recharge, e.g., I often eat lunch at my desk, if I eat it at all.	
I could work out more often (i.e., I do less than three cardiovascular exercise sessions per week and strength training at least once a week).	

Emotions	
I don't feel like I have enough time with my family and loved ones. When I'm with them, I often feel like my thoughts are distracted on other things, such as work.	
I could express my appreciation to others and/or savor my accomplishments and blessings more frequently.	
I often find myself feeling irritable, impatient, or stressed at work, especially when work is demanding.	
I have too little time for the activities that I genuinely enjoy.	

Mind	
I regularly work in the evenings or on weekends, and I rarely take an e-mail-free holiday.	
I have difficulty focusing on one thing at a time, and I am easily distracted during the day, e.g., by e-mail.	
I don't take enough time for strategizing, reflection, and creative thinking.	
I spend much of my day reacting to immediate demands and crises, rather than focusing on activities with longer-term value.	



Spirit	
My decisions at work are more often influenced by external demands than by a strong, clear sense of my purpose.	
I don't invest as much time and energy as I would like to make a positive difference in other peoples' lives or the world.	
There are significant gaps between what I hold to be most important in my life and how I allocate my time and energy.	
I don't spend enough time at work doing what I do best and enjoy the most.	