MPS 5: Engage I want to & I can

Def: Engage: use our senses to become aware of a need, opportunity or a problem

Why important?
1. First stage in "Defining a problem"
2. Most don’t spend enough time doing it
3. Most incorrectly combine ENGAGE with DEFINE-THE-STATED-PROBLEM with EXPLORE
4. Controls panic
5. Lists concepts that need clarification

MPS 5: Engage I want to & I can. Pretest, objectives

Pretest: Use an “x” to rate your Awareness & Skill

Time 10 s Finish by __________

Objectives...
Read over...

Time ______ Finish by ________

MPS 5: Engage I want to & I can

Where it fits in...

Engage: I want to & I can

Types
Thinking skills
Assessment
Prerequisites

Solving

Strategy
Hints

Distress

MPS 5: Engage I want to & I can

Route ahead

Engage:

Objectives...
Read over...

Time ______ Finish by ________
### MPS 5: Engage I want to & I can Attitude

Research shows:

<table>
<thead>
<tr>
<th>Unsuccessful</th>
<th>Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attributes success to Luck</td>
<td>Attributes success to ability</td>
</tr>
<tr>
<td>Not confident</td>
<td>Confident</td>
</tr>
<tr>
<td>Unwilling to risk</td>
<td>Willing to risk</td>
</tr>
<tr>
<td>Avoids difficult-sounding problems</td>
<td>Willing to try</td>
</tr>
<tr>
<td>Give up if ambiguous or missing information</td>
<td>Willing to make assumptions</td>
</tr>
<tr>
<td>Attributes failure to stupidity</td>
<td>Attributes failure to bad luck</td>
</tr>
<tr>
<td>Becomes stressed</td>
<td>Manages stress</td>
</tr>
<tr>
<td>Negative self-talk</td>
<td>Positive self-talk</td>
</tr>
<tr>
<td>Copes with stress by grabbing any old sample solution &amp; using it</td>
<td>Copes with stress by “I want to &amp; I can” &amp; systematically using the MPS strategy.</td>
</tr>
</tbody>
</table>

### MPS 5: Engage: I want to & I can Attitude check

**Activity:**
As individuals, place an “x” on p. 507 for the attitude that best describes your current approach.

**TIME**

Self talk:
After you have read the problem statement, say

“I want to & I can”
5. Need for self-fulfilment
personal growth, developing talents, achieving goals, improving skills, lifetime learning

4. Need for self respect and self worth
self confidence, independence, responsibility, recognition, service

3. Social needs
friendship, acceptance, belonging, family, love

2. Security needs
safety, financial security, prevent of injury, avoid danger

1. Physical needs
air, food, shelter, water

Activity:
As individual, circle or note any words that might need clarification in _______.
Time _______ Finish by _______.
Discuss with neighbor TIME _______.

Activity:
As individual, circle or note any words that might need clarification in _______.
Time _______ Finish by _______.
Discuss with neighbor TIME _______.

Research shows:

<table>
<thead>
<tr>
<th>Unsuccessful</th>
<th>Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skip over words they don't understand</td>
<td>Identify for further clarification</td>
</tr>
<tr>
<td>Give up if it's ambiguous or if information is missing</td>
<td>Note the ambiguous &amp; missing information for later clarification</td>
</tr>
<tr>
<td>Tend to be superficial &amp; impulsive</td>
<td>Systematic &amp; careful</td>
</tr>
<tr>
<td>Quickly skim read</td>
<td>Spend about 3 times as much time as unsuccessful</td>
</tr>
</tbody>
</table>

write reflections Time _______
MPS 5: Engage, I want to & I can

Words from problem statements:

Activity:
Individual p. 509 Check over the meanings of words

Discuss with neighbor

Reflection TIME

MPS 5: Engage, I want to & I can

Stress, distress, Managing stress, cause of stress, exam anxiety

Def: A stressor is a ± event to which your body naturally responds with endocrinal response and physiological tensions. Stress is the body's response. Distress is response to - event. Exam anxiety is the response to writing exams Stress management is the combination of physical and mental skills you apply to minimize the impact of the stressors, to monitor and manage the body response and to ensure that long term harmful response does not occur. Motivate & manage, say "I want to & I can!"

Why important?
1. Stress usually present when things get tough or uncertain; eg: solving difficult problems
2. Need to manage stress now; & lifetime
3. Usually when under stress we tend to do things that promote - rather than control - stress; eg: Exam time
4. Number of errors made increases with level of stress

Amount of stress (from Kietz & Lawson)
MPS 5: Engage, I want to & I can
Why important? (Continued)

5. Our life is continually experiencing change. Whenever we experience change we are stressed.

6. As a leader or someone who causes change, you should be aware of the feeling and stress this causes in others and help them cope.

7. Support group needs your skilled guidance to help them cope with stress; you need to know how to cope with your own stress and what to do to help others cope with theirs.

MPS 5: Engage I want to & I can
Research shows: Body response:

- Varies from individual to individual

Can measure it: Biofeedback or lie detector
MPS 5: Engage I want to & I can Research: Selye's model

![Selye's model diagram]

MPS 5: Engage I want to & I can Research Interconnect between grieving, stress, and anger

![Interconnect diagram]

Other interconnects: stress &...
- Decision making, procrastination, problem solving, avoidance, self-talk, self esteem, time management

MPS 5: Engage I want to & I can Research Grieving model: typical response to change:

![Grieving model diagram]

MPS 5: Engage I want to & I can Research Self awareness

Symptoms
- Kellner-Sheffield
  - Annual change: Holmes Rahe & Holmes Gmelch
  - Daily stress: Shealy

Skillings-Moos: how you handled stress

Exam anxiety
MPS 5: Engage I want to & I can

Self awareness

Activity: individuals complete:
Symptom checklist

Time 3 min

This is personal. Chat with neighbor, in general, but do not feel obliged to show your list to anyone.

You may just want to write reflections

This is not to be handed in with your report

MPS 5: Engage I want to & I can “Grain of salt”
Ask “Is this reasonable?” Maybe I had a good day? A bad day? When I filled this out.

MPS 5: Engage I want to & I can

Self awareness

Activity: complete the Kellner Sheffield inventory

TIME

Results:

<table>
<thead>
<tr>
<th></th>
<th>Range</th>
<th>Typical</th>
<th>This year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short term stress:</td>
<td>0-32</td>
<td>13.5</td>
<td></td>
</tr>
<tr>
<td>Long term stress:</td>
<td>8 - 32</td>
<td>12.3</td>
<td></td>
</tr>
<tr>
<td>Self image:</td>
<td>7 - 28</td>
<td>12.1</td>
<td></td>
</tr>
</tbody>
</table>

MPS 5: Engage I want to & I can

Activity:
As individual complete
Holmes- Rahe; or Holmes-Gmelch index:

Multiply each individual stress load by the number of times that event happened this past Year _____ to _____

You want the total number. 0 to 1000

This is personal. Do not hand in; do not attach to your report.

TIME

Repeat for the Shealy daily stress. Use the Holmes entry for the “Emotional stress”
MPS 5: Engage I want to & I can. Typical results: Annual

- Number of people

Daily

- Number of people

MPS 5: Engage, I want to & I can. Feedback Guidelines only. Don’t read too much into them

Kellner-Sheffield tries to help you identify subtle differences in form of stress.

Holmes-Rahe Holmes-Gmelich

High values:
be patient with yourself. You’ve been through a lot. The simple things aren’t easy to do. Be tolerant with self. Try some coping techniques

Low values:
others have been through a lot, be patient with them. Could happen to you. Try coping techniques in preparation.

MPS 5: Engage, I want to & I can. How you handled stress in the past. Billings-Moos Instrument developed by MD professionals to address the recovery of patients in the burns and trauma units where recovery is more mental than physical. Significant elements that are desired are: low avoidance high PS.

<table>
<thead>
<tr>
<th></th>
<th>Range</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cog.</td>
<td>0 - 33</td>
<td>16.1</td>
</tr>
<tr>
<td>Behav</td>
<td>0 - 39</td>
<td>19.7</td>
</tr>
<tr>
<td>Avoid</td>
<td>0 - 24</td>
<td>5.5</td>
</tr>
<tr>
<td>Logic</td>
<td>0 - 12</td>
<td>5.6</td>
</tr>
<tr>
<td>Info</td>
<td>0 - 21</td>
<td>10.3</td>
</tr>
<tr>
<td>PS</td>
<td>0 - 15</td>
<td>7.3</td>
</tr>
<tr>
<td>Reg.aff</td>
<td>0 - 18</td>
<td>5.1</td>
</tr>
<tr>
<td>Emote</td>
<td>0 - 18</td>
<td>4.2</td>
</tr>
</tbody>
</table>

So what? Gives starting ideas.
MPS 5: Engage I want to & I can: Exam anxiety

Activity: As individual complete the Alpert-Haber inventory.

Score

TIME _______ min

Relationship with marks (chicken or egg?)

MPS 5: Engage I want to & I can: Exam anxiety, what to do about it:

use inventories to identify what might be cause

K-S short term > 18
K-S long term > 14
K-S self image > 15
PSI avoidance of difficult problems > 65

Teachers can:
allow you to contract for weighting of term mark compared to final exam mark

MPS 5: Engage I want to & I can: So what? Research: relating anxiety to measures

D. 3ML. 97, M1 (PC), p<.01 (no col.), Workset Loadings: n[1; n[2]

MPS 5: Engage I want to & I can: Reflect

What have you discovered so far?

TIME _______

Discuss with neighbor

TIME _______
MPS 5: Engage, I want to and I can

Coping techniques

1. Don’t just sit there. Tell yourself you are in control.

Only work on things you have control over. The rest... forget, give back to the owner, get rid of, don’t worry about them.

Ask “Have I got control?”

Research says
90% you don’t have control; forget ‘em

10% you do have control:
I want to & I can; I've got a strategy that works! break into parts; carefully reread the problem.

MPS 5: Engage, I want to & I can Coping #1

Being able to identify what you have control over...
1) may not be easy for some
2) perceptions vary from individuals.

Research: locus of control Rotter or Happner

<table>
<thead>
<tr>
<th>number of persons</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rotter 23</td>
<td>46</td>
</tr>
<tr>
<td>Happner 6</td>
<td>40</td>
</tr>
<tr>
<td>I may think</td>
<td>I may think</td>
</tr>
<tr>
<td>I everything</td>
<td>nothing is</td>
</tr>
<tr>
<td>under my control</td>
<td>In under my</td>
</tr>
<tr>
<td>Easy</td>
<td>Difficult</td>
</tr>
</tbody>
</table>

MPS 5: Engage, I want to & I can Coping #1

Example

In a financial crunch, head office requested each Department to cut their annual operating budget by $90,000.

The Department met to address this issue and started to identify ways to “solve the problem”. The stress level increased.

Departmental members starting getting uptight. Then...

they realized that their total annual operating budget was $48,300. They didn’t have control over $90,000.

They sent the problem back to the owner of the problem... head office.

MPS 5: Engage, I want to & I can Coping #1

Activity: as an Individual, on p. 511, note your Happner value, then do activity 6.1

TIME __________

Discuss with neighbor TIME __________

Activity: as an Individual consider Safety on the Ethylene plant p. 512

TIME __________

Discuss with neighbor TIME __________
MPS 5 Engage, I want to and I can
Coping techniques

2. Don't just sit there. Do something physical

Depends on the situation:

- in an exam you can't get up and jog  BUT you can be active, change body position, stretch
- in usual weekly activities, don't vegetate build exercise, work out, physical game into program
- in a meeting suggest they take a stretch break

Activity: reflect on your situation. p.513
Hours per week currently spend __________ Ideal for you __________

MPS 5 Engage, I want to and I can
Coping techniques

3. Practice & use destimulating techniques

depends on situation

- in an exam: use muscle relaxation, deep breathing
- in usual life holiday, break, hot bath, off by yourself, music, walk in the forest

Activity: as a group try __________ muscle relaxation _______ as a destimulating technique
TIME __________

p.513 Do you have a favorite? __________

MPS 5 Engage, I want to and I can
Coping techniques

4. Watch what you say to yourself
Your body listens!

What one thing can you do that will:
- increase your stress
- increase your anger
- decrease your creativity
- decrease your skill at any task
- decrease your self esteem

Negative self talk I'm dumb. I know I'll make stupid mistakes. I'm not creative. I can't talk in front of others. I'm indecisive. I always put my foot in my mouth.

...
MPS 5: Engage, I want to & I can Coping # 4

- Monitor... listen to what you say to yourself
- Change negative to positive
- Reward positive thoughts
- Be patient with yourself.

Replace... With

I'm dumb
You should...
I can't
I'm stressed
I'm a loser
I'm indecisive
I procrastinate
I blew it.
I have to get an A or else...
So what? Who cares if I get this done

MPS 5: Engage, I want to & I can Coping # 4

More research (attribution theory)

Replace...

Attributing success to luck (crediting your skill, knowledge)
Attributing failure to your inability and lack of skill (because of bad luck, circumstances, & then discover what you learned from this).

Reward yourself. Say...
Tantilic, good for you
I'm meeting this challenge... Hurrah for me
Bug off, fear, I'm to bust now
I have a PS strategy that'll work...

Make "to do" lists (to plan ahead)
Make "what I did" lists (to build & sell)

MPS 5: Engage, I want to and I can Coping # 1 - 4

Time out: reflect on the four coping techniques suggested so far. Use p. 518.
TIME ________

Discuss with neighbor, TIME ________

Activity On p.513 List any negative comments you might say to yourself. If you don't say any... then write Hurrah for me!

If you do, write them and then suggest the revised actions you will take on the right hand column.

TIME ________

Discuss with neighbor, TIME ________

This week, monitor your self talk & change/keep to positive. Report progress.
More research: attribution theory & interpersonal judgements

Success = skill and talent
The more you know another person, the more likely you are to attribute her/his faults to bad luck; their success to talent. Males tend to attribute success to talent and faults to bad luck.

Success = luck
The less you know a person, the more likely you are to attribute her/his faults to lack of skill or talent. Women tend to attribute success to luck and their faults they blame on themselves.

Coping techniques

Be prepared; plan ahead & plan for the worst
- Prevent rude surprises; go in prepared.
- Identify areas of control.
- Break task into subactivities.
- Suggest a time plan.
- Reward yourself when subactivities are complete.
- Anticipate the unexpected & think about contingency plans.
- Mentally think through the event; think of how you will handle it.
- Evaluate it afterwards and think of how you can improve.
- Make a list for the future.
MPS 5: Engage, I want to & I can Coping #5

- Related to Time Management. See MFS 17
- Use Potential problem analysis to anticipate the unexpected... see MFS 17
- Make checklists & make lists of accomplishments
- Practice giving speech in front of a mirror

Activity: "Movie of your mind". As individual... identify a semi-stressful event that is coming up.

- ____________ Find a partner.
- ____________ Is the narrator
- ____________ Is the listener

Narrator is to talk her/his way through the event.
TIME ____________

Switch roles... TIME ____________
Discuss what happened... TIME ____________
Write reflections... TIME ____________

MPS 5: Engage, I want to & I can Coping techniques

Rename the anxious event

Think of the negative event as something positive

Activity: as a small group - create positive names for the "stressful future events" listed on p. 513.
Add other events your identify as stressful.
TIME ____________

Example: Time for future:

- The job search: records of companies applied to, date resume sent, telephone followup, interview, how to improve next time.
- Each test: how much time spent studying, when: lead time before test, how you studied: underlined notes, made summary notes, worked problems, worked alone versus in group; where: library, room; rewards you gave yourself.
- Each assignment: time spent, marks, ways to improve.
- Party you organized: lead time, how much stuff, how many people, when they arrived, when they left, what worked and what didn't...
- Meeting you organized: agenda, attendance, satisfaction with result, satisfaction with feelings, how to do it better.
MPS 5 Engage, I want to and I can
Coping techniques

7. Build and use your support system
   - keep your traditions: breaks, friends
   - spiritual faith
   - mentors
   - Network

Activity: p. 514, estimate the total number of people in your network. Then, as an individual, add a dot for everyone in your network starting at the centre. Use the questions on p. 515 as prompts.

TIME ________

Discuss/share with neighbor TIME ________

MPS 5 Engage, I want to & I can Cope # 7

Example

MPS 5 Engage, I want to and I can
Coping techniques

2. Develop positive addictions
do things that take your mind completely off everything else:
   - hobbies
   - movies
   - music
   - watching a sunset
   - pets
   - doing something for others

Activity: as individual on p. 515, note five positive addictions

TIME ________

Write reflections TIME ________
MPS 5 Engage, I want to and I can
Coping techniques

2. Be decisive
1. Analyze what's bugging you & resolve it.
2. Use decision-making methods (MPS 9 & 23).
   • set objective
   • express it as observable & as results, not actions.
   • set criteria: must & want
   • devise options
   • rate options using criteria
   • select the best

3. Once you decide... don't worry, don't dither.
   Replace:
   Did I make the right decision?* with...
   "Yes, I analyzed all the data. I've done it!"
   Influence of Jungian preference, see MPS 11

MPS 5 Engage, I want to and I can
Coping techniques

10. Put it into perspective
   it's not the end of the world
   It's an opportunity
   will I never be able to do this?

MPS 5 Engage, I want to and I can
Coping techniques

11. Use role models
   People have been there before & succeeded!
   Who is your role model? Here's mine: David
Activity: as an individual on p 518 assess the different options and reflect.
TIME ______ Finish by ______

Discuss with neighbor TIME ______

Activity: small groups consider distressors listed on p 517.518 add your own and then prioritize
TIME ______

Then...
Create action plans
TIME ______

Share

Summary

Return to pretest: Use a circle to summarize your rating of your Awareness Skill
Time __10 s

The Objectives are:....
MPS 5: Engage, I want to & I can
Evidence-based targets