

Pillars: Relationships

Facilitators Guide 2020



Life Learning Center

Revision History

Document Name	Rev. #	Release Date	Description	Reviewers
2020 Pillars - Relationships– Facilitators Guide	1	31 Mar. 2020	Refresh – Add Facilitator Tips, rework PPTs, remove redundancy, improve usability	Denise Govan (LLC) Ashton Van Gorden (LLC) Tom Crutchfield (volunteer) Tony Aloise (volunteer) Maggie Lorenz (volunteer) Cindy Smith (volunteer) Blanche Gaynor (volunteer)
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Pillars Part 1: Building Relationships

Facilitators Guide 2020



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Facilitator's Checklist – Part 1

VA: More details shown in Guide text

The facilitator should make sure of the following before beginning Relationships Part 1 activities.

Check Supplies

- ☐ Basket to collect cell phones
- ☐ Post-It Easel pad with markers (check markers to make sure they have ink)
- ☐ Pens, Tape, Crayons, Markers, Scissors, Glue
- ☐ Bucket of Tough Questions
- ☐ Hat/Box/bowl or other container to collect written “worry” statements **(VA – Share Screen)**
- ☐ Dictionary

Check Presentation Equipment

- ☐ Power On
- ☐ PowerPoint appropriate for sessions
- ☐ Video: Creation of Wilson the Volleyball*
- ☐ Video: 100/0 Principle Simple Truths*
- ☐ Video: Networking to Get a Job*
*(run from hyperlink or from classroom laptop)

Facilitator Material During VA Session

- ☐ Zoom Breakout Room **(VA – Virtual Best Practices for Faculty 2020)**
- ☐ Virtual Bucket O Questions.pdf **(VA – Share Screen)**

Reference Material During Session

- ☐ **Relationships Life Journal Pages:** R-1 thru R-55
- ☐ **Working for a Better Life Journal Pages:** W-25 and W-26
- ☐ **Foundations Life Journal Pages:** F-57, F-19, F-20, F-21

Check *Facilitator Bin* for Supply of Handouts

- ☐ Financial Spending Chart **(VA – Relationships-Spend Cart.pdf – LLC Staff should email to candidates in advance)**
- ☐ Blank Paper
- ☐ Evaluations

Candidates Materials

- ☐ Cohort Schedule
- ☐ Life Journal

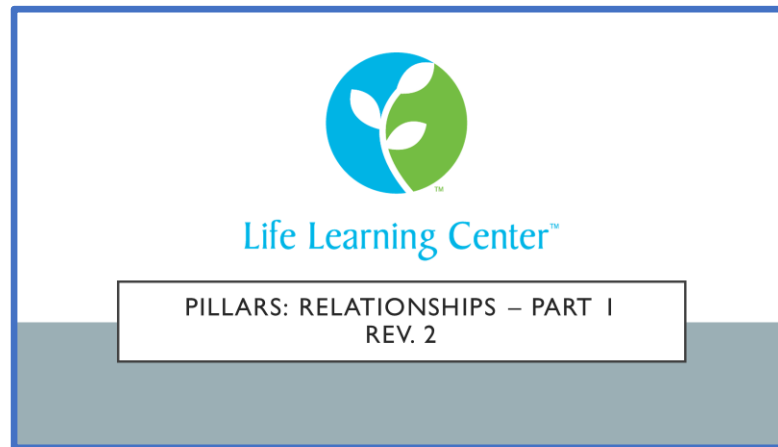
Facilitator Tip:

As this text is used universally, check schedule to incorporate use of such terms as: “this afternoon/evening,” “break/meal.”

Welcome to Relationships
10 Minutes

Welcome to the Relationships Pillar! Throughout the upcoming segments you will participate in a variety of exercises and conversations that target healthy strategies for both identifying and managing your relationships.

PPT—Slide 1

VA: Share screen
(typical for all
ppts)

So far, of the Five domains, we have covered Physical/Healthy Lifestyles and Emotions. From which we have learned how to set up physically healthy lifestyles and recognize the different types of emotions and their jobs. Within each domain you created Blueprints to help support your commitment to Transformational Permanent Change as outlined in the Vision Boards you created in Foundations.

In this segment, we will cover Relationships, the third pillar of the five domains of life:

1. Physical
2. Emotional
3. Relationships
4. Financial
5. Spiritual

We are going to spend time learning what makes a healthy or unhealthy relationship. As with Physical/Healthy Lifestyles and Emotions, you will create a Blueprint to help guide you in your growth in dealing with relationships.

Gathering
Information for
Financials

I'm passing out a Financial Spending Chart. In preparation for your Financial Pillar, every day you are to record what you spend each day on this form.

VA: Use
Relationships-
Spend Chart.pdf
and share screen.

Before we learn more about Relationships, let's practice our Tough Questions.

Bucket O' Questions

10 Minutes

During the Working for a Better Life segment of your Transformational Life Journey, you had the opportunity to practice answering some tough questions you might be asked during an interview. It's time to get a little more practice.

PPT—Slide 2



VA: Use *Virtual Bucket O' Questions.pdf* and share screen. Follow same process

Hold up the Bucket O' Questions.

This is the official “bucket o’ questions.” Each of you will have an opportunity to draw a question out of the bucket and ask that question to one of your fellow Candidates. That person will then answer the question as if in an actual interview, and the rest of us will provide feedback.

The Candidate who just answered the question will then draw a new question and choose someone else to answer it who hasn’t yet had a turn. We’ll do this until everyone has had the opportunity to answer a question.

Who would like to get us started?

Select from volunteers or select a Candidate if there are no volunteers.

Ok, “Name,” pick a question and choose someone who you’d like to have answer it.

Hold out the bucket to the Candidate and allow them to draw a question. Ask them to choose someone to answer the question and then ask it. Repeat the question if needed.

Prompt the following after the chosen Candidate answers the question:

Ok “Candidate who asked the question”, what do you think of “Candidate’s” answer?

Pause for response.

**Bucket O'
Questions
(Cont.)**

What do the rest of you think about “Candidate’s” answer?

Pause for response. Provide personal feedback to the Candidate, if appropriate. Thank the Candidate for answering the question.

Retrieve the question slip and hold it separately to avoid having the same question repeated.

Allow the Candidate who just answered to select and ask the next question.

Repeat this process until all Candidates have had the opportunity to ask a question and answer a question.

Thank you all for participating. The more you practice answering questions like these, the better prepared you’ll be for an actual interview.

Each week we’ll practice again using the “bucket o’ questions,” so when you have time, consider how you might best answer questions like these.

Welcome & Quiz
10 Minutes

Today we are discussing relationships. <Introduce self.>. Before we get into the activities, I'd like to hear about the relationships you've built with one another. What makes the relationships you have with each other unique or special?

Thank you for sharing.

We're going to start off today's class with a quick quiz. Well, it's not really a test-type of quiz...more of a bunch of questions to see if we can make a point.

Relationships Quiz
LJ—Page R-6

Open your Relationships Life Journals to page R-6

Pause briefly between questions.

1. Name two of the wealthiest people in the world.
2. Name four of the last ten-years' World Series winners.
3. Name ten people who have won the Nobel Peace Prize.

How are you doing so far? In case you haven't figured it out yet, the point is that most of us don't remember the headliners of yesterday. In fact, these are not even second-rate achievers. As you can imagine, they are the best in their fields.

But just like anything:

- The applause dies.
- Awards tarnish.
- Achievements are forgotten.
- Accolades and certificates are buried with their owners.

Let's finish our quiz. See how you do on the rest of the answers.

Pause briefly between each of the questions.

4. Name two teachers who helped you through school.
5. Name three friends who have helped you through a difficult time.
6. Name two people who have taught you something worthwhile.
7. Name three people who made you feel appreciated and special.
8. Name five people you enjoy spending time with.

Was that easier? Of course. The lesson here is that the people who make a difference in our lives are not the ones with the most:

- credentials
- money
- awards

They simply are the ones who **care** the most and that **we care** about the most.

Who would like to share what they learned about relationships in Foundations? What about Emotions and Responding vs. Reacting?

Welcome & Quiz (Cont.)

As we talk about the ideas in this *Relationships* class, please note that almost all the concepts we've learned so far impact our relationships.

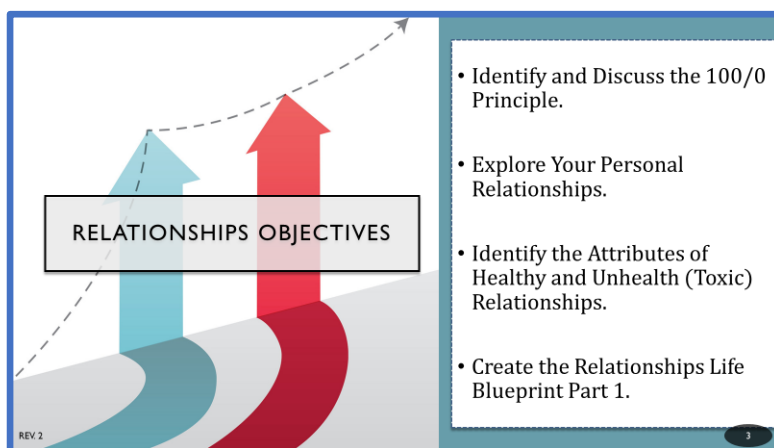
We're going to spend time looking at what makes a relationship healthy or toxic (sometimes we may use the term unhealthy) and work on a life blueprint to take a look at where we are in a relationship with one person we are close to.

Here's your disclaimer for this segment. We are **not** talking about casual acquaintances—the grocery store clerk, the co-worker you don't interact with, etc.—basically, those people you interact with on a very casual or infrequent basis.

We **are** going to discuss **close** relationships—and while we are talking about close relationships, we are NOT necessarily talking about **only** intimate or marriage relationships.

Close relationships can obviously include our spouse or significant other, but they can also include close family, and close friends, maybe your boss at work, but only because your boss has a form of control and influence over your work life, etc.

Relationship Objectives
PPT—Slide 3
LJ—Page R-7



Here's what we will be talking about in this segment. You can find these objectives listed on page R-7 in your Life Journal.

- Identify and Discuss the 100/0 Principle
- Explore Your Personal Relationships
- Identify the Attributes of Healthy and Toxic (Unhealthy) Relationships
- Create the Relationships Life Blueprint, Part 1

Let's do an exercise.

Worries in a Hat Exercise

20 Minutes

Earlier we said that we build relationships with people we care about and people who care about us. Strong friendship relationships are not typically built overnight—we have to get to know a person well before they move from acquaintance to friend on our relationship scale.

So, let's get to know each other better and see where it leads us.

We're going to do an exercise called "Worries in a Hat." I'm going to give each of you a blank sheet of paper.

*Easing the Worried
Mind Exercise*

VA: Have candidates send them via Chat to facilitator, who can read them.

VA: Might have a hat to share on camera

Hand out blank sheet of paper.

Keep this anonymous. Do NOT write your name on the paper. On your paper I would like you to write one thing you are worried about in one of your closest relationships. Remember, we're not talking about an acquaintance, but someone who is close to you—spouse, significant other, family member, friend, or, maybe even your boss if there are some worries about your working relationship with them.

Facilitator Tip:

Consider participating in this exercise. Write down your own worry.

Allow enough time.

Now, please fold up your answers and place them in this (*hat, bowl, or container*).

Here's what we will do next. I'm going to pass the hat around, and everyone is to select one of the papers from the hat. Make sure you don't get your own.

Have each person pick a folded sheet.

Now we are going to go around and read aloud what is on the paper one by one. After you read what is on the paper, you will describe YOUR understanding of what this person's relationship worry or fear is. Please don't speculate on what may have caused the worry, but on how you can relate to the worry. This is not an opportunity to give advice on what they should do, but on how ***you can relate to the worry or fear*** this person is feeling. Ready? Questions?

Read and describe the worry.

**Worries in a Hat
Exercise (Cont.)**

When all have gone, debrief on what was learned:

- What are some of the common worries we have?
- What are your thoughts on what you have heard?
- How will knowing our classmates' worries help us build stronger relationships?
- How did you feel when your worry was read?
- Was your worry adequately explained by the reader?

You have offered some excellent insights into worry. For me, one of the key learnings of this exercise is that I am not the only person who worries and knowing I can turn to others gives me courage.

Let's learn a little more about Relationships.

Relationships

20 Minutes

Relationships are a necessary part of living. There isn't much we can do, or any place we can go where we're not going to run into people! While there may not be any such thing as a "perfect" relationship, we do have the opportunity to enrich our lives, be happier, and ease our stress through healthy relationships.

Relationship Beliefs LJ—Page R-8

Eve Hogan is an inspirational speaker, author, coach and retreat facilitator. She wrote an article entitled "10 Toxic Relationship Beliefs to Let Go of Right Now."

Toxic Relationship Defined LJ—Page R-8

What do you think is meant by the term "Toxic Relationship"?

Possible Answers:

- *I tend to do things – bad/mean things – I normally wouldn't do.*
- *I drink more or use drugs more around this person.*
- *I'll skip going to work.*

Turn to page R-8 in your Relationship Journal. Will someone read the definition from the Urban Dictionary.com.

Show of hands. How many of you, according to this definition, have experienced or are experiencing a Toxic Relationship?

Ms. Hogan points out that to have a healthy relationship, you need to start by looking at them to find out the truth about them.

Accepted Beliefs

Let's examine a few statements about beliefs. You can take notes on page R-8 in your Journal. If you believe something, does that make it true?

Show of hands.

If you don't believe in something, does that mean it isn't true?

Show of hands.

The fact is, *our beliefs do not impact the truth*, but they do impact us.

According to Ms. Hogan, *our beliefs rule our behavior*. How many of you believe this?

In Emotions, you learned to identify the emotion and its job; it is imperative that we now identify our beliefs. We go a bit further here, though, because we not only need to identify them, we now must examine them and do one of three things: discard them, replace them or choose them consciously. The key objective is to consciously choose. How is this like what we learned in Emotions?

Possible responses:

- *We engaged our brains.*
- *Exercised our will.*

**Relationships
(Cont.)**

Question our own beliefs. Easy peasy. Right. Not. It's a challenging undertaking, but not impossible. By examining our beliefs and challenging them, we give ourselves the power to alter our decisions and free ourselves up to accomplish Transformational Permanent Change.

*Challenges and
Empowerment*
LJ—Page R-9

Let's examine some challenges realized by toxic relationships and tools of empowerment to overcome them. Turn to page R-9.

Facilitator Tip:

Choose at least 3 of the Challenges and then 3 of the corresponding Empowerment statements. Select Candidates to read statements out loud.

*Turning Limitations
into Empowerment
Exercise*
LJ—Page R-10

Let's take a few minutes to identify at least 1 challenge mentioned on page R-9 and is something that should be dealt with. First, let's go over the formula on page R-10 of your Life Journal.

Choose a Candidate to read the formula. Any questions? You have five minutes to list a limitation and create an empowerment statement to free you.

The health of a close relationship we have with each person can be healthy or toxic/unhealthy, and we do have the ability to choose whether we will continue or change a toxic relationship. We can also choose to nurture and grow a healthy relationship.

We already know what having choices can mean in our lives! Choices help us take charge of our lives, don't they?

The state of our close relationships with others is very important for our emotional well-being – both personally and professionally.

There may be some relationships, either by birth or by choice that we are quite happy with. We can, and should, look at those relationships as a template, or recipe, for success with our other relationships. These types of relationships are usually called strong, or healthy.

Then, there may be other relationships—either by birth or by choice—that we're not so happy with. Depending on the degree of our discomfort or unhappiness, or even our safety, these relationships may be labeled toxic or even destructive.

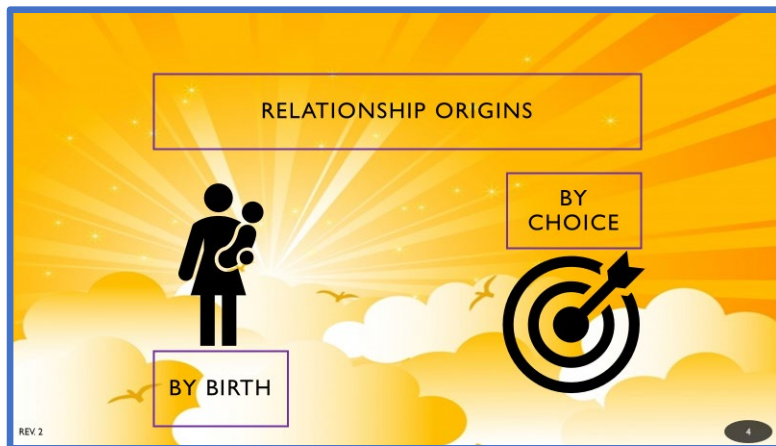
The opposite is also true. Sometimes we are less happy and have more stress as a result of toxic relationships. The exercise we just did shows us that when we are discussing relationships, we share a lot of the same

**Relationships
(Cont.)**

issues, fears, insecurities, and worries. I believe that knowing this about ourselves and the others in the room helps build a stronger and more lasting relationship among us.

Moving on. Most relationships have a beginning—where you are just getting to know each other; they go through changes—sometimes the relationship grows through the changes, sometimes not. And then there are the relationships that end. Some by choice as in “I don’t think we should be friends anymore,” or other circumstances like divorce.

PPT—Slide 4



There typically are two ways that we come into relationship with people—either by birth, or by choice. While we can’t choose those who are part of our relationship circle by birth, we can choose who to have a close relationship with, like with friends and spouses etc.

Remember, we are not talking about acquaintances here.

If we think about it, each relationship we have could probably use work in some areas. Strong relationships definitely take work to be maintained, and since we cannot change anyone but ourselves, strong relationships will take work on OUR parts.

However, before we consider the degree to which we are able and willing to develop strong and healthy relationships, let’s look around us and consider this: For the most part, people are social beings—relationships are a part of our lives. I believe we were created to be in relationships with other people.

Relationships (Cont.)

Do you remember the movie “Cast Away” starring Tom Hanks? He plays a man whose plane crashes and he ends up alone on a tropical island. He’s there for a number of years and throughout the movie we see the impact being alone has on him. He even develops a relationship with a soccer ball he names Wilson (from the brand name on the ball). When he loses Wilson, he is devastated—just as a person would be if they lost a cherished loved one. To me, this movie shows just how much we all feel the need to have people in our lives.

Let’s watch this 90 second video.

*Video: Creation of
Wilson the
Volleyball
90- seconds
PPT—Slide 5*

**VA: Download
video from
Faculty Resource
Page and run
locally to help
reduce Internet
service bandwidth
impacts.**



*Follow link below to play video, Creation of Wilson the Volleyball.
Make sure projector and sound are turned on.*

<https://www.youtube.com/watch?v=dNLvRN2GUbg>

Run video directly from hyperlink or from file on classroom laptop.

How many of you have a favorite ordinary item that you’ve named?
Show of hands.

*Relationships &
Statistics
LJ—Page R-11*

Now, let’s look at some statistics on relationships.

Research consistently shows that when you have healthy relationships, you are healthier overall.

Turn to page R-11 in your Life Journal to see some statistics.

Successful Aging by John Rowe and Robert Kahn, MD found that:

- Married people live longer.
- People without warm childhood relationships with their mothers and fathers are more likely to develop serious disease in midlife.
- Men who said their wives didn’t show them love were 20x more likely to develop chest pain than men with affectionate wives.
- People without strong connections to family, friends, or groups were 4 to 6 times more apt to die early, regardless of race, wealth, health, activity, or use of health services.

Relationships (Cont.)

- Just talking with someone lowers your blood pressure.
- High blood pressure can drop when we are in safe, supportive relationships.

Having a feeling of connectivity and trust with others in every area of life can be a tremendous help in managing our stress. The **absence** of connectivity can be a tremendous stressor.

During our research on relationships we came across an interesting video that really got all of our wheels turning here at the LLC. It's a novel way to view relationships, and not one that is readily talked about in today's culture. Please keep an open mind. As you view it, ask yourself: "What role do my expectations play in my closest relationships?"

*Video: 100/0
Principle Simple
Truths*

Time 2:25

PPT—Slide 6

**VA: Download
video from
Faculty Resource
Page and run
locally to help
reduce Internet
service bandwidth
impacts.**



Follow link below to play video, 100/0 Principle Simple Truths. Make sure projector and sound are turned on.

<https://www.youtube.com/watch?v=8-9nTG9rJ-k>

Run video directly from hyperlink or from file on classroom laptop.

*The 100/0 Principle
LJ—Page R-12*

There's a place for you to take notes on page R-12 in your Life Journal.

Read the phrases after the video is played.

The 100/0 Principle

"80% of life's satisfaction comes from meaningful relationships."

-Brian Tracy

Does anyone agree with that statement? If so, why?

**Relationships
(Cont.)**

Would you like to have better relationships with your spouse, boss, co-workers, or your customers? Of course you would...

Enter the 100/0 Principle. The 100/0 principle is simple, but powerful.

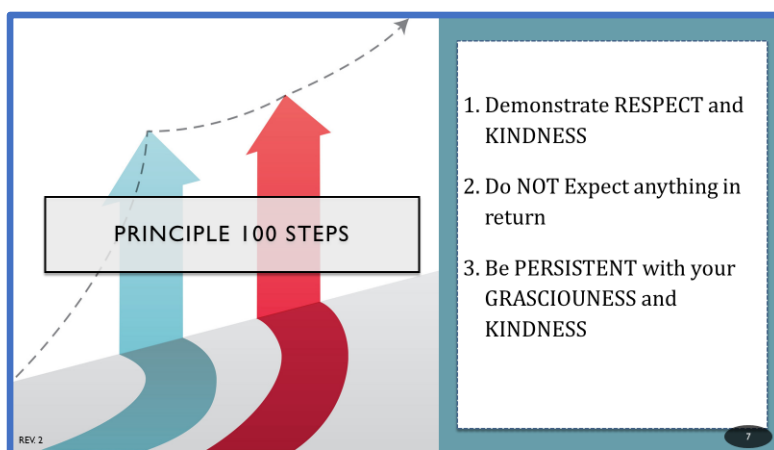
It's this...

You take full responsibility for the relationship. The 100.

Expecting nothing in return. The 0.

Let's look at the Principle 100 Steps. There is a place on page R-12 of your Life Journal to take notes.

PPT—Slide 7



Step 1—Demonstrate RESPECT and KINDNESS to the other person, whether he or she deserves it or not.

Step 2—Do not expect ANYTHING in return...Zero, zip, nada.

What is the definition of “Expectation”?

Facilitator Tip:

Consider asking someone to look up the word “expectation” from the dictionary and read the definition out loud.

Thank you. Let's relate the definition to step 2. It is the belief that something will happen or be the case in the future. Step 2 dictates when you do something you do it just because you want something in return.

Step 3—Be PERSISTENT with your GRACIOUSNESS and KINDNESS. Often, we give up too soon. Remember, expect nothing in return.

The 100/0 principle is about GIVING, not taking. It's about the HEART, not the head.

**Relationships
(Cont.)**

It's about KINDNESS, RESPECT, and PATIENCE.

It's a little thing that makes a big difference. Be 100%...It could change your life.

Facilitator Tip:

Consider sharing a personal example of following the 100/0, if you have one.

It's an interesting paradox...that if we give 100%, then the relationship can be transformed into a 100/100 authentic relationship.

Where do you agree or disagree with what we just saw in the video?

Encourage responses throughout the discussion. Potential questions to lead the discussion:

- How can the 100/0 work in personal, work, community, spiritual relationships?
- Where would it not work? Why? *(Look for abuse situations, dangerous situations, boundaries issues, etc.)*

Before we showed the video, I asked you to ask yourself: "What role do my expectations play in my closest relationships?" This video suggests that when there is no expectation of anything back, we get a lot back.

Do you think this is possibly true in today's world? Where? How?

People are disappointed at best and raging mad at worst when their expectations are not met. Unmet expectations can lead to aggravations, frustrations, issues, and retaliation.

Here's an example for you. A person we know, (Paul) rides a motorcycle. In the motorcycling arena – if you ride you'll understand this—many riders will wave at all other riders they meet. It is apparently considered poor manners to not wave if someone waves at you. However, our friend has no expectations of anyone waving back because that's just "who I am." Subsequently, he doesn't get mad if someone does not wave, because he didn't expect it in the first place. However, he is still giving the 100% because he waves at every other rider he meets.

This video says that when there is no expectation to be met there is no resulting disappointment or anger. What are your thoughts on that?

Think about yourself for a moment. What happens when you don't get the response you're looking for? Do you react, or do you respond?

Pause.

**Relationships
(Cont.)**

To wrap up, this is a great principle to live by in building and maintaining close relationships.

Thoughts Exercise
LJ—Page R-12

On the bottom of page R-12 of your Life Journal, there is a place for you to write some of your thoughts on the 100/0 principle. If you are willing to give it a try in one of your relationships, take a moment to note that as well.

Give candidates a moment to make notes.

Earlier we said that we were created for relationships. As you might expect, the degree to which we have the ability and desire to develop supportive relationships in our lives varies among individuals.

Some people, who are very independent or who simply place a high value on privacy and personal boundaries, or who are extremely shy may actively **limit** the number of relationships they have and/or spend less time connecting with people in general.

There is nothing wrong with this; however, if we recognize ourselves as this type of person, we may want to be sure that it is not affecting our level of stress. We talked a lot about stress in Emotions, and we'll want to use that information to help us determine if this is a stressful situation. We might also want to think about the statistics we covered earlier and reconsider the decision to limit our time with people.

If our level of stress is affected, what could we do?

Possible answers are:

- *Create a new relationship.*
- *Enhance an existing relationship.*
- *Take a small action to be with others.*
- *Take a small step to talk with others.*
- *Look for opportunities to be with others.*

All of these are good ideas. Keep these ideas in mind as we continue through our materials and as we get into working on our Relationships Life Blueprints.

My Relationships

25 Minutes

Now, let's take a look at our close personal relationships. Remember, we said earlier that we have relationships with people who are in our lives either through birth or by choice.

We are going to take a few minutes to list our relationships and make some notes about them.

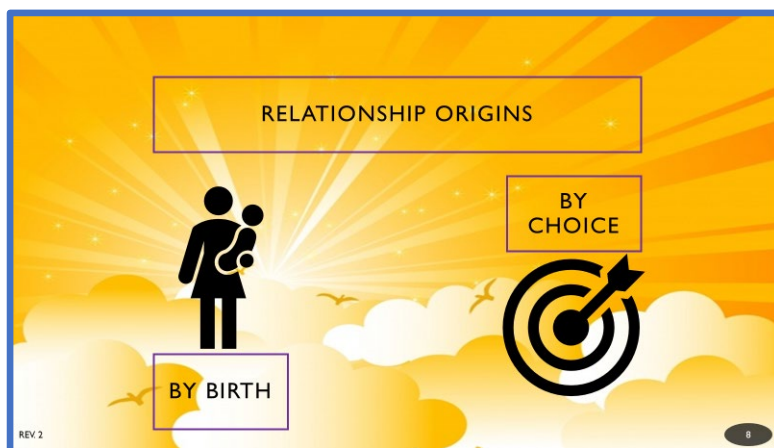
First, you have your personal relationships by birth, such as your parents, siblings, children, relatives, etc.

Next, you will find your personal relationships by choice, such as your spouse, significant other, friends, etc.

Other choice relationships include work relationships like your manager, coworkers, and even customers fall in this category.

Of course, you have other relationships and acquaintances, but we **are not** going to talk about Social and Community relationships, your town, city, political affiliation, clubs or organization status, etc. and we **are not** going to talk about your spiritual relationships or church affiliations.

Categorizing Relationships
Exercise
PPT—Slide 8
LJ—Page R-13



Turn to page R-13 in your Life Journal. Let's look at the directions. "List the relationships you have in each category. Make a few notes or comments about this relationship." For instance, do you think it is a good relationship—why or why not? What do you like or dislike about this relationship? How could this relationship be better OR, is this a relationship that you need to take some action on?

"Then rate each relationship on a scale of 1 to 5, with 5 being the very best it could be, to 1 being the very worst it could be. A 3 would mean it is an average relationship." Basically, we are asking you to determine if you think this is a "good"—based on your definition of "good"—relationship or not.

My Relationships (Cont.)

You'll have 10 minutes to write down your relationships and make a note about each of them, and also to rate them from 1 to 5. If you don't feel comfortable using names, use initials. Questions?

When we're finished, we'll talk about one of these relationships.

Allow 10 minutes.

Healthy Relationship Characteristics
LJ—Page R-14

Everyone finished? Great! Now, please turn to page R-14 in your Life Journal.

From the work you just completed, I'd like you to now identify the person with whom you have the **best** relationship. This will be the person you gave the highest score to. (In case of a tie, choose the one you have known the longest or the one who has the greatest influence in your life). It could be your spouse, or significant other, a family member, a friend, a coworker, etc. Write the name, or the initials, of that person on the line provided on page R-14 in your Life Journal.

Next, you'll see that there are several attributes, characteristics, and behaviors listed. There are two columns for every statement. One entitled "I Do This to Them" and the other "They Do This to Me." For every statement determine whether or not you exhibit the behavior. If you do, then place a checkmark in that column. Then determine whether or not the person you chose exhibits the behavior towards you. If they do, place a checkmark in that column. Think carefully and answer honestly.

You have 5 minutes to do this exercise. Look up when you're done.

Allow 5 minutes.

Were there items on the "I Do This to Them" that you realize are important to you, but you did NOT check them? Were there items you did not check on the "They Do This to Me" list, and those items are important to you, you may be looking at an opportunity to improve the relationship. Thoughts?

Encourage brief discussion.

My Relationships (Cont.)

Toxic Relationship Characteristics
LJ—Page R-15

Okay. Now turn to page R-15 in your Life Journal. Write the name or the initials of the same individual you chose for the Healthy Relationships on page R-14. The chart below lists attitudes, behaviors and characteristics prominent in a toxic relationship. Just like in the Healthy, place a check to indicate you exhibit that behavior, and a check if the person you chose exhibits that behavior. Think carefully and answer honestly.

You have 5 minutes to do this exercise. Look up when you're done.

Allow 5 minutes.

Were there items on the "I Do This to Them" that you realize are important to you, but you did NOT check them? Were there items you did not check on the "They Do This to Me" list, and those items are important to you, you may be looking at an opportunity to improve the relationship. Thoughts?

Encourage brief discussion.

There are naturally times in each relationship where some of these unhealthy characteristics will show up. In a toxic relationship, however, we'll see **more** of these characteristics and they'll **show up more often**. There will be stress and pressure, and possibly fear, as a result. Remember, as we go through this list, we can only effect change in ourselves. Someone has to want to change before change can occur. Please turn to page R-15 in your Life Journal to see the list. There's also a place for notes.

When you look at the list of the attitudes and behaviors you checked:

- What did you learn about the relationship you have with this person?
- What are your thoughts on the healthiness of this relationship?
- Can you see areas that could be worked on—assuming that the person is willing to work with you?

Discuss briefly.

If you believe the relationship exhibits more unhealthy than healthy relationships and would like to get help, please see me or your Care Coordinator after class.

Appendix
LJ—Pages R-46
thru R-55

By the way, the Appendix section of your Life Journal (pages R-46 thru R-55), you will find copies of these forms so you can perform the same exercise for each of the relationships you listed on page R-13.

My Relationships (Cont.)*Fixer-Upper Relationship*

Please also note that some currently toxic relationships are worth trying to turn into healthy ones. Let's call them fixer-upper relationships.

But first, let's set some realistic observations of toxic relationships which may not be salvageable. Those relationships where there is physical abuse, you genuinely fear the other person's temper, the other person does not allow you to have time to yourself and makes you account for every moment outside of their presence or does not allow you to have money may be beyond fixing.

On the other hand, if your toxic relationship contains some healthy relationship characteristics such as, you resolve conflict fairly, forgive each other, can communicate clearly and openly without fear of consequences, then there may be hope.

Maybe you have a good friend that is currently toxic for you. They want to quit using, but cannot get rid of their most toxic relationships. Maybe by making yourself more available, they will spend more time with you and keep them from being so dependent on their own toxic friends.

A win-win - you get a healthier relationship with your friend, and your friend gets away from some toxic relationships of their own.

There is always a risk in a fixer-upper relationship only you can figure this out for you. The thought process we will discuss in our Relationships Life Blueprint applies to fixer-upper relationships, just as it does for healthy and toxic relationships.

**Relationships
Life Blueprint,
Part 1 40 Minutes**

Let's begin working on your Relationships Life Blueprint. In Part 1, we will analyze and assess relationships. In Part 2, we will work on the Action Plan.

To help us with this exercise, though, we are going to target a specific relationship. You can use the approach we are about to go through to examine each of your relationships. Therefore, we are providing two copies of the actual form so you can copy it and use it to examine other relationships.

First, though, there is one more aspect we need to come to understand about relationships, which is Love Language.

*Love Language
LJ—Page R-16*

Flip over to page R-16 in your Relationships Life Journal. You'll notice the next question:

What "Love Language" do I speak?

Love Language? What's a love language? Well, I'm glad you asked! First, I want to give credit to the creator of the term "love language," which comes from Dr. Gary Chapman. He is a relationship counselor, author, and seminar leader.

According to Dr. Chapman, each of us has a need to give and receive love. He says each of us shows that we care about someone by using our love language and feel that someone cares about us when someone speaks our love language.

I'm not going to go into a lot of detail at this time, but I would like all of us to determine the love language we use and the one the person here uses. Dr. Chapman has identified 5 love languages.

Each of us has a primary love language. When someone "speaks my language," I feel loved. When they don't, I may wonder if they really care. You will see page R-18 lists the 5 love languages identified by Dr. Chapman. Feel free to make notes under each heading.

The first love language is Words of Affirmation. There are many ways to express positive words to someone that may focus on their behavior, physical appearance, or personality. Common expressions of this love language would be things like, "you look really great in that outfit," "you did an excellent job on that project," "thanks for taking out the garbage."

Relationships Life Blueprint, Part 1 (Cont.)

The second love language is Quality Time. This is giving someone your undivided attention. It could be as simple as rolling a ball back and forth on the floor with your child, to taking a road trip with your best friend, to going fishing with your spouse. The important thing is not so much the activity, but that you are spending quality time together.

The third love language is Gifts. This is one of the languages we probably think of relatively readily. Nothing speaks love like a gift!

Well, that is if your love language is gift giving. For a person with this love language, the gift does not have to be expensive, it just needs to say, “I was thinking of you.”

The fourth love language is Acts of Service. The person who has this as their love language can typically be found doing something for someone. They are the people who take food to the family who just had a baby, they work at soup kitchens, they’re always looking for things they can do to help someone. Words don’t really show them that you love them like cleaning the garage or mowing the grass does.

The fifth love language is Physical Touch. You’ve seen these people, they are the ones who love holding and cuddling babies, they hug you when they see you, they knuckle bump and high five, and they love to hold hands.

Love Language Quiz LJ—Page sR-17 thru R-19

According to Dr. Chapman, we use all the love languages at different times, but we each have a primary language. Now we’re going to take a short quiz to help us determine our own primary love language. Turn to page R-17 through R-19 of your Life Journal.

Please read each pair of statements and circle the one that best describes you. Don’t overthink it.

When you are done, add up your scores by letter at the bottom of page R-19. Let’s take about 3 minutes to do this.

Allow time.

In a minute, I’m going to ask folks to share their primary love language and provide an example for their life that illustrates this.

To get your thinking started, here are a few examples:

1. If you regularly find yourself telling people how much you appreciate what they’ve done, speak encouraging words, or tell them how much you love them, then your primary language may be Words of Affirmation. If you (appropriately) pat people on the back, touch them on the shoulder, or like to hold hands when you walk in the mall with your significant other, Physical Touch may be your love language.

Relationships Life Blueprint, Part 1 (Cont.)

2. Usually our complaints will reveal our inner emotional need for love. If you find yourself telling your spouse, “we don’t ever spend any time together,” or “I wish you wanted to take me out once in a while,” your primary love language may be Quality Time.
3. Maybe you’re someone who reminds family/friends when your birthday is coming up a month before the actual day. Gifts may be your love language.

So, why would knowing our love language and the love language of the people we have relationships with—our family, friends, bosses, co-workers, and social acquaintances—be important?

Look at it this way. What would all our relationships look like if we were aware of and spoke each other’s love language? Add that to the 100/0 Principle, and I wonder what our relationships would look like? Comments? Questions?

Pause for short discussion.

*Current
Relationship State*
LJ—Page R-20

Your Relationships Blueprint starts on page R-20 in your Life Journal. So, let’s get started. Feel free to ask questions as we go along.

We are going to operate on the assumption that there is no perfect relationship. We may have many good relationships, but we believe that even good relationships can grow, improve, and become even better with a bit more effort on our parts.

Date: Fill in today’s date.

LJ—Page R-13

Relationship with:

Please choose someone from the “My Relationships” sheet on page R-13. Choose someone you feel you have a **good** relationship with. It could be a family member, friend, or a significant other. It should be someone you interact with frequently and would like to improve your current relationship with. Use either their name or their initials.

LJ—**Foundations**
Page F-19, F-20 &
F-21

For **Their Personality Style**, we need to refer to what we learned about personalities during Foundations. Pull out your **Foundations** Life Journal and review the explanations provided for the different styles: Riveting Rhino, Tolerant Turtle, Orderly Owl, and Bouncing Bumblebee on pages F-20 & F-21. Choose one of the styles you believe reflects their personality and record it in the area on page R-20 of your Relationships Life Journal.

For **My Personality Style**, copy what you recorded in your **Foundations** LJ page F-19 for your own style.

**Relationships
Life Blueprint,
Part 1 (Cont.)**LJ—Foundations
Page F-57

LJ—Page R-20

My Life's Purpose:

We worked on our Purpose during Foundations Week, too. You may have changed or enhanced yours a bit since then, which is good, and you can find what you wrote for your purpose on page F-57 in your Foundations Life Journal. Take a minute to write your purpose in the space provided in your **Relationships** Life Journal on page R-20.

Part1. The Current State of this Relationship:#1. How does this relationship CURRENTLY support my life purpose?

In this section, you'll need to do a bit of thinking about how this relationship supports or derails you from you accomplishing your life's purpose.

To save time, let's all use the same purpose. Write down: *To encourage people and help them see a hope for their future.*

If I am married to a person who values, understands, and supports my purpose through participating in volunteer work together, I can use that as one example to say that this relationship supports my life purpose. If they think I'm bonkers for wanting to perform unpaid work to help others, this is probably an example of how the relationship detracts me from accomplishing my life's purpose.

Next, we're going to fill in several sections that deal with the current state of this relationship.

#2. What do I receive from this relationship?

When you think about this question, it can include physical, emotional, spiritual, or financial needs—all the domains may or may not be represented. In this section you will write down those things that you get from the relationship currently.

For example, if you listed a best friend for the blueprint, you may need emotional support to help you through something that is going on in your life. Remember, we are in the present. **Resist the urge to write down what got you in the past.**

#3. What are _____'s strengths?

Here, you want to list the positive characteristics, attributes and strengths that this person brings to the relationship. Are they a shoulder to cry on? Do they give good advice?

#4. What are _____'s limitations?

This is the spot where you want to list the limitations this person brings to the relationship. For example: Are they too needy of your time? Do they try to give you advice when you're not asking for it?

**Relationships
Life Blueprint,
Part 1 (Cont.)**

Based on our personality styles: where do we mesh, and where do we clash?

Remember what we learned in the Personality Styles class—that each of the styles has components that have a fast or slow pace, and people or task orientation.

We also learned that it's typically easier to deal with people we have more of these things in common with, and may have more difficulty dealing with our opposites, (rhinos /turtles; bees/owls). We won't go into the styles again, but as you look at your sheets this may be something you may want to consider.

Be sure to enter information for where you mesh and where you clash.

Pause.

**Love Language
LJ—Page R-21****Five Love Languages:**

#1. What love language do I speak? From page R-19, choose the Love Language with the highest score.

#2. What love language do _____ speak? Are you able to figure out what their love language is? For now, take your best guess based on the definitions on page R-18.

Allow a bit of time for questions and help.

#3. What is lopsided in this relationship? (How do I feel about this?)

This is a great question! Most relationships are lopsided in some way. Again, the lopsidedness may occur in any, some, or all the domains. Lopsided-ness is not necessarily a bad or good thing.

Let's step back and look at this relationship from an objective standpoint. Usually we can see a relationship as lopsided when we think that one or the other of us is giving or taking more than the other of us.

Be sure you clarify your thoughts and feelings on the lopsided areas. Is it troublesome to you? Do you prefer there be a more equal division of responsibilities or something else?

Pause.

#4. Where have I been hurt by this person? And Where have I hurt them?

Sometimes it's easy to remember those times and places where we've been hurt. Sometimes it is not. Isn't it owls and turtles that have an easier time remembering these instances? So, if you have owl or turtle tendencies, the answer to this question may come easier for you. Rhinos and bees may tend to push that pain out of their minds and may have to

**Relationships
Life Blueprint,
Part 1 (Cont.)**

search a bit to remember. Also, depending the severity of the painful event, it will be easier or harder to remember. However, it is important to expose these hurts, so we can deal with them. Please take some time now to capture this information.

Pause.

#5. What mistakes have I made in this relationship?

Here's another tough one! We know we need to take responsibility for our role in the relationship—even when it's tough! We all make mistakes. Sometimes, however, we were sure we were right at the time and that the choice we made then was the right one.

Over time, however, we may have learned that the choice was really a mistake. So, if we get to own the good stuff, we need to own the not-so-good stuff too. Take a hard look and write down where you may have made some mistakes in this relationship.

#6. What do I need to forgive this person for? What do they need to forgive me for? What do I need to forgive myself for?

Let's talk a bit about forgiveness before we answer this next question. Depending on the hurt you described in the previous question, you may be thinking all sorts of things right now! So, what are your thoughts?

Allow time for people to share. Try to get both sides of the issue—those who have a difficult time entertaining the thought of forgiveness and those who either have already forgiven or who are more willing to.

The bigger the pain, the more severe the incident, sometimes, the harder it is to even think about forgiving someone.

However, consider this—forgiveness doesn't:

- Mean you must forget what happened.
- Mean you deny the other person's responsibility for hurting you.
- Justify the wrong.

Getting another person to change his or her actions, or behavior is not the point of forgiveness. That's their choice. Your choice is to decide if you will let their words, actions, or behavior control **your** health and **your** choices.

Forgiveness takes away the other person's power over your life. One of the things we said during Foundations week was, not forgiving someone was like taking poison and expecting the other guy to die.

You can forgive without excusing the act. You are looking for the peace forgiveness gives that allows you to go on with your life.

**Relationships
Life Blueprint,
Part 1 (Cont.)**

Here are some additional benefits to forgiveness.

- Lower blood pressure
- Fewer symptoms of depression, anxiety and chronic pain
- Lower risk of alcohol and substance abuse
- Less stress and hostility
- Greater spiritual and psychological well-being
- Healthier relationships

So, even with all that said, you may still not be ready to **give** forgiveness. That's your choice.

However, now that we've owned up to the mistakes we've made, giving forgiveness and/or asking forgiveness just might be the next logical step. Even if you're still sure you were justified in what you said or did, maybe it's your pride that is holding you back.

If that is the case, I would just make a note of what either or both of you **need** forgiveness for in this space. Don't forget to write what you need to forgive yourself for.

Let's capture all aspects of this relationship so that we have all of the information we need to make informed decisions and choices overall.

Pause.

Let's wrap up our discussion with three final questions. Thinking back, or even looking back over the answers you've captured so far, think about this:

#7. What am I willing to accept in this relationship?

Another question may be "what am I willing to put up with?" Each relationship has some quirks that we are willing to put up with—either because they are only a small annoyance that we are able to deal with. For example, maybe your husband or wife never picks up their socks, or he or she snores. That may be a minor annoyance that you're willing to put up—so long as it's not the proverbial 'straw that breaks the camel's back.'

There may be other things that are of a more serious nature that you are willing to put up with, such as your love language is words of affirmation and this person never tells you he or she loves you. It's like that old story where the wife asks the husband, "Why don't you ever tell me you love me?" And he answers, "I told you once. If anything changes, I'll let you know."

Enter that information in the space provided.

**Relationships
Life Blueprint,
Part 1 (Cont.)****#8. What won't I accept in this relationship?**

Just as there are some things that we will accept in a relationship, for the sake of the relationship, there are things that we won't. For example, if trust is one of your strongest values, you may not accept a lie from this person, or you may not accept them going behind your back to tell someone something about you.

Enter that information in the blank.

#9. What are the choices I have regarding this relationship?

We've spent a lot of time talking about choices over the past few weeks. Even when it may not look like there is a choice, at minimum, we have learned that we have the choice to NOT do something, and we have a choice about our attitude about a situation.

So, what choices do you have regarding this relationship? It could include things like talking to the person about the relationship or even ending the relationship.

Remember, we cannot change someone else. No matter how hard we try, if a person does not want to change, they won't. We can only effect our own changes. So, what are all the possible choices you have with this relationship? Brainstorm with yourself for a bit. Even if at first glance you don't think you would "choose that choice" write it down—because it is an option.

Pause.

So, what have you learned about this relationship so far?

Great! As you can see there is still much more for us to do with this blueprint before we're finished. Next time, we will discuss our vision for the relationship as well as develop an action plan for this relationship.

Let's move on and begin to wrap up our day.

**Relationships
Recap**

10 Minutes

As we wrap up our discussion on Relationships today, let's think about this:

- Be quick to accept yourself and others and be very slow to criticize. Try to understand others instead of needing them to understand you. Let go of having to be right all the time. You don't need to win every argument!
- Don't compare your life to others. You have no idea what their journey is all about.
- Forgive everyone every time. What other people think of you is none of your business.

Pause.

No one is in charge of your happiness but you.

*The Five Finger
Prayer*

LJ—Page R-22

I would like to end this class with the 5-finger prayer, which you can choose to do or not—it's up to you. You can find it on page R-22 in your Life Journal. (From www.Biblestudyplanet.com).

1. Your thumb is nearest you. So, begin your prayers by praying for those closest to you. They are the easiest to remember. To pray for our loved ones is, as C. S. Lewis once said, a "sweet duty."
2. The next finger is the pointing finger. Pray for those who teach, instruct, and heal. This includes teachers, doctors, and ministers. They need support and wisdom in pointing others in the right direction. Keep them in your prayers.
3. The next finger is the tallest finger. It reminds us of our leaders. Pray for the president, leaders in business and industry, and administrators. These people shape our nation and guide public opinion. They need God's guidance.
4. The fourth finger is our ring finger. Surprising to most of us is the fact that this is our weakest finger, as any piano teacher will testify. It should remind us to pray for those who are weak, in trouble, or in pain. They need your prayers day and night. You cannot pray too much for them.
5. And lastly, comes our little finger – the smallest finger of all which is where we should place ourselves in relation to God and others. As the Bible says, "The least shall be the greatest among you." Your pinkie should remind you to pray for yourself. By the time you have prayed for the other four groups, your own needs will be put into proper perspective and you will be able to pray for yourself more effectively.

**Relationships
Recap**

Blueprint Part 1
Commitment
LJ – Page R-23

Now, let's look at page R-23 in our Life Journals. Please complete the section: The first positive step I will take toward Transformational Permanent Change in bettering my relationship with _____ is:

When you've accomplished that goal, be sure to date it as well.

Networking

40 Minutes

An important part of professional relationships is Networking. Let's first gain a better understanding of what that means. When you hear the word 'networking', what comes to mind?

Look for responses.

Great! The concept of networking is quite simple—it's how we establish and build upon relationships that form connections with others.

Whether you realized it or not, you've already had experience in doing this! You're technically networking each time you meet someone new.

These connections can help us in one form or another, specifically when we are searching for employment. Have you ever heard the phrase, "It's not about *what* you know, but *who* you know?"

Utilizing your professional or personal connections can make the job search process a bit easier.

Has someone you know notified you that their company was hiring? Have you ever been hired at a job where you already knew someone that worked there?

Look for responses.

It's been shown that networking is the most effective way to find and secure employment. In fact, most employees found their most recent employment through their network or a connection to the hiring manager.

Let's expand on that for a minute. Consider if you were responsible for hiring someone at your company. Would you be more likely to hire someone that you know and trust, or someone you just met and know nothing about?

Video: Networking to Get a Job

Time: 5:45

PPT—Slide 9



Let's watch a video before moving on. This should help to reinforce what we've discussed so far.

**Networking
(Cont.)**

**VA: Download
video from
Faculty Resource
Page and run
locally to help
reduce Internet
service bandwidth
impacts.**

*Expanding Your
Network*

Play video: “Networking to Get a Job.” Ensure projector is turned on and volume is at an audible level. <https://youtu.be/R71wV7G99G4>

Run video directly from hyperlink or from file on classroom laptop.

So, where do we start if we don’t have a large professional network?

We understand the idea can seem overwhelming at first. However, starting with your friends, family, and existing network is always a good idea.

The next step will be making a conscious decision to expand your network and continue to build upon your network of professional contacts. You can achieve this through actively seeking opportunities to practice your networking skills.

Networking Opportunities:

1. Ask your friends and family if there’s anyone in their network that you should meet and be introduced to based on your professional interests.
2. Build relationships within your social organizations such as church, sports teams, clubs, etc. You may not be aware of the extent of their professional background and who they could put you in touch with.
3. Utilize social media including LinkedIn, Facebook, and Twitter. We discussed last time how social media can be used as a tool for your job search. Consider looking into professional Facebook groups/job postings and continuing to use your LinkedIn account.

Once you’ve assessed your current network, start expanding it through new relationships. Each new person you meet can serve as a potential opportunity and provide value.

Tips for Expanding Your Network:

1. Avoid excluding anyone during the networking process. Opportunities can arise in unexpected circumstances and may not come directly from someone you are close to. Most employment referrals are actually made by friends of friends.
2. Network as often as possible, even if you aren’t currently seeking employment opportunities. Keep in mind, you want to show interest in the other person—no one wants to form a relationship with someone who is only focused on themselves. Just like anything else, there must be a mutual benefit.
3. Keep an optimistic attitude. Although the job search process can be discouraging at times, it’s important to not let it show. How you present yourself will leave a lasting impression. Make sure you are putting your best foot forward and appear confident in your abilities. In other words, fake it until you make it!

Networking (Cont.)

The Networking Conversation

So, what does a “networking” conversation look like and how does it differ from a traditional conversation?

Focus on asking constructive questions. Professional conversations can be intimidating at times. When in doubt, remember that people generally enjoy talking about themselves—break the ice with questions about the other person’s career and general interests. Let’s review some examples together.

Networking Ice Breakers

LJ - Page R-24

Follow along with me on page R-24 of your Life Journal. Here are a few examples:

Facilitator Tip:

Consider having Candidates take turns reading the list out loud.

Networking Questions:

- What led you to your current place of employment?
- What interests you about your specific line of work/industry?
- Have you always been employed within this industry, or do you have experience in other realms as well?
- What’s the most enjoyable aspect of your job?
- What prompted you to come to this event?
- How did you get involved in _____?
- What skills are most critical to success in the work you are currently doing?
- What advice would you give someone just starting in this business/profession?
- What is the most challenging aspect of your current job?
- What significant changes have you seen take place in your profession/area of expertise through the years?
- What do you see as the coming trends in your profession/area of expertise?

Networking Intro & Closing

Networking: Introduction:

When it comes to introducing yourself to new connections, you have just a few moments to establish interest. You may have noticed the term ‘elevator pitch’ during the video we watched. Relate this back to your TMAY (Tell Me About Yourself). We continue to practice your TMAY’s for a reason!

Remember to be prepared for additional discussion based on the key points that you mention in your TMAY. You’ll likely need to back it up with experience and examples of what you can contribute in the professional environment.

**Networking
(Cont.)**Networking: Closing the Conversation:

On the other hand, closing the conversation is equally as important. The future of a relationship can be determined heavily by how you end your first meeting with someone. Remember, a relationship is something that is ongoing.

You want to wrap up the conversation with a closing that signals you are interested in engaging with the individual in the future. Here are a few examples of how this can be accomplished:

- Request to follow them on LinkedIn
- Request their contact information and follow up with an email
- Exchange business cards (if you have them)
- Invite them to coffee or a professional event you're planning to attend

Before you begin your networking efforts, take some time to reflect on the following:

- Who is in your current network?
- How can you build a mutually beneficial relationship?
- How will you seek to expand your network—in person or online?

Now, let's apply what we just learned with a networking activity.

In just a moment, you will practice networking through conversations with your classmates. Remember, LLC staff, volunteers, employers, and cohort members are all part of your network!

This is a perfect opportunity to practice a networking conversation, while also learning more about how your classmates can be of assistance in your job search. You may even be surprised by who they can introduce you to!

Treat this exercise as you would if you were meeting someone for the first time and attempting to build a professional relationship. As we stated earlier, the conversation should include several key components:

1. Captivating Introduction
2. Engaging and Purposeful Questions
3. An Investment-Worthy Closing

All right, here are your instructions for this exercise!

*Networking
Exercise*

LJ – Page R-25

**VA: Consider
one role play
with yourself to
demonstrate**

Using your Networking Tracker on page R-25, you will network with several of your classmates. In addition to the key conversation items we just discussed, you will have the opportunity to ask if they have any personal contacts or connections to someone within a profession of your choosing. This reinforces the “friend of a friend” concept we mentioned earlier.

**Networking
(Cont.)**

VA: Use Breakout Rooms for Small Group Discussions.

Assign partners in pairs, using 3 if odd number.

Select Breakout Rooms.

“Manually” assign candidates to rooms, have candidates join Breakout Rooms.

Direct them to return to the Main Session in desired number of minutes (suggest 3 minutes). Repeat for each breakout discussion in this class.

- For example, if I were seeking employment as a mechanic, I’d then ask my classmate if they knew anyone working in a mechanic-related field.

If your classmate does, in fact, know someone within that profession, you will request and document the information listed on your Networking Tracker on page R-25 of your Life Journal (Name, Title & Company Information. If they do not know someone within that specific profession, try suggesting another.

Make sure you have permission to provide someone’s contact information before doing so. If necessary, you can skip this part of the exercise.

You’ll also see a space on page R-25 for the date you contacted the individual and comments regarding the conversation. The same rule applies here when it comes to having permission to make contact.

Make sense?

Great. Listen up for what I’d like you to do.

I’m going to ask that everyone stand up and make their way around the room, making conversation with a few of your classmates. During each conversation, you should include the following:

1. Introduce yourself (TMAY)
2. Ask 3 engaging questions about their career or interests (use examples from page R-24 if needed).
3. Ask if they know someone with current or previous work history in a profession of your choosing and complete the information on your Networking Tracker on page R-25
4. Close the conversation in a manner that will build upon the relationship and indicate contact or follow up in the near future.

Once you finish the conversation, walk around the room to find another classmate to network with and repeat the process until this lesson is over. Any questions before we get started?

Address questions as necessary.

Great! Please stand up and begin networking! I’ll let you know when five minutes remain, so you can wrap up your final conversation.

Walk around room to observe networking conversation amongst participants. Redirect conversations that stray away from networking-related topics to keep everyone focused and on track. Notify when five minutes remain and wrap up.

**Wrap Up &
Evaluations**
10 Minutes
Evaluations

Let's quickly recap what you learned during this class with a short discussion.

Prompt the following discussion points and facilitate 3-5-minute discussion:

- *What topic or lesson did you find to be the most interesting or enjoyable?*
- *What was learned as a result of the class?*
- *Share an achievement or a moment you were proud of.*
- *Did you experience any struggles or challenges? If so, how did you overcome it?*
- *How could the class have been improved?*

Thank you for sharing!

As usual, evaluation forms are the last item on the class agenda.

By the way, in Relationships Part 2, you will be practicing your TMAY, so make sure you also bring your **Working for a Better Life Journal** for reference during that segment.

Distribute evaluation form to each Candidate and remind them:

- *Put their name on the evaluation form*
- *Of the importance of completing all parts of the form*
- *Comments are an expectation and should be given*
- *To provide facilitator feedback on back of form*

Facilitator will collect the evaluations. Ensure all Candidates submit a form and both sides are filled out.

Submit collected evaluations to LLC Administrative Assistant at the front desk.

Pillars Part 2: Building Relationships

Facilitators Guide 2020



Life Learning Center

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Facilitator's Checklist – Part 2

VA: More details shown in Guide text

The facilitator should make sure of the following before beginning Relationships Part 2 activities.

Check Supplies

- ☐ Basket to collect cell phones
- ☐ Post-It Easel pad with markers (check markers to make sure they have ink)
- ☐ Pens, Tape, Crayons, Markers, Scissors, Glue
- ☐ Dictionary

Facilitator Tip:

Make sure there is a Volunteer available to help with the Small Group Session that takes place later in this segment.

Check Presentation Equipment

- ☐ Power On
 - ☐ PowerPoint appropriate for sessions
 - ☐ Video: Iyanla Vanzant – Forgiveness*
 - ☐ Video: The Power of Forgiveness*
- *(run from hyperlink or from classroom laptop)

Facilitator Material During VA Session

- ☐ Zoom Breakout Room (**VA – Virtual Best Practices for Faculty 2020**)
- ☐ Relationships-Spend Chart.pdf (**VA – Share Screen**)
- ☐ Relationships-Wbd Objectv2.docx (**VA – Share Screen**)
- ☐ Relationships-Wbd Way2Care.docx (**VA – Share Screen**)

Reference Material During Session

- ☐ **Relationships Life Journal Pages: R-26 thru R-55**
- ☐ **Working for a Better Life Journal Pages: W-23 and W-24**
- ☐ **Foundations Life Journal Pages: F-57, F-20**

Check ***Facilitator Bin*** for Supply of Handouts

- ☐ Relationships Handout #1 Spending Chart (**LLC sent with Journal**)
- ☐ Evaluations

Candidates Materials

- ☐ Cohort Schedule
- ☐ Life Journal

Facilitator Tip:

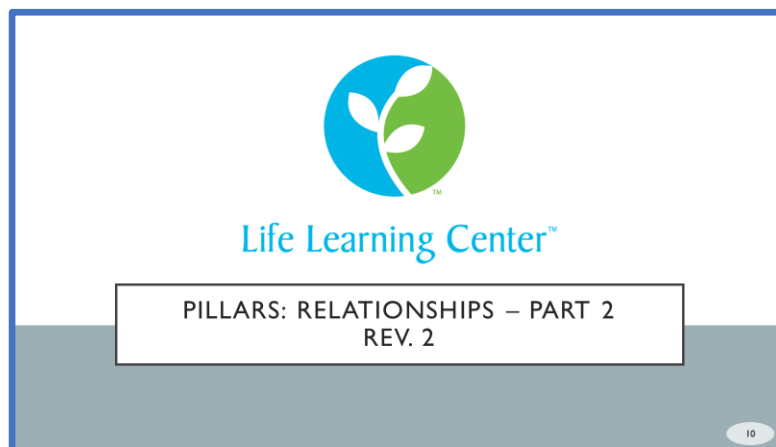
As this text is used universally, check schedule to incorporate use of such terms as: “this afternoon/evening,” “break/meal.”

Welcome

5 Minutes

PPT—Slide 10

Welcome to today's class. My name is _____ and I'm a volunteer faculty member.



Your daily schedule is posted on the classroom door. You can reference it for the following information:

- Scheduled Break/Mealtimes
- Volunteer Faculty
- Lesson Topics & Time Durations
- Assigned Location (i.e., classroom, technology lab, café, etc.)

Everyone has a life and responsibilities outside of Life Learning center. However, now is the time to shift gears from whatever may be going on at work or at home. Leave it at the door for the next few hours and allow yourself to be present in this moment.

This is your second Relationships session. In your last session you talked about how relationships can be healthy, toxic, and fixer uppers as well as learning about our love languages so we can relate to ourselves and others. We practiced networking conversations to get more comfortable with expanding our network with new people who can become our friends, mentors, and those who can help us connect with job opportunities. And finally, we started working on our life blueprint.

Has anyone been more aware of their relationships with people in their lives since we last met?

Add a personal story from your recent experience—so they can relate. Be sure to have a relatable moment.

Okay...has anyone made an effort to change how you treat others?

Today you are going to explore ways to improve our relationships by understanding boundaries for ourselves as we relate to others, get tips f

**Welcome
(Cont.)**

or relationships stress relief, practice tough conversations and complete our life blueprint. Any questions.

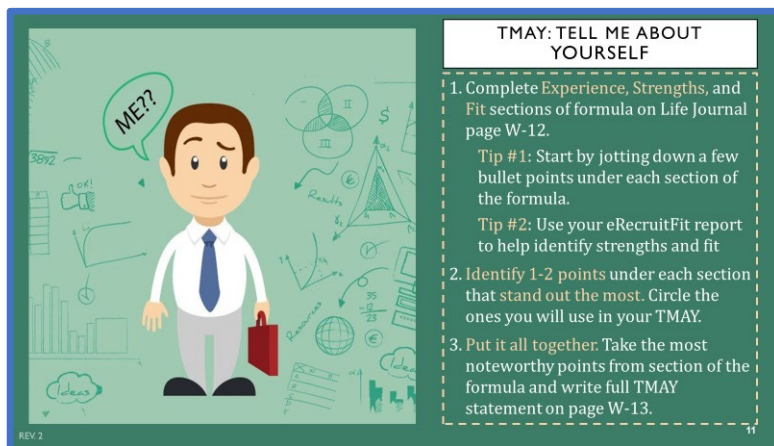
*Spending Chart
Reminder*

Has everyone been keeping track of their expenses and recording them on the Spending Chart? You will need this when you start Financial in your next class.

Excellent! We've got an information-filled class planned, but before we begin, let's practice our "Tell Me About Yourself."

T MAY 10 Minutes During the Working for a Better Life segment of your Transformational Life Journey, you learned about how to present yourself. One of the things you developed was your elevator speech, more commonly known as “Tell Me About Yourself.”

PPT—Slide 11



T MAY: TELL ME ABOUT YOURSELF

1. Complete Experience, Strengths, and Fit sections of formula on Life Journal page W-12.
 - Tip #1: Start by jotting down a few bullet points under each section of the formula.
 - Tip #2: Use your eRecruitFit report to help identify strengths and fit
2. Identify 1-2 points under each section that stand out the most. Circle the ones you will use in your T MAY.
3. Put it all together. Take the most noteworthy points from section of the formula and write full T MAY statement on page W-13.

W4BL LJ-page
W-13

Refer to your **Working for a Better Life** Journal page W-13.

This practice is so important that the Life Learning Center has decided from this point on, each week we'll include the opportunity to practice your T MAY. The objective is to help you become comfortable with sharing your talent and value at a moment's notice.

We're going to go around the room, and each Candidate will give their “Tell Me About Yourself” statement.

Thank you. How many of you were uncomfortable with suddenly having to give your T MAY?

Show of hands.

I can relate. By the end of your Transformational Life Journey, this will be one of those things that should be easier.

Let's talk more about Building Relationships.

Building Blocks**Part 1**

30 Minutes

PPT—Slide 12

RELATIONSHIPS PART 2: OBJECTIVES

1. Discover Building Blocks for a Healthy Relationship.
2. Discover Personal Boundaries.
3. Develop an Action Plan.
4. Complete the Vision and Action Steps on the Relationship Blueprint.
5. Practice a Tough Conversation.

REV 2 12

Relationships Part 2 Objectives
LJ—Page R-26

VA: Use Relationships-Wbd Objctv2.docx, share screen and add input as candidates share.

Let's quickly review our objectives for this week's class on Relationships. Turn to page R-26 in your Life Journal for today's objectives:

- Discover the building blocks for healthy relationships.
- Discuss personal boundaries
- Develop an action plan to enhance your relationships
- Complete the vision and action steps on the Relationships Life Blueprint.
- Practice a tough conversation

I believe each of us came to class today with a hope or expectation that we would learn or gain insight on how to change or improve our relationships.

Let's quickly list them on the white board. What do you hope to gain?

List responses on white board.

Thank you all for sharing. Are we ready to move on? Great!

Relationship Building Blocks
LJ—Page R-27
PPT—Slide 13

RELATIONSHIP BUILDING BLOCKS

1. Personal Commitment	2. Boundaries	3. Honesty	4. Feelings
5. Responsibility	6. Nurturing	7. Listening	8. Positive & Appreciative

REV 2 13

Welcome & Building Blocks Part 1 (Cont.)

Commitment

The first Building Block is to **make a personal commitment to yourself**. It all begins with you. This commitment needs to involve knowing what you value, what you stand for, what you will and will not accept in a relationship. It means making a commitment to not compromise yourself because of a fear of being alone, or a fear that someone won't like you or any other fear you may have.

Here's something to think about— **“When you compromise who you are and what you stand for in order to get or to keep something, you will ultimately lose it.”** I don't know where the quote came from, but it seems to always come out true, even if it takes some time. Think of the people that got away with mis-managing people's money. They lived pretty well—for a time—until it all crashed in around them.

This step also includes recognizing the value you bring to a relationship. We've said it often in the past, and I'm going to say it again. You are valuable. You have worth and you are worthy. You are unique. There is no one else like you on the face of the earth. And you bring that value to your relationships.

Take 5 minutes to think about and write down one or two things what you want to bring to a relationship.

Would anyone like to share what they've committed to?

Boundaries

The second building block is to **define your personal aspirations and set limits, and boundaries to protect them**. We have spent time in past sessions defining our needs and values. Let's spend a bit of time now discussing limits and boundaries. We'll spend quite a bit of time discussing boundaries.

It has been our experience that there are too many times when a lack of boundaries has caused problems in relationships. The topic of boundaries is one where multiple books have been written, and where there is more information than we could possibly cover, but we will give you some basic information that we hope will be helpful for you.

LJ—Page R-27

You'll notice on page R-27 that the definition of a boundary is a limiting or separating line. It's something that indicates or fixes a limit or separates. Boundaries are anything that helps to differentiate you from someone else, or what is yours from what is someone else's. Boundaries show where whatever is yours begins and ends.

When we say the word boundaries in the context of relationships, what comes to your minds?

Discuss. This is to get a feel for the class' insights, issues, thoughts, etc. on boundaries.

What are some typical boundary issues people may have?

**Welcome &
Building Blocks
Part 1 (Cont.)**

Potential answers include:

- *Can't say "no."*
- *Breached physical boundaries, e.g., physical or sexual abuse.*
- *Giving in to keep the peace.*
- *Rescuing—instead of letting the rescued person pay the consequences of their actions.*
- *Co-dependency.*
- *Not recognizing a boundary and just ignoring someone's boundary.*
- *Bullies who don't have boundaries with regard to the feelings of others.*

Thanks for sharing. These are all good examples. Next, I'd like to give you some summarized information on Boundaries. The information I am going to give you is by no means complete on this topic. In fact, we'll just scratch the surface, but hopefully, this will give us a good start.

First, by exploring our boundaries we can often find the reasons for problems in our lives like anxiety, depression, or dissatisfaction. Problems like anxiety and depression are things that may need the help of a therapist or doctor. An example of an extreme boundary issue would include some form of verbal, physical or sexual abuse that would require the aid of a therapist, doctor, or the law. If you or someone you know has this type of issue, please see one of us after class for additional resource information. We won't be discussing to that depth in this session. We will spend a few minutes on dissatisfaction, however. Typically, dissatisfaction in life stems from improper boundaries.

Boundary problems often occur when someone has a conflicting personality from ours. We have noticed this when we discussed our differing personality styles. Think of the conflicts that can arise simply because someone may be people oriented, like the turtles and bees, or task oriented, like the rhinos and owls.

Many people do not realize that the issue they have is really a boundary issue. In the examples I'm going to give you, both parties have a boundary issue. Some people are happy with their boundary issue because they have no consequences for their lack of boundaries.

The other person's boundary issue is that they think they are helping or protecting someone from a consequence.

For example, a parent doing a child's homework so they won't get a failing grade, or a mother doing their 35 year old son's laundry every Sunday, or—and here's a good one—letting your unemployed friend mooch off you to the extent that they never help around the house, pick up after themselves, use your car without asking, and expect you to pay their way.

Welcome & Building Blocks Part 1 (Cont.)

The first person without boundaries actually suffers no problems! The second person stepping in and protecting or helping feels dissatisfied, at best and angry at worst. STOP HELPING! People need to bear their own consequences.

The biggest reason our helping second person does not set boundaries is that they think that the first person won't love them if they stop helping. However, in most cases "helping has not helped."

Setting boundaries allows us to live successful lives, as well as allows us to say no with a clear conscience.

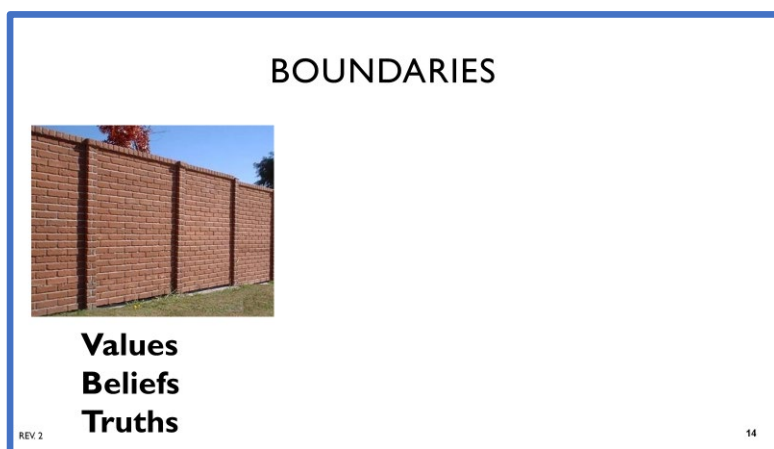
A simple illustration of a boundary would be a fence around your property. The fence (or boundary) shows that what is inside the fence is your property and what is outside the fence is someone else's property. Let's think of 3 different types of fences to help us understand the state of our boundaries.

The first type of fence is a high solid brick wall. Nothing can get in and nothing can get out. Whatever is on the inside stays on the inside—good or bad, and whatever is on the outside stays on the outside—good or bad.

Boundaries Defined
PPT—Slide 14

Where do you think this type of boundary would work?

This type of boundary works for the non-negotiable values, beliefs and truths that we have in our lives. (Others do not judge the merit of what we determine is non-negotiable—it is ours to decide). Once we've set this type of boundary it is brick solid and cannot be breached unless we decide to change the value, belief or truth.



What are the positives of this type of boundary?

What are the negatives of this type of boundary?



Brief discussion.

Welcome & Building Blocks Part 1 (Cont.)

PPT—Slide 15

The second fence is quite flimsy and doesn't hold up well. Maybe it's a picket fence with some of the pickets missing or broken. It doesn't even go all the way around the property! The dogs and kids can easily push through it at will. Trespassers can come and go at will.

BOUNDARIES

**Values
Beliefs
Truths**

REV. 2

**Low Self-Esteem
Please Walk On
Me**

15

Where do you think this type of boundary would work?

Probably not in too many places. It would work if there was never any reason to have any boundaries, but that is unrealistic.

What are the positives of this type of boundary?

What are the negatives of this type of boundary?

Brief discussion.

PPT—Slide 16

The third type of fence is made out of chain link and it has a gate. The chain link fence doesn't allow people or objects to breach the fence, but the holes allow for a free and balanced flow of air, etc. and the gate allows things that need to go back and forth to come and go as needed. The perimeter of the property is protected, and the owner has control of the gate. What do you think of this type of boundary?

BOUNDARIES





**Values
Beliefs
Truths**

REV. 2

**Low Self-Esteem
Please Walk On
Me**

**Open
Communication
Maintain Control**

16

Welcome & Building Blocks Part 1 (Cont.)

This is the optimal type of boundary. The good can stay in and the bad is kept out. The person with this type of boundary “fence” has defined limits and makes the choice as to what goes in and out.

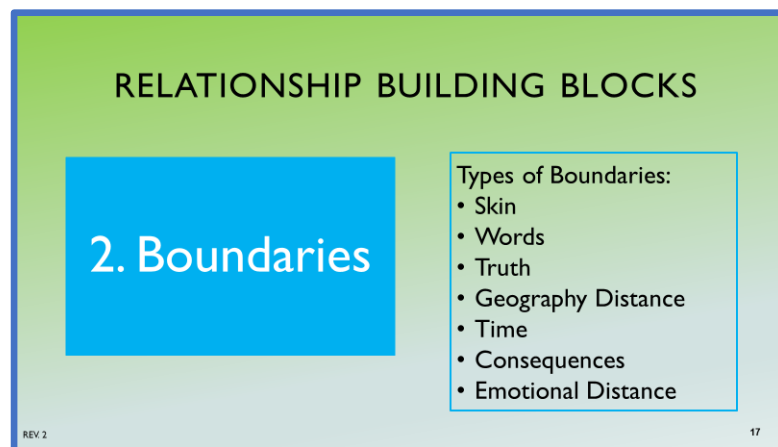
What are the positives and negatives of this type of boundary?

Brief discussion.

Types of Boundaries

Good discussion! Please turn to page R-28 to take some notes. Let's look at some examples of boundaries in our lives:

LJ—Page R-28
PPT—Slide 17



- **Skin.** This is part of our physical boundaries. Our skin keeps the good stuff in, like muscle, organs, blood, etc., and the bad stuff out—germs, etc. Our bodies are our property and any invasion of the skin such as a cut or, on a larger scale, physical or sexual abuse is a violation of that boundary.
- **Words.** The most basic boundary setting word is “no.” Words define property through the communication of feelings, intentions, likes, dislikes, etc.
- **Truth.** Knowing the truth or what is true in your life will create boundaries. The truth stays inside and the false stays out.
- **Geographical distance.** Putting space and distance between yourself and someone, removing yourself from a situation—dangerous or otherwise—resting physically and/or emotionally after getting to your limit.
- **Time.** Taking time off from a person or a project to regain ownership or self-control. Setting the relationships aside for a time to regroup and rethink.
- **Consequences.** Giving a consequence to a behavior sets a boundary. It's a “no trespassing sign” that says a violation of this particular boundary carries a particular consequence. The key is to follow through on the consequence! Otherwise it is just an idle threat with no power behind it and people do not recognize it as a boundary.

Welcome & Building Blocks Part 1 (Cont.)

- **Emotional distance.** Separating from the person or situation emotionally. Obviously, this involves the emotional domain. This emotional distance is temporary, to give yourself time to think before acting on emotion or reacting vs. responding to a situation. Retreating emotionally may be a way to find a safe place in the case of physical or mental abuse, but this is never a permanent solution. At some point, a decision will need to be made about the relationship. But it is important to not continue to open ourselves to an emotionally abusive or addictive person without seeing true change.

This is an important thing to remember: When we are defining or creating our boundaries it is vital that we have other people to provide support. Since one of the most basic needs in life is for relationship, the fear of being alone may keep us from setting boundaries. The more difficult or intense the boundary issue the more necessary it is to have a support system in place. Often it is the fear of being alone that keeps someone in an abusive relationship. A support system shows us that we can find love and acceptance outside the abusive relationship. There is strength in a supportive relationship and the person is no longer alone.

In addition, we need others for input, teaching, and for standing against fear and guilt when we create and maintain boundaries. People with whom we have good relationships support us as we work through the change process of creating and setting boundaries. This class and the people at the LLC would be good examples of a support system.

Personal Boundary Components
LJ—Page R-29
PPT—Slide 18

So—the big question then is: What’s within my boundaries? What am I responsible for? Let’s look at page R-29 in our Life Journals.

RELATIONSHIP BUILDING BLOCKS

Personal Boundary Components:
My

- Feelings
- Attitudes
- Beliefs
- Choices
- Values

- Limits
- Talents
- Thoughts
- Desires
- Who I Am and What I Love

2. Boundaries

REV. 2
18

**Welcome &
Building Blocks
Part 1 (Cont.)**

- **My Feelings.** Remember that emotions motivate one to act. They have a job to do, and we are the employer of our emotions. We can make our emotions, or feelings, work for us.
- **My Attitude.** We've talked about this a lot. Sometimes attitude is the only thing we can control.
- **My Beliefs.** Anything I accept as true.
- **My Choices.** I only have ownership of my choices. I have no ownership over someone else's choices. I can set boundaries around my choices and no one should force their choices on me.
- **My Values.** We've discussed values too. We have spent time determining what our values are and what is important to us.
- **My Limits.** Exist in 2 areas: external or on others—we have no ability to affect the actions of others, so it is important to limit our exposure to those who act inappropriately.
- **My Talents.** Again, we've spent time discussing our talents with regard to our purpose. We need to take ownership and use our talents.
- **My Thoughts.** Only humans have the ability to set boundaries on their thoughts. As we have said before, we need to guard our thoughts and resist blind acceptance of the thoughts and ideals of others. We need to think about what we're thinking about.
- **My Desires.** What do I want? We need to be sure we have healthy desires.
- **Who and What I Love.** We all need both inflow and outflow—loneliness often results from lack of inflow of love.

As you might have figured by now, we all probably have some issues when it comes to boundaries—in one way or another.

Some of the main types of boundary problems include – Saying yes to the bad, saying no to the good, not respecting others' boundaries, or not hearing the needs or boundaries of others.

In summary, it is important to set boundaries. Setting boundaries is a key building block in creating and maintaining healthy relationships. Now let's put into practice some of the things we've just learned.

**Small Group
Session**
15 Minutes

Now, let's get into two groups to discuss our own personal boundary issues and determine some ways that we can deal with them.

Facilitator Tip:

Make sure there is a Volunteer available to help with this exercise.

Our volunteer, _____, and I will lead the discussions. We will be using the questions listed in your Life Journal on page R-30 to guide our discussions.

We won't necessarily solve our boundary issues but hopefully, we'll be able to give you new insights.

Let's discuss how what we have learned so far plays out in our lives.

Divide class into two groups and facilitate discussion points below.

*Boundary
Discussion Exercise*
LJ—Page R-30

**VA: Use Breakout
Rooms for Small
Group
Discussions.**

**Select Breakout
Rooms.
“Automatically”.**

During the small group session, discuss as many of the following points with the Candidates. Encourage all to participate equally.

- *Overall, what are your thoughts regarding boundaries in your lives?*
- *What do you think may be some of our issues with boundaries?*
- *Are there any relationships that are affected by a lack of boundaries?*
- *What are the boundary issues that are affecting the relationship?*
- *How could the relationship be improved by the addition of boundaries?*
- *What boundary areas would you like to work on? With whom?*
- *Who do you have for a support system?*

(Remind Candidates that it is important to have a support system in place where they can feel valued with a person they trust to turn to if the boundaries conversation goes awry).

- *What else?*

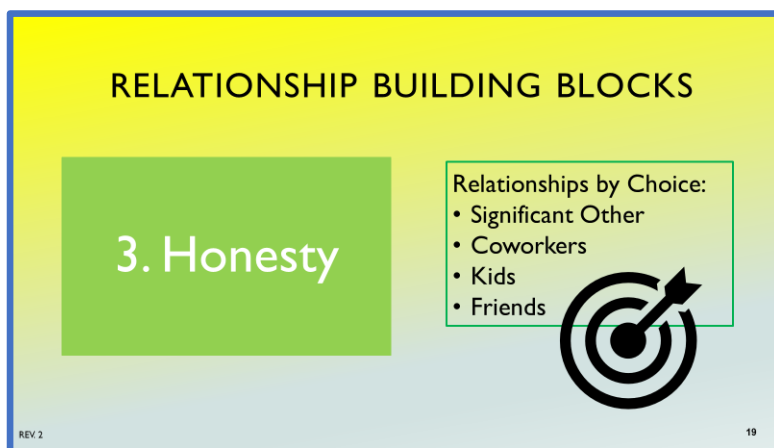
Let Candidates know when they only have five minutes left.

Thank you for your candid remarks. I hope you each got a different perspective on how to recognize and set your boundaries. Now let's get back to our Blueprint.

Building Blocks
Part 2
30 Minutes

Honesty
LJ—Page R-31
PPT—Slide 19

Let's return to our discussion on the building blocks for healthy relationships. We're on page R-31 of our Life Journal.



Our third building block is to **take an honest look at the people who are already close to you**. These are the people you have chosen; the ones you targeted to have a relationship with. We, of course, want to appreciate their strengths and even their limitations. We love and accept them for who they are. No one can be everything to everyone. We need different things from different people.

For example, we can expect to get a different level of emotional support from our spouses than we can get from a friend, co-worker, or family member.

Another point to consider in this building block, is that we need to choose our friends and other associates wisely. The value of friendships can change over time and with varying circumstances. What may have been valuable previously, may not be valuable now.

In addition, as we move forward in our Transformational Change Process, friendships and other relationships may change or be found lacking. As we gain new insights into our values and as we set new goals for ourselves, our relationships may change.

This reminds me of a few quotes. They are:

- “Show me your friends and I’ll show you your future.” (*variation of old Spanish proverb—1828*)
- “He who walks with wise men will be wise.” (*Proverbs 13:20*)
- “People don’t care how much you know until they know how much you care.” (*Attributed to several people including Theodore Roosevelt and John Maxwell*).

What do these proverbs mean to you?

Encourage responses.

**Building Blocks
Part 2 (Cont.)**

Whether in business or personal relationships, people want to know where the relationship is heading. If you value them, you'll let them know.

Take an honest look at the people who are close to you. If appropriate, focus on your future goals with those healthy, fulfilling relationships.

You can also take an honest look at the people who are close to you by making relationships a priority.

You can let people know how much you value them by:

- Paying attention to their needs.
- Being a good listener.
- Giving appropriate support.
- Taking time to be with them.

Of course, if I asked everyone in this room if relationships were their priority, almost everyone would say "yes." To one degree or another, relationships are important to almost all of us. But there's a difference between **feeling** relationships are important, and actually **making** relationships a priority.

How do the people around you know they are **really** important to you?

Possible responses are:

- *By what I say.*
- *By what I do.*
- *By the boundaries I set and acknowledge.*

Generally, it's not what we say, but what we do that tells people what our real priorities are. Let's take a look at what you could do to show someone that your relationship with them is important to you.

We're going to apply this concept with an activity. I'd like to have a volunteer help me with the preparation. Who would like to be my sidekick/scribe for set up?

Select a volunteer to help you set up the exercise.

Here's what we're going to do:

I'm going to hang a piece of flip chart paper in each corner of the room, for a total of four flip charts. Each one will be labeled to represent one of the four relationship groups:

1. Spouse or significant other.
2. Coworkers.
3. Kids.
4. Friends.

Building Blocks Part 2 (Cont.)

*Ways to Show You
Care Exercise*

**VA: Use
Relationships-Wbd
Way2Care.docx,
share screen and
add input as
candidates share.**

As you continue to provide instructions to the class, have your sidekick/volunteer title each flip chart with one of the four mentioned relationship groups and hang one in each corner of the room. (See below for reference of desired flip charts).

Spouse or Significant Other	Co-Workers	Kids	Friends
-----------------------------------	------------	------	---------

I would like you to visit each flip chart and list one way to show that particular relationship group that they are important to you.

Let me give you an example before you do this on your own. Perhaps, I show my child that their relationship is important to me by designating one hour each week to go to the park together. You may ask, how does that communicate the value of the relationship?

I'm glad you asked! Remember our lesson on the five Love Languages? (Words of Affirmation, Acts of Service, Quality Time, Gifts, Physical Touch)

If my child's Love Language is Quality Time, designating one hour each week to go to the park together may show them that I value the relationship, because I intentionally and consistently set aside that time for us. Make sense?

Use the five Love Languages to help spark ideas that you could include on the flip chart.

I'll give you a few minutes to visit each flip chart and jot down one way you could show that the relationship is important to you.

Any questions before we get started?

Address questions and allow enough time for each participant to document a response on each of the four flip charts.

Bring the group back together once everyone is finished.

LJ—Page R-31

Let's review the responses listed on each of the charts together. Please take notes as we go along and list a few ideas for each relationship group in the space provided on page R-31 in your Life Journal.

Call on Candidates to read items listed on each flip chart.

**Building Blocks
Part 2 (Cont.)**

Sometimes because we aren't **proactive** in letting someone know they are important to us, we actually communicate that our relationship with them is **not** a priority.

Ask yourself if the people who you feel **are** important to you, really know they are priority in your life.

Look at the groups listed on each of our flip charts again. Associate that relationship with the name of whoever fits that role in your life. (Name of spouse, child, etc.)

Do they really know that they are a priority in your life? If not, write their name and make a note beside it in the appropriate area on page R-31 in your Life Journal.

You now also have the lists we generated for ideas you can use to consistently and continually let them know. More on this later.

Another way to show people around you that they are important to you is to resolve grudges.

Grudges
LJ—Page R-32

Turn to page R-32 in your Life Journal.

Grudges can be triggered by betrayals large and small, silly or serious. Often a grudge is in the eye of the beholder.

A grudge has been described as “an anger that won’t quit.” When someone wounds you, it’s natural to get angry.

All too many times, instead of talking to the person to resolve the bad feeling, we just let the emotions fester. Grudges can bring anger and bitterness into every new relationship or experience.

Can we think of a grudge we have been carrying against someone?

Pause.

If you’ve thought of someone, write their name, initials, or something that identifies them to you confidentially, in the space provided in your Life Journal on page R-32. Give a brief description of what caused the grudge.

Allow time.

Now, think of some ways you can resolve this grudge and take notes in the space provided. Later on, we are going to practice some conversations we may want to have with this person.

Building Blocks Part 2 (Cont.)

Another way to show people around you that they are important to you is to forgive. Let's watch a couple of videos about forgiveness.

PPT—Slide 20

VA: Download videos from Faculty Resource Page and run locally to help reduce Internet service bandwidth impacts.



Video: Iyanla Vanzant – Forgiveness
Time: 1:07

The first one is by Iyanla Vanzant, an inspirational speaker. She talks about Forgiveness.

Access video at https://www.youtube.com/watch?v=_NF-ND9X4wU

Run video directly from hyperlink or from file on classroom laptop.

Video: The Power of Forgiveness
Time: 4:15

Whew. Before we comment. Let's watch this CBS News Segment by reporter Steve Hartman, entitled "The Power of Forgiveness," which focuses on a mother whose son was murdered.

Access video at <https://www.youtube.com/watch?v=o2BITY-3Mp4&t=24s>

Run video directly from hyperlink or from file on classroom laptop.

Common Myths About Forgiving
LJ—Page R-33

Both of these videos make some very powerful points. With that in mind, let's review some Common Myths About Forgiving. Please turn to page R-33 in your Life Journal. While we are reading these, think about how they might or might not be applied to the aspect of rectifying grudges.

Read, or invite a volunteer to read, the myths. Discuss.

Forgiveness
LJ—Page R-34

Now, please turn to page R-34 in your Life Journal. We just keep coming back to it, don't we!? Oftentimes, forgiveness calls for a shift in perception. It is easier to forgive ourselves and others when we really understand that each of us did our very best *in that moment*.

Forgiveness is a choice. It includes healing and letting go of the past so we can focus on the present. Maybe you remember what we said about unforgiveness last time and during Foundation Week—unforgiveness is like eating poison and expecting the other person to die.

Building Blocks Part 2 (Cont.)

We've all been hurt or wounded by the words and actions of others. Those wounds can leave us with feelings of anger, resentment, bitterness, and even revenge. When we let those feelings control our thoughts, emotions, and actions, we are giving the other person a tremendous amount of power over our lives!

Studies show that people who forgive are happier and healthier than those who don't.

Forgiveness improves physical health and leads to improvement of cardiovascular and nervous system functions, while also relieving stress. The more forgiving people are, the less they suffer from a wide range of illnesses, including high blood pressure, depression, anxiety, and chronic pain.

Getting another person to change their actions or behavior isn't the point of forgiveness. That's their choice. **Your choice** is to decide if you will let their words, actions, or behavior control **your** health and **your** choices.

Forgiveness doesn't:

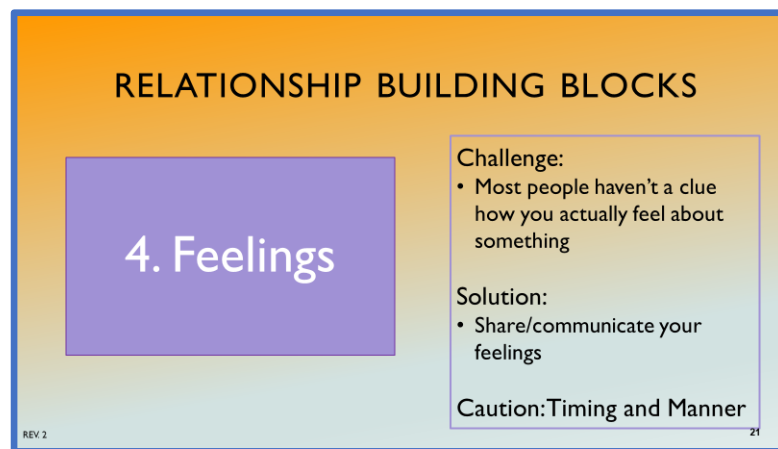
- Mean you have to forget what happened.
- Mean you deny the other person's responsibility for hurting you.
- Justify the wrong.

You can forgive without excusing the act. You are looking for the peace forgiveness gives that allows you to go on with your life.

As I mentioned at the beginning of this section, one way to show people around you that they are important to you, is to resolve grudges and forgive them...which leads us to the fourth building block.

Feelings
PPT—Slide 21
LJ—Page R-35

Our fourth Building block is to: **Share your personal feelings.** By sharing how you feel, you let people know you trust and value them. We are now on page R-35 in your Life Journal.



**Building Blocks
Part 2 (Cont.)**

As adults, most of us have become very good at sharing what we **think** about things, but not how we **feel**. Amazingly, even married couples spend much more time talking about thoughts than feelings.

When you share your feelings with another person, you are essentially letting them inside – offering a part of yourself that lets them know who you really are.

Of course, there are times when it's inappropriate to share your feelings, but within the boundaries of good taste and common sense, you can do a lot to help people feel close to you by doing this.

Often, it's hard to separate how we feel about something that has occurred in our relationship from what we think about it.

Just remember, it takes two to quarrel. You always have a choice. Consider whether it's worth playing the game of "tit for tat" or if it's worth the energy, time, and emotion to get involved in a fight.

We know that we can't help how our emotions make us feel. But we do have a choice on whether to share our feelings. We are certainly not advocating that you share all of your feelings, but that you become aware of your emotions and how they make you feel; and if appropriate, share those feelings to enhance your relationships.

Sharing how you feel is also a good tool in defining and setting boundaries. Sometimes the other person doesn't even know that they have crossed a boundary. How will they know if we don't share how we feel?

Responsibility
PPT—Slide 22
LJ—Page R-35

Our fifth building block for healthy relationships is to: **Take responsibility for your choices and actions.**



We had a quote from Foundations by Senator Robert Bennett that sums up the concept of choices:

Building Blocks Part 2 (Cont.)

“Your life is the sum result of all the choices you make, both consciously and unconsciously. If you can control the process of choosing, you can take control of all aspects of your life. You can find the freedom that comes from being in charge of yourself.”

Author Matthew Kelly from the book “Rhythm of Life” tells us that “Everything is a Choice” (F-45 in the Foundations Life Journal). “Everything” includes choices about our relationships.

This is a hard step for many of us. It requires a good, hard look at what we have chosen – whether it is in our thinking, actions, decisions, or attitude toward those things that happen to us.

It only stands to reason that if we have made the choice, the consequences, responsibility and the attitude we adopt for that choice is ours alone.

When we take responsibility and share that information with others, it opens doors for them to do the same. It goes back to the 100/0 principle.

How do you feel that taking responsibility for your choices and actions will help your relationships?

Encourage discussion.

Nurturing
PPT—Slide 23
LJ—Page R-35

Our sixth Building Block is to: **Nurture your relationships.** Seek opportunities to help your family, friends, etc. achieve their dreams or reduce stress.



This takes us back to the 100/0 Principle again. You receive by giving, and if you give support without expecting anything in return, you will receive all the support you will ever need.

One way to highlight this step is to make quality time—especially if this is the Love Language the other person speaks. It doesn’t have to require

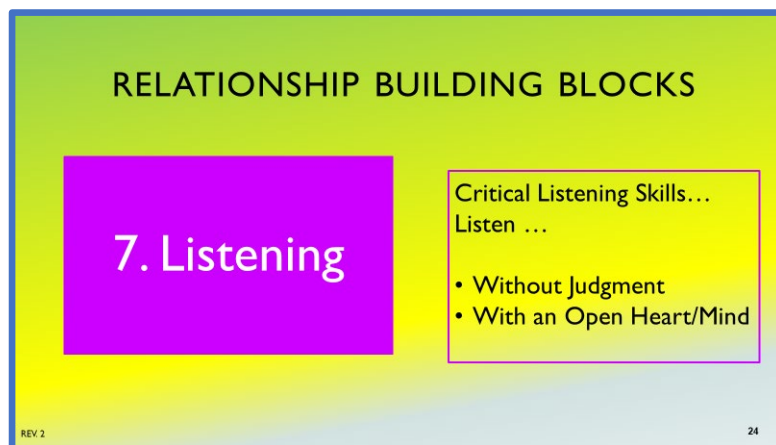
Building Blocks Part 2 (Cont.)

a lot of time, but when you actually make the time to spend with someone, it tells them that you value the relationship in a way that words cannot.

Listening

PPT—Slide 24

LJ—Page R-35

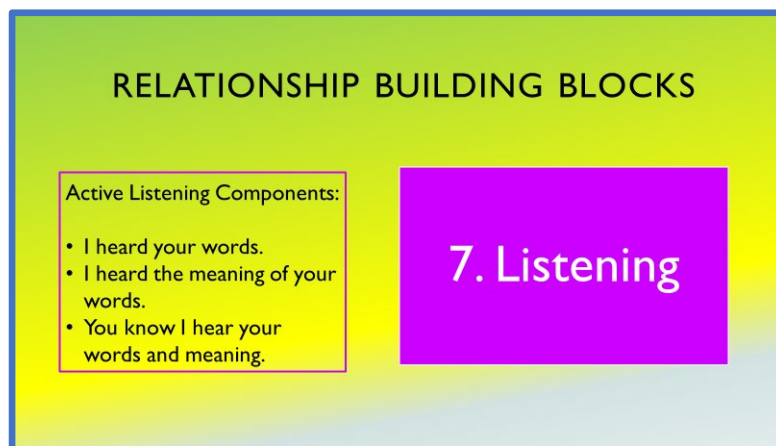


Our seventh Building block is to: **Be a very good listener.** One of the most effective ways to show support is to be a good listener. Your willingness to listen without judgment and an open heart/mind is meaningful in a relationship.

Active Listening

Exercise

PPT—Slide 25



Active listening has three components:

- I heard your words.
- I heard the meaning of your words.
- You know I hear your words and meaning.

Now we're going to demonstrate poor listening and good/active listening.

I need 2 volunteers.

Ask for volunteers.

Instruct the first candidate to take a few minutes and describe how they got connected with Life Learning Center.

Building Blocks Part 2 (Cont.)

VA: Ask all candidates to watch carefully. Make sure each person is clearly visible on screen.

Instruct the second candidate to look disinterested when they are talking, interrupt with questions that may not have much to do with the subject, criticize something they say, etc.

Role play. Discuss.

Now we're going to have 2 different candidates do the role play differently.

Ask for volunteers.

Instruct the first candidate to describe how they got connected with Life Learning Center

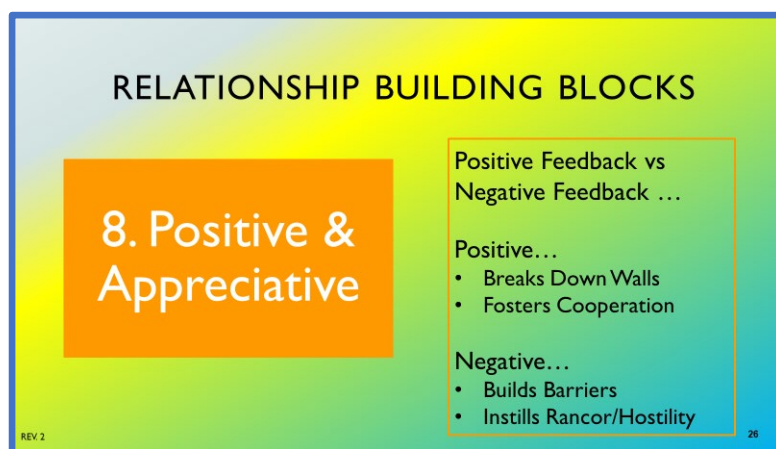
Instruct the second candidate to listen carefully, look interested (positive body language) and engaged, ask questions to clarify ("what did you mean by _____"), etc.

Role play. Discuss.

Let's not kid ourselves. If we are not accustomed to really listening to someone, Active Listening is, at first, a difficult skill. We will discuss this further later on in the program. Let's move on to our last building block.

*Positive &
Appreciative
PPT—Slide 26
LJ—Page R-35*

Our eighth and final Building Block is to: **Be positive and show appreciation and gratitude.** Healthy, fulfilling relationships develop when we share positive feelings and compliment the other person.



Most of us find it easier to criticize than to praise. Maybe it's because we get much more practice at it.

Objective criticism helps us function in the modern world. But, it's important to understand that there is a cost whenever you criticize.

**Building Blocks
Part 2 (Cont.)**

Every critical comment builds a wall between you and the person you are criticizing, while every time you praise them, a small part of the wall comes down.

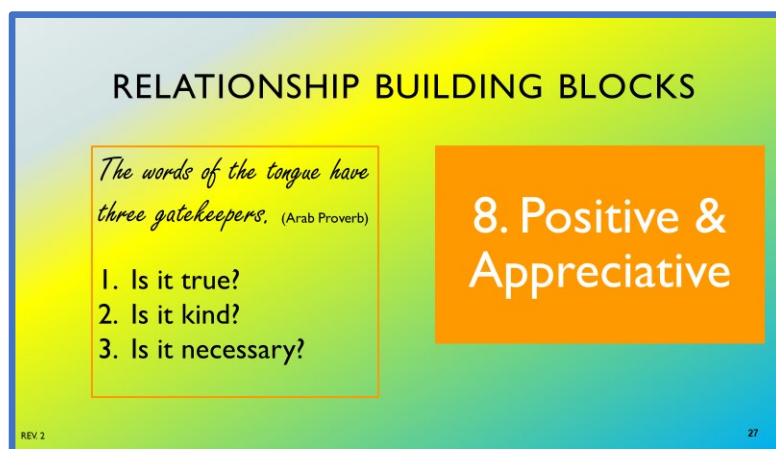
The Fence Parable
LJ—Page R-36

Here's a story to consider: Turn to page R-36 in your Life Journal.

Read, or invite a Candidate to read, The Fence.

Remember, a verbal wound can be just as harmful as a physical one.

Arab Proverb
PPT—Slide 27



An Arab Proverb says, “The words of the tongue have three gatekeepers.” In other words, before something passes our lips, we might want to ask ourselves these three questions:

- Is it true?
- Is it kind?
- Is it necessary?

I don't know about you, but when it comes to close family members and friends, we tend to say whatever comes in our heads. Some of the words we say can be very damaging...and once they're out, they can't be taken back.

The negative effects of criticism are much stronger than the positive effects of praise. So, keep in mind—an equal amount of criticism and compliments won't go a long way in a relationship, nor will it result in much improvement. Focus your efforts on cutting back your criticism and go out of your way to give compliments.

Give a few people some compliments, such as:

- *That's a great color on you.*
- *I like your dress.*
- *That's a great hairstyle.*
- *You did a great job on that assignment.*

Typically, when you give people compliments, they respond with, “This old thing? It's nothing.” Or “Oh!”

Building Blocks Part 2 (Cont.)

The person feels good about the compliment, but within a moment, the good feeling is gone. They let it go or minimize it.

Can anyone relate to this?

Look for nods.

On the other hand, if you say to the same person, “Gee, it looks like you’ve put on a few pounds,” the person not only reacts negatively, but they often hold on to that feeling all day long! Sometimes, the criticism has much more power than was intended by the speaker.

For some reason, most human beings tend to amplify criticism and minimize praise. Therefore, you should praise people at least four times more often than you criticize them, if you want to develop more connectivity with others.

Show appreciation and express that you are thankful. If you want to have a healthy relationship, never take anyone for granted and always express your gratitude.

*Relationship Stress
Relief Tips*
LJ—Page R-37 thru
R-40

Pages R-37 thru R-39 in your Life Journal is a list of Additional Relationship Stress Relief Tips. We are not going to go over them in class but take a few minutes when you have some free time to highlight those tips that speak to you. Then practice using them in your close relationships.

There are some excellent nuggets in this list. I have chosen a couple that resonated with me.

Facilitator Tip:

Consider choosing three – one from each page and have someone read them out loud. For instance, on page. R-37 #1 and #12, on R-38 #25 and #34, on R-39 #40 and #62.

Let’s end this segment by reading Margaret Young’s quote —together and out loud — on page R-40.

“Often people attempt to live their lives backwards.

They try to have more money, in order to do more of what they want, so they will be happier.

The way it actually works is the revers.

You must first be who you really are, then do what you need to do, in order to have what you want.”

**Relationships
Blueprint Part 2**
20 Minutes

Now, we're going to discuss the second half of our Life Blueprint for the Relationships domain.

During part one of the blueprint, we focused on someone whom we have a close relationship with.

How did that go? What did you learn?

Brief discussion.

Thanks for sharing.

Just like in Part 1, we will run through Part 2 together. Also, just as in Part 1, we are providing another copy of the form in the Appendix section of the Life Journal so you can examine other relationships.

*Vision for This
Relationship*
LJ—Page R-41

Turn to page R-41 in your Life Journal. "My Vision for this Relationship." Since we are following through Part 1 (page R-20), as a reminder of the relationship you are currently working on, insert the name or initials of the individual this relationship blueprint is targeting. You'll see that there is a chart with each domain listed. Remember we said during Foundations, that Relationships overlap and are impacted in every domain.

So, for this chart, I'd like you to work through the current state of this relationship in each of the domains.

For example, let's say the relationship I'm focusing on is the one with my spouse or significant other. The current state of this relationship in the emotional domain is that I feel I can share most of my feelings with this person. However, there are some feelings that I shy away from discussing—like how he or she feels about the time I spend on the phone with my parents every day.

I'll give you a few minutes to get started only on the current state column for all 5 domains.

Allow a few minutes.

Now, let's look at the Future (Vision) column. Write your vision of this relationship in each domain. Building upon our previous example, (time spent on phone with parents) let's say my vision in the emotional domain is that I'd like to feel free to discuss my feelings about the situation and come to an agreement on what would be an acceptable amount of time for me to chat with my parents on the phone each day.

Questions?

Go ahead and complete the Future (Vision) column for the 5 domains.

Allow time.

Relationships Blueprint Part 2 (Cont.)

Moving on, let's look at the Change Necessary column. This is the column where you determine what change will be required and how it will be accomplished. Remember, you can only change you. So, this is about YOUR changes.

Back to our example: The change required is NOT that my significant other do all the changing and compromising! It is more along the lines of how I will approach the conversation differently than I have in the past and what I am willing to do to change the situation.

I might need to realize that my significant other has a valid point—as tough as that may be. I might have to realize that even if I don't want to change the amount of time I spend on the phone, it is causing some resentment in the relationship. Will I make a change or not? What will it be?

Work on the change necessary column of the worksheet for all 5 domains. Any questions?

Allow time.

Relationship Action Plan LJ—Page R-42

Okay, let's move on to page R-42 in your Life Journal, My Action Plan for this Relationship.

Remember the 100/0 Principle video we saw last time? Our next question is how can I employ the 100/0 principle in this relationship? Jot some notes down to get started in the space provided.

Allow time.

Next, let's look at boundaries within this relationship. There are two questions here. Using the information we learned earlier about boundaries, what positive boundaries are currently in place and what boundaries need to be put in place? Take a moment to write it down.

Allow time.

Change Necessary Plan LJ—Page R-43

Turn to page R-43 in your Life Journal, to expand on the change that you identified in the Change Necessary column on page R-41. We've also included the change for the 100/0 Principle and Boundaries on page R-42.

Come up with an action plan for all of the changes you would like to make. Then, hold yourself accountable to accomplish those changes by giving the timing for the actions.

**Relationships
Blueprint Part 2
(Cont.)**

The timing doesn't have to be an "expiration date." Make it fit the action step. For example, say for the 100/0 principle, you are going to start a new action that you know will show how much you care about your significant other. The timing column might say something like, "begin on Monday and practice daily when the opportunity presents itself."

Questions?

Allow time.

Once you finish the Blueprint, it will be important for you to look at the other people that you have a close relationship with.

Is there a person that you interact with on a regular basis—say a brother/sister, parent, ex-spouse, friend or co-worker—that you would like to be closer to, get along with better, or mend a broken fence with?

On another note, what about those relationships that you may need to think about ending? This can be a tough decision to make—especially if the relationship is by birth or with a spouse/significant other.

Feel free to discuss any relationships you think may need to end with your Candidate Support Coordinator.

For your convenience, at the back of your Life Journal, we have included another blank copy of these forms so you can make as many copies as you need to work on as many relationships as you'd like.

Excellent work.

Now let's move on to Tough Conversations.

Tough Conversation Practice

25 Minutes

PPT—Slide 28

As we've worked through the Relationship blueprint, you may have realized that in order to have a better relationship with the person you chose for the Life Blueprint, a conversation with that person may need to occur to begin the process.



How else will they know that you are trying to improve that relationship? You may have noted that several of the building blocks to a healthy relationship include or require communication to be effective.

Those conversations may discuss the need to set or strengthen a boundary. Maybe it's time to talk about the grudge you've been carrying. It may be that you would like to ask them for their forgiveness. Whatever the topic, most conversations of this kind can present a degree of difficulty.

Therefore, we are going to practice having a conversation with someone we have a relationship with. The type of conversation and the person you choose to have it with will be your decision.

Here are some types of conversations you may want to practice:

- Share and discuss a change you'd like to make
- Create a boundary
- Discuss a boundary violation
- Discuss a grudge
- Share a personal feeling
- Ask for forgiveness
- Other

Please take a minute and decide the conversation you want to practice, who it will be with, and what you hope to accomplish. You'll see a space on page R-41 in your Life Journal to write this information down. Take some time to do that now.

Allow time.

Tough Conversation Practice (Cont.)

Conversation Preparation & Formula

LJ—Page R-44

Whenever I have a tough conversation, I do two things. I determine when is the best time to have it and then I plan what to say. Timing is important. I generally choose a quiet time that I believe the person will be most willing to listen with a reasonably open mind.

Planning what to say and how to say it is critical to having a constructive conversation. “Constructive conversation” as opposed to one filled with incriminations that ultimately lead to a full-blown knock down drag ’em out shouting match. And everybody loses.

LLC offers a great formula to help start off the conversation in a positive constructive manner. It is called the ISHFI (I See/Hear/Feel/Imagine).

PPT—Slide 29

TOUGH CONVERSATION – I SEE/HEAR FEEL/IMAGINE FORMULA

The Positive Approach:

When I see/hear _____,

I feel _____,

Because I imagine _____.

REV. 2
29

PPT—Slide 30

In this approach, the first portion of the statement identifies a specific behavior you observed. The key is to focus on the individual’s behavior.

TOUGH CONVERSATION – I SEE/HEAR FEEL/IMAGINE FORMULA

The Positive Approach:

“Sam, when I **SAW** you presenting your vision board last Friday, I **FELT** proud because I **IMAGINE** you put a lot of effort and time toward your vision board.”

REV. 2
30

**Tough
Conversation
Practice (Cont.)**

The next segment shares how that behavior made you feel. The last portion offers your consideration or imagination of what it took to lead to the outcome of that behavior.

How many are saying to yourself, “Yeah, well you’re talking about something nice. I need to discuss the way this person seems to be holding a grudge against me. How do I turn that into a positive conversation?”

That is a fair concern. Point out a behavior that you observed and want them to do more of. Share how that behavior makes you feel and point out you recognize how much effort it took to have that outcome.

Let’s take the next 15 minutes to create an ISHFI statement.

Alert candidates when they have 5 minutes.

Okay. I’d like 3 volunteers to share their opening I See/Hear/Feel/Imagine statements.

Excellent. Thank you for sharing. The other important aspect to planning what you want to say is to practice saying it. Say it out loud so you can hear your tone of voice; that there is no accusatory inflection in your voice; that you say the words with compassion.

Wrap Up & Evaluations
10 Minutes*Blueprint Part 2*
Commitment
LJ – Page R-45*Evaluations*

Now, let's look at page R-45 in our Life Journals. Please complete the section: The first positive step I will take toward Transformational Permanent Change is having a Tough Conversation with _____ is:

When you've accomplished that goal, be sure to date it as well.

Let's close for today and complete our daily evaluations. Before we do, though, let me congratulate you. This completes the Relationship Pillar. Nice work everyone.

Let's quickly recap what you learned during this class with a short discussion.

Prompt the following discussion points and facilitate 3-5-minute discussion:

- *What topic or lesson did you find to be the most interesting or enjoyable?*
- *What was learned as a result of the class?*
- *Share an achievement or a moment you were proud of.*
- *Did you experience any struggles or challenges? If so, how did you overcome it?*
- *How could the class have been improved?*

Thank you for sharing!

As usual, evaluation forms are the last item on the class agenda.

By the way, in the Financial segment, you will be practicing your Tough Questions from Working for a Better Life Journal. Recommend you bring the W4BL Journal along with your Foundations, Emotions and Relationships Journal just in case you need them for reference during that segment.

Distribute evaluation form to each Candidate and remind them:

- *Put their name on the evaluation form*
- *Of the importance of completing all parts of the form*
- *Comments are an expectation and should be given*
- *To provide facilitator feedback on back of form*

Facilitator will collect the evaluations. Ensure all Candidates submit a form and both sides are filled out.

Submit collected evaluations to LLC Administrative Assistant at the front desk.
