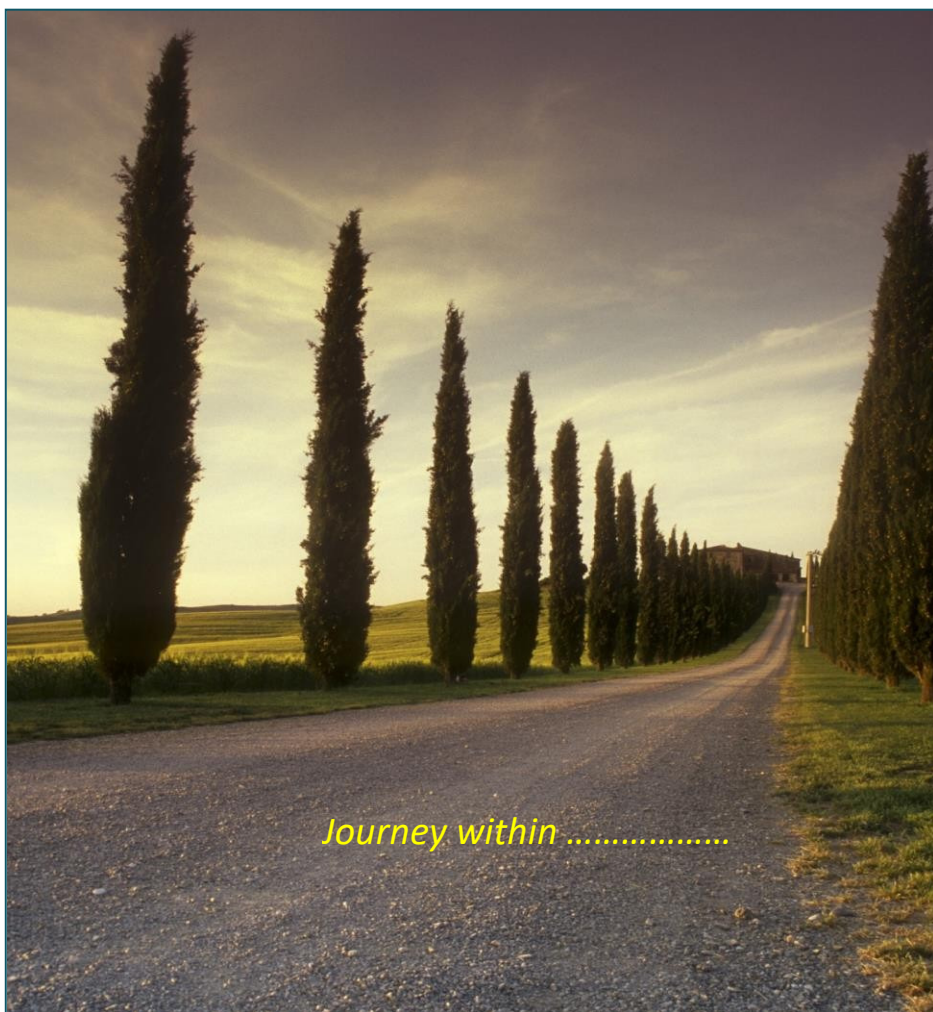


Annexures



*Spiritual intelligence
development
programme is prepared
to enhance the
spiritual intelligence of
people*

*SELF
TRANSFORMATIONAL
GUIDE ; HAPPY ME
Tulna Awasthi*

“Just as a candle cannot burn without fire, men cannot live without a spiritual life”– Buddha

Spiritual intelligence programme

The Spiritual Intelligence Programme (SIP) is to enhance spiritual intelligence among teachers. This is a self-development programme visualized as a continuous process of self-transformation. It will help teachers to have an insight, understand oneself and work upon one to be a better me. It therefore starts with knowing oneself. Understanding ones strength and weaknesses and working over them .The whole programme is divided:

- Awareness programme, here in awareness will be created within the individual about oneself through different tools and techniques.
- Understanding, moving one step ahead a deeper insight will be drawn to understand oneself
- Realisation, an act of becoming fully aware of something as a fact. Participants will be able to realize the need
- Sensitivity the quality or condition of responding to certain stimuli in a sensitive manner. Activities, talks will be done in such a way so that one is sensitised.
- Attitude a settled way of thinking or feeling about something.
- Commitment the state or quality of being dedicated to a cause or activity
- Change in behaviour can refer to any transformation or modification of human behaviour.

AWARNESS

UNDERSTANDING

REALISATION

SENSITIVITY

ATTITUDE

COMMITMENTT

CHANGE IN BEHAVIOUR

Eight Dimensions are taken in to consideration, Harmony with self, others,, forgive and forget, Acceptance of others, Pause, self-awareness- inner self and outer self, Minimum expectation, commitment, consistency of thoughts words and action.

Sr. No.	Components	Indicative Behaviours
1	Self-awareness Physical Social Emotinal	Knowledge of self, meaning and purpose of self
2	Acceptance of situation	Acceptance of all situations, events and individual whether good or bad, happy or sad as the creation of God for the spiritual upliftment of soul
3	Minimum Expectations from self and others	A state where you desire minimum from self and others
4	State of emotional balance(Reaction to Response) Pause	Neither being excited or overwhelmed in pleasure situation nor frustrated or depressed in sad situation.
5	Forgive and Forget	Assessing others view point contextually and accept their behaviour even when one do not agree to that behaviour.
6	Consistency of thoughts, feeling and actions.	Thoughts, words and action should lead to one
7	Commitment	A pledge/dedication to serve to one's fullest potential
8	Harmony with self and others.	Acceptance of every life form as potentially divine and respecting self and others

The complete program is based on these components, aiming Harmony of self, others. For development of spiritual intelligence components are taken in to consideration. The complete program is for a period of five months. The following are the main objective of spiritual developmental programme.

1. To introduce the concept of spiritual intelligence and its implication for the enhancement of spiritual intelligence.
2. To enable participants to understand meaning of spiritually intelligent life.
3. To study the effectiveness of the programme

Spiritual developmental programme is prepared based on the components, different activities are carried on keeping in mind the objectives different life based activity are planned for practical learning.

Day One : Introduction -briefing

Over view of the day

A small movie prepared by investigator depicting problems of society, family, self will be shown.

DAY 1		
Session	Name of activity	Time(Mins)
1	Introduction and outline of programme.(Video)	60

OBJECTIVES : To create awareness about problems around us

AIDS LCD Projector
Chalk board and chalk

Methodology : Lecture and discussion
:Reflection
:Group sharing

PROCEDURE: The session deals with brain storming on things going around us, number of malpractices, corruption, ill behaviour, jealous, anger, and hatred etc. A movie depicting problems of self, family, society, for brainstorming as to number of laws are made, culprits are punished but still issues are increasing, where is the end.

Brain storming questions to be raised. /Reflective Questions

Why do we suffer from such problems?

Root cause behind such problems

Can rules stop the violence around us?

Are we all happy?

Is your happiness permanent?

Do Negative feelings like Jealous, Anger , Ego, Hatred, affect us

What do we do to overcome such things?

Do you want to bring change in this behaviour?

Day TWO: Awareness Programme

Overview of the day ;Awareness of self

**“Awareness is like the sun, when it shines on thing they are transformed”-
Thich Nhatt Manch**

Day 2		
Session(Dimension covered)	Name of activity	Time
1 physical self- awareness	Story 1 Life is in your hands	15 min
	Learning about oneself (ice breaking session) Activity 1 Bhujo to jaano	50min
Session 2	Expectation sharing	60 min

Session Objectives:

- To enable the participants as well as the investigator to get acquainted
 - To feel at ease with each other.
 - To break the ice in an initial group session.
 - To provide participants with a chance to practice talking about themselves
 - To set the ground for sharing outline of programme, objective and expectations
 - To understand expectations of participants
 - To give outline of programme
-

Material Required

- **Charts**
- **Pins**
- **Papers**
- **Sketch pens**

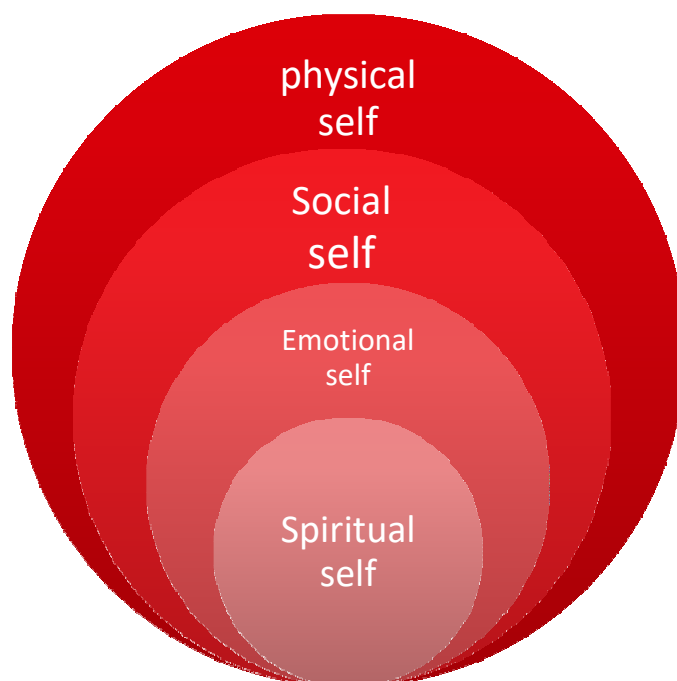
METHODOLOGY

Group Sharing Activity

Individual Activity

Reflection Diaries were given to write down their daily reflection

This area aims at creating awareness about oneself, knowing oneself.



Story: Life is in our hands

Activity 1 Title : Bujho to jano

Method :Group Interaction

Steps:

- 1. Asked participants to share their names adding an adjective to it, for example Beautiful Akshara etc.*
- 2. Every member associated any one object to their name which they feel best describe themselves.*
- 3. Participants were distributed a small chart paper in shape of a tag.*
- 4. Participants drew the object which they felt closely resembles them and wrote their name on it, this tag was than pinned to their shoulder.*
- 5. All participants shared their name, tag and the associated object.*
- 6. Gave reason for the choice of object.*

Note

An introductory activity to help participants share their identities.

Activity Title: 'Expectation sharing'

Method Small group discussion

1. All participants should sit in a group of 8-10
2. In groups they need to discuss with each other about the expectations they have from the programme.
3. Based on expectation shared, charts should be prepared
4. One member from each group should share their group's expectations.
5. Researcher also shared expectation in terms of the participant's engagement with programme.

Researcher gave outline of programme and expectations from them.

ME THE CHANGE

Day 3 Session 1

Day 3			
Session 1	Name	Time	
	Focus group interaction	60 minutes	
	Story 2 Lets change	25min	

OBJECTIVES:

To know the Entry behaviour

To know about participants understanding about spirituality

To know their self-efficacy

Focus Group Interaction on spirituality and self-efficacy lets change ourselves story will be narrated.

Procedure

- **Focus group interaction**
- **Where in spirituality and self efficacy were discussed**
- **Participants understanding were noted.**

Narrating a story

Let's change, world changes if we change ourselves

Day 4 Learning About Oneself

(Dimension covered physical, social and emotional self)

Day 4		
Session	Name	Time
1	Activity1(Information schedule)	15 minutes
	Activity 2(My self-questionnaire)	60 min
	Activity 3 (Pairing Game)	30 min
2	Activity 4 (Group Activity)	30 min
	Activity 5 (Story3 Brittle gourd)	20 min
	Activity 6 (Discussion)	30 min

Objective(S) of the session:

To get basic information of individuals

To develop awareness about oneself

To make participants aware about oneself through game

Material required

- Paper
- Pen
- Information schedule
- Self-inventory questionnaire

Methodology

- Group Activity
- Individual Activity
- Individual reflection

This session was targeted for self-awareness, knowing oneself by activities and questionnaire. Activities were such planned to help self introspection.

Activity 1 (MY SELF)

Information schedule: Information schedule should be distributed among all participants and asked to fill. Information schedule consist of questions related to basic information. **Personal Particulars**

INFORMATION SCHEDULE

NAME: _____

Date of Birth: ____ / ____ / ____ SEX: Female/Male

Email: _____ Mobile _____

Education

Qualification: _____

Achievements: _____

Professional Details

Designation: _____

Experience: _____

Key responsibilities _____

Family Details

Marital Status: _____ Children: _____

General Information

Interests: _____ Hobbies: _____

Co-Curricular Activities: _____

Languages Known: _____

Belief System: Theist / Atheist / Agnostic

Activity 2 (MY SELF)

Self-questionnaire: questionnaire related to basic questions as to their personal strengths, weakness, physical characteristics, feelings, personal situations to understand decision making capacity and outlook.

Steps

1. Participants were given questionnaire in advance.
2. Based on their awareness questionnaire was filled.
3. Questions were based on Thinking, feeling, and doing.
4. Entire activity was discussed

Activity 3 Pairing Game

Steps

In pairing games two –two are to be paired and asked to move as per instructions.

Both standing facing each other.

Holding Hands.

On signal without leaving their hands they should touch the wall facing them.

Researcher observed their behaviour

Activity 4 Group Activity

All participants should stand holding hands in a straight line.

Instructions should be given, Move left

Move five steps right, five steps left, five steps front, five steps backward.

Note: different behaviours will be seen one should observe and note down.

Activity 5 Story 3 Brittle gourd on pilgrimage

(Change is possible only if we work on ourselves)

Researcher interacted with participants discussing the following question
(Reflective questions)

1. *How did you feel writing about yourself?*
2. *Could you directly answer the question?*
3. *Did the questionnaire give you enough scope for insight?*

Day 5 Overview of the Day

Day 5		
Session	Name	Time
1	Exercise on self	40 min
	Case study	15 min
	Situational test	45 min
	Free- release	20 min
Different self exercises to bring self-awareness, case study to note observations and derive conclusions, situational test based on different emotions to study reaction.		

Objective of the session (Dimension covered Self-awareness)

To create self-awareness through self-exercise

To create self-awareness through case study

To create self-awareness through situational test

To have a free release

Material required

- **Paper**
- **Pen**
- **Self- exercise on self**
- **Case-study**
- **Situational test**

Activity 1 Self-exercise questionnaire

A self-exercise questionnaire will be distributed and based on self-reflection and thinking asked to fill.

Activity 2 CASE Study

A case will be given in written and asked to write their observations and conclusion

Each participant should be asked to list item which give them happiness also list items which make them unhappy, based on list prepared gap will be studied, discussion will be carried on .

Activity 3 Situational Test

- 1. Situational test should be distributed and participants should write their responses.*
- 2. Six real life based situations consist of situational test paper.*
- 3. These situations are so framed as to target different emotions.*
- 4. Once responses are given, discussion based on feelings.*

Note : A free release session so that participants open up and freely talk about their emotions.

Day 6 Session 1 (Dimension introspection, self-awareness) Overview of the day

Day 6		
Session	Name	Time
1	Happiness Exercise	45 min
	Discussion	25 min
	Story4(S Buddha things remain with them if you don't take)	20 min

Objective(s) of the session

- To list down things which give them happiness
- To list down things that make them unhappy
- To understand the difference in things giving happiness and unhappiness
- To understand the gap if any.

Material Required

- White board
- Pen/chalk

Activity 1

- Each one should be asked to pen out things which make them happy
- They should pen down things which make them sad or unhappy
- Investigator will prepare a list based of the answers; both the list will be developed.
- Discussion will be carried out to understand gap if any
- Compare if things are same which make them happy and sad.

Reflective thought

- Technology/material things can give you commodities you need but happiness from it is achieved by state of mind

Story : Buddha – if you don't take things remain with them

Day 7 (Dimension Self-awareness) Overview of the day

Day 7		
Session	Name	Time
1	Personality test	120min

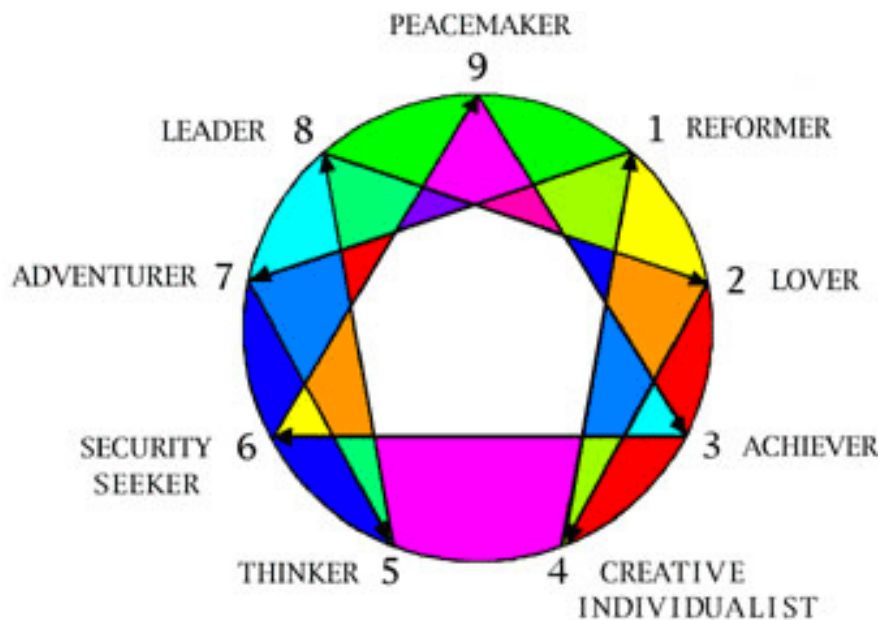
The Riso- Hudson Enneagram Type Indicator Version 2.5 will be administered

Objectives of the session

- To distribute enneagram personality type test.
- Participants to fill personality test.
- To know type of personality through Enneagram
- Enneagram a psychological test will be administered

Material Required

- Riso Hudson Enneagram 2.5 personality test
- Pen



Activity 1

The Riso- Hudson Enneagram Type Indicator Version 2.5

- **Researcher will explain Enneagram**
- **Instructions will be given**
- **Statements will be explained objectively if required.**

Day 8(Overview of the day)

Day 8		
Session	Name	Time
1	Discussion	40 min
	Areas of improvement	60 min

Discussion will be carried up, on enneagram results; areas of improvement will be discussed

Objectives

- To discuss enneagram results

Day 9		
Session	Name	Time
1	Communication skills	20min
	Intrapersonal skills	40 min
	Activity story 5 of Dr.Tom	20 min
	Interpersonal skills	30 min

- To discuss area of improvements

Material Required

- Results of Ennagram

Activity 1 Discussion

Personality type will be known; nine different types of personality according to Riso Hudson 2.5 will be discussed.

Day 9 (Overview of the day) Dimension Harmony with Self, others and Situation, Acceptance

Objectives of the session

- To know about intra personal skills
- To know about inter personal skills

Activity 1 Explanation Communication skills

Communication plays a great role in making relations work; one can make or spoil one because of communication. To improve one needs to develop following skills

Intrapersonal skills

- Self-awareness
- Self esteem
- Self confidence
- Resilience

Activity

Story of Dr.Tom (How special touch and empathy works)

Interpersonal skills

- Empathy
- Perceptiveness

Communication plays a great role in making relation, to improve one need to work upon intrapersonal skills and interpersonal skills

***Day 10, 11, 12 (Overview of three days)
Dimension covered introspection, self-awareness,
harmony***

Personal Johari window will be developed for every individual, with help of group members; this will help to know one better. Johari window will be developed by giving and ***receiving feedback***.

Day 10,11,12		
Session(Day 10)	Names	Time
1	Johari window (Basic Explanation)	45 min
	Develop first window for self	45 min
Session 1(Day 11)	Develop second window (unknown to self)	60 min
	Develop third window (concealed self)	30 min
Session 1 (Day 12)	Discuss 4 th window	30 min
	Over all self	40 min
	Story6 value of Rs. 500	20 min

Objective of the session

- To know about johari's window
- To develop johari's window for self
- To help introspection

Material Required : Paper & Pen

Activity 1 Johari's window

A Model for Enhancing Self Awareness through soliciting and giving Feedback.

Robert Hogan and Rodney Warrenfeltz argue that any set of competencies can be grouped under the following heads:

1. Intrapersonal skill consisting of self-esteem, self-confidence, resilience, emotional stability and stable positive moods etc.
2. Interpersonal skill like empathy, perceptiveness etc.
3. Leadership skill.

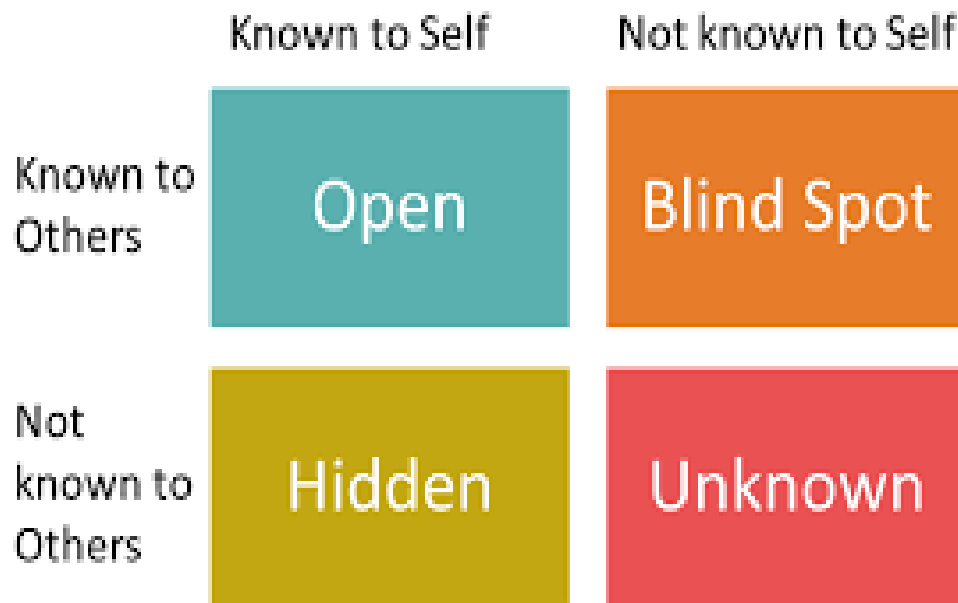
They further argue that for a successful career the first two skills are foundational in nature. But the starting point for developing three skills is “Self Awareness” which has essentially two components:

1. Awareness of one self, that is, how one thinks and evaluates one self.
2. Awareness of other perception about himself/herself, that is how far one is aware as to how other think and evaluate.

One of the best ways to enhance this Self-awareness is by giving and receiving feedback. It is very essential to do this to enhance Self-awareness which in turn helps enhancing both intra and inter personal skills.

The process of giving and receiving feedback is one of the most important concepts in laboratory training. It is through feedback that we implement the poet's works, “To see ourselves as other see us”. It is also through feedback that other people know how we see them. Feedback is a verbal or non-verbal communication to any person or group providing them with information as to how their behavior is affecting you or the state of your here and now feelings and perceptions (giving feedback or disclosure). Feedback is also a reaction by others usually in terms of their feelings and perceptions, as to how your behavior is affecting them (receiving feedback). The term was originally borrowed from electrical engineering by Kurt Lewin, one of the founding fathers of the laboratory training.

The process of giving and receiving feedback can be illustrated through a model called the Johari Window .The window was originally developed by the two psychologists Joseph Luft ,and Harry Ingham , for their program in group process. The model can be looked upon as a communication window through which you give and receive information about yourself and other.



The Johari Window (Luft, 1969)

Looking at the four panes in term of columns and rows, the two columns represent the self and the two rows represent the group.

Columns one contains “things that I know about myself”;

Columns two contains “things that I do not know about myself”.

Row one contains “things that the group does not know about me.” The information contained in these rows and columns is not static but move from one pane to another as the level of mutual trust and the exchange of feedback varies in the group. As a consequence of this movement, the size and shape of the panes within the window will vary.

The first pane, called the Arena containing things that I know about myself and about which the group knows. It is an area characteristic by free and open exchange of information between me and others. The behavior here is public and available to everyone. The Arena increase in size as the level of trust increase, particularly personally relevant information, is shared.

The second pane, the Blind Spot, contains information that I do not know about me but of which group may know. As I begin to participate in the group, I communicate all kinds of information of which I am not aware, but which is begin picked up by other people. This information may be in the form of verbal cues, mannerism, the way I say things, or the style in which I related to others. The extent to which we are insensitive to much of our own behavior or group issue, example I always coughed before I answered.

In pane three are things that I know about myself but of which the group is unaware. For one reason or another I keep this information hidden from them. My fear may be that if the group of my feelings, perceptions and opinion about the group or individual in the group, they might reject, attack, or hurt me in some way. As a consequence, I may keep this information to myself because I do not see the supportive elements in the group. My assumption is that if I start revealing my feelings, thoughts, and reaction, group members might judge me negatively. I cannot find out, however, how members will really react unless I test these assumptions and reveal something of myself. In other words, if I do not take some risk, I will never learn the reality or unreality of my assumptions. On the other hand, I may keep certain kinds of information to myself when my motives for doing so are to control or manipulate others. The last pane contains things that neither I nor the group knows about me. Some of these materials may be so far below the surface that I may never become aware of it. Other material, however, may be below the surface of awareness to both myself and the group but can be made public through an exchange of feedback. This area is called the "Dark unknown" and may represent such things as intra-personal dynamics, early childhood, memories, latent potentialities and UN-recognize. Since the internal boundaries can move backward and forward or up and down as a consequence of soliciting or giving feedback, it would be possible to have a window in which these would be no Unknown. Since knowing all about oneself is extremely unlikely, the unknown in the model illustrated is extended so that part of it will always remain unknown. If you are inclined to think in Freudian terms, you can call this extension the "Unconscious".

The goal of soliciting feedback and self-disclosure or giving feedback is to move information from the Blind Spot and the Façade into the Arena, where it is available to everyone. In addition, through the process of giving and receiving feedback, new information can move from the Unknown into the Arena. A person may have an "aha" experience when he suddenly perceives a relationship between a here-and-now transaction in the group and some previous event. Movement of information from the Unknown into the Arena can be called "insight" or "inspiration".

It is not an easy task to give feedback in such a way that it can be received without threat to the other person. This technique requires practice in developing sensitivity to other people's needs and being able to put oneself in other people's shoes. Some people feel that giving and receiving feedback cannot be learned solely by practice but requires a basic philosophy or set of values which must first be learned. This basic philosophy is that the individual accepts himself and others. As this acceptance of self and others increases, the need to give feedback which can be constructed as evaluative or judgmental decreases.

Activity 2

Story of Rs. 500, everyone has its own value; no one can reduce your worth. Day 13 (Overview of the day)

Day 13		
Session	Names	Time
1	Motivational Talk (Abdul Kalam Life)life story 7	35 min
	Gandhi's life (Life learning 8)	
	Video 2 power of self	10 min
	Explanation	25 min

Motivational talk about life of Abdul kalam, how his attitude, hard work, positive thoughts, determination made him a successful human being. A video of Nassrudin shah showing power of self, thought and action.

Objectives of the session

- To help understand power of self
- To help understand attitude changes everything.
- To help understand power of thoughts

Material Required

- Lap top Projector Video

Activity 1: Motivational talk

Motivational talks which motivates, build energy, ignites the force within.

The session started with a short talk of A.P.J.Kalam, his childhood, power of thoughts which leads to power of self.

To explain how attitude helps you to change things.

Activity 2 : Power of One

Motivational videos showing power of one, power of self.

A motivational video showing how a good thought which if brought to an action can change world. Never think what I alone can do.

Meditation for beginners will be done so as to experience the peace, introspection activity will be done to realise inner self, reflection to study ones own behaviour.

Day 14(Overview of the day)

	Day 14	
Session	Names	Times
1	Meditation	10 min
	Introspection	30 min
	Reflection	15 min
	Discussion	30 min

Objective(s) of the session

- To learn to concentrate on thoughts
- To learn to pay attention on breath
- To learn to see effect of inhale and exhale on body

Material required

- Music to help meditation process (Appendix)
- Music system
- Pen
- paper

Activity-1 Meditation

Meditation is an approach to train the mind, similar to the way that fitness is an approach to train the body. *“In Buddhist tradition, the word ‘meditation’ is equivalent to a word like ‘sports’. Different meditation practices require different mental skills.*

Sit or lie comfortably.

Close your eyes.

Make no effort to control the breath; simply breathe naturally.

Focus your attention on the breath and on how the body moves with each inhalation and exhalation. Notice the movement of your body as you breathe.

Observe your chest, shoulders, rib cage, and belly. Simply focus your attention on your breath without controlling its pace or intensity. If your mind wanders, return your focus back to your breath.

Activity 2 Introspection

Introspection- *The process of thinking deeply and carefully to examine your own ideas, feelings, etc.*

Steps

Sit or lie down
Take few deep long breath
Follow your breath in and out
Be in a relax state
Now explore, what is your passion?
What do you love most about yourself?
If you had all the money, how would you spend your time?
Write notes
Sit with your thoughts (answers), see how you feel

Note

- For introspection you can sit ideal, lie down on bed, take a long walk any one in peace it should not be interrupted.
- Do it every day same time if possible.
- Try to uncover your self
- Repeatedly do, this will help to know you better.

Activity 3 Reflection

Reflection- Reflect over an incident, happening which made you angry. Revine the whole incident, flash back

Observe as a third party observer, Note your observation, Discussion will be followed.

Day 15(overview of the day)

Day 15		
Session	Names	Time
1	Activity (Reaction to Response)	30min
	Learn to Pause(Talk)	30min
	Situation Reaction to Response(Story 9)	30 min

Journey from Reaction to Response, we react to any situation and this reaction loses our power of thought which leads to problem, instead we need to learn to response.

Objective

- To learn to take a pause before action
- To learn to response instead reacting
- To learn to take supreme help

Activity 1: Reaction to Response, Learn to Pause

Talk

- To convert our reaction to response , we need to learn to pause, when any situation arise where in your immediate reaction will lead you to stress, anxiety, loss of inner peace, take a pause just stop don't react if not possible leave the place but don't react.
- Don't answer take an inner pause
- Take five deep breathe ,long slow breathe (this long deep breathe will help you manage ego activation on a biological level)
- Ask for help from supreme(help from supreme definitely helps to change reaction to response helps to take a pause)

Day 16 (Overview of the Day)

Day 16 Emotional Balance		
Session	Names	Time
1	Respond to Negativity	90 min
	Story 10(fresh lime water)	20 min
	Vedio 3 Sandeep M	20 min

(Dimension covered emotional balance)

Objective

- To help to respond to negativity
- To help learn to empathies

How to Respond to Negativity

(Adopted from an article by Peter Bergman)

It may be interesting to know that in most circumstance, countering someone's negativity with positivity doesn't work because it's argumentative. People don't like to be emotionally contradiction and if we try to convince them that they shouldn't feel something, they'll only feel it more stubbornly. And what is more important is that this situation gets more pronounced if a one adopts the positive approach to negate the negative position of the aloof to the reality that people are experiencing.

The other instinctive approach – confronting someone's negativity with your own negativity-doesn't work because it's additive. Your being negative to their negative reaction simply adds fuel to the fire. Negativity breeds negativity.

So how can we turn around negativity?

In one instance a husband discovered the answer when he also initially made the mistake of countering the complaint of his wife about fighting between two kids. At first he tried to convince her that all kids' fights and theirs weren't so bad. Then he became frustrated with her complaining and told her as much.

She got angry. But then she did something really helpful to him; she told him what she needed from him.

All she wanted from the husband that he understands her feelings and she is not alone in dealing with the situation. In fact, he did share her frustration, but he was trying not to be negative – which, of course, made the whole interaction more negative.

The insight from the above incidence has direct relevance to the strategy of dealing with negativity.

“You don't need to change your response. You just need to redirect it.”

We often do this mistake of responding negativity against the negative feelings of positively against them. But a much productive response is to respond negativity with other and positively with them.

Here's what the author suggests; translated into a three-step process for effectively turning around negative people:

1. Understand how they feel and validate it : This might be hard because it could feel like you're reinforcing their negative feelings. But you're not. You're not agreeing with them or justifying their negativity. You're simply showing them that you understand how they feel.
2. Find a place to agree with them: You don't have to agree with everything they've said, but, if you can, agree with some of what they're feeling. If you share some of their frustrations, let them know which. During step 1 and 2 you are responding negatively with other not against them. This relaxes and opens them. It helps them feel that they are not alone and you are not out of touch.
3. Find out what they are positive about and reinforce it : this doesn't mean trying to convince them to be positive. It means giving attention to whatever positive feelings they do show- and chances are they will have shown some because it's unusual to find people who are purely negative. If they are purely negative, then make sure they see you supporting others who have shown positivity. The idea is to pay positive attention to positive feelings. And to offer concrete hope. It's concrete because it's based on actual positive feelings people already have rather than harping on positive feelings you think they should have.

During step 3 you are responding positively with other, not against them. You are showing them you support them. And you are showing them they will be rewarded- with your support and attention- when they do and say things that are positive. During step 3 you are transforming the downward spiral into upward one.

These three steps are not easy to do because we have to fight our highly emotional and even reasonable- tendency to be negative about people who are complaining.

The main problem is how to respond to negativity, normally we react to negativity by negativity, this emotionally contradicts and so how to behave....

Let us understand the strategy by following example:

In a typical target sales dialogue between the boss and bunch of sales persons, the following situation happened:

When the boss passed his employees in the hall and asked how it was going, they would respond with critical comments about a client or they would respond with a critical comment about a client or they would grumble about the amount of work they were juggling.

But the boss felt: "There is so much opportunity here- the business is growing, the work is interesting, and bonus should be pretty good this year- but all he here is

complaining”. His underlying theme was “how can I turn around the negativity that pervades my team?”

His response is completely natural and intuitive. Unfortunately, it’s also completely ineffective. He fell the usual trap: initially, he tried to counter the negativity with positivity. When that did not work, then he became negative himself. Both responses reaped the same outcome: More negativity.

Instead, if he started to listen and validate their negative feelings, what perhaps would have found underneath the complaining was fear. The company had recently lay-off and the survivors were still shaken. **Where their jobs at risk? (Step-1)**

But if we had listened and tell them that he shared some of their anxiety-not about being fired, but about feeling unsettled with so much to accomplish and fewer people to get the job done. In other world, **he was negative with them. (Step-2)**

Then if he had highlighted some positive things he noticed on his team- people taking smart risks, working together on complex sales, and partnering successfully with clients- that were helping to grow the company and secure people’s jobs. In other words, **he was positive with them. (Step-3)?**

When the boss started adopting the strategy, he started reaping the benefits.

Before, he never missed an opportunity to highlight – and criticize- a person’s negativity. Now he didn’t miss an opportunity to highlight-and praise – a person’s positivity.

And it worked. Eventually the mood in the sales group turned and they worked together to bring in the largest client the company had ever won.

The truth is, it’s often easier to teach this stuff than it is to do it. In the heat of the moment, we all can still get frustrated with other people’s frustration. But the following these three steps help tremendously.

One doesn’t need to change one’s response. One needs to redirect it.

3 Steps

1. Understand how they feel and validate it.
2. Find a place to agree with them.
3. Find out what they are positive about and reinforce it.

Story Fresh lime water

Day 17, 18 (Overview)

Day 17,18		
Session(Day 17)	Name	Time
1	Anger management(video 4 of Muktanand swami, JK yoga)	20 min
	Anger management (Talk)	40 min
Session 1(Day 18)	Reflection on anger fast	60 min
	Story 11 orange juice	20 min

Objective

- To learn to manage anger
- To work upon anger reactions
- To note down number of reactions in a day
- To note state of mind during anger and after anger

Material required

- Laptop
- Projector
- Video

Anger fast will be conducted for a week. (Holding onto anger is like drinking poison and expecting the other person to die-Buddha). Anger is normal and evens a healthy emotion but it's important to deal with it in a positive way. Uncontrolled anger can take a toll on both your health and your relationship.

Steps (which will help you manage anger)

Express once you are calm

Do exercise or take a walk, this will help reduce your anger.

Give time for yourself

Talk about your problem, your feelings not others mistake.

Identify solutions

Don't hold grudge.

Practice relaxation.

Acceptance leads to contentment.

Seek help of supreme

Reflective questions (Day18)

Discussion on their experience on anger fast.

Was it successful?

What were the hindrances?

What makes u angry incident or person?

Try to name your emotion like anxiety, fear

Anger is frequently result of frustration, or of feeling blocked or thwarted from something the subject feels important – how to manage

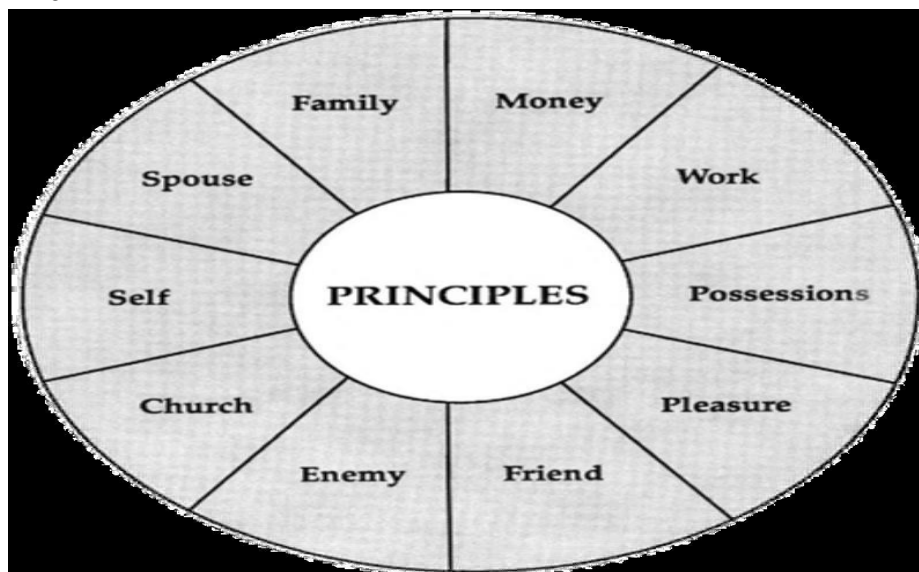
Day 19 (Overview of the Day)

Day 19		
Session	Names	Time
1	Identify your centre (according to Stephen Covey)	120 min
	Discussion	

One should know one's centre of concern but it should not affect your self-worth.
You and your self –worth both are important.

Activity ; Identify Your Center

Objectives : To know ones centre of concern



Stephen Covey's have different principles; one needs to identify one's centre based on

- Guidance
- Security
- Wisdom
- Power.

Day 20 Overview

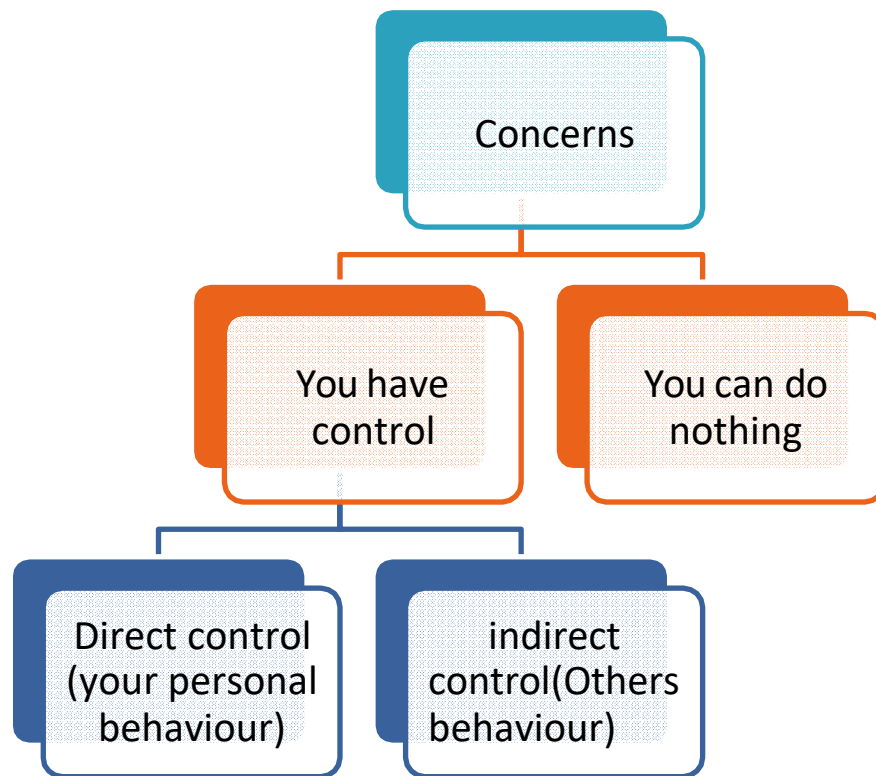
OBJECTIVE

- To know one's own circle of concern
- To know ones circle of influence

Note : One 's circle of concern should be with in circle of influence.

CIRCLE of CONCERN and CIRCLE of INFLUENCE Adapted from The Seven Habits of Highly Effective People by Stephen R. Covey, Simon & Schuster 1992. This technique is good for separating out lower from higher priorities, and gaining ownership for action. A Circle of Concern encompasses the wide range of concerns we have, such as our health, our children, problems at work, the amount of government borrowing, or the threat of war. A Circle of Influence encompasses those concerns that we can do something about. They are concerns that we have some control over. Stephen Covey defines proactive as "being responsible for our own lives.....our behaviour is a function of our decisions, not our conditions. Proactive people focus on issues within their circle of influence. They work on things they can do something about. The nature of their energy in doing this is positive, enlarging and magnifying. They increase their Circle of Influence.

Day 20		
Session	Names	Time
1	Circle of Concern and circle of influence	120 min
	Discussion	



Day 21(Overview of the day)

Day 21		
Session	Names	Times
1	Redirecting Response(Talk)	30 min
	Discussion	30min

“It’s not what happen hurt us but our response to it hurts us”

Objective

- To learn to respond wisely
- To learn to respond for Peace
- To learn not to respond for Ego concerns

Activity

- Redirecting Response
- One need not change the response but can redirect the response in such a way that things are done but in a smooth way.

Discussion

- Discussion based on participants experience and problems faced during reacting to situation and redirecting response.

Free Release of participants concerns, emotions.

Day 22 (Overview of the Day)

Day 22		
Session	Names	Time
1	Open Discussion	90 min

Objectives

- To have a free release (emotions, concerns, influence, things that disturb)
Free Release : How to handle or react disturbing situations. Personal concerns and problems discussed

Day 23(Overview of the Day)

Day 23		
Session	Name	Time
1	Motivational video 5 talk(B.V.Swami,BAPS)	45 min
	Activity (pull less bend more)	30 min
	Motivational video 6 Speech(Manoj Vasudevan)	10 min

Objective

- To realise positivity plays a great role
- To understand one can fix, pull less bend more
- To relate to real life situation.

Activity: Pull less bend more

- Rubber bands to be distributed among all
- Everyone is supposed to pull bands to maximum.
- Study the result.

A motivational speech on positivity by B.V.Swami, and a speech by Manoj Vasudevan you can fix it.

DAY 24 THOUGHTS, WORD, ACTION

Session	Name	Time
1	Thought, word, Action	60 min

Objective

- Ponder on your thoughts
- Watch your Words
- Observe your action.
- Observe the uniqueness of three.

Activity : Situation analysis

Researcher will give different incidents and ask participants to see whether all three are same. Few incidents they will be asked to share where all three are same and different, and personal feeling at that situation.

Reflection

A situation does not make you sad or happy your thoughts, words and actions make you sad or happy.

Example

Elvis Aaron Presley (January 8, 1935 – August 16, 1977) was an American singer, musician, and actor. Regarded as one of the most significant cultural icons of the 20th century, he is often referred to as **the "King of Rock and Roll"** or simply **"the King"**. Such a great Icon use to take pills to forget himself and when asked he said, "I am so unhappy I wish to forget myself so I do so". A man who had everything was not happy his performances on stages were something different at the same time his life was different.

Helen Keller, at the age of 18 months got infected by a virus which resulted to loss of hearing and sight but she became a great philanthropist.

Learn to observe these three and understand that peace prevails when same.

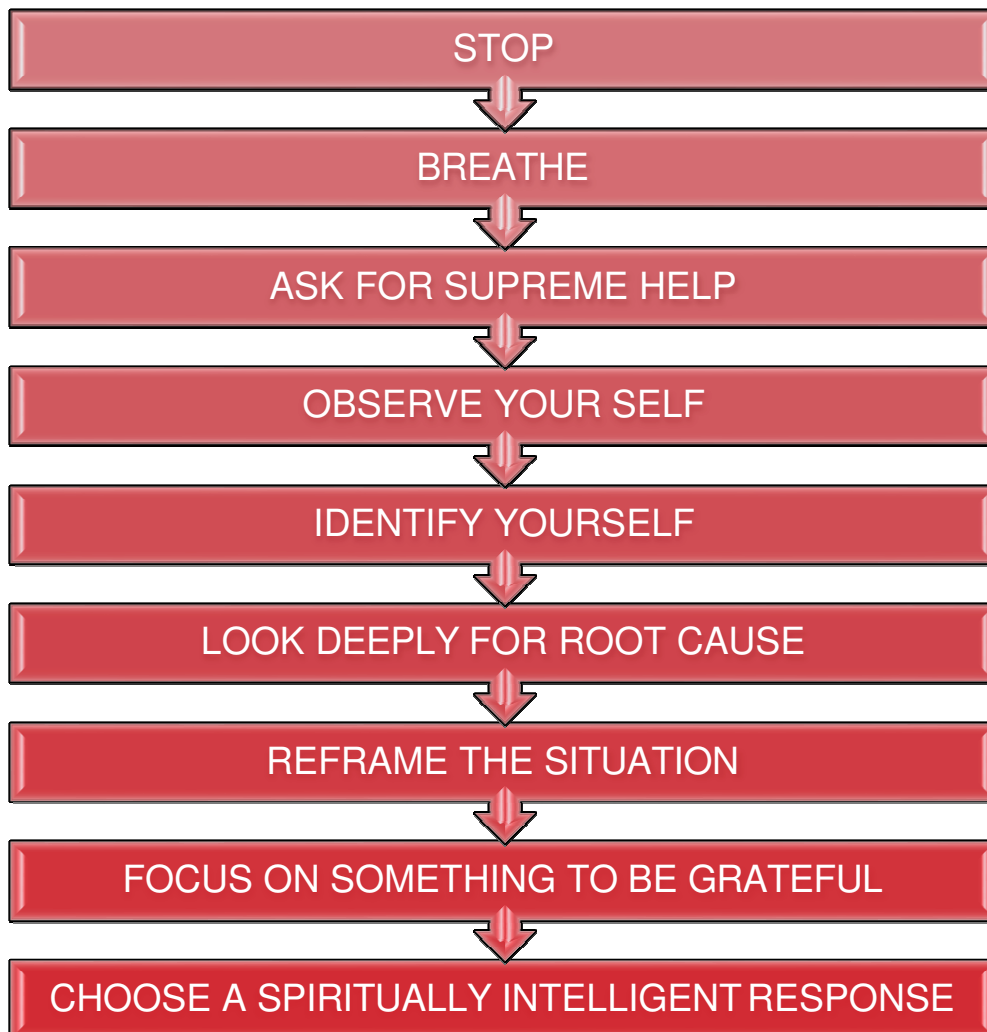
Day 25, 26, 27

Observe your self - Nine steps to shift- Cindy Wingless

What saves you is one Step, one step exercise of spiritual uplifting.

Day 25,26,27		
Session	Names	Times
1(Day 25)	1 st - 3 steps	60 min
2(Day 26)	Step 4 and 5	90 min
	Video 7 , video 8	20 min
3(Day27)	Step 6,7,8,9	120 min

Nine Steps to Shift, Inner Peace through spiritual help



Activity1 (Day 25)

Stop – for an Inner Pause

Breathe- Five long slow deep belly Breathe will help manage ego activation.

Ask for supreme help- Supreme help will help you to take a pause and a positive outlook.

Activity 2(Day 26)

Observe yourself- Body - Heart - Mind

*- - -
Body Emotions Thoughts*

Pay attention to your body; observe your muscles, teeth

Try to name your emotions

Bring feelings to words, by doing this you pull yourself to logic centre

Examine the thoughts to bring conscious awareness

Identify ego concerns

Voice Dialogue.

Activity 3 : Video on positivity

Activity 4(Day 27)

- Look for the root cause of ego
- Look at the situation with compassionate eye
- Choose a spiritual intelligent answer.

Day- 28, 29, 30(overview)

Day 28,29,30		
Session	Name	Time
1(Day 28)	A,B,C - Analysis	60 min
(Day 29)	Development of better self-awareness, learned optimism	90 min
(Day 30)	Relaxation technique	60 min
	Take away(story 12)	15 min

Strategies for improving self
**ABC – Analysis*
**Habits for better self *Relaxation*

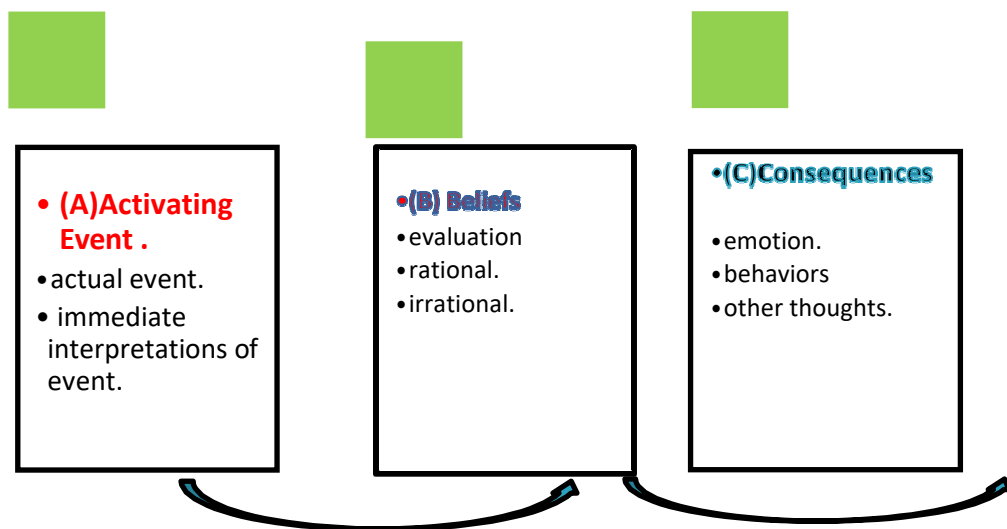
Objective

- **To help one to learn ABC- Analysis**
- **To help to practice ABC- Analysis**
- **To understand different habits for better self**
- **To learn the art of relaxation**

Activity 1(Day 28)

Strategies For Improving Self And Self Awareness. A B C ANALYSIS

This strategy is primarily based on theory of Rational Emotive Behavior Therapy (called REBT or RET) propounded by Dr. Ellis. The focus though is on the primary aspect strategy.



Let us try to understand it by taking an example. Let us suppose you have prepared an excellent project report which you take to your principal; to your surprise, he points out areas not done well (A) ; you are disappointed as you were expecting appreciation (B); let us assume that it creates a strong emotion in you- which may be anger, frustration (C). In an event like this, we always think that the cause of our anger or frustration is the principal's reaction (That is, C is caused by A). But if you intelligently reflect, it is our belief and expectation that principal should appreciate is the root cause of anger or frustration. What if you had a different belief that appreciation from the principal is nice but it need not necessarily reflect your potential or ability? Therefore, lack of it should not make you angry or frustrated.

Thus, the same event may evoke a mind disappointment but definitely not frustration or anger. Hence by consciously reflecting on our beliefs and values and identifying those which are responsible for our negative emotions, we can alter our response by changing or modifying these beliefs and values. Is it not highly empowering than feeling victimized by the action of other? It is tough but practice can change it.

Let us also be aware of the fact that theory ABCDE analysis. **Here D stands for disputing the existing belief** and **E for developing new belief** so that, even though the event is A, the C is going to be different.

Activity 2(Day29)

The Habits And Practices Which Can Help And Support Development Of Better Self Awareness.

- **Developing good physical health:** as the old saying goes, a sound body also gives sound mind. Regular Physical exercise, good balance diet, good sleeping habits, personal care including periodical health checkup all go a long way in helping physical health. It is also vital importance in managing emotion.
- **Developing mental capacity:** regular reading of a good self enhancement books, seeking company of good and intelligent people, attending seminars and lecture session by expert will help in improving overall intelligence and consequently our ability to do long hours of mentally demanding task with a lot vigor and energy. We can also learn a great deal from reading about great people which also enhance in building our capacity to deal with emotions.

Learned Optimism

Learned optimism was first introduced by **Martin Seligman** and published in his 1990 book, “**learned Optimism**”. The benefits of an optimistic outlook are many; optimists are higher achievers and have better overall health. On the other hand pessimists are more likely to give up in the face of adversity and in the extreme may suffer from depression. In his book, Seligman invites pessimists to learn to be optimists by thinking about their reactions to adversity in a new way. The resulting optimism- one that grew from pessimists – is a learned optimism.

In detailing with adverse situations the optimists and pessimists deal differently in four areas. They are:

- **Permanence:** Optimists people believe bad events to be more temporary than permanent and bounce back quickly from failure, whereas other may take longer periods to recover or may never recover. They also believe good things happen for reasons that are permanent, rather than seeing the transient nature of positive events.
- **Pervasiveness:** Optimistic people compartmentalize helplessness, whereas pessimist’s people assume that failure in one area of life means failure in life as a whole. Optimistic people also allow good events to brighten area of their live rather than just the particular area in which the event occurred.
- **Hope:** Optimists point to specific temporary causes for negative events; pessimists point to permanent causes.
- **Personalization:** Optimists points blame bad events on causes outside of themselves, whereas pessimists blame themselves for events that occur. Optimists are therefore generally more confident. Optimists also quickly internalize positive event while pessimists externalize them. According to Martin Seligman, anyone can learn optimism. Whatever currently an optimist or a pessimist, benefits can be gained from exposure to the process of learned optimism to improve respond to both big and small adversities. Being in the more pessimists categories means that learning optimism has a chance of preventing depression, helping the person achieve more, and improve physical health.

Seligman’s process of learning optimism is simple, and trains a new way of responding to adversity. Namely, the person learns to talk them self through personal defeat. It begins with the Ellis’ABC model of adversity, belief and consequence. **Adversity is the event that happens belief is how that adversity is interpreted, and consequences are the feelings and actions that result from the beliefs.**

Seligman adds to the ABC model, making his model ABCDE. D stands for disputation which centers around providing counter- evidence to any of the following: the negative belief in general, the causes of the event, or the implication.

D also means reminding oneself of any potential usefulness of moving on from the adversity.

Over time, responses like this can change feelings to be more hopeful and positive. Successful disputation leads to energized, the E in the ABCDE model. One is energizing, and should indeed try to actively celebrate, the positive feelings and sense of accomplishment that come from successful disputation of negative beliefs. Disputation and Energization (celebration) are the keys to Seligman's method.

It is affected not only in terms of evidence but also the way we interpret the evidence we receive. There are two fundamental psychological forces at work here. The first is our tendency to subconsciously decide what we want to do before figure out why we want to do it. The second is our inclination to be engaged by what we like than things we dislike.

Activity 3(Day 30); Learning to relax

Devote at least 15-20 minutes daily to deliberately relax. Use the following methodology

Dedicate this as your exclusive private time.

Do it on regular and at the same time of the day.

Be in a comfortable clothing preferably a loose fitting.

Sit on chair, with your spine upright and feet on the ground. Alternatively you can sleep on your back, entire body resting on the ground but supported by a thin mattress underneath.

Close your eyes.

Take deep breath four or five times.

Keep the eyes closed start scanning the entire body, as you scan, images as if every part of the body your touch is getting relaxed. Do it very slowly and devote 15 minutes minimum to do the scanning and relaxing.

Once you are finished, slowly open your eyes and take deep breath for or five times.

Slowly get up and feel the lightness of your body before you get on with other tasks.

Note:

- Make relaxation as part of your routine: Relaxation not only needs to be a regular habit as mentioned above but has to be ingrained into routine.
- Take deep breaths and lengthen your breathing as many times as possible.

- Deliberately keep happiness as your companion.
- Take help of supreme.

All the above strategies and practices and habits will help you to better emotional climate within you. This enhances your ability to connect with yourself well and consequently you will start noticing things you were not noticing earlier. This will greatly enhance your self-awareness. In the context, emotional energy and fitness comes through certain practices, which ultimately prepares us to face the real life challenges successfully. A lot of deliberate hard work and preparedness goes into this.

The whole program is spread over five months, all activities are covered in four months and last one month daily Meditation, Pranayama, Yog-Nindra, Relaxation, Chanting was programmed, properly spread over for a time limit of 60-90 minutes, experience given and feedback taken.

Note MEDITATION & PREPARING TO MEDITATE

Before you begin to meditate, it is helpful to keep these things in mind to get the most from your meditation practice:

1. RELAX

Do this Tense and Relax exercise to help you relax:

Inhale sharply through the nose, with 1 short and 1 long inhalation (double breath)

Tense the whole body until it vibrates with energy

Hold your breath and the tension for five seconds

Exhale forcibly through the mouth, with one short and one long exhalation (double breath)

As you do, throw the tension out

Repeat several times

2. PRAY

Begin your meditation with a prayer. This will help you remember why you are meditating! You will also be inviting the Divine, or your Higher Self, to help you in your practice.

3. SIT STILL

Moving your body even slightly sends the energy into the muscles. The purpose of yoga is to withdraw that energy inward and upward, to the brain. Thus, any physical movement during meditation will counteract your meditative effort.

To keep yourself from fidgeting, try to think of your body as a rock—solid and unmoving. Refuse to move for the first five minutes of meditation, and you will find that your body will grow calm of its own accord.

Your physical and mental restlessness will subside the longer you sit still. A glass of muddy water will become clear in time if it's undisturbed. The same is true for us!

4. LOOK UP Your eyes should be closed and held steady, looking slightly upwards, as if looking at a point about an arm's length away and level with the top of your head.

It is essential to keep your gaze gently raised to that point throughout your practice. This will magnetize your spiritual eye, and draw the energy to the highest spinal center, the seat of spiritual awakening in the body.

HOW LONG TO MEDITATE

It is entirely up to you. Make sure, however, to allow enough time after the technique to sit still and enjoy the calm meditative state. For beginners 5-15 minutes a day is plenty, but as you become more experienced and get into the habit, 30 minutes to an hour and a half will give you a much greater benefit. You can even do this twice a day if you like!

WHERE TO MEDITATE

If possible, set aside an area that is used exclusively for meditation. In time it will become saturated with spiritual vibrations. A small room, a corner of your bedroom, or even closet can suffice, as long as it is well ventilated.

Keep it simple. All you really need is a chair or small cushion to sit on, and perhaps a small altar. Face East if possible, and place a wool or silk blanket on the floor to insulate your body from the subtle magnetic currents of the earth.

PROPER MEDITATION POSTURE

In addition to sitting on a straight-backed chair, there are other ways of sitting that are appropriate for meditation. You can sit on the floor in any of the several poses: cross-legged, half-lotus pose, or full-lotus pose.

Two things, however, are essential: your spine must be straight, and you must be able to relax completely without slouching.

HOW TO MEDITATE

The following is a very simple meditation technique you can learn in five minutes.

1. BREATHE EVENLY

Inhale slowly, counting to eight. Hold the breath for eight more counts, then exhale slowly to the same count. Without pausing, inhale again —hold— exhale, each to the count of eight.

This is called the Measured Breathing Exercise. Repeat it three to six times. You can vary the count according to your lung capacity, but always keep it equal during inhalation, holding, and exhalation. Finish your practice by inhaling deeply, then exhaling completely.

2. BHAJAN- TECHNIQUE OF CONCENTRATION

Now wait for the next breath to come in of its own accord. When it does, mentally say Bhajan (rhymes with song). This time, don't hold the breath, but exhale naturally. As you do, mentally say Bhajan (few lines)

"When you sing you pray twice" as all your sense get involved.

Make no attempt to control your breath. Simply observe it as it flows in and out naturally.

In the beginning you may be mostly aware of the physical manifestation of the breathing process as your diaphragm and chest expand and contract

As your breath grows calmer, however, try to become aware of its flow in the nostrils, and then gradually transfer your awareness higher and higher in the nasal passages.

With the eyes closed, turn your gaze upward to the point midway between the eyebrows within your forehead. Concentrate there. This is the seat of spiritual consciousness in the body, also called the spiritual eye, or Christ Center. In time, try to feel the flow of the breath near the spiritual eye within your forehead.

Keep your gaze steady at the point between the eyebrows throughout your practice. Don't allow your eyes to follow the movement of the breath. If you

find that your mind has wandered, gently bring it back to an awareness of the breath and the mantra.

3. SIT IN THE STILLNESS

- Finish your practice by inhaling once through the nose, then exhaling three times through the mouth, and then forget the breath.
- Concentrate deeply at the point between the eyebrows. Keep your mind focused and your energy internalized. Absorb yourself in the peace generated by your practice.
- Continue for at least five minutes. Finish with a prayer to the Divine, offering yourself into the light of God.

HAPPY ME-HAPPY YOU

ANNEXURE TWO INFORMATION SCHEDULE

Personal Particulars

NAME: _____

Date of Birth: ____/____/____ SEX : Female/Male

Email: _____ Mobile _____

Education

Qualification: _____

Achievements: _____

Professional Details

Designation: _____ Experience: _____

Key responsibilities _____

Family Details

Marital Status: ____ Children: ____

General Information

Interests: _____ Hobbies: _____

Co Curricular Activities: _____

Languages Known: _____

Belief System : Theist / Atheist / Agnostic

EXERCISE ON SELF

❖ SELF KNOWLEDGE

Write description about yourself

- Physical Characteristics :

- Strengths:

- Weaknesses:

❖ FEELINGS

How do you feel about your appearance personality, physical characteristics, strengths and weakness?

❖ **SELF REFLECTION**

List out any two situations of your life, where in you took the decision:

- **Positive outcomes:**

- **Negative outcomes:**

- Reaction in that situation:

- Feelings at that time:

- Thoughts :

EXERCISE ON SELF

SELF KNOWLEDGE

1. Write the following (it should not be a list, only one or at the maximum two, that you think you cannot exist without)
 - Goals
 - Values
 - Beliefs
2. To what extent are you consciously aware of your feelings and behavior's?
3. How much are they in line with your goals, values and beliefs?
4. How often do you stop to consider your own behavior, its causes and its effects?
5. What do you do to increase your level of self knowledge?

CASE STUDY: WHAT'S GOING ON HERE ?

Imagine yourself walking into the machine shop of a small but not a very profitable manufacturing company. It's 10.30 a.m. on a Tuesday, but the place is quiet. Only three employees are there. One man is sitting on a bench next to his machine, leaning against the wall. He has a blank look on his face. Another employee is fixing a child's bicycle. The third employee is talking to someone on phone that he addresses as "Honey".

What do your immediate impressions tell you about this scene?

Write out two or three conclusions you could draw from these observations. What's going on?

Situations- Give your response

1. You are working with an institution satisfied with work and work conditions but the institution pays you only Rs.30,000 and you get a good offer of Rs.50,000 from another Institution.

2. A colleague in school often takes help from you and you help the person frequently but now those helps are considered as your sole responsibility.

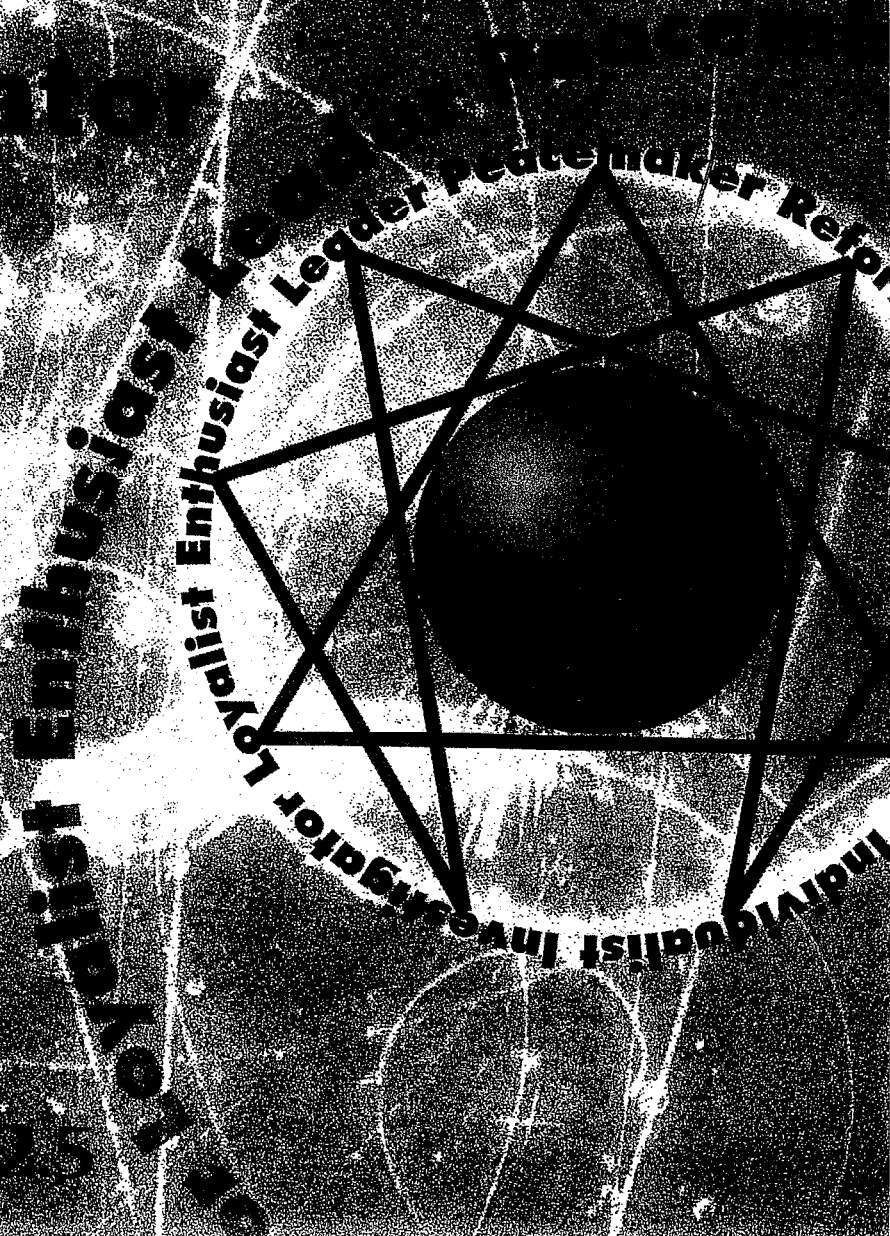
3. At home you are enjoying your long waited favourite Television show and your partner turns up and wants to see his/her choice programme.

4. Doctors have adviced you to take one hour walk but your schedule is very busy it starts from morning five to night ten.

-
5. Your child have projects to be done, his exams are on head, he is not able to manage both. He asks for your help in project.

-
-
6. In a friend's birthday party; you are invited, you all enjoy the celebration and have good food at a hotel when you all are finished with food you still find food was on table.
-
-
-

The Also- Nudson Enneagram Type Indicator



Version 2.5

In March, 2001, the *Riso-Hudson Enneagram Type Indicator* (RHETI, Version 2.5) was officially validated by independent research. The research, the subject of a doctoral dissertation at a state university, concluded that the RHETI is "valid and reliable" as a test instrument with "solid psychometrics." Internal-consistency reliability scores indicate that the RHETI ranges from 56% to 82% accurate for the various types, with an overall accuracy of 72%. The RHETI is the *only validated, true Enneagram-based questionnaire* available, and the only test to be *independently validated by an impartial researcher*. It also compares well to the standard NEO PI-R test. More information about the RHETI is available from The Enneagram Institute and online at our website. You may also take the RHETI on our website at www.EnneagramInstitute.com for only \$10.

For additional copies of this Offprint, for a referral to an Enneagram teacher in your area, or to have the *Riso-Hudson Enneagram Type Indicator* interpreted by an Enneagram teacher trained and certified by Don Richard Riso and Russ Hudson, please contact The Enneagram InstituteSM. Copies of the RHETI Offprint are available for purchase online from www.Amazon.com.

Copies of the new QUEST-TAS Offprint, two independent questionnaires in one 20 page booklet, from Don Riso's and Russ Hudson's latest book, *The Wisdom of the Enneagram*, are available from The Enneagram InstituteSM for \$10 a copy (plus S&H). Discounts for bulk purchases. Copies of the QUEST-TAS are now available for purchase online from www.Amazon.com.

To purchase the best-selling *The Wisdom of the Enneagram* (1999) by Don Riso and Russ Hudson, please contact Bantam Books Special Sales Department at (800) 726-0600 or visit The Enneagram InstituteSM website at www.EnneagramInstitute.com. To obtain copies of the following best-selling books by Don Riso, *Personality Types - revised edition* (1996), *Understanding the Enneagram - revised edition* (2000), *Discovering Your Personality Type: The NEW Enneagram Questionnaire* (1995), and *Enneagram Transformations* (1993), for use in Enneagram workshops, as well as in business and organizational settings, please contact Houghton Mifflin Company, 222 Berkeley Street, Boston, Massachusetts 02116 at (800) 225-3362. A 47% discount on bulk orders of 16 or more copies (you may mix titles), is available directly from the Houghton Mifflin Company's Special Sales Department at (617) 351-5919.

For information about Riso-Hudson Enneagram Workshops and Training and Certification Program, business seminars, and new publications, or to have your name added to the mailing list, please contact:

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The Riso-Hudson Enneagram Type Indicator (Version 2.5)

Directions

The *Riso-Hudson Enneagram Type Indicator* (Version 2.5) consists of 144 paired statements. It is a questionnaire which requires you to choose the statement in each pair that best describes you **as you have been throughout most of your life**.

Mark an X in the box to the right of the statement you have selected. For example, if you feel that a statement such as "I have been friendly and outgoing" fits you better than "I have been shy and quiet," mark an X in the box to the right of the first statement. You may, at times, have been somewhat shy and quiet, or you may not always have been friendly and outgoing. But if you were forced to choose between the two, which statement more accurately reflects your past general attitudes and behavior? It has helped people to follow these instructions by recalling how they were in their early twenties, from 20-25 years of age. (Younger people should answer on the same principle, although focusing on their recent history.)

Some pairs of statements compare subtle differences between the personality types, and choosing one over the other requires you to think carefully about which response has been more true of you. In some of the pairs, both statements may *almost* be equally true. If you reflect carefully, however, you will find that one of the statements has been more true of you than the other. Choose this statement in each pair. You may want to skip particularly "difficult" pairs and return to them after you have finished the entire test. Or, you may wish to review your choices for the whole test after you have finished. Feel free to change an original response if, after further reflection, you feel that another response is more appropriate. While it is useful to wrestle with "difficult" pairs of statements, there may be 2-5 pairs that simply do not apply to you, and you may skip these.

Read the statements carefully before responding, but do not try to "over-analyze" them. You will get more accurate results if you answer spontaneously rather than think of extreme situations in which both statements might possibly be true of you. Remember that there are no "right" answers and that no personality type is better than any other. Furthermore, the RHETI does not indicate how healthy or unhealthy a person is, so relax and answer the statements simply and honestly.

If you have difficulty discovering your personality type because two or more top scores are very close, you might find it helpful to discuss your responses with someone who knows you well, such as a spouse, close friend, or therapist. After you have taken the *Riso-Hudson Enneagram Type Indicator*, please see *Personality Types* (1996) for full descriptions, *Understanding the Enneagram* for more information and applications, and the complete text of *Discovering Your Personality Type* for more about interpreting the RHETI.

If the instructions are followed, this test is approximately 80-87% accurate for discovering your main personality type. In some cases, it may be necessary to take the RHETI several times. Naturally, if you have been in therapy or a psychological or spiritual practice of some sort, you will have developed over time. Nevertheless, your core self will remain the same since you do not actually change your personality type. By responding to the statements *as you have been most of your life*, you are attempting to find out what your "core" self is.

2 The Riso-Hudson Enneagram Type Indicator (Version 2.5)

	A	B	C	D	E	F	G	H	I
1. I've been romantic and imaginative					[]				
I've been pragmatic and down to earth		[]							
2. I have tended to take on confrontations							[]		
I have tended to avoid confrontations	[]								
3. I have typically been diplomatic, charming, and ambitious			[]						
I have typically been direct, formal, and idealistic				[]					
4. I have tended to be focused and intense								[]	
I have tended to be spontaneous and fun-loving									[]
5. I have been a hospitable person and have enjoyed welcoming new friends into my life						[]			
I have been a private person and have not mixed much with others					[]				
6. It's been difficult for me to relax and stop worrying about potential problems		[]							
It's been difficult for me to get myself worked up about potential problems	[]								
7. I've been more of a "street-smart" survivor							[]		
I've been more of a "high-minded" idealist				[]					
8. I have needed to show affection to people						[]			
I have preferred to maintain some distance with people								[]	
9. When presented with a new experience, I've usually asked myself if it would be useful to me			[]						
When presented with a new experience, I've usually asked myself if it would be enjoyable									[]
10. I have tended to focus too much on myself					[]				
I have tended to focus too much on others	[]								
11. Others have depended on my insight and knowledge								[]	
Others have depended on my strength and decisiveness							[]		
12. I have come across as being too unsure of myself		[]							
I have come across as being too sure of myself				[]					

	A	B	C	D	E	F	G	H	I
13. I have been more relationship-oriented than goal-oriented.....						<input type="checkbox"/>			
I have been more goal-oriented than relationship-oriented.....			<input type="checkbox"/>						
14. I have not been able to speak up for myself very well.....					<input type="checkbox"/>				
I have been outspoken—I've said what others wished they had the nerve to say.....									<input type="checkbox"/>
15. It's been difficult for me to stop considering alternatives and do something definite.....								<input type="checkbox"/>	
It's been difficult for me to take it easy and be more flexible.....				<input type="checkbox"/>					
16. I have tended to be careful and hesitant.....		<input type="checkbox"/>							
I have tended to be bold and domineering.....							<input type="checkbox"/>		
17. My reluctance to get too involved has gotten me into trouble with people.....		<input type="checkbox"/>							
My eagerness to have people depend on me has gotten me into trouble with them.....						<input type="checkbox"/>			
18. Usually, I have been able to put my feelings aside to get the job done.....			<input type="checkbox"/>						
Usually, I have needed to work through my feelings before I could act.....					<input type="checkbox"/>				
19. Generally, I've been methodical and cautious.....		<input type="checkbox"/>							
Generally, I've been adventurous and taken risks.....									<input type="checkbox"/>
20. I have tended to be a supportive, giving person who seeks intimacy with others.....						<input type="checkbox"/>			
I have tended to be a serious, reserved person who likes discussing issues.....				<input type="checkbox"/>					
21. I've often felt the need to be a "pillar of strength".....							<input type="checkbox"/>		
I've often felt the need to perform perfectly.....			<input type="checkbox"/>						
22. I've typically been interested in asking tough questions and maintaining my independence.....								<input type="checkbox"/>	
I've typically been interested in maintaining my stability and peace of mind.....									<input type="checkbox"/>
23. I've been a bit cynical and skeptical.....		<input type="checkbox"/>							
I've been a bit mushy and sentimental.....						<input type="checkbox"/>			

4 The Riso-Hudson Enneagram Type Indicator (Version 2.5)

	A	B	C	D	E	F	G	H	I
24. I've often worried that I'm missing out on something better I've often worried that if I let down my guard, someone will take advantage of me							[]		[]
25. My habit of being "stand-offish" has annoyed people My habit of telling people what to do has annoyed people				[]	[]				
26. I have tended to get anxious if there was too much excitement and stimulation	[]								
I have tended to get anxious if there wasn't enough excitement and stimulation									[]
27. I have depended on my friends and they have known that they can depend on me		[]							
I have not depended on people; I have done things on my own			[]						
28. I have tended to be detached and preoccupied								[]	
I have tended to be moody and self-absorbed					[]				
29. I have liked to challenge people and "shake them up"							[]		
I have liked to comfort people and calm them down						[]			
30. I have generally been an outgoing, sociable person									[]
I have generally been an earnest, self-disciplined person				[]					
31. I've wanted to "fit in" with others—I get uncomfortable when I stand out too much	[]								
I've wanted to stand out from others—I get uncomfortable when I don't distinguish myself			[]						
32. Pursuing my personal interests has been more important to me than having stability and security								[]	
Having stability and security has been more important to me than pursuing my personal interests		[]							
33. When I've had conflicts with others, I've tended to withdraw					[]				
When I've had conflicts with others, I've rarely backed down							[]		
34. I have given in too easily and let others push me around	[]								
I have been too uncompromising and demanding with others				[]					
35. I've been appreciated for my unsinkable spirit and resourcefulness									[]
I've been appreciated for my deep caring and personal warmth						[]			

	A	B	C	D	E	F	G	H	I
36. I have wanted to make a favorable impression on others.....			[]						
I have cared little about making a favorable impression on others.....								[]	
37. I've depended on my perseverance and common sense		[]			[]				
I've depended on my imagination and moments of inspiration.....									
38. Basically, I have been easy-going and agreeable.....	[]								
Basically, I have been hard-driving and assertive							[]		
39. I have worked hard to be accepted and well-liked			[]						
Being accepted and well-liked has not been a high priority for me				[]					
40. In reaction to pressure from others, I have become more withdrawn								[]	
In reaction to pressure from others, I have become more assertive									[]
41. People have been interested in me because I've been outgoing, engaging, and interested in them.....						[]			
People have been interested in me because I've been quiet, unusual, and deep					[]				
42. Duty and responsibility have been important values for me		[]							
Harmony and acceptance have been important values for me									[]
43. I've tried to motivate people by making big plans and big promises							[]		
I've tried to motivate people by pointing out the consequences of not following my advice				[]					
44. I have seldom been emotionally demonstrative								[]	
I have often been emotionally demonstrative						[]			
45. Dealing with details has not been one of my strong suits.....									[]
I have excelled at dealing with details			[]						
46. I have often emphasized how different I am from most peoples, especially my family.....					[]				
I have often emphasized how much I have in common with most people, especially my family	[]								

6 The Riso-Hudson Enneagram Type Indicator (Version 2.5)

	A	B	C	D	E	F	G	H	I
47. When situations have gotten heated, I have tended to stay on the sidelines.....									[]
When situations have gotten heated, I have tended to get right into the middle of things							[]		
48. I have stood by my friends, even when they have been wrong		[]							
I have not wanted to compromise what is right even for friendship				[]					
49. I've been a well-meaning supporter.....						[]			
I've been a highly-motivated go-getter			[]						
50. When troubled, I have tended to brood about my problems.....					[]				
When troubled, I have tended to find distractions for myself.....									[]
51. Generally, I've had strong convictions and a sense of how things should be.....				[]					
Generally, I've had serious doubts and have questioned how things seemed to be									[]
52. I've created problems with others by being pessimistic and complaining		[]							
I've created problems with others by being bossy and controlling							[]		
53. I have tended to act on my feelings and let the "chips fall where they may"						[]			
I have tended not to act on my feelings lest they stir up more problems	[]								
54. Being the center of attention has usually felt natural to me			[]						
Being the center of attention has usually felt strange to me					[]				
55. I've been careful, and have tried to prepare for unforeseen problems.....		[]							
I've been spontaneous, and have preferred to improvise as problems come up									[]
56. I have gotten angry when others have not shown enough appreciation for what I have done for them						[]			
I have gotten angry when others have not listened to what I have told them				[]					
57. Being independent and self-reliant has been important to me.....							[]		
Being valued and admired has been important to me			[]						
	A	B	C	D	E	F	G	H	I

	A	B	C	D	E	F	G	H	I
58. When I've debated with friends, I've tended to press my arguments forcefully								[]	
When I've debated with friends, I've tended to let things go to prevent hard feelings	[]								
59. I have often been possessive of loved ones--I have had trouble letting them be						[]			
I have often "tested" loved ones to see if they were really there for me		[]							
60. Organizing resources and making things happen has been one of my major strengths							[]		
Coming up with new ideas and getting people excited about them has been one of my major strengths									[]
61. I've tended to be driven and very hard on myself				[]					
I've tended to be too emotional and rather undisciplined					[]				
62. I have tried to keep my life fast-paced, intense, and exciting									[]
I have tried to keep my life regular, stable, and peaceful	[]								
63. Even though I've had successes, I've tended to doubt my abilities		[]							
Even though I've had setbacks, I've had a lot of confidence in my abilities			[]						
64. I generally have tended to dwell on my feelings and to hold onto them for a long time					[]				
I generally have tended to minimize my feelings and not pay very much attention to them								[]	
65. I have provided many people with attention and nurturance						[]			
I have provided many people with direction and motivation							[]		
66. I've been a bit serious and strict with myself				[]					
I've been a bit free-wheeling and permissive with myself									[]
67. I've been self-assertive and driven to excel			[]						
I've been modest and have been happy to go at my own pace	[]								
68. I have been proud of my clarity and objectivity								[]	
I have been proud of my reliability and commitment		[]							

8 The Riso-Hudson Enneagram Type Indicator (Version 2.5)

	A	B	C	D	E	F	G	H	I
69. I have spent a lot of time looking inward—understanding my feelings has been important to me					<input type="checkbox"/>				
I have not spent much time looking inward—getting things done has been important to me.....							<input type="checkbox"/>		
70. Generally, I have thought of myself as a sunny, casual person.....	<input type="checkbox"/>								
Generally, I have thought of myself as a serious, dignified person.....				<input type="checkbox"/>					
71. I've had an agile mind and boundless energy									<input type="checkbox"/>
I've had a caring heart and deep dedication.....						<input type="checkbox"/>			
72. I have pursued activities that had a substantial potential for reward and personal recognition.....			<input type="checkbox"/>						
I have been willing to give up reward and personal recognition if it meant doing work I was really interested in								<input type="checkbox"/>	
73. Fulfilling social obligations has seldom been high on my agenda.....					<input type="checkbox"/>				
I have usually have taken my social obligations very seriously.....		<input type="checkbox"/>							
74. In most situations, I have preferred to take the lead							<input type="checkbox"/>		
In most situations, I have preferred to let someone else take the lead		<input type="checkbox"/>							
75. Over the years, my values and lifestyle have changed several times			<input type="checkbox"/>						
Over the years, my values and lifestyle have remained fairly consistent.....				<input type="checkbox"/>					
76. Typically, I have not had much self-discipline.....									<input type="checkbox"/>
Typically, I have not had much connection with people.....								<input type="checkbox"/>	
77. I have tended to withhold my affection, and have wanted others to come into my world.....					<input type="checkbox"/>				
I have tended to give my affection too freely, and have wanted to extend myself to others						<input type="checkbox"/>			
78. I have had a tendency to think of worst case scenarios.....		<input type="checkbox"/>							
I have had a tendency to think that everything will work out for the best		<input type="checkbox"/>							

	A	B	C	D	E	F	G	H	I
79. People have trusted me because I am confident and can look out for them							[]		
People have trusted me because I am fair and will do what is right				[]					
80. Often, I have been so involved in my own projects that I have become isolated from others								[]	
Often, I have been so involved with others that I have neglected my own projects						[]			
81. When meeting someone new, I have usually been poised and self-contained.....			[]						
When meeting someone new, I have usually been chatty and entertaining									[]
82. Generally speaking, I have tended to be pessimistic					[]				
Generally speaking, I have tended to be optimistic	[]								
83. I have preferred to inhabit my own little world								[]	
I have preferred to let the world know I'm here							[]		
84. I have often been troubled by nervousness, insecurity, and doubt		[]							
I have often been troubled by anger, perfectionism, and impatience				[]					
85. I realize that I have often been too personal and intimate						[]			
I realize that I have often been too cool and aloof.....			[]						
86. I have lost out because I have not felt up to taking opportunities.....					[]				
I have lost out because I have pursued too many possibilities									[]
87. I have tended to take a long time to get into action.....								[]	
I have tended to get into action quickly				[]					
88. I usually have had difficulty making decisions.....		[]							
I seldom have had difficulty making decisions							[]		
89. I have had a tendency to come on a little too strong with people.....						[]			
I have had a tendency not to assert myself enough with people		[]							
90. Typically, I have been even-tempered			[]						
Typically, I have had strong changes of mood.....					[]				
91. When I've been unsure of what to do, I've often sought the advice of others.....		[]							
When I've been unsure of what to do, I've tried different things to see what worked best for me.....									[]

10 The Riso-Hudson Enneagram Type Indicator (Version 2.5)

	A	B	C	D	E	F	G	H	I
92. I have worried that I would be left out of other's activities..... I have worried that others' activities would distract me from what I had to do				[]		[]			
93. Typically, when I have gotten angry, I have told people off							[]		
Typically, when I have gotten angry, I have become distant.....			[]						
94. I've tended to have trouble falling asleep.....								[]	
I've tended to fall asleep easily	[]								
95. I have often tried to figure out how I could get closer to others						[]			
I have often tried to figure out what others want from me.....		[]							
96. I have usually been measured, straight-talking, and deliberate							[]		
I have usually been excitable, fast-talking, and witty									[]
97. Often, I have not spoken up when I've seen others making a mistake					[]				
Often, I have helped others see that they are making a mistake				[]					
98. During most of my life, I have been a stormy person who has had many volatile feelings									[]
During most of my life, I have been a steady person in whom "still waters run deep"	[]								
99. When I have disliked people, I have usually tried hard to stay cordial—despite my feelings.....			[]						
When I have disliked people, I have usually let them know it—one way or another		[]							
100. Much of my difficulty with people has come from my touchiness and taking everything too personally					[]				
Much of my difficulty with people has come from my not caring about social conventions								[]	
101. My approach has been to jump in and rescue people						[]			
My approach has been to show people how to help themselves							[]		
102. Generally, I have enjoyed "letting go" and pushing the limits									[]
Generally, I have not enjoyed losing control of myself very much.....				[]					
	A	B	C	D	E	F	G	H	I

	A	B	C	D	E	F	G	H	I
103. I've been overly concerned with doing better than others			[]						
I've been overly concerned with making things okay for others.....	[]								
104. My thoughts generally have been speculative—involving my imagination and curiosity.....								[]	
My thoughts generally have been practical—just trying to keep things going		[]							
105. One of my main assets has been my ability to take charge of situations							[]		
One of my main assets has been my ability to describe internal states				[]					
106. I have pushed to get things done correctly, even if it made people uncomfortable.....				[]					
I have not liked feeling pressured, so I have not liked pressuring anyone else.....	[]								
107. I've often taken pride in how important I am in others' lives.....						[]			
I've often taken pride in my gusto and openness to new experiences									[]
108. I have perceived that I've often come across to others as presentable, even admirable			[]						
I have perceived that I've often come across to others as unusual, even odd								[]	
109. I have mostly done what I had to do		[]							
I have mostly done what I wanted to do				[]					
110. I have usually enjoyed high-pressure, even difficult, situations							[]		
I have usually disliked being in high-pressure, even difficult, situations	[]								
111. I've been proud of my ability to be flexible—what's appropriate or important often changes			[]						
I've been proud of my ability to take a stand—I've been firm about what I believe in				[]					
112. My style has leaned toward spareness and austerity.....								[]	
My style has leaned toward excess and over-doing things									[]

12 The Riso-Hudson Enneagram Type Indicator (Version 2.5)

	A	B	C	D	E	F	G	H	I
113. My own health and well-being have suffered because of my strong desire to help others						[]			
My relationships have suffered because of my strong desire to attend to my personal needs					[]				
114. Generally speaking, I've been too open and naive	[]								
Generally speaking, I've been too wary and guarded		[]							
115. I have sometimes put people off by being too aggressive							[]		
I have sometimes put people off by being too "up-tight"				[]					
116. Being of service and attending to the needs of others has been a high priority for me						[]			
Finding alternative ways of seeing and doing things has been a high priority for me								[]	
117. I've been single-minded and persistent in pursuing my goals			[]						
I've preferred to explore various courses of action to see where they lead									[]
118. I have frequently been drawn to situations that stir up deep, intense emotions					[]				
I have frequently been drawn to situations that make me feel calm and at ease	[]								
119. I have cared less about practical results than about pursuing my interests								[]	
I have been practical and have expected my work to have concrete results							[]		
120. I have had a deep need to belong		[]							
I have had a deep need to feel balanced				[]					
121. In the past, I've probably insisted on too much closeness in my friendships						[]			
In the past, I've probably kept too much distance in my friendships			[]						
122. I've had a tendency to keep thinking about things from the past					[]				
I've had a tendency to keep anticipating things I'm going to do									[]
123. I've tended to see people as intrusive and demanding								[]	
I've tended to see people as disorganized and irresponsible				[]					

	A	B	C	D	E	F	G	H	I
124. Generally, I have not had much confidence in myself.....		[]							
Generally, I have had confidence only in myself.....							[]		
125. I've probably been too passive and uninvolved.....	[]								
I've probably been too controlling and manipulative.....						[]			
126. I've frequently been stopped in my tracks by my self-doubt.....					[]				
I've rarely let self-doubt stand in my way.....			[]						
127. Given a choice between something familiar and something new, I've usually chosen something new.....									[]
I've generally chosen what I knew I already liked: why be disappointed with something I might not like?.....		[]							
128. I have given a lot of physical contact to reassure others about how I feel about them.....						[]			
I have generally felt that real love does not depend on physical contact.....				[]					
129. When I've needed to confront someone, I've often been too harsh and direct.....							[]		
When I've needed to confront someone, I've often "beaten around the bush" too much.....			[]						
130. I have been attracted to subjects that others would probably find disturbing, even frightening.....								[]	
I have preferred not to spend my time dwelling on disturbing, frightening subjects.....	[]								
131. I have gotten into trouble with people by being too intrusive and interfering.....						[]			
I have gotten into trouble with people by being too evasive and uncommunicative.....		[]							
132. I've worried that I don't have the resources to fulfill the responsibilities I've taken on.....							[]		
I've worried that I don't have the self-discipline to focus on what will really fulfill me.....									[]
133. Generally, I've been a highly intuitive, individualistic person.....					[]				
Generally, I've been a highly organized, responsible person.....				[]					

14 The Riso-Hudson Enneagram Type Indicator (Version 2.5)

	A	B	C	D	E	F	G	H	I
134. Overcoming inertia has been one of my main problems.....	[]								
Being unable to slow down has been one of my main problems.....									[]
135. When I've felt insecure, I've reacted by becoming arrogant and dismissive.....			[]						
When I've felt insecure, I've reacted by becoming defensive and argumentative.....		[]							
136. I have generally been open-minded and willing to try new approaches.....								[]	
I have generally been self-revealing and willing to share my feelings with others.....					[]				
137. I've presented myself to others as tougher than I really am.....							[]		
I've presented myself to others as caring more than I really do.....						[]			
138. I usually have followed my conscience and reason.....				[]					
I usually have followed my feelings and impulses.....									[]
139. Serious adversity has made me feel hardened and resolute.....			[]						
Serious adversity has made me feel discouraged and resigned.....		[]							
140. I usually have made sure that I had some kind of "safety net" to fall back on.....		[]							
I usually have chosen to live on the edge and to depend on as little as possible.....								[]	
141. I've had to be strong for others, so I haven't had time to deal with my feelings and fears.....							[]		
I've had difficulty coping with my feelings and fears, so it's been hard for me to be strong for others.....					[]				
142. I have often wondered why people focus on the negative when there is so much that's wonderful about life.....		[]							
I have often wondered why people are so happy when so much in life is messed up.....				[]					
143. I have tried hard not to be seen as a selfish person.....						[]			
I have tried hard not to be seen as a boring person.....									[]
144. I have avoided intimacy when I feared I would be overwhelmed by people's needs and demands.....								[]	
I have avoided intimacy when I feared I would not be able to live up to people's expectations of me.....			[]						

Scoring Instructions

Add the X's marked in Column A, Column B, Column C, and so forth, through Column I. Place the number of X's you have made in the boxes below for columns A through I. If you have marked one box in each pair of statements and have added the number of X's correctly, the sum will be 144. If not, go back and recheck for mistakes either in counting X's or in arithmetic.

Each column corresponds to a personality type, as given below. Please note that they have been randomized and are not in numerical order.

Columns	A	B	C	D	E	F	G	H	I
Numerical Values									
Personality Type	Nine	Six	Three	One	Four	Two	Eight	Five	Seven

Mark the proper numerical value on the Score Sheet on the next page. Note that the personality types have been arranged in numerical order beginning with types Two, Three, and Four (in *The Feeling Triad*), and so forth. Connect the marks you have made to produce a graph that represents the various values for the nine Functions within your personality. (For more about interpreting the Functions in your full personality profile, see *Discovering Your Personality Type*, pp. 80ff.) The second Score Sheet is for analyzing your scores according to The Hornebian Groups (see *Personality Types*, revised edition, 1996, pp. 433-436). These Groups indicate whether the overall orientation of your personality is assertive, compliant, or withdrawn. Note that the columns on this Score Sheet have been reorganized for these three Groups.

Discovering which of the nine types is your *basic personality type* is the object of this test. Your highest score will indicate your basic type, or it will almost certainly be among the top 2-3 scores. To confirm your results, read the complete descriptions in *Personality Types* and *Understanding the Enneagram*.

If properly taken, the *Riso-Hudson Enneagram Type Indicator* will have accurately assessed your basic personality type. If the results you have obtained are unclear, please review your responses to see if, on further reflection, you wish to change any of them.

16 The Riso-Hudson Enneagram Type Indicator (Version 2.5)

Score Sheet I: The Three Triads

Type	Two	Three	Four	Five	Six	Seven	Eight	Nine	One
Score									
32									
31									
30									
29									
28									
27									
26									
25									
24									
23									
22									
21									
20									
19									
18									
17									
16									
15									
14									
13									
12									
11									
10									
9									
8									
7									
6									
5									
4									
3									
2									
1									
Type	Two	Three	Four	Five	Six	Seven	Eight	Nine	One
	The Feeling Triad			The Thinking Triad			The Instinctive Triad		

Score Sheet II: The Hornebian Groups

Type	Three	Seven	Eight	One	Two	Six	Four	Five	Nine
Score									
32									
31									
30									
29									
28									
27									
26									
25									
24									
-									
23									
22									
21									
20									
-									
19									
18									
17									
16									
-									
15									
14									
13									
12									
-									
11									
10									
9									
8									
-									
7									
6									
5									
Type	Three	Seven	Eight	One	Two	Six	Four	Five	Nine
The Assertive Group Sum = _____				The Compliant Group Sum = _____			The Withdrawn Group Sum = _____		

The Nine Personality Types of the Enneagram

1. **The Reformer.** The principled, idealistic type. Ones are conscientious and ethical, with a strong sense of right and wrong. They are teachers, crusaders, and advocates for change: always striving to improve things, but afraid of making a mistake. Well-organized, orderly, and fastidious, they try to maintain high standards, but can slip into being critical and perfectionistic. They typically have problems with resentment and impatience. *At their Best:* wise, discerning, realistic, and noble. Can be morally heroic.

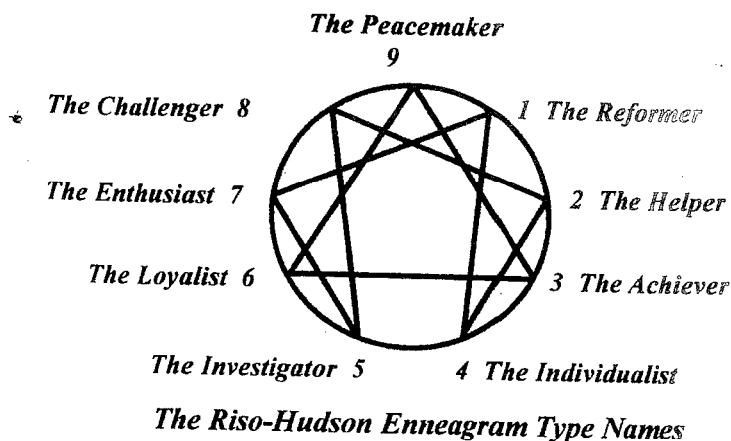
2. **The Helper.** The caring, interpersonal type. Twos are empathetic, sincere, and warm-hearted. They are friendly, generous, and self-sacrificing, but can also be sentimental, flattering, and people-pleasing. They are well-meaning and driven to be close to others, but can slip into doing things for others in order to be needed. They typically have problems with possessiveness and with acknowledging their own needs. *At their Best:* unselfish and altruistic, they have unconditional love for others.

3. **The Achiever.** The adaptable, success-oriented type. Threes are self-assured, attractive, and charming. Ambitious, competent, and energetic, they can also be status-conscious and highly driven for advancement. They are diplomatic and poised, but can also be overly concerned with their image and what others think of them. They typically have problems with workaholism and competitiveness. *At their Best:* self-accepting, authentic, everything they seem to be—role models who inspire others.

4. **The Individualist.** The introspective, romantic type. Fours are self-aware, sensitive, and reserved. They are emotionally honest, creative, and personal, but can also be moody and self-conscious. Withholding themselves from others due to feeling vulnerable and defective, they can also feel disdainful and exempt from ordinary ways of living. They typically have problems with melancholy, self-indulgence, and self-pity. *At their Best:* inspired and highly creative, they are able to renew themselves and transform their experiences.

5. **The Investigator.** The perceptive, cerebral type. Fives are alert, insightful, and curious. They are able to concentrate and focus on developing complex ideas and skills. Independent, innovative, and inventive, they can also become preoccupied with their thoughts and imaginary constructs. They become detached, yet high-strung and intense. They typically have problems with eccentricity, nihilism, and isolation. *At their Best:* visionary pioneers, often ahead of their time, and able to see the world in an entirely new way.

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6. **The Loyalist.** The committed, security-oriented type. Sixes are reliable, hard-working, responsible, and trustworthy. Excellent “troubleshooters,” they foresee problems and foster cooperation, but can also become defensive, evasive, and anxious—running on stress while complaining about it. They can be cautious and indecisive, but also reactive, defiant and rebellious. They typically have problems with self-doubt and suspicion. *At their Best:* internally stable and self-reliant, courageously championing themselves and others.

7. **The Enthusiast.** The busy, productive type. Sevens are extroverted, optimistic, versatile, and spontaneous. Playful, high-spirited, and practical, they can also misapply their many talents, becoming over-extended, scattered, and undisciplined. They constantly seek new and exciting experiences, but can become distracted and exhausted by staying on the go. They typically have problems with impatience and impulsiveness. *At their Best:* they focus their talents on worthwhile goals, becoming appreciative, joyous, and satisfied.

8. **The Challenger.** The powerful, aggressive type. Eights are self-confident, strong, and assertive. Protective, resourceful, straight-talking, and decisive, but can also be ego-centric and domineering. Eights feel they must control their environment, especially people, sometimes becoming confrontational and intimidating. Eights typically have problems with their tempers and with allowing themselves to be vulnerable. *At their Best:* self-mastering, they use their strength to improve others' lives, becoming heroic, magnanimous, and inspiring.

9. **The Peacemaker.** The easy-going, self-effacing type. Nines are accepting, trusting, and stable. They are usually creative, optimistic, and supportive, but can also be too willing to go along with others to keep the peace. They want everything to go smoothly and be without conflict, but they can also tend to be complacent, simplifying problems and minimizing anything upsetting. They typically have problems with inertia and stubbornness. *At their Best:* indomitable and all-embracing, they are able to bring people together and heal conflicts.



Story 1- life is in your hands, make it or spoil it

Adapted from an Indian folk tale.

There was once a wise woman who lived by herself near a small village. Rumour had it that she could always accurately predict when the rains would come, or help heal a sick child with herbs, or calm angry neighbours and help them to resolve their fights and arguments. People came from all over the land to meet with her and seek her advice on matters both small and great. Her reputation was such that was said she was never wrong — not ever.

Some of the children of the village didn't believe that it was possible to always be right. Surely she could not know everything! They decided to test her knowledge. First they asked her to answer questions about the planets, the animals, and the world. No matter how hard the questions, she always answered correctly.

The children were amazed at her knowledge and learning and most were ready to stop testing the wise woman. However, one boy was determined to prove that the old woman couldn't know everything. Hatching a devious scheme, he told all of his friends to meet him at the woman's home the following afternoon so he could prove she was a faker.

All through the next day he hunted for a bird. Finally he caught a small songbird in a net. Holding it behind his back so no one could see what was in his hands, he walked triumphantly to the wise woman's home. (Storytelling tip: take a wooden or stuffed bird and holds it behind your back.)

"Old woman!" he called. "Come and show us how wise you are!"

The woman walked calmly to the door. "May I help you?" she simply asked.

"You say you know everything — prove it — what am I holding behind my back?" the young boy demanded.

The old woman thought for a moment. She could make out the faint sounds of a birds wings rustling. "I do not say I know everything — for that would be impossible," she replied. "However, I do believe you are holding a bird in your hands."

The boy was furious. How could the woman have possibly known he had a bird? Thinking quickly he came up with a new scheme. He would ask the woman whether the bird was alive or dead. If the woman replied, "alive," he would crush it with his hands and prove her wrong. If she answered, "dead," on the other hand, he would pull the living bird from behind his back and allow it to fly away. Either way he would prove his point and the wise woman would be discredited.

"Very good," he called. "It is a bird. But tell me; is the bird I am holding alive or dead?"

The wise woman paused for a long moment while the boy waited with anticipation for his opportunity to prove her wrong. Again the woman spoke calmly, "The answer, my young friend, is in your hands. The answer is in your hands."

The boy realized that the wise woman had once again spoken correctly and truthfully. The answer was indeed in his own hands. Feeling the bird feebly moving in his hands as it tried to escape his grasp, he felt suddenly very ashamed.

The answer was in his hands — slowly and gently he brought his hands to the front of his body. Looking into the eyes of the delicate bird he apologized, "I am sorry little one," and he opened his hands to let her go free.

Dear friends our life is also in our hands make it or spoil it

Story 2 Lets change

There was a millionaire who was bothered by severe eye pain. He consulted so many physicians, consumed heavy loads of drugs and underwent hundreds of injections. But the ache persisted with great vigour than before.

At last a monk was called for who understood his problem and said that for some time he should concentrate only on green colours and not to let fall his eyes on any other colours. The millionaire got together a group of painters and purchased barrels of green colour and directed that every object his eye was likely to fall on be painted in green colour just as the monk had directed.

When the monk came to visit him after few days, the millionaire's servants ran with buckets of green paints and poured on him since he was in red dress, lest their master sees any other colour and his eye ache comes back. Hearing this monk laughed & said "If only you had purchased a pair of green spectacles, worth just a few dollars, you could have saved these walls and trees and pots and all other articles.

You cannot paint the world green."

Let us change our vision and the world will appear accordingly. It is foolish to shape the world, let us shape ourselves first.

Let's change Story 3 The Bitter gourd on pilgrimage

One day, all the disciples went eagerly to the Master. They said, "Master, we wish to go on a pilgrimage."

The Master asked them, "Why do you want to go on a pilgrimage?"

Disciples: So that we can purify ourselves and be more devoted to the Divine.

Master: Oh that is wonderful! You must go. And would you also do me a favour? Please take this bitter gourd along with you. Wherever you go, whichever temple you visit, place this bitter gourd at the altar of the Deity, take the blessings of the Divine and bring it back.

So, the disciples and the bitter gourd all went on the pilgrimage together. They visited many sacred temples in their pilgrimage.

And finally when they came back, the Master said very eagerly, "Cook that bitter gourd and serve it to me."

The disciples cooked it and served it to the Master. After having the first bite, the Master exclaimed, "Surprising!"

Disciples: "What is so surprising Master?"

Master: "Even after the pilgrimage the bitter gourd is still bitter. How is that possible?"

Disciples: But that's the very nature of the bitter gourd, Master. How will it change simply by going on a Pilgrimage?

The Master smiled wisely at the disciples. Even as they spoke it out loud, they realised what the bitter gourd really represented.

The lesson had been taught. The disciples had started on a new pilgrimage into themselves.

"I looked in temples churches and mosque. But I found the divine within my heart."

Story 4- Buddha things remain with them when you don't take

One day, the Buddha and a large following of monks and nuns were passing through a village. The Buddha chose a large shade tree to sit beneath so the group could rest awhile out of the heat. He often chose times like these to teach, and so he began to speak. Soon, villagers heard about the visiting teacher and many gathered around to hear him.

One surly young man stood to the side, watching, as the crowd grew larger and larger. To him, it seemed that there were too many people traveling from the city to his village, and each had something to sell or teach. Impatient with the bulging crowd of monks and villagers, he shouted at the Buddha, "Go away! You just want to take advantage of us! You teachers come here to say a few pretty words and then ask for food and money!"

But the Buddha was unruffled by these insults. He remained calm, exuding a feeling of loving-kindness. He politely requested that the man come forward. Then he asked, "Young sir, if you purchased a lovely gift for someone, but that person did not accept the gift, to who does the gift then belong?"

The odd question took the young man by surprise. "I guess the gift would still be mine because I was the one who bought it."

"Exactly so," replied the Buddha. "Now, you have just cursed me and been angry with me. But if I do not accept your curses, if I do not get insulted and angry in return, these curses will fall back upon you—the same as the gift returning to its owner."

The young man clasped his hands together and slowly bowed to the Buddha. It was an acknowledgement that a valuable lesson had been learned. And so the Buddha concluded for all to hear, "As a mirror reflects an object, as a still lake reflects the sky: take care that of what you speak or act is for good. For goodness will always cast back goodness and harm will always cast back harm."

Story 5 Know your Value

Once in a seminar speaker asked, "Who would like this 500Rs. Note? Hands started going up. He said," I am going to give this note to one of you but first let me do this." He proceeded to crumple the note up. He then asked, "Who still wants it?"

Still the hands were up in the air. "Well, "he replied," what if I do this? And he dropped it on the ground and started to grind it in to the floor with his shoe. He picked it up, now all crumpled, and dirty. "Now who still wants it?"

Still the hands went in the air. "My friends, you have all learned a very valuable lesson. No matter what I did to the money, you still wanted it because it did not decrease in value. It was still worth Rupee500/-. Many times in our lives, we are dropped, crumpled, and ground in to dirt by the decisions we make and circumstances that come our way. We feel as though we are worthless. But no matter what has happened or what will happen, you will never lose your value.

You are special. Don't ever forget it! Never let yesterday's disappointments overshadow tomorrow's dreams

VALUE HAS A VALUE ONLY IF ITS VALUE IS VALUED

Life Story 6 - Learning from life of Abdul Kalam

Kalam's father, a humble boat owner, Jainulabdeen, was a devout Muslim and a close friend of the Rameswaram temple priest. Kalam was brought up in a multi-religious, tolerant society; one with a progressive outlook. Abdul Kalam's father wasn't educated, but he wanted Kalam to study. Kalam would get up at 4 am, bathe, and then go for his mathematics class, which was taught by a teacher who took only five students in the whole session; and bathing before class was a condition he had laid to all his students. After his morning class, Kalam along with his cousin Samsuddin went around town distributing the newspaper. APJ came from a really poor background. His father was a wooden boat steerer and his mother was a homemaker. APJ's father lost his boat in a storm which made his family poorer. To supplement his family income Kalam along with his cousin Samsuddin went around distributing newspaper since the age 8, his work became harder during the World War 2 as he had to cycle around 20 km from his city to a railway track to collect the newspaper bundles thrown out! Due to his hectic schedule he began his day at 4 a.m. in the morning in order to complete his duty as a paperboy!

Annexure Eight

As the town had no electricity, kerosene lamps were lit at his home between 7 pm and 9 pm. But because Kalam studied until 11, his mother would save some for him for later use.

Being a bright student, Kalam always had the support of his schoolteachers. Schwartz High School's Iyadurai Solomon often told Kalam that if he truly, intensely desired something, he would get it. "This made me fearless," said Dr Kalam. And outside school, Ahmed Jallaluddin, who later became his brother-in-law, and Samsuddin, encouraged Kalam to appreciate nature's wonders. So at once, while growing up, he was exposed to a religious and a practical way of looking at the world.

The flight of birds had fascinated him since he was a boy, but it was years later he realized that he wanted to fly aircrafts. After finishing school, he took up Physics at St Joseph's College, Trichi, but towards the end he was dissatisfied. When he discovered aeronautical engineering, he regretted having lost three precious years. But he was glad to have discovered Leo Tolstoy, Thomas Hardy and F Scott Fitzgerald and other English poets in his college years.

Learning from Gandhi's life (7)

GANDHI	IN	SOUTH	AFRICA
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While traveling by train to Pretoria, Gandhiji experienced his first taste of racial discrimination. In spite of carrying first class ticket, he was indiscriminately thrown out of the train by the authorities on the instigation of a white man.

Gandhiji's reaction was that of 'David confronting the Goliath of racial discrimination.

Instead of fleeing from the seen, Gandhiji stayed back - for 21 years to fight for rights of the Indians in South Africa. By May 1894, he had organized the Natal Indian Congress. In 1896, he returned to India and enlisted support from some prominent Indian leaders. He then returned to South Africa with 800 free Indians. Their arrival was met with resistance and an inflamed mob attacked Gandhiji physically. Gandhiji exercised 'self-restraint'. His philosophy of winning the detractors with the peaceful restraint

had

begun.

It yielded fruit. Under pressure from the British government the attempt to disfranchise Indians in South Africa was abandoned.

When he was thrown away he thought above himself, this is where spirituality begins.

things you don't want in your life and replace them with love, you'll find yourself living a highly functioning life.

Story 08 (Situation)

Consider a situation: You're eating breakfast with your family. Your daughter knocks over a cup of coffee onto your business shirt. You harshly scold your daughter for knocking the coffee cup over. She breaks down in tears. After scolding her, you turn to your wife and criticize her for placing the cup too close to the edge of the table.

A short verbal battle follows. You storm upstairs and change your shirt. Back downstairs you find your daughter has been too busy crying to finish breakfast and get ready for school. She misses the bus. Your wife must leave immediately for work. You rush to the car and drive your daughter to school. Because you are late, you drive 80 km an hour in a 60 kmph speed limit. After a 15 minute delay and throwing Rs.500 (traffic fine) away, you arrived at school.

Your daughter runs to the building without saying good-bye. After arriving at the office 20 minutes late, you find you forgot your briefcase. Your day has started terrible. As it continues, it seems to get worse and worse. You look forward to going home. When you arrive home you find a small wedge in your relationship with your wife and daughter. Why?

Because of how you reacted in the morning.

Why did you have a bad day?

- A) Did the coffee cause it?***
- B) Did your daughter cause it?***
- C) Did the policeman cause it?***
- D) Did you cause it?***

The answer is D.

You had no control over what happened with the coffee. How you reacted in those 5 seconds is what caused your bad day.

Here is what could have and should have happened.

Coffee splashes over you. Your daughter is about to cry. You gently say "It's OK honey, you just need to be more careful next time".

Grabbing a towel you rush upstairs. After grabbing a new shirt and your briefcase. You come back down in time look through the window and see your child getting on the bus. She turns and waves. You arrive 5 minutes early and cheerfully greet the staff. Your boss comments on how good a day you are having.

*Notice the difference. Two different scenarios. Both started the same. Both ended different. Why? **Because of how you REACTED.** You really do not have any control over 10% of what happens. The other 90% is determined by your reaction.*

10% of your time dedicated to Meditation helps you keep calm and going for the rest of 90% time.

Here are some ways to apply the 90/10 secret:

- *If someone says something negative about you, do not be a sponge. Let the attack roll off like water on glass.*
- *You don't have to let the negative comment affect you! React properly and it will not ruin your day.*
- *A wrong reaction could result in losing a friend, being fired, getting stressed out, etc.*
- *The plane is late. It is going to mangle your schedule for the day. Why take out your frustration on the flight attendant? She has no control over what is going on. Use your time to study, get to know the other passengers, etc. Why get stressed out? It will just make things worse.*

Now you know the 90-10 secret. Apply it and you will be amazed at the results."

Story 9 Fresh Lime Water

The other day I was preparing fresh lime water for the first time. I ended up adding five times the amount of lemon than needed. It was a disaster. It tasted so sour that one sip of it would have been enough to make a dinosaur dance. I had to correct it anyhow. How I wish I could remove some lemon juice from water to make it taste perfect again! But alas! Some things can never be undone. Some things can never be changed. There was no way to remove the extra lime. So what was the solution then? The only way to correct this was to add four more glasses of water and dilute the lemon juice to make five glasses of fresh lime water.

This made me think. Sometimes we cannot undo some things that have gone wrong in life. Some wrong decisions, wrong choices, wrong investments, wrong actions, wrong associations, wrong words or wrong doings can never be undone. So what is the solution then? When you cannot correct what is wrong, do not waste more time over it. It is like attempting to remove lemon from water. Instead, get busy in adding so many right things in your life that the wrong seems insignificant. We all have a

negative side to ourselves. We may not be able to remove or correct all our negativities. But we can definitely continue adding positive thoughts, positive reading and positive people in our lives and dilute the negativity. We all have to deal with some easy people and some difficult people in our lives. Do not waste time trying to change the difficult people. You will drain all your emotional energy in vain. Instead spend more time with the pleasant positive happy people and the difficult people will not affect you anymore.

We all have been through lows in life and we cannot change that. But if we now add new highs in life, we will dilute the lows, isn't it? In the end life will seem 'mostly high'. We all have scars in life. We all have been through some pain in life. We all have made mistakes in life. We all have unfulfilled dreams, unanswered prayers. We cannot remove these bitter memories from life but we could get busy making new happy memories now.

Everything in your life will never be perfect. Do not waste too much time correcting what is wrong. Get busy doing the right things.

<i>Story</i>	<i>10</i>	<i>Orange</i>	<i>juice</i>
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As told by the late Dr. Wayne W. Dyer:

I was preparing to speak at a conference and I decided to bring an orange on stage with me as a prop for my lecture. I opened a conversation with a bright young fellow of about twelve who was sitting in the front row.

"If I were to squeeze this orange as hard as I could, what would come out?" I asked him.

He looked at me like I was a little crazy and said, "Juice, of course."

"Do you think apple juice could come out of it?"

"No!" he laughed.

"What about grapefruit juice?"

"No!"

"What would come out of it?"

"Orange juice, of course."

"Why? Why when you squeeze an orange does orange juice come out?"

He may have been getting a little exasperated with me at this point.

"Well, it's an orange and that's what's inside."

I nodded. "Let's assume that this orange isn't an orange, but it's you. And someone squeezes you, puts pressure on you, says something you don't like, and offends you. And out of you comes anger, hatred, bitterness, fear. Why? The answer, as our young friend has told us, is because that's what's inside."

It's one of the great lessons of life. What comes out when life squeezes you? When someone hurts or offends you? If anger, pain and fear come out of you, it's because that's what's inside. It doesn't matter who does the squeezing—your mother, your brother, your children, your boss, the government. If someone says something about you that you don't like, what comes out of you is what's inside. And what's inside is up to you, it's your choice.

When someone puts the pressure on you and out of you comes anything other than love, it's because that's what you've allowed to be inside. Once you take away all those negative things you don't want in your life and replace them with love, you'll find yourself living a highly functioning life.

FOOD FOR THOUGHT

IF SOMEONE SQUEEZED YOU, WHAT WOULD COME OUT?

Stay mindful of what you let in, and consider some internal housekeeping to get the negative out. Life is too short to be a sour orange.

Story 11. FINAL WHISTLE

I watched a local football match in a school playing ground. As I sat down, I asked one of the boys what the score was???With a proud smile, he replied: "They are leading us 3-0" !!!

"REALLY !!!

I have to say you don't look discouraged."

"Discouraged?" the boy asked with a puzzled look.

"Why should I be discouraged when the referee has not blown the final whistle???"

Truly, I didn't have an answer to this question!!!As I got back home that night, his question became a course in my stay in life indeed. Life is like a game. Why should you be discouraged when your Referee,... The Almighty has not blown the final whistle on your life???

The Truth is that, as long as there is life, nothing is impossible & it is never too late for you.

Half time is not full time & HIS calendar is not man's.

Don't blow the whistle on yourself.

Have an awesome time and more blessings with less stress.

- Beautiful answers and way of thinking of Turkish poet Jalaluddin Rumi:

What Is Poison? ? ?

He Replied With A Beautiful Answer - Anything Which Is More Than Our Necessity Is Poison. It May Be Power, Wealth, Hunger, Ego, Greed, Laziness, Love, Ambition, Hate Or Anything.

What Is Fear? ? ?

Non Acceptance of Uncertainty.

If We Accept That Uncertainty, It Becomes Adventure.

What Is Envy?

Non Acceptance Of Good In Others, If We Accept That Good, It Becomes Inspiration.

What Is Anger ? ? ?

Non Acceptance of Things Which Are Beyond Our Control.

If We Accept, It Becomes Tolerance.


What Is Hatred ? ? ?

Non Acceptance of Person As He Is. If We Accept Person Unconditionally, It Becomes Love. 😊😊

**Annexure Nine : List of experts who have contributed
in the thesis at different point of time**

1.	Prof. V D Thomas Retired Professor, Department of Education, FEP, MSU Insight Counseling centre Vadodara
2.	Prof. Dipti Oza Guide and Professional Counselor Department of Education Faculty of Education and Psychology Vadodara
3	Prof. R C Patel Professor in Education Department of Education Faculty of Education and Psychology Vadodara
4	Dr. Kashyapi Awasthi Assistant Professor NIEPA, New Delhi
5	Dr. Jyotsna Amin Assistant Professor Department of Education, Faculty of Education and Psychology Vadodara

Annexure six : Certificate of school for implementation of SIP

 **Atmiya Vidyapeeth**
Co-educational English Medium School
(Managed by Sarveshwar Educational Trust)

Affiliated to C.B.S.E. Affl. No. : 430126

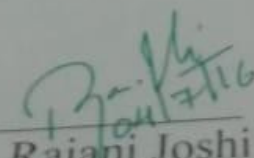
Ref. No. : 0/AVP/68/07/16 Date : 04/07/16

TO WHOMSOEVER IT MAY CONCERN

Certificate

This is to certify that Ms. Awasthi Tulna has conducted her Spiritual Intelligence programme entitled Subject: **"Enhancing Spirituality in Teachers: Effect on Self Efficiency"** for the time period from **3rd October 2015 to 28th February 2016.**

We highly appreciate with sincere thanks for her tireless efforts and valuable role which was very beneficial and will help in spiritual development of the teachers. Our organization is very thankful to her for her selfless efforts.


Ms. Rajani Joshi
Principal
ATMIYA VIDYAPEETH
SHINAY

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Annexure 10. Profiles of Participants

Five months **Spiritual Intelligence Program** was carried on from October 2015 to February 2016; all the 10 teachers willingly became the part of journey. Spiritual journey was not uniform they worked according to their strengths; some were able to overcome their weakness while others struggled.

Teacher 1

Teacher one was a hardworking, she taught Gujarati subject, she was good at her subject but could not speak English fluently and so she herself felt low and had low self-esteem. She felt she was not valued or respected as she could not speak English language. She came from a very conservative family background. Anger was her greatest weakness and wished to calm herself. "I get angry very soon and cannot control" (in her words) She joined workshop with the aim to achieve peace of mind. In school she was not very friendly with all in staffroom she used to sit alone and do her work; minimum interaction was from her side. Evening she used to take tuitions. She had great belief in God but her belief was to get relief from hardships. ("Once I achieve this will going to this temple for special worship" (acceptance missing)

But she was very friendly with researcher she loved listening to stories and related to herself. She always used to say "I get lot of motivation from the stories and positive talk I hear". She was very excited to do self-awareness activities, as she wanted to know about herself till date she had never thought about herself, her likes, dislikes, strengths, weaknesses, and goal of life it took time for her to think and write many things she was not able to put in to pen. She was helped to realise by interaction. Enneagram personality test helped her to realise, researcher being neutral helped her to complete enneagram with the help of enneagram material she could know her personality and could even relate to herself.

She wanted to change was the greatest positive in her; she was unhappy with the prevailing situation but was not knowing what to do. Self-awareness activities made her aware about herself. Johari window helped her to know more about herself by receiving and giving feedback. Her greatest awareness from johari window (others feedback) was when her group members told her *behaviour is superficial*. It was eye opening but slowly she realised that to an extent it was true as she always try to behaviour nicely with others don't want to shout as she herself she tired of hearing

shouting, but if things do not work or when she is stressed naturally shouting comes out it is so imbibe as that is what she have seen and heard all these years.

While developing Circle of Concern and Influence, her circle of concern was her family though she was too angry with their behaviour she was emotionally attached with them only. After this realisation, through different talks and explanation she learned accept things. Journey of reaction to response helped her lot pause helped her to be at peace, though she failed many a times but made an attempt. She could not complete anger fast but every time she failed she was asked to start again with new energy.

Positive videos encouraged her a lot. She enjoyed meditation, relaxation and yognindra. She continued doing meditation even after program was over. A whatsapp group was formed in October 2015 where in researcher you to forward positive thoughts, stories, videos, good talks which she enjoyed and achieved motivation when in despair. In the latest Google form response she has stated the benefits of program,

- What is the most significant aspect that you remember of the program?
Self-Realisation
- Describe the positive changes that you notice in yourself? It could be your
habits/practices

Now I have started loving myself.

Teacher 2

Teacher 2 is was a very intelligent, a good orator, hardworking, she had lost her mother when she was in standard 8th she was very much attached to her mother, she had a younger brother, she was not attached to her father. After her mother's demise she felt her brother was her responsibility and she was like his mother. She was frustrated as she had great capabilities but still was not valued either in school or at home. At home she used to prepare morning food, breakfast, lunch and then go to school, evening she used to do tuitions and again do household work. But still was not given importance, her father used to drink keep shouting ask money from her, she used to do many things for her brother but in return expected that he should consider and respect her which she did not receive. With the same stress she used to come to school and use to counter argue with seniors, principal, trust so was in wrong books of higher authorities though being a good teacher.

She joined the program as she was impressed in the introductory lecture and was trying to find solution to her problems.

She was not concern to religious or to spirituality her only concern was peace of mind. With this aim she joined and was very happy to join, as a researcher I was also very happy as there was great change in her. *When she joined she use to hate men and had thought not to get married and suffer. But today she is married and has a kid living happily.* In the very first lecture she was happy to know that we will be doing something which will help her to grow. “I am much influenced and I know this program will help and I will learn many things from the program” self-awareness activities helped her to know herself her weakness, strengths personality test helped her to know herself better and its description she could relate to herself. While doing johari window she realised and even through feedback came to know about her bad tongue, she was very straight forward and even use to be to very harsh with others. Later from program she learned to be polite, she understood the importance of pause her journey of reaction to response helped her be better.

While doing activities of acceptance and minimum expectation she realised, that she expected much from all. Story of five hundred rupee note explained her that we all have our own value and our value is not reduced by anyone. From lime water story she understood one can only add positivity to remove negativity.

Circle of concern and influence made her realise that she was too much concerned about her brother at the same time she did not influence him and so he did not listen to her and she used to be unhappy just because of him.

Learned optimism helped her to knowingly make an attempt to work upon the thought process give positive rational to brain.

Her thoughts were always filled with negativity for father so how can she respect. Here she learned if 100% acceptance then only it will lead to RESPECT, ADMIRATION AND ACKNOWLEDGEMENT. So one has to accept. acceptance does not mean acceptance of views, acceptance of person. One can accept and still reject his views.

Google form results :I have become little patient in handling the things also when I feel too much angry I sit down, meditate and analyse myself in different situation.

Teacher 3

Teacher 3 she was a beautiful, cute, ever smiling girl, she teaches English in the school. She loves teaching and feels happy to teach small children. She joined the program as she wanted to have some change in her life. The story life is in your hands make it or spoil it, this motivated her for her change mission. Later she learnt from happiness exercise that there is gap between her list of things making her happy and list of things making her unhappy.

Self-awareness exercise helped her to know herself, she realised her likes and dislike. A great realisation she could do was she is happy but this happiness is not her inner happiness something is disturbing her, in interaction it was known that she does not put forward her opinion before anyone neither at home nor at school or any other and this made her very upset but again she used to be quite fearing fights. Her greatest learning was she started putting forward her thoughts, she learned how to put forward her thoughts in right manner, right time. Take a pause helped her not react instantly. Intrapersonal skills and interpersonal skill development helped her. She realised how to deal with others, how to talk to, being quite is not the solution but right way presenting is necessary. Her family was finding a groom for her she wanted to get involved in selection talk to the person before being involved and this was not able to tell her parents earlier but later it was possible and she could not only put her point forward but do accordingly.

Identify your centre, helped to prioritise, circle of concern and influence taught her not to be concerned about each and everything, need to study and accordingly be worried. Consistency in thoughts, word and action helped her to groom herself; relaxation helped to be relaxed and made feel better. Introspection helped her to understand her real self, her comfort

Google form

I started with Me the Change and really see Me the change See positive in each and everything

Teacher 4

Teacher 4 she was easy go merry, in her words bindas. She wanted to be a choreographer but family situations did not permit her and she joined school, she was from a commerce back ground but used to teach maths in primary classes. She joined program as it inspired her. Her first learning was from happiness exercise as she always used to run behind materialistic things but while preparing her list she realised that I am running in a wrong direction. From different games she realised she enjoyed company with people she like but cannot tolerate few others for whom she have not developed liking. She realised she needs to calm down her behaviour. Identify your principle helped her to know her principle and her principle was pleasure principle. She realised yes she wish to do all those things which gave her pleasure. Pleasure is only her main aim. She loved doing things for enjoyment.

Her main learning was how to react to unwanted situation, negative situation, where in professional relation where any higher authorities shout or give negative comments how to react to this negativity. She learned to accept people, understand and then react rather than immediate reaction.

She learned to be committed to work where earlier for her enjoyment she used to not give importance. She learnt the importance of self-knowledge its necessary to water roots not the branches, branches get water on its own once roots get water. Videos and positive talks helped her to grow.

Google form

- The way we used learn on daily manner and try to implement regularly
- Were able to take everything in positive manner... most importantly i reduce my anger to the major extent!!!

Teacher 5

She was a married girl, she had a daughter of three years, lived here with her husband, she used to manage attending the class either bringing her child with her or if husband is at home she used to leave her home and attend. She started with program as she used to be unhappy facing different – different behaviour of people and did not know how to react, in this school work pressure, shouting's, politics she used to feel I am a failure I can't face them all. She was a believer of lord and use to be happy talking about lord. Loved listening stories. Found happiness, in outing, shopping, cooking. She was quite homely. She was not able to manage work pressure and family pressure.

She had a strong belief in God but concept of spirituality was not known to her. While interacting with her researcher came to know she had small-small issues in her newly married life. Which lead to stress for her? Later while doing the program she realised her expectation lead to fights, tension, and frustration, this she even realised doing different activities.

She had her own state of mind wherein she believed for few things as to I can do this and I cannot do this she did not even try doing. While doing different activities she realised that this behaviour is hindering and she need to move further, by self-awareness and activities she realised she could do things which she earlier simply left saying she cannot do. In an interaction session she narrated that today at home gas cylinder got over and so she shouted on her husband and did not prepare tea for him and simply turned up. But during different session she realised her behaviour was instant reaction which lead to such behaviour. By reflection she learned to reflect over the situation and observe situation as a third person. Her self-awareness helped increase her increase self- efficacy as now she used to see herself more confident and self-esteem also increased. She realised the importance of commitment was committed did not try to find excuses. Major change she has learned accepting. And whenever where ever she meets she says “ aapse khush rahna sikh liya he abhi kuch bhi ho hamesha khush hoti hu, school ke pressure se nahi darti”.

Teacher 6

Teacher 6 she was a simple and an obedient girl, lived in a joint family with her two uncles their children and grandparents. She did not like people with double standard at home also she feels why people behave in a typical manner, why can't they be normal. She got annoyed at such people and used to burst out which lead to great issues. She is short tempered. All these behaviour were though part of her but she knew only when she sat down to write. She knew she gets angry, shouts but self-awareness helped her to analysis as to reasons why she behaves so, her loose peace. While doing self- awareness activity she realised it was the first time she was thinking about herself. She confessed numbers of negative thoughts were empowering her. But today she was happy as to she was to know about herself. After the enneagram for her no clear score persist later with the help of enneagram material and her childhood experience or learning her type was decided by her. While playing games it was observed she was left to loose with her friends while at the same time she dominated others.it was prominently seen her dislike in her behaviour. Later she learned to accept all, irrespective of their thoughts. She had great commitment for work but self-commitment was lacking. She committed to herself and then was not serious to complete. She felt she cannot do or did not make an attempt, while doing yoga she promised herself that she will regularly do eye exercise but for few days she did and then left. Later she realised power of self and our power of doing things she helped her to be more committed. Anger fast she could not follow as her short temper lead to fights. Motivational talk, how to control anger, how to react to negativity helped to deal better.

Johari window also helped her to know herself .circle of concern and influence help her, she realised that she need to be concern about her immediate family and friends rest she would not be worried. Forget and forgive concept helped her to think rationally, she learnt to pause; this major change helped her to be better me.

Teacher 7

Teacher 7 was a beautiful cheerful girl; she had a great belief in God. Always use to ponder over many questions. She had a great interest knowing different things. She used to do self-study. She loved doing yoga pranayama, meditation. She had a worst anger to an extent she used to throw things but meditation helped her work. Further she wanted to work upon herself so she joined.

In zohri window she realised got feedback that she had great attitude and she does not mix with all. This was the time she turned to researcher saying she does not talk to all because of their double standard behaviour not my like and dislike. As many people behave differently at different times she restricts her talks. She shared very good relation with few friends not with all. She used to be happy attending the class. Self- awareness activity helped her to understand herself better; she was motivated by the stories of Gandhi and kalam. How to be positive in all situation and come out of it, how to contribute to society, think beyond self.

In free release she shared with researcher about her family atmosphere she shared a wonderful relationship with her mother but she did not like her father as he shouts and uses bad words and so she used to be disturbed by this behaviour. Self-awareness activities helped her to be aware about herself. Her maximum learning was from Acceptance, learning how to accept rather than fighting faults. She understood one needs to accept a person in totality without right and wrong. Even if we do not agree to his/her thoughts. First accept then you will be able to respect, then admire and acknowledge. Acceptance stops the first rift then one can always state one's views. Forgive and forget was the best learning and based on that one can have peace of mind. Story of lord Buddha and things remain with them helped her come out those troubling thoughts. Second learning she took was from minimum expectation, she realized cause of all anger, and frustration is our high expectation. Journey of reaction to response was great she told the moment I get angry and start reacting I remember your words PAUSE and this helps me to move from reaction to response. She was a good teacher but lack confidence got irritated very soon but later brought change in her behaviour stopped reacting started responding. In class her irritation was shown which is now not done. She wanted to go out station for higher studies but was not possible due to her family circumstances and she dropped the idea of joining now she realised and could rationally think as to what she want going out station or higher studies.

Once after rational talk she could take a decision. Learning Consistency of thoughts, feelings and action helped her.

She continued with meditation, yoga regularly always in urge of self-analysis and self- realisation nine steps shift helped in journey of reaction to response.

Google form

Understanding the model of Johari Window.

My learning: - After understanding this concept one thing got clear in my mind that what other people speak about us is somewhat true. Now if someone appreciates me or criticizes me I accept both positively and work upon myself. Prior to this understanding which developed in me later, I used to be very unaware about myself like if someone criticize me I take it very negatively and appreciations I never accept as I think that he/she is merely buttering. Hence, a sense of deep acceptance, awareness and an urge and fire of self-improvement developed in me.

- 1) Responsive behaviour, as we are dealing with human beings not machines.
- 2) Confidence increased as whatever happens, it is for our good.
- 3) Utilization of time and situations effectively rather than complaining.
- 4) Always in urge of self-analysis and self-improvement.
- 5) My focus is now on knowledge should be in my actions more than in my voice.

Teacher 8

Teacher 8 is a married lady mother of a young child. She was hardworking, ready to help others. Her behaviour gave a message that something was somewhere wrong as she used to go in deep thoughts unknowingly while doing something. She had very less expression power; she had tears in her eyes very soon. She wanted to prove herself before others.

She could do many good things, was creative, but use to be nervous.

Self-awareness activities helped her to know about herself. Realise her inner self. helped her to be more focused, she realised she need to be more concentrated while doing different activities. Minimum expectation helped her to work upon herself to reduce her expectations.

Her immediate reaction lead to tears in her eyes, journey of reaction to response help her to present herself better at the same time consistency in thoughts, words and action lead to peace of mind. Response gave her time for right understanding which helped to rationalise and work upon. While doing self-awareness activities and reflecting she realised she always thought how others will be happy and worked accordingly but this type of behaviour led to frustration. She realised if things are done with right understanding one will not be unhappy. One needs to be happy oneself to make others happy. She use to carry things long but later realised forget and forgiving is very important. Negative thoughts over powered her so positive videos and positive talks helped her. Johari window helped to know her better. Nine steps shift helped better journey. Circle of concern helped as she used to think much on small- small things but now she realised being worried about things which are not in our hands is useless. Her great learning was learning how to communicate properly.

Google form

- Praying for God everyday.
- Forgetting and forgiveness Yes, this is in habit . Praying to God gave positive thoughts.

Teacher 9

Teacher 9 was very artistic; she was a great artist, creative. Did her work very creatively, innovation was part of her work. She was ambitious. She had a short temper and wants to improve upon it. She was confused as to what should be done and what not. Different activities of self-awareness helped her to recognise herself, introspection helped to know her true self. Johari window helped to know self-better, it even helped to accept others views. Journey of reaction to response and nine step shift helped to learn pause, think right, wrong, reason out and accordingly respond. Earlier she use to react instantly when things are not done according to her wish later reflecting realised this was not the right way, slowly learned to response. Learned to expect minimum as that was the major cause of anger. Acceptance of one's own limitation, "earlier I was not able to accept but now by self-awareness it came to my knowledge and understood once if I accept then only change is possible" Activities like circle of concern influence helped to understand our concerns at the same time whether it should be or not. Pull less bend more and power of one made her realise what difference one can make and secondly simply dragging once own line does not help improve upon relationship but one needs to learn to let go.

"with this learning I will help my student to grow better in a more meaning full manner" Google form

Johari window activity, due to which I came to know about my strengths and weaknesses.

I started understanding what I really want. Previously I mostly found myself confuse that which thing is better for me as well as I feel confident now as i know what positives and strengths i have.

Teacher 10

Type 10 a simple girl a great teacher, students use to be very happy after her class she used to be very polite with students explained them very nicely. Tell them stories. Did not mix up much with other people. She preferred being alone yes if some wants her help she extended. She was very happy with the program as it helped her know herself better; anger management was her major concern. Though she did not get angry with students, she used to be upset and could not enjoy because of the anger she carried within. She shared with the researcher her issues. Later circle of concern and influence helped her to jot down her worries, introspection, reflection, relaxation, meditation helped her to look into at the same time relax. Acceptance helped learn to accept. It was very important for her to accept otherwise negative thought process was increasing day by day which was slowly disturbing even her professional carrier. Her expectation from others made her unhappy was realised by her and she learnt that her expectation was the cause of being unhappy. Videos and positive talk gave her motivation. She liked the most was raji rehmani ramat and she promised herself to always remember this in all circumstances.

Realising her inner self and inner qualities through introspection, she realised her purpose and even realised that she is wasting her energy in wrong place. With this leaning she became stronger gained confidence as to now she can face any circumstance. Refining and releasing negativity helped her remove negative thoughts. A, B,C analysis helped her to know the true cause and work over it.

Google form

- Anger management and self-control
- I became stronger and felt that I can face any situation in my life