

YEAR OF MORE
**PURPOSEFUL
LIVING AND
LEADERSHIP**
April 23-25, 2021

Year of More

Welcome to Purposeful Living and Leadership

Welcome

WELCOME!

Welcome to the Purposeful Living & Leadership quarter of Year of MORE!

Purposeful Living and Leadership provide the umbrella for everything we do at the Wright Foundation. For us, purposeful development is full human development—we do not believe these can be separated. Life purpose defines why we live; our One Decision drives how we will live; and goals are what we do. Why, how, and what all come together in this training and this quarter.

The Purposeful Living and Leadership training provides the opportunity to delve more deeply into what truly matters in your life and to consciously determine how you want to live. This is truly a journey of consciousness. You will learn ways to live more purposefully, from your frontal lobe—the place of vision, intention, and the seat of your consciousness.

People often think that developing a sense of purpose is something outside their daily life activities. Invariably, however, they miss the opportunity that exists in each moment of life. The focus of this training and this quarter is discovering and creating yourself in the moment—through challenging and developing your beliefs, learning to live purposefully, and guiding your life by principles.

The ability to know yourself and explore your beliefs can provide you with a greater sense of purpose and meaning in your life and leave you feeling more satisfied. It is about experiencing all moments of life fully. On this training, you will open up your heart and create space to explore more about who you are and what you believe. Be willing to be curious, to seek, and to engage in creating your own destiny and life path—your Life Purpose.

Welcome

THE VISION OF LIVING A SPECTACULAR LIFE

I live a magnificent, adventurous life. I dare to liberate, express, and love myself. With amazing people demanding the best of me, I do what I thought impossible. It is my responsibility to share this with the world.

* Originated from the study of Wright Positive Deviants, the initial research that led to the discovery of the Evolving Process.

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Welcome

HOW TO USE THIS WORKBOOK

In your hands is a valuable tool to help you maximize your Purposeful Living & Leadership Training weekend. A few quick notes about this workbook:

More vs. Less!

You have more information and resources in this workbook than your trainer is likely to reference. Every training uniquely addresses the needs of each group as they emerge through the course of the training. We include the fullest choices to empower the individual leading your training to maximize your learning.

Get ready for Discovery

Sometimes you will see a workbook page that has a title, but otherwise is blank. This is intentional. Discovery is key in our Wright performative learning methodology. As a result, we don't want to give you all of the data (you could just listen to a school lecture for that!), but allow you to instead we want you to partner with us and to see what emerges, to draw out the inherent wisdom you have within.

Categorized not Chronological

For the purposes of your own organization, you'll discover the materials included here fall into categories and are organized accordingly (example: Power Blockers). The training itself is designed to maximize your learning which, believe it or not, does not happen in categories in the way you might think. As a result, your trainer may be referencing pages anywhere in the workbook throughout the training. But this guide is meant for you to have, even after the training, as a reference.

Get ready to get the most for yourself in your Purposeful Living & Leadership!

PURPOSEFUL LIVING
& LEADERSHIP

About the Wright Foundation

About Wright

ABOUT WRIGHT

Who We Are

The Wright Foundation for the Realization of Human Potential is a 501(c)3 non-profit with three divisions. We focus on using cutting-edge social and emotional intelligence to activate leaders who help contribute to a 200-year vision of a world that works for everyone.

The Foundation includes three divisions:

- **Wright Graduate University** for the Realization of Human Potential delivers M.A. and Ed.D. degrees and plus graduate certificate programs in transformational leadership, transformational coaching, and social and emotional intelligence. Wright Graduate University is accredited by the Distance Education Accrediting Commission (DEAC). The University provides a performative learning environment and synthesizes the best theories and methodologies related to the enhancement of human potential—ancient Greek philosophy to modern-day existential philosophy; developmental, Adlerian, humanistic and positive psychology; educational theories from Dewey to Vygotsky to Mezirow; current research in neuroscience, and behavioral economics. Read more about Wright Graduate University's programs and mission at wrightgrad.edu.
- **Wright Living**, the non-credit division of the foundation, is where clients engage in applied coaching and seminars in social and emotional intelligence to leap ahead in their careers and lives, and make a positive contribution in their sphere of influence whether that sphere is a corporation, a family, a community, or society at large. The unique yearning-based learning approach applies both traditional and cutting-edge human emergence technologies to personal development, career, relationships and parenting, leadership, and more. Get started with these programs at wrightfoundation.org.
- **The Human Emergence Group**, our corporate consulting division, brings our innovative curriculum into companies and organizations to empower individuals to be change-makers where they are, to take responsibility for their leadership, and to have a positive impact in their organization no matter what their role or level. Offerings from this division include workshops and training in social and emotional intelligence, executive or professional coaching, consulting, and more. Learn about HEG's work at wrightfoundation.org/corporate.

About Wright

ABOUT WRIGHT (CONT'D)

As a Foundation, our mission is to live radiant, authentic lives, and to support others to unleash their potential by consciously engaging in their own transformation and leadership for the advancement of humanity and conscious, sustainable living on the planet. We ignite possibilities for thousands of people, nationally and internationally, by creating connection, nurturing vision, and driving contribution, one person at a time, from the inside out.

Creating Connection – Most people think emotions get in the way of relationships, but research shows that all emotions, when responsibly expressed, strengthen relationships. Our students are creating more meaningful, and deeply intimate relationships with their family, friends, coworkers, and people in their network, ultimately leading to living more satisfying lives.

Nurturing Vision – Many people think that achieving goals and amassing wealth lead to happiness and the good life, but the fact is, orienting toward and pursuing a meaningful vision for ourselves, meeting our deepest yearning and desires, is a key factor in living a fulfilling life. Nearly 90% of our students have found more fulfillment by developing greater vision.

Driving Contribution – Most people believe that you need to have a formal leadership role in order to lead, but the fact is, you are leading all the time. We see leadership as the capacity of every person to influence the thoughts, feelings, and actions of others – whether you are in a business meeting, a family dinner, or even in the audience of a presentation.

About Wright

OUR PHILOSOPHY

Reaching Your Potential—Learning, Growing and Transforming

Humans develop along the same lines regardless of race, nationality, or culture. Just as some people can run further than others in a certain amount of time, some people develop more—they get more out of life. Some just keep learning the same lessons over and over, while some transform into their most radiant selves. Our philosophy aims to maximize that development.

We see education as coming from its Latin root, *educare*, to draw out. From this perspective, learning and growing are seen as the natural state of humanity, and it is the role of education to facilitate this. We see human beings as robust, adaptive, expressive, sufficient, whole and complete beings. We believe there is a native intelligence in all human beings that may be facilitated or blocked to some extent— an intelligence that can guide us unerringly to our highest possibilities in fulfillment and service if unblocked and consciously developed.

We have all had our growth stunted to some extent. It is the premise of this course that our job as adults is to continue our own development.

Plants grow better, faster, and healthier with plenty of sun, appropriate water, and nutrients. Without the correct mix of these, they become stunted or even die. Similarly, people need certain things in order to develop: physical care, interpersonal attention, room for self expression, and opportunities to express our emotional and physical muscles, to commit, and ultimately to take full charge and responsibility for our lives, facilitating our transformation into fully conscious, responsible leaders of our world.

About Wright

"LEAD YOUR LIFE. LEAD YOUR WORLD."

Our students manifest the potency and effectiveness of our programs in every area of their lives.

Many of them have risen to national leadership in arenas as diverse as economics, compensation, and retirement policy, and as executives in public corporations. In our couples program, the divorce rate of those participating for ten years or more is under 4%, compared with the national divorce rate of 50% (Whitehead & Popende, 2006).

Our students demonstrate career success that far surpasses national statistics.

A survey of 80 of our students resulted in the following conclusions: 7.5% of the student population made \$100,000 or more (the national average is 7%) before starting our programs. After participation in our programs, this number increased to 32%. In addition, of those surveyed, 66% reported an increase in income, 54% had been promoted or gotten better jobs, and, of those in sales, 56% reported selling more. In addition, those surveyed reported having more purpose and meaning in their lives, better marriages, deeper friendships, a greater sense of belonging, and greater overall satisfaction in life.

Our students are transforming their way of being and what they expect from life.

They learn to orient to higher principles. They change not only what they choose to learn, but also how they learn and what they can expect from their learning. Our students are transformed in their new sense of commitment to lifelong learning and development and, as a result, hold their lives as both an adventure and a journey of discovery. They become more open to experiences and more available to receive the abundance that is available to all of us in every area of our life. Our students become active creators of their experiences, not victims of circumstances.

Our curriculum stimulates deep emotional and intellectual learning and a way to integrate that learning as long-term change into every area of life. By living these changes, our students move into the realm of leadership. Therefore, we seek not only to foster individual transformational learning, but also to develop transformational leaders who will impact the world around us. As John F. Kennedy once stated, "Leadership and learning are indispensable to each other," we believe that learning to lead a great life leads to leading others, hence our motto: **"Lead your life. Lead your world."**

About Wright



PURPOSE STATEMENT

OUR PURPOSE is to live radiant and authentic lives and to support others to unleash their potential by consciously engaging in their own transformation and leadership, for the advancement of humanity and conscious, sustainable living on the planet.

About Wright



WRIGHT GRADUATE UNIVERSITY
For the Realization of Human Potential

PURPOSE STATEMENT

Wright Graduate University prepares and develops transformational leaders and coaches through dynamic distance education. WGU integrates the most effective human emergence technologies and relevant research to cultivate scholar practitioners who bring out the best in themselves and those they lead and coach.

Members of the WGU community consciously engage in their own transformation and leadership as they coach and support others to unleash their potential for the advancement of humanity, and conscious, sustainable living on the planet.

About Wright

OUR LEARNING METHODOLOGY WRIGHT PERFORMATIVE EDUCATION

We want you to get the most you can out of every Wright event. Having coached and trained high performers for over three decades, conducted extensive research on living great lives, and studied advanced methods of learning, we developed a unique, highly effective methodology called **Wright Performative Education**—the learning technology designed to propel our students into creating successful, satisfying careers & great lives.

Too often in seminars you gain access to high-quality content, but it's up to you to figure out how to apply it to your life. Wright Performative Education is different. It includes **Accelerated Learning, The Assignment Way of Living**, small group interaction, structured exercises, and personal behavior experiments to expand your repertoire.

In other words, Wright Performative Education is learning by doing. More accurately, it is learning by doing that which we do not already know how to do.

These technologies create opportunities for greater participation, immediate application, deeper integration, and more retention of material. Using them in each of our three modalities of delivery—seminars and trainings, learning laboratories, and coaching—gives you the ability to do more, faster, and apply your learning immediately toward resolving your most pressing concerns and realizing your most powerful results and visions!

The **ASSIGNMENT WAY OF LIVING** is the explicit and ongoing experiential activity of engaging in new behaviors and performing new roles, thereby challenging limiting beliefs, disrupting routinized ways of being, upsetting automatic systems, teaching new life skills, and launching us into a journey of personal discovery. Assignments are one of the most powerful tools of our technology. Assignments can be one of the most powerful tools you use to experience a breakthrough this weekend. For now, we simply ask that you give any assignment your best shot. This weekend is your opportunity to break out of old ruts and routines and do things in ways you never have before. Even a “failed” assignment is an opportunity to learn more about yourself and your leadership if you're willing to hold it that way. Notice how you respond to assignments and how others respond. Use your team leader, coach, and other support to help you in any assignment where you feel blocked.

About Wright

THEORETICAL FOUNDATIONS OF WRIGHT PERFORMATIVE EDUCATION

WRIGHT PERFORMATIVE EDUCATION, guided by our research in great lives, is a technology designed to give you not just more of what you already have, but more of what really matters to you—more of what is necessary not only for personal transformation but also for family, organizational, and societal transformation as well. The curriculum owes its effectiveness and relevance to the fact that it draws upon great thinkers from diverse disciplines—early and contemporary philosophers, educators, psychologists, behavioral economists, and even futurists and spiritual teachers.

Wright Performative Education evolved from, and is a unique synthesis and application of, an extensive body of theories and philosophies. Principal among our foundational theories are those of psychologists Lev Vygotsky and Alfred Adler; the existentialist theories propounded by Nietzsche, Kierkegaard, Sartre, and others; systems theories; theories of transformative learning and development; and leadership theories. Wright Performative Education is also informed by the theories of other renowned psychologists and educators—John Dewey’s “experiential education,” Jack Mezirow’s “transformative learning,” Erich Fromm’s “being mode” of learning, Carl Rogers’ “significant learning,” and Jerome Bruner’s “learning by discovery.” We have synthesized these theories in our learning technology at Wright, supporting our students to achieve higher levels of personal and professional growth and success in all areas of their life.

We have come to understand that theoretical knowledge and personal data alone, including insights and skills, are not sufficient to bring about lasting change in students’ lives. The amount of continuous, external support needed to effect lasting change is not to be underestimated. As Vygotsky has stated, growth and development must necessarily be part of an “ongoing creative and collaborative” process, and it is with this in mind that we have integrated the concept of the More Knowledgeable Other (MKO) into all aspects of the Wright Performative Education curriculum.

Through coaching, teaching, intervening, and providing feedback, MKOs (whether faculty, staff, or more advanced students) model possibilities. They provide support and accountability to maintain changes already made and further challenge, support, and encourage students by raising the bar of expectation and holding a higher vision for them. They teach skills, challenge belief systems, and create an environment for the student’s next most radiant self to emerge.

MKOs also introduce students to the theoretical and methodological foundations of what they are experiencing while they are experiencing it. The exciting synergy of developmental, systems, existential, learning, and leadership philosophies and theories is crystallized in the learning technology of Wright Performative Education.

About Wright

ACCELERATED LEARNING

Tips and Tools for Getting the Most Out of the Training

Accelerated Learning is designed to help students with diverse learning styles stay conscious and engaged, apply information faster, and thereby more powerfully integrate the new knowledge. In the following overview, you can learn a little more about each of these tools and how to best take advantage of it:

STATE CHANGES: We use “state change” activities such as clapping, laughing, dancing, raising hands, and speaking, to reboot our internal computers and prepare to take in more learning.

EXERCISES: Exercises are opportunities for you to apply the material to your individual situation and experience. During the course we may ask you to reflect upon your past experiences and current situation, and/or imagine a future transaction in which you will apply your learning. We may also ask you to engage with scenarios or role-plays that simulate common situations, so that you can practice new skills and approaches in a safe learning environment. We may ask you to do exercises individually, in small groups, or in the larger group. We urge you to engage fully and get the most out of this time. Use your fellow participants as valuable resources, sounding boards, and practice partners. Share your wisdom and be open to learning from others.

CONTESTS: We may periodically use contests in our trainings. Contests stimulate rapid learning, integration of material, and engagement. They maximize learning and development in a minimal amount of time. If you are asked to participate in a contest, we encourage you to use it as an opportunity to stretch into unknown territory or to take risks you might not have otherwise.

PAIRED SHARING: Paired sharing is a learning technique that allows you to process information out loud and begin to integrate it with your experiences and thought processes right in the moment. Contrary to usual conversation styles, in a paired sharing, one person is given a set amount of time to speak without interruption, to “have the floor” for time to allow thoughts to unfold. Then the other person in the pair is given their turn to do the same. Neither person interrupts the other. Paired sharing is a powerful tool for digesting new information and for powerfully applying it to your life.

About Wright

Tips and Tools for Getting the Most Out of the Training (CONT'D)

80/20 RULE: The material covered in this training is vast, rich, and deep and will add tremendous value to your life. In over 20 years of training and development, we have discovered that, although we could spend an entire day on any one concept, this would be counter-productive. Instead, we focus your time and attention on the 20% of the material that will bring you 80% of the results. At times you may feel rushed in your own processing or integration of a concept. Rest assured that our areas of focus will actually provide maximum learning in the limited amount of time available.

GROUP DISCUSSION: Group discussion occurs on two different levels during the training. When the entire training room is together, we may discuss a particular experience or insight. At other times you may be discussing the same types of things in your team or in a small group. Engage in the group discussion as much as you can. If you are naturally shy and are afraid to speak in a group, you may try speaking up once where you wouldn't in the past. Most important in the group discussion is to keep you sharing about what you are learning for yourself. It's not a time to give advice or opinions or share about past experiences or others you know. Instead it's a time to see what you can uncover in the moment to propel you forward toward your dreams.

FEELING CHALLENGED OR NEED SOME HELP? This training experience is different for each person. Although we try to anticipate your questions and needs there are always things we can't anticipate.

If you are feeling challenged, overwhelmed, or in need of help with an experience or exercise—how to do it, what the purpose is, and so on—do not hesitate to use one of the yellow-name-tagged members of your group to talk it through. If you are not comfortable with that person, talk to the one of the team captains who introduces themselves to your group, also wearing yellow name tags. Feel free to ask for support from any one of them. Don't hesitate to pull someone aside for help or guidance. The assistants are here to help you.

Many people feel challenged just getting to the training the following morning, or coming back from lunch. Use your team lead as a help line – call them to talk through your feelings and get support. You'll be glad you did. Keep in mind that the curriculum is meant to prick you a bit, but it's also designed to build piece by piece into an integrated whole that maximizes your learning, growth, and integration. Do your best to trust the process and stay with the material.

About Wright

Tips and Tools for Getting the Most Out of the Training (CONT'D)

TALENTS AND STINKERS: In the drama triangle, (a concept described by Dr. Stephen Karpman, which you will learn about in this training), we unconsciously choose the role of persecutor, victim, or rescuer and sometimes switch between these roles quite readily. The problem is that nothing gets done in the drama triangle—it's a never-ending, unsatisfying loop that keeps us stuck in unproductive patterns. In Wright Performative learning, we leverage "Stinkers" to help you and your fellow participants recognize when you're in the drama triangle or when you are sharing a statement that is limiting in some fashion. The pattern interruption of using this technology helps you to catch limiting thoughts and reorient right in the moment of the training. We leverage "Talents" to reinforce responsible patterns of speaking that lead you out of the drama triangle or that empower you toward the leadership vision you have set for yourself. The integrated and dynamic use of Talents and Stinkers allows you to get more out of the training you are already in for optimal learning.

FEEDBACK (RED, YELLOW, GREEN): In your training, you may have the option to leverage Red/Yellow/Green feedback. By renaming yourself on your online screen, put a R, Y, G by your name to indicate the level of feedback you wish to receive at any point in the training. Think of these just like you would a stoplight. If you would like full feedback during an exercise, put "G" in your Zoom name to indicate a green color. If you'd like medium level feedback, make sure you put "Y" in your Zoom name to indicate a yellow color. If you'd like minimal feedback, put "R" in your Zoom name to indicate a red color. These colors/letters are not meant to be a good, better, or best option. They are simply meant to empower you to take the training at your own pace. Of course, you'll learn the most with green-level feedback, but that might feel like too much at certain points in the training, and that is absolutely fine—simply put the yellow "Y" or red "R" in your Zoom name. You'll receive more instructions during the training on how to rename yourself.

TAKING NOTES: Feel free to take notes throughout the training. Any workbook or worksheets you receive are yours to use as you like. If you printed out a copy of this workbook, you can jot down notes on the worksheet pages or use any of the [blank note pages](#) in the back of the workbook. You may also choose to keep a separate notes document for yourself or to write in a journal. There are also [Dynamic Engagement workbook pages](#) that ask you questions to guide you deeper into the material for yourself. During some exercises it won't make sense to be taking notes, but at any time that you want to capture something you are learning, the notes pages can be a good opportunity to do that.

About Wright

THE STRUCTURE OF WRIGHT PERFORMATIVE EDUCATION

Wright Performative Education operates in three key modalities of delivery—seminars and trainings, learning labs, and individual coaching—which combine transmissional, transactional, and transformational learning. Our teaching technology is woven throughout all of our programs and coursework in all areas of life and leadership.

While any one modality alone—seminar, learning lab, or coaching—is certainly helpful, we have learned over time that it is the synergy of the three modalities that results in the profound success of our students and leaders. When students engage in only one or two components (meet with an individual coach, attend a training, or participate in a learning lab) they have positive results, but they do not approach the results of those who participate in all three modalities combined. The synergy of the three modalities provides the support the student or participant needs to expand beyond their current zone of development and to explore opportunities for perspective transformation, transformational learning, and transformational leadership.

SEMINARS AND TRAININGS: Wright Leadership seminars and trainings, whether conducted over a weekend, a day, a week or an evening, provide experiential and didactic education where students learn the theoretical foundations of what they are experiencing while also experiencing the theories and content they are learning. Seminars and trainings set context and define the higher purpose for all other Wright Performative Education activities and provide an experiential base and focus for continued learning. Seminars and trainings are designed to assist students to think things they have never thought before and do things they have not done before—to experience choice while stepping into the unknown and into new possibilities.

LEARNING LABORATORIES: Learning labs are a special part of Wright Performative Education. Learning labs typically consist of eight to twelve members—peers who function as what Lev Vygotsky calls MKOs “More Knowledgeable Others” for each other—as well as a leader or facilitator who is also participating in his or her own transformational learning and leadership. Within the lab, or group, participants apply the theory and skills they have already learned in seminars. They learn new skills and challenge limiting beliefs with the support, mentoring, and coaching of other lab members and the leader.

About Wright

THE STRUCTURE OF WRIGHT PERFORMATIVE EDUCATION (CONT'D)

COACHING: Coaching is a process of personal interaction with another individual in order to foster effectiveness, performance, personal development, and growth. Effective coaching involves coaches who are themselves active participants in their own transformational learning. Coaches support students to develop new skills, establish goals and visions, and develop a game plan for achieving those goals. They provide focus, direction, encouragement, and feedback. They help students see and appreciate their strengths, understand and overcome their weaknesses, maintain system changes, and identify new system changes.

As you experience Wright Performative Education, you yourself will have the opportunity, as our students have, to challenge firmly held beliefs, learn and apply new life skills, discover the power of your choices, see yourself as part of a greater whole and as having influence on those around you, and begin to become—in a striking, powerful, and immediate way—the person and leader you always knew you were meant to be.

The possibility and the vision we hold for ourselves as we practice moving into our next most radiant selves and toward the great life that is available to all of us—the life of MORE is the vision we welcome you with as you now embark on your own journey toward a life of MORE.

PURPOSEFUL LIVING
& LEADERSHIP

Wright Performative Learning

Wright Performative Learning

OPERATING AGREEMENTS

The following operating agreements will help you get the most out of your participation in the program and enhance the quality of your life in all areas.

Choosing to participate in the training means choosing to follow these agreements; those who choose not to will be informed of the problem, and continued failure to follow the agreements will lead to dismissal from the training.

The agreements are as follows:

Create value for yourself. Those who benefit the most in workshop learning don't wait for information to come to them. They participate and generate meaning and value for themselves. The more you can accept this responsibility to create value for yourself, the more you will find creative ways to contribute, participate, and benefit.

Create value for the training and do not detract. Use your participation to move the group or training forward and not detract or delay it in any way.

Participate fully. The more you invest and participate in the training, the more you will benefit. Research has shown that those who participate the most get the most out of their experience.

Do your best in every way possible.

Be in the here and now. You are here to explore your experience in the here and now and ways to live more presently in the moment, and you agree to accept coaching. Conclusions you have made and philosophies you have about life are seen as avoidance of here and now emotional engagement. As such, they are a distraction that has no place in this seminar, and you will be interrupted if you begin sharing them. Instead, you agree to respond using skills you are learning in the seminar, especially naming the emotion you feel in the moment, in order to develop your facility with apprehending your state in the here and now to have greater leverage in your life moment by moment.

Be on time. You and others have invested significant resources to participate in this training. To make your work together the most productive, it is critical that you show up on time and ready to work.

Wright Performative Learning

OPERATING AGREEMENTS (CONT'D)

Take responsibility for your own experience, especially charges and reactions. Any time an issue arises or you have a charge or reaction, you agree you will immediately do the following, seeking help from a leader or assistant as necessary:

- Identify the feeling underneath and take responsibility for yourself, your pain, or your issue.
- Identify your projection or transference.

For example: I may start being angry, but underneath I am hurt. I take responsibility for my pain and reclaim the projection or transference.

Do not join a team with participants you already know. Friends and family in groups creates an imbalance and reduces functioning of the group. It does not work to have those who know each other previous to Wright in the same group.

No side conversations. Your team's success depends on everyone paying attention and supporting the group unity. Do not have side conversations. Keep your focus and attention on the group momentum so that you, and all of the team members, can have the greatest collective success.

Do not give advice or disagree. Giving advice prevents fellow participants from accessing their own innate wisdom, deep yearnings, and feelings on a given topic or assignment. Disagreeing dismisses the possibility of learning from statements or perspectives that are different from your own. Test everything, but refrain from saying, "I disagree." Rather than advice-giving or disagreement, group members serve each other best by asking clarifying questions such as, "I am curious, can you explain.....to me?" or, "Can you tell me more about what you mean by.....?"

Have a beginner's mind. The best coaches and teachers are those who are always learning and are deepening their insights and learning in new ways. They operate with what is called beginner's mind—they are discovering anew at all times, no matter how familiar the material may be. If you are tempted to give advice or teach others during this training, instead we ask that you look at what the new learning or insight is for yourself. Even if you have knowledge or expertise in related areas or past experience with personal growth workshops, this training is not designed for you to share what you already know. Instead, your greatest contribution to your fellow participants is for you to apply the material to your own life, learning, and growing by exploring your own personal limits, unknown territory, or cutting edge.

Wright Performative Learning

OPERATING AGREEMENTS (CONT'D)

Speak about your own experience. No generalizations. Speak for yourself. While it is often easier to talk about how the experience or training relates to someone you know, you'll get the most benefit when you talk about how your insight or learning applies to you. As much as possible, try to avoid telling stories about other people or making generalizations. Just stick with your own experience.

Tell the truth. You can always decline to share information about yourself. However, a training experience is a great opportunity to take risks, be more open and honest, and disclose more about yourself. The more open you are, the more you will gain from the experience.

Be curious and honest about what you do and do not understand. Instead of saying, "I disagree," ask clarifying questions. If you lead with disagreement, you dismiss the possibility of learning from statements or perspectives that challenge you.

Participate in accelerated learning activities. The latest research shows that people in classrooms or in meetings lose focus every seven minutes. That is a lot of potential for lost productivity! Good educators know that making a "state change"—a physical shift in your body or energy—naturally re-energizes you and helps you stay focused. We may ask you to raise your hand, answer questions out loud as a group, or even clap at appropriate times to create these state changes and keep the energy moving in the room.

Be as selfish as possible. The more you want, the more you will invest, and the more you invest, the more you will get out of this experience. Ask questions, participate, and use the exercises and group discussions to apply the material to yourself and your work.

Be coachable and open-minded. Be coachable and be open to having your opinion shifted and changed. The more the environment is open, the more likely it is that creative solutions will emerge for everyone involved.

Keep confidentiality. We maintain an environment of integrity, safety, and freedom to participate by upholding confidentiality. Students do not disclose the content of other students' work. Students agree to share only from their own experience when talking with others within or outside the Foundation.

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OPERATING AGREEMENTS (CONT'D)

No business transactions. We believe that growth and development are enhanced when there are no ongoing issues of exchanging money or conducting business between students. To this end, we ask that participants refrain from conducting business transactions with each other during the training. Referrals and networking are okay. Existing business relationships can continue.

No social or romantic involvement. We provide an environment of personal and spiritual growth where students can experiment with new beliefs and behaviors. The safety for this experimentation is aided when there is no social, romantic, or sexual involvement. To this end, we ask that participants do not engage in social, romantic, or sexual relationships with other participants or leaders of the training. Existing relationships can continue.

Be fully conscious, fully available, and fully engaged by refraining from mood-altering substances. To this end, participants agree to refrain from mood-altering drugs or substances such as alcohol, marijuana, etc. 24 hours ahead of, before, and during the training.

Practice e-etiquette. Please turn off your cell phone. It's understandable that you may need to check in on a personal or business matter during a break, but the more you can fully immerse yourself in the training, the more you will get out of it. For a trainings held on Zoom, e-etiquette includes the following:

- **Join from your computer** so you can type to participate in chat and interactive activities on video.
- **Use headphones** to minimize echo for yourself and all participants, and to maximize privacy for fellow participants.
- If you need to participate by phone, do so from the Zoom app if possible. If you need to dial in for audio while connected by computer, **join your phone with your Zoom ID** so you do not have duplicate identities in the meeting.
- **Make sure your Zoom name is your full name.** When logged into the meeting, check what username appears in the bottom right corner of your video. Rename yourself by clicking the three dots in the upper right corner of your video. This facilitates attendance-taking and group formation.
- Turn your video off selectively to **not detract** from others' experience. In general, keep your video on so other participants can see and engage with you. But if your movement/activity at home would be distracting (such as eating), turn your video off momentarily.

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OPERATING AGREEMENTS (CONT'D)

No Recording. By participating, you agree not to record the screen/video or sound/audio from the training. One exception to this rule is if you intend to share a photo to social media; if it includes other participants, you agree to ask their permission before posting.

No broadcasting to non-registered participants. Everyone who is participating must be registered, have signed these agreements, and must participate from their own device, so they can individually participate in the experiential exercises in breakout rooms. If you are participating at home where non-registered participants may hear, you agree to use headphones and/or private space.

Use Zoom chat only for purposes that move the training forward, and in ways that follow the other agreements. Understand that inappropriate or detracting chat may result in immediate removal from the seminar at the sole discretion of training leaders.

Engage creatively with the performative learning tools. Participate fully in the exercises and material. Use the chat to comment, share, express, ask questions. “Raise your hand” by typing that you want to share in the Chat. Review the following page for details and access to the online performative learning tools.

Follow The Seven Rules of Engagement.

(Based on *The Heart of the Fight* by Dr. Judith and Dr. Bob Wright for more detail.)

RULE #1: Accentuate the positive. Focus on what is good, exciting, novel, and what works. Add humor, joy, affection, interest, affirmation, and other forms of creative behaviors from the right side of the engagement continuum.

RULE #2: Minimize the negative. Eliminate passive-destructive behaviors like avoiding, stonewalling, withholding, keeping secrets, or zoning out. Do away with misengaging and pseudo-engaging such as impersonal, logistical, judgmental, whiney, blamey, or gossipy conversations. Stop destructive engagements such as criticism, defensiveness, contempt, and withdrawal.

RULE #3: No one gets more than 50 percent of the blame. When you find yourself assigning blame, remember that no matter who instigates a conflict or makes a situation difficult, you are part of a system, and the highest percentage of blame you can assign is 50 percent.

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OPERATING AGREEMENTS (CONT'D)

RULE #4: Take 100 percent responsibility for your happiness and satisfaction. It is not the responsibility of the program, your group, your leaders, your coach, or anyone else in your life to make you happy. If you want something to be different, it is yours to author. Persistently and responsibly sharing your yearnings and engaging fully with your assignments will help develop more clarity, understanding, growth, and value for yourself – regardless of whether anyone or anything else changes!

RULE #5: Express and agree with the truth, always. In any disagreement, verbally acknowledge when someone says something that is true or when you are wrong. Say it as soon as you recognize it, even when you're mad or would rather not give the satisfaction, concede, or look bad. Try saying, "You're right," "Good point," "Hadn't thought of it that way," "I see your point," or even a begrudging acknowledgment of the truth such as, "Your point is right on, but I sure don't like your tone."

RULE #6: Fight for, not against. When someone says or does something that is irritating or challenging, fight for something rather than just asserting your perspective or fighting against something or someone. Recognize what you want and yearn for and express yourself fully, with an aim, rather than complaining, harping, defending, avoiding, or manipulating.

RULE #7: Assume goodwill. Look for the positive intent in any relationship or interaction, rather than scanning for what others are doing wrong or doing toward us. Assuming goodwill lowers your fight-flight-freeze response and makes room for understanding.

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OPERATING AGREEMENTS (CONT'D)

I have read and understand that my continued participation in the weekend requires that I agree to:

- Create value for myself.
- Create value for the training and do not detract.
- Participate fully.
- Do my best.
- Be in the here and now.
- Be on time.
- Take responsibility for my experience, especially charges and reactions.
- Not join a team with participants I already know.
- Not have side conversations.
- Not give advice or disagree.
- Have a beginner's mind.
- Speak about my own experience.
- Tell the truth.
- Be curious and honest about what I do and do not understand.
- Participate in the accelerated learning opportunities.
- Be as selfish as possible.
- Be coachable and open-minded.
- Keep confidentiality.
- Not conduct business transactions.
- Not have social or romantic involvement.
- Be fully conscious, fully available, and fully engaged by refraining from mood-altering substances.
- Not record the screen or sound from the training.
- Ensure that the training audio/video is not broadcast to anyone else in my home who is not registered for the training.
- Use zoom chat only for purposes that move the training forward.
- Practice e-etiquette.
- Engage with the performative learning tools
- Follow the Seven Rules of Engagement.

Sign here to indicate agreement: _____

Wright Performative Learning

YOM LOGISTICS

Weekend Training Dates

Nourishment and Self Care: July 23-25, 2021

Robust Relationships: October 22-24, 2021

Personal Power January 21-23, 2022

Purposeful Living & Leadership: April 22-24, 2021

After your final quarter of YOM you will support the following YOM weekend training. This is your culmination and integration experience. Not only is it an opportunity to review some of your first Year of MORE content afresh with the additional perspective of your year of learning, but it is also where you are able to bring together all the skills you have learned throughout the year and put them into practice in a leadership experience.

Leadership & Integration Weekends

MORE Life Training (Choose One):

June 4-6 / September 10-12 / November 12-14

An additional part of your program includes assisting at a MORE Life Training weekend of your choice. Assisting at this training is an invaluable opportunity in that you are able to partner with and be empowered by a wide range of Wright community leaders and participants. It is an amazing opportunity to enhance your leadership skills.

Access YOM Remotely

1. Webcast Through Zoom: <https://zoom.us/j/880-888-313>

Meeting ID: 880-888-313, **Password:** 321445

2. Call (312) 626-6799 and enter the Zoom ID: 880-888-313 and password 321445.

Canvas - Wright Community Site

Canvas is where you will post your check-ins, connect with your group, and where you will find the recorded video version of the weekend training and the Tuesday night classes. An invitation to canvas will come to your email with the subject line, "Finish Registration: Canvas" from "Instructure Canvas" (notifications@instructure.com). When you accept this invitation, you will be invited to create your profile page. If you do not receive this invitation, please check your junk mail, then reach out to Elizabeth at admin@wrightfoundation.org for assistance, or go to wrightfoundation.org/canvas.

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WIIN DATE GAME!

A great tool we have is the Wonders of Influential and Intentional Networking (WIIN) game. We have monthly contests and a point system that involves meeting new people, having meaningful conversations, and sharing what we're learning with others.

We talk about WIIN as the 4 Wins: A win for you, a win for the other person, a win for the Wright Foundation, and a win for the world.

WIIN Date Point System:

2 Point: Deepening Relationship. (Deepen a relationship as many times as you like.)

1 Point: New contact. (Meeting or an interaction where you swap contact information with another person.)

1 Point: Social Media post. (Share yourself with the world.)

1 Point: Introduce one person to another. Contact information needs to be exchanged. (Creating connections is a proven way to strengthen your network.)

1 Point: When a person you invite signs up/attends a Wright event.

How to Log Your WIIN Dates:

Log your WIIN Dates every week by Sunday night to be entered into the contest.

Log your WIIN Dates here: wrightfoundation.org/WIINdates



**WRIGHT
FOUNDATION**
FOR THE REALIZATION OF HUMAN POTENTIAL

Report your WIIN Dates!!

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Q4 LAUNCH SHEET

- Bookmark the website, wrightfoundation.org/wiindates and each week log your WIIN dates and share your WIIN stories. (WIIN: Wonders of Intentional and Influential Networking)
- Choose a big sibling in your group who is in Q1 or Q2.
- Arrive by 6:00 PM CT on Tuesday nights. If you can't be in class, contact your learning labmates and your leaders at least 24 hours in advance.
- Accept your invitation to Canvas. If you are having trouble accessing Canvas, email Elizabeth at admin@wrightfoundation.org. Other questions, go to this webpage on "How to Access Canvas:" wrightfoundation.org/canvas.
- Growth Reports are due Thursday before bedtime (short synopsis of how you are doing with the assignment, blank template) and Sunday by 3:00 PM CT using the Sunday Growth Report template in Canvas. TIP: We suggest writing your growth report in a Word doc or Google doc first and then copying it over to Canvas.
- Program into your phone the numbers for your group leaders and team members. Save the large and small group Zoom line information in an easily accessible location.
- Make sure all the dates of the YOM weekly class and Weekend Trainings are in your calendar, including the weekend training after you complete YOM—you will be assisting to produce that Weekend Training!
- For additional support, connect with your YOM leader, coach, and other students, or email Elizabeth (elizabeth@wrightfoundation.org)

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EMPOWERMENT ROLES

The greatest way to serve your team is by growing, emerging, and engaging fully yourself.

Empowerment Team meetings happen 15-25 minutes before the start of YOM each week
Empowerment roles are re-voted during Week 5 and Week 9.

Task

INSPIRATIONAL DRIVER OF THE TEAM: The beacon who models and inspires the team to increasingly become their best selves in partnership and collaboration with the leadership team and the team leaders. Empowers others to do their jobs well. Holds strategy and vision for each role to be growing. Reporting to the team lead, Task coordinates the others' roles to optimize the performance, growth, and learning of the team. Task also:

- Manages time and ensures orderly transitions
- Monitors and facilitates so roles are functioning and using tools.
- Ensures the team follows the directions of training leaders.
- Make sure role votes happen during Weeks 5 and 9, and fishbowl feedback happens in Week 12.
- Checks that weekly tracker is updated by 9:00 PM CT each Monday with on-time growth reports, and best and worst growth reports.

Growth

HEART OF THE TEAM: Leads by engaging and developing one-on-one relationships with each team member. Models full engagement and inspires each team member to take risks toward their vision and goals, stretching into the assignment and any role they hold. Supports each team member to increasingly take ownership of their own learning and growing—and living into their visions in their lives. Success for individuals is seen as interconnected with group success. Continually supports team members to make deeper connections with their assignments. Growth als:

- Holds and shares vision for each member of the team, often beyond what they themselves can imagine.
- Monitors the learning and growing of each person on the team.
- Supports the team with their growth assignments.
- Assigns buddy pairings.
- Updates weekly tracker for quality growth report check-in's by 7:00 PM CT each Monday.

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EMPOWERMENT ROLES (CONT'D)

Integrity

ACCOUNTABILITY OF THE TEAM: Integrity is a glue holding other roles together holistically as a support to Task and Growth. Integrity helps hold team members to their highest vision with the understanding that being in full integrity helps move the team and individuals toward wholeness and living lives full of satisfaction. Integrity is related to the individuals as well as the team as a whole.

Integrity brings the team agreements to the attention of each member and gets their buy-in for upholding these agreements in the team, then tracks these agreements and their completion. If someone does not uphold an agreement, Integrity reaches out to that person to do a stinking-thinking template and to address the dropped agreement—and to examine why it happened and how they can learn from it. When team members are not keeping agreements in the lab, they likely have the same kind of gaps in their work, family, and relationships. Integrity also:

- Sends a reminder to the team so reports are posted on time.
- Supports Task by communicating when the lab members are back in integrity.
- Works with Growth to determine growthful consequences and communicates when they are done.
- Models personal integrity through exemplary observance of the operating agreements, and calls others to the same standard.
- Stays clear about all team agreements, tracks compliance, and supports team members in using tools to restore integrity when an agreement is not kept.
- Texts leaders by Friday noon, and Sunday 9:00 PM CT regarding status of on-time growth reports. Reaches out to support those with late growth reports to create a plan to complete growth report and do Stinking Thinking template.
- Updates weekly tracker for attendance and check-in timeliness by 7:00 PM CT each Monday.

Igniter

NETWORKER OF THE TEAM: Ignites the world and the team by sharing what he or she is learning and becoming! And to connect their yearnings with energy and intention. What good is learning and growing if we keep it to ourselves? The Igniter leads us in living beautiful lives by sharing ourselves and what we're learning with others to make a positive impact in the world. Igniting the team will mean talking with teammates individually, knowing what matters to them, and supporting them to share themselves with others.

A great tool we have for this is the Wonders of Influential and Intentional Networking (WIIN) game. We have monthly contests and a point system that involves meeting new people, having meaningful conversations, and sharing what we're learning with others. Play the WIIN game and ignite your team to do the same! (Full details at wrightfoundation.org/WIINdates) Igniter also:

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EMPOWERMENT ROLES (CONT'D)

Igniter (CONT'D)

- Has WIIN dates and encourages team members to have their WIIN dates!
- Logs WIIN dates at wrightfoundation.org/WIINdates and encourages the team to share their WIIN stories with the world
- Participates in the monthly WIIN contest and encourages the team to participate too
- Invites others to Wright Foundation events such as evening workshops (seievent.com/events) and the MORE Life Training (morelifetraining.com) and supports your teammates to do the same.
- Partner with the Social Media Igniter to support people to share themselves via social media.
- Joins Igniter calls. Some Mondays at 7:00 AM CT. Check calendar in Canvas for dates.

Social Media Igniter

SOCIAL MEDIA DRIVER OF THE TEAM: As you become increasingly radiant, your role is to ignite your world through social media! Social media (Facebook, Instagram, LinkedIn, Snapchat, etc.) can be an amazing tool to get yourself and your message out in the world. What matters to you? How are you learning and growing? How are you using your assignments (woo!) to emerge?

As the Social Media Igniter, your job is to share about what you are learning through the Year of MORE and to support your team to do the same. Social Media Igniter also:

- Engages with the WIIN contest by posting about your growth and tagging Wright using @WrightLiving.
- Writes blogs and vlogs about what you're learning
- Likes and comments on, and/or shares, Wright posts
- Takes pictures at trainings and tags the participants and @WrightLiving
- Shares resources (articles, pictures, memes, news, etc.) with the Wright social media community so that the spirit of the Wright trainings is reflected online (send to buzz@wrightliving.com)
- Posts about upcoming Wright events or trainings, if so inspired.

Reflecting

REMOTE LIASON OF THE TEAM: Supports team with their online presence. Reviews the e-etiquette instructions and zoom best practices within the operating agreements. The reflector also:

- Scans that their team members are present, videos are clear, and username is their full name.
- Supports team members who are less computer savvy.

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EMPOWERMENT ROLES (CONT'D)

Engaged Team Member

COHESION OF THE TEAM: Supports team unity by participating fully, being intentional, taking risks, engaging, sharing from personal experience, and attending to their own growth. Creates value for themselves that radiates to influence the whole team. Each engaged team member also:

- Participates fully and listens attentively.
- Asks meaningful questions that move the group forward.
- Relates the course material to themselves and their lives.
- Supports the leaders of the team.
- Takes responsibility for their own experience and growth,
- Is on time.
- Follows directions from the trainers and team leads.
- Follows the operating agreements.

Team Lead & Assistant Team Lead

CHIEF EVOLATING OFFICER: Embodies and fulfills the purpose of the group, which is the transformation of all its members. Facilitates the team process. Maximizes the flow, aliveness, and truth within the team so participants get the greatest possible value out of the weekend. Facilitates the emergence of each team member's highest and best self. Ensures that all participants apply the work of the training and program to their lives to take appropriate steps to transform. The team lead also:

- Empowers the top three roles to maximize the performance, cohesion, and growth of the team.
- Owns the desired results and maintains the group focus by leading, delegating, and giving feedback with intent to move team forward.
- Develops team members as leaders in their lives and in the world.
- Aligns team with the overall training objective of transformation.
- Holds team accountable, reporting up and down.
- Enrolls team members in a greater vision for their lives.

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MEASURES OF A SUCCESSFUL LEARNING LAB

- A full range of emotional expression
- Fully engaged in the assignments inside and outside of YOM
- Risking in and outside of YOM
- Dynamic relationship movement—real relationships
- Emotional vulnerability—full range of emotions
- Openness to feedback
- Using performative learning tools (ST template, buddy calls, PLP, HOTF template, etc)
- WIIN dates and influencing our world
- Fully functioning empowerment team and fully engaged team members lead the lab group
- Q1 and Q2 students supporting Q3 and Q4's
- Maximizing development by participating in other training and leadership opportunities

Other measurements your YOM learning lab comes up with:

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CREATING A CULTURE OF EMPOWERMENT
PLAN HOW YOUR YOM LEARNING LAB WILL BE
SUCCESSFUL:

DIDACTIC PROCESS

**GROWTHFUL
CONSEQUENCES**
(templates used and or
process followed)

WHAT

EDUCATE	Describe & explain Pointing out a behavior that interferes with the individual's growth and vision. Helpful, growthful education and feedback at the time the behavior occurs. May be done by anyone.	This can happen naturally in the course of interactions and growth groups without any formal tools.
TALK TO	Focus on attitude & behavior Higher level of peer interaction after a behavior has recurred or a person doesn't respond to the original education or coaching moment. Include the Growth and Integrity roles for the group.	Use the growthful consequence tools available like the Stinking Thinking template, Heart of the Fight template, Intentional speaking template, or an essay. Student takes account with Integrity to prove they learned the lesson.
DEAL WITH	Bring group pressure with consequences Pattern is entrenched, and a stronger consequence is required. Integrity brings in a Lab or group leader to support Integrity and Growth in facilitating process with student.	Individual makes a plan that includes the Purposeful Living Process, Weekly planner, and any of the tools at the previous levels. Must satisfactorily share completion of learning with lab or group leader and prove with Integrity they learned the lesson.
HAIRCUT	With supervision of staff and whole group A tool that is used when the confrontations and talking-tos are not effective. Stronger intervention is required. Integrity brings in both lab or group leaders and/or the individual's coach or a senior coach to support.	Purposeful Living Planner and weekly planners along with any other identified strategies are planned. Individual presents their learning to lab leaders/coach in a satisfactory way after completing growth consequence demonstrating full completion of the pattern.
VIABILITY CONSIDERATION	Net Detraction	

Source: Revised from Daytop

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INTEGRITY ASSESSMENT FORM

Name _____

LEVEL

Talking to Dealt with Haircut

SITUATION/PATTERN/INSTANCE

The situation that led to the growthful consequence is:

GROWTHFUL CONSEQUENCES

The consequences I am taking on behalf of my growth and vision are:

KEY LEARNINGS

The summary of my key learnings is:

MY FUTURE WORK

The key issues, unfinished business, or work I intend to bring into coaching or Transformation lab are:

PURPOSEFUL LIVING PROCESS

Take a few moments to update your PLP with any new information including limiting or empowering behaviors or beliefs, revised vision, etc.

COMPLETION DATE: _____

APPROVED BY: _____

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IDEAL STATE ACTION PLAN

Present State	Pathways	Ideal State	Next Steps
What's so?	How?	Towards what?	What now? What is the next step for you to take?

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PROJECT MANAGEMENT PROCESS

1) Ownership – All team members commit to owning the outcome.

2) Ideal State Visioning

- “What if...”
- “Won’t it be cool when...?”

3) Present State

- What’s so?
- What’s happened already?
- What’s left?

4) Pathways – Create a project plan that includes completing all the deliverables in the allotted time. Identify critical paths, appropriate flow, resource allocation, etc.

- What will we do?
- How will we do it?
- Who will do each part?
- What resources do we need?
- What are the critical paths?

5) Way of Being

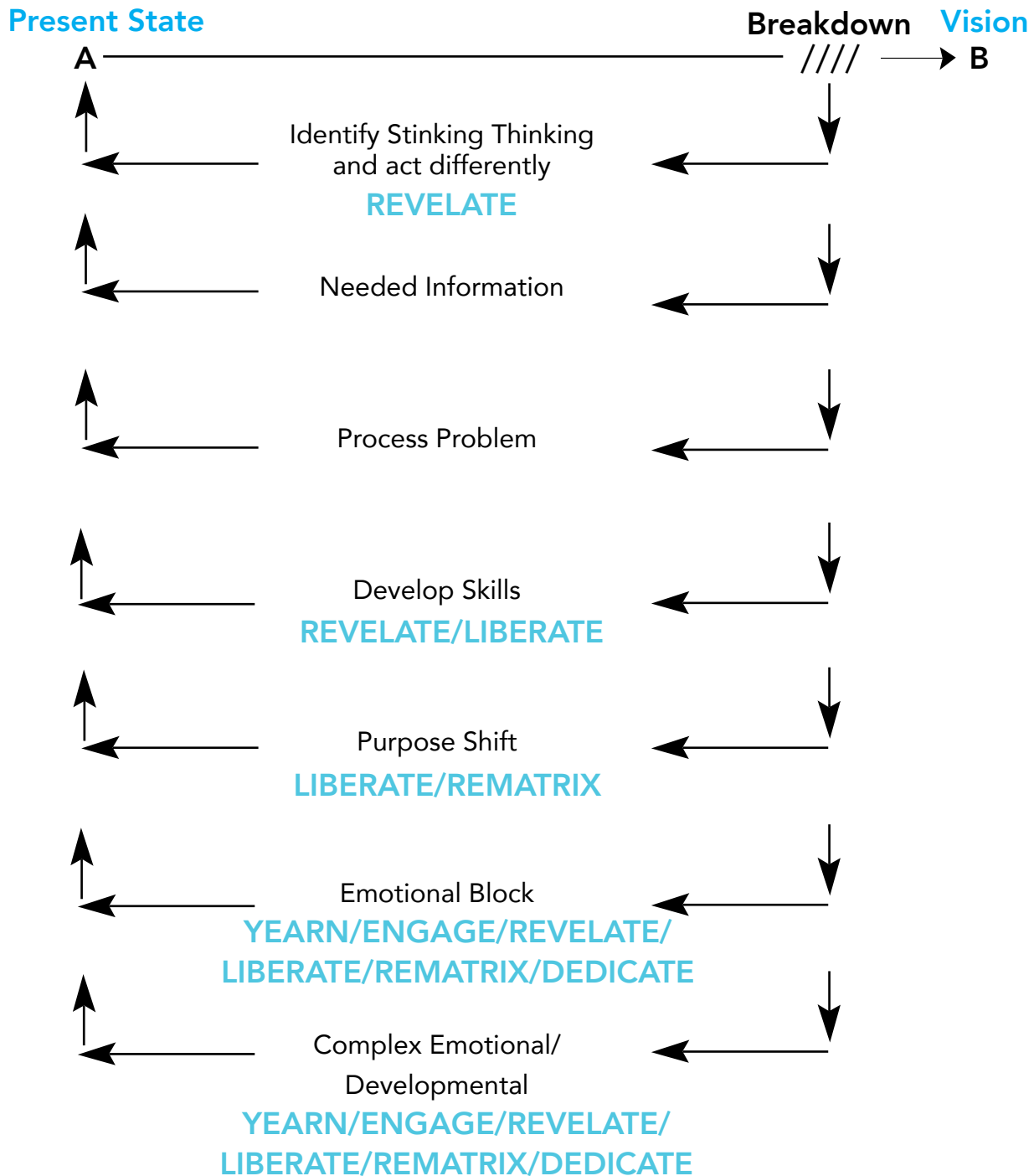
- What qualities will we embody as we work?

6) Time Chunking/Pressurizing

- Break the projects into specific chunks/smaller units
- Create aggressive time goals to force consciousness
- Track your progress and re-forecast as needed

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VISION REALIZATION PROCESS



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LATENESS REFLECTION

Name: _____

On this training, we are focusing on you being fully present and aware of yourself in a way that will facilitate your effectiveness in everything that you do. Think about why you were late, and notice if you are using external circumstances—the kids, the dog, or traffic—as an excuse. Let this reflection help you strategize to get the results you want, no matter the outside circumstances. Also use it to help you strategize what it might have taken to be on time and how those behaviors might empower you in all of your life.

What pattern does this represent in your life?

What is the cost to you of this pattern?

Example: I'm late to work once a week, so I'm probably losing 50 hours of productive time a year.

What function does this pattern serve?

What could you do differently in the future to serve that function in a more positive way, other than being late?

Submit form to your Integrity Lead

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AN INVITATION TO THE TALENT ECONOMY

Imagine feeling more nourished than you've ever felt in your life. Imagine being seen and affirmed for the gifts and talents you most value in yourself. Imagine discovering talents you never knew you had, but that were valued by other members of your community—actually pulled out of you by people with wants and desires.

Imagine a currency that creates a mode of exchange—that brings the core values of a community to life. Imagine that this currency reflected the highest Spiritual values of the community.

Imagine an economy where quality of experience is valued over possessions. Imagine an economy where the currency fosters relationships and engagement between members that is unprecedented. Imagine an economy where the person who spends the most yields the most. Imagine an economy that is driven by circulation rather than accumulation. Imagine a new economy where talents and resources are abundant—possibly limitless. Imagine a new economy where the engine of currency drives humanistic growth.

Imagine every one of your interactions is an opportunity to give and receive at the level of your heart and soul.

This is the promise of the Talent Economy.

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TALENT ECONOMY HISTORY

The Talent Economy was inspired by a visit on the Sacred travel trip to a spiritual community called Damanhur. Damanhur is its own “country” within Italy, founded on Spiritual principles, where they have created their own currency as a way of fostering their Spiritual values—since currency represents how we reflect and record what we value. They created their separate currency in order to facilitate circulation and exchange of the gifts between members of the community, versus the traditional economic model of accumulation of currency. They found that the quality of life and health of all members of their community were enhanced as they shared their gifts and talents. We experienced a sense of abundance in our visit and were inspired by their commitment to self-sufficiency.

The idea of utilizing a currency to bring the values of a community to life was intriguing to us, and we determined to play with this on the Sacred travel trip, establishing a “currency” that we called Talents. We had no idea what we had started. We began exchanging talents for things of value that we received from one another that would be above and beyond our ordinary participation in the Sacred travel trip; for example, a back rub, feedback, prayer, or a poem to a fellow Pilgrim. Soon, talents became a way of rewarding or affirming behavior and contributions from other Pilgrims that were of particular value to us. Through this process, we not only parlayed our known talents and gifts, but we also discovered talents and gifts we never knew we had. We thought the winner was going to be the one who had accumulated the most talents; but in fact, it turned out to be the person who spent, earned, and circulated the most talents who derived the most value from the game. The game opened up a level of generative, engagement, and relationship between Pilgrims that grew each day into a greater sense of abundance and nourishment.

Some of the lessons from the game were that circulation was more important than accumulation, because the more talents we exchanged, the more nourishment we were experiencing. We also learned that there was a wealth and satisfaction that came from our experiences of exchanging talents that were more valuable than the accumulation of any currency or possession.

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TALENT ECONOMY

New Economy	Old Economy
Assumptions/Beliefs: <ul style="list-style-type: none"> - Services and talents are abundant and unlimited - Ability to generate is unlimited - The more I spend, the more wealth and nourishment I have - Win / Win - Mutual self interest - Bio model 	Assumptions/Beliefs: <ul style="list-style-type: none"> - Resources, services and creativity are scarce - My ability to generate is limited - Only saving generates wealth - Spending is bad—consumes value - Win / Lose - Self Interest is good
Key Calculations of Success: <ul style="list-style-type: none"> - Ins PLUS outs equals value created - Measure and quantify process - Emphasizes transactions 	Key Calculations of Success: <ul style="list-style-type: none"> - Ins MINUS outs equals profit - Measure and quantify outcomes/ results - Emphasizes net income or cap gains
Drivers of Economy: <ul style="list-style-type: none"> - Intent - Creativity - Generation - Relationship - Mutuality 	Drivers of Economy: <ul style="list-style-type: none"> - Self interest and greed - Money supply - Innovation
Goals: <ul style="list-style-type: none"> - Circulate wealth - Max value given and received - Values goals of community - Maximize talents and their use 	Goals: <ul style="list-style-type: none"> - Accumulate wealth - Maximize value owned - Values goals of individual
Main Dynamic: <ul style="list-style-type: none"> - Capitalistic engine drives humanistic growth - Here and now focused 	Main Dynamic: <ul style="list-style-type: none"> - Capitalistic engine drives wealth creation and accumulation - Future focused

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TALENT ECONOMY

Values: <ul style="list-style-type: none">- Relationship, relationship, relationship- Me, WITH the world- Interaction- Mutual thriving	Values: <ul style="list-style-type: none">- Individualism is cool- Me AGAINST the world- Transaction- Selective survival
Spiritual Foundation: <ul style="list-style-type: none">- St Francis—give it all away so that I have more to give- Flow—rate of flow is barometer of the spiritual flow within the system- Putting spirit, relationship, and spiritual nourishment before material wealth and appearance- Maximize talents and their use- Law of attraction—the more I give the more I get	Spiritual Foundation: <ul style="list-style-type: none">- Protestant ethic—he who has the most is ok and will go to heaven- One upsmanship—in every human encounter, there is a winner and loser- Attachment—holding physical things and appearances as central- “Law” of scarcity—the more I give the less I have
Structure: <ul style="list-style-type: none">- Open transactions—all data available to all participants—based on trust	

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WRIGHT MODEL OF HUMAN GROWTH AND DEVELOPMENT

In order to leap from incremental change to real transformation, you must understand the levels of human growth and development.

Psychologists, philosophers, and others have been studying human development and the refinement of our highest capacities for well over 2,000 years. We know that in ancient Greece the ideal human developed excellences or virtues in the areas of mind, body, and spirit, including both personal and political life.

Well-known psychologists including Freud, Erikson, Piaget, Kegan, Kohlberg, and Maslow—as well as lesser known practitioners and theoreticians such as Woolf, Loevinger, Ichaso, and Graves—created models of human development designed to explain the progression of awareness and growth. Developmental theories are so common because they identify what Gail Sheehy (1976) described as the “predictable crises of adult life,” and as a result, they give us key tools in understanding and mastering ourselves.

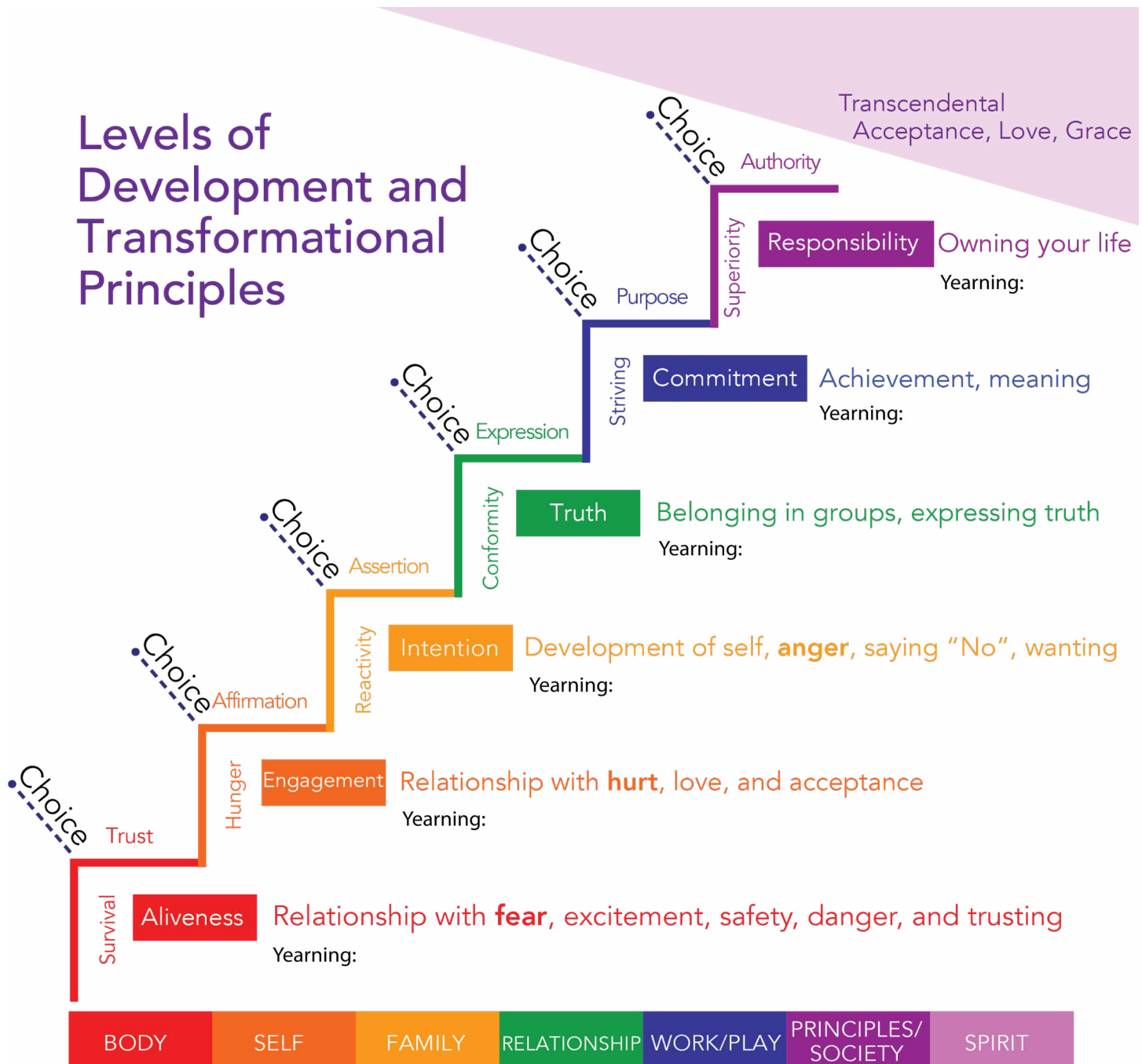
The Wright Model of Human Development pulls together the best of these models to give you an edge in creating a fulfilling life in all areas. Using it, you will gain insight to deal with the problems you encounter, move beyond stuck points, and thereby develop further, adding to the richness and effectiveness of your life.

The Wright Model of Human Development is invaluable to you because it provides a map for getting the most out of your life—particularly during periods of transition and change. It gives you a way to think about, assess, and identify your needs. Additionally, it provides an ideal or vision toward which you can develop and a tool to guide your personal transformation.

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WRIGHT MODEL OF HUMAN GROWTH AND DEVELOPMENT (CONT'D)

The Wright Model of Human Development includes seven levels of development, moving from unconsciousness to consciousness.



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Level 1: Survival/Trust

Principle: Aliveness

Primary Emotion: Fear

Level one defines your relationship with fear, excitement, safety, danger, and trusting. The challenge at this level is to learn to trust life and the world. The regressive pole at this level is survival, whereas the progressive pole is trust.

Survival is the most primitive regressive pole at which one can become fixated, and fear is the primary emotion to be integrated at this level. To the extent that our childhood world was not safe physically and emotionally, we fear expressing our full aliveness as adults and we hold back. We are more likely to make choices based on survival.

Trust is the progressive pole of the first level of development. We define trust as having confidence in something – more specifically, confidence in our ability to respond effectively to the challenges of life. When we learn to trust, we express freely where possible and protect when necessary. We are more fluid and engaged in situations. We adapt to our world, react appropriately, and successfully express our needs.

Level 2: Hunger/Affirmation

Principle: Engage or Play

Primary Emotion: Hurt or Pain

Level two defines your relationship with nourishment, hurt, love, and acceptance. The challenge at this level is to develop a nourished, growing sense of self or “who I am,” your core identity. The regressive pole is hunger, whereas the progressive pole is affirmation.

Hunger is the craving to exist as an individual. In hunger our primary concerns or questions relate to who we are, how the world views us, and what we can expect from the world. Core hungers that are not satisfied in childhood manifest in adulthood in patterns such as passive-aggressive behavior, extreme neediness, or even extreme denial of needs. When we deny our unmet hungers, we can appear cold and aloof in our approach to the world and relationships. “I don’t need anyone” is a typical life-position statement of someone in denial of hunger.

On the other hand, when hunger needs are met, the result is an increasing ability to affirm ourselves, even in the face of direct disaffirmation. Affirmation refers to our ability to see ourselves objectively and accept ourselves, thereby affirming our existence, developing an increasingly strong sense of self, become increasingly capable of self-affirmation in the face of challenges, and developing the skills to reach out to others.

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Level 3: Reactivity/Assertion

Principle: Intention

Primary Emotion: Anger

Level three is concerned with boundaries and intention, the development of the self, saying “No,” and getting what you want. The challenge at this level is to learn to assert our will through both creative desire and resistance. The regressive pole is reactivity, whereas the progressive pole is assertion. Individual identity is formed at this level by answering the question, “Who am I?” but also by asserting our will and resisting. This is the period of life often referred to as the “terrible twos.” During this period we are developing boundaries. Reactivity is an essential and often unrecognized element of our experience in daily life.

Will is being forged at this level. If not squashed or shamed, the individual develops a strong sense of personal power and becomes more assertive than reactive. In assertiveness, we accept logical consequences and adapt our behavior while maintaining the sense that our life is the result of our own authorship and creation. Our life is our own, and we can be more creative, resilient, and successful. Failure to develop sufficient assertiveness leads to passive aggressiveness, passive dependence, rebelliousness, authority issues, and other limiting lifestyles.

Level 4: Conformity/Expression

Principle: Truth

Level four relates to our belonging in groups, thriving, and expressing the truth. The challenge at this level is to conform and at the same time to become secure enough to express myself as genuinely different, to express myself individually while belonging to the group. The regressive pole is conformity, whereas the progressive pole is expression. We define conformity as adapting oneself to a group in such a way as to limit genuine expression of and development of the self, to adapt to the group. It is the act of changing our behavior to fit in the group in order to experience acceptance and belonging.

Expression is the full assertion of one’s will and the revealing of one’s true self. Conformity and expression characterize the period extending into adolescence and beyond for most of the population. It is a time of differentiating from the family and learning to belong to the group. Fear of rejection, losing jobs, reprisal, guilt, etc., causes us to shut down and hold back expressing our truth. This leaves us mired in the regressive pole of conformity. We do not allow ourselves to say what is true for us. Often times, we do not even allow ourselves to think differently. Ideally, as we become more and more secure in our identity and our ability to get along with others, we increasingly develop the ability to express the truth of our experience. This is the progressive aspect of truth.

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Level 5: Striving/Purpose

Principle: Commitment

Level five relates to achievement and meaning. The challenge at this level is to apply ourselves fully with a sense of purpose and fulfillment. The regressive pole is striving, whereas the progressive pole is purpose. Striving may manifest as moral striving—to be the best morally—or financial striving. Regardless, there is a sense of being driven by unseen forces. It can appear as a work addiction, obsession with guilt, or perfectionism. There is an urgency to achieve or accomplish, and goal fulfillment is never good enough. Relationships are seen primarily as a means to an end.

Striving is characterized by bigger-is-better thinking and generally overlays and covers foundational unresolved conformity, reactivity, hunger, and scarcity. Unlimited success does not provide a sense of fulfillment as long as the person does not accept, feel okay with, and meet their needs.

Commitment is the principle that relates to this level. It is the individual commitment that distinguishes the striving person from others. Meaning is achieved either by accomplishing our goals or by seeing limitations to our goals and adjusting them. It may even mean abandoning them all together. Commitment leads to broad purposeful directions in life. These directions are supported by meaningful daily activities and expressions. The person acting with commitment knows what he wants and works toward that end. The result: meaning and purpose.

Level 6: Superiority/Authority

Principle: Responsibility

Level six relates to being the master of your life. The challenge at this level is to take full responsibility for the gaps between stated ideals and actual behavior. The regressive pole is superiority, whereas the progressive pole is authority. Superiority is regressive because we only feel good in relationship to others and not independently. In superiority, we spend more time focusing on the failings of others than on developing ourselves.

Responsibility is the principle whereby we create our reality. Responsibility causes us to claim the gap between ideals and behavior as our own creation. We cease blaming or excusing and, instead, see ourselves as authors of our own existence. Once superiority is lived with enough responsibility, a person can advance to the progressive aspect, authority. In authority there is no longer anyone to blame. We narrow the gap between our behavior and our stated ideals by living with authority. We do so in order to move closer and closer to living with full consciousness in connection to the source of all life.

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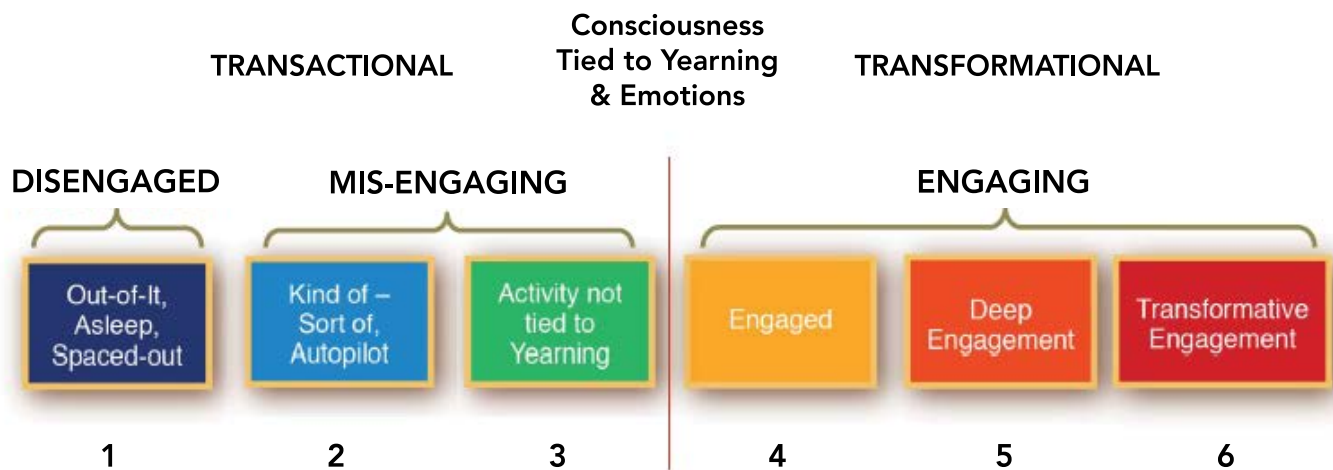
Level 7: Consciousness-Transcendence

At this level, an individual transforms into a living example of his or her ideal. We do not pretend to map this level. The principles that come into play here are transcendental. They go beyond the values incorporated at each of the consciousness levels and include compassion, acceptance, and love. We call these principles transcendental because they transcend the simple dynamics of the other principles. Most people see them as religious. While this may be true, we are concerned with their highly abstract nature. They transcend daily operation and require or encompass more than any one of the transformational principles.

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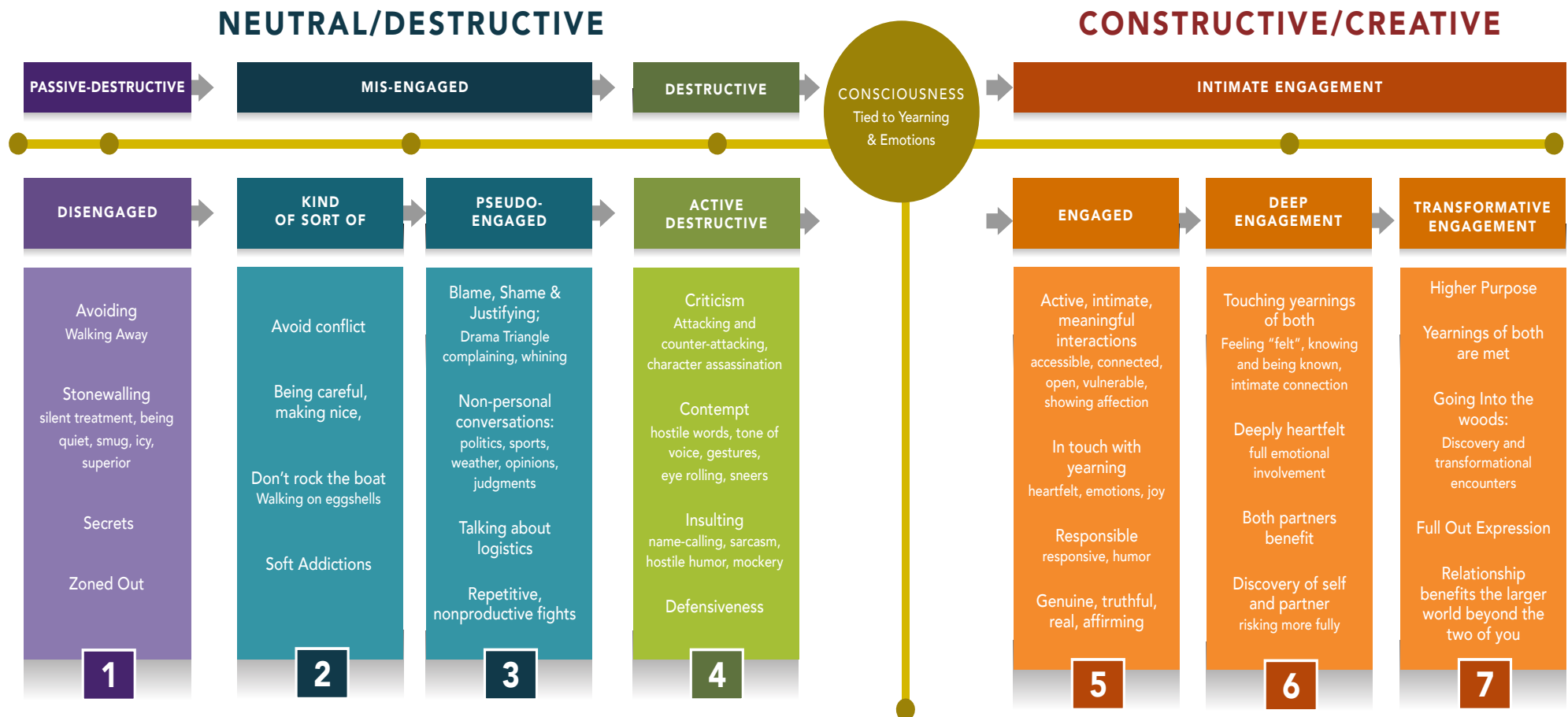
ENGAGEMENT CONTINUUM

Transformative Engagement



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RELATIONSHIP ENGAGEMENT CONTINUUM



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EVOLATING MODEL



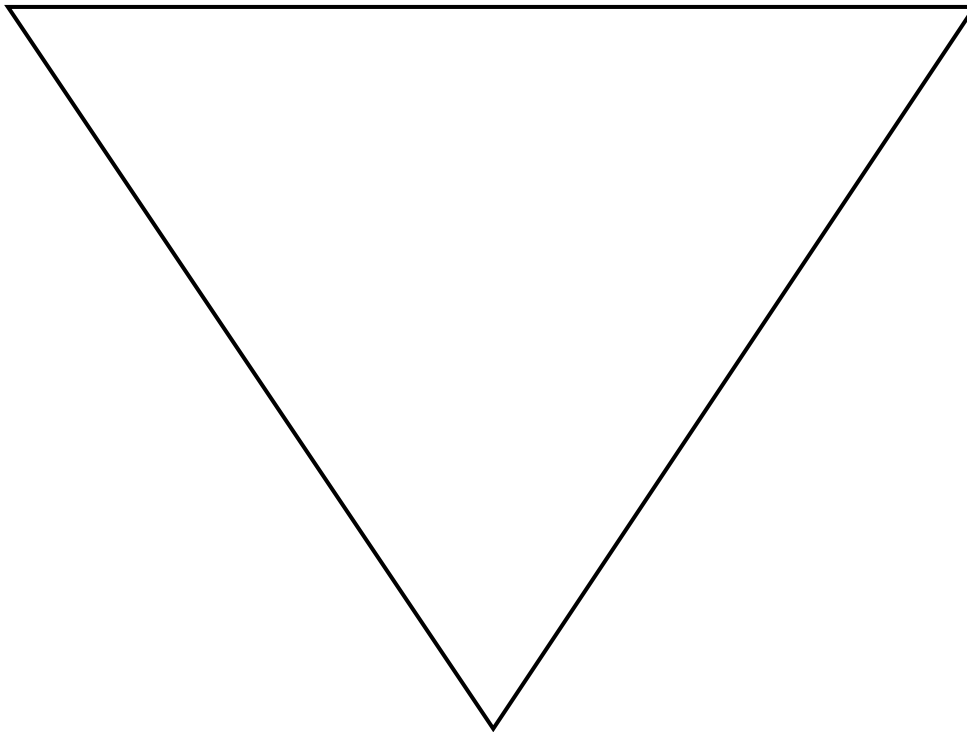
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DRAMA TRIANGLE

The drama triangle, developed by Steven Karpman (a student of Eric Berne the founder of Transactional Analysis), is a model of human interaction theorizing three roles people habitually adopt in situations. The drama triangle's seductive, high-energy blame game defeats personal power, minimizes responsibility and accountability, and blocks the possibility of real change.

Victim—absolves
self of responsibility

Persecutor—ascribes
responsibility to others



Rescuer—assumes
responsibility that is
not his or hers

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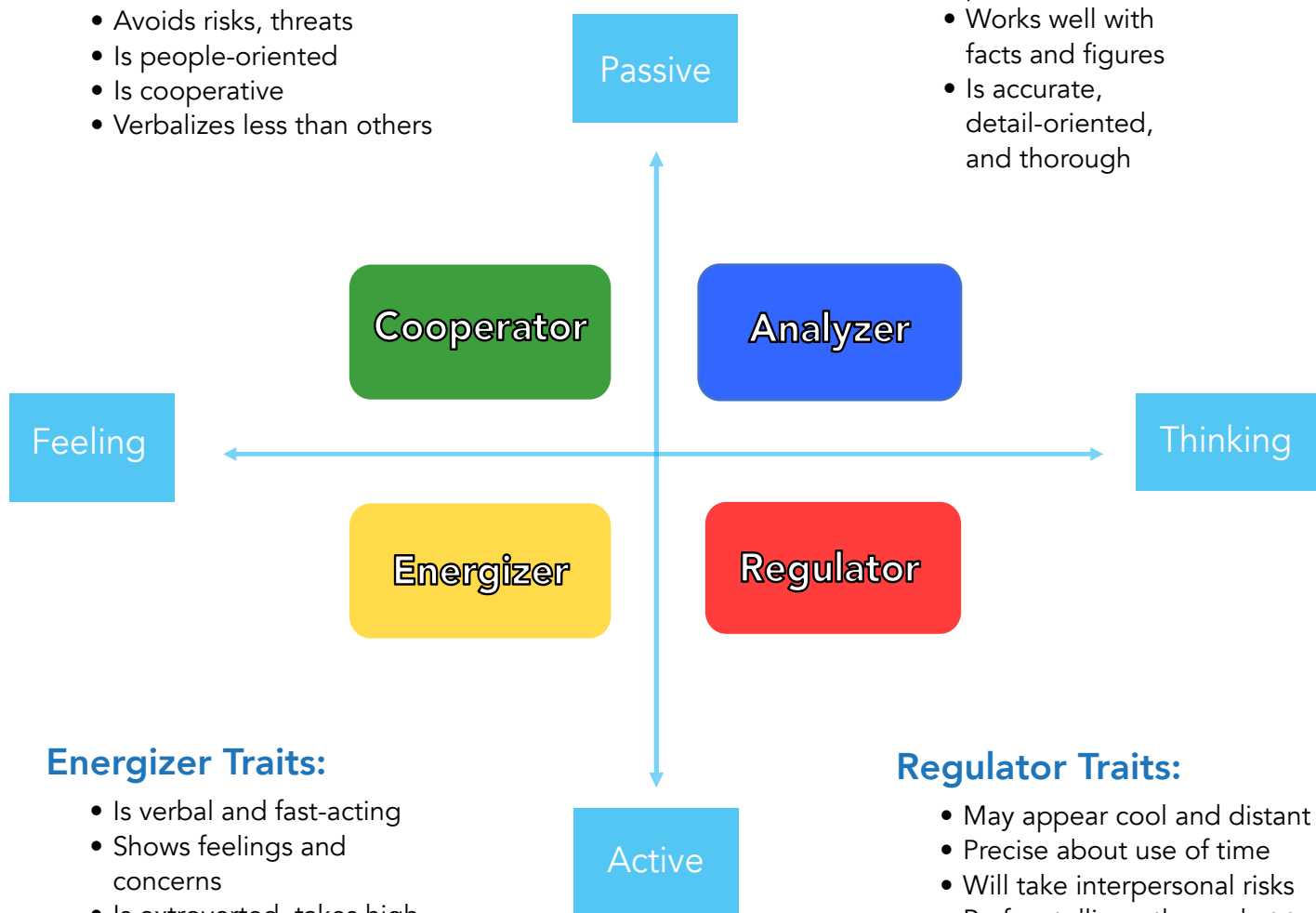
CARE PROFILE TYPES

Cooperator Traits:

- Is concerned about feelings
- Cares less about facts
- Is flexible
- Avoids risks, threats
- Is people-oriented
- Is cooperative
- Verbalizes less than others

Analyzer Traits:

- Is a low risk-taker
- Uses time precisely
- Works well with facts and figures
- Is accurate, detail-oriented, and thorough



Energizer Traits:

- Is verbal and fast-acting
- Shows feelings and concerns
- Is extroverted, takes high risks
- Is persuasive
- Is optimistic
- Is competitive
- Is people-oriented

Regulator Traits:

- May appear cool and distant
- Precise about use of time
- Will take interpersonal risks
- Prefers telling others what to do
- Is competitive
- Exerts self-control
- Is task-oriented

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STINKING THINKING AND MISTAKEN BELIEFS

All of us develop “mythconceptions” to some degree that color our thinking. We develop mistaken beliefs in three different areas: beliefs about ourselves, our feelings, and the world around us. Mistaken beliefs about ourselves can be beliefs such as: *I am not good enough. I’m not lovable. I’m not worthy.* Mistaken beliefs about our emotions are beliefs such as: *My feelings are bad. Having feelings are weak. My feelings are wrong and must be suppressed or hidden. I’m too sensitive.* And, our mistaken beliefs about the world are beliefs such as: *The world is not safe. The world is scary. People are out to get me. There isn’t any support for me.*

Our myth conceptions are just that—mistaken concepts which cause faulty thinking. Our mistaken beliefs and assumptions spawn stinking thinking. Stinking Thoughts are mistaken thoughts that appear as factual, but are not true. Stinking Thinking takes many forms: rationalizing, making excuses, being defensive, over-generalizing, thinking you are unloved or unworthy, labeling, blaming, minimizing, projecting, being prejudiced, mind reading, being superstitious, obfuscating, all-or-nothing thinking—all ways of fudging or denying the truth, escaping from the deeper reality underneath.

When you learn to recognize your Stinking Thinking for what it really is—thoughts masquerading as truth—you can see that it stems from mistaken beliefs. This false thinking keeps you from achieving what you could, and discourages you from trying new things, taking risks, and creating MORE. You may use these thoughts to talk you out of pursuing MORE before you even get a fighting chance. Stinking thinking lowers motivation and kills hope. And yet, it’s how most of us think and talk most of the time.

Complete the Stinking Thinking Template. Pick a demeaning, judgmental, rationalizing thought you have about yourself, your feelings, or your world and fill out the template to see what the belief could be underneath. Every time you blame another, shame yourself, or justify yourself, you are indulging in stinking thinking related to your mistaken beliefs.

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STINKING THINKING TEMPLATE

1. What event, situation, or circumstance triggered your stinking thinking?

2. What was your stinking thought?

Examples of Negative Thoughts (stinking thinking):

That's too hard.	I don't need it.
I can't do that.	I don't have time.
I'm not ready.	I don't have enough money.
That's too much.	I'm tired.
I'll do it later.	I've done that.
That's too far.	I can't.

3. Name 3 other instances in your life where this stinking thinking has come up.

4. What are the feelings you experienced?

- ☐ Fear
- ☐ Hurt
- ☐ Anger
- ☐ Sadness
- ☐ Joy

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STINKING THINKING TEMPLATE (CONT'D)

5. Identify some of the mistaken beliefs that may have triggered your stinking thinking.

Examples of Mistaken Beliefs:

I am not enough, not good enough.	My feelings/emotions are bad.
I'm too much.	There is no support for me.
I'm alone and on my own.	People are out to get me.
I am not lovable.	The world is dangerous.
I'm not okay.	I don't matter.
I have to earn love.	There is not enough love to go around.
I have something wrong with me.	I don't matter.
There are not enough resources (time, money) to go around.	

6. What is the deeper yearning underneath the mistaken belief(s)?

Examples of yearning:

- I yearn to matter.
- I yearn to make a difference.
- I yearn to be seen.
- I yearn to be heard.
- I yearn to be known.

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STINKING THINKING TEMPLATE (CONT'D)

6. Yearnings continued...

To be secure

- To exist
- To be safe, to be secure
- To connect, to bond
- To trust

To love & care for, respond to others

- To care for
- To nurture
- To love

To relate, see and be seen, know and be known, connect

- To be seen, heard, known, and understood
- To see, hear, & know others
- To touch & be touched
- To feel "felt"
- To empathize

To have my existence appreciated

- To love and be loved
- To be affirmed, appreciated
- To be cared for
- To be respected

To express my essence, sense of self, potential

- To express
- To experience fully
- To learn, grow, develop
- To create
- To be separate, have an identity
- To influence
- To excel
- To fulfill my potential

To have a sense of mattering

- To matter
- To be valued and to value
- To contribute
- To do what I came here on Earth to do
- To make a difference
- To please God
- To fulfill my purpose
- To unfold my destiny

To exchange and be connected with others

- To belong
- To connect
- To matter
- To be close
- To communicate with others
- To commune with others
- To make deep contact with another
- To be intimate

To be connected to something greater

- To be connected to something greater than myself
- To feel connected to the greater whole
- To be one with all
- To know God or the creator
- For union with all that is

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STINKING THINKING TEMPLATE (CONT'D)

7. What are alternative ways you could meet your deeper yearning?

8. What supportive, creative, generative, positive thoughts could you have thought in that situation?

Examples of Positive Thoughts:

That's challenging, but I'm willing to engage in the challenge.

I've never done that before, but I'm willing to give it a try.

I am afraid, but I'm willing to go for it anyway.

This is tough, but it's not insurmountable.

I need to apply myself now because putting it off is just an excuse.

I haven't made the time but I can choose to.

I don't have an immediate solution for how to afford it, but if I intend it I can make it happen.

This happens from time to time, but I can get this done on time.

I wonder what he meant by that. I'll ask him.

My contributions count in the big picture.

I feel upset, but that doesn't make me a bad person.

I didn't do that sooner, but I can learn from that mistake.

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STINKING THINKING CATEGORIES

1. **Overgeneralization:** you view a negative event as a never-ending pattern
 - a. **All or Nothing:** you look at things in the absolute ... black white... no gray
 - b. **Magnification:** you blow things out of proportion
 - c. **Can't/Won't - Helpless/Hopeless**
 - d. **Always/Never**
2. **Jumping to Conclusions/Irrational Conclusions:** you conclude that things are bad without any evidence
 - a. **Mind Reading:** you assume that people are reacting negatively to you
 - b. **Fortune Telling:** you predict that things will turn out badly
 - c. **Projection:** Attributing to others things you are feeling inside
 - d. **Mental Filter:** you dwell on the negatives and ignore the positives
 - e. **Prejudice:** You avoid the facts by deciding ahead of time.
 - f. **Discounting the Positives:** you insist that your accomplishments or positives do not count
 - g. **Magical Thinking**
 - h. **Helpless/Hopeless**
3. **Emotional Reasoning:** you reason from how you feel (Ex. "I feel stupid therefore I must be.") and fail to reality test.
4. **Should Statements:** you criticize yourself or others with "should," "shouldn't," "must," "ought," and "have to."
5. **Blame/Shame:** you blame yourself for something you weren't entirely responsible for or you blame others and overlook that you contributed
 - a. **Labeling:** instead of saying "I made a mistake," you tell yourself "I am a loser," "I am stupid," "I am a jerk"
6. **Looped thinking:** Obsession/perseveration

Source: Revised from Daytop

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TACTICS TO AVOID RESPONSIBILITY*

Tactics are a survival mechanism. To take away our tactics is to take away the very life power of irresponsible thinking. Using these tactics fuels anger and aggression, promotes feelings of self-satisfaction, negates the need to change, and allows denial that thinking errors exist. Give up tactics and take your power back.

1. Attack/Superiority <ul style="list-style-type: none"> a. Puts others on the spot by degrading, quibbling over words, trying to embarrass, and by using anger as a weapon b. Continually points out inadequacies of others c. Accuses others... of misunderstanding, etc. d. Holds self up by putting others down e. Projecting 	2. Obfuscation <ul style="list-style-type: none"> a. Excuses b. Puts off any obligations by saying "I forgot" c. Is deliberately vague d. Diverts attention from self by introducing irrelevant material e. Attempts to confuse others f. Makes a big scene about minor points g. Expresses phony (BS) analysis
3. Avoiding/Minimizing <ul style="list-style-type: none"> a. Minimizes the situation ("It was just ...one...a beer/joint") b. Claims of having changed because of doing it right once c. Over thinking – Neural navel gazing or mental masturbation d. Over declaration of wants – I really want... e. Depersonalization – "It" versus "I", "you" versus "I" or "one" versus "I" f. Going to Formula picking a course of action to avoid the issue g. Jargon 	4. Passive Aggressive <ul style="list-style-type: none"> a. Disconnect b. Surface Compliance c. Agrees or says, "yes" without meaning it d. Pleaser, tells others what they want to hear, rather than the truth e. Is totally inattentive f. Repeating the question g. Withdrawal/Punishing – Silence h. I don't know... I'm trying
5. Self-Pity/Shame/Inferiority <ul style="list-style-type: none"> a. Pays attention to only what is self-satisfying b. Confesses to diffuse and avoid c. Communicates self-pity to avoid responsibility d. Expresses self-pity through whining 	6. Manipulation <ul style="list-style-type: none"> a. Indirect requests b. General statements to avoid specific requests c. Shifting focus covertly
7. Defensiveness/Lying <ul style="list-style-type: none"> a. Lies by omission, by distorting the truth and choosing only what benefits self b. Deflection c. Justification d. Rationalization 	

*Source: Daytop Academy

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HEART OF THE FIGHT TEMPLATE

The Fight (charge, interaction, trigger, conflict, etc.)

Triggers: What set the fight off? What fight am I avoiding? What was happening as the fight erupted?

Feelings: How did I feel just before? What did I feel prior to and during the fight? Was there another yearning or feeling I was avoiding?

Yearn

Identify Your Yearning: What did I really want to happen instead, and what did I think the fight would do for me? What's my deeper yearning beneath the fight? (Use the chart in chapter 4 of The Heart of the Fight.)

Share: Share your yearning with your partner (if you are clear, and doing so will not detract) or journal on what you discovered that preceded the fight.

Engage

Follow the Yearning: Choose at least one of the seven rules of engagement and act on it, or choose a behavior or way of being from the right side of the continuum (chapter 5 of The Heart of the Fight), and do it.

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HEART OF THE FIGHT TEMPLATE (CONT'D)

Revelate

Look for Patterns: When have I felt this way before? Is there a pattern? What's familiar to me about this feeling? When did I feel this way before as a child?

Dig Deeper: What am I thinking on the surface, and what's really going on underneath? What core mistaken beliefs relate? What unfinished business was triggered? What is my unfinished business that surfaced in this fight?

Share: Share what you discovered in revealing with your partner (if you are clear, and doing so will not detract) or journal on what you discovered.

Liberate

Think: Use your revealing to plan and make liberating moves: What can I do differently next time? Plan to do it differently next time, tell your partner what moves you intend to make, and do it.

Take Action: Action includes what you do, think, and feel. Just do it.

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HEART OF THE FIGHT TEMPLATE (CONT'D)

Rematrix

Strategize: Plan and strategize liberating consistently to change your patterns and shift your mistaken beliefs. Envision situations and anticipate circumstances and opportunities to make rematrixing moves.

Use If-Then's or Implementation Intentions: If (situation, circumstance, way of being, mood, time of day, event, with a particular person, and so on), then I will...

Act: Now do what you planned, often and consistently.

Dedicate

Relate to Your PLP: Revisit your vision and how this inquiry serves it. Also consider your One Decision, purpose statement, or mission and capture any new if-thens or other insights on your Purposeful Living & Leadership Process.

PURPOSEFUL LIVING
& LEADERSHIP

Evolating and Personal Development

Evolating and Personal Development

EVOLATING MODEL



Evoluting and Personal Development

CONDITIONS REQUIRED FOR EVOLATING TO OCCUR, CONTINUE, AND TO RESULT IN AN EVER-EVOLVING GREAT LIFE:

Culture of Allies

Tools

Structures and Disciplines

Commitment to Excellence

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DEDICATING PROPERTIES OF DEDICATING

Devoting

Choicing

Persevering

Disciplining

Overcoming Blocks

Investing

Expending Resources

Paying the Price

Up-Flipping

Purposing

Principled Living

Missioning

Evoluting and Personal Development

MANIFESTATIONS OF EVOLATING

WHAT YOU EXPERIENCE AS AN EVOLATOR

Greatening

Alivening

Selfening

Potentializing

Transforming

Catalyzing

Phases as Ways of Living

Evolating and Personal Development

DEDICATING PROPERTIES OF DEDICATING

Devoting

Choicing

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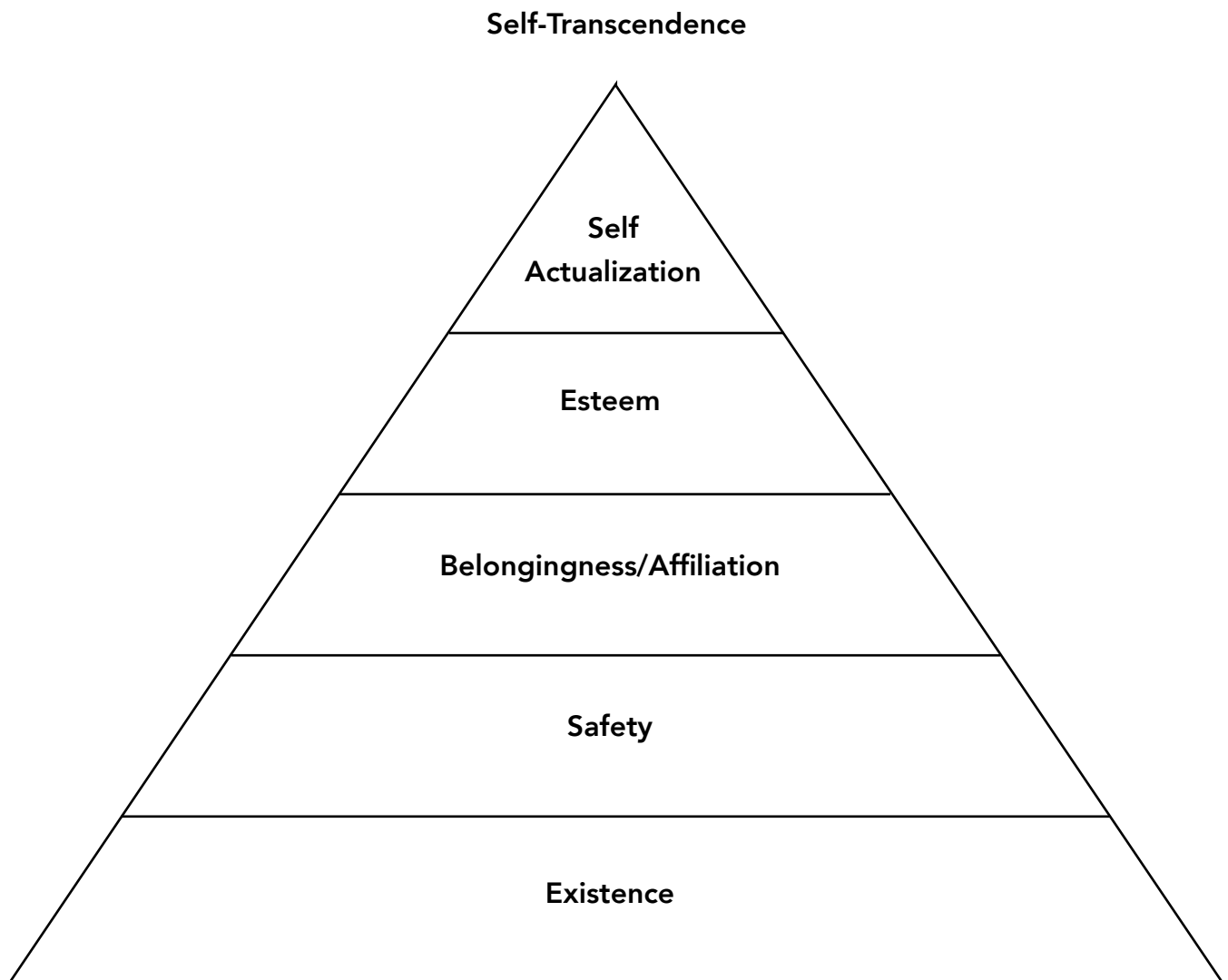
MY GOALS

Evolating and Personal Development

MY QUESTIONS

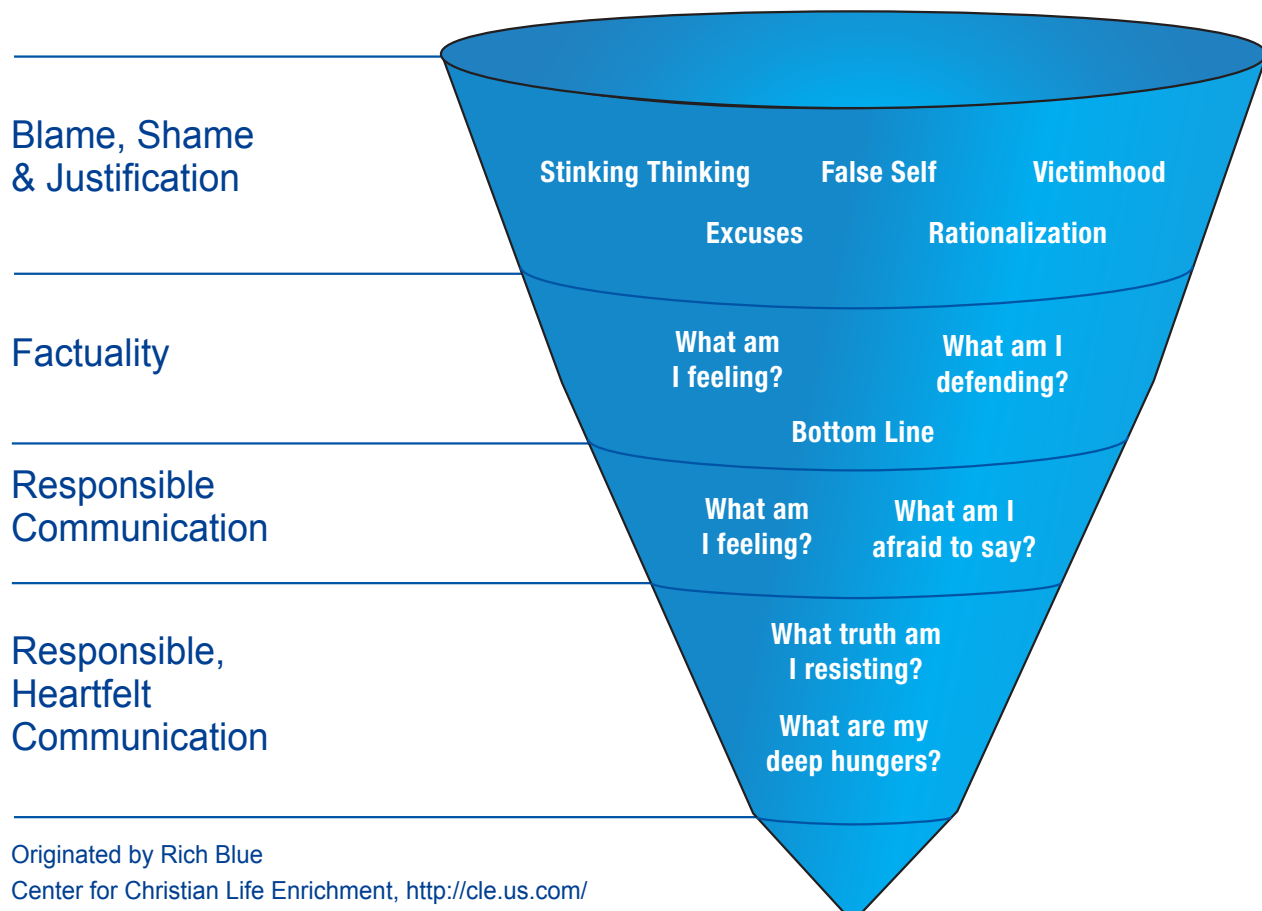
Evolating and Personal Development

MASLOW'S HIERARCHY



Evolating and Personal Development

BLUE FUNNEL OF TRUTH



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MY AUTOBIOGRAPHY RELATED TO PURPOSE THROUGHOUT MY LIFE:

Review your life through these topics: values, meaning, morals, and world view

Evolating and Personal Development

MY AUTOBIOGRAPHY RELATED TO PURPOSE THROUGHOUT MY LIFE:

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morals, and world view

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LOVE SPONGE IDEAL SELF DEVELOPMENT



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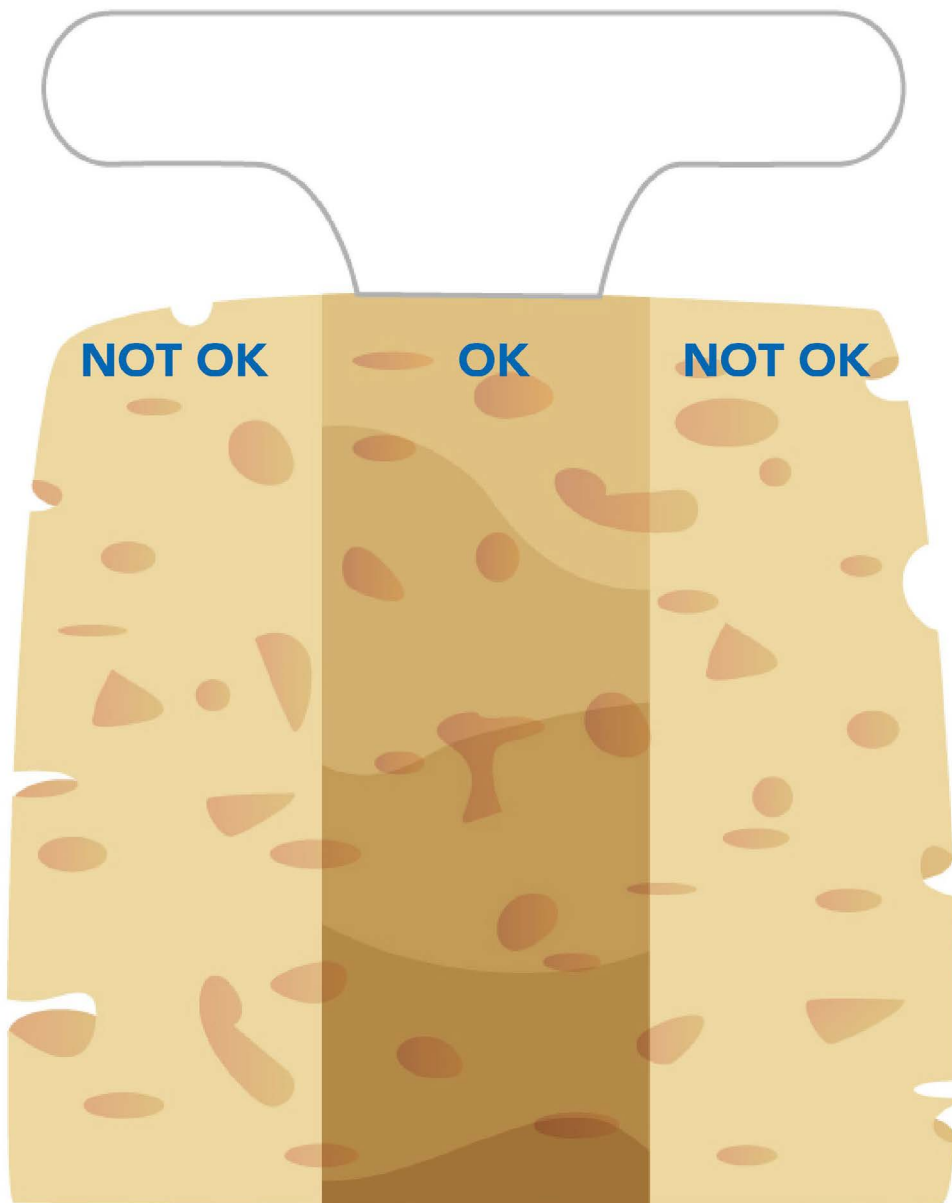
LOVE SPONGE

TYPICAL SELF DEVELOPMENT



Evolating and Personal Development

MY LOVE SPONGE



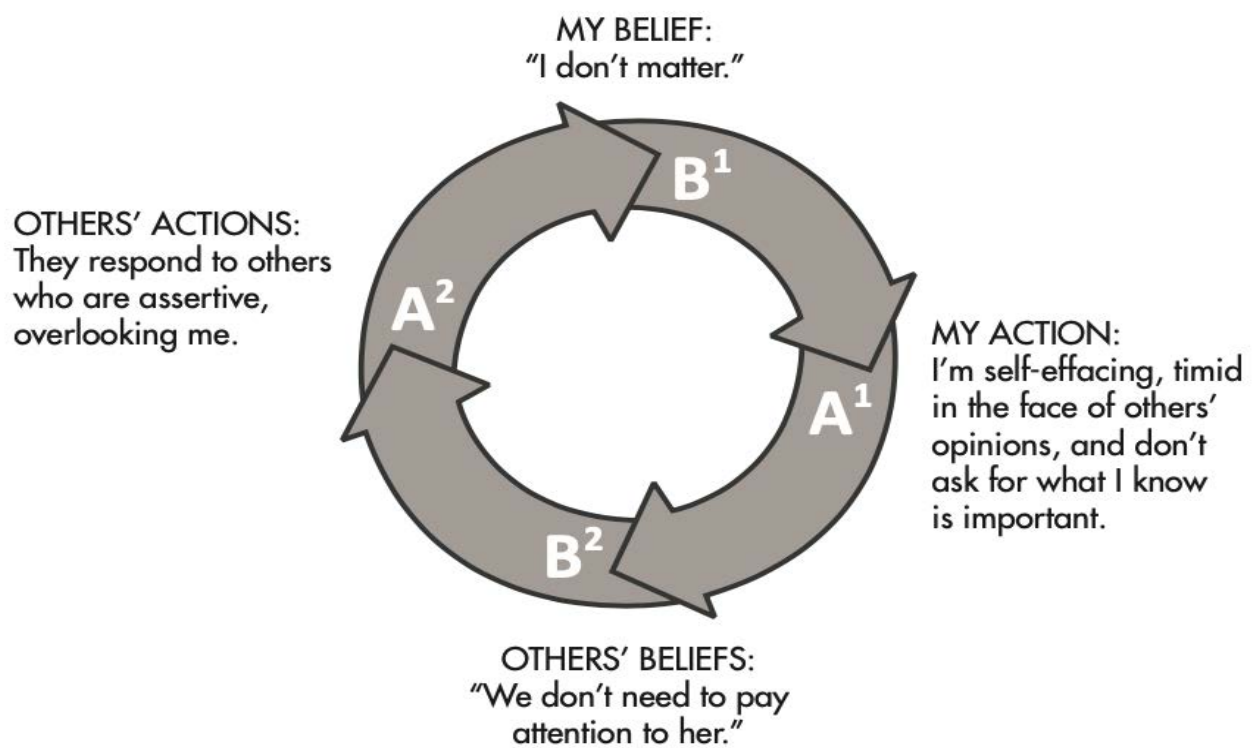
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RULES, MYTHS, AND BELIEFS

Rules	Myths	Beliefs

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SELF-FULFILLING PROPHECY



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STINKING THINKING AND MISTAKEN BELIEFS

All of us develop “mythconceptions” to some degree that color our thinking. We develop mistaken beliefs in three different areas: beliefs about ourselves, our feelings, and the world around us. Mistaken beliefs about ourselves can be beliefs such as: I am not good enough. I’m not lovable. I’m not worthy. Mistaken beliefs about our emotions are beliefs such as: My feelings are bad. Having feelings are weak. My feelings are wrong and must be suppressed or hidden. I’m too sensitive. And, our mistaken beliefs about the world are beliefs such as: The world is not safe. The world is scary. People are out to get me. There isn’t any support for me.

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Evolating and Personal Development

STINKING THINKING TEMPLATE

1. What event, situation, or circumstance triggered your stinking thinking?

2. What was your stinking thought?

Examples of Negative Thoughts (stinking thinking):

That's too hard.	I don't need it.
I can't do that.	I don't have time.
I'm not ready.	I don't have enough money.
That's too much.	I'm tired.
I'll do it later.	I've done that.
That's too far.	I can't.

3. Name 3 other instances in your life where this stinking thinking has come up.

4. What are the feelings you experienced?

- ☐ Fear
- ☐ Hurt
- ☐ Anger
- ☐ Sadness
- ☐ Joy

Evolating and Personal Development

STINKING THINKING TEMPLATE (CONT'D)

5. Identify some of the mistaken beliefs that may have triggered your stinking thinking.

Examples of Mistaken Beliefs:

I am not enough, not good enough.	My feelings/emotions are bad.
I'm too much.	There is no support for me.
I'm alone and on my own.	People are out to get me.
I am not lovable.	The world is dangerous.
I'm not okay.	I don't matter.
I have to earn love.	There is not enough love to go around.
I have something wrong with me.	I don't matter.
There are not enough resources (time, money) to go around.	

6. What is the deeper yearning underneath the mistaken belief(s)?

Examples of yearning:

- I yearn to matter.
- I yearn to make a difference.
- I yearn to be seen.
- I yearn to be heard.
- I yearn to be known.
- I yearn to connect with others.

Evolating and Personal Development

STINKING THINKING TEMPLATE (CONT'D)

6. Yearnings continued...

To be secure

- To exist
- To be safe, to be secure
- To connect, to bond
- To trust

To love & care for, respond to others

- To care for
- To nurture
- To love

To relate, see and be seen, know and be known, connect

- To be seen, heard, known, and understood
- To see, hear, & know others
- To touch & be touched
- To feel "felt"
- To empathize

To have my existence appreciated

- To love and be loved
- To be affirmed, appreciated
- To be cared for
- To be respected

To express my essence, sense of self, potential

- To express
- To experience fully
- To learn, grow, develop
- To create
- To be separate, have an identity
- To influence
- To excel
- To fulfill my potential

To have a sense of mattering

- To matter
- To be valued and to value
- To contribute
- To do what I came here on Earth to do
- To make a difference
- To please God
- To fulfill my purpose
- To unfold my destiny

To exchange and be connected with others

- To belong
- To connect
- To matter
- To be close
- To communicate with others
- To commune with others
- To make deep contact with another
- To be intimate

To be connected to something greater

- To be connected to something greater than myself
- To feel connected to the greater whole
- To be one with all
- To know God or the creator
- For union with all that is

Evolating and Personal Development

STINKING THINKING TEMPLATE (CONT'D)

7. What are alternative ways you could meet your deeper yearning?

8. What supportive, creative, generative, positive thoughts could you have thought in that situation?

Examples of Positive Thoughts:

That's challenging, but I'm willing to engage in the challenge.

I've never done that before, but I'm willing to give it a try.

I am afraid, but I'm willing to go for it anyway.

This is tough, but it's not insurmountable.

I need to apply myself now because putting it off is just an excuse.

I haven't made the time but I can choose to.

I don't have an immediate solution for how to afford it, but if I intend it I can make it happen.

This happens from time to time, but I can get this done on time.

I wonder what he meant by that. I'll ask him.

My contributions count in the big picture.

I feel upset, but that doesn't make me a bad person.

I didn't do that sooner, but I can learn from that mistake.

Evolating and Personal Development

STINKING THINKING CATEGORIES

1. **Overgeneralization:** you view a negative event as a never-ending pattern
 - a. **All or Nothing:** you look at things in the absolute ... black white... no gray
 - b. **Magnification:** you blow things out of proportion
 - c. **Can't/Won't - Helpless/Hopeless**
 - d. **Always/Never**
2. **Jumping to Conclusions/Irrational Conclusions:** you conclude that things are bad without any evidence
 - a. **Mind Reading:** you assume that people are reacting negatively to you
 - b. **Fortune Telling:** you predict that things will turn out badly
 - c. **Projection:** Attributing to others things you are feeling inside
 - d. **Mental Filter:** you dwell on the negatives and ignore the positives
 - e. **Prejudice:** You avoid the facts by deciding ahead of time.
 - f. **Discounting the Positives:** you insist that your accomplishments or positives do not count
 - g. **Magical Thinking**
 - h. **Helpless/Hopeless**
3. **Emotional Reasoning:** you reason from how you feel (Ex. "I feel stupid therefore I must be.") and fail to reality test.
4. **Should Statements:** you criticize yourself or others with "should," "shouldn't," "must," "ought," and "have to."
5. **Blame/Shame:** you blame yourself for something you weren't entirely responsible for or you blame others and overlook that you contributed
 - a. **Labeling:** instead of saying "I made a mistake," you tell yourself "I am a loser," "I am stupid," "I am a jerk"
6. **Looped thinking:** Obsession/perseveration

Source: Revised from Daytop

TRACKING YOUR UNCONSCIOUS MIND

- I already know this information. Been there, done that.
- I'm too old/young.
- I've gotten enough already.
- I need to rest, take a break, take time to absorb it all.
- I can do it on my own now that I understand.
- I have all the info I need to change my life. I don't need to do anything new.
- I don't have the time or money to invest in the changes I need to make.
- People won't like me if I change. I'm afraid my friends will think I'm weird, or I'll outgrow them.

[illegible]

Evolating and Personal Development

DAYTOP TACTICS TO AVOID RESPONSIBILITY

Tactics are a survival mechanism. To take away our tactics is to take away the very life power of irresponsible thinking. Using these tactics fuels anger and aggression, promotes feelings of self-satisfaction, negates the need to change, and allows denial that thinking errors exist. Give up tactics and take your power back.

1. Attack/Superiority <ul style="list-style-type: none"> a. Puts others on the spot by degrading, quibbling over words, trying to embarrass, and by using anger as a weapon b. Continually points out inadequacies of others c. Accuses others... of misunderstanding, etc. d. Holds self up by putting others down e. Projecting 	2. Obfuscation <ul style="list-style-type: none"> a. Excuses b. Puts off any obligations by saying "I forgot" c. Is deliberately vague d. Diverts attention from self by introducing irrelevant material e. Attempts to confuse others f. Makes a big scene about minor points g. Expresses phony (BS) analysis
3. Avoiding/Minimizing <ul style="list-style-type: none"> a. Minimizes the situation ("It was just ...one...a beer/joint") b. Claims of having changed because of doing it right once c. Over thinking – Neural navel gazing or mental masturbation d. Over declaration of wants – I really want... e. Depersonalization – "It" versus "I", "you" versus "I" or "one" versus "I" f. Going to Formula picking a course of action to avoid the issue g. Jargon 	4. Passive Aggressive <ul style="list-style-type: none"> a. Disconnect b. Surface Compliance c. Agrees or says, "yes" without meaning it d. Pleaser, tells others what they want to hear, rather than the truth e. Is totally inattentive f. Repeating the question g. Withdrawal/Punishing – Silence h. I don't know... I'm trying
5. Self-Pity/Shame/Inferiority <ul style="list-style-type: none"> a. Pays attention to only what is self-satisfying b. Confesses to diffuse and avoid c. Communicates self-pity to avoid responsibility d. Expresses self-pity through whining 	6. Manipulation <ul style="list-style-type: none"> a. Indirect requests b. General statements to avoid specific requests c. Shifting focus covertly
7. Defensiveness/Lying <ul style="list-style-type: none"> a. Lies by omission, by distorting the truth and choosing only what benefits self b. Deflection c. Justification d. Rationalization 	

Evolating and Personal Development

UNIVERSAL YEARNINGS

I yearn...

To be secure

- To exist
- To be safe, to be secure
- To connect, to bond
- To trust

To love & care for, respond to others

- To care for
- To love
- To nurture

To relate, see and be seen, know and be known, connect

- To be seen, heard, known, understood
- To see, hear, & know others
- To touch and be touched
- To empathize
- To feel "felt"

To have our existence appreciated

- To love and be loved
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- To be cared for
- To be respected

To express our essence, sense of self, potential

- To express
- To experience fully
- To learn, grow, develop
- To create
- To be separate, have an identity
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To have a sense of mattering

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- To fulfill my purpose

To exchange and be connected with others

- To belong
- To connect
- To matter
- To be close
- To communicate with others
- To commune with others
- To be intimate
- To make deep contact with another

To connect to something greater

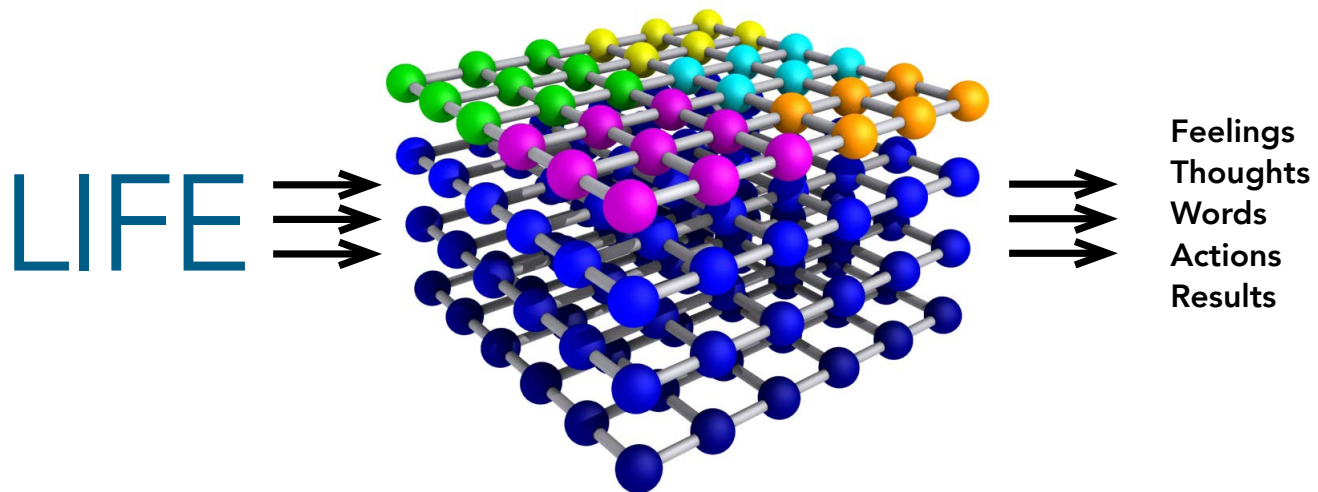
- To connect to something greater than myself
- To feel connected to the greater whole
- To be one with all
- For union with all that is
- To know God or the creator

Evolating and Personal Development

GRAVES' SPIRAL DYNAMICS

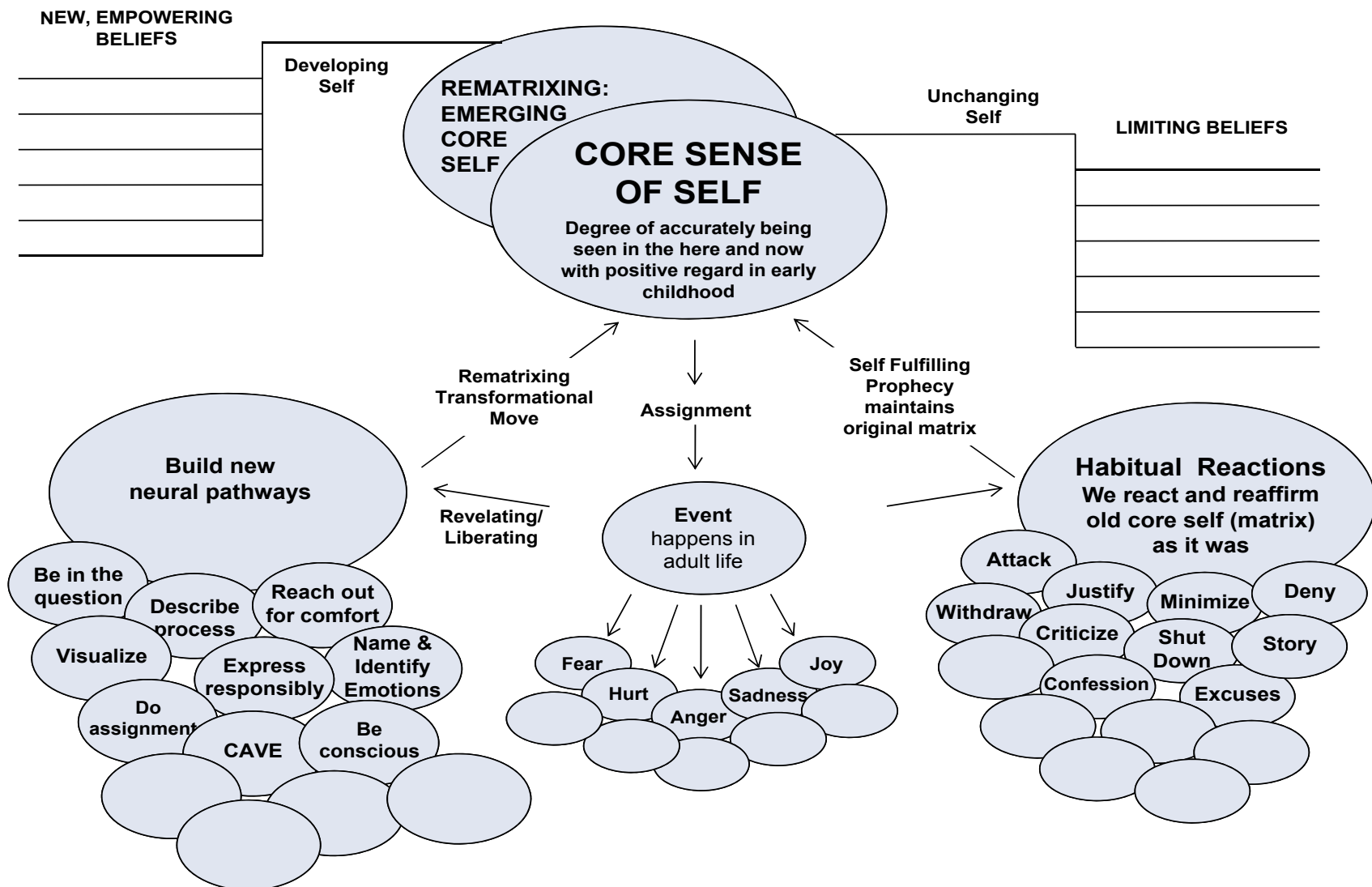
	Level	Description
8		
7		
6		
5		
4		
3		
2		
1		

MY MATRIX IN ACTION



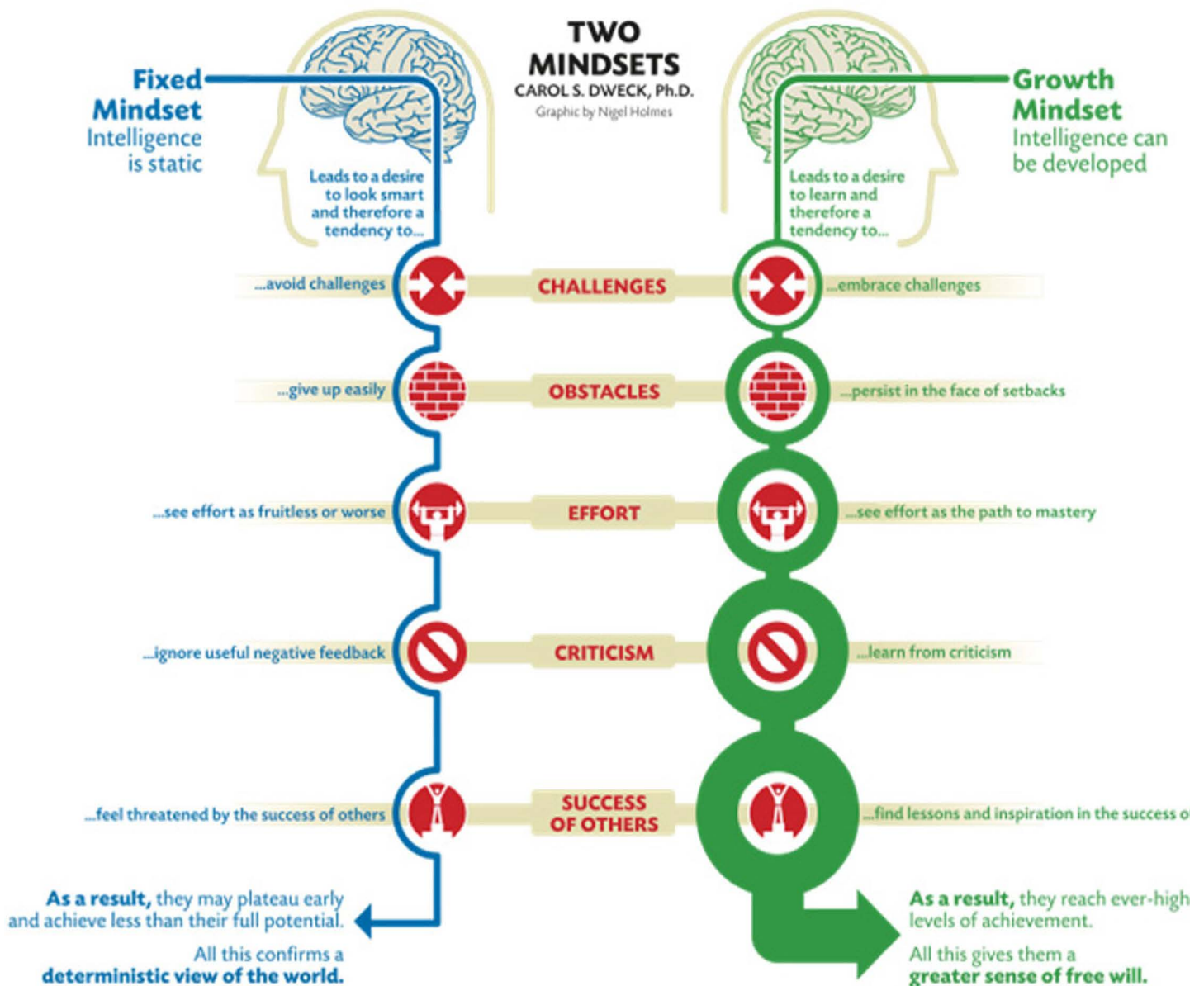
Evolving and Personal Development

REMATRIXING CORE SELF



Evolving and Personal Development

GROWTH VS. FIXED MINDSET



*For more on Growth vs. Fixed Mindset, see *Mindset: The New Psychology of Success* by Carol Dweck

PURPOSEFUL LIVING
& LEADERSHIP

Purposeful Living & Leadership

Purposeful Living and Leadership

PURPOSEFUL LIVING DEFINITIONS

What is Purpose?

Why does it matter?

Purposeful Living and Leadership

PURPOSEFUL LIVING DEFINITIONS

Purpose:

Mission:

One Decision:

Vision:

Goals:

Purposeful Living and Leadership

BARRIERS TO LIVING PURPOSEFULLY

Soft Addictions:

and...

Purposeful Living and Leadership

BARRIERS TO LIVING PURPOSEFULLY

Akasia:

Time Inconsistency/Dynamic Inconsistency:

Purposeful Living and Leadership

COSTS AND BENEFITS OF LIVING PURPOSEFULLY

Costs of Not Living Purposefully:

Purposeful Living and Leadership

COSTS AND BENEFITS OF LIVING PURPOSEFULLY

The Benefits of Living Purposefully:

What does purpose do? What happens when you live with purpose? What are the results?

Life:

Health:

Well-Being:

Flourishing:

Business - At Work:

Personal:

Purposeful Living and Leadership

THREE DIMENSIONS OF PURPOSE

Scope:

Strength:

Awareness:

Scope + Strength + Awareness = GREATEST RESULT

Purposeful Living and Leadership

DEDICATING MODELING AFTER MUSIC STUDENTS

DABBLER, STRESSOR, MASTER TONY ROBBINS

Purposeful Living and Leadership

SELF-AFFIRMATION THEORY CLAUDE STEELE

Purposeful Living and Leadership

MY TEST DRIVE PURPOSE

Examples:

- I live to learn, grow, and serve as I...
- I live to grow in truth and love as I serve others to learn and grow.
- I embrace the adventure of life as I learn, grow and serve.

My Purpose is...

Purposeful Living and Leadership

MY TEST DRIVE ONE DECISION:

Examples:

- I stand for truth
- I follow my deepest yearnings and desires
- I live my life as an adventure
- I live my life with an open heart
- I live as if every moment matters
- I am fully present, alive and engaged

My One Decision Is...

Purposeful Living and Leadership

ONE DECISION AT THE MOVIES

Number:	Movie:	One Decision Represented:
1		
2		
3		
4		
5		
6		
7		
8		

Purposeful Living and Leadership

BUCKMINSTER FULLER AND THE ONE DECISION

Purposeful Living and Leadership

THE FOUR LOVING TRUTHS

Purposeful Living and Leadership

NEUROSCIENCE OF MINDFUL PRACTICES AND LIVING AND EXPANDED CONSCIOUSNESS

Purposeful Living and Leadership

FRONTAL LOBE & LIVING WITH PURPOSE

Purposeful Living and Leadership

TWO BRAIN CENTERS OF BEING PRESENT (DAVID ROCK)

Default-Mode Network (DMN):

Task-Positive Network (TPN):

Purposeful Living and Leadership

PURPOSEFUL LIVING & LEADERSHIP: RELATIONSHIP TO CONSCIOUSNESS

Purposeful Living and Leadership

OPEN AND CLOSED CONSCIOUSNESS

Open Consciousness:

Closed Consciousness:

Purposeful Living and Leadership

ELLEN LANGER ON MINDFULNESS

Purposeful Living and Leadership

TOOLS OF PURPOSEFUL LIVING AN APPENDIX OF RESOURCES

Evolating

Purpose

Mission

Vision

One Decision

Principles

Four Loving Truths

Goals

BHAGs (Big hairy audacious goals)

Assignment way of living

Assignments

Growth Reports

Seminars

Talents/stinkers

Contests

Purposeful Living Process:

Coaching

Map of Consciousness

Wright Model of Human Growth & Development

Awareness and Consciousness

and...

add your own...

PURPOSEFUL LIVING
& LEADERSHIP

Mission and Vision in Action

Mission and Vision in Action



My Mission for My Relationship with Body

My Vision for My Relationship with Body

Beliefs	Rules



Mission and Vision in Action

My Mission for My Relationships with Myself

My Vision for My Relationships with Myself

Beliefs	Rules

Mission and Vision in Action



My Mission for My Relationships with Family

My Vision for My Relationships with Family



Beliefs	Rules

Mission and Vision in Action

My Mission for My Relationships with Others



My Vision for My Relationships with Others



Beliefs	Rules

Mission and Vision in Action



My Mission for My Relationships with Work & Play

My Vision for My Relationships with Work & Play



Beliefs	Rules

Mission and Vision in Action



My Mission for My Relationships with Principles & Society



My Vision for My Relationships with Principles & Society



Beliefs	Rules

Mission and Vision in Action



My Mission for My Relationships with
Higher Power, Spirituality or Life Purpose

My Vision for My Relationships with
Higher Power, Spirituality or Life Purpose



Beliefs	Rules

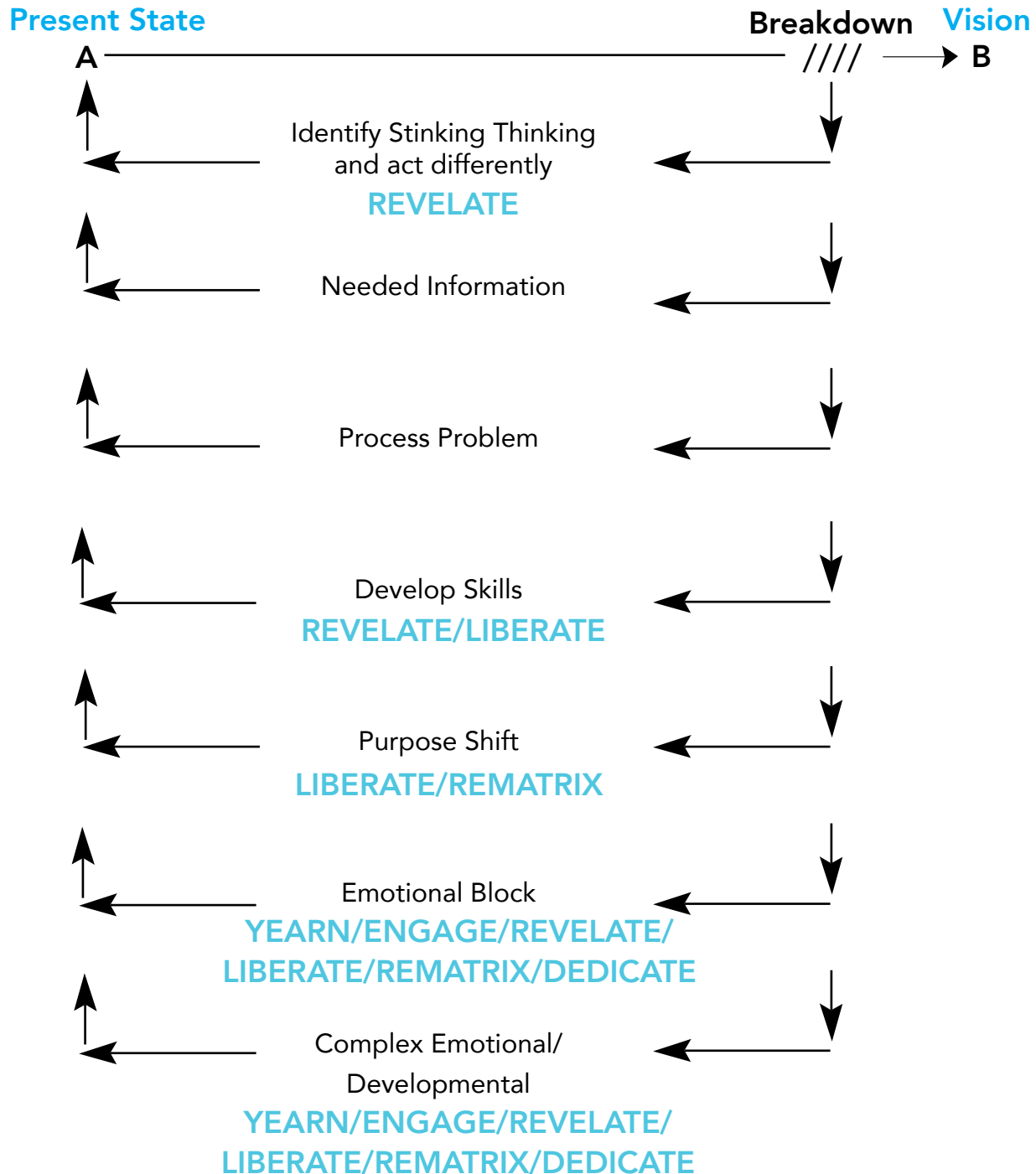
Mission and Vision in Action

IDEAL STATE ACTION PLANNING (ISAP)

Present State	Pathways	Ideal State	Next Steps
What's so?	How?	Towards what?	What now? What is the next step for you to take?

Mission and Vision in Action

VISION REALIZATION PROCESS



PURPOSEFUL LIVING
& LEADERSHIP

Applying Existentialism

Applying Existentialism

HUMANISTIC PSYCHOLOGY AND EXISTENTIAL PHILOSOPHY

Applying Existentialism

PRINCIPLES

Transformational Principles

Transcendental Principles

Principled Living

Applying Existentialism

"THE EXISTENTIALIST CAFE"*

Nietzsche

Kierkegaard

Heidegger

Paul Tillich

Jean-Paul Sartre

Simone de Beauvoir

**Inspired by At the Existentialist Cafe by Sarah Bakewell*

Applying Existentialism

CONFORMITY, CULTURE, & CHOICE

“ We are born into the ‘they’, into a fully-scripted, well-organized on-going social structure. And we will remain absorbed in the ‘they’ for our whole lives unless we discover how to become more Authentic.

We were born into a world of quiet conformity. Initially everything we do and say and think and believe have been done and said and thought and believed before. The activities we regard as worthy of our time and effort (learning, work, play), the ultimate values and meanings we pursue (achievement, love, children), and the particular styles and forms through which we pursue these goals have all been provided by our various human cultures. How different our lives are from the lives of ancient ‘cavemen’.

Unless we find ways to wrest control of our own lives from society, all of our decisions will continue to be made for us by the unnoticed forces of the cultures in which we live. We may not be told which spouse to ‘choose’ or which job to take, but how free are we to reject both marriage and work as basic styles of life? How have we been carried along so successfully by culture without noticing it?

‘They’ even hide the process by which ‘they’ have quietly relieved us of the ‘burden’ of making choices for ourselves. It remains a complete mystery who has really done the choosing. We are carried along by the ‘nobody’, without making any real choices, becoming ever more deeply ensnared in inauthenticity. This process can be reversed only if we explicitly bring ourselves back from our lostness in the ‘they’. But this bringing-back must have that kind of being by the neglect of which we have lost ourselves in inauthenticity. ”

Martin Heidegger Being & Time, Macquarrie p. 312-313; Stambaugh p. 248; paraphrase

Applying Existentialism

PAUL TILLICH: THE COURAGE TO BE & VERTICAL AND HORIZONTAL INTEGRATION

Applying Existentialism

EXISTENTIAL CHOICE

Existential anxiety

Ontological guilt

Existential freedom and joy

Applying Existentialism

EXISTENTIAL CHOICE

IF/THEN

If... _____

...then I'm gonna choose it

...then I'm gonna share it

Applying Existentialism

EXISTENTIAL ANXIETY

Anxiety

Fear

Excitement

Applying Existentialism

EXISTENTIAL PHILOSOPHY

Applying Existentialism

THE GOOD LIFE

Applying Existentialism

QUOTES ON BEING AWARE, MINDFUL, AND CONSCIOUS

**"If you're not there, you're not there
to know that you're not there."**

–Ellen Langer

**"The range of what we think and do
is limited by what we fail to notice.
And because we fail to notice
that we fail to notice
there is little we can do
to change
until we notice
how failing to notice
shapes our thoughts and deeds."**

–R.D. Laing

Applying Existentialism

QUOTES ON BEING AWARE, MINDFUL, AND CONSCIOUS (CONT'D)

"I am here because there is no refuge, finally from myself.
Until I confront myself in the eyes
and hearts of others, I am running.
Until I suffer them to know my secrets,
I have no safety from them.
Afraid to be known,
I can know neither myself nor any other,
I will be alone.

Where else but in our common ground,
can I find such a mirror?
Here, together, I can at last appear clearly to myself,
not as a giant of my dreams, nor the dwarf of my fears,
but as a person, part of the whole,
with my share in its purpose.
In this ground I can take root and grow,
not alone any more, as in death,
but alive to myself and to others.

-Richard Beauvais, 1965
Daytop Philosophy

PURPOSEFUL LIVING
& LEADERSHIP

My Training Assignments

My Training Assignments

ASSIGNMENT #1 FRIDAY NIGHT

In the space below, journal ways that you can live out this assignment.
Include what you learned and how you grew from your assignment.

My Training Assignments

ASSIGNMENT #1 - CAVE PROCESS

Celebrate:

Analyze:

Vision:

Execute:

My Training Assignments

ASSIGNMENT #2 SATURDAY NIGHT

In the space below, journal ways that you can live out this assignment.
Include what you learned and how you grew from your assignment.

My Training Assignments

ASSIGNMENT #2 - CAVE PROCESS

Celebrate:

Analyze:

Vision:

Execute:

My Training Assignments

ASSIGNMENT #3 SUNDAY NIGHT

In the space below, journal ways that you can live out this assignment.
Include what you learned and how you grew from your assignment.

My Training Assignments

ASSIGNMENT #3 - CAVE PROCESS

Celebrate:

Analyze:

Vision:

Execute:

My Training Assignments

IF... THEN...

IMPLEMENTATION INTENTION

If _____ then _____.

(Time)

(Action)

(Situation)

(People)

(Condition)

(Mood)

PURPOSEFUL LIVING
& LEADERSHIP

Purposeful Living Process (PLP)

Purposeful Living Process

HARNESSING YOUR BRAIN: THE PURPOSEFUL LEADERSHIP PROCESS

Your power to build a life of purpose and fulfillment is unlimited. But you must harness your brain to help, rather than fight, your learning and leadership process. By applying the insights and recent breakthroughs of neuroscience and behavioral psychology, we now know far more about what the success process looks like and how to build it into your life and leadership every day.

The Wright Foundation's Purposeful Living Process (PLP) helps you move from wishful thinking to powerful, practical, inspirational planning, step-by-step. The PLP not only helps you achieve your personal and professional dreams, but also creates lasting, positive change in your entire life and in the lives of those you encounter.

No static plan or idea, the PLP technology provides a dynamic creation that will teach you how to harness the power of your brain for lasting change. The Purposeful Living Process leads you to find the opportunity, challenge, and responsibility each of us has every moment of every day to live fulfilled lives. By fulfilling your potential, you naturally accomplish your aims and goals with less effort and greater results.

Personal development is dynamic. It's an interplay of raising your proficiency to help you close current social and emotional skills gaps while discovering talents you did not know you have and desire to develop. The Purposeful Living Process is designed to help you make the transformational changes to build the competencies that drive both performance and satisfaction while identifying new areas of growth.

The success of the process centers largely on research done by Gollwitzer & Sheeran and popularized by Daniel Wiseman in his book, *59 Seconds*. Their research powerfully demonstrates the effectiveness of what they call "implementation intention," in which you anticipate a situation (i.e., a good opportunity to act, a critical moment) and then respond with a predetermined action that fits the situation.

The instructions you give yourself to perform behaviors or to achieve certain desired outcomes are essential but can be empty without the specific planning. In the Purposeful Living Process, we refer to these implementation intentions as "if-thens." As you shall see, "if-thens" provide a specific mechanism to pre-program your mind on how to act if it encounters certain situations that you know it will encounter.

Purposeful Living Process

HOW THE PURPOSEFUL LIVING PROCESS WORKS

Before getting to the specifics of “if-thens,” however, go back to what gives the PLP the power to transform: your own desire to develop and become who you can be. It is your desire and intention to achieve your potential that provides the motivation for this process.

You are not just setting goals and specifying outcomes in the PLP. You will also identify limiting beliefs that shed light on how you see the world now and empowering beliefs that can enhance your life. By raising your awareness about the beliefs that underlie limiting behaviors, you can create a reality in which other beliefs can co-exist. You will make room for other viewpoints that you can then begin to test by engaging in different behaviors.

The Purposeful Living Process profiles a “growth mindset,” a quality articulated by researcher Carol Dweck (2008). People who exhibit a growth mindset don’t just want to learn new things; they want to use that learning to function at a higher level personally and professionally. They’re actively seeking opportunities to interact with the world in fresh ways. They see that no matter how good they already are, they can always become even more communicative, adventurous, and inventive.

The Purposeful Living Process helps you cultivate and support a growth mindset. In other words, through this technology, you are building behaviors that people who are highly successful in their lives tend to engage in and exhibit automatically.

Purposeful Living Process



**WRIGHT
FOUNDATION**
FOR THE REALIZATION OF HUMAN POTENTIAL

PURPOSEFUL LIVING PROCESS *Blueprint for Life*



Purpose & Mission | *Meaning and vision of elements of my Rematrixing Strategy*

	TOWARD	TOWARD	TOWARD	TOWARD	TOWARD	TOWARD	TOWARD	TOWARD
Dates	LIFE PURPOSE	One Decision	Mission: SELF	Mission: FAMILY	Mission: FRIENDS, OTHERS & GROUPS	Mission: WORK AND ENGAGEMENT/PLAY	Mission: PRINCIPLES & SOCIETY	Mission: PURPOSEFUL LIVING & SPIRITUAL DEVELOPMENT

Purposeful Living Process



PURPOSEFUL LIVING PROCESS *Blueprint for Life*



Visions & Principles | Overview of elements of my Rematrixing Strategy

	TOWARD	TOWARD	TOWARD	TOWARD	TOWARD	TOWARD	TOWARD	TOWARD
Dates	Overall Developing Life Vision	BODY: Aliveness	SELF: Engagement /Play	FAMILY: Intention	FRIEND, OTHERS & GROUPS: Truth of Your Experience to Your Highest Vision	WORK: Commitment	PRINCIPLES & SOCIETY: Responsibility	LIFE PURPOSE/ HIGHER POWER: Transcendental Principles (love, compassion, grace, etc.)

Purposeful Living Process



**WRIGHT
FOUNDATION**
FOR THE REALIZATION OF HUMAN POTENTIAL

PURPOSEFUL LIVING PROCESS *Blueprint for Life*



Adlerian Beliefs, Emotions, and Behaviors | Rematrixing Strategies to Move from Lifestyle Limits to Lifestyle Openings and Possibilities

	FROM	TOWARD	FROM	TOWARD	TOWARD
Dates	LIMITING BELIEFS: You and what you can expect; the world and what it expects from you	EMPOWERING BELIEFS: You and what you can expect; the world and what it expects from you	Specific issues, life concerns & unfinished business (authority, opposite sex, etc.)	New Desired Lifestyle and Possibilities	REDEMPITIVE NARRATIVE

Purposeful Living Process



**WRIGHT
FOUNDATION**
FOR THE REALIZATION OF HUMAN POTENTIAL

PURPOSEFUL LIVING PROCESS *Blueprint for Life*



Rematrixing Strategy | Thoughts, Feelings, and Actions

	FROM	TOWARD	FROM	TOWARD	FROM	TOWARD
Dates	Behaviors I want to diminish	Behaviors unleashed that I want to develop	Thoughts I want to diminish	Thoughts I want to develop	Feelings fragmented or muted	Feelings I want integrated in an empowering way

Purposeful Living Process



**WRIGHT
FOUNDATION**
FOR THE REALIZATION OF HUMAN POTENTIAL

PURPOSEFUL LIVING PROCESS *Blueprint for Life*



Rematrixing Strategy | Evolving Facilitation

	FROM	TOWARD	FROM/TOWARD	FROM	TOWARD	TOWARD
Dates	YEARNINGS Repressed	YEARNINGS Discovered and Expressed	ENGAGING: thoughts, feelings, actions in which I am engaging (see previous page)	REVELATING: Limiting beliefs, thoughts, feelings, and actions discovered	REVELATING: Desirable thoughts, feelings, actions, and beliefs	LIBERATING: Revelating acted upon. Limiting beliefs, thoughts, and actions challenged.

Purposeful Living Process



**WRIGHT
FOUNDATION**
FOR THE REALIZATION OF HUMAN POTENTIAL

PURPOSEFUL LIVING PROCESS *Blueprint for Life*



Rematrixing Strategy | Adlerian Rematrixing Strategy

	FROM/TOWARD	FROM	TOWARD	FROM/TOWARD	FROM	TOWARD	FROM/TOWARD	FROM	TOWARD
Dates	FAMILY RULES to keep	FAMILY RULES to change	NEW RULES to develop	FAMILY MYTHS that empower	FAMILY MYTHS that disempower	NEW STORIES I want to develop	FAMILY BELIEFS to keep	FAMILY BELIEFS to dismiss	BELIEFS toward which I am growing

Purposeful Living Process



PURPOSEFUL LIVING PROCESS *Blueprint for Life*



Week of:

Assignment(s):

Name:

Weekly Planner | Rematrixing Strategy Hour-by-Hour (If-Thens and Assignments)

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
WAKE							
6:00 AM							
7:00 AM							
8:00 AM							
9:00 AM							
10:00 AM							
11:00 AM							
12:00 PM							
1:00 PM							
2:00 PM							
3:00 PM							
4:00 PM							
5:00 PM							
6:00 PM							
7:00 PM							
8:00 PM							
9:00 PM							
10:00 PM							
11:00 PM							

Purposeful Living Process



**WRIGHT
FOUNDATION**
FOR THE REALIZATION OF HUMAN POTENTIAL

PURPOSEFUL LIVING PROCESS *Blueprint for Life*



Assignment(s):

Rematrixing Strategy Daily Results Tracker | *Beliefs, Behaviors, Plans, and Influence*

	FROM/TOWARD	TOWARD	TOWARD	TOWARD	TOWARD	TOWARD
Dates	Behaviors, thoughts, and feelings, and beliefs developed or diminished	Learns and Grows related to these behaviors, thoughts, feelings, and beliefs	What you can do tomorrow to be more successful	My influence: PEOPLE	My influence: PLACES	My influence: THINGS
DAY 1						
DAY 2						
DAY 3						
DAY 4						
DAY 5						
DAY 6						
DAY 7						

Purposeful Living Process



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PURPOSEFUL LIVING PROCESS *Blueprint for Life*



Assignment(s):

Rematrixing Strategy Daily Results Tracker | *Beliefs, Behaviors, Plans, and Influence*

	TOWARD	TOWARD	TOWARD	TOWARD	TOWARD	TOWARD	TOWARD
Dates	BODY: Aliveness (Learns, Grows, & Results)	SELF: Engagement /Play (Learns, Grows, & Results)	FAMILY: Intention (Learns, Grows, & Results)	FRIENDS & OTHERS: Truth (Learns, Grows, & Results)	WORK: Commitment (Learns, Grows, & Results)	PRINCIPLES & SOCIETY: Responsibility (Learns, Grows, & Results)	PURPOSEFUL LIVING & SPIRITUAL DEV: Transcendental (Learns, Grows, & Results)
DAY 1							
DAY 2							
DAY 3							
DAY 4							
DAY 5							
DAY 6							
DAY 7							

Purposeful Living Process (Summary)

Purposeful Living Process

PURPOSEFUL LIVING PROCESS – NEUROSCIENCE & ADLERIAN



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Summary PLP: My Rematrixing Strategy

REDEMPTIVE NARRATIVE:

From...

To...

FROM	TOWARD	FROM	TOWARD	FROM	TOWARD	FROM	TOWARD
CORE MISTAKEN BELIEFS I want to challenge	EMPOWERING BELIEFS I want to live from	THOUGHTS I want to diminish	THOUGHTS I want to develop	Feelings fragmented or muted	Feelings I want integrated in an empowering way	BEHAVIORS I want to diminish	BEHAVIORS I want to develop

Purposeful Living Process

PURPOSEFUL LIVING PROCESS – VISION & ADLERIAN



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PURPOSEFUL LIVING PROCESS *Blueprint for Life*



My Rematrixing Strategy in 7 Areas of Life | *Challenges and Vision*

	BODY: Aliveness	SELF: Engagement/Play	FAMILY: Intention	FRIEND, OTHERS & GROUPS: Truth of Your Experience to Your Highest Vision	WORK/PLAY: Commitment	PRINCIPLES & SOCIETY: Responsibility	LIFE PURPOSE/ HIGHER POWER: Transcendental Principles (love, compassion, grace, etc.)
Where I am now (including challenges I'm facing)							
Where I am going (vision)							
COST-BENEFIT ANALYSIS: What it will take, and what I'll get if I do this work							

Purposeful Living Process

PURPOSEFUL LIVING PROCESS – DAILY PLANNER



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PURPOSEFUL LIVING PROCESS *Blueprint for Life*



Week of:

Assignment(s):

Name:

Weekly Planner | *Hour-by-hour if-thens and assignments*

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
WAKE							
6:00 AM							
7:00 AM							
8:00 AM							
9:00 AM							
10:00 AM							
11:00 AM							
12:00 PM							
1:00 PM							
2:00 PM							
3:00 PM							
4:00 PM							
5:00 PM							
6:00 PM							
7:00 PM							
8:00 PM							
9:00 PM							
10:00 PM							
11:00 PM							

Purposeful Living Process

DAILY PURPOSEFUL LIVING PLANNER

tinyurl.com/dailypdp

My Name:

Name of Assignment(s):

What I did differently today (grows):

What I got from doing it (results, learns):

What I plan for tomorrow:

Other Insights (revealing):

Principles, Areas of Life, and Developmental Levels I worked on. Rate each 0 to 3 (0=not at all, 3= highly intent):

Principles

	0	1	2	3
Aliveness				
Engagement				
Intention				
Truth				
Commitment				
Responsibility				

Areas of Life

	0	1	2	3
Self				
Body				
Family of Origin				
Friends, Groups, Others				
Work/Play/Engagement				
Principles, Society				
Purposeful Living				

Levels

	0	1	2	3
Scarcity/Trust				
Hunger/Affirmation				
Reactivity/Assertion				
Conformity/Expression				
Striving/Purpose				
Superiority/Authority				

PURPOSEFUL LIVING
& LEADERSHIP

Dynamic Engagement

Dynamic Engagement

MY QUESTIONS

Dynamic Engagement

DYNAMIC ENGAGEMENT

Topic: _____

REACT: What strikes me (or struck me)?

DIGEST: How does it strike me? (Or how did it strike me?)

What yearning was activated?

What does this have to do with me?

APPLY: What are the implications of this in my life?

WGU: How does this apply to what I am learning?

Dynamic Engagement

DYNAMIC ENGAGEMENT

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PURPOSEFUL LIVING
& LEADERSHIP

Notes

Notes

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