



## Community Counsellor Training Toolkit

### Module 1

# Personal Growth

## Participant Manual

### LifeLine/ChildLine Namibia



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Developed by Lisa Fiol Powers, Family Health International (FHI), Namibia, in collaboration with staff from LifeLine/ChildLine, Namibia.

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## **Foreword**

In 1988, I started working as a young community liaison officer for a Namibian non-profit organisation. This experience opened my eyes to the tremendous gaps between the values, norms and cultural influences of the country's different ethnic and racial groups and between those living in urban and rural settings. These differences in experience and perspective added to the tension amongst people, leading to a lack of trust and an inability to work together.

Fortunately, Namibians have experienced tremendous social growth since then, as these manuals for training community counsellors demonstrate. They include such sensitive subjects as stigma, coercion and cultural practices detrimental to health. These pioneering learning tools reflect the significant progress made as a result of the great partnerships developed throughout Namibia over the last 18 years. It is heart-warming to witness the openness and trust people from different cultures have achieved by offering counselling to a neighbour, a friend, a stranger.

I am proud to be associated with these manuals. I am proud of every trainer of LifeLine/ChildLine Namibia and every Namibian trainee who contributed. Thanks go to the many partners in faith-based organisations, non-governmental organisations, and the Ministry of Health and Social Services, especially NACOP—Special Programmes Division, which made such important contributions. Ms. Lisa Fiol Powers, a consultant seconded by Family Health International to upgrade and develop these manuals, deserves special thanks. In addition to these dedicated partners, we also want to thank the U.S. President's Emergency Plan for AIDS Relief, which provided funding. We will forever be grateful to you all.



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## Acknowledgements

Over the last eight months I have lived, breathed and dreamt about community counselling, training and curricula. Developing the Community Counselling Training Toolkit has been an incredible experience for me. It enabled me to share my passion and concern to provide psychosocial support and counselling to meet the needs of so many around the world, particularly those affected by and infected with HIV. For me, it has been an honour to live and work in Namibia and to share in the lives of so many who are tirelessly working to fight HIV and its effects.

As is true with all curricula development, the entire team creates the finished product. The team I have worked with at Family Health International (FHI) and LifeLine/ChildLine has been especially generous, delightful and supportive.

Let me start by thanking the training team at LifeLine/ChildLine. The training team includes staff trainers Nortin, Frieda, Maggy, Angela and Cornelia, and volunteer trainers Dube, Christine, Hilarie, Emmy, Emelle and Jonas who have been absolutely fabulous to work with. When I rushed to complete drafts of Facilitator Manuals just days before a training workshop, the trainers never lost patience, even though it meant they had limited time to prepare for their sessions. Their enthusiasm and willingness to try new material has never ceased to amaze me. They have welcomed new ideas and significant changes to both the training materials and the methodology. The encouragement and feedback I have received from the trainers has been invaluable! You have been a delightful group of people to work with on this project.

I would also like to thank Amanda Kruger, Hafeni Katamba and Simon Kakuva at LifeLine/ChildLine for recognising the need to make substantial changes in the Community Counsellor Training Toolkit and for their support throughout the process of curricula development, encompassing piloting and testing new material as well as training trainers in process facilitation.

None of this would have been possible without the incredible support from the entire staff at Family Health International/Namibia. You are all a truly talented, dedicated and fun group of people. I would specifically like to thank Rose de Buyscher for making this whole project possible, not only through the allocation of funds, but also for her support in turning what began as a “harmonisation” into a more extensive project involving significant changes to existing curricula and the design and development of new material. The technical contributions and support for person-centred counselling offered by Dr. Fred van der Veen enabled me to challenge some of the rigid tenets of HIV counselling, and encourage counsellors to focus on their client’s emotional needs rather than adhering to fixed protocols.

Finally, I would like to express my deepest gratitude to Patsy Church for her inspiration and generosity in providing so many resources, for engaging in so many stimulating conversations, for being a cheerleader at times, and for always believing that these materials could make a difference. Patsy tirelessly read through drafts and offered valuable feedback and encouragement. Patsy has not only become a role model, she has become a dear friend.

My hope is that, with this Training Toolkit, community counsellors in Namibia will be better equipped to support their clients emotionally, offering them hope as they wrestle with so many difficult issues such as stigma, loss, coping with their HIV status, death and treatment, as well as financial and emotional uncertainty.

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## Personal Growth Module: Participant Manual

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## MY LIFELINE JOURNAL

While you are working through the Personal Growth and Basic Counselling Skills module, we ask that you keep a journal. This should have daily entries that include some of the following:

- Notes or summaries of things that you learnt during that day (related to particular sessions)
- Any thoughts and ideas that you have as a result of the content of the workshop
- Feelings that you are experiencing
- Concerns and feelings about other participants, the facilitators, your family or colleagues
- Comment about anything personal that may happen over the time you are doing the course
- Challenges you may experience as a result of some of the issues discussed
- Goals you might set for yourself
- A note of any confusion you may be experiencing
- Questions you may have

We encourage you to use the journal to honestly explore and express how you feel about the courses and your own progress. At the end it should form a part of a record of the personal growth you experience and the skills you learn. You may also draw pictures in your journal; it does not have to all be written.

You will be expected to hand these journals in at the end of each course and they will contribute to your evaluation. Please note that any personal challenges or difficulties that you mention will not count against you; it is better to be honest than write entries that are glowing but meaningless.

*Monday, 16 January*

*Today we heard that a lot of the Personal Growth course will be about self disclosure. I have to say that this worries me as I am quite a private person. I feel that I do not know and trust this group well enough to share personal things about myself. The facilitators seemed very kind and caring, but I worry that when they hear about what I really think and feel they won't accept me any more. Then they may not recommend me as a counsellor. Could this happen?*

*There is one person in my group who worries me because he seems to know everything. He answers all the questions so quickly before I can even think of a good answer. I feel intimidated by him, and that makes me not want to participate. I wrote this down in the first impressions exercise.*

*I really enjoyed working on my time wheel and realized that I have never given myself enough time to do the things that will make me grow as a person. I hope I can change that soon. I suppose being here in this course is the first step in the right direction. I am looking forward to the next session.*



Sometimes we will give you topics to write about in your journal in response to some of the sessions from that day. You may write about other things in addition to the topics or questions we ask about. Other days you may write about any of the issues mentioned above.

**Monday:**

- How are you feeling about the course and what you are being asked to do?
- What are your thoughts and feelings about your small group? What are the members like? Do you fit in? How do you feel as a member of the group?
- Self-Disclosure: How are you feeling about the group and being asked to self-disclose and share your thoughts and feelings with your small group?
- Experiential Learning: What kind of a learner are you? Are you a “jumper,” “wader,” “tester,” or “delayer?” How will that affect your learning and interaction in this course?
- Johari’s Window: Write about your windows. How open is your “free self” in relationships? What was it like to share some things from your “free self” in your small group? Are there things in your “hidden window” that you wish you could share?

**Tuesday:**

- Feelings: “Emotions, Thoughts and Behaviour Worksheet”
- Self-Concept: How would you describe your self-concept? Is it high or low? How does that affect your relationships?
- Masks: What are the “masks” that you wear? In what settings do you wear them? In what ways do they help? In what ways do they hinder you?
- Groups & Leadership: In what ways are you a leader? Describe a situation when you were a leader. What kind of leader were you?
- “Lifeline Exercise Reflection Worksheet”
- Your Lifeline: What was it like to share your lifeline in your group? What have been the turning points in your life? Include both good and bad turning points.

**Wednesday:**

- Family Systems: Write about your family: what kind of communication and relationships do you have? Who are you closest to? Is there tension or conflict in your family? How do you deal with it?
- Interpersonal Relationships: Write about your relationships. Which relationships do you value the most? Why? What is most important to you about your relationships/friendships?





- Communication Blocker: What kind of communication blocker are you? When do you tend to fall into this pattern? How could you change this?
- How are you feeling in your small group? Has anything changed in your group? If so, what?

#### **Thursday:**

- Conflict Management: Think of a recent conflict situation in your life. How did you handle it? What was the outcome? How could you have handled it with “I” statements?
  - I feel...
  - When...
  - Because...
  - But I realise...
  - I would prefer it....
- “Reflections on an Important Loss” Worksheet
- Love Languages: What is your love language? What do other people do that makes you feel especially loved or appreciated?
- The Roles We Play: Write about the roles you play. How do you sometimes behave like a child? When do you behave like a parent with others? How does that influence your relationships?
- Perceptions: How do different perceptions influence your relationships? What is important to remember about perceptions?

#### **Friday:**

- Death & Dying: Think about your own death:
  - How much time and energy have you put into examining your feelings, beliefs, hopes and fears about the end of your life?
  - What if you were told you had a limited time to live; would it change the way you are presently conducting your life?
  - Are there things you would feel an urgency to do before you died?
  - Are you afraid of dying? Of death?
  - Can you identify the sources of your fear?
  - Are there things, emotional and practical, that you would feel a need to work out?
- Spirituality & Religion: Describe yourself as a spiritual person. What are your thoughts and feelings about your personal spirituality? How does this relate to your religious practise?
- How are you feeling about finishing Personal Growth? What are your thoughts and feelings about leaving the group and returning to your community?

## **SMALL GROUPS: CONFIDENTIALITY & FIRST IMPRESSIONS**

Confidentiality: a situation in which you trust someone not to tell secret or private information to anyone else.

First impression: the opinion or feeling you have about someone because of the way they seem to you when you first meet them, or what you think about someone when you first meet them.



## Pledge of Confidentiality

*Confidentiality: a situation in which you trust someone not to tell secret or private information to anyone else.*

I, \_\_\_\_\_, recognise the serious and personal nature of this course, and hereby promise that:

1. Under no circumstances will I disclose to any individual not connected with the supervision of the course, any personal information about others learned during this training.
2. Under no circumstances will I disclose to members of another training group on this course, information about any individual gained within the context of the small group of which I am a member.
3. In the event of my withdrawal from the course, or after the end of the course, I will continue to hold in strictest confidence all information about others learned during the course.

Name: (please print) \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Facilitator's Signature: \_\_\_\_\_

Other Group Members Signatures:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_





## EXPERIENTIAL LEARNING

**Experiential learning is learning by doing.** If we only learn through lecturing we will only learn intellectually, or with our minds. However, if we learn by doing, then we learn things intellectually (in our minds and thoughts), emotionally (in our feelings), and behaviourally (in our behaviours or actions). Through experiential learning, we are more able to change and grow personally.

In experiential learning, the responsibility is on each of us to learn; the responsibility for learning is not on the facilitator but on the participants. Throughout this week each of you will be asked to think about and use your own experiences as a basis for self-understanding and growth. This means that we need for you to be active and participate throughout the week.

But experiential learning does not mean that you just experience things; it involves a whole process. There are four steps in the experiential learning process:

1. Experiencing: doing or feeling
2. Identifying: naming; giving the experience a name
3. Analysing: looking at the experience. You can look at it by talking about it with others such as your small group, writing about it in your journal or thinking about it.
4. Generalising: taking the experience from the training room and applying it to other situations in your life.

In this course we are going to be spending a lot of time exploring ourselves: our thoughts, feelings and behaviours. We will be using an experiential learning process. This process starts with an experience. Then we will identify the experience or give it a name. Once it has a name we can look at it and analyse it. Analysing is getting a deeper understanding of the behaviour or experience. It involves looking at the positives and negatives and maybe deciding to change a part of it. Finally, we will take that experience and generalise it to other situations, applying what we learned to a broader context for the future.

We will go through this process by asking and exploring many questions. Your responsibility throughout the week will be to engage in this process and honestly explore these issues for yourself.

The goals of this course are:

- To facilitate personal growth and a deep level of self-awareness in participants.
- To prepare individuals for progression to the Basic Counselling Skills Course.



The first goal of facilitating personal growth and self-awareness has many sub-goals, such as:

- To gain greater awareness about our thoughts, feelings and behaviour patterns;
- To learn to accept ourselves and our feelings;
- To communicate more effectively;
- To expand our ways of relating and responding to others; and
- To understand and accept others.

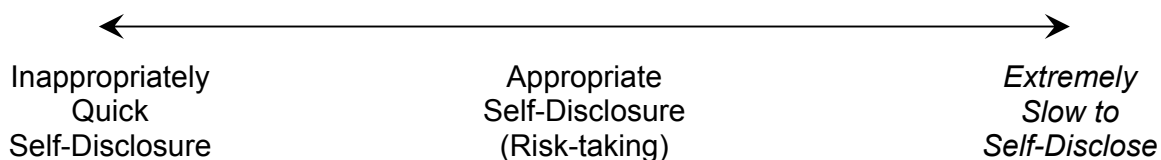
Understanding and accepting ourselves and our feelings are prerequisites to understanding and accepting others.

**Key Point:** We cannot attempt to understand others until we understand and accept ourselves, our thoughts and our feelings.

## SELF-DISCLOSURE

Self-disclosure: to communicate to others some personal information (i.e. things about your life, your thoughts or feelings) that they would not learn unless you shared it. This can include thoughts, feelings or events related to your past, your current life or future goals, dreams or plans.

### Continuum of Self-Disclosure



- Continuum = range of behaviour
- Appropriate = behaviour that fits a situation
- Inappropriate = behaviour that does not fit a situation

First we will look at the left side, people who are **inappropriately quick to disclose**.

- Can you think of any situations you have been in when someone has been inappropriately quick to disclose something? *If participants are slow to come up with an example, help them start by mentioning a situation that may have involved someone who sat down next to you on a bus or plane and told you very personal things.*
- How did you feel in this situation?
- What was inappropriate about that situation?

**Key Point:** a baseline of trust is required in a relationship to support self-disclosure. Trust needs to be established by small amounts of disclosure.

On the right side of the continuum is **extremely slow self-disclosure**.

- Can you think of any relationships you have been in where someone was extremely slow to self-disclose?
- What happened in those relationships? *Usually the relationships do not last. People who do not disclose themselves end up not being able to establish close relationships.*

**Key Point:** Self-disclosure is required for developing close relationships. When fear is so great around self-disclosure, we may never learn that it is safe to disclose because we never take the risk.

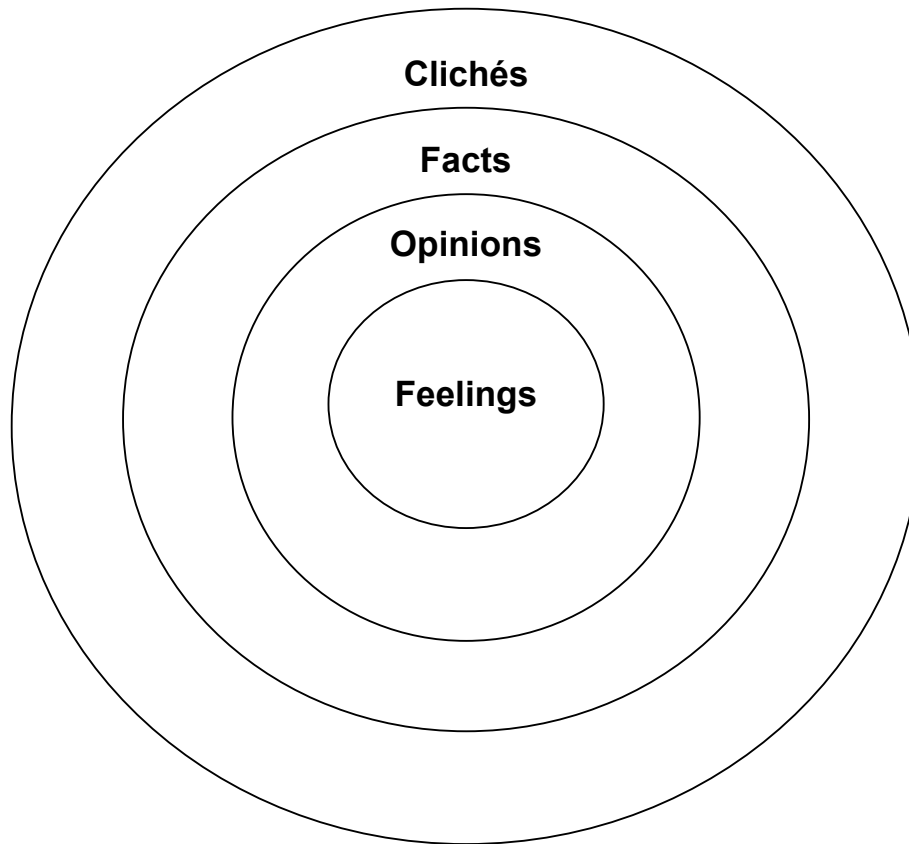
## Appropriate Self-Disclosure

- Meaningful and appropriate self-disclosure requires an atmosphere of trust and respect.
- Even though relationships in this group are very new, you may choose to disclose some aspects of yourself, especially in your small groups.
- As we learn to trust and accept each other in this group, we may start to take risks in our relationships both inside and outside of the group. This is how personal growth happens.
- Appropriate self-disclosure involves taking risks. This may be more difficult for some individuals than for others.
- Many people believe that self-disclosure is only meaningful when it involves pain and is a confession of weaknesses. BUT personal growth requires not only acknowledging and accepting your weaknesses, but also recognising and developing your strengths.
- During this week, we will focus on disclosing your positives attributes or strengths, not just your weaknesses.
- In many ways, the situation we have here is unnatural. You do not usually have a group of people who have just met sharing personal things with each other. You are being asked to take risks for personal growth. In many ways, this is the same thing we do when we ask our clients to self-disclose during counselling.



## Levels of Self-Disclosure

It may be helpful to think of self-disclosure as having different levels, or by picturing four concentric circles (see the illustration below).



- **Clichés:** These include greetings such as “How are you?” Our first impressions are often based both on non-verbal characteristics and also on clichés. This is part of normal social interaction.
- **Facts:** This is the level of exchanging facts such as “I am a trainer at Lifeline/ChildLine,” “I am training to be a counsellor,” or “I live in Windhoek.” While facts may seem impersonal, they can tell you a great deal about the other person and can form the basis for future conversation. From these facts, we often decide whether or not we want to pursue future conversation or relationship with the person.
- **Opinions:** Opinions tell us more about another person than either clichés or facts, i.e. “I think John cannot be trusted” or “I think the biggest problem in the fight against HIV is the stigma attached to the disease.” Every time you offer a personal opinion, you are giving people valuable information about yourself, as well as providing information to which they can respond.

- **Feelings:** This is the level that is closest to a person's core. There is a big difference between opinions and feelings. Notice the difference between such opinions as "I think John cannot be trusted" and "I think John cannot be trusted and I am hurt that he told others what I told him in confidence."

### **Possible Journal Topic: Examine Your Own Self-Disclosure**

- Choose a significant other (an important person in your life, i.e. a husband/wife or a boyfriend/girlfriend). You could also choose to do this with members of your small group or a certain person in the group.
- Spend a three day period recording the number of statements you make in each category: clichés, facts, opinions and feelings.
- Try to be aware of the topics that you discuss on each level, along with the number of statements in each category.
- Based on what you find, answer the following questions:
  - Which categories of self-disclosure do you do more often? Which do you do least often?
  - What type of disclosure (cliché, fact, opinion, or feeling) do you use in each topic area?
  - Explain the reason for omitting certain topics or levels of disclosure. What topics do you not talk about? What levels of disclosure do you not share?
  - Explain the consequences of the omissions mentioned above.

### **Guidelines for Self-Disclosure**

Remember that self-disclosure is a special kind of sharing that is not appropriate for every situation. Below are some guidelines for self-disclosure.

1. **Is the other person important to you?** Do you want to begin a relationship or deepen an existing relationship with this person?
2. **Is the risk of disclosing reasonable?** What are the risks of disclosing? What are the benefits of disclosing? Do the benefits outweigh the risks?
3. **Are the amount and type of disclosure appropriate?** There are degrees of self-disclosure; self-disclosure is rarely all or nothing. You can choose to disclose some facts, opinions and feelings while choosing not to disclose others.
4. **Is the disclosure relevant to the situation at hand?** Does it relate to the current conversation? Usually, appropriate self-disclosure involves the present (here and now) and not the past (then and there), i.e. how I am feeling now, how I am doing now. There are certain times when it is relevant to bring up the past, but only as it relates to what is happening in the present.



5. **Is the disclosure reciprocated, meaning the other person/s is disclosing as well?** Unequal self-disclosure creates an imbalanced relationship that usually fails eventually. There are times when one-way disclosure is appropriate, such as between a counsellor and client.
6. **Will the effect of disclosure be constructive or helpful?** What will happen as a result of the self-disclosure? Will it enhance or help to improve the relationship?

Levels of Self-Disclosure and Guidelines for Self-Disclosure adapted from Adler, Ronald A. & Towne, Neil. 1984. *Looking Out, Looking In*, 4<sup>th</sup> Edition. New York: CBS College Publishing.



## JOHARI'S WINDOW

### Whole Self

|                   | Known to Self  | Unknown to Self  |
|-------------------|--|--|
| Known to Others   | <p><b>FREE</b><br/>The things you know about yourself, which are known to others.</p> <p><i>For instance:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Your beginnings and your past</i></li> <li>▪ <i>Your education</i></li> <li>▪ <i>Your family</i></li> <li>▪ <i>Your work history and training</i></li> <li>▪ <i>Your achievements</i></li> <li>▪ <i>Your skills</i></li> <li>▪ <i>Your values</i></li> <li>▪ <i>Some of your limitations</i></li> </ul>  | <p><b>BLIND</b><br/>What you do not know about yourself, which is known to others.</p> <p><i>For instance:</i></p> <ul style="list-style-type: none"> <li>▪ <i>How others see you and assess your ability, intelligence and potential, also your personality, maturity and character.</i></li> <li>▪ <i>How others see your reliability, consistency, charisma and selfishness.</i></li> <li>▪ <i>How others plan to use/help you</i></li> <li>▪ <i>What opportunities and future they see for you</i></li> <li>▪ <i>What you look like from behind</i></li> <li>▪ <i>Whether or not you snore!</i></li> </ul> |
| Unknown to Others | <p><b>HIDDEN</b><br/>What you know about yourself, which is unknown to others.</p> <p><i>For instance:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Your feelings about yourself</i></li> <li>▪ <i>Your need for company and for love</i></li> <li>▪ <i>Your dreams, fantasies, hopes, plan, etc.</i></li> <li>▪ <i>Your real abilities and your perceived limitations, fears, anxieties and guilt</i></li> <li>▪ <i>Your level of confidence and self-esteem</i></li> <li>▪ <i>The degree to which you wish to change yourself</i></li> <li>▪ <i>Some of your past history, your failures and some weaknesses</i></li> <li>▪ <i>Your health</i></li> <li>▪ <i>Your bank balance</i></li> </ul> | <p><b>DARK</b><br/>The things you do not know about yourself, which are also unknown to others.</p> <p><i>For instance:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Your future and your opportunities</i></li> <li>▪ <i>Your health</i></li> </ul>  |

\*First used by Joe Luft and Henry Ingram, 1955.



### Your Personal Window

*What things would you put in each of your window panes? What is part of the free self, known to others and yourself? What do you keep hidden? What are you blind to, which others know about you?*

|                              |   |   |
|------------------------------|---|---|
| <b>Known<br/>to Others</b>   | <b>Known to Self</b>  | <b>Unknown to Self</b>  |
|                              | <b>FREE</b><br>The things you know about yourself, which are known to others. | <b>BLIND</b><br>What you do not know about yourself, which is known to others.              |
| <b>Unknown<br/>to Others</b> | <b>HIDDEN</b><br>What you know about yourself, which is unknown to others.    | <b>DARK</b><br>The things you do not know about yourself, which are also unknown to others. |
|                              |   |   |



## Your Free Self in Relationship with Others

Think about two different relationships in your life. Then think about your four different selves in both of those relationships. How big is your free self, or your hidden self, in each relationship?

In the first box, draw your free self boundaries as they are today. In the second box, draw your free self boundaries as they were some time ago (it can be weeks, months or years depending on the relationship). Think about when that relationship first began: how were your free self boundaries at that time?

### Relationship:

---

*The person's name and type of relationship, i.e. parent, child, husband/wife, girlfriend/boyfriend, friend, etc.*

#### Whole Self Today



#### Whole Self \_\_\_\_\_ Ago

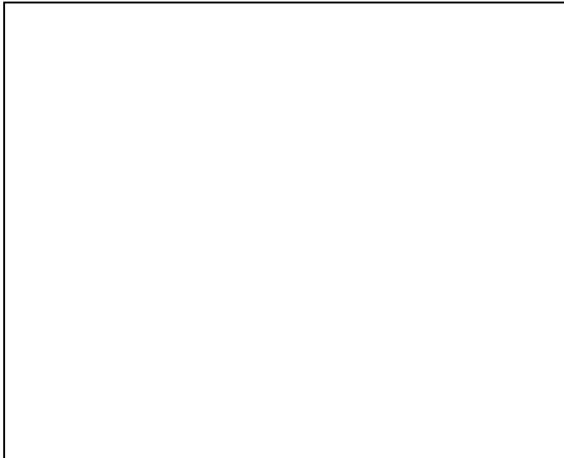


**Relationship:**

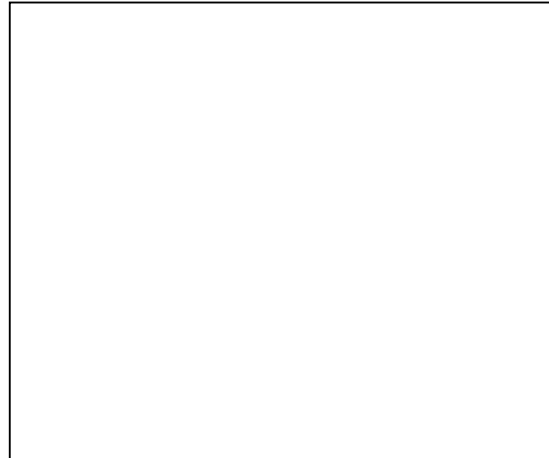
\_\_\_\_\_

*The person's name and type of relationship, i.e. parent, child, husband/wife, girlfriend/boyfriend, friend, etc.*

**Whole Self Today**



**Whole Self \_\_\_\_\_ Ago**



**Conclusion:**

What happens as we change the boundaries of our windows? How might we feel? How might that change our relationships?

The more your free self coincides with (or matches) your whole self:

- The more you share yourself with the world
- The better you communicate your true self to others
- The less tension there is within yourself
- The less misunderstanding takes place

**Key Point:** We can move our free self boundaries. We can choose to disclose our thoughts and feelings with others.

How might we move the free self boundary to open up the blind window?

Can you think of any ways we can find out what others know about us that we do not know about ourselves?

Feedback: feedback from others is one way we can open up the blind window. Others can let us know what they see that we cannot see.

How might we move the free self boundary to open up the hidden window?



Self-Disclosure: sharing our thoughts and feelings with others opens up the hidden window. You have the choice whether or not to open up your life to others.

What are ways we might move the boundaries to open up the dark window?

Spontaneous Revelation: this is when the dark or unknown window is opened up. It is usually done by a “slip of the tongue” that happens by accident. It can also sometimes happen when journaling or writing about your thoughts and feelings; this would be opening the dark window into the hidden window.

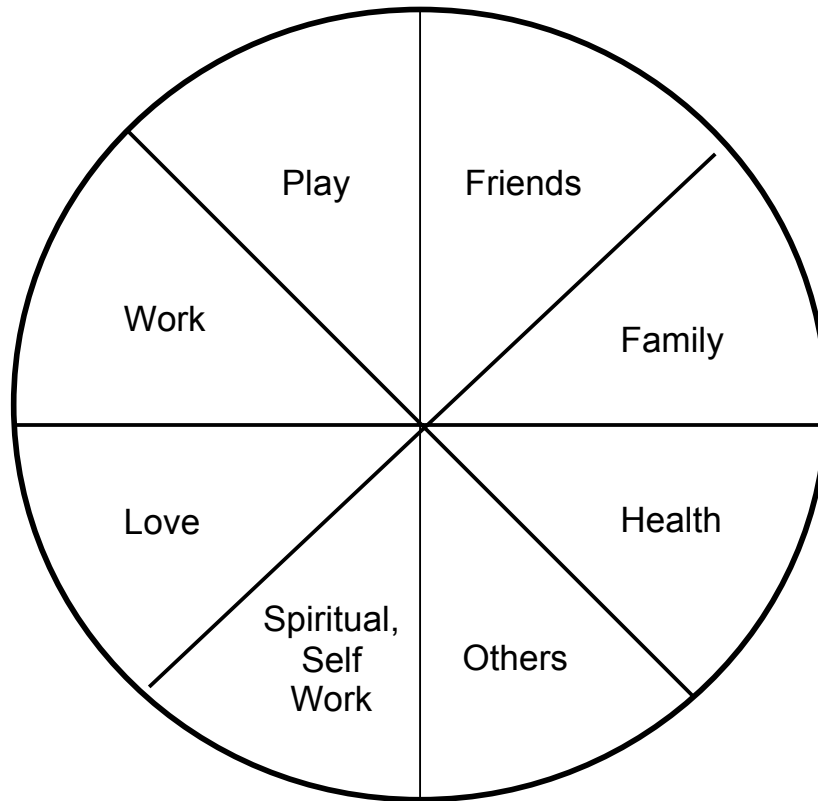
Throughout this week of Personal Growth, we are going to be interacting with each other in this group and getting to know each other. In that process we will also be moving our free self boundaries.



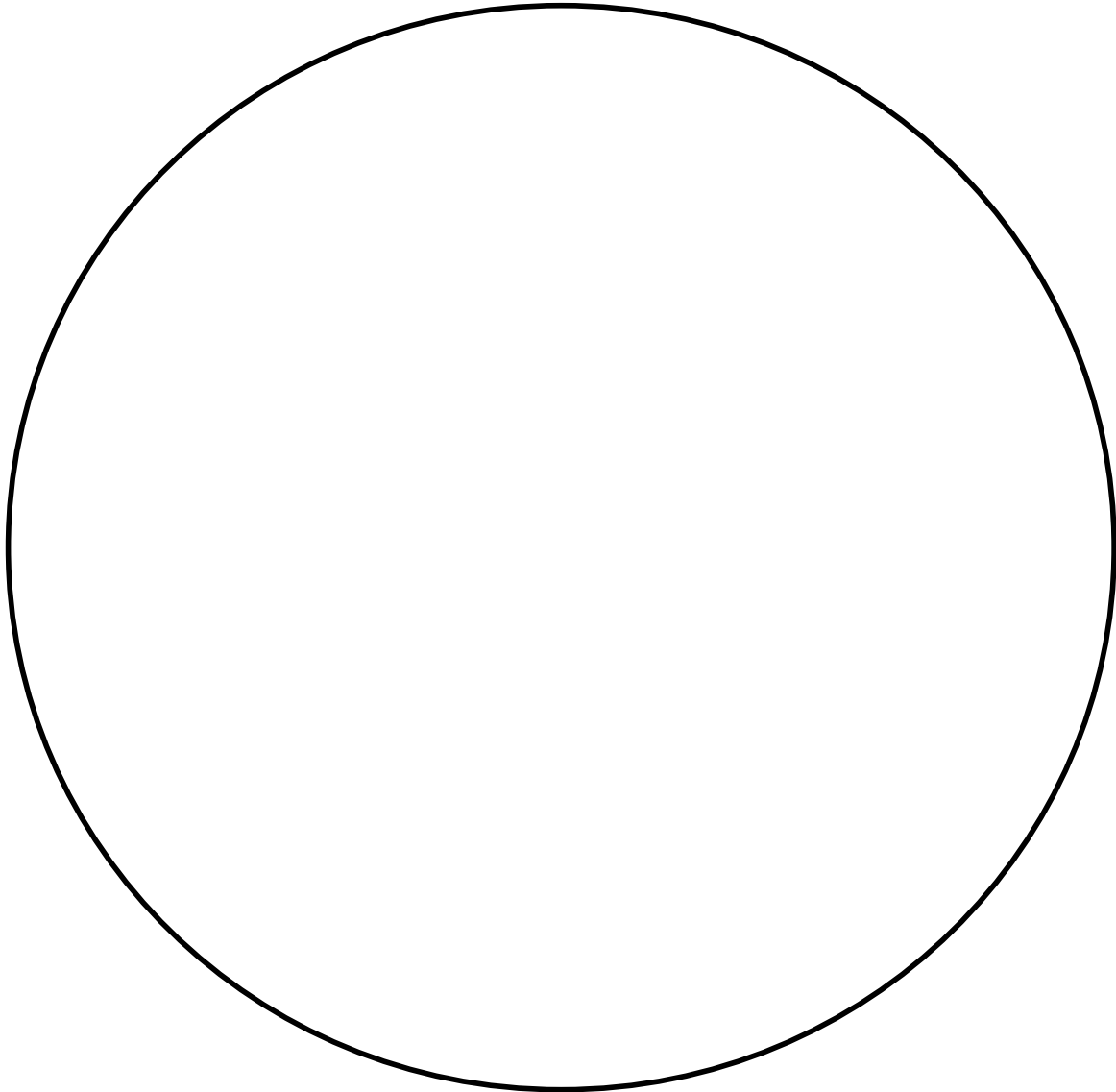


# TIME WHEEL

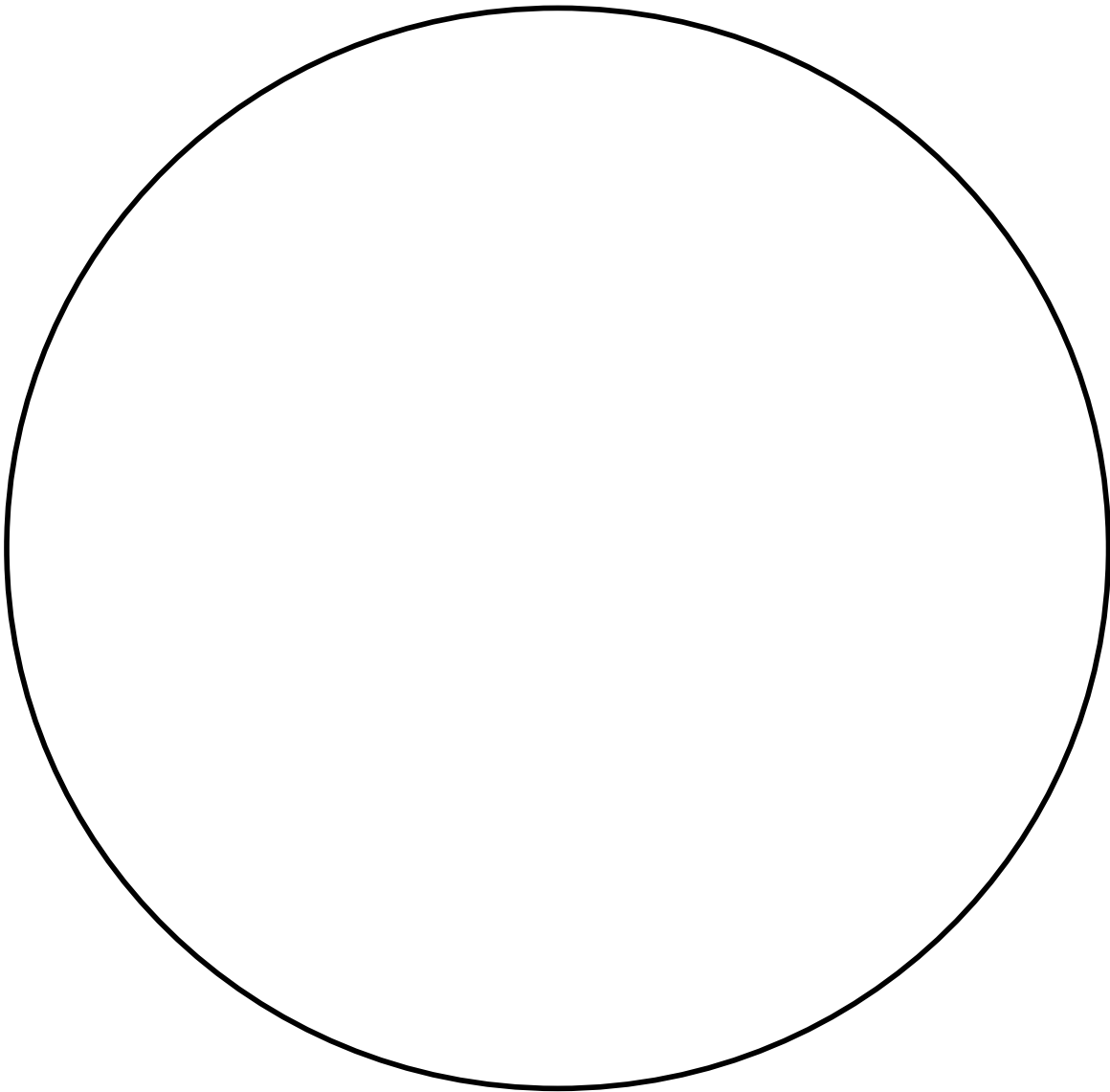
## Time Wheel Categories



**Time Wheel**  
**How I Currently Spend My Time**



**Time Wheel**  
**How I Want to Spend My Time**



## GROUPS & LEADERSHIP

### Stages of Group Development

Processes and dynamics of each group depend on the leaders and members, but there are some stages that are common to all groups.

1. Forming: the initial stage
  - People come together knowing very little about each other. They may be anxious or have unrealistic expectations of the group.
  - This is a process of introductions and members share their thoughts and feelings.
  - Individuals begin to establish their roles within the group.
  - During this stage, the group depends on the leader for guidance and direction; the leader directs.
2. Storming: stage two
  - Individual try to establish themselves in relation to other team members and the leader. This may involve some conflict.
  - People may question the aims and usefulness of the group.
  - There may be some rebellion; cliques and factions form creating some power struggles.
  - Leader coaches.
3. Norming: stage three
  - Roles and responsibilities are clear and accepted.
  - Commitment and unity are strong.
  - As members become more committed to the group and each other, they establish norms. They begin to identify with the group.
  - There is emotional investment in the group's future development.
  - Leader facilitates and enables.
4. Performing: stage four
  - The team has a shared vision and can stand on its own with no interference or participation from the leader.
  - The group can concentrate on its main task(s).
  - There may be conflict within the group, but it is resolved within the team positively.
  - Leader delegates and oversees.
5. Adjourning/Mourning: the last stage
  - All groups have to end, and all endings come with a variety of emotions and feelings.
  - Some people may feel a sense of loss and rejection; others may feel a sense of achievement and success.
  - This is a time for evaluation and reflection of the group's development and any issue(s) that still needs to be addressed.

*Adapted from Bruce Tuckman's Forming, Storming, Norming, Performing Model, 1965.*

## Leadership Concepts

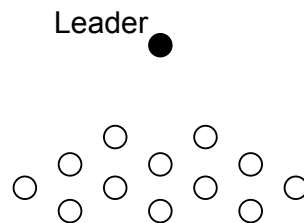
In our society, we have a concept of a leader with all sorts of characteristics. These characteristics are attributed to a designated leader. We are not going to talk about that kind of leadership in this section. Instead we are going to focus on leadership as a function, which is something that everyone does rather than having a designated leader.

Leadership: responding to the current needs of the group to enable the group to complete the task and maintain itself. This kind of leadership is a living, changing thing. It must develop with the group and moves from person to person according to the task and the group's needs.

We are going to look at three different kinds of leadership.

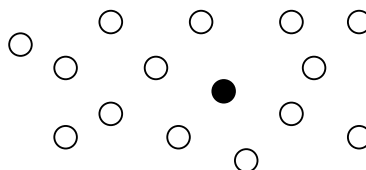
1. **Autocratic:** makes decisions alone in advance of any group discussion, then tries to force the decision onto others without compromise.

- Result: apathy (an “I don't care” attitude), open resistance, dependence; lowers the group creativity.
- When is this leadership approach good? *Example: in an emergency or in the military.*



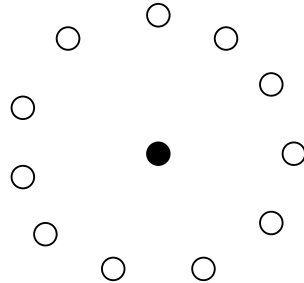
2. **Laissez-faire:** neither tries to make a decision as the leader nor helps the group to make a decision.

- Result: indifference (not caring), chaos (confusion), group falls apart with each member following their own train of thought or idea.
- When is this leadership style useful? *Example: at times during experiential learning when there might be some confusion*



4. **Democratic:** consults with others and evaluates all possible alternatives until a consensus (group agreement) develops. This involves a willingness to listen and participate in order to accomplish the group goals.

- Result: ownership of the decision by group members who are motivated and committed to its implementation. (each member in the group wants to accomplish the group's tasks)
- When is this leadership style good? When might it not be good?

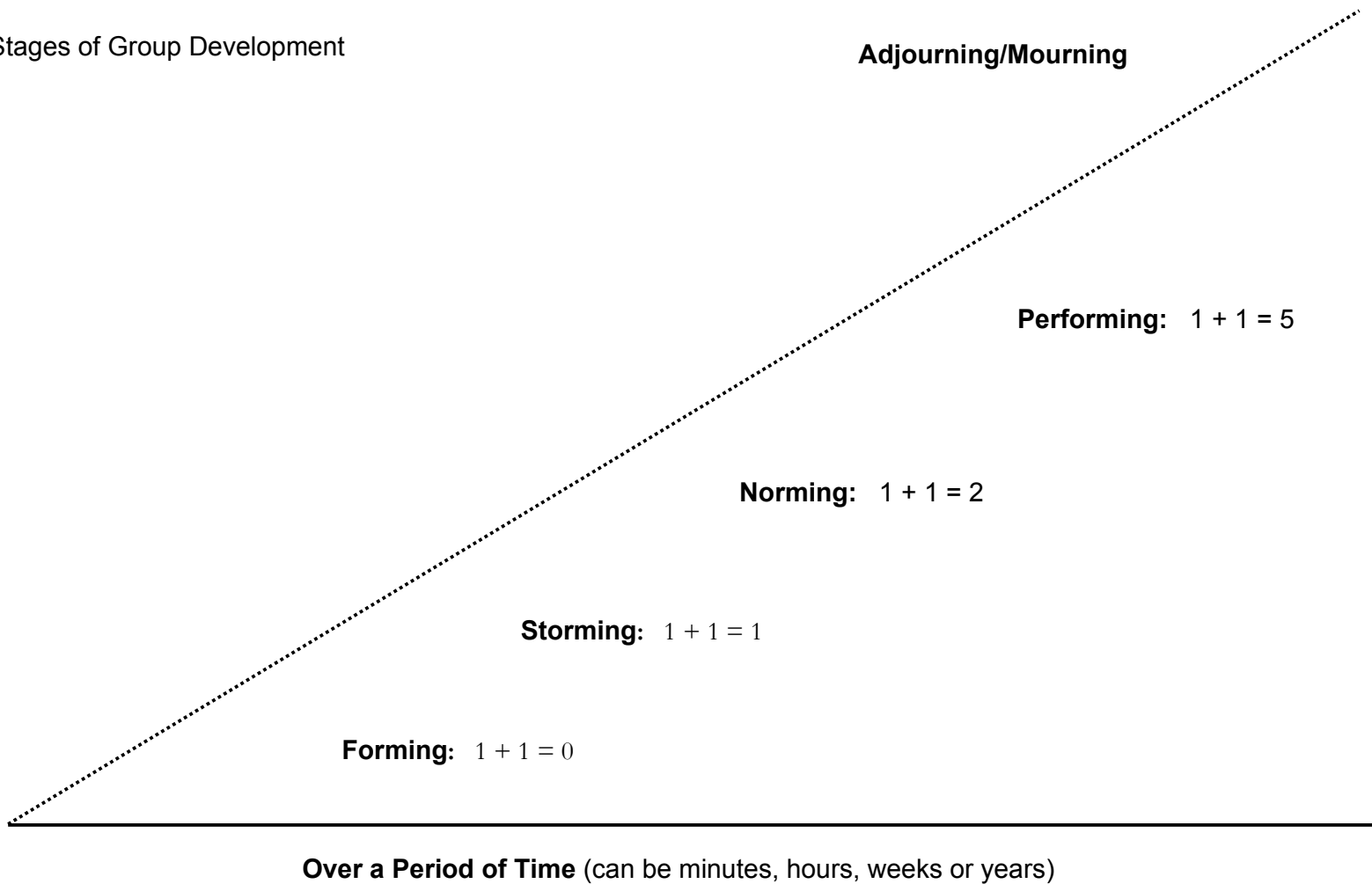


Shared, functional leadership results in:

- Using the talents of group members
- Arousing interest
- Unifying the group
- Acknowledging feelings and beliefs held by group members
- Encouraging negotiation
- Releasing creativity
- Deepening self-awareness
- Helping people grow

Leadership is something provided by the whole group; we are all equally responsible.

Stages of Group Development



## FEELINGS

There are several steps in accepting and managing emotions or feelings.

1. Recognise or identify the feeling. Name the feeling).

- Feelings just ARE – they are not good or bad.
- Some feelings are pleasant or comfortable; others are unpleasant or uncomfortable.

“I can’t choose how I feel, but I can choose what I do about it.”  
*Andy Rooney*

- Function with your feelings instead of fighting them.
- Ignoring or denying unpleasant feelings does not make them disappear.
- Emotions can be constructive and helpful; for instance, fear provides extra energy and alertness in frightening situations.
- The petrol gauge in a car tells you how much petrol you have and in many cars a light comes on when there is not much petrol left. Feelings can behave in the same way. They are like a gauge or indicator to let us know that something is not right.

2. Experience and express the emotions in a constructive way rather than disguising, ignoring or letting them explode in a destructive manner.

- It is not always appropriate to act on a feeling, but it is OK to express it.
- Expression can include talking to a friend, writing in a journal, or even exercising to let off steam when you are angry or frustrated.

3. Make choices about how to respond to the feeling.

- There is a difference between expressing a feeling and acting on it. For instance, you can feel so angry that you want to hurt someone. It may be OK to express that anger when talking with a friend, but it is not OK to act on that anger and actually hurt someone.
- Look at what you might be able to change in your current circumstances to ease the uncomfortable emotions.

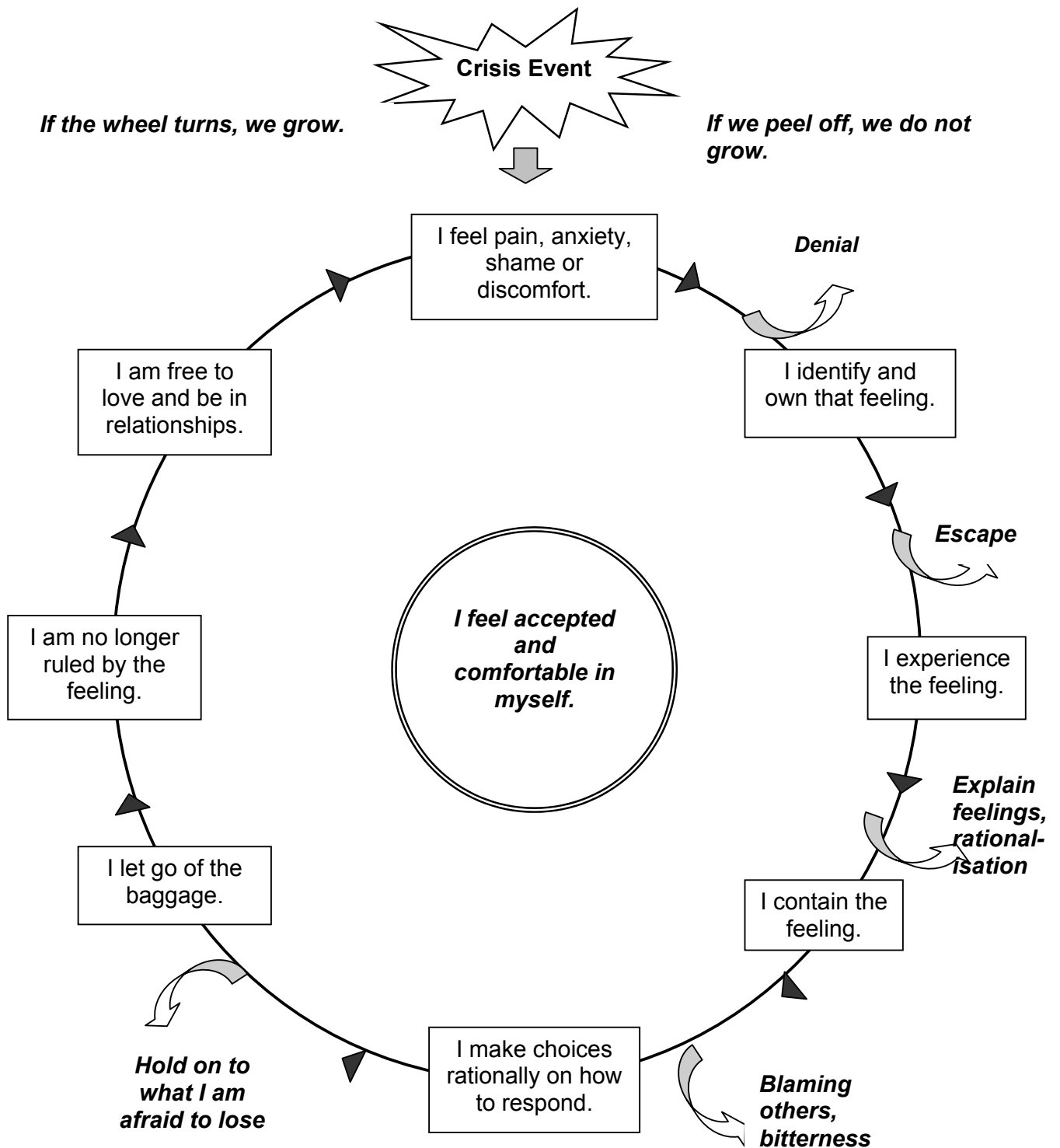


4. Get to the underlying feelings.

- We do not usually experience just one emotion at a time. Usually they come together: for instance, we may feel hurt and disappointed or frustrated and angry.
- Often there are layers of feelings like the layers of an onion. For instance, anger may be the first feeling to be identified, but under the anger may be hurt or fear.
- Once the feeling has been recognised, it can then be looked at or explored. What is happening underneath the feeling? Where is it coming from?
- Use these underlying feelings to understand yourself: what do these feelings tell us about ourselves?

**Key Point:** In order to manage our emotions and not just react, we must take time to go through this process. We may need to pause and look at our feelings before responding.

## Cycle of Growth



**I have freedom to choose how to react to a given set of circumstances. I can control my reactions, but not the situation.**

## Feeling Words List

| <b>MAD</b> | <b>BAD</b>   | <b>SAD</b>  | <b>GLAD</b>  | <b>SCARED</b> |
|------------|--------------|-------------|--------------|---------------|
| Frustrated | Lonely       | Depressed   | Content      | Afraid        |
| Annoyed    | Disappointed | Discouraged | Delighted    | Cautious      |
| Irritated  | Heartbroken  | Unhappy     | Enthusiastic | Fearful       |
| Worked up  | Jealous      | Ashamed     | Excited      | Frightened    |
| Furious    | Withdrawn    | Miserable   | Joyful       | Insecure      |
| Disturbed  | Helpless     | Terrible    | Peaceful     | Terrified     |
| Cross      | Impatient    | Worthless   | Pleased      | Threatened    |
| Resentful  | Tired        |             | Satisfied    | Hesitant      |
|            | Exhausted    |             | Thrilled     | Suspicious    |
|            | Undecided    |             | Curious      |               |
|            | Confused     |             | Brave        |               |
|            | Overwhelmed  |             | Courageous   |               |
|            | Shocked      |             | Determined   |               |
|            |              |             | Loved        |               |

## Emotions, Thoughts and Behaviour Worksheet

*Imagine being in each of the following situations. Complete the set of responses as honestly as you can. Complete these situations by yourself, and then discuss your responses in your small groups.*

1. Someone slams a door in my face.

I feel...

I think...

How I express the feeling...

What I do...

2. Someone gives me an unexpected hug.

I feel...

I think...

How I express the feeling...

What I do...

3. I hear that I have not passed a test or have not been accepted.

I feel...

I think...

How I express the feeling...

What I do...

4. I open the curtains and it is a beautiful spring morning.

I feel...

I think...

How I express the feeling...

What I do...



5. I hear that my partner has been involved in another relationship.  
I feel...  
I think...  
How I express the feeling...  
What I do...
  
6. I lose someone close to me.  
I feel...  
I think...  
How I express the feeling...  
What I do...
  
7. The person next to me starts crying.  
I feel...  
I think...  
How I express the feeling...  
What I do...
  
8. Someone in the group tells me that they like me.  
I feel...  
I think...  
How I express the feeling...  
What I do...
  
9. I am telling someone something that is very important to me and they are not listening.  
  
I feel...  
I think...  
How I express the feeling...  
What I do...

## SELF-CONCEPT

- Take a few minutes to list as many ways as you can to identify who you are. Try to include all of the characteristics that describe you. Below is a list to help you start, although you may include other aspects of yourself as well:
  - Your moods or feelings
  - Your appearance and physical description
  - Your social traits
  - The talents or abilities you have (or lack)
  - Your intellectual capacity
  - Your strong beliefs or values
  - Your social roles

Another way to do this activity is to ask yourself the question, “Who am I?” several times, and write down a different answer each time. Do not think too hard, but instead try to keep writing if at all possible.

**Self-concept:** the set of perceptions you hold about yourself. If you can imagine a special mirror that not only reflects your physical features, but also allows you to see other aspects of yourself such as emotional states, talents, likes, dislikes, values, roles, etc., then the reflection you would see in that mirror would be your self-concept.

### **Key Point:**

- The concept of self is perhaps our most fundamental possession.
- Knowing who we are is essential.
- Without a self-concept, it would be impossible to relate to or interact with the world.

## How the Self-Concept Develops

1. **Reflected appraisal:** each of us develops a self-concept that matches the way we believe others see us.

### **Children Learn What They Live**

If a child live with criticism  
he learns to condemn.  
If a child lives with hostility  
he learns to fight.  
If a child lives with ridicule  
he learns to be shy.  
If a child lives with shame  
he learns to feel guilty.  
If a child lives with tolerance  
he learns to be patient.  
If a child lives with  
encouragement  
he learns confidence.  
If a child lives with praise  
he learns to appreciate.  
If a child lives with fairness  
he learns justice.  
If a child lives with security  
he learns to have faith  
If a child lives with approval  
he learns to like himself.  
If a child lives with acceptance  
and friendship  
he learns to find love in the  
world.

*Dorothy Law Nolte*

- It comes from the “upper” or “downer” messages we receive from others.
- This starts when we are infants. We have no sense of identify when we are born, but learn to judge ourselves based on the way others treat us. For instance, the amount of time parents let their children cry before attending to their needs communicates nonverbally over a period of time how important he/she is to them. Other things might include: if parents play with the child, the tone of voice do they use when talking to the child, or how they handle the child.
- All of these things communicate to the child and play a big role in shaping a child’s feelings of being “OK” or “not OK.” This helps to form the self-concept.
- Verbal messages also contribute to developing self-concept.

These are the “upper” or “downer” messages we receive.

#### Uppers

- “You’re so cute.”
- “I love you.”
- “It is fun to play with you.”

#### Downers

- “You are a bad girl.”
- “Can you not do anything right?”
- “Leave me alone. You are driving me crazy.”

- Children accept both the positive and negative messages that they receive from adults; they are trusting and have no way of knowing how to evaluate these messages.



- Does the development of our self-concept stop when we reach adulthood?
- These same principles of self-concept continue into later life especially when these messages are from our loved ones or significant others, the people whose opinions we especially value. These people could include our husband or wife, our boyfriend or girlfriend, our work colleagues or supervisor or close friends.
- To see the importance of significant others in developing your self concept as an adult, ask yourself how you arrived at your opinion of yourself as a student, as a person attractive to the opposite sex, as a competent worker/counsellor/facilitator. You will see that these self-evaluations were probably influenced by the way others regarded you.

**Key Point:** These messages must continue over a period of time in order to form the self-concept. The self-concept does not form from only one or two instances of these types of messages.

## 2. **Social Comparison:** evaluating ourselves in comparison to others

- We decide whether we are **superior or inferior** to others. Are we attractive or ugly? A success or failure? Intelligent or stupid? Of course it depends on who we are comparing ourselves to.
- We also decide whether we are the **same or different** from others.
- The reference groups, or people we compare ourselves to, play an important role in how we view ourselves.

**Key Point:** Although our self-concept is largely shaped by others, the significance we attach to the uppers or downers we receive and the way we compare ourselves with others, as well as changing our attitudes and behaviours can help us change our own self-concept.



## Characteristics of the Self-Concept

1. **The self-concept affects communication.** The way we feel about ourselves affects how we behave and interact with other people.

**Key Point:** It is a “self-fulfilling prophecy:” a person with a low self -concept expects others to reject him/her, so he/she communicates in ways that prompt rejection from others. In turn, people do in fact reject the person. The opposite is true for a person with a high self-concept. The person with a high self-concept spirals UP and a person with a low self -concept spirals DOWN.

- These differences make sense when you realise that people who do not like themselves are likely to believe that others will not like them either.
2. **The self-concept is not objective.** The sad thing about negative self evaluations is that they are often incorrect. Many people view themselves much more harshly than the objective facts suggest. Although some of us may fall in the trap of being overly critical of ourselves sometimes, others constantly have an unrealistically low self esteem.
    - Why might some people get caught in a trap of being overly critical?
      - Old information: use past failures to predict future performance when the past failures are no longer true for us today.
      - Distorted feedback: personalise critical messages from others
      - Myth of perfection: perfection is not possible and everyone makes mistakes
      - Social expectations: socially it is not acceptable to be honest about our strengths; people who do are considered arrogant or braggarts. It is considered boastful to express your pride at a job well done. However, it is considered modest to put ourselves down.
  3. **A healthy self-concept is flexible.** People change, sometimes from moment to moment and from situation to situation. We also change over longer periods of time. We grow older, learn new facts, adopt new attitudes and ideas, and set and reach new goals. As we change, others change the way they think of and act towards us.
    - Does this mean that a person who has a healthy self-concept changes their perception of themselves from day to day? .

**Key Point:** There is a flexibility to go through changes in moods, experiences of good and bad days, etc. However, the self-concept changes over time; it changes gradually as a person changes.

4. **The self-concept resists change.** In spite of the fact that people change, our self-concept is resistant to change. When confronted with facts that contradict the mental picture we hold of ourselves, the tendency is to dispute the facts and cling to the outmoded self-concept. An unhealthy self-concept clings to these old notions of the self-concept long after they are no longer applicable.

- Can you think of any examples of people who hold onto an old self-concept?

Adapted from Adler, Ronald A. & Towne, Neil 1984. *Looking Out, Looking In* (4<sup>th</sup> Edition). New York: CBS College Publishing.



## LIFELINE EXERCISE

### Lifeline Exercise Reflection Worksheet

Look at your lifeline and the significant events in your life from birth until the present. Try to identify turning points in your lifeline. These are events that have changed your life.

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

In your group, consider the following questions:

1. Do you see a repeating pattern of experiences, achievements or lessons?

.....  
.....  
.....

2. What are the areas of growth you perceived in yourself?

.....  
.....  
.....

3. Does the pain and joy involved in your growth still have value and meaning for you? Is it easily remembered and often thought of?

.....  
.....  
.....



4. What does responsibility mean to you in terms of your growth?

.....  
.....

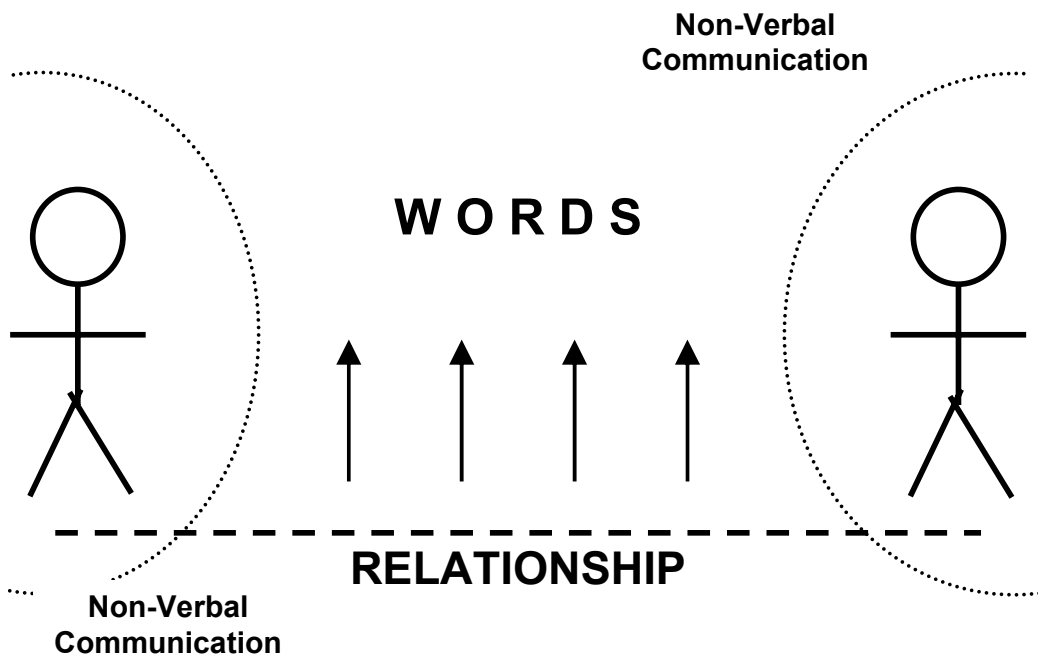
## COMMUNICATION

### Elements of communication:

- Sender
- Receiver (this could be more than one person): the receiver must LISTEN.
- Message: what is communicated, i.e. what is said, written or signed. The message should be clear and simple.
- Channel: the way the message is sent, i.e. spoken, written in a letter, etc.
- Feedback: The receiver's response to the message.

Communication: transferring information from one person who sends the message to another person who receives and understands the message.

**Key Point:** The purpose of interpersonal communication is to understand and be understood.



**Key Points:**

- Only a small portion (30 percent) of communication is verbal, or the actual words we use.
- Most of communication is non-verbal or without words (70 percent), which includes body language.
- Communication is a two-way process; it goes back and forth between people.
- Listening is a very large part of communication.
- The relationship between people also influences communication.

**Listening:**

- Listening is more than just not talking or hearing. Listening also uses other senses, such as seeing and sometimes touching. Listening is making sense of what we hear.
- Many of us believe that listening comes naturally, like breathing. However, this is not true. Listening is a skill that we must learn!

“We have been given two ears and but a single mouth in order that we may hear more and talk less.”

Zeno of Citium

**Types of Non-Listeners:**

1. Pretend Listeners: act like they are listening and interested but it is only a mask.
2. Stage Hogs: only interested in expressing their ideas and do not care about what others have to say.
3. Selective Listeners: only pay attention to certain things that interest them and ignore everything else.
4. Insulated Listeners: do not hear anything that they do not want to deal with.
5. Defensive Listeners: take innocent (simple) comments as personal attacks (i.e. the example of a teenager).
6. Warrior Listeners: listen carefully, but only to use information that you say against you.
7. Insensitive Listeners: do not receive the whole message, but take comments (remarks) out of context.

## FAMILY SYSTEMS

**Key Point:** Our position of birth within our families can influence the way we develop and behave. It can shape our personality.

### Some personality traits common to ...

|   |  |
|---|--|
| <p><b>First-Born (Eldest):</b></p> <ul style="list-style-type: none"> <li>▪ Confident</li> <li>▪ Determined</li> <li>▪ Born leader</li> <li>▪ Organised</li> <li>▪ Eager to please</li> <li>▪ Likes to avoid trouble and follows rules</li> <li>▪ Responsible</li> </ul>                            | <p><b>Middle Child:</b></p> <ul style="list-style-type: none"> <li>▪ “Rolls with it:” handles disappointments well; content</li> <li>▪ Flexible</li> <li>▪ Good at negotiation</li> <li>▪ Have many loyal friends</li> <li>▪ Usually good at keeping secrets</li> <li>▪ Concerned about fairness</li> </ul>  |
| <p><b>Last-Born (Youngest):</b></p> <ul style="list-style-type: none"> <li>▪ Likes to break rules</li> <li>▪ Likes to be the centre of attention</li> <li>▪ Persistent; do not give up easily</li> <li>▪ Great storyteller</li> <li>▪ Affectionate</li> <li>▪ Loves to make people laugh</li> </ul> | <p><b>Only Child:</b></p> <ul style="list-style-type: none"> <li>▪ Often confident &amp; well-spoken</li> <li>▪ Pays attention to detail; organised</li> <li>▪ Good in school</li> <li>▪ Difficulty sharing</li> <li>▪ Overly critical; perfectionist</li> <li>▪ Feel lots of pressure to succeed</li> </ul> |

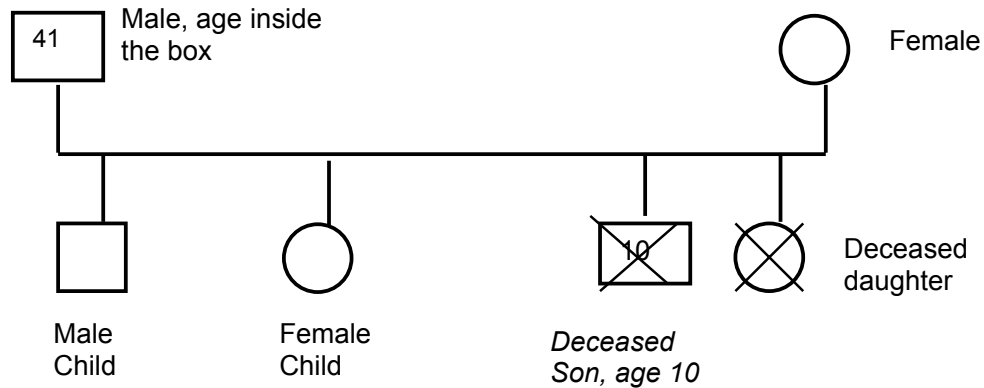
### General Family Systems Principles:

- Often patterns from your family of origin can carry on into your life and become part of your new family and how you relate to colleagues and friends.
- Cultural norms can often make family rules and roles differ from one culture to another.

**Key Point:** Understanding our family helps us to understand ourselves. Understanding ourselves is important when working as counsellors.

## Family Genogram

A genogram is a diagram of a family system.



### Basic rules to build a genogram:

1. Males are boxes; females are circles.
2. Each person (box or circle) should have an age and name.
3. The male is always at the left of the family and the female is always at the right of the family (for parents or partners).
4. The oldest child is always at the left of his/her family; the youngest child is always at the right of his/her family.
5. The older generation starts on the top of the page, with the younger generation at the bottom of the page.

### TYPES OF EMOTIONAL RELATIONSHIPS

There are different types of emotional relationships that you can look at in a family. Below are some possible types of relationships within a family:

- Cut-off: very distant, do not communicate at all
- Indifferent: “I don’t care” attitude in the relationship
- Distant/Poor: communicate some but not well, argue at times but mostly do not talk a lot
- Friendly/Close: communicate regularly, enjoy each other, like to spend time together
- Very close: especially good friends
- Hostile/Conflictual: mostly argue
- Violent: physical fighting
- Abusive: can be emotional, physical or sexual abuse

There are many other kinds of emotional relationships as well. In your genograms, you should show the relationships between different family members.

## VALUES & ATTITUDES

*Rank the values listed below: 1 should be the most important thing, something you would never give up. Number 11 should be the least important; the one you would give up first.*

- \_\_\_\_\_ My health and ability to protect myself against HIV/AIDS/re-infection
- \_\_\_\_\_ My wealth and money
- \_\_\_\_\_ My home, clothes and material possessions
- \_\_\_\_\_ My country, homeland and political freedom
- \_\_\_\_\_ My religious freedom: the right to worship as I please
- \_\_\_\_\_ My school life or career, job and future job opportunities
- \_\_\_\_\_ My reputation and popularity
- \_\_\_\_\_ My friends and close relationships
- \_\_\_\_\_ My family: parents, grandparents, brothers, sisters, children, wife, husband, caregivers and people I live with
- \_\_\_\_\_ My self esteem, sense of self-worth and importance; my mental health
- \_\_\_\_\_ My faith in God



## Crocodile River

Once upon a time there was a woman named Maria who was in love with a man named David. David lived on the shore of a river. Maria lived on the opposite side of the river. The river that separated the lovers was full of crocodiles.

Maria wanted to cross the river to be with David, but the bridge had been washed away. She asked Sam, who owned a boat, to take her across the river. He said that he would be glad to if she would first sleep with him before the trip. She refused to sleep with Sam and sent a friend named Ivan to explain her problem. But Ivan did not want to be involved in this difficult situation.

Maria then felt that the only option she had was to accept Sam's terms. So Maria slept with Sam and he took her across the river in his boat. Sam delivered Maria safely to the other side of the river, where David was waiting for her.

Maria told David of how she had finally crossed the river. When David heard that Maria had slept with Sam in order to get across the river, he told Maria that she had betrayed him. He told her to leave and said that he never wanted to see her again.

Maria was very upset. She went to her friend Slug, who felt compassion for her. After hearing her whole story, Slug found David and beat him up. This made Maria much happier.

Instructions: *Please rank the five characters in the story according to how much you liked them. One would be the person you liked the most and five the person whom you liked the least.*

Rank the characters in the story from 1 (most liked) to 5 (least liked).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



In your small groups, discuss the characters in the story. Come to a group consensus for ranking all five characters in the story.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## LABELS

| Advantages  | Disadvantages  |
|---|--|
| They make life simple and straight-forward.                                       | We may believe they are permanent and that we are unable to change them.                                     |
| Can give us a sense of worth.   | May give us low self-esteem or a negative view of ourselves.   |
| Can make us feel secure and comfortable because we feel we know what we are like. | Can keep us in negative patterns of behaviours that can be unhealthy or damaging for us and those around us. |
| Can be a guide for behaviour as we try to live up to our labels.                  | Can be an excuse to opt out of things and avoid new experiences.   |

**Key Point:** The problem with labels is that people are bigger and more unique than the labels we give them. A label cannot possibly fully describe who a person is; people are more interesting and complicated than that.

## Label Worksheet

Complete the statements beginning “I am...”

Some examples of things other people have written include:

I am a happy-go-lucky person     **or**     I am a troublemaker.

I am friendly.     **or**     I am always late.

Try to write four things in each list. If you can only think of 2 or 3 that is fine. There are no right answers – this is about you!

**Negative messages or labels given to me:** *Messages or labels about myself given to me over the years by others.*

I am .....

I am .....

I am .....

I am .....

**Positive messages or labels given to me:** *Positive things about myself given to me over the time that I want to keep remembering.*

I am .....

I am .....

I am .....

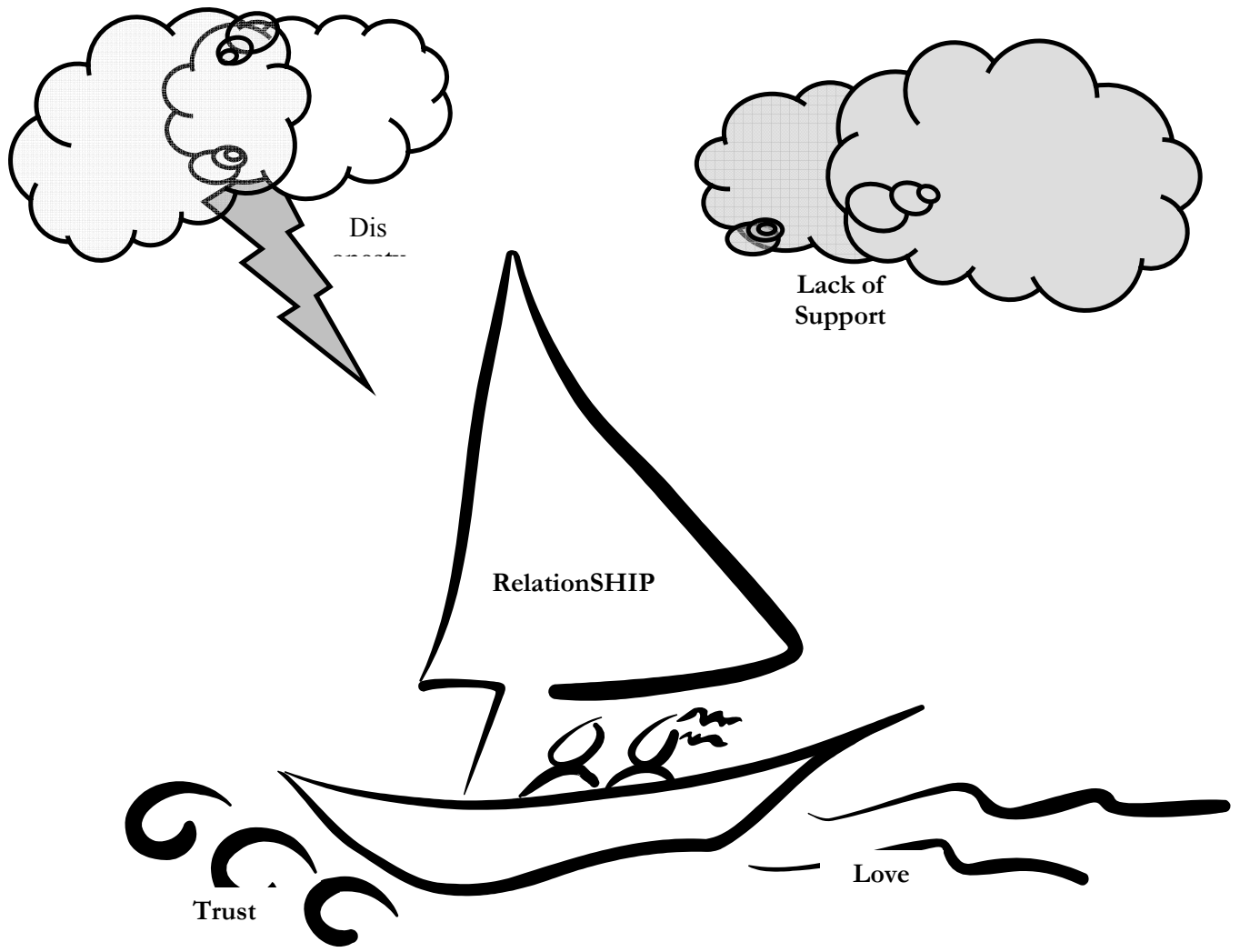
I am .....

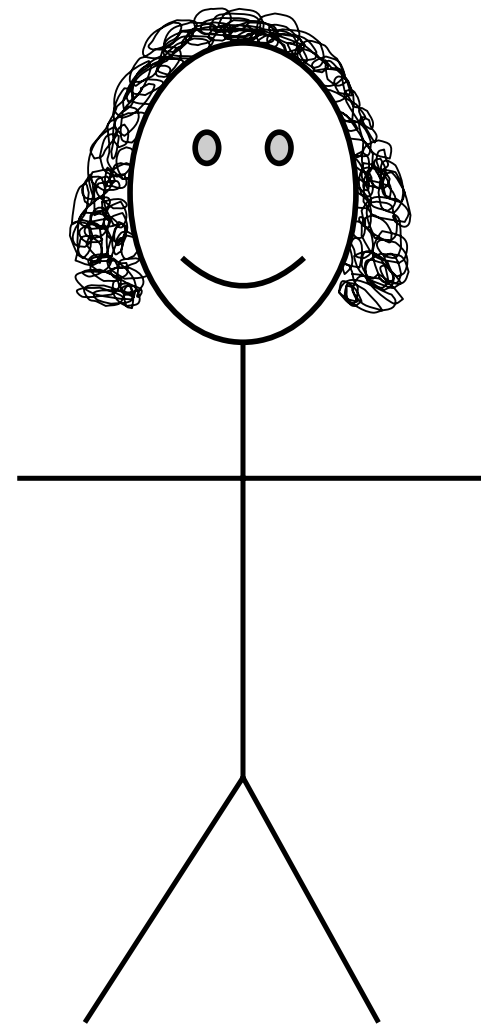
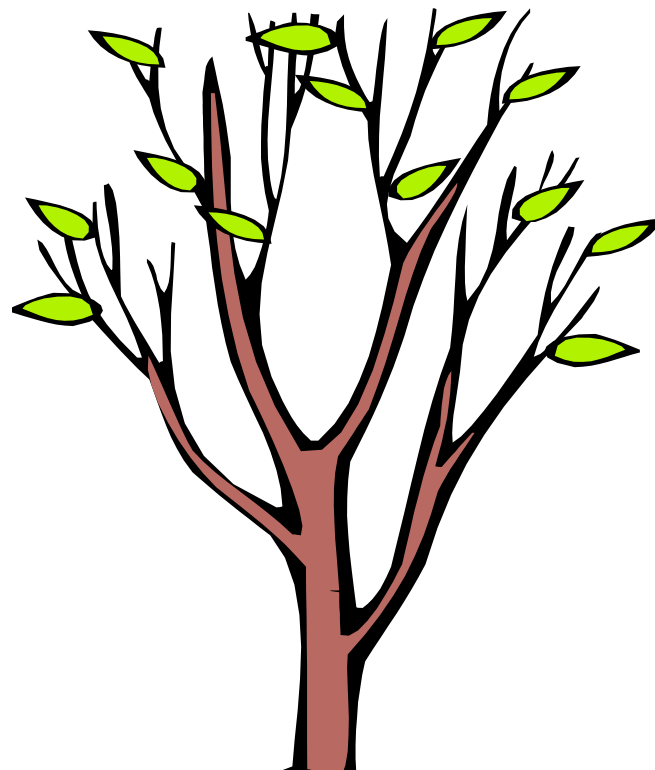
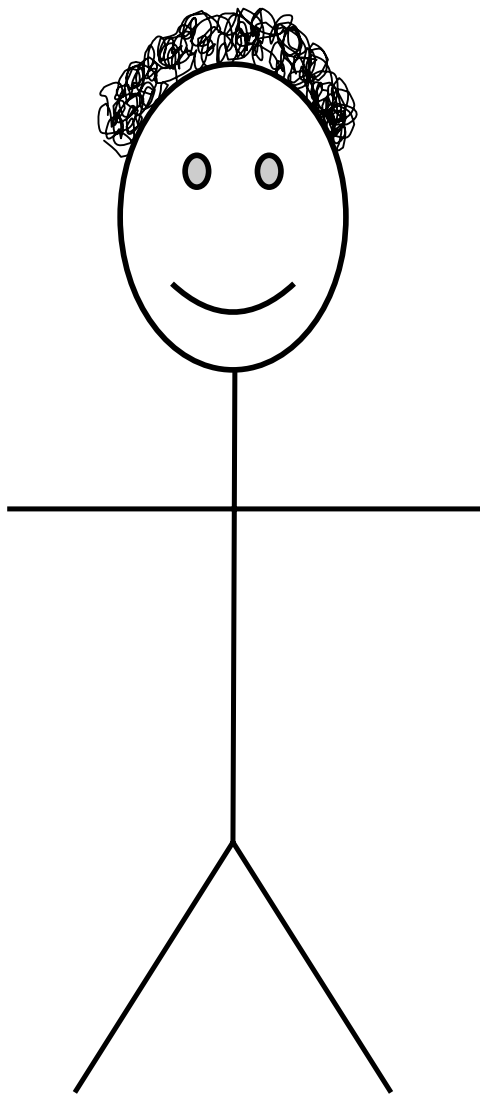
In your small group, select the labels you are willing to talk about. You do not have to share anything if you do not want to do so.

Think about the following:

- Do you want to share any labels with the other people in your group?
- At what stage in your life do you think these labels were first given to you?
- How did they influence or affect you?
- When do you behave as described by the label? For example: Where? When? With whom? How often? Describe a typical situation.
- What do you actually do or not do that earns the label? Does the label fit?
- If you want to change the label, how would you do that?

# INTERPERSONAL RELATIONSHIPS





You can think about the qualities of a friend by using the following acronym. It is also helpful to assess the quality of your friendships.

**F = Faithful:** Is your friend faithful in your friendship/relationship? Is he/she faithful in other relationships at work, at home or in the community? Can you trust your friend fully? Can you rely on your friend in difficult times? Can your friend keep secrets?

**R = Respect:** Do you respect your friend? Or, do you feel ashamed of him or her once in a while? Does your friend respect you? Does your friend treat you as an equal and respect your opinions? Does your friend still respect you when you have made a mistake?

**I = Interest:** Is your friend interested in you? Does he/she care about your feelings, your needs and dreams, or is your friend only thinking of him/herself? Does your friend take time for you?

**E = Encouragement:** Does your friend encourage you to develop your abilities and work towards your future? Is he/she a person who understands your problems and helps you to find solutions? Does he/she encourage and support you when you are feeling down or discouraged?

**N = Nearness:** Is the person close to you emotionally? Are you able to talk about many different topics, including your thoughts and feelings? Do you share common interests with each other?

Do not walk behind me, I may not lead.  
Do not walk in front of me, I may not follow.  
Just walk beside me and be my friend.


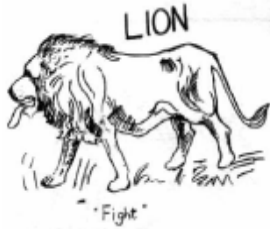






*Attributed to Albert Camus*

**D = Dialogue:** Is he/she a person you can talk to and share what is in your heart and mind? Does your friend listen to what you are saying? Does he/she show interest or ignore your views? Can you discuss issues openly without always getting into arguments? Does your friend accept when you have a different point of view?


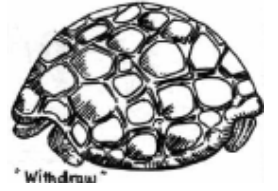






Adapted from Change of Life Style Project (COLS). 2005. *Christian Family Life Education Program*. FHI/YouthNet Windhoek.



## INTERPERSONAL RELATIONSHIPS: COMMUNICATION BLOCKERS

| <b>Communication Blockers</b>   |  |   |   |
|---|--|---|---|
|  <p><b>The Donkey</b><br/>Who is very stubborn and will not change his/her point of view.</p>  |  <p><b>The Lion</b><br/>Who gets in and fights whenever others interfere with his/her plans or desires.</p>   |  <p><b>The Rabbit</b><br/>Who immediately runs away when (s)he senses tension, conflict, or an unpleasant job. (S)he quickly jumps onto another topic (flight behaviour).</p> |  <p><b>The Owl</b><br/>Who looks very serious and pretends to be very wise, always talking in big words and complicated sentences.</p> |
|  <p><b>The Ostrich</b><br/>Who buries his/her head in the sand and refuses to face reality or admit there is any problem at all.</p> |  <p><b>The Monkey</b><br/>Who fools around, talks a lot and keeps the group from concentrating on any serious business or from getting anything done.</p> |  <p><b>The Elephant</b><br/>Who simply blocks the way, and stubbornly prevents the group from continuing down the road.</p>   |  <p><b>The Frog</b><br/>Who croaks on and on about the same subject in the same boring voice.</p>                                    |

## Communication Blockers

|   |  |   |  |
|---|--|---|--|
|  <p><b>The Giraffe</b><br/>Who looks down on others, feeling that he/she is above others: 'I am above all this childish nonsense.'</p> |  <p><b>The Tortoise</b><br/>Who withdraws from the group, refusing to give his/her ideas or opinions.</p> |  <p><b>The Cat</b><br/>Who is always looking for sympathy: "It's so difficult for me... meow..."</p>            |  <p><b>The Hippo</b><br/>Who sleeps all the time and never puts up his/her head except to yawn.</p>   |
|  <p><b>The Peacock</b><br/>Who is always showing off, looking for attention: 'See how fine I am.'</p>                                 |  <p><b>The Snake</b><br/>Who hides in the grass and strikes when others are not expecting.</p>           |  <p><b>The Rhino</b><br/>Who charges around 'putting his/her foot in,' and upsetting people unnecessarily.</p> |  <p><b>The Chameleon</b><br/>Who changes colour according to the people (s)he is with. (S)he'll say one thing to this group and something else to another.</p> |

Adapted from: *Training for Transformation II*, p.71-74, Gwere, Zimbabwe: Mambo Press.



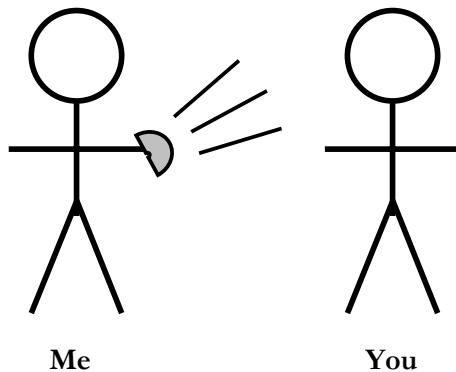
## INTERPERSONAL RELATIONSHIPS: CONFLICT MANAGEMENT

**Key Point:** conflict does not only refer to physical disagreements; conflict is also emotional or verbal disagreements.

Responses to conflict include:

- Avoidance (flight, leave)
- Attack (fight back)
- Defend (when attacked, people often try to defend themselves)
- Mediate (try to get others to agree or get along)

### Common Approach to Conflict



#### Spotlight on Others:

Usually in conflict situations, we put the spotlight on the other person. This makes them feel like they are the problem and they often respond defensively.

In our communication we usually start our sentences with “you,” i.e. “You make me so angry” or “You need to get a job” or “You need to stop drinking.”

Examples of “you” statements:

- “You are so lazy. You never keep the house clean and you are always late with food. You are the shame of the family. I do not know why I raised you. You must work harder from now on.”
- “You are always so drunk when we meet on the weekends. You stink and do not make any sense as soon as you open your mouth. You always look after other girls and ignore me. I do not know why I ever fell in love with you. You must stop going to that bar from now on.”

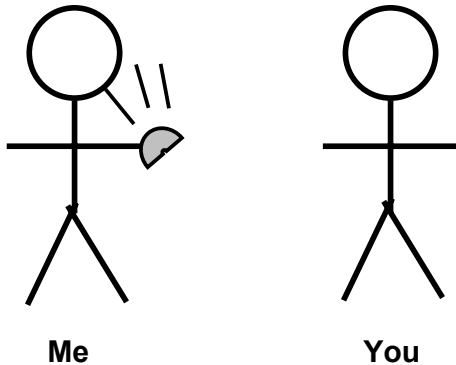
**Key Point:** These statements are very judgemental and quickly make the listener feel defensive and less likely to listen to your complaints.

## New Approach to Conflict: Conflict Resolution

In order to resolve conflict instead of making it worse (escalating it) we need a different way to approach the other person.

### Spotlight on Ourselves:

If we use “I” Statements, we turn the spotlight on ourselves. This allows the other person to respond without defensiveness.



Below is a good formula to use for communication in conflict situations:

1. I feel...(my response)
2. When...(other's action)
3. Because...(reason)
4. But I realise...(understanding or empathy)
5. I would prefer it...(suggestion of what I would like)

Examples of “I” Statements:

- “I feel disappointed when I come home and the food is not ready and the house is not swept, because I do not feel like you care about me. I realise that you have many other things to do throughout the day, so I would like us to discuss how we can arrange things better so that this would be possible.”
- “I feel disappointed and upset when we go out and you ignore me. When we go out together, I would like to be with you and talk to you. But I realise that when we go out you also enjoy seeing friends who you do not see very often. I would like us to talk about how we might be able to change this.”

**Key Point:** These “I” statements are non-judgemental and said in a way that is less likely to annoy the listener. The statements are not demanding and do not accuse the listener. They clearly state the speaker's expectations or hopes, but they do not demand that they be met.

### Practise “I” Statements:

1. **I feel...***do not use the word “that.” Using “that” allows you to use words that are not feelings and turn it into a “you” statement.*
2. **When...***describe the situation that causes or prompts the feeling(s).*
3. **Because...***this allows you to explain the feeling.*
4. **But I realise...***this lets you empathise or understand the feelings and perspective of the other person. This keeps the other person from becoming defensive.*
5. **I would prefer it...***this statement gives you an opportunity to figure out what you want and to suggest to the other person what they could do differently in the future. It also helps them know how to change the situation. It provides hope for change.*

### **Conflict Scenarios:**

1. Your boss calls you lazy and stupid, humiliating and embarrassing you in front of your colleagues.
2. Your friend often does not listen when you are trying to tell him/her something important.
3. Your husband comes home drunk and late on a Friday night.
4. An employee or colleague of yours is late for work again.
5. Your roommate or people you are living with always leave their dirty dishes and you end up washing everyone’s dishes every day.
6. Your boyfriend did not come to your house to meet you when he said he would come.
7. Your client is late for his/her counselling appointment.

## INTERPERSONAL RELATIONSHIPS: THE ROLES WE PLAY

### 1. The Parent:

- Key points:
  - This is a role that has authority.
  - Uses frequent statements of what is right and wrong, with a judgement attached.
  - This role expects certain behaviour and can be controlling.

Common words or phrases that represent the **parent**:

|                     |                 |            |
|---------------------|-----------------|------------|
| Should/should not   | Let me help you | Try        |
| Ought               | Disobedient     | Duty       |
| Don't/do not        | Unreasonable    | Must       |
| Why? (in criticism) | If I were you   | Careless   |
| Sweetheart          | Uncooperative   | Poor thing |
| How dare you!       | Thoughtless     | Now what?  |

### 2. The Child:

- Key points:
  - Words and actions are for the purpose of getting satisfaction from pleasant feelings or relief from unpleasant feelings.
  - The child role expresses our basic needs such as our need to eat, sleep, be warm and “play” (this includes having sex).

Common words or phrases that represent the **child**:

|              |                   |            |
|--------------|-------------------|------------|
| I can't      | I hope            | Give me    |
| I want       | I hate            | I'll try   |
| I won't      | It's your fault   | I wish     |
| I don't care | Do it for me      | I'm scared |
| I don't know | Why? (in protest) |            |

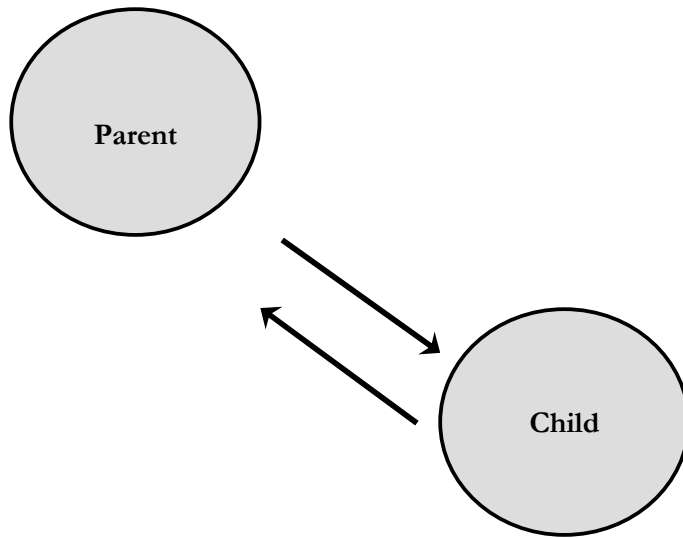
### 3. The Adult:

- Key points:
  - Focussed on and attempts to deal with the present.
  - Does not place values on behaviour, but describes things the way they are.
  - Usually mature, level-headed, responsible and “human.”

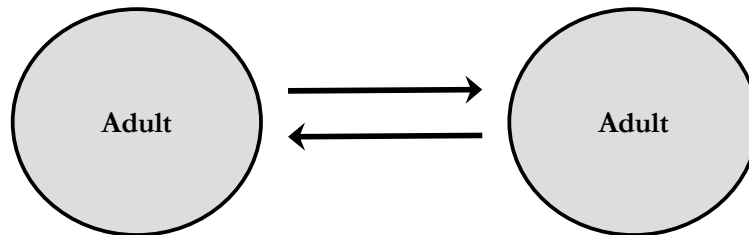
Common words or phrases that represent the **adult**:

|                            |                                     |                            |
|----------------------------|-------------------------------------|----------------------------|
| Helpful                    | I see                               | Rational                   |
| Easier                     | Alternatives                        | Realistic                  |
| Productive                 | What are the facts?                 | Responsible                |
| Objective                  | Why?(for information)               | Probability                |
| Authentic                  | My choice is                        | No                         |
| I choose                   | I'd rather                          | Yes                        |
| What has been done so far? | Let's take it apart and look at it. | Let's look for the causes. |

If you operate primarily in the parent role, then people respond to you in their child role. The child role complements the parent role; they fit together like pieces of a puzzle.



If you operate primarily in your adult role, you are most likely to have others respond to you in their adult mode.



## INTERPERSONAL RELATIONSHIPS: LOVE LANGUAGES

In his book, *The Seven Habits of Highly Effective People*, Stephen Covey talks about an emotional bank account. It is a metaphor that describes the amount of trust that has been built up in a relationship. It is the feeling of safeness you have with another human being. I can make deposits into your Emotional Bank Account through courtesy, kindness, honesty and keeping my commitments to you. Through this, I build up a reserve. Your trust for me becomes higher and I can call upon you many times if I need to do so. I can even make mistakes and that trust level or emotional reserve, will compensate for it. When the trust account is high, communication is easy, instant and effective.

However, if I have the habit of showing discourtesy, disrespect, cutting you off, overreacting, ignoring you, betraying your trust, or threatening you, eventually my Emotional Bank Account is overdrawn. I have to be very careful about everything I say. The relationship is filled with tension. Many families, marriages and organisations are full of this.

Covey identifies 6 major deposits that can build the Emotional Bank Account. These are:

- Really seeking to understand another person
- Attending to the little things (kindness and courtesy)
- Keeping a commitment or promise
- Clarifying expectations in the relationships
- Showing personal integrity
- Apologising sincerely when you make a withdrawal or make a mistake
- By loving others unconditionally

Gary Chapman, in his book *The Five Love Languages*, also uses this same concept of the emotional bank account in discussing relationships, particularly love relationships such as marriage.

Expressing and receiving love is part of being human. Expressing and receiving love is an important aspect of many different kinds of relationships including husband/wife, boyfriend/girlfriend, parent/child and even friendships.

Gary Chapman has identified five communication styles in which people express and receive love. Every adult needs to feel loved in an intimate relationship; this could be a marriage or dating relationship. We all have emotional love tanks that need to be regularly filled. When we feel loved by our spouses and others close to us, the world seems a brighter place.



Although we ALL need to receive love in ALL of the five ways below, you will find that one of the five love languages speaks more deeply to you emotionally than the others.

### Love Language 1: **Physical Touch or Closeness**

- This is basic physical touch, not necessarily only sexual touch.
- It can include holding hands, putting your arm around someone, hugging, standing close, putting your hand on a shoulder, a massage and sitting in one room together.
- For a person whose love language is touch, the physical touch communicates love and affection.

### Love Language 2: **Words of Encouragement** (or Affirmation)

- This is saying encouraging, supportive, loving or kind things to another person.
- Telling another person that they are appreciated or loved.
- People who need to receive love through words (either spoken or written) want you to focus on specific qualities or behaviours, such as..."I am so proud of you. You have worked so hard to get this promotion." Or, "Wow, you look great in that dress."
- Those whose love language is words also find harsh and angry words very difficult and hurtful.

### Love Language 3: **Quality Time**

- This is spending time listening, sharing and talking with another person.
- Time can be spent doing many different things such as going on a walk, reading books together, going on a trip, playing games, etc.
- Quality time is especially meaningful when we do things together that the other person really enjoys doing.
- The most important factor in quality time is not the event itself, but that you are doing something together and being together.

### Love Language 4: **Gifts**

- This is giving gifts to another person.
- True gifts are not payments for services, but rather an expression of love for the individual that is freely given.
- For a person whose love language is gifts, the gift says to them, "I was thinking about you."



- Most gifts require a lot of thought and it is this thoughtfulness that communicates the love.
- Gifts do not have to be expensive. They can be small but thoughtful.

#### Love Language 5: **Acts of Service**

- These are special things done for another person.
- Most of the time it is not something that costs money. It is time, physical effort and thought spent on the other person.
- Acts such as washing dishes, painting bedrooms, cleaning the bathroom, cooking a good meal, or taking care of the children are all ways of serving.

Love Languages & Children: These same love languages also apply to our children. In order to determine your child's love language, pay attention to the following:

- Observe how your child expresses love to you.
- Observe how your child expresses love to others.
- Listen to what your child requests most often.
- Notice what your child most frequently complains about.
- Give your child a choice of two options and pay attention to what he/she chooses most often. For example, "I have free time this evening. Would you like for me to hem your trousers [*act of service*] or should we play a game together [*quality time*]?"



### The Love Languages Quiz

*Rank the statements in each group from one to five. Five should be the things that would make you feel most appreciated and loved by your family member (can be a husband or wife, a child, brother or sister, even a boyfriend or girlfriend). Number one should be what you would least like of the five statements.*

#### Group One

- A \_\_\_ A family member says, “You really did a great job on that. I appreciate it.”
- B \_\_\_ A family member unexpectedly does something in or around the house that you appreciate.
- C \_\_\_ A family member brings home a surprise treat from the store for you.
- D \_\_\_ A family member invites you to go on a leisurely walk just to chat.
- E \_\_\_ A family member makes a point to hug and kiss you before leaving the house.

#### Group Two

- A \_\_\_ A family member tells you how much he or she loves and appreciates you.
- B \_\_\_ A family member (male) volunteers to do the dishes and encourages you to relax. Another family member (female) volunteers to help you move things around and encourages you to relax.
- C \_\_\_ A family member brings you flowers simply because he/she cares and was thinking about you.
- D \_\_\_ A family member invites you to sit down and talk about your day.
- E \_\_\_ A family member gives you hugs and touches you on the shoulder when he/she passes by.



### Group Three

- A\_\_\_ During a party, a family member shares about a recent success you had.
- B\_\_\_ A family member cleans up the yard.
- C\_\_\_ A family member surprises you with an unexpected gift.
- D\_\_\_ A family member surprises you with a special afternoon or weekend trip.
- E\_\_\_ A family member holds your hand or stands by your side with an arm around your shoulder.

### Group Four

- A\_\_\_ Your family member praises you about one of your special qualities.
- B\_\_\_ A family member brings you breakfast in bed.
- C\_\_\_ A family member gives you exactly what you dreamed of getting, but did not think was possible, for your birthday.
- D\_\_\_ Your family member plans a special night out for the two of you.
- E\_\_\_ Your family member personally drives you to an event so you do not have to go on the bus.

### Group Five

- A\_\_\_ A family member tells you how much his or her friends appreciate you.
- B\_\_\_ A family member takes the time to fill out the long complicated applications that you had hoped to get to this evening.
- C\_\_\_ Your family member sends you something special through the mail.
- D\_\_\_ Your family member takes you to lunch at your favourite restaurant.
- E\_\_\_ A family member gives you a massage.

## Score Sheet: Love Languages Quiz

|               | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> | <b>E</b> |
|---------------|----------|----------|----------|----------|----------|
| Group 1       |          |          |          |          |          |
| Group 2       |          |          |          |          |          |
| Group 3       |          |          |          |          |          |
| Group 4       |          |          |          |          |          |
| Group 5       |          |          |          |          |          |
| <b>Totals</b> |          |          |          |          |          |

### Scoring:

A = Words of Encouragement

B = Acts of Service

C = Gift-Giving

D = Quality Time

E = Physical Touch or Closeness

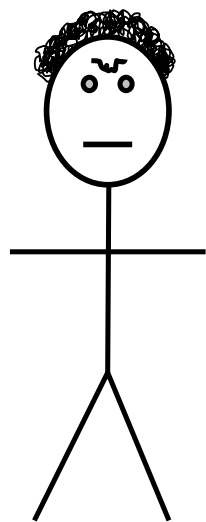
Write down in the order of highest score to the least the primary love languages for you. You can also do this for your family members.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



**PROBLEM**

**OUTCOME**



What happened?  
Who did what?  
Who did not do anything?



**T**

**I**

**M**

**E**



## DECISION MAKING: CIRCLES OF INFLUENCE & CONCERN

### 3 C's of Decision Making

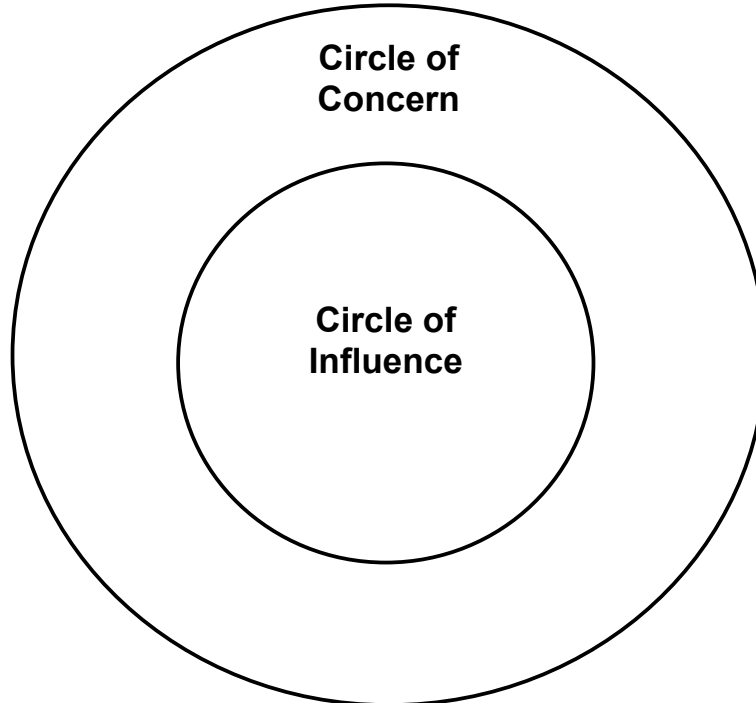
We often do not sit down and really think about the decisions that we make everyday. However, for big decisions in our lives there are three important things to consider when making a decision. We are going to call them the 3 C's.

1. **Challenge** or problem that you are facing: define the problem
2. **Choices**: what choices or options do you have?
3. **Consequences** of each choice: what would or could happen as a result of each choice? These consequences can be negative or positive.

### Locus of Control

Another important factor in decision making is what you have control over, or what you can change.

Everybody has a **circle of influence** and a **circle of concern**. The circle of influence is what we have control over, what we can change, or what we can influence. The circle of concern is what we care about but have no control or influence over.



**Written Activity: List of Concerns/Things I Care About**

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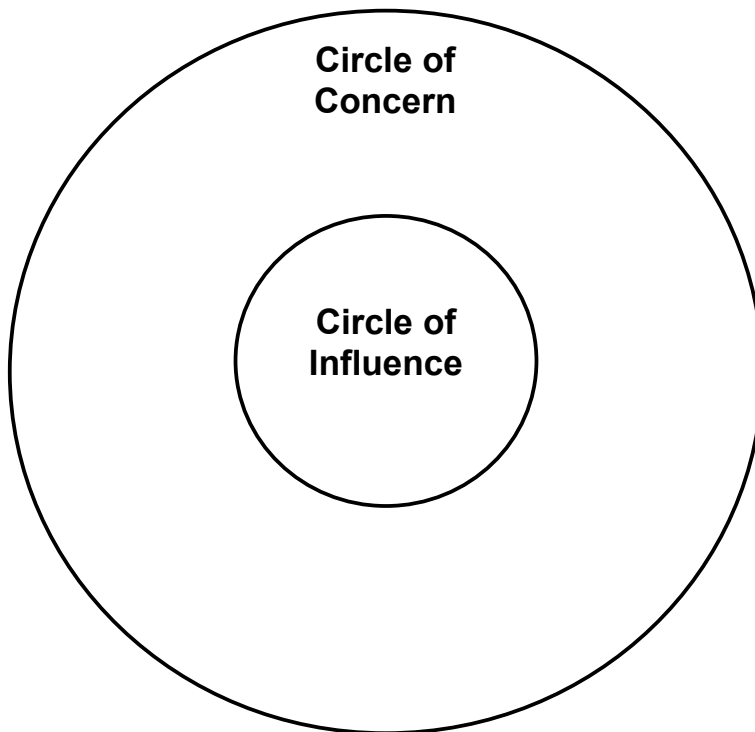
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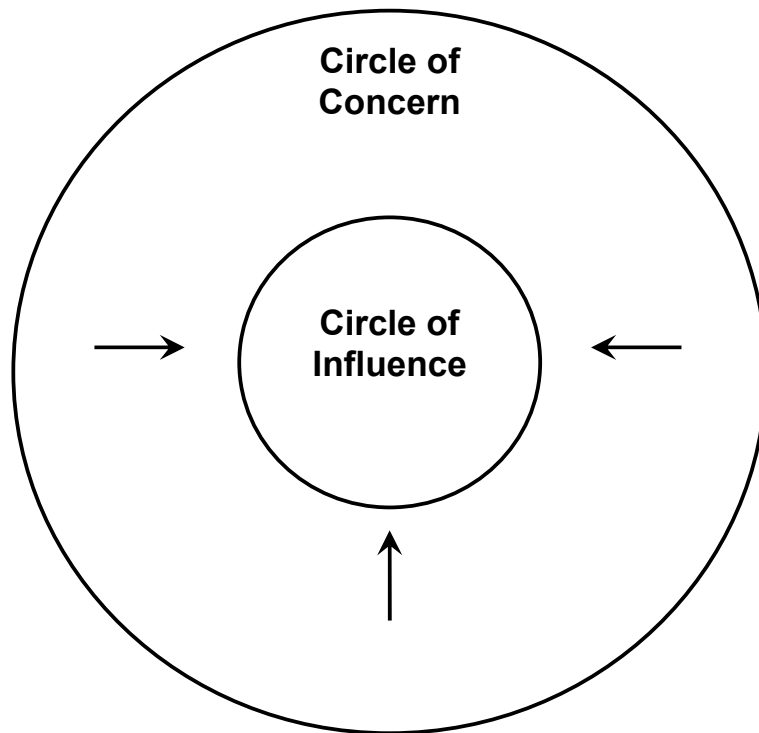
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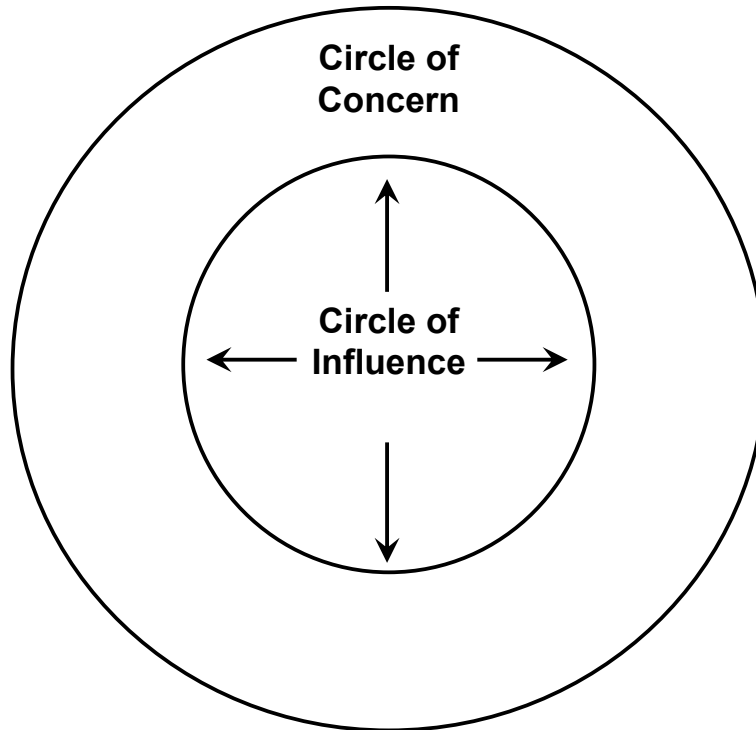


**Re-active People:** focus on their circle of concern. They focus on the weaknesses of other people, the problems in their life and environment, and circumstances over which they have no control. Their focus results in blaming and accusing attitudes, reactive language and increased feelings of victimisation. The negative energy generated by this causes their Circle of Influence to shrink.



- Can you think of any examples of people who are re-active? What is life like for them?

**Pro-active People:** work on things they can do something about. They focus on the circle of influence and try to make changes to things in their life that they have some control over. The nature of their energy is positive, enlarging and magnifying, causing their Circle of Influence to grow/expand.



- Can you think of examples of people you know who are pro-active people?
- How can you become more pro-active in your life?



## PERCEPTIONS & PERSPECTIVE

### Key Points:

- There are different points of view or perspectives depending on where you are standing or your outlook.
- What a person sees from their perspective is not a lie, but it may not be a complete picture.
- There is my “truth,” your “truth,” and there is THE “Truth.” There are as many sides to a story as there are people involved.
- Our viewpoint is just one perspective. There are more valid views about a situation or a person than our own. We are often quick to judge others without trying to understand more about them first.
- We each have our own perspective. It is often much harder than we suppose for all of us to understand things in the same way.

### Definitions:

- Perception: the way you regard something and your beliefs about what it is like.
- Perspective: a way of thinking about something which is influenced by the kind of person you are or by your experiences.

We usually only see what we're looking for – so much that we sometimes see them where they are not.

*Eric Hoffer*

### We tend to:

- Cling to (hold on to) first impressions even if wrong.
- Assume that others are similar to us.
- Favour (prefer) negative impressions over positive ones.

We don't see things as they are, we see things as we are.

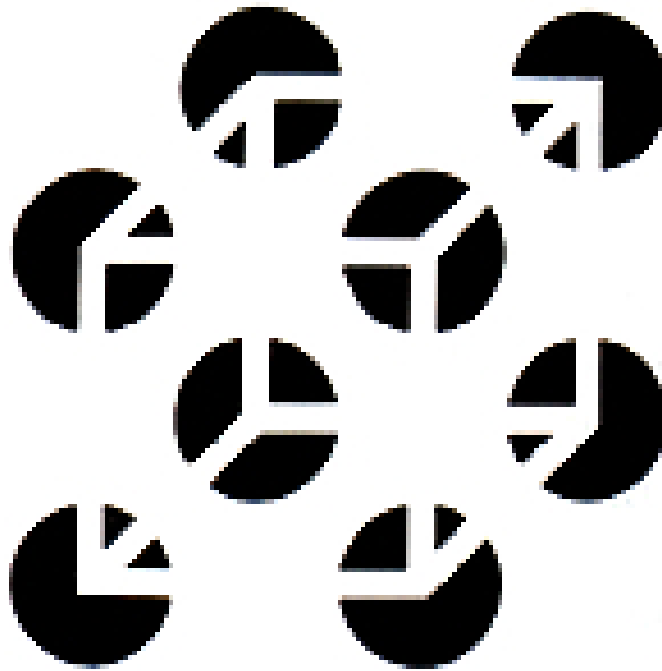
*Anāis Nin*

**Key Point:** When it comes to relationships and interactions, the perceived reality is much more important than the absolute truth. We base our thoughts, feelings and behaviours on our perceived realities, not on any absolute truth or reality.

**Key Point:** Counsellors are essentially interested in the client's perceptions, since that is what their thoughts, feelings and interactions are based on. Counsellors can help clients broaden their perspectives or see things from a different angle.



## Optical Illusions/Perceptions

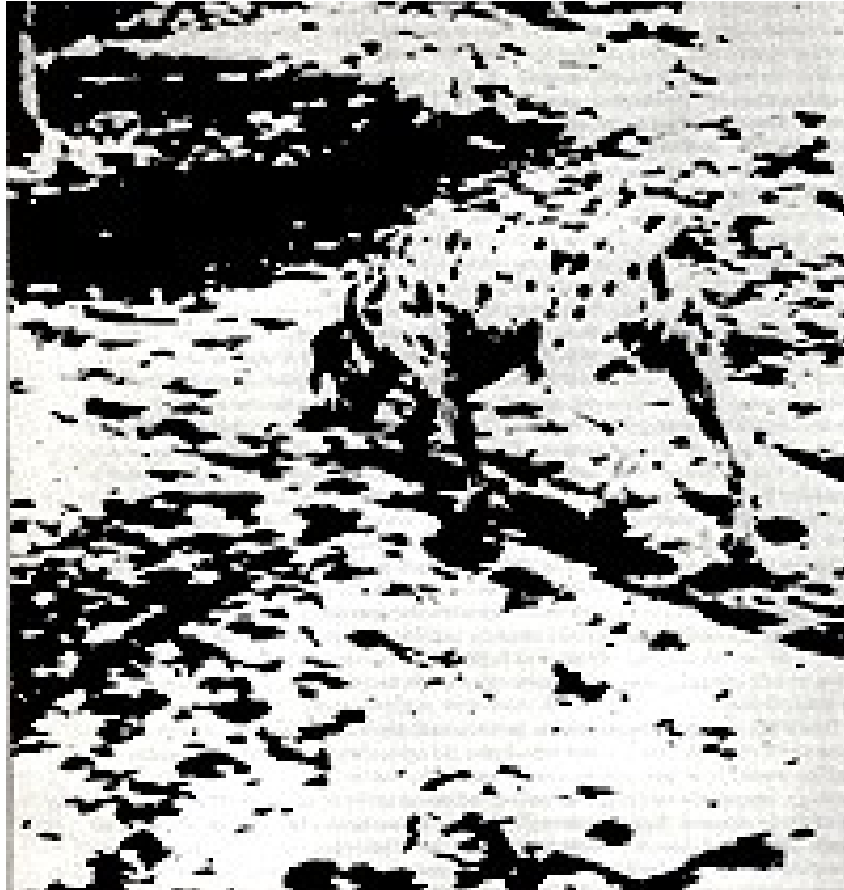


- 1a. Can you see a cube?
- 1b. Can you see a cube from another perspective?
- 1c. Imagine that the circular areas are actually holes in the page. Can you see a cube suspended behind the surface of the page?

**Key Point:** Once our mind chooses to see things a certain way it is difficult to get rid of it or to see things from a different perspective.

2a. What do you see in this picture? If you see nothing, keep looking.

2b. If you see “something”, try seeing nothing. Can you do this?



**Key Point:** Our minds try and make sense of what we see as chaos (or something out of order). Once we make sense of it, it is almost impossible to go back to not seeing order.

3a. What do you see?

3b. Can you see anything else?



Clue: It is a word.

**Key Point:** Changing perspective allows our eyes to see two very different images: one a word and the other a face.

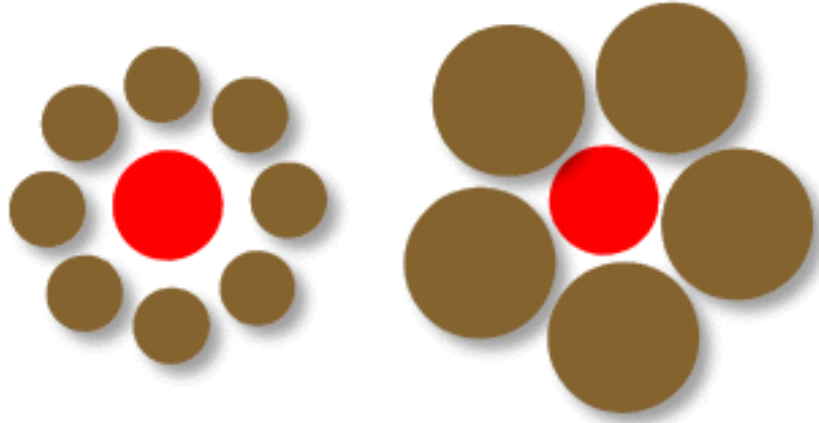
4. What do you see?



- 4a. Can you see the old man?
- 4b. Can you see young man?
- 4c. Can you see them both at the same time?

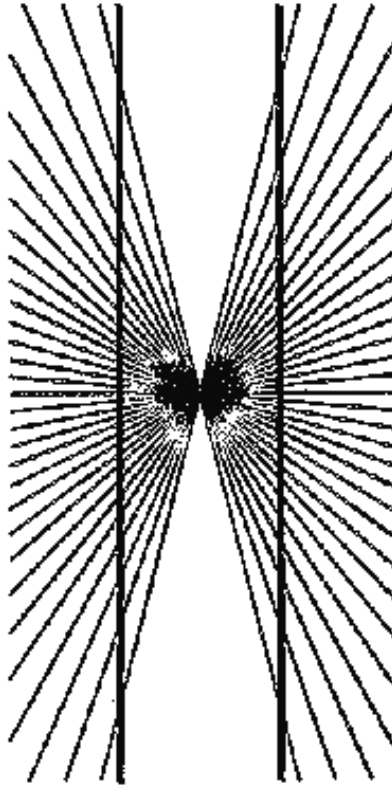
**Key Point:** Changing perspective allows your eyes to see two images: an old man and a young man. You cannot “unsee” a pattern, but you can replace it with a new pattern. Keeping an open mind and communicating or interacting with others allows us to see other perspectives.

5. Compare the central circles. Which one is larger?



**Key Point:** Our perception is relative; we automatically compare something to what is around it.

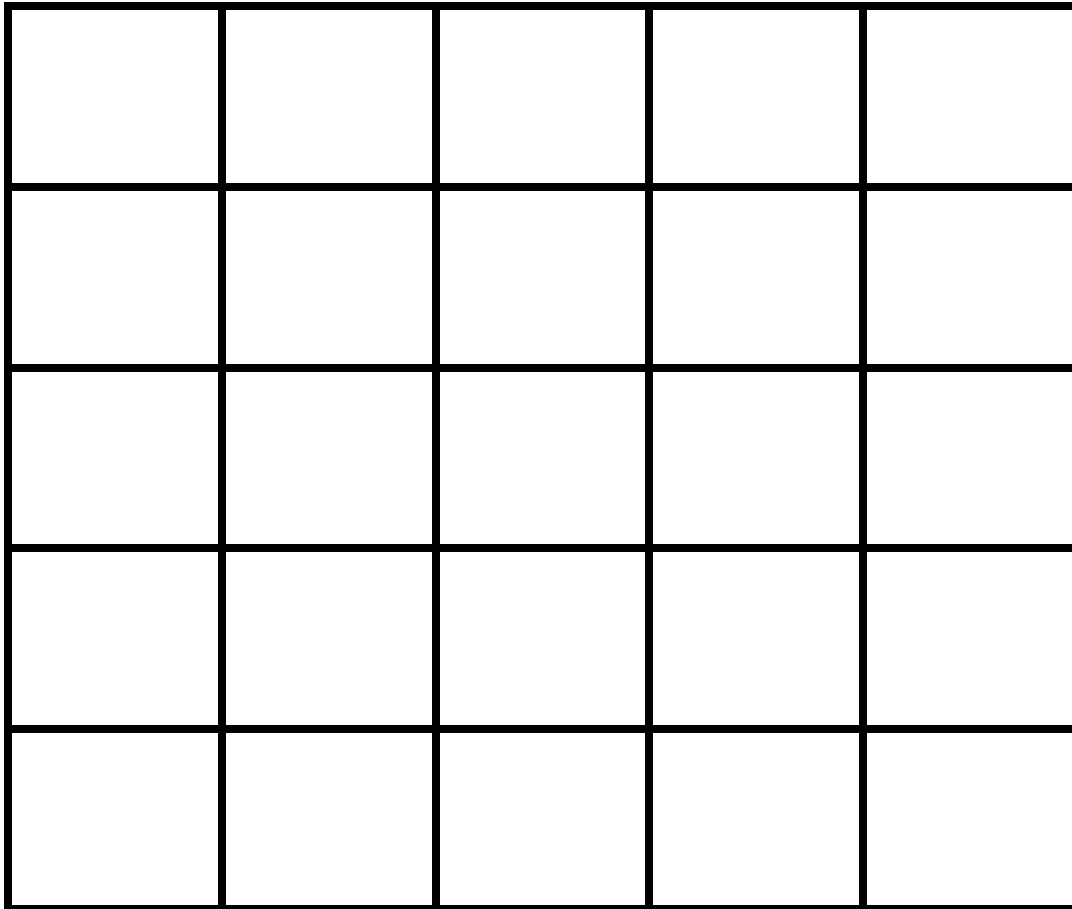
6a. Are the vertical (up and down) lines below parallel (straight)?



6b. The vertical lines are parallel. Why do they look curved?

**Key Point:** The other lines make the vertical lines look like they are curved. It is the perspective of the surroundings that make the lines look curved. Our background, environment or surroundings can change our perspective.

7. How many squares are there below?



**Key Point:** Often the solution to a problem is just a matter of perspective. After changing perspective we can often find different solutions.

*Answer: 55 squares*





## Perspective: Self-Evaluation

8a. How do you rate your ability as a community counsellor trainee?

Well above average  
Above average  
Average  
Below average  
Well below average

8b. Compared to other participants in this course,  
how would you rate your ability to get along with others?

Well above average  
Above average  
Average  
Below average  
Well below average

8c. How confident are you in the accuracy of your ratings?

100%  
80%  
60%  
40%  
20%  
0%

### **Over-inflated Self-Perception**

"A survey of university professors found that 94% thought they were better at their jobs than their average colleague."

"A survey of one million high school seniors [Grade 12's] found that *all* students thought they were above average" in their "ability to get along with others . . . and 25% thought they were in the top 1%."



## DEATH AND GRIEVING

### Reflections on an Important Loss

1. The most significant (important) loss I have experienced in my life was

.....  
.....  
.....  
.....

2. I was aged.....

3. It was so significant because.....

.....  
.....  
.....

4. I felt.....

.....  
.....  
.....

5. I thought.....

.....  
.....  
.....

6. My greatest fear was that.....

.....  
.....  
.....

7. I regretted that (I wished that I had/had not).....

.....  
.....



“When you lose your parent, you lose your past. When you lose your spouse, you lose your present. When you lose your child, you lose your future. When you lose a friend, you lose yourself.” *William Worden*

- How is death and grief viewed or responded to differently across the age span?

Conclusion: Here is a helpful metaphor or image for thinking about grief.

**Rock Tossed in the Pond Metaphor:** When a rock is tossed into a pond, the closer to the point of impact the larger the ripples in the water. The ripples spread out over the surface, becoming smaller and smaller the further away they get. Nevertheless, the ripples are still present. This is similar to the loss process: the ripples are the emotions felt after losing a loved one; the more time that passes, the less intense the emotions become.

In this session we are going to explore the idea of death and dying. Death is the only certainty about our lives; death is a deep concern to all of us.

Elisabeth Kübler-Ross has had a great deal of influence on the way we think about death and dying. She conducted extensive interviews with people who were dying and with those who cared for them. An outcome of these interviews was the development of stages of death and dying. These stages are listed below. While there can be a sequential order to these stages, they can be experienced in any order. Some are temporary, some stages can be experienced together, and everyone does not always experience each stage.

### **Stages of Dying/Stages of Grief**

**Stage 1: Denial:** when someone cannot or will not admit what they are really feeling or the reality of what they are experiencing. Denial comes in several forms.

- A patient can reject the diagnosis, simply refusing to believe the news.
- In other forms of denial, patients at times refuse to accept the news, and at other times admit that they know that they are going to die.
- A common reaction when a loved one hears the news of the death of a close family member is “No, it can’t be.” This is the denial stage.

**Stage 2: Anger:** A dying person may be angry at everyone or God. They may wonder out loud why they are dying and not someone else.

- Those who are left behind may be angry at the person who dies for leaving them behind.



**Stage 3: Bargaining:** In this stage, dying people try to negotiate their way out of death. In some ways this stage can help a dying person have a goal of attending a particular event or living until a certain time.

- Those who are left behind may say things like, “If he had just listened to me and not gone on that trip he would still be alive,” etc.

Stage 4: **Depression:** Realising that they cannot bargain their way out of death, people are overwhelmed with a deep sense of loss. The depression can be of two different types:

- Reactive depression: feelings of sadness based on past events, i.e. loss of a job, failures in relationships, etc.
- Preparatory depression: feelings of sadness over future losses such as not seeing their children grow up and have children of their own, etc.

Stage 5: **Acceptance:** In this stage the person has made peace with themselves; they have accepted that they are dying.

- The person/s left behind at this stage accept that their loved one is gone and learn to live without them in their lives.

Later in life, Kübler-Ross suggested another phase called **hope**, which usually persists through all the stages.

These stages of dying can also be seen as stages of grief for someone who is losing, or has lost someone or something important to them. The process can apply to any loss.

Another way to look at the grieving process is to think of the acronym **TEAR**:

**T** = To accept the reality of the loss

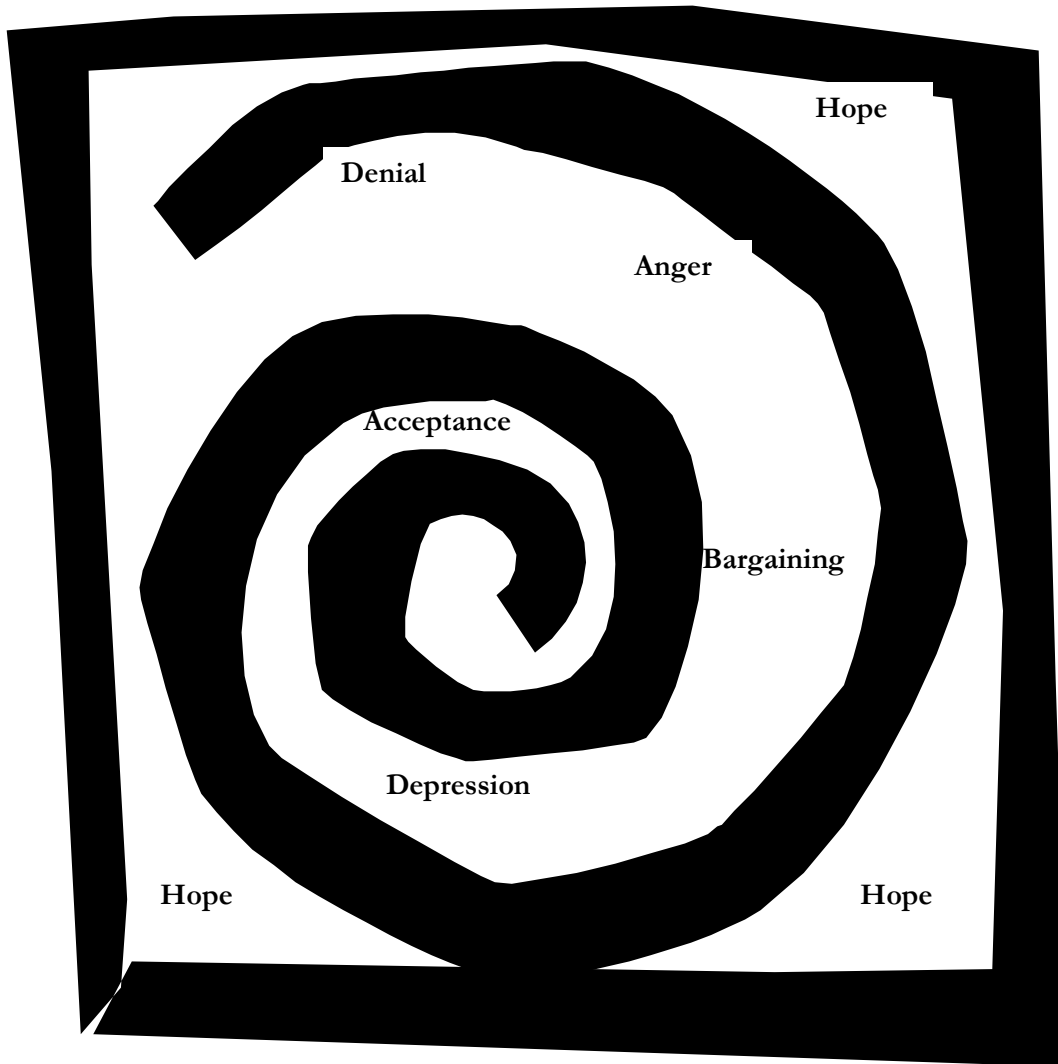
**E** = Experience the pain of the loss

**A** = Adjust to the new environment without the lost/dead person

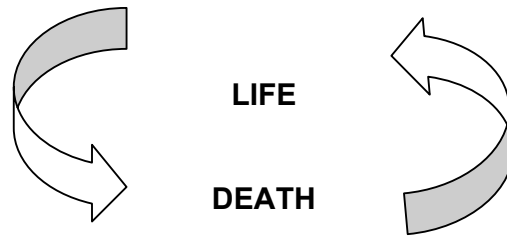
**R** = Reinvest in the new reality

## Stages of Dying/Stages of Grief

*Taken from Elisabeth Kübler-Ross's Stages of Dying*



## Life – Death – Life Cycle:



- Throughout our lives, we each experience many “deaths” or losses. These can be actual deaths of loved ones or they can be losses, such as loss of health, loss of a job, loss of status, loss of a marriage, etc.
- Pain is inevitable; everyone experiences pain and loss in their life. But what comes out of that pain?
- Out of each of these losses or “deaths” comes new life. Life always springs from death.
- Personal growth comes in allowing pain, or loss, to lead to new life and opportunities for growth and change.

Can you think of any examples in your life where something good or some kind of new life has come out of death or a loss?

### Optional Journal Assignment:

Think about your own death:

- How much time and energy have you put into examining your feelings, beliefs, hopes and fears about the end of your life?
- If you were told you had a limited time to live, would it change the way you are presently conducting your life?
- Are there things you would feel an urgency to do before you died?
- Are you afraid of dying? Of death?
- Can you identify the sources of your fear?
- Are there things, emotional and practical, that you would feel a need to work out?

## SPIRITUALITY & RELIGION

### Discussion Questions:

- What is the main difference between religion and spirituality?
- Is one more important than the other?
- How are each expressed?
- What qualities or characteristics would be related to spirituality?
- What qualities or characteristics would be related to religion?

### Key Points:

- Spirituality is a fundamental and essential aspect of being human; spirituality is part of our humanness.
- Most religious and spiritual traditions teach that humans have become separated from an “ideal” way of being. We have a spiritual journey to make in order to reconnect with a sense of wholeness or being holy that will bring meaning and purpose to our lives.
- Our journeys will be as different as each of us seems to be different from each other. There are as many spiritual journeys or paths as there are people.
- Though there are many different spiritual paths, most have a common sense that there is a higher order, or power; some call this “God.”
- We must respect each others’ spiritual beliefs and religions, especially when we are counsellors.



## HAPPINESS & HOMEWORK ASSIGNMENT

Psychology has mainly been concerned with focusing on how to repair all the things that can go wrong with the human mind and emotions. These things have included depression, trauma, anxiety and abuse. The focus has been on sickness or mental illness. It has only been in the last decade that psychologists have started to look at what makes people flourish, often in spite of difficult circumstances. What situations enable people to feel more fulfilled, engaged and meaningfully happy?

What makes us happy? Can you think of things that make you happy?

.....

.....

.....

.....

.....

What do you think is most important in a person's life in order for them to achieve happiness? Choose from the list below:

- Wealth and money
- A good education
- Spending time with friends and family
- Superior intelligence
- Youth
- Religious faith
- Being married
- Watching TV
- Health



**Measure Your Happiness:**

This short test will help you find out how happy you are. The Satisfaction with Life Scale has been used by researchers around the world.

*Read the following five statements. Then use a 1 – 7 scale to rate your level of agreement.*

|   | 1<br>Not at<br>all true | 2 | 3 | 4 | 5 | 6 | 7<br>100%<br>true |
|---|-------------------------|---|---|---|---|---|-------------------|
| 1. In most ways my life is close to perfect.                    |                         |   |   |   |   |   |                   |
| 2. The conditions of my life are excellent.                     |                         |   |   |   |   |   |                   |
| 3. I am satisfied with my life.                                 |                         |   |   |   |   |   |                   |
| 4. So far I have achieved the important things I want in life.  |                         |   |   |   |   |   |                   |
| 5. If I could live my life over, I would change almost nothing. |                         |   |   |   |   |   |                   |
| TOTAL SCORE<br>_____  |                         |   |   |   |   |   |                   |

Scoring: (add up your scores for the five statements above)

- 31 – 35      Extremely satisfied with your life
- 26 – 30      Very satisfied
- 21 – 25      Slightly satisfied
- 20            Neutral, not satisfied nor dissatisfied
- 15 – 19      Slightly dissatisfied
- 10 – 14      Dissatisfied
- 5 – 9         Extremely dissatisfied

*Material adapted from “Happiness – the Science”, Time Magazine, February 7, 2005.*



## Homework Assignment:

The following practical suggestions were researched and developed by California psychologist Sonja Lyubomirsky to help you move towards a more satisfying life (even if just a temporary boost). We are asking you to try these out as homework in the next week.

Write your responses in a journal. We will be asking you about each activity when you return for Basic Counselling. Make a note in your journal for each one; write about what it was like to do the exercise.

1. **Count Your Blessings:** One way to do this is to write down 3 - 5 things in your journal for which you are thankful. These can include ordinary things that happen (like a wonderful rain shower) to big things (like a child's first step or getting a good job). Do this once a week. Keep it fresh by being thankful for a variety of things.
2. **Practise Acts of Kindness:** These should be both random (unplanned) like letting a busy mom go ahead of you at the grocery store or planned, such as visiting a neighbour who is sick.
3. **Enjoy Life's Little Joys:** Pay close attention to the small and momentary (short) pleasures, like the crunch of an apple when you bite into it, the warmth of sunlight on your back or the cool crisp air on a winter night. Take "mental photographs" of these moments so that you can remember them in less happy times. You can write about these pleasures or draw pictures of them in your journal so you can remember them.
4. **Thank a Mentor:** Is there someone who has been there for you at a turning point in your life, such as a difficult time in your life or when you had to make an important decision? It could be a family member, an old friend, a teacher or principal who believed in you, etc. Do not wait to express your thanks, in detail, and if possible, speak to them directly. If you cannot speak to them directly, write them a letter of thanks. Write in your journal what it was like to thank them.
5. **Learn to Forgive:** Work actively at letting go of anger and resentment by writing a letter of forgiveness to a person who has hurt or wronged you. Not being able to forgive results in holding onto negative emotions, which keep "eating away" at your happiness.
6. **Invest Time and Energy in Friends and Family:** Work on spending time and developing strong personal relationships. If you have experienced some conflict or misunderstanding in the past, try to repair it.
7. **Take Care of Your Body:** Getting plenty of sleep, exercising, stretching, smiling and laughing can all improve our mood in the short term. Practised regularly, they can help make your daily life more satisfying.



Another part of your homework is to write in your journal every day. You can write about any of the topics we have discussed during this week of Personal Growth.

- If there were any questions or journal suggestions that you have not written about, this is a good opportunity to write about them. Take another look at the journal topics and questions at the beginning of the Personal Growth Manual.
- Write about your thoughts and feelings about becoming a community counsellor. Include your answers to the following questions:
  - Why do you want to become a counsellor?
  - What are you looking forward to?
  - What are you nervous or scared about?
  - How are you feeling about the training?



## OPTIONAL/ADDITIONAL SESSION 1: MASKS

### THE MASK I WEAR

Don't be fooled by me.  
Don't be fooled by the face I wear  
For I wear a mask. I wear a thousand masks—  
masks that I'm afraid to take off  
and none of them are me.  
Pretending is an art that's second nature with me  
But don't be fooled, for God's sake, don't be fooled.  
I give you the impression that I'm secure  
That all is sunny and unruffled [fine] with me  
within as well as without,  
that confidence is my name  
and coolness my game,  
that the water's calm  
and I'm in command,  
and that I need no one.  
But don't believe me. Please!

My surface may be smooth but my surface is my mask,  
My ever-varying and ever-concealing [hiding] mask.  
Beneath lies no self-satisfaction, no confidence.  
Beneath dwells [lives] the real me in confusion, in fear, in aloneness.  
But I hide this.  
I don't want anybody to know it.  
I panic at the thought of my weaknesses  
and fear exposing them.  
That's why I frantically create my masks to hide behind.

But I don't tell you this.  
I don't dare.  
I'm afraid to.  
I'm afraid you'll think less of me, that you'll laugh  
and your laugh would kill me.  
I'm afraid that deep-down I'm nothing, that I'm just no good  
and you will see this  
and reject me.

I casually chatter to you in smooth tones of surface talk.  
I tell you everything that's nothing  
and nothing of what's everything, of what's crying within me.



So when I'm going through my routine  
do not be fooled by what I'm saying  
Please listen carefully and try to hear  
what I'm not saying  
Hear what I'd like to say  
but what I can not say.

It will not be easy for you,  
long felt inadequacies [weaknesses] make my defenses strong.  
The nearer you approach me  
the blinder I may strike back.  
Despite what books say of men, I am irrational;  
I fight against the very thing that I cry out for.  
you wonder who I am  
you shouldn't  
for I am everyman  
and everywoman  
who wears a mask.  
Don't be fooled by me.  
At least not by the face I wear.

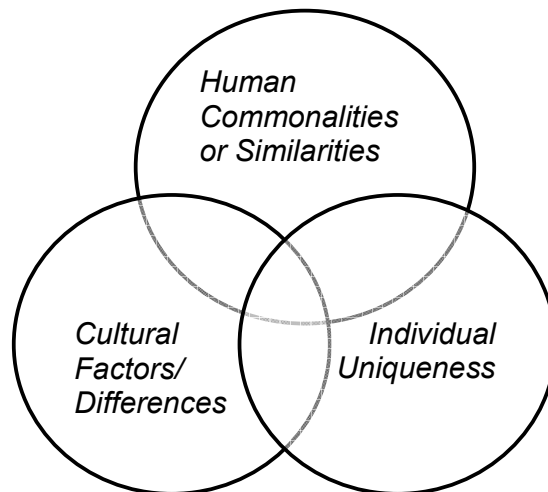
*-----Author unknown. This poem has been printed in many publications.*



## OPTIONAL/ADDITIONAL SESSION 2: TRIANGLE, CIRCLE, SQUARE ACTIVITY

When looking at groups and relationships, it is helpful to think of this using a three-part model.

1. Human commonalities: as humans, we all have things in common. What are some of the commonalities we have as people?
2. Cultural factors/differences: specific beliefs, behaviours, norms and customs of a particular culture. These cultural differences may be related to race/tribe or to the groups we belong to. Can you think of any culturally specific factors?
3. Individual uniqueness: characteristics that are specific or unique to the individual. What are some examples of individual uniqueness?



- When working in a group, it is helpful to build on what you have in common. Then you can highlight the differences in skills and abilities in order to accomplish the tasks.
- Self-knowledge is an important tool in the ability to appreciate and understand others.
- It is only after you have understood your own reality that you can seek to understand another person's reality. Knowing yourself allows one to appreciate others' views and perceptions as well as interpretations of others.
- Unexamined, one's own personal sense of reality can be perceived as the only reality. Knowing one's own reality helps to separate it from the reality of others.

**Journal Assignment:** Six central values of your personal reality:

1. Social, economic and political: where you were raised, socio-economic status, political affiliations (both current and how you were brought up).
2. Family influences: include nuclear or extended family, roles of family members, values transmitted and socialisation.
3. Personal characteristics & experiences: include personal abilities, personality characteristics, education, talents and physical abilities.
4. Spirituality: include religious beliefs, personal ethics and philosophy of life.
5. Gender: include how gender influences your experiences, roles and expectations of yourself and others.
6. Cultural background: include the norms, values, traditions, attitudes and languages of your ethnic and racial background. How have these influenced you?

*Triangles, Circles, Squares Activity adapted from the experiential activity developed by Carmen Wilson VanVoorhis, PhD, Department of Psychology at University of Wisconsin, LaCrosse.*



## OPTIONAL/ADDITIONAL SESSION 3: DEFENSIVENESS: PROTECTING THE SELF-CONCEPT

### Perceived, Presenting and Desired Selves

Sometimes it can be helpful to think of each of us being made up of three different selves.

**Perceived self**: the person we believe we are in quiet moments of self honesty

**Presenting self**: the face we show to the world

**Desired self**: the way we would like to be; the person we wish we were

These three selves can be quite similar, or there can be some discrepancies between the different selves. For instance, you may perceive yourself as a quiet, private person; you might present yourself that way as well and have no wish to change that aspect of yourself, so your desired self is the same as your perceived and presenting selves. On the other hand, these three selves can be quite different. You may present yourself as a self-confident person, out-going and good at what you do. However, your perceived self may be scared, insecure and unsure of yourself particularly in relationships. Your desired self may wish to be outgoing and confident all the time.

### Defensiveness: Protecting the Self-Concept

Thinking about ourselves as being made up of three different “selves” can be helpful when looking at defensiveness.

**Defensiveness**: Protecting one’s self from attack; attempting to protect the presenting self that we believe is being attacked

We recognise that defensiveness happens when it appears that another person’s view of us does not match the image we want to present. It is as if the other person has peeked behind our mask and seen who we really are.

We also need to recognise that there is an aspect of **self-deception** to this as well. Much of the time that we are defending ourselves to others, we also want to believe the act we are putting on ourselves. It is unpleasant and anxiety-producing to admit that we are not the person we would like to be. Faced with a situation where the truth might hurt we are tempted to convince ourselves that we do fit this image of ourselves that we want others to believe. So, we fool ourselves in addition to fooling others.

**Defence Mechanisms**: ways we try to maintain perceived or desired images that we believe are threatened. These defence mechanisms are usually unconscious; we do them automatically without even realising it. Therefore, they are difficult to recognise in ourselves. These defence mechanisms fall into two categories: **avoidance** or **attack**.



| <b>Avoidance</b>  | <b>Attack</b>   |
|---|---|
| <b>Rationalisation:</b> logical, untrue explanation   | <b>Displacement:</b> vent our anger or strong feelings on people who did not cause the feelings |
| <b>Compensation:</b> emphasise a strength to hide a fault   | <b>Verbal Aggression:</b> counter-attack, drown out the criticism                               |
| <b>Reaction formation:</b> behave the opposite of what you are feeling                                    |   |
| <b>Projection:</b> attributing an unpleasant part of yourself to others                                   |   |
| <b>Repression:</b> denial, “forget”   |   |
| <b>Dependency/Regression:</b> say you “cannot” instead of you “do not want to;” regress to an earlier age |   |
| <b>Emotional Insulation/Apathy:</b> withdraw, do not engage with others                                   |   |
| <b>Identification:</b> imitate someone we admire  |   |
| <b>Fantasy:</b> “escape” from life through books, TV, movies, etc.  |   |

\* Refer to “Types of Defence Mechanisms” for more information.

**Key Point:** The purpose of defence mechanisms is to protect a presenting self. While this can sometimes be a good thing, most often defence mechanisms are undesirable. Defence mechanisms tend not to solve problems between people, but usually make the problems worse.

### Written Activity: Defence Mechanism Inventory

- List three defence mechanisms you use most often. Then describe two recent examples of each.
- Look at each of these examples and answer the following questions:
  - With whom do you become defensive most often?
  - What part of your presenting self do you frequently defend? Why?
  - What usually happens as a result of the defence mechanisms you use?
  - Are there other, more satisfying ways, you could act in the future?
- Keep in mind that all of this writing can be done in the language you feel most comfortable expressing yourself.

Adapted from Adler, Ronald A. & Towne, Neil. 1984. *Looking Out, Looking In* (4<sup>th</sup> Edition). New York: CBS College Publishing.



## Types of Defence Mechanisms (For reference)

1. **Rationalisation:** think up a logical, but untrue, explanation that protects an unrealistic desired or presenting self-concept. Have you ever made yourself feel better after hurting someone's feelings by saying, "she'll soon forget what I've done?" Have you ever made yourself feel better after drinking too many beers the night before by saying, "I had a really tough week and I needed to relax?"
2. **Compensation:** Rather than face a problem, emphasise strength in some other area, hoping that it will hide what they think is their fault. Example: a man whose family is falling apart but he puts all of his energy into his work in order to be a very successful businessman. Or, the woman who makes a delicious dinner for her husband to hide the fact that she went shopping and spent a lot of money.
3. **Reaction Formation:** People who behave in the exact opposite way from how they are feeling in order to avoid some unpleasantness. For example, someone who is the life of the party, always laughing and making jokes, in order to hid the fact that he is sad and lonely.
4. **Projection:** Avoid an unpleasant part of yourself by disowning that part and attributing it to others. For example, when we are unprepared as facilitators for our sessions, blaming the poor sessions on the lack of participation by participants instead of your lack of preparation. Have you ever found yourself accusing others of being lazy, inconsiderate or selfish when these descriptions fit you well? In all these examples, we project an unpleasant trait onto others and in doing this we avoid facing the truth about ourselves.
5. **Repression:** In order to avoid an unpleasant situation, we protect ourselves by denying that it exists. We "forget" what would be painful to acknowledge. For instance, rather than working to solve a problem, a couple just pretends that nothing is wrong.
6. **Dependency or Regression:** Sometimes rather than admit we do not want to do something, we convince ourselves that we cannot do it. We regress or resort to behaviour that is characteristic of an earlier age.
7. **Displacement:** When we vent angry or strong feelings against people (or objects) that are less dangerous than the person who caused the feeling originally. For example, a person gets angry at his boss but does not want to lose his job, so he takes out his frustration by yelling at his family.
8. **Emotional Insulation & Apathy:** Instead of facing an unpleasant situation, people will avoid hurt by not getting involved or pretending that they do not care. For instance, two people who have been dating have the relationship break up. The pain is so great that the person who was left

refuses to get involved in another relationship. Or, people who are hurt in this way may say that they do not care about the person who hurt them. The sad thing is that as long as the person does not admit to caring, the relationship has no chance of growing.

9. **Verbal Aggression:** The easiest way to avoid criticism is to drown it out. This is a strong counter-attack, i.e. pointing out all of the other person's faults. While the other person's faults may be true, we avoid the original criticism by attacking the other person.
10. **Identification:** Sometimes when we are unsure or do not like ourselves, we act like someone else, or we imitate someone we admire. When we use this defence mechanism, our life becomes an act based on something that is not true. This is common with adolescents.
11. **Fantasy:** When your own life is not the way you want it to be, you go into a fantasy world. This can be done through books, television, movies, etc. While it can be helpful to "escape" at times from the harsh realities of life, it becomes a problem when this is where we primarily live in order to avoid real life.

Adapted from Adler, Ronald A. & Towne, Neil 1984. *Looking Out, Looking In* (4<sup>th</sup> Edition). New York: CBS College Publishing.



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