

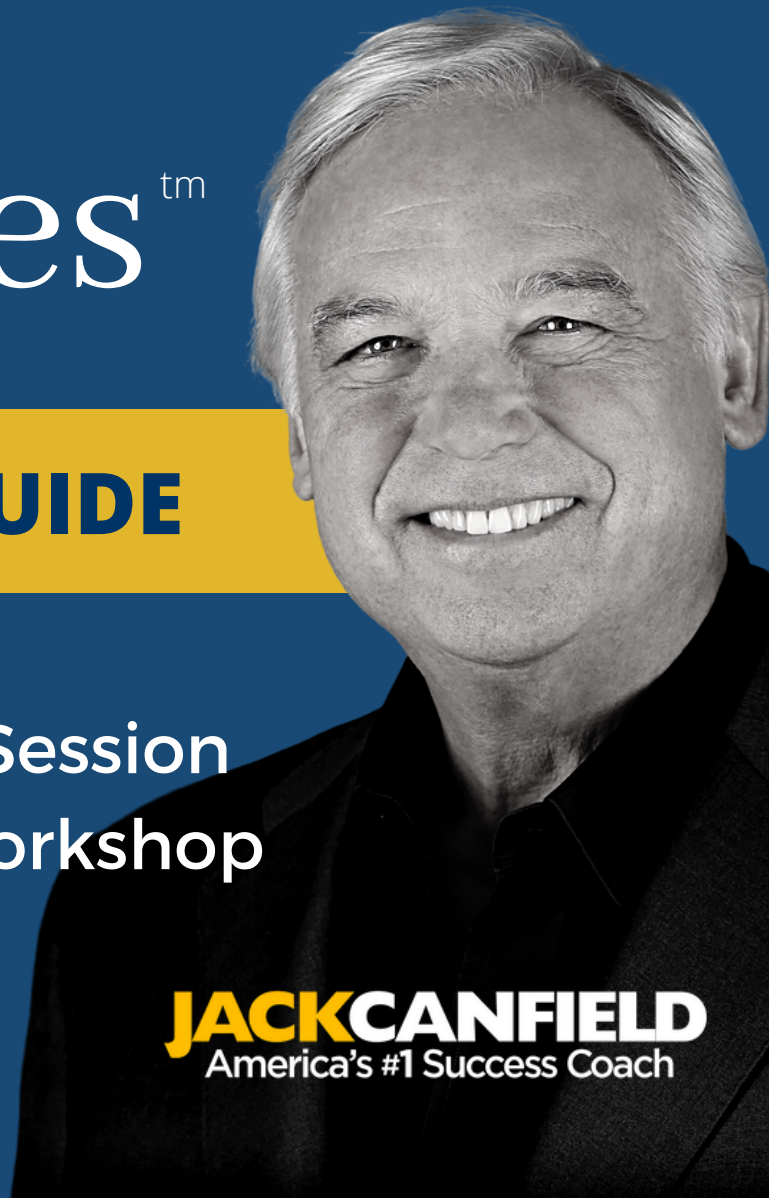


The Success Principlestm

INSTRUCTOR'S GUIDE

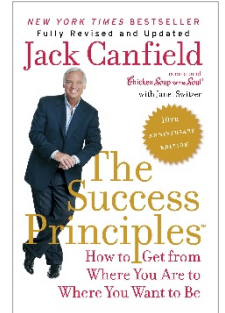
How to Conduct a 6-Session
Success Principles Workshop
or Study Group

JACKCANFIELD
America's #1 Success Coach



This Instructors Guide Gives You Everything You Need!

Now You Can Lead Your Own Success Principles Study Group and walk others through these powerful principles and accompanying exercises—complete with the actual scripts, handouts, worksheets, and more!



You don't have to be a master of these principles to lead a discussion group. You just have to be willing to lead a discussion of the principles and read the directions out loud. This study guide will tell you everything you need to say and do to lead a productive discussion and help people implement the principles at work, at school, and at home.

One of the most powerful ways to learn anything is to teach it to others. It forces you to clarify your ideas, confront inconsistencies in your own thinking, and more closely walk your talk. But most importantly, it requires you to read, study, and speak the information over and over again. The resulting repetition reinforces your own learning.

Think about whom you might teach these principles to.

- Could you teach a group through your church?
- Teach a seminar for people at work?
- Facilitate a six-week study group once a week over zoom?
- Offer a class via the local high school or community college?
- Lead a discussion group with your family?

Imagine a family, group, club, church, office, sales team, or company where the people were all working together to support each other in actively living these principles. You will be amazed at how radically you can change a family, team, or business by having everyone using the same principles at the same time.

The greatest gift you can give anyone is a gift of empowerment and love. What could be more loving than helping people you care about get free from their limiting beliefs and ignorance about success – and empowering them to create the life they truly want from the depths of their soul?

When you help others implement these principles, not only will you learn more, **the results could be miraculous!**

And you can be the person that makes that happen! If not you, then who? If not now, then when?

One of my spiritual teachers once taught me to be a student to those above me, a teacher to those below me, and a fellow traveler and helpmate to those on the same level. That's good advice for all of us.

Love and Success,

NEW YORK TIMES BESTSELLER

Fully Revised and Updated

Jack Canfield

cocreator of
Chicken Soup for the Soul®

with Janet Switzer



The Success Principles™

How to Get from
Where You Are to
Where You Want to Be

Instructor's Manual

For Conducting a Success Principles Study Group or Workshop

The Success Principles Short Course Instructor's Manual

by Jack Canfield

This guide is a companion publication to the *New York Times* Bestselling Book:

The Success Principles™

How to Get From Where You Are to Where You Want to Be

By Jack Canfield with Janet Switzer

HarperResources, 2015

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The Canfield Training Group

P.O. Box 30880 ♦ Santa Barbara, CA 93130 ♦ (805) 563-2935

For additional resources and updated reader's information, visit www.JackCanfield.com

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Jack Canfield / The Canfield Training Group
P.O. Box 30880, Santa Barbara, CA 93130 ♦ (805) 563-2935
customerservice@jackcanfield.com

This course is meant to help people integrate and apply the principles and strategies of success presented in ***The Success Principles: How to Get from Where You Are to Where You Want to Be*** by Jack Canfield with Janet Switzer (New York: Harper Collins, 2015). The book is available at all bookstores and on the Internet at Amazon.com, BarnesandNoble.com and other online booksellers.

This leader's guide has been written, compiled, typed, edited and formatted by Jack Canfield, Jesse Ianiello, Kacie Mutschuller and Janet Switzer.

Session 1: Getting Started

Ask participants to read Chapters 1, and 3 of *The Success Principles* before the session. Make sure you read and understand them as well.

Chapter 1: Take 100% Responsibility for Your Life

$E+R=O$

Chapter 3: Decide What You Want

Vision

You can work with any size group. If the group is larger than eight people, I suggest you break the group into smaller groups of 4 members each within the same room. Adjust as necessary to fit your situation. Have the groups sit in circles.

Make sure everyone has a pad of paper and a pen or pencil. Suggest that they purchase a journal or notebook especially for their notes in this class. Ask that they bring it to each class, so that they can refer back to what they have written in later classes.

Say to the group: "We are going to start by having each member introduce yourself, what you do for a living (what your job in the company is, etc.), and something you are proud of having accomplished."

Make sure every member has access to a copy of *The Success Principles*. Ask how many people have read chapters 1, 3 and 7. Tell them not to worry if they haven't read the chapters. Ask them to read them, plus chapter 10: Release the Brakes and chapter 11: See What You Want, Get What You See before the next session

Remind them of the formula $E + R = O$
(Event + Response = Outcome)

Tell them: "We are going to work on taking more responsibility for our lives, which is the first and most important step toward creating more success in our lives."

OPTIONAL INTRODUCTORY TALK:

If you want, you can read or paraphrase the following introduction to responsibility.

The key principles we are covering here today are 1) you have to give up blaming and complaining. We spend most of our time blaming things outside of us-the weather, our boss, the traffic that made us late, the economy, or the current president. Whatever it is, we tend to blame something outside of ourselves. 2) The second thing is that you have to give up all your excuses and take the position that whatever you're experiencing in life, the results you are creating (whether it's physical, financial, or relational), the quality of life you are experiencing is a result of how you are responding to the events rather than the events themselves. The formula that captures this is $E + R = O$. You might want to write that down.

$E + R = O$ stands for Event + Response = Outcome. And what

most people do is when they don't get the outcome they want, they blame the event. When they blame the event for not having what they want, it puts all of the power outside of them. There is nothing you can do about external events. What is just is. So what you have to do is change your response to get the outcome you want. So $2 + 2 = 4$. If you don't like 4, the 2 of the event is a given. You've got to change your response from a 2 to some other number, say 3 or 4 or 5, in order to get a different result. So the basic principle is getting yourself out of blaming and complaining and into taking responsibility.

Another important concept is that people tend to complain to the wrong person. If I'm upset at Patty, I tell Veronica. And if I'm upset at Veronica, I tell Patty. That doesn't solve anything. I need to tell Veronica if I'm upset at her or Patty if I'm upset at her-so that the person who can do something about it has the feedback that I would like something different. That person doesn't need to grant my request, but at least I need to communicate a request in order to get what I want.

Another important concept in taking responsibility and not being a victim in life is something called a yellow alert. Yellow alerts are things that you notice in your life that act as clues that things are happening or about to happen that aren't going to work out. Like, I hire Sarah and she says, "Oh yeah, I'm thinking about marrying some guy who lives in the Bahamas, and we ignore that. On another day she says she really is falling more in love with the guy and she hates the rainy weather in here in Seattle. And then *all of a sudden* she quits and we're surprised and left unprepared because we weren't paying attention to the yellow alerts she was giving us all along. There are lots of yellow alerts in your life — like your husband comes home with lipstick on his collar or he's late every night and you wonder *well what's going on here? Well I don't want to say anything about it because that would be too uncomfortable*. Because it is inconvenient or uncomfortable, we tend to deny the yellow alerts rather than to act on them. So we almost always have clues that things are coming and so we're not the victims.

So with that in mind we are going to do an exercise.

Exercise:

Ask the group to get into groups of 4 or 5 or 6 (whatever is appropriate for the size group you are working with). Larger than 6 will take up too much time.

It's best to have the following sentence already printed out on a flip chart, poster, PowerPoint slide, white board or chalkboard:

**If I were to take just 10% more responsibility
for my life I would...**

Ask them to go around the group in order, from right to left, completing the following sentence:

**If I were to take just 10% more
responsibility for my life I would...**

Tell them that they are to keep going around the group, taking as many turns as time allows, completing the sentence. Tell them that you will give them about 4 minutes for the exercise.

Here are several more sentence completion they can do. You can do more or less depending on the amount of time you have allotted for the group session.

If I were to take just 10% more responsibility for my happiness, I would...

If I were to take just 10% more responsibility for my health and fitness, I would...

If I were to take just 10% more responsibility for the quality of my relationships, I would...

If I were to take just 10% more responsibility for my effectiveness at work, I would...

If I were to take just 10% more responsibility for my happiness, I would...

At the completion of the exercise (completing several different sentence stems), say:

"Now look at what you've said and what you've heard from all of us and think about two things. First, does anyone see any common themes? (Participants respond.) And, second, based on that, what's one action you would be willing to commit to taking before our next session that will put into action any one of those things that you came up with?

It doesn't have to be a huge gargantuan thing, it can be taking 30 minutes in your room by yourself because you said "I want more time for me" or whatever. Write it down so you capture it, and then let's go around the group and say it out loud so you hear yourself committing to it - so we can hold ourselves accountable, and so that when we come back tomorrow, we can ask ourselves, "Did I do that?" Because what we are finding really makes the difference is not what we *know* . . . but what we *do*."

Second Exercise:

Ask the group to break into pairs. If there is an uneven number, you can be that person's partner after you have given the instructions. Ask the partners to decide who will be partner A and who will be partner B.

Either ask the group to write down the following eight questions or prepare the questions on a handout prior to the session:

1. What is an area of your life that is not working as well as you would like it to?
2. How are you creating or allowing this to happen?
3. What are you doing that is not working that you need to do less of?
4. What are you currently doing that is working that you could to do more of?
5. What are you not doing that you could try on to see if it works?
6. What will you commit to doing as a result of this exercise?
7. By when will you do it?
8. Write it down.

You can also write these questions on a white board, flip chart or PowerPoint presentation.

Once they have written down the questions, ask Partner B to ask Partner A the questions.

Instruct the people asking the questions not to interrupt, make comments or give advice. They are simply to ask the questions and listen to the responses. They start by asking the first question, and then let their partner answer it. When they are finished, they are to ask the second question and so on until they complete all eight questions.

Tell them:

"I am going to give you six minutes each to complete the process and then you will switch roles, with Partner A asking the questions and Partner B answering the questions. If you get through the all eight questions before I tell you to stop and switch, go through the questions a second time with another area of your life that is not working as well as you would like it to."

It is a good idea to illustrate the process by asking one of the participants to ask you the questions. It is helpful, but not necessary, to think about the answers in advance of the demonstration.

Example:

1. What is an area of your life that is not working as well as you would like it to?

I am not getting as much exercise as I would like to, and as a result, I am having difficulty maintaining my ideal body weight of 185 pounds.

2. How are you creating or allowing this to happen?

I am staying up too late at night reading or watching television, so that I don't feel like getting up early in the morning to exercise before work. I think I will exercise after work, but I am usually late getting home from work, so it is not happening.

3. What are you doing that is not working that you need to do less of?

I am watching too much television. I am agreeing to too many projects so that I don't have enough free time.

4. What are you currently doing that is working that you need to do more of?

I am delegating more and that is creating more time for me to get my most important work done. I am also stretching and doing push-ups when I first get up. I am doing a little yoga before I go to bed.

5. What are you not doing that you could try on to see if it works?

I could make a commitment to meet someone for a fast walk or a run for half an hour four days a week. That way I wouldn't back out because I know I would have someone waiting for me. It would be harder to cop out. I could give myself some kind of a reward for achieving my goal.

6. What will you commit to doing as a result of this exercise?

I will go to be one half hour earlier. I will go over my inbox with my assistant to assure that I handle things right away and delegate more to her. I will set up appointments to exercise with my wife and my son four days a week.

7. When will you do it by?

I will complete all of these by tomorrow.

8. Write it down.

(Write down your commitment.)

Say: "Please face your partner. Remember, no interrupting, asking questions or giving advice. Please begin by partner B asking the first question."

Give the group 6 minutes, and then ask them to switch roles. (Use a stopwatch if possible; otherwise, it is very easy to lose track of the accurate amount of time that has elapsed.).

When both partners have finished their turns (12 minutes), ask the group to stop and face the front of the room. Ask if anyone wants to share what they learned or what they have committed to.

Decide What You Want

Tell them: "The next section of this workshop is working with the second success principle, which is Deciding What You Want. What we are going to do is work on seven categories of your life and decide what it is you want to create or experience in each of those categories, and think about it in terms of the next twelve months as the time frame you are working with. If we were sitting here a year from now, what would you like to have happened in each of those categories? I am going to suggest you come up with three things for each category."

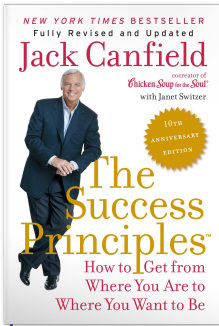
Ask the participants to turn to a blank page in their notebook or notepad and label the top of a page: "What I Want"

Ask them to write down three things they would like to achieve in the next year in the following seven areas of their life:

1. Financial
2. Career
3. Recreation and free time
4. Physical fitness and health
5. Relationships with family and friends
6. Personal goals (learning, spiritual growth, personal achievements)
7. Community service, contribution, legacy

You can refer to The Vision Exercise on pages 32 and 33 of *The Success Principles* for more details about each of these areas of their lives.

Another option is to print copies of the enclosed What I Want form that appears on the next page:



What I Want

Write down three (3) things you would like to achieve **over the next year** in the following seven areas of your life:

1. Financial

2. Career

3. Recreation and Free Time

4. Physical Fitness & Health

5. Relationships With Family & Friends

6. Personal Goals (learning, spiritual growth, personal achievements)

7. Community Service, Contribution & Legacy

When they are finished, say:

Get back together with your partner from the previous exercise and I will give you two minutes each to just tell your partner what you wrote down. And then we are going to come back together and I'm going to give you a homework assignment and you'll be done.

Okay, partner A begin.

Two minutes elapse.

Okay, stop. (Pause and make sure you have everyone's attention.)

And now it is partner B's turn. Go ahead and begin.

Two minutes elapse.

Okay, stop. Thank your partner for being there for you and turn your attention back to me.

Reminder:

Remind them to read their list every day when they first wake up and before they go to bed at night.

Homework:

- 1) Take action on the things that you wrote down that you are going to do as a result of doing the exercises today. Be prepared to report on one of them at our next session.
- 2) Take your goals and begin to think about making them specific - how much by when. Think about how you would quantify the goal.
- 3) Read: Chapter 7: Unleash the Power of Goal Setting
Chapter 10: Release the Brakes and
Chapter 11: See What You Want, Get What You See

Session 2:

Unleash the Power of Goal Setting & Release the Brakes

Supplies:

1. Pre-printed list of the guidelines and their annotations from pages 75-77 of *The Success Principles* (1 per person)
2. 3"x5" index cards (about 25 per person)

New and Good

(Always start every session with this exercise. It sets the tone, builds self-esteem and quickly bonds the group.)

Say:

"We are going to start by going around the circle and share something that either showed up as a result, or something that you did or an insight that you had as a result of the work we did the last session."

You should go first and then go around the circle from right to left. (Remember to break into smaller groups if your group is more than 6 or 8 people.)

Report on Goals You Set for Yourself

Go around the group one more time and ask each person to report on what action they took to accomplish one of their goals since the last session.

Introductory Lecture

"The first thing we are going to do is set measurable goals for the 21 things you committed to in the last session. For each one, write down your goal in a way that is measurable, so that if someone outside were observing you, they would know you had accomplished the goal."

Use examples from page 52 of the book. The difference between a good idea and a goal.

"I would like to own a nice home on the ocean someday," is a desire, but it is not yet stated as a goal, which includes how much and by when. Here is the same statement stated as a goal. "I will own a 4000 square foot house on Pacific Coast Highway in Malibu, California, by noon, April 30, 2007."

Instruct the participants to: "Go ahead and take the time to list each goal with a how much and a date of completion."

Bonus Idea:

"I'll share a quick idea with you, it's called MTO, Minimum ... Target ... Outrageous. Whenever you set a goal, set a minimum goal, such as read for five minutes with Josh. My target goal would be twenty minutes. My outrageous goal would be 35 or 40 minutes. Another example is your minimum goal might be to have a tiny wine cooler in your kitchen. Your target goal would be to have a full sized wine refrigerator, and your outrageous goal might be to have a complete wine cellar.

Let's look at cleaning out your garage as an example. Your minimum goal would be taking out one tire to the curb, your target goal might be to take three boxes this weekend and open them up see what's in there and decide if you're going to keep them or throw them away. Your outrageous goal would be to empty out your entire garage, paint it, put hire California Closets to install shelving and cabinets, and then take each item - one at a time - and put it back only if you want to keep it.

The outrageous goal is something that would just blow your mind if you achieved it. Something that feels like "Well we could never do that. We'd never have one thousand people enrolled in a seminar. That would be outrageous." The target goal is "We could definitely get 400 people enrolled in the seminar." And the minimum would be 100 people enrolled in the seminar."

So you're almost guaranteed to reach your minimum. And your minimum gets you off the dime because you don't feel like you can't do it. Your target is within your capabilities. And then you have your outrageous. You see, what happens is that most people will start with the minimum, and then they get motivated. Have you ever had the experience where you say, "I'm just going to clean up the kitchen a little," and the next thing you know you've cleaned the entire kitchen, even waxed the floor? It was just a matter of getting started. You know what I mean; you were just going to go down town for a minute then you spend three hours down there getting errands done.

Then ask yourself, "Who could I delegate part or all of this too?" You could delegate the entire garage to California Closets and your wife and twenty-year-old son. You wouldn't have to be involved with it at all, and it still gets done. So sometimes you delegate it to someone you know. Or you trade by doing something you like to do for them, and they do this for you. And if you have money, you'll find that you can buy solutions to most of your problems, thus freeing up valuable time to create and enjoy the life you want.

Creating Affirmations

Say:

"For every goal you have, you want to have an affirmation that affirms having that goal in the present tense."

Handout the Guidelines for Creating an Affirmation:

Say:

"I am going to go over the nine guidelines for creating an affirmation. The purpose of an affirmation is that you are going to declare something as if it was already true but it's not manifested in reality yet. What that does is create in the brain a dynamic tension that results in motivation. All motivation comes from having a picture of something that you want in your head that you have not yet created in reality. The purpose of an affirmation is to create and maintain this tension to create motivation. "

Review the 9 guidelines for creating effective affirmations (See pages 75-77)

1. Start with the words *I am*.
2. Use the present tense
3. State it in the positive. Affirm what you want, not what you don't want.
4. Keep it brief.
5. Make it specific.
6. Include an action word ending in with *-ing*.
7. Include at least one dynamic emotion or feeling word.
8. Make affirmations for yourself, not others.
9. Add the words *or something better*.

So the first guideline is:

"Your affirmation needs to start with the words 'I am.'" For example, "I am driving my new Porsche Carrera down State Street."

The second one is, "Use the present tense."

You never say I am going to. Always use the present.

The third is, "State it in the positive."

By that I mean, affirm what you want, not what you don't want.

Number four is "Keep it brief."

Imagine that every word in your affirmation costs one thousand dollars and you could pull out two words and you could save 2000 dollars, what would you pull out?

Number five is, "Make it specific."

Number six, include an action word that ends in -ing.

For example: I am driving, I am celebrating, I am living...

Number seven is "Include at least one dynamic feeling word."

For example: ecstatically, joyfully, proudly...The reason we want things is because of the way we think they are going to make us feel.

You wouldn't say, "I am remodeling my house." You would say, "I'm celebrating my newly remodeled house."

You wouldn't say, "I'm losing weight;." You would say, "I'm

feeling alive at 135" or "I'm feeling fine at 139." You can have fun with these. The unconscious responds to emotion and humor.

Number eight is, "Make them for yourself, not others."

Number nine is, "Add the words 'or something better'".

When you add the words "or something better" it opens up opportunity.

Say:

"We are going to take the next 10 minutes to write some affirmations. You eventually want to write one affirmation for each goal that you have. So what I would like you to do then is refer back to some of the goals you set earlier, and I would like you to spend 10 minutes writing affirmations. Write an affirmation for each of your goals."

Let me walk one person through it.

Goal: To not just spend money on little things, to save it to get something bigger instead (a new wine refrigerator, for example).

Affirmation: "I am feeling happy stocking my new wine refrigerator with 40 bottles of wine."

Option: Give everyone 21 3x5 index cards and have them write one affirmation per card.

When they are complete, have the group break into pairs and read some of their affirmations to each other, checking to see if they meet all 9 guidelines. If not, correct them until they do.

Release the Brakes with Visualization

Say:

"What you want to do every day is read through your affirmations at least two times - once in the morning when you first get up and then again at night before you retire. To get the most power out of your goals and affirmations...stop after each affirmation, close your eyes and see the goal as it would look if you had already achieved it."

Read to the group: the six points covered under the section entitled "How to Use Affirmations and Visualization" on page 78 of *The Success Principles*.

Say:

"So here's the next piece of this: What you want to do every day, the discipline that grows out of this, is to put your affirmations into some kind of format so you'll be able to easily read them every morning and every night before you go to bed.

So that can be one affirmation each on a 3 by 5 index card, or it could be typed up really nicely and laminated or put into a page protector.

Some people tape them to their refrigerator. You could put them as a pop-up screen on your computer. The idea is you want to keep them constantly in your face because the biggest problem is that people don't stay focused on what it is they want to create. They become reactive rather than proactive.

So basically this process of reading through your affirmations every day brings them to the forefront of your consciousness. Then the next step we're going to take is to read your affirmation, and then you close your eyes and then visualize the result. Because right now, you have an image of what it looks like to go to the gym, but you may not have an image of what your new house looks like, so you need to create that. The one for losing weight, you might have a picture of you at that weight you want to be, or fitting into a size 8 dress, or completing a half marathon, or you might just want to imagine looking at the scale and seeing 125 or 140 or 165, whatever your ideal weight is, showing on the scale.

Exercise

So let's do this: On the count of three, I'd like you to read your first affirmation out loud. (My experience is that if you read it out loud, it has more affect. Try to read it with the same level of energy it expresses. You wouldn't say (read it sadly) "I'm feeling really ecstatic and powerful." You also wouldn't say (read it excitedly) "I'm feeling peaceful reading my book!!!" Try to match the quality of the energy of the affirmation because when you can generate the feeling you want to have as a result of achieving the goal that the affirmation represents, you activate the law of attraction. Remember, like attracts like.

Okay, so on the count of three, read the first one out loud with emotion: 1...2...3... go.

Okay, now close your eyes and create a picture of what it would look like if you had already achieved that.

Okay, look at your second affirmation, and on the count of three, say it out loud.

Okay, now close your eyes and create a picture of what it would look like if you had already achieved that one.

Okay, one more out loud.

Okay, now close your eyes and create a picture of what it would look like if you had already achieved that one.

Okay, let's do one last one out loud.

Okay, now close your eyes and create a picture of what it would look like if you had already achieved that.

Jack Canfield, the co-author of *The Success Principles* tells about a friend of his by the name of John Assaraf, who is also the author of a book called *The Street Kid's Guide to Having it All*. He makes several million dollars a year. Every morning he spends

about thirty minutes with his list of affirmations, literally running around the house screaming, jumping up and down, and getting really emotional about it. He claims it is one of his crucial disciplines of success.

If you remember the tragedy of 9/11, most of you remember exactly what happened, where you were, who you were with, what you were wearing, what was going on, and what you did for the next several hours. The reason you do is because when you have high emotion attached to a memory, you'll remember that forever because your brain actually secretes more proteins when you experience strong emotions, which actually supports the growth of more dendrite spiny protuberances at the ends of the neurons of your brain, which strengthens the neuronal pathways for those memories to re-emerge. John's students, businessmen and women who he is teaching these techniques to, are all doubling and tripling their income within several months. So the way you re-program your brain for success is to repeat your affirmations along with the visualization and emotion. So I would encourage you to add the emotional component. And remember, this needs to be a daily practice to reprogram your self for success.

Homework:

1. The homework is to put these in a forum where you can use the. The more energy you put into this the better. There is another option here that some people use. They take 5 by 7 index cards and write their affirmation on one side and put images that represent the fulfillment of that affirmation on the other side. For example you could have a picture of a person running or of a person at a certain weight etc. So take the affirmations put them in some format, type them up, laminate them, do whatever you want to do with them.
2. Make sure you say your affirmations with emotion at least twice a day.
3. Keep taking action on your goals. I'll expect you to report on one of them at the next session.
4. In the next session we are going to be making Vision Boards or what some people call Dream Boards or Treasure Maps. These will be a collage on poster board of images that represent the fulfillment of all of your goals. I want you to bring in pictures of images that you have cut from magazines, brochures, and so forth to use on your Vision Boards. Also bring in some magazines that contain lots of pictures and words that other people in the group can use as well. The more different kinds of magazines - mainstream, sports, luxury, vacation, multi-ethnic, bride, real estate, women's and men's magazines - the better. Also bring a pair of scissors and a glue stick (unless you are providing). I'll provide the poster board. (22"x28.5" poster board is ideal.)

Session 3:

Release the Brakes

Supplies needed:

- Magazines (*People*, *Cosmopolitan*, *Sports Illustrated*, Car Magazines, *The Robb Report*, *Destinations*, etc.) and catalogues that contain lots of pictures. If your group contains African-Americans, Hispanics, Asians, native Americans, etc., make sure you have magazines like *Ebony*, *Latina*, *Vanidades*, etc. that have ethnically relevant photographs.
- Poster boards or large construction paper (22"x28.5") 1 per person
- Glue sticks (preferred) or paste and scotch tape (1 per person)
- Scissors (1 pair per person)

New and Good

Say:

"We are going to start by going around the circle and share something that either showed up as a result, or something that you did or an insight that you had as a result of the work we did the last session."

You should go first and then go around the circle from right to left. (Remember to break into smaller groups if your group is more than 6 or 8 people.

Report on Goals You Set for Yourself

Go around the group one more time and ask each person to report on what action they took to accomplish one of their goals since the last session.

Vision Boards

This will take the whole session to complete. Some people may need to finish at home. Begin the creation of Vision Boards (See page 88 of *The Success Principles*.)

Instruct the participants to spread out at tables or on the floor and create their vision boards by cutting out and pasting down pictures and words to create a collage which visually represents the completion of all of their goals - things they want to own, qualities they want to experience and express, places they want to visit, things they want to do, and so forth.

There is no right way to do this. I've seen Vision Boards where there is a lot of white space - just 10 or 12 pictures (a car, a house, a handsome guy, a white sand beach) all standing alone and not touching. And then I've seen them where they are like a collage with every square inch of the board covered. Follow your own style and do whatever pleases you. Don't get into comparing with anybody else because that is a sure way to start your self thinking *I'm not doing it right*. There is no right way to do this - so you can't do it wrong. A friend of mine once said, "You can never get it perfect and you can never get it done." There is always

something else to do and we're always improving. And if you think about life that way it takes the pressure off.

The first step is finding images and words and cutting them from the magazines. If you already have all of your images, you can start gluing them down to the poster board. You want pictures that are a replica of or a symbolic representation of what it is that you want. If there is a specific car you want, like a 2004 Silver Lexus 430, I recommend if there is something specific like that, that you go to the dealership, get a catalog for that specific car and use that picture. You want to visualize something that is as close as possible to the exact thing you want. For like a healthy relationship with a loving man, you could just find a loving looking man or woman and cut that out or it could just be a picture of two people holding hands as they walk along the beach. Some of the things are going to be just symbolic of your affirmations and your dreams. As much as possible you're looking for some image for each one of your goals and affirmations. Also you may not complete that here because you may be missing a few images but I want you to go out and find them.

You'll need scissors and glue. Words can be cut out from magazines too. If you see a word —spirit, free, independence, love - cut out that word and stick that word on your Vision Board so the words jump out at you. Some people even take real dollars bills and put them there to represent wealth.

Option: A spin off of this exercise is to create a Wish Book or a Wish Box where anytime you see any thing in a catalog that you want, you cut it out and put it in there. Two things that happen when you do this are - 1) it builds the sense of possibility that you could actually have it and 2) it also is a great place for your loved ones to look when they are thinking about what to get you for gifts.

Sharing

Say:

"Okay, let's stop and partner up with someone and take a few minutes each to show them your Vision Board. Explain what the different images represent."

Homework

- 1) If not already completed, have people finish Vision Boards before the next session.
- 2) Read the following chapters in *The Success Principles*:
Chapter 13: Take Action
Chapter 19: Use Feedback to Your Advantage
Chapter 20: Commit to Constant and Never-Ending Improvement
Chapter 21: Keep Score for Success
Chapter 22: Practice Persistence - Never Give Up

Clean Up

Ask the group to help you return the room to the original condition they found it in.

Session 4: Taking and Sustaining Action

Supplies needed:

- * 1 copy of the “Overcoming Weaknesses Goal Achievement Form” for each participant.
- * 1 pen or pencil for each participant.

New and Good

Say:

“We are going to start by going around the circle and share something that either showed up as a result, or something that you did or an insight that you had as a result of the work we have done so far in the workshop. It could be a win, something new and good that has happened in your life, a breakthrough or an insight you have had.”

You should go first and then go around the circle from right to left. (Remember to break into smaller groups if your group is more than 6 or 8 people.)

A Question

Say:

“I have a question for you, kind of a nudging, coaching question. I’d like everyone today to say a sentence—no defending, no justifying or feeling guilty but just go around the group—and say whether or not you have been repeating your affirmations and visualizing your goals as complete every day? I’m curious if anyone actually has been repeating and visualizing them. Yes or No is fine. No guilt, just reporting.”

(Go around the group from right to left.)

Affirmations and Visualization

Say:

“The core of this program is setting goals, affirming and visualizing them, and then taking action until they are complete. The actions alone are not enough, because the action alone will taper off without the discipline of the affirmation and the viewing of your Vision Board every day. This is one way to keep your vision of your goals alive - just put your Vision Board where you are going to see it every day - on your refrigerator, bedroom wall, next to your desk, or office door. So don’t just stick it in your closet.

And remember to put your affirmations where you will bump into them every day and then visualize each one as already complete. You can make them into a screen saver or a pop

up window on your computer, or type them up and laminate it and stick it on your refrigerator. The more you say them, the more they become real to your unconscious mind. You are fighting—some of you—20 or 40 plus (whatever number is appropriate for your group) years of programming. The point is you’ve seen the world through a certain lens of who you are and how you are in the world and what’s possible for you to achieve, and you can’t change that in 60 minutes.

It takes a lot of consistent repetition over time. Repetition is the key. That is why when we were in elementary school we repeated 2×2 is 4 and 2×3 is 6 over and over and over until it became part of us. Just like we do our times tables hundreds of times before we memorize them, we have to do our affirmations over and over until our unconscious accepts the reality that we will have these things. It also sends out thought waves that attract these things to us. The more we think about it, the more we attract it - good or bad. So, I really want to encourage you, invite you to say them out loud, with enthusiasm then close your eyes and see the visualization of the result - at least twice every day. So let’s practice here right now.

Does everyone have their affirmations with them? What I’d like you to do is find them. We are going to read through them one at a time, close our eyes and spend a few seconds visualizing them.

On your own today, I won’t guide you through it, just look at each one, say it silently or out loud and then close your eyes for about 30 seconds and see it as if it were.

(Give them about six minutes to do this. You can monitor their progress by observing the group. You’ll know when to stop and move on.)

“Okay, let me have your attention back here. So what we’ve covered so far is being clear about what we want and then creating internal images and external pictures and affirmations for each of those things.

What we are going to focus on today—now that we are clear what we want and we have a way of impressing it on the unconscious—is the next thing we need to do to guarantee the successful manifestation of our goals. So I’m going to ask you—see if anyone knows because you’ve read the book or if you just want to take a guess—what do you think research shows is the one thing more than anything else that separates people who achieve their goals (the winners) from those that don’t (the losers)? What one thing, more than anything else separates the winners from the losers? What do you think?”

(Take answers from the group. People will usually say things like “Winners set goals and make plans. Winners stay focused on their goals. Winners write their goals down and review them. Winners expect to win. They think positively. They take action. They don’t quit.” Just acknowledge each answer as a thing that winners do indeed do.)

Then say:

"I am going to demonstrate what separates winners from losers more than any other thing with a little demonstration. I have here a \$5 bill." (Note to leader: You can make it bigger or smaller depending on your budget, because you are going to give it away and not get it back. You can also use an object like a book or a set of tickets to the movies. Hold the bill or object up high where everybody can see it and say:) "Who wants this (name the object)? (What usually happens is that a lot of people will raise their hands and shout out, "Me. I want it. I'll take it. Give it to me." Do not budge. Just keep holding up the object until someone finally gets out of their seat and comes up and takes it out of your hand.)

Then say:

"The one thing that separates winners from losers more than anything else is that winners take action. How many of you thought about getting out of your seat, but stopped yourself? What did you say to yourself that stopped you? (Take sharing of answers.)

The same thing that stopped you in here is what stops you from taking action out in the rest of your life. Now that you are aware of it, you can stop stopping yourself and take action. To be successful, you have to get off your rear end and do something - just like in here.

So...all the things we've done so far are part of getting ready. When the real rubber meets the road is when you in fact call up someone and make a request, or you sit down and do the necessary work you need to do.

What do you think are some of the things that stop you from taking action?

(Take sharing from the group. You'll probably hear: Fear (of failure, rejection, looking foolish, etc.); Lack of time; Getting into a rut; Not making it a priority; Justifying not acting; Forgetting

All these are correct—there are no wrong answers. Continue with:

"What I want to do today is look specifically at what inside of you - for a lack of a better term-what weaknesses you have, that are stopping you. For example, in my life, I don't have good systems in place for getting things done, so that would be a weakness. I tend to be afraid when it comes time to ask for things-that would be a weakness. I over commit myself, so there is too much to do then and then I try to do it all-that is a weakness. I'm afraid of imposing on people-that would be a weakness. I don't have a scheduling system that works-that would be a weakness.

These weaknesses are something that needs to get resolved, something we are going to need to overcome in order to get what we want. Today what I want you to do is write for a few minutes about one goal from each of the seven areas of your life we have been focusing on, and then we will

share what we write with a partner. Let me first demonstrate with an example from my own life.

(**Note to leader:** What follows below is an example from my life so that you can see how to demonstrate this. It will work much better if you pick a real example from your life.)

One of my professional goals is to fill our summer 7-day Breakthrough to Success Training with 400 people.

What weaknesses exist within you or the organization that would stop you from achieving that goal?

Lack of time and focus. Putting off working on those things that are far off in the future — what is not immediately staring me in the face.

I don't have a staff person dedicated to this project. There is no point person who is being held accountable. We don't have a list of activities that need to be accomplished with timelines and milestones to accomplished. We haven't assigned a budget or money to the marketing of the seminar.

What is a solution that you could come up with that you could commit to doing that would overcome and handle this weakness? It could be anything. Hiring another person, making it a priority, having someone report to you every week on their progress. Maybe this person doesn't have to do it, but they are held accountable to make sure it gets done. They can delegate tasks to someone and make sure it gets done. What would be a good solution for lack of time and focus?

I could schedule a weekly planning meeting-talk about the to do's and priorities for that week. I could create an affirmation to keep me on track like "I'm joyfully watching the number of enrollments in the Living the Success Principles weekend workshops and the seven-day summer Breakthrough to Success Seminar climb steadily and strongly up the board to 400.

I could create a master plan of all the to-dos that need to occur and that we need to put dates and? I could call a staff meeting to brainstorm all things that need to be done.

Say to the group:

"The power of this is that it brings the weaknesses to awareness and then comes all the solutions to get past them. Usually we set a goal, put a date on it, and then we don't do anything about it because these things are in the way. But if we name them, and then address them and then have an accountability process for getting them done then they don't stop us anymore."

Hand out copies of the Overcoming Weaknesses Goal Achievement Form.

Instruct the participants to list 3 weaknesses that could sabotage each of their goals and then how they will overcome that weakness. Once they are complete, ask them to find a partner and then tell each other what they wrote down. Allow about 6 to 8 minutes for the sharing - 3 to 4 minutes each.

Overcoming Weaknesses Goal Achievement Form

List your goals, then list three (3) weaknesses that could sabotage each of your goals.
Finish by noting how you will overcome each weakness.

| My Goals | Weaknesses I Need to Address | Solutions for Eliminating the Weakness |
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Say:

Take thirty seconds to finish up everything. I know you might not have completed everything you may have wanted and you might want to continue this at home. Okay so what I'd like you to do is to pair up with each other. I'm going to give you each about 2 min. to share just as much as you came up with and how you're going to deal with it. Then I'll say "stop, switch roles" and one person will talk and the other person will talk.

So go ahead and pair up and whoever wants to go first go ahead and I'll tell you when to begin. Okay stop. Let's switch roles. Okay let me interrupt you, one last thing. What you are going to do is, I want you to come up with one next action step for each of those goals you are working on achieving, by one week from now. So by the next session, what is one action step that you will take? This could be a minimum first step. I heard one of you talking about wanting to go on a cruise. Your next step could be you to call a travel agency and ask for some cruise brochures.

Okay, does everyone have his or her next step? Yes? Okay now I want you to turn to your partner and read aloud what your action is. Reading them aloud makes them more believable and real, and reading them to another person makes you more accountable for the result.

Homework:

- 1) Think of something you could ask someone for that would be a stretch — but not so big a stretch that it would freeze you up — before the next meeting. The principle here is to ask for something you want - take a step.
- 2) Take some of your next action steps that are growing out of these sessions and be prepared to talk about them at the next session.
- 3) The theme, which we will be working on during our next session, is "Cleaning Up Your Messes and Your Incompletes." So start by reading Chapter 28: Clean Up Your Messes and Your Incompletes. Then you are going to make as extensive list as you can of all the incompletes and messes in your life that need to get handled.

Little explanation lecture:

Anything that irritates you we are going to call a "minor mess." In other words, if you down your hall and there is a crooked picture in your house and every time you look at it, it irritates you, or there is a screen door that slams or never shuts or has a hole in it or a door that squeaks too loud, I want you to write it down. You are to walk through your entire house, office, around your yard, in the garage, basement, your car, etc. Make a complete inventory of the things that irritate you. It could be little tiny things like every time you open your drawer you can't find your apple peeler. It could be as simple as buying one of those drawer dividers you can get at K-Mart, Walmart, Home Depot or Costco so you can divide things up so they will always be where you put them. Anything at all that irritates you. Write them down. This is your "My Irritation List." All these things that irritate you are robbing vital creative energy from you.

Another way to approach this exercise is to focus on your "major messes and incompletes." To do this one, write down anything that keeps you awake at night—the state of your garage, your car, your tax data. It could be the closet which is full of things you will never wear, are out of style, don't have matching shirts or pants, or simply need to be mended. Anything at all, whatever. It could be the maintenance for your car or a strained relationship with your sister. Whatever it is, just a list of as many of those things you can think of.

What we normally do with the big messes is take one quarter, so we have 3 months to finish it. However, with the smaller things we'll usually pick one a week or one a month to handle. And we'll talk more about that during the next session. But the main thing now is to create a list. And one way to do this is to literally walk through your house, walk through the garage, and walk through the office, wherever it is that you're working. You know it could be that there is a brick loose on the floor and whenever you step on it you think you're going to twist your ankle. So, anything at all. We'll deal with this more at the next session.

Session 5:

Taking Action to Get What We Want

Supplies you will need:

- * 1 copy of the "Taking Action: Asking for What You Want" form
- * A stop watch or a watch with a second hand

New and Good

Say:

"We are going to start by going around the circle and sharing something that either something that you did, an insight you had, or something that showed up as a result of the work we have done so far in this workshop. It could be a win, something new and good that has happened in your life, a breakthrough or an insight you have had."

You should go first, and then go around the circle from right to left. (Remember to break into smaller groups if your group is more than 6 or 8 people.)

Next Actions

"Did anyone take any next actions? Did you encounter any problems? Do you have any questions?"

(Take sharing if there is any. It facilitates things if you go first.)

Cleaning Up Your Messes and Your Incompletes

Say:

"Let's talk about cleaning up your messes and your incompletes. There are two reasons it is valuable and necessary to clean up your messes and your incompletes if you want to accelerate your rate of accomplishment in life. The first is that it builds your self-confidence and self esteem. When you have a lot of incompletes in your life, and you are constantly looking at all of these things that are not done, you will feel overwhelmed. And you will be consciously or unconsciously judging yourself as incompetent and incapable because you aren't completing them.

"Every time you look at these things that aren't complete and handled, they are reflecting back to you the message, "You aren't handling me." You are either afraid to do it or don't know how to do it, and this compromises your feelings of competence.

"The other thing reason that it is important to handle these incompletes is because of what psychologists call "attention units." You can only attend to 7 things at once. Beyond

that you can't. So what happens is when you have a cluttered desk, you are constantly seeing all these papers, Post-it notes, to do lists, unanswered letters, and other items that steal your focus away from the task at hand. You look over and think "Oh, I should move that, I should put that away, this goes in my house, I need to answer that," and so on. The more incompletes you have in your life, the more your focus and your creative energies get fractured and scattered.

"By handling the incompletes you get more and more time in your life to focus on the really important goals and dreams you have.

"So the first step is to get all of your incompletes down on one list - either on paper or in your computer. Once you have captured them on paper, you can prioritize them, and then tackle one a month or one a quarter. You don't have to think about the others because you know they are on the list and will be handled in the order of their importance."

Ask people to pull out their lists of irritations, incompletes and messes that they were to do for homework.

Don't make anyone wrong if they didn't do the exercise. Just encourage them to do it later, and for now to just pick a few that they know they have to work with for the next exercise.

Say:

"So what you should have either today or sometime soon if you didn't do it, is a list of all the incompletes and messes in your life. You can divide your list into little incompletes and big messes. Little incompletes might be like dropping off three dresses to get them hemmed. A big mess would be cleaning out our garage-something that would take longer to complete, or something that has more emotional energy attached to it-like cleaning up your relationship with your sister.

"What I would like you to do is take one big mess which you are going to commit to cleaning up by the end of next quarter-that's by the end of three months from now, and one smaller incomplete that you will commit to handling within the next 30 days."

(Pause) "So did everyone pick one? Very good."

"Now the next thing I want you to do with this is to apply the MTO Model to the mess. What is the Minimum Goal that you would commit to doing to clean up the mess? Like in the garage the example that I used the other day, it might be to spend two hours on a Saturday cleaning and reorganizing. The Target Goal might be to devote one whole Saturday to the garage with the intention of removing all the junk and organizing what is left in the time that you have.

"The Outrageous goal might be to take everything out, thoroughly clean it up, hire a painter to come in and repaint

the walls, and then you call someone like California Closets to install shelves and storage closets, and then you put only those things you really want back into the garage.

"This exercise starts to force you to think about what your standards for complete are - what is complete to you as opposed to incomplete. It also stretches your imagination about what is possible.

"The next question I want you to ask is "Who can I ask support from or delegate any of this too? Ask your self if that is feasible? It might not be, but think about it.

"The last question of this exercise is when will you ask them? Or when will you delegate all or parts of the task? Or when would you hire the person if it was someone you were going to hire?

"Okay, let's take a few minutes to fill out the form."

(Give them time to fill out the form. When they are done, continue.)

"Alright, so what I want you to do is to partner up with someone and take one minute each to report to them what you wrote on the form. Tell them the mess you are going to clean up, why it is important, and if there is anyone you are going to ask and by when you'll ask them. Do the same for the smaller incomplete. It is important to hear yourself declare your intention out loud."

(Give them time to share. Ask them to switch at the end of a minute.)

Optional Exercise If You Are Doing This Workshop in a Work Setting:

"Okay, let me have your attention again. Okay let's do one for the company/school/organization. Why don't we first of all brainstorm a list of things that don't work, things that need to be handled, and things that we put off because they aren't a high priority but they pile up. Anyone have any candidates?

(Take down the ideas that are shared.)

Go through the same procedure as above, get commitments to handle it, who will be asked to help and when they will ask by. Make sure there is a deadline date and someone held accountable to make sure it happens.

Taking Action: Asking for What You Want

Hand out the "Taking Action: Asking for What You Want" form

Say:

"I want you to fill out the form I just gave you in the following way. On the left hand side, list all of the things in

your life that you would like to ask for - assistance, a change in behavior, appreciation, acknowledgment, someone to stop something, and so on. Once you have a list, fill out the next column-who do you want or need to ask. Then fill out the third column-when will you ask them?"

Give a few examples from your own life, and then ask them to go ahead and fill out the form. Four or five minutes should be enough time.

Say:

"Let me have your attention again. Thank you. I'd like you to partner up with someone again - preferably someone new - and ask each other the questions at the bottom of the form. This will take the exercise a little deeper and will strengthen your commitment to actually asking and getting more of what you want and need in life. I'll give you each 5 minutes to answer the questions. Partner A will ask the series of questions over and over with Partner B answering. You should have time to get through most of the items on the list. Then I'll ask you to switch roles and it will be Partner A's turn to answer the questions. Okay, go ahead and begin."

(Wait 5 minutes and then ask them to switch roles. At the end of another 5 minutes, ask them to stop.)

"Let me have your attention, please. Thank you. Did any of you notice any patterns in how you stop yourself from asking? (Take sharing.) "Well now you know how you stop yourself, you can recognize it and push through it by simply committing to ask."

If there is time, you can ask people to practice this skill by asking someone in the room for something that they would really like from them. It could be as simple as a hug to something as big as babysitting their kids next weekend. The main thing is to practice making real requests. Remind people that it is fine to say no. It is more about asking. Also remind people that when they ask, even if they get a no, they are no worse off than before they asked. They didn't have a yes before they asked and they don't have a yes now.

Homework

"Your homework for the next session is four things:"

1. Make sure to ask for one or more things from your Taking Action: Asking for What You Want Form that you just filled out.
2. Get started, if possible on handling one of your messes or incompletes - even if it is just scheduling the time to do it and getting it on your calendar, or asking other people to help.
3. Keep taking actions that move you ahead in the accomplishment of your goals.
4. Read the following two chapters in *The Success Principles* before the next session:

Chapter 49: Have a Heart Talk

Chapter 53: Practice Uncommon Appreciation

Taking Action: Asking for What You Want

| What Do I Want to Ask For? | Who Do I Want to Ask? | When Will I Ask Them? |
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1. What do you want to ask for?

2. Who do you want to ask?

3. What does not asking cost you?
4. How do you stop yourself from asking?

5. What is the possible benefit of asking?

6. When will you ask them?

Session 6: Building Self-Esteem and Stronger Relationships

Supplies needed:

- * Every sub-group of 4 will need an object to pass around
- * Paper and pen or pencil for each participant.
- * A stop watch or a watch with a second hand
- * Optional: A strength bombardment form for each participant

Note to leader: make sure to reread chapter 49: Have a Heart Talk (pages 330-335) before you do this session.

New and Good

Say:

"We are going to start by going around the circle and share something that either showed up as a result, or something that you did or an insight that you had as a result of the work we have done so far in the workshop. It could be a win, something new and good that has happened in your life, a breakthrough or an insight you have had."

You should go first and then go around the circle from right to left. (Remember to break into smaller groups if your group is more than 6 or 8 people.)

Ask everyone to get into groups of 4 (or as close to that size as the group size allows. Feel free to join one of the groups if they need an extra member. Dividing into groups of 5 or 6 are okay; it will just take a little longer to get through the processes. Try to make the groups all the same size if possible.

Acknowledge the Positive Past: Success Sharing

Tell the group members that we are going to do some sharing on some topics that will help build self-esteem and self-confidence as well as help bond the group. It will also give them more data to use in the final process, which is a very special and affirming process.

Success Before 18

Ask the group members to close their eyes and remember back to before they were 18 years old and remember something

that they would call an accomplishment, achievement or success. It might be hitting a homerun in little league, getting the lead in the school play, saving up money to buy their own car, getting into college, getting their Eagle Scout badge, passing Mrs. Johnson's biology class-anything at all. Give them a minute to think and then ask them to open their eyes.

Ask them to go around the group each taking one minute to share their answer with as much rich detail as possible. As usual, you should go first. Use the stop watch and after each minute say "Stop. Next person, please."

Another Success

After you have completed the process, ask them to close their eyes and think of another success since the age of 18. (You could relate it to your group or company by saying "a success you've had since coming to work for this company" or "a success you've had teaching at this school.") After a minute, ask them to open their eyes, and again take a minute per person to share it with the group. (Again, use the stop watch to keep everyone on track.)

(If you have a lot of time, you could do a third success from any area of their life.)

Have a Heart Talk

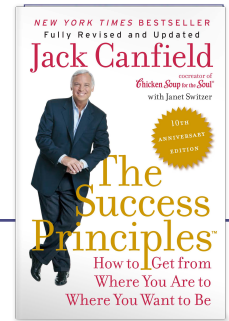
Review guidelines from the top of page 332 in *The Success Principles*. Ask everyone to agree to the guidelines.

- Only the person holding the heart talks.
- You don't judge or criticize what anyone else has said.
- You pass the object to the left after your turn.
- You talk about how you feel.
- You keep the information confidential.
- You don't leave the talk until it's declared complete.

(Cliff Durfee is the originator of the Heart Talk. For more complete information, I recommend that you visit www.livelovelaugh.com and obtain a copy of the *Heart Talk Book* for only \$5.95. A bright-red cardstock heart is included in each book, with the eight key agreements printed on the back side for an easy reminder before having a Heart Talk. If you are an educator, there is also a complete classroom curriculum guide on this subject entitled *More Teachable Moments*.)

If possible reproduce the list beforehand so you can hand it out to people and they can read along. Also, if possible, post the guidelines where they can be seen (such as on a flip chart, white board, overhead slide, or a PowerPoint slide). See the handout on the next page.

The Heart Talk



- ❖ **Only the person holding the heart talks.**
- ❖ **You don't judge or criticize what anyone else has said.**
- ❖ **You pass the object to the left after your turn.**
- ❖ **You talk about how you feel.**
- ❖ **You keep the information confidential.**
- ❖ **You don't leave the talk until it's declared complete.**

(Cliff Durfee is the originator of the Heart Talk. For more complete information, I recommend that you visit www.livelovelaugh.com and obtain a copy of the Heart Talk Book for only \$5.95. A bright-red cardstock heart is included in each book, with the eight key agreements printed on the back side for an easy reminder before having a Heart Talk. If you are an educator, there is also a complete classroom curriculum guide on this subject entitled More Teachable Moments.)

Tell the group they will have a total of 12 minutes for the Heart Talk. Tell them that you will give them a 5 minute and a 2 minute warning.

Tell the group:

"The topic for today is 'What's up.' By this I mean whatever is up for you in your life. Whatever is on top of your mind. Whatever you are concerned about. The thing you lay awake at night and think about or worry about. Examples might be what's going on at home, financial challenges, physical challenges, challenges at work, and relationship challenges. It could be the stress of the coming holidays, a problem at work, and confusion about what to do in an area of your life.

(Option: If you are dealing with a real problem that everyone is confronting together (such as in a work group, family, team or church group), you can have everyone do the heart talk about their feelings about that specific topic.)

Begin by sharing what you would share as a way of demonstrating to the group that it is safe to share at a deep personal level and to model the behavior.

Once you have demonstrated, ask the groups(s) to begin.

Give a 5- minute warning when there are 5 minutes left. Just say in a voice loud enough for everyone to hear, "Five minutes...make sure everyone gets a turn."

Give a 2-minute warning when there are two minutes left. Just say "Two minutes."

When 12 minutes are up, ask everyone to stop.

Ask them to talk within their groups for another few minutes about what it felt like to talk about their feelings knowing that everyone was listening and no one could interrupt.

Practice Uncommon Appreciation: The Strength Bombardment Exercise

This exercise should be done in the same group that the participants were in when they did the Success Sharing and the Heart Talk in.

Hand out copies of the Strength Bombardment form, or ask everyone to reproduce it by hand in their notebook. Ask people to write their name on the form. Ask them to take two minutes and write all of the strengths that they can think of in the inner circle on the form.

When they are complete, ask them to pass their form one person to the left.

Go over the following guidelines for a strength bombardment:

Every one will have an opportunity for 2 minutes to receive positive feedback from the rest of the group. Here's how it works.

Each person will be the focus of attention for 2 minutes, during which time the other members of the group will tell you what they see as your most positive qualities and strengths - what they like, love and admire about you.

- 1) When it is your turn, you listen. Do not say anything at all. Not even thank you. Especially not things like, "If you knew me better, you wouldn't say that." That is called discounting, and it deflects the positive effect of the feedback. Whoever goes first will simply listen while the other group members (in no particular order - like brainstorming - tell them what they see as their strengths, what they like about them.
- 2) People who are delivering the feedback, please look at the person you are talking to. Make eye contact. You have all heard the phrase that the eyes are the windows of the soul." Let's really connect when we do this. Do not talk about the person to the group, e.g., "The great thing about Bob is that he..." Instead, talk directly to the person. For example, "Bob, what I like and admire about you is that you..."
- 3) The person receiving the feedback should also look at the person giving them the feedback. Let the energy in through your eyes as well as your ears.
- 4) The person sitting to the left of the person receiving the feedback is going to record what the group says to them on their form. (Remember, you passed your forms to the left, so that person now has your form. The reason for the recording is that it is often hard to remember what has been said because sometimes we feel a little embarrassed and tend to not remember as well.
- 5) Remember, if there are periods of silence, it is not because there is nothing good about you. It is because people don't usually give straight appreciative feedback so people are often rehearsing exactly how to say what they are going to say. Just keep breathing and focusing on the good things you are hearing.

Okay, we are going to start with the person whose birthday is closest to January 1st. Recorder, make sure you are ready to write down what is said by the other group members And recorders, remember to also give feedback to the person. OK, go ahead and begin.

Stop them every two minutes and ask them to move to the next person to receive the feedback.

When the group is complete, have everyone give their forms back to the person whose name is on the form. Instruct them to read the form at least once a day for a week. This will build their self-esteem and their self-confidence.

Afterwards say: I want to encourage you to all start acknowledging people every single day. Make it one of your new habits. You might want to set a goal to deliver three acknowledgments a day-no matter what-and just notice what starts to happen in your relationships. It will be magical, I promise.

Homework:

Acknowledge someone verbally in person or by phone or by writing them a letter or an e-mail

Thank everyone for coming and remind them to:

- 1) Take the position that they are 100% responsible for their lives.
- 2) Repeat their affirmations and visualization process twice a day every day.
- 3) Believe in their goals and their ability to achieve them.
- 4) Keep taking actions to achieve their goals each and every day.
- 5) Never give up. Persistence is the key.
- 6) Complete one mess or incomplete every quarter.
- 7) Ask for what they want. Take action and make requests.
- 8) Take time to thank and appreciate others on a regular basis.

End of Workshop

Thanks for having the courage to lead other people in their quest for greater success in their lives. Feel free to share any comments or questions you have with us by writing or e-mailing us at the following addresses:

Jack Canfield

The Canfield Training Group

P.O. Box 30880 • Santa Barbara, CA 93130 • (805) 563-2935
customerservice@jackcanfield.com

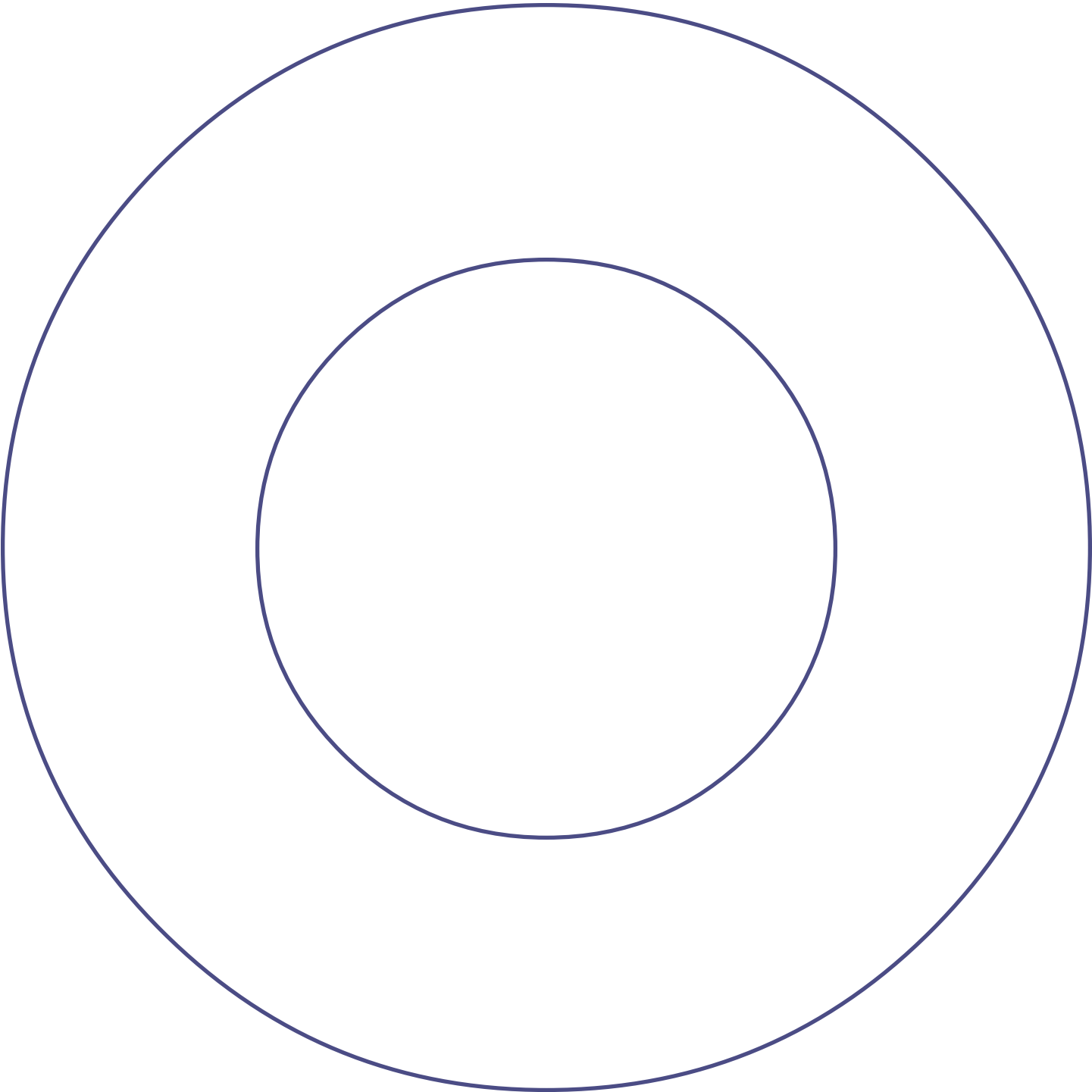
Taking Action: Asking for What You Want

| What Do I Want to Ask For? | Who Do I Want to Ask? | When Will I Ask Them? |
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1. What do you want to ask for?
2. Who do you want to ask?
3. What does not asking cost you?

4. How do you stop yourself from asking?
5. What is the possible benefit of asking?
6. When will you ask them?

My Strengths



Name _____

My Irritation List

| What Is Irritating Me? | How Can I Fix It? | Who Can I Delegate All or Part of Fixing It To? |
|------------------------|-------------------|---|
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1. What irritates you?
2. What do you need to do to fix it?
3. Who could you ask to help get it handled?

4. How do you stop yourself from asking?
5. What is the possible benefit of asking?
6. When will you ask them?

My Incompletes and Messes

| The Mess? | When Will I Clean It Up By? | Who Will I Delegate All or Part of the Clean-Up To? |
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1. What is a mess or incomplete in your life?
2. How does not completing it affect you? What does it cost you?
3. What is the possible benefit of cleaning it up?
4. Who could you delegate all or part of the clean-up to?
5. When will you ask them?
6. When do you commit to being complete by?

ABOUT JACK CANFIELD

Founder of a billion-dollar publishing empire. Jack is the founder and former CEO of Chicken Soup for the Soul® Enterprises, which encompasses licensing, merchandising, and publishing activities around the globe.

More than 100 million books sold (and 500 million worldwide). In addition to creating the blockbuster *Chicken Soup for the Soul* series, Jack is the multiple New York Times bestselling author of *The Success Principles*, *The Success Principles for Teens*, *The Power of Focus*, *The Aladdin Factor*, *Dare to Win*, *You've Got to Read This Book!*, *The Key to Living the Law of Attraction*, *Living the Success Principles*, *Coaching for Breakthrough Success*, *Tapping into Ultimate Success*, and more.

Internationally recognized thought leader. Jack is a pioneer and world leader in the field of personal and organizational training. He has conducted more than 2,500 trainings, workshops and seminars-and has presented and conducted workshops for more than 500 corporations, professional associations, universities, school systems, and mental health organizations in all 50 states and 35 countries around the world.

Advisor to some of the world's biggest companies. Jack's distinguished clients include: Virgin Records, Microsoft, Federal Express, Siemens, Campbell's Soup, Virgin Records, Sony Pictures, General Electric, Sprint, Merrill Lynch, Hartford Insurance, Johnson & Johnson, Coldwell Banker, Northrop, RE/MAX, Keller Williams, UCLA, YPO, the U.S. Department of the Navy, the Children's Miracle Network, and hundreds of others.

Guinness World Record Holder. Jack holds the Guinness World Record for having seven books on the New York Times Bestseller list on the same day. He also holds the Guinness World Record for the largest book signing ever for *Chicken Soup for the Kid's Soul*.

Featured guest on 1,000+ TV and radio shows. Jack has been invited repeated to appear on shows such as Oprah, Montel, Larry King Live, 20/20, Inside Edition, The Today Show, Fox and Friends, The CBS Evening News, The NBC Nightly News, CNN, PBS, QVC and many others.

Has helped 810,000 people get off welfare. Jack is the founder of The Foundation for Self-Esteem which provides self-esteem resources and trainings to social workers, welfare recipients and human resource professionals. Jack wrote and co-produced the GOALS Program, a video-based training program to help people in California transition from welfare to work.

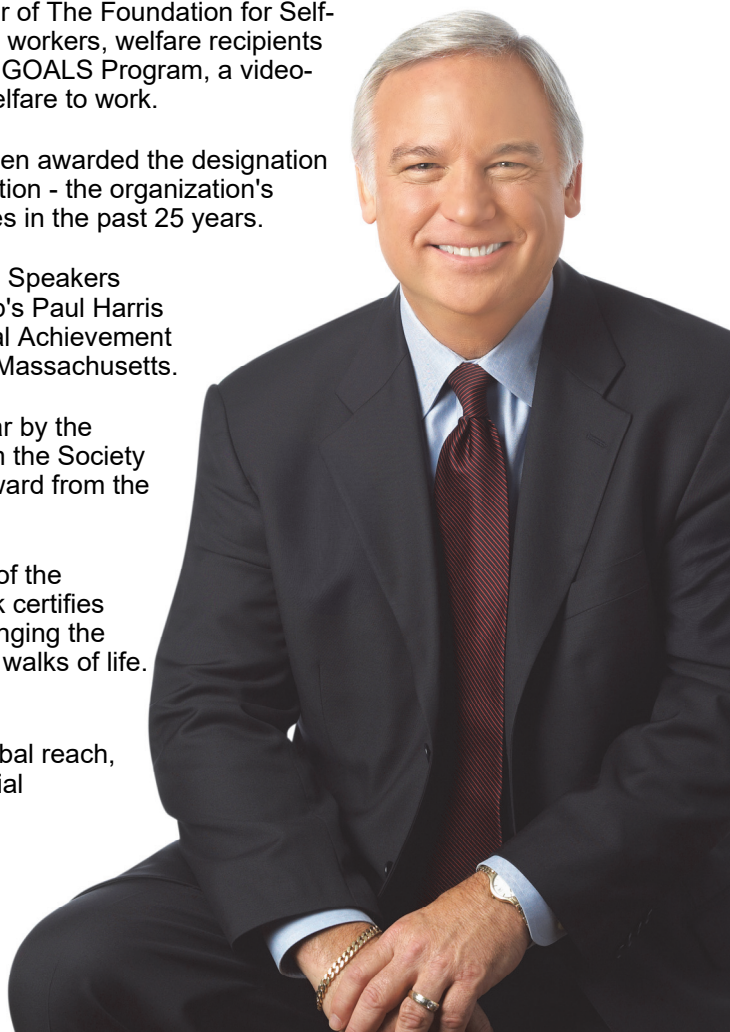
Honored by the National Speakers Association. Jack has been awarded the designation of Certified Speaking Professional by the National Speakers Association - the organization's highest award and an honor that has been given fewer than 500 times in the past 25 years.

Speakers Hall of Fame. Jack has been inducted into the National Speakers Associations Speakers Hall of Fame, is a recipient of the Rotary Club's Paul Harris Fellowship, is a recipient of the Golden Plate Award from the National Achievement Summit, and received the Chancellor's Medal from the University of Massachusetts.

Motivator of the Year. Jack has been named Motivator of the Year by the Business Digest twice, received the Speaker of the Year Award from the Society of Success and Leadership and received the National Leadership Award from the National Association for Self-Esteem.

Master Trainer of Trainers, Coaches and Speakers. As one of the world's leading human-potential experts for more than 40 years, Jack certifies trainers to teach his content and methodology all over the world—bringing the principles of success, and an attitude of achievement to people in all walks of life.

Named One of Most Influential Leader in Personal Growth and Achievement. As a result of Jack's massive influence and global reach, in 2014 SUCCESS magazine named him as one of the most influential leaders in the personal development field alive today.





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P.O. BOX 30330 SANTA BARBARA, CALIFORNIA 93130 • 805-881-5191 • WWW.JACKCANFIELD.COM

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