INTTELLECTUAL WELL-BEING WORKBOOK

Facilitator Reproducible Sessions for Motivated Behavior Modification

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Our thanks to these professionals who make us look good!

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Introduction for the Facilitator

What is Intellectual Well-Being?
Overall well-being and a life free from major sources of stress have many dimensions. Intellectual well-being is important to a sense of overall wellness. The intellectual dimension of wellness, although often overlooked and undervalued, is extremely important in coping with stress and living a fulfilling life. Intellectual well-being can be difficult to describe, but it is essentially related to how interested your clients are in learning new skills, expanding their knowledge, thinking critically, seeking out new and interesting challenges, maintaining a sense of creativity and curiosity, searching for lifelong learning opportunities and stimulating mental activities, and being open to new ideas. If your clients are not exhibiting these characteristics, they may need to develop more effective intellectual wellness habits. When clients begin developing intellectual well-being habits, they begin to exhibit greater participation in creative, scholastic, cultural and community-based activities.

The Intellectual Well-Being Workbook is designed to help your clients enhance existing intellectual wellness traits and develop new attitudes that will improve their intellectual health. By completing the assessments, activities and exercises, you will help your clients to achieve the following:

- Begin engaging in clear thinking and recall with minimal interference from emotional baggage
- Think independently rather than blindly going with the thinking of the crowd
- Think critically about local, community, national and international issues
- Use effective reasoning skills
- Maintain an open mind to new situations and novel approaches
- Develop and broaden understanding and acceptance of their cultural heritage
- Apply what they have learned at home or on a job
- Pick up easily on new concepts and ideas
- Develop an appreciation and enthusiasm for lifelong learning
- Develop an interest in engaging in intellectually stimulating activities throughout their lifespan
- Utilize their accumulated knowledge and experience for the greater good.

Living an intellectually healthy existence sounds easy, but is often very difficult to accomplish in everyday life. Many people experience stress in their lives when they are faced with new situations, exposed to people who are different from themselves, and frightened by new ideas and novel ways to approach situations in their lives. Intellectually well people find that they are able to approach new ideas and situations with enthusiasm and are not restricted to only that which has been done before. They are creative and always looking for ways to improve themselves and their future. They are curious and approach life with passionate desire to understand and embrace opportunities to learn new things. They will have the tools and techniques to cope with difficult life situations through being open-minded, able to pick up on new ideas, and interested in improving themselves. The Intellectual Well-Being Workbook is designed to help your clients understand how the many ways intellectual well-being can reduce stress and enhance their overall life satisfaction.
Intellectual Well-Being Workbook Sections

Observable actions and mannerisms that people display when reacting to life events are called behaviors. Behavior modification involves identifying ineffective behaviors, intentionally targeting them, setting goals for behavioral change, monitoring progress and determining effective rewards for improved behaviors.

The Mind-Body Wellness Series is composed of workbooks designed to help people learn how to discontinue old, destructive health habits and adopt new, healthy lifestyle choices. The model, referred to as Motivated Behavior Modification (MBM), looks at specific learned behaviors and the impact of environmental stimuli on those behaviors. It focuses on helping participants change undesirable and unhealthy lifestyle behaviors by objectively identifying unrealistic behaviors and replacing them with healthier, more effective behaviors.

Section 1 – Open to New Ideas – This section will help participants explore how open they are to new ways of thinking and new ideas.

Section 2 – Lifelong Learning – This section will help participants explore how motivated and interested they are to engage in learning both in the classroom and outside of the classroom.

Section 3 – Thinking Skills – This section will help participants explore their mental functions including information processing, flexibility in thinking, and application of use of thinking skills to regulate emotions.

Section 4 – Creativity Thinking – This section will help participants explore how well they can visualize, experience and express their creativity.

Section 5 – Critical Thinking – This section will help participants explore how well they question what they read and hear, create new ideas, use information to solve problems and make decisions in life.

Section 6 – Mental Sharpness – This section will help participants explore how well they remember things, focus their attention and concentrate when needed, and make good judgments.

Section 7 – Independent Thinking – This section helps participants explore how well they can evaluate information for decision making and make effective decisions with that information.

(Continued on the next page)
Changing Unhealthy Behaviors

Developing healthy mental functioning can be difficult, as implied in the adage "It's hard to teach an old dog new tricks!" Intellectual well-being brings a sense of life satisfaction, joy and contentment. However, most people must work to develop healthy mental functions and that is what this workbook does. This can be a challenging task for participants, but they can successfully change unhealthy thinking to healthier thinking. This workbook uses a model known as MBM (Motivated Behavior Modification). For participants to be successful, you as the facilitator can enhance their motivation in several ways.

Components of Each MBM Section

1. SELF-ASSESSMENT
   Step 1 is the self-assessment of participants' current level of intellectual well-being. Encourage participants to take one step at a time. By working on one set of behaviors at a time, the task of changing behaviors will not feel insurmountable. Because mental functioning can be difficult to enhance, it is important that they take small steps and work slowly to change how their thinking affects their lives. By trying to change more than one mental function at a time, people set themselves up for failure. Encourage participants to keep it simple! Each section is set up in a step format for the MBM of the intellectual functioning and wellness of each participant.

2. SUPPORT SYSTEM
   Step 2 will guide participants to develop a support system of people who can help them achieve their goals of intellectual well-being. Encourage participants to define who in their lives can help and support them while they learn to develop their intellectual abilities to function more effectively. Encourage participants to develop a support system so that they can engage their minds in lively interactions with the world around them. Explain that each participant's support system will vary for each type of behavior.

3. JOURNALING
   Step 3 includes responses to journaling questions to help participants reflect about their current and past mental functioning. Encourage participants to write everything down in their journals. Remind them that words are shallow and just saying they are going to make changes will not suffice. Journaling can be therapeutic as well as a way to begin identifying goals for greater intellectual well-being.

4. GOAL-SETTING
   Step 4 will remind participants not to give up and to be persistent in their efforts to develop greater intellectual capacities. Explain that this takes time and that they should not expect immediate results. The purpose of setting goals is to help each participant take smaller steps leading to the selected overall goal. Encourage participants to review and revise their plans to develop thinking and learning skills that lead to success and happiness. By developing MBM goals to work toward and achieve, participants will remain motivated while they slowly learn how to live well intellectually.

5. MONITORING MY BEHAVIOR
   Step 5 will help participants to see the progress they are making in developing intellectual functioning. This will assist participants to be accountable, persistent, and motivated to enhance mental and intellectual competence. You should act as coach and encourage participants to develop and utilize their newfound intellectual skills.

6. REWARD YOURSELF
   Step 6 will ensure that participants reward themselves as they achieve their intellectual goals. Remind participants to reward themselves as they improve. Healthy and meaningful rewards provide them with positive feedback and motivation to continue creating their own intellectual well-being.

7. TIPS
   Step 7 will allow participants to grow from reading and implementing the various tips, which are included as suggestions for processing each session.
Motivational Barriers to Behavioral Change

With intellectual wellness comes the ability to think clearly, pick up on new ideas, be open-minded and accepting of others creative and imaginative styles, and embrace learning new things. However, changing behavior is not an easy task; there are many barriers to successful behavioral change. Participants must remain motivated for their behaviors to change exist. When participants begin to see their behavior changing, they will feel more confident and enthusiastic in approaching new learning situations. Therefore, as the facilitator, you need to be aware of any barriers that may be keeping participants from being successful as they work to live happier, intellectually well lives.

Motivation is one of the keys to success in reaching personal and professional goals. Motivation is an inner desire to reach a goal through effective action. Following are some of the keys in overcoming motivational barriers:

- Motivation can be accomplished through negative and positive means. Negative motivation is usually accomplished through the use of punishment. This is probably not the preferred method to use when trying to motivate oneself. Instead, one should rely on positive motivation or rewards to ensure that positive intellectual well-being continues.

- Some people feel very motivated when they begin to learn new skills. Think about how many times you have set New Year’s resolutions. When you do, you probably feel very motivated when you begin, but you fall back into less effective old habits. The secret to making long-lasting behavioral changes is to work toward your goals at a steady pace.

- Failure, like success, is just a result of taking action. One of the biggest motivational barriers is fear of failure, or fear that the outcome will turn bad. Accept that one will not ALWAYS be successful in efforts to make major behavioral changes. One may not make all of the desired changes, but that doesn’t mean one must stop what one is doing. Encourage participants to give their best and hope for the best.

- One may get bored if one works on changing the same intellectual weakness for too long. Boredom can kill motivation. Encourage participants to try to work on several aspects of their intellectual well-being whenever they feel they’re on the verge of burning out and giving up.

Enhanced intellectual well-being has been shown to contribute to one’s ability to cope with stressors and enhance creativity, self-esteem, and longevity. In working to enhance mental functioning, one needs to remember that thoughts can influence emotions and behaviors. Therefore, it is important to understand one’s thoughts and mental functioning to be more intellectually well. Emotions have the quality of alerting people that something is wrong in their lives and something needs to be changed. This workbook is designed to help your participants function more effectively, embrace lifelong learning, and be open to new ideas.
Using this Workbook to Modify Behavior

Behavior Modification programs provide a process to PERMANENTLY change destructive and inefficient ways of thinking and replace them with positive ones that will lead to greater health and well-being. The behavior modification program included in this series of workbooks contains several critical steps:

Motivated Behavior Modification (MBM) Components

STEP 1: Self-Assessment – The first step in modifying behavior involves determining the frequency, circumstances, and outcomes of the mental functions to be altered or enhanced. MBM relies on objective self-assessment to determine the participants' intellectual functioning to establish a baseline for their strengths and limitations. Once a baseline is established, the data collected can be used to track participants' progress through the mental functions that are being addressed. The self-assessments contained in this workbook are referred to as “formative assessments” and can be used to assess participants' current level of functioning and also to measure intellectual functioning change over time.

In this stage, people acknowledge that they have a problem and begin to seriously think about making healthier lifestyle changes. They want to explore in depth the level of their difficulties in changing ineffective mental functioning. Self-assessments are very powerful tools for helping participants learn more about themselves to gain valuable insights into their constructive and destructive ways of thinking, to better understand themselves, and to gain valuable insights into their thinking, feelings and behaviors. Self-assessments allow facilitators to gather information about participants to get a complete picture of each person.

Facts about self-assessments:

- Self-assessments provide you with a small sample of behavior and should not be used to stereotype participants. Self-assessments are designed to allow participants to explore their behavioral strengths and weaknesses.
- Factors such as cultural background, handicaps, and age should be taken into consideration when exploring self-assessment results.
- Self-assessments are designed to be self-administered, scored and interpreted by the participants. However, facilitators should be available to assist participants in understanding their scores in an objective and helpful way.
- Self-assessments are designed to gather self-reported data, thus the results are dependent on each participant's motivation and cooperation.
- Self-assessment results should be explored in light of other behavioral data that facilitators have available, not in isolation.
- Self-assessments can be used with individual participants or with groups.
- Self-assessments can be used to form specific decisions about the type of instruction that would be most beneficial. Thus, if your group scores lowest on a particular self-assessment in a section, that might be an effective place to concentrate instruction.
- Participants can use the results of their self-assessments to adjust and improve their behavior.

(Continued on the next page)
Using this Workbook to Modify Behavior

Motivated Behavior Modification (MBM) Components (Continued)

**STEP 2: Support System** – The next step in behavior modification involves participants recognizing who is in their support system and specifically identifying which people are supportive of which topics. This requires participants to think about who can support them through each particular behavior modification, what their supporters can do, and how their supporters will help. Support people may vary for each behavior. The person who is being supportive about mental sharpness can be different from the one being supportive about exploring lifelong learning.

**STEP 3: Journaling** – The next step in behavior modification is journaling answers to specific questions. Journaling has been shown to be very effective in helping people to think critically about themselves and issues they are coping with. It is wise to remind participants not to concern themselves with grammar or spelling. Just free-writing thoughts and ideas is the purpose of the journal.

**STEP 4: Goal Setting** – The next step in behavior modification is to set goals to modify behavior. Goals initiate an action plan, and motivate and guide behavioral change. Participants will set goals that will replace their old, negative habits with new, healthier and positive habits. It is important to help participants determine which specific behaviors they want to change. This will help to give order and context to the change process. Goals provide participants with direction, priorities and a well-conceived action plan for MBM. Goals should meet these criteria:

- **Specific and Behavioral**: Goals must be stated in concrete, behavioral terms. For example, “I would like to begin studying at the community college” would be a concrete, behavioral goal.

- **Measurable**: Goals must be measurable so that people can track their progress. For example, “I want to learn something” is too vague to be measured accurately, but “I want to study Spanish at the community college starting in the fall semester” can be measured.

- **Attainable**: Goals must be within reach or participants will not be motivated to work toward them. They must feel that they have a realistic opportunity to achieve their goals. For example, “I will apply for admissions to the community college by May” is an attainable goal.

- **Relevant**: Goals must be important to the participant. For example, learning a second language can help keep a person’s brain young, and aid in communicating with people in the community will help to provide motivation.

- **Time-Specific**: Goals must have specific times for completion if they are going to have power. However, the time frames need to be reasonable and realistic so that participants will feel comfortable with their commitment. For example, by setting a goal of “I want to apply for admissions to the community college by summer so I can begin taking classes in the fall” sets a realistic time frame to accomplish the goal.

The goal setting process helps participants to be personally accountable in changing their unhealthy behaviors.

**STEP 5: Monitoring** – The next step is to monitor behaviors until desired outcomes are reached. Sections will be included for participants to keep a regular record of their activities and progress. Motivation is the intrinsic drive that pushes participants into action and makes permanent behavioral changes. Motivation is enhanced when participants are working toward specific goals and monitoring their progress as they continue to make motivated behavioral modifications. By monitoring their progress as they move toward goals, participants reinforce MBM.

**STEP 6: Rewards** – This step defines rewards for accomplishing behavioral goals. Healthy and meaningful rewards will vary from person to person. Participants will benefit by rewarding themselves for any positive steps taken to change unhealthy behaviors.

**STEP 7: Tips** – This final step provides insights into ways people can deal with unwanted behaviors.
Introduction for the Participant

Many people focus on emotional wellness in their overall wellness plans. However, in recent years, intellectual wellness has come to the forefront as a critical component in the overall wellness and life satisfaction of people. Your mind has a striking influence on your emotional wellness and your physical wellness. In fact, research indicates that your thinking actually triggers many of your emotional reactions, and your thinking also can lead to physical ailments.

Intellectual wellness is critical to your overall well-being. People who are intellectually well, tend to be independent thinkers, open to new ideas, interested in lifelong learning, curious and creative, and able to pick up on new ideas and concepts. In addition, they are able to concentrate, focus, and remember people, places and events.

People enjoy many benefits from maintaining emotional wellness:

- You will be more interested in learning in and outside of the classroom.
- You will be more creative.
- You will learn the connection between thoughts and feelings.
- You will be better able to use common sense.
- You will be more open-minded and accepting of others and their ideas.
- You will more trusting of your own ideas and not need to rely solely on the ideas of “experts.”
- You will be able to approach learning situations with eagerness.
- You will be able to think critically.
- You will develop effective and efficient thinking skills.
- You will see how your mind can open up new avenues of exploration.

As you can see, you have many reasons to develop intellectual wellness skills and habits. The biggest challenge is to find ways to learn about your mental functioning so that you can develop the mindset to be a creative, critical and independent thinker.

The purpose of the Intellectual Well-Being Workbook is to help you understand the relationship between mental functioning and your overall well-being, and to keep you motivated while you modify your thought-related behaviors. In this workbook, you will engage in various types of self-assessments. You will have an opportunity to set effective intellectual goals and look forward to living a healthier life.

(Continued on the next page)
Some Things to Remember

Developing effective intellectual behaviors can be difficult, as is implied in the adage “It’s difficult to teach an old dog new tricks!” Developing your mental functions can be a challenging task, but by completing the activities in this workbook, your goals can be accomplished. You can do this!

- **Take one step at a time.** By working on one behavior at a time, the task of changing your behavior will not feel insurmountable. Because mental functions are so difficult to develop, it is important to start with small mental functions and work slowly to change one at a time. By trying to change more than one behavior at a time, people set themselves up for failure. Keep it simple!

- **Create a support system to help you develop your intellectual functioning.** Who can you ask for help and support in modifying your intellectual functions? Choose people with whom you feel comfortable, people who would be helpful in a specific area of your life, and people who know that you are trying to make changes. You don’t have to suffer in silence to successfully develop new, more effective thinking skills. Let people know about your desire to change and allow others to support you.

- **Write everything down on paper.** Saying you are going to make changes will not suffice. Self-assessments, working on defined behaviors and writing concrete goals that you set for yourself will help you to be successful.

- **Be persistent in your efforts and do not give up on yourself.** Remember that it takes time to change ingrained thinking patterns. Do not expect immediate results. The purpose of setting goals is to help you take smaller steps leading to your overall goal. Plan for a healthier lifestyle. By developing Motivated Behavior Modification (MBM) goals to work toward and achieve, you will remain motivated while you slowly turn unhealthy or lazy habits into healthy and ambitious ones.

- **Be accountable.** If during your efforts to make positive changes you slip and go back to old thinking habits, don’t let this stop you. Attempt to learn from your setbacks and use your newfound knowledge to make successful choices to move forward. Monitor your progress.

- **Reward yourself for a job well done.** HEALTHY and meaningful rewards provide you with positive feedback and motivate you to continue in your efforts to develop greater intellectual well-being. You will find ways to reward yourself for each job well done.

- **Use the tips, as applicable to you, provided on the last page of each of the sessions.**

You are now prepared to begin making Motivated Behavior Modifications (MBMs)! Working through the steps in each section of this workbook will allow you to more easily change ineffective thinking to effective thinking. This process really works. It is an exciting way to change your thinking patterns so that you can begin to enjoy and appreciate a happier, healthier life.
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SECTION I

OPEN TO NEW IDEAS

There is much to be gained from opening the door to your mind and letting new ideas and beliefs come in.

— Senora Roy

Name ____________________________________________________________

Date ____________________________________________________________
Intellectually well people are open to new ideas. They are open to different ways of thinking about the complexities of the world and issues confronted by society. This type of thinking is often referred to as divergent thinking. Being open to new ideas is vital to making effective decisions, exhibiting personal creativity and innovativeness, and understanding yourself better.

The purpose of the Open to New Ideas Self-Assessment is to help you explore how open you are to new and different ideas in your personal and professional life. This self-assessment contains three individual scales. Read each statement carefully and circle the number of the response that describes you best.

Do not pay attention to the numbers, just the headings:

- Usually True
- Rarely True
- Not True

In the following example, the circled 3 indicates the statement is usually true of the person completing the scale:

1. I come up with unique solutions to problems ................. 3 2 1

This is not a test and there are no right or wrong answers. Do not spend too much time thinking about your answers. Your initial response will be the most true for you. Be sure to respond to every statement.

Turn the page and complete the Self-Assessment
# OPEN TO NEW IDEAS

## Step 1: Self-Assessment Scales

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<th>USUALLY TRUE</th>
<th>RARELY TRUE</th>
<th>NOT TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I come up with unique solutions to problems</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. I can generate wild ideas that often work</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. I rarely look at things in new ways</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. I am not good at solving unusual problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. I am innovative in solving problems</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. I conceptualize problems differently from other people</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. I enjoy repetitive tasks</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. I don't enjoy the problem solving process</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9. I am good at brainstorming creative ideas</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. I like to approach problems in new ways</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**I. TOTAL = _____**

<table>
<thead>
<tr>
<th></th>
<th>USUALLY TRUE</th>
<th>RARELY TRUE</th>
<th>NOT TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. I am open-minded to change</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>12. I am not able to adapt easily</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>13. I have lots of new ideas</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>14. I am not spontaneous</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15. I have strong views and will not sway away from them</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>16. I like to learn about new topics</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>17. I have trouble taking positive, calculated risks</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>18. I like ideas that challenge my beliefs</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>19. I will not change what I think</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20. I cannot change how I view the world</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**II. TOTAL = _____**

<table>
<thead>
<tr>
<th></th>
<th>USUALLY TRUE</th>
<th>RARELY TRUE</th>
<th>NOT TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. I can form images in my mind</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>22. I fantasize a lot</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>23. I like to think of new possibilities</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>24. I don't have many memories from the past</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>25. I picture images in my mind</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>26. I have a vivid imagination</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>27. I can build mental scenes in my mind that do not exist</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>28. I have difficulty thinking of possibilities for myself</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>29. I often imagine tastes or smells from my past</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>30. I have trouble picturing the outcomes of two alternatives in my mind</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**III. TOTAL = _____**

*Go to the Scoring Directions on the next page*
OPEN TO NEW IDEAS

Step 1: Self-Assessment Scoring Directions

People find themselves in situations where they run out of ideas. The self-assessment you just completed is designed to help you explore how open you are to develop, and to use thinking, that is outside of the traditional box. On the previous page, total the circles in each scale and write them on the line marked TOTAL. Then transfer that number below. Next, add your three scores to get your Open to New Ideas Self-Assessment total score.

I. Outside the Box Scale Total = _________
II. Ideas Scale Total = _________
III. Imagination Scale Total = _________

Open to New Ideas Self-Assessment Total Score = _________

Profile Interpretation

Find the range for your scores and use the information below to assist you in the interpretation of your scores.

<table>
<thead>
<tr>
<th>Total Individual Scale Scores</th>
<th>Total Self-Assessment Score</th>
<th>Result</th>
<th>Indications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scores from 24 to 30</td>
<td>Scores from 71 to 90</td>
<td>High</td>
<td>You are very open to the ideas of others, are able to think outside the box, and have an imagination that allows you to discover novel solutions to problems.</td>
</tr>
<tr>
<td>Scores from 17 to 23</td>
<td>Scores from 51 to 70</td>
<td>Moderate</td>
<td>You are somewhat open to the ideas of others, are somewhat able to think outside the box, and have an imagination that sometimes allows you to discover novel solutions to problems.</td>
</tr>
<tr>
<td>Scores from 10 to 16</td>
<td>Scores from 30 to 50</td>
<td>Low</td>
<td>You are not very open to the ideas of others, have difficulty thinking outside the box, and have a limited imagination that holds you back from discovering novel solutions to problems.</td>
</tr>
</tbody>
</table>

Regardless of your score on the individual scales or the total self-assessment, all of the exercises that follow have been designed to help you develop openness to new ideas.

Go to the Scale Descriptions on the next page
OPEN TO NEW IDEAS

Step 1: Scale Descriptions

Outside the Box – This scale is designed to measure your ability to think from a new and different perspective. People scoring high on this scale are usually able to think in novel ways. They are able to move past obvious ways of operating to generate unconventional ideas.

Ideas – This scale is designed to measure how you generate ideas. People scoring high on this scale will listen and evaluate new perspectives, explore the value of non-traditional ideas, and strive to create new and improved ways of getting things done.

Imagination – This scale is designed to measure your imagination. People scoring high on this scale are able to see mental images in their mind of things that exist, as well as the ability to imagine objects, situations or circumstances that do not exist now. They are able to visualize mental images, sounds, tastes, smells or sensations.

Step 2: Recognize and Develop a Support System

Supportive people in your life can help you to develop your intellectual wellness. People in your support system can encourage and help you to explore possibilities to develop your imagination, think outside the box and be open to new ideas.

Complete the following table with people who might be in your support system.

<table>
<thead>
<tr>
<th>Supporter</th>
<th>How This Person Can Support Me</th>
<th>How I Can Contact This Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>My friend Kathy</td>
<td>She likes hearing about my ideas.</td>
<td>Email: <a href="mailto:Kathy@ooo.com">Kathy@ooo.com</a></td>
</tr>
</tbody>
</table>

Keep this list handy. Call, email or text when you need support.
OPEN TO NEW IDEAS

Step 3: Keep a Journal – My Openness

The following journal questions are designed to help you explore how open your mind is to new ideas. Remember, your thinking can affect how motivated you are to make healthy changes in your behavior.

Write about a time you thought outside the box.

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

Write about a time you creatively solved a problem.

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

Write about how you generate new ideas. Alone? Brainstorming with others? Taking a Walk? Tell how this works for you.

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

Write about a time you used your imagination to solve a problem.

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

Write about a way you can be open to new ideas.

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
**OPEN TO NEW IDEAS**

**Step 4: Set Goals**

Having an open mind leads to living a full life. Being flexible and able to think in new ways is important when you encounter new experiences and ideas. For your action plan, identify the behavior you want to change and the specific goals required for you to take, in order to reach your ultimate goal; the behavior that will help you to be more receptive and open to new ideas, which is necessary for your intellectual well-being.

The behavior I want to change_____________________________________________________________________

**Goals need to be SMART:**

Specific, Measureable, Attainable, Realistic and Time-Specific

<table>
<thead>
<tr>
<th>Goals</th>
<th>How I Will Measure This Goal</th>
<th>How This Goal Is Attainable and Realistic?</th>
<th>Time Deadline</th>
<th>How This Will Help Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have less arguments with members of my blended family</td>
<td>Less amount of verbal confrontations</td>
<td>I can be more flexible and open-minded with ALL family members.</td>
<td>6 months</td>
<td>I will have less stress and more family harmony.</td>
</tr>
</tbody>
</table>

If you are having trouble identifying goals, consult TIPS, page 30.
**Step 5: Monitor My Behavior – Outside the Box**

Monitoring your progress toward your openness to new ideas will help ensure that you are becoming more imaginative and able to think outside of the box. Keeping track of your behaviors through logs will help you determine what you have accomplished at given times. Periodic re-evaluations support your success. Once you reach your goal(s), set new ones to improve or maintain what you have already achieved. Use a separate page for each innovative behavior you want to develop.

**EXAMPLE:**

My “outside of the box” behavior change. Form a different perspective when trying to solve problems

My goal. Learn to brainstorm ideas with trusted friends

<table>
<thead>
<tr>
<th>Date</th>
<th>My Accomplishment</th>
<th>How It Felt</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/1/2014</td>
<td>I brainstormed some ideas with Joe</td>
<td>I feel like there are some possibilities</td>
</tr>
</tbody>
</table>

**Outside the Box**

My “outside of the box” healthy behavior change

My goal

<table>
<thead>
<tr>
<th>Date</th>
<th>My Accomplishment</th>
<th>How It Felt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

(Continued on the next page)
Step 5: Monitor My Behavior

Outside the Box (Continued)

For what problem are you having a difficult time finding a solution? 

________________________________________________________________________________________________________

With whom does this problem occur?

________________________________________________________________________________________________________

Is this problem at work, in school, in the home, in the community, or somewhere else?

________________________________________________________________________________________________________

How do you typically solve your problems, or find solutions to your problems?

________________________________________________________________________________________________________

Who can help you solve this problem?

________________________________________________________________________________________________________

Is there any reason not to ask this person for help?

________________________________________________________________________________________________________

Think outside of the box. What are a few possibilities of actions you can take to solve this problem?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

(Continued)
OPEN TO NEW IDEAS

Step 5: Monitor My Behavior – Ideas

Openness to ideas and different ways of thinking about the world and the issues that emerge from our complex society is important in decision-making, problem solving and creativity. Keeping track of your behaviors through logs will help you determine what you have accomplished at given times. Periodic re-evaluations support your success. Once you reach your goal(s), set new ones to improve your ability to generate ideas for life’s every day solutions. Use a separate page for each change.

EXAMPLE:

My “new idea” behavior change: Change how I think about people from cultures other than mine
My goal: Learn more about other cultures

<table>
<thead>
<tr>
<th>Date</th>
<th>My Accomplishment</th>
<th>How It Felt</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/1/2014</td>
<td>I traveled to another country</td>
<td>I was shocked at the stereotypes I held that were just not true!</td>
</tr>
</tbody>
</table>

Ideas

My “new idea” behavior change
My goal

<table>
<thead>
<tr>
<th>Date</th>
<th>My Accomplishment</th>
<th>How It Felt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Continued on the next page)
OPEN TO NEW IDEAS

Step 5: Monitor My Behavior – Ideas (Continued)

Do you consider yourself flexible or rigid? Explain.

________________________________________________________________________________________________________

________________________________________________________________________________________________________

Do you consider yourself open to new ideas or closed? Explain.

________________________________________________________________________________________________________

________________________________________________________________________________________________________

What was a time you were presented with a new idea, refused it and were so glad?

_____________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

What was a time you were presented with a new idea, refused it and were sorry later?

____________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

What was a time you were presented with a new idea, immediately open to it, and sorry later?

____________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

What was a time you were presented with a new idea, immediately open to it, and it worked out great.

________________________________________________________________________________________________________

________________________________________________________________________________________________________

How does this quotation from Edward de Bono relate to you?

Studies have shown that 90% of error in thinking is due to error in perception. If you can change your perception, you can change your emotion and this can lead to new ideas.
Step 5: Monitor My Behavior – Imagination

Having an active imagination can help you be intellectually healthy! Monitoring your progress toward your goals will help to reinforce your openness to new ideas. Keeping track of your behaviors through logs will help you determine what you have accomplished. Periodic re-evaluations support your success. As you achieve your use of imagination goals, set new ones to improve or maintain what you have already achieved. Use a separate page for each way you want to develop your imagination.

EXAMPLE:

My “imaginative” behavior change To begin imagining more possibilities for myself in my career
My goal To imagine my “perfect” career in the future, and then develop ideas of how to achieve this image

<table>
<thead>
<tr>
<th>Date</th>
<th>My Accomplishment</th>
<th>How It Felt</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/1/2014</td>
<td>I began reading about successful business people</td>
<td>Empowered</td>
</tr>
</tbody>
</table>

(Continued on the next page)
Step 5: Monitor My Behavior – Imagination (Continued)

How would you describe your imagination?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

In what ways do you use your imagination?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

What is an example of a time when you used your imagination and it enhanced your intellectual growth?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

How does your imagination help in solving problems?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

How do you use your imagination by picturing images in your mind?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

What has been a barrier to your using your imagination?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________
OPEN TO NEW IDEAS

Step 6: Reward Myself

Hopefully, you are becoming aware of why it is important to be open to new ideas, and also to learn how to begin enhancing your current functioning in these areas! Congratulations! You need to give yourself a pat on the back or some other meaningful reward. People who reward themselves are more likely to remain open to new ideas than people who don’t! Your reward needs to be something that will give you the incentive to continue to think outside the box. It needs to be healthy, within your budget and something you’ll be excited about. If you are buying yourself something, be sure your reward is something you wouldn’t ordinarily buy or do. Brainstorm some possible rewards.

- Rewards that would be meaningful to me ____________________________________________
- Small rewards I could give myself ___________________________________________________
- Large rewards I could give myself ___________________________________________________
- Things that would not cost money and would be fun ____________________________________
- Rewards that I can afford and that would be fun _______________________________________
- Rewards that I enjoy alone __________________________________________________________
- Rewards I enjoy with people who support me __________________________________________

You deserve a pat on the back for the hard work you are completing in this section. Rewards help you to pay attention to your triumphs, not your setbacks. Rewards will create good feelings and propel you to want to work harder to reach your goals. Whenever you have completed or achieved one of your goals, treat yourself to one of the items on your list.

You can also reward yourself by giving yourself positive affirmations when you have achieved a goal. Below are some samples. Cut them out and post them in visible spots at home and work! If these don’t work for your goal, write your own on sticky notes!

I am creative and resourceful.

A different perspective is a good thing!

Being creative is a joy.

I can think outside the box!

I can be an innovator!

I let my imagination soar!

I am imaginative.

I am an idea machine!

I am open-minded!

Albert Einstein said, “Imagination is everything. It is the preview of life’s coming attractions.”

What does this quote mean to you? ___________________________________________________

________________________________________________________________________________

________________________________________________________________________________
OPEN TO NEW IDEAS

Step 7: Tips For Motivated Behavior Modification

Outside the Box

- Try to look at a situation or task from a different perspective.
- Think differently with an open mind and find new ways of functioning creatively.
- Challenge your assumptions and beliefs. Where did they come from? Just because some things have always been done a certain way does not mean that they must continue to be done that way.
- Break pre-conceived norms or rules to get ideas or the solutions you need. Try doing something backwards to get a new perspective.
- Gather a few people together and free-style, brainstorm solutions.

Ideas

- When you have ideas, jot them down to avoid forgetting them.
- Brainstorm for ideas. When brainstorming, state ideas regardless of how different they sound at the time. Write down all ideas and then revisit them at a later time.
- Get away from habits and routines. When you do, you will find that the mental habits which are stifling your creativity will disappear.
- As you daydream, jot down ideas that simply pop into your head. Because your subconscious continues to work while daydreaming, you will generate more creative ideas than when you are concentrating on a task.
- Keep a piece of paper and pencil by your bedside. If, during the night, a thought pops into your head, write it down and go back to sleep. There might be more!

Imagination

- Be creative and try different ways of thinking by engaging in puzzles like crossword puzzles, number puzzles, jigsaw puzzles, etc.
- Read books that will take you to new worlds. This will allow you to experience sights and sounds that do not exist in your present world. Regardless of the plot of the book, think about new ways that the story could have ended.
- Think about stores, businesses, and online shops where you interact and how you could improve upon their products, packaging, logo, service, etc. Think about ways (in your mind) that you could envision each working more effectively.
- Try new hobbies and activities such as learning a new language or researching a new country you know nothing about. You will look at the activity from a different perspective.
- Try a guided imagery CD to help you visualize.