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# **PERSONAL EMPOWERMENT AND DEVELOPMENT**

**STUDENT GUIDE 1**



**FUTURE PERFORMANCE TRAINING**

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## Course Overview

A healthy mind, body and soul is required to reach success not only in life but also in business.

Learn to study effectively as well as how to use self-reflection and evaluation to make important life decisions leading to success.

You will also learn to combat the current pandemic that threatens the existence of the human race. Learn to lead a healthy and balanced lifestyle, make informed decisions and build your future.

## Course Outcomes

After you have completed this course you will be able to:

- Use language and communication in occupational learning programmes.
- Apply knowledge of self in order to make a life decision
- Demonstrate knowledge and understanding of HIV/Aids in a workplace, and its effects on business sub-sector, own organization and specific workplace

# Contents

Suitable Learning Resources .....	7
Examples of Learning Resources .....	7
How Learning Resources are Selected and Acknowledged .....	9
Learning Strategies.....	10
Summarising Information.....	10
Reading for Detail, Interpretation, and Analysis for a Given Context .....	17
Listening for Detail, Interpretation and Analysis.....	18
Learning through Communication.....	18
Natural Intelligence .....	19
Learning Materials.....	24
Organising Occupational Learning Materials .....	24
Understanding and Using Layout and Presentation of Learning Materials.....	25
Using and Clarifying Technical Language/Terminology.....	27
Basic Research: Analyse and Present Findings.....	28
An Appropriate or Relevant Topic and Scope is Identified and Defined .....	28
Planning Research Steps.....	28
Research Techniques .....	29
Information is Evaluated for Relevance .....	30
Information is Classified, Categorized and Sorted .....	30
Research Findings are Analysed and Presented in the Appropriate Format.....	30
Functioning in a Team .....	31
Actively Participating in group-learning Situations .....	31
Taking up Responsibilities in a Team and Applying Group Work Conventions in Learning Situations .....	31
Practicing Conflict Management and Negotiation Techniques.....	31
Teamwork Resulting in Meaningful Product Outcomes.....	33
How Learning is Affected .....	35
The Occupational Environment.....	35
Occupational Focus .....	35
Organisational Type.....	37
Different Learning Applications.....	38
Self-Awareness, Believe, Interest and Values .....	42
Self-Reflection .....	43
We all wear Masks.....	44

Getting in Tune with Yourself .....	47
Your Aligned State .....	50
Achieving Congruency .....	50
What is Self-Esteem?.....	53
Self-Esteem and Resilience.....	60
Components of Resilience .....	61
Changing your Believe System .....	65
Getting your Balance Right.....	68
Personal Values, Believes, Attitudes and Fears.....	71
Increasing your Self Esteem .....	74
Establishing Positive New Patterns .....	75
Adding Extra Dimension .....	77
Meditation Techniques.....	79
Wipe Out Worry .....	83
Dealing with Stress.....	84
The Causes of Stress .....	85
The Cost of Stress .....	85
Your Personal Stress Inventory.....	85
Dealing with Stressful Situations .....	89
Becoming Stress-Resilient .....	90
Solving Problems .....	95
Building Supportive Relationships.....	97
Nutrition, Exercise, and Sleep .....	97
Managing Time to Prevent Stress .....	99
Redefine Your Expectations.....	99
Getting Organized at Work.....	100
Getting Organized at Home.....	101
Delegating.....	103
Setting SMART Goals .....	104
Planning for achievement.....	104
HIV/AIDS and its Effects on the Human Immune System .....	107
What is HIV? .....	107
What is AIDS? .....	107
The Importance of Understanding what HIV/AIDS is? .....	107

How Does the HIV Virus Multiply? .....108

How Does the HIV Virus Harm the Body? .....109

Symptoms of AIDS .....110

What Can Be Done to Stop the HIV Virus? .....111

How do you find out if you have HIV?.....112

How HIV/AIDS is Transmitted.....113

    HIV and Breast Feeding .....115

    What If the HIV Test Is Negative? .....115

    Illnesses that are identified with STDs or STIs .....117

    It Is Very Important to Have Any STD Treated.....119

    How to Cope with AIDS Stigma.....121

    Examples of AIDS Discrimination.....121

HIV/AIDS and the Law.....122

    Human Rights and Laws Regarding the Handling of HIV/AIDS issues in the Workplace. ....122

    Developing an HIV/AIDS Workplace Policy.....125

Leading a Healthy Life Style.....125

    Living Positively .....128

    Advances in HIV Treatment: Understanding ART .....129

    The Groups of Antiretroviral Drugs .....130

# Chapter 1

# Effective Study Methods

## Chapter Overview

Once you have completed this chapter you will be able to deal with learning materials, to access and useful recourses, to seek clarification and help when necessary, and apply a range of learning strategies.

This chapter will provide you with an understanding of the features and processes of the workplaces of the workplaces and occupations to which their learning programme refer.

## Chapter Outcomes

After you have completed this course you will be able to:

- Access and use suitable learning resources
- Use learning strategies
- Manage occupational learning programme materials
- Conduct basic research and analyse and present findings
- Function in a team
- Reflect on how characteristics of the workplace and occupational context affect learning.

## Suitable Learning Resources

Learning happens when we acquire any new knowledge, skill, attitude or value that changes how we think or do things, or even feel about a subject.

When we have learned something, we have better skills in doing something, we have more knowledge about it, we have a different attitude towards it, and perhaps our values have changed in some way.

A learning resource contains information for learning. When we use any resource to get information, it becomes a learning resource.

### Examples of Learning Resources

The following learning resources are available for you to use when you need to study or do research:

Resource	Description
<b>Textbook</b>	<p>Much like book you are reading a textbook is normally prescribed as part of a learning programme or curriculum.</p> <p>These books are usually written by academics and provides you with a view or opinion from the person who has written the textbook.</p> <p>Such a textbook would have a list of resources they have used to research and write the textbook at the back of the book. This resource list could be a handy tool when researching a topic or subject.</p>
<b>Learner Guide</b>	<p>A learner guide is normally provided by an academic institution and follows a national framework.</p> <p>A learner guide will normally combine various ideas and research done based on various textbooks to give the student a general idea of the topic or subject.</p> <p>A learner guide would also have a reference list as well as a resource guide that will lead the learner to various textbooks they can use to further their study.</p> <p>A learner guide normally only takes the main ideas of a topic and subject and summarises this for the student.</p>

<b>Notes and Handouts</b>	<p>Many lecturers will provide the student with additional notes or handouts in addition to their textbooks and learner guides. This is to help the learner by summarising the subject or topic or give additional insight to their study.</p> <p>Such notes or handouts would usually contain templates, summaries, case studies etc.</p>
<b>Audio / Videos</b>	<p>Lectures can be recorded via audio devices and played via streaming. Videos can be watched to gain an understanding of the topic or subject. Videos could be relayed by providing facts and findings, recorded lecture or roll-play (played by actors).</p> <p>You can also watch videos online using youtube, vimeo etc.</p>
<b>Internet</b>	<p>The internet is full of information at a click of a button and is a valuable tool when having to do research on a topic or subject. There are many credible resources available online – however there are also many unreliable resources online as well. So, make sure you research a topic or subject well before you decide to use the information provided.</p> <p>You can also download various free books or even paid textbooks from the internet which you can read on any device.</p>
<b>Library</b>	<p>The Library has a wealth of resources you can use to conduct your research. A library contains resources such as books, encyclopaedias, magazines, videos and even the internet. It also provides a quite place to study and make notes using the free resources available.</p>
<b>Online Learning</b>	<p>There are many online learning sites that are free which you can use to study a topic or subject or gain additional insight. Mostly the free online courses would not give you a certificate of competence however it will give you information you may need additionally to understand the subject better.</p> <p>These sites includes, Udemy, Khan Academy, Coursera, Allison, edX, Open Culture Online Course, Harvard Extension, Stanford Online, Open Yale courses, UC Berkeley Class Central, MIT Open Course Ware, Carnegie Mellon Open Learning Initiative, Codecademy, Ted-Ed, Memrise, and even iTunes.</p> <p>We offer all of our courses online via our website at <a href="http://www.fptacademy.co.za">www.fptacademy.co.za</a> and use various links to add additional resources to make sure you have the best available and combined method of study.</p>
<b>People</b>	<p>People such as your lecturer, facilitator, mentor, supervisor, colleague, family members, friends or masters of industry can provide you with valuable insight to a particular study. Always be on the look out for people with experience in your field of study and talk to them. Ask questions and make notes.</p>

## How Learning Resources are Selected and Acknowledged

We have looked at what a learning resource is, what kinds there are and where you might find them.

We will now look at using learning resources in the most effective way. This means finding the best resources for your purpose, making the best use of those resources and, lastly, knowing how to acknowledge the resources you have used.

To decide which is the best kind of resource to use for a task, we need to look more closely at the kinds of resources we have discussed and ask ourselves some critical questions about how they are suitable for different tasks.

Each kind has its advantages and will suit certain needs. On the other hand, a learning resource that suits one need may not suit another.

### Acknowledging Recourses

A critical point to bear in mind when doing research is that whenever you use that information in writing up or presenting your research you must acknowledge the source of that information. This is extremely important for two reasons.

- One is that whoever reads your writing may want to follow up on a point.
- The other, more serious reason is that using information without stating where it came from is seen in the same way as taking something from another person without their permission.

In the academic world this is termed plagiarism, and it is seen as theft. For that reason, when you are using any print resource, always keep a record of the resource as you make your notes, because you will have to acknowledge any resource you use (in your Bibliography). Printouts from the internet automatically have the source printed at the top, but you must not forget to acknowledge it in your own presentation.

### ***What information do you need in order to acknowledge a resource?***

For a book, you need the title (underlined), author/s, publisher, date and place of publication. The title, author and publisher are found on the title page of the book, and the place and date of publication are on the next page.

**Acknowledgement of this book would therefore be written:**

***Farmer, E: Feeding a Nation, Miller Publications, London, 2003.***

To acknowledge an article in a journal, give the title of the article, the name of the journal (underlined), its year, the volume and number, and the page numbers:

***E.g. SABIE Report, South African Bee Journal 2003 Volume 75 No. 3, p. 87***

When you use an internet site, you write out the website address, for example:

***E.g. The business page of the SABC: [www.Sabcnews.co.za/economy/business](http://www.Sabcnews.co.za/economy/business)***

## Learning Strategies

In the first section we looked at learning resources, what they are, where to find them and how to select them.

In this section we will be looking at how we can use such resources for learning. We will look in some detail at the strategies that we can use to help us learn more effectively. We will consider the strategies of summarizing, questioning, reading actively, listening actively and learning by communicating with others.

Let us examine how effectively we are able to apply these strategies and techniques in practice.

### Summarising Information

Summarising is one of the most important skills that we can use for learning. It makes us read the text with understanding, and therefore helps us to learn what we are reading. We will therefore look closely at some techniques for summarizing information presented in a written text.

***Consider the following description of how to write for business purposes:***

#### **Principles of Business Writing**

You can build on the foundation of focus by writing with your stakeholders' goals and interests in mind. But if you want to develop a truly effective story you need to appeal to your readers' sense of purpose as well. This way you create a text that is both intellectually sound and emotionally compelling. Most organisations appear to be dominated by logic, quantitative analysis and decisions based on financial targets, at least if you only look at their use of language.

Like most other organisations, yours will discuss abstract things like 'synergy' and 'high performance' or talk about 'increasing shareholder value' and 'exceeding customer

expectations'. This approach has its merits, particularly as a way to facilitate decision making and get people to focus their thinking on important organisational issues.

And yet, this is a stale kind of language that most people find difficult to relate to (imagine what would happen if you asked your partner for more synergy or a cutting edge night on the town).

This is because a purely rational approach to business writing doesn't engage people on the level of their identity. As a result, traditional business writing fails to achieve full support for the organisation's mission, vision, strategy and day-to-day operations.

Your business writing will become more effective when you complement your organisation's logical approach with right-brain relational skills.

Chiefly, this can be done by analysing business issues in terms of their purpose and explaining what this means to people's lives or the organisation. The principle of meaning is the subject of the next chapter, this chapter will tackle the principle of purpose in more detail.

A summary is based on the main ideas in a passage. Remember for a summary you need to

- look for main ideas
- identify the key sentence in each paragraph – this should 'cover' or include all other points
- not confuse main ideas with examples
- cut out detailed descriptions or extensions.

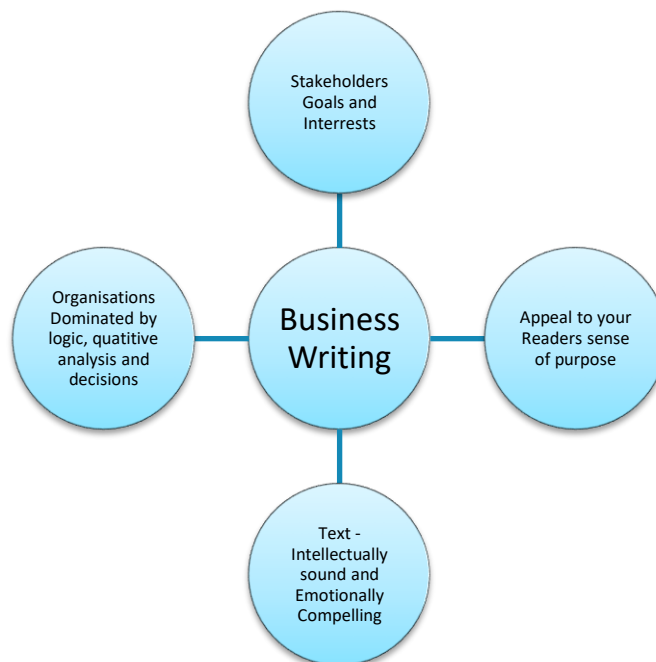
***To look for the main ideas, take the following steps:***

- Look at the title: this will give you the theme of the passage, in this case 'The Principles of Business Writing'. This alerts you to 2 aspects: Business and Writing.
- Then, considering the way writing is structured, we usually find a main idea in each paragraph. How many paragraphs do we have here? We will therefore base our summary on three main ideas. Because the passages follow on from each other, these ideas must also link to each other.
- Starting with the first paragraph, let us identify the key sentence. What aspect of "Business Writing" is being described? The paragraph is describing the focus of writing for different reasons, but what is the common idea that links these descriptions? We can answer this question by looking more closely at the description of the focus. Consider which of these words are key words.

- With that as the key sentence, and our list of key words, we can start a point-form summary, or you can plan your summary using a mind-map (as below).
- Now look at the second paragraph. What aspect of 'Business Writing' is being described here? Which sentence 'covers' the meaning of the other sentences i.e. what is our key sentence?
- Now try the third paragraph for yourself, looking first for the main idea, then the key sentence, then the key details. Write down your own answers before looking at the ones that have been given.

Main Idea	Key Sentence	Key Words
<b>Possible Answers:</b>		

The mind-map that follows shows one way of recording the key points for your summary, or you may want to simply list the key points. The important thing is that your points must make sense to you.



If you are going to turn your point-form summary back into sentences, use your own words. The key words will stay the same if they are special terminology (as many of the words in this passage are). But if you use these words in your own sentences, you will really be helping yourself to learn.

This is a summary of some of the techniques that we use for effective learning. You should make sure that you understand each term so that when you are asked to use the technique, or when an opportunity comes up, you can use it effectively.

## **Brainstorming**

Brainstorming is a process that encourages creative thinking; where a group of people gets together just to make suggestions in response to a topic. Suggestions are recorded (usually by writing them down) and the only 'rules' are firstly that there are no 'no' ideas, and secondly that there is no discussion about any suggestion. All ideas are therefore recorded. Brainstorming encourages 'right-brain thinking' i.e. the creative sides of our brains are encouraged to think freely, by associating one idea with another and not censoring ourselves or each other.

## **Group Analysis**

Group analysis takes place after a brainstorming session, when the group goes back to the brainstorm suggestions that have been recorded and starts analysing these ideas. Now we return to left-brain thinking, where we discuss ideas more critically, then choose the most suitable ideas and sort them into a logical plan to suit the task.

## **A Mind-Map**

A mind-map is a scheme or plan which takes selected information in point-form and arranges it on a page, in a way that shows how the points are related to each other.

You have used mind maps a number of times, including in the previous section of this unit. It is a technique that suits the way some people think (so-called visual learners), and for them it can be a great help in learning or planning. If you like working with mind maps, you are probably a visual learner.

## Note Taking

Note taking is a technique that can be used in any situation in which we are getting information by reading, listening or watching. It uses skills very similar to summarising, because to take notes, we need to be selecting key points all the time. We cannot write down everything we are reading or listening to or seeing. Taking good notes means concentrating and understanding enough to take in the information and make decisions about what is important and what is not worth writing down.

If it is a formal lecture, it is likely that you can take more orderly notes (in point form), as the topic is being given to you in an organised way. If you are making notes out in the field, it is often best to write down just the key words, in case you miss something while you are busy writing.

## Memorising

Memorising is not the same as learning. To memorise something (to 'learn it by heart') may not necessarily involve understanding it. There are times, however, that we need to be able to memorise something. One way of helping our brains to do this is to use a mnemonic (said "nemonic"). This is a word or sentence which spells out the letters (or the first letters in the names) that we are trying to remember. For example, anyone who has learned music may know that the progression of notes up the scale is EGBDF. But it is more likely that they will know the sentence "Every Good Boy Deserves Fudge", which is much easier to remember than the letters. Another example is the 'name' Roy G. Biv, which does not make sense unless you know that it spells the colours of the rainbow in their correct order.

## Key Words

Key words are the most important words in a particular context. They carry the main ideas. As we saw in the previous activity, identifying key words in a passage is an important step towards summarising the passage, and in the process helps us to understand the meaning of the passage.

## Underlining

Underlining is a technique that can help us to focus on a passage, but it is not as effective in helping us to learn as some other techniques, for example key words or summarising. But it can be a way of starting to understand a text.

Remember, though, that we should only use underlining when we are working with our own notes or photocopied material. Never mark a library book, by underlining or in any other way. It is public property and other people will need to use it after you.

## Skimming

Skimming is the technique of running our eyes over a text very quickly in order to get the general idea of the content. In doing so, our eyes pick up occasional words, so that we get some idea of what the text is about.

Skimming gives us an idea of the scope of the content but not much idea of the detail. It is more useful for selecting a text than as a learning strategy, because it is a quick way of checking to see if the text is going to be useful to our needs.

## Scanning

Scanning is another reading technique, also reading very quickly but this time looking for something specific, and so allowing the eye to pass quickly over the page, looking for a particular item. For example, when we look up a name in a telephone directory, we 'tell' our eyes to look for a particular name and we automatically ignore all the other names. For example, try looking at this page but look only for the bold print. Do you notice how your eyes take no notice of the other print? Now try taking the first letter of your name, and scan a few pages to spot that letter (as a capital letter). Are you able to spot that letter among all the others?

## Peer Assessment

Peer assessment is assessment from a classmate. This can be an effective learning strategy because it can be very helpful to have another person of equal standing to reflect back to us what we have done. Peer assessment should help us to re-view our work i.e. see it again from a new perspective. For this to happen, the peer who is assessing the work should be

sympathetic but honest. The peer assessment should be done using clear criteria that have been agreed upon beforehand.

### **Self-Assessment**

Self-assessment is a demanding task, as it requires the same honesty as peer assessment, but applied to oneself. Self-assessment must also be done using clear criteria.

To be able to assess our own work, we should be able to be objective about it, i.e. to look at the work without any self-interest in mind.

However hard we have worked on it; we need to learn to be honest with ourselves: give credit where it is due and see where we could improve. The real value of self-assessment is not in the grades we give ourselves, but in learning to monitor our own learning processes.

### **Asking Relevant Questions**

Questioning is an important learning strategy. By asking relevant questions we can:

- check that we understand something
- clear up anything we do not understand
- get more information
- make sure that we have accurate information

Sometimes we are not willing to ask questions because we do not want to look ignorant or foolish. But we need to ask ourselves which is more foolish: to stay in ignorance or to show our willingness to learn? There is an old saying: One man asks questions; another stays silent.

Who then is the wise man?

In South Africa, this idea is central to the promotion of life-long learning. To encourage a healthy learning environment, it is very important to respect one another's right to ask questions.

## Reading for Detail, Interpretation, and Analysis for a Given Context

As a learner at a college, much of your work involves reading and research.

Reading is something we do in many different contexts, and for different purposes.

We can sit down with a book or magazine and read for pleasure or relaxation. We may read for simple information such as when we read a bus timetable or a telephone directory. Sometimes we read involuntarily, for instance when we see an advertisement on a billboard using a single word in huge writing. When we read a sms from a friend we may be reading for fun.

Reading for learning, however, is different from all of these because we are then reading in a very directed, goal-oriented way. Success in reading to learn depends on using certain 'attack' skills when we approach the text. It is useful to be aware of the strategies we can use to get information out of the text.

It is a good idea to first look at the format of a passage i.e. the way it is set out on the page (or screen). This will help you to navigate the text. Is there a title? Is it written in paragraphs? Is it a table? Are there subheadings?

All of these factors will allow you to approach the text in a more organised way, and therefore increase your ability to learn from it.

### ***When we read the text for the purpose of learning, we should read for:***

- detail i.e. extract information that is stated directly in the text
- interpretation i.e. extract the meaning where the idea is there but not stated directly
- analysis i.e. use the content to draw a conclusion or add your own idea: you have to sort out some information in the text to get an answer, or assess something in order to give an opinion

## Listening for Detail, Interpretation and Analysis

Listening to your lecturer, teacher or facilitator is quite important. We are not always aware of how much information comes to us through hearing it, but to make the most of this, we need to actively listen. Listening well means staying focussed on what is being said.

Your lecturer or facilitator will normally use information and life experience that you will not obtain in books. You can take notes during the time of the lecture, however, do not let taking notes distract you. If you are unsure whether you will catch all of the information you can record your classes. Refrain from speaking to your classmates or other people on the phone during a lecture as you might lose valuable information such as solutions, tips or even ideas.

Once you get home make sure you summarise the work of the classes you have attended that day. This way you won't have to summarise all at once a week before your test or exam. Plus, the information will still be fresh in your mind.

## Learning through Communication

Working with others in a group helps learning because:

- It exposes us to more ideas than our own. We saw the value of this in brainstorming
- It can assist our creative thinking to have a number of people sharing their ideas, which we also saw in brainstorming
- It helps us to organise our own ideas when we speak about them, and this reinforces our learning
- It gives us a chance to test out our own ideas, when our peers give us constructive criticism
- You can possibly think of other ways in which communicating with others helps us to learn more effectively.
- There are some points to remember.
- Successful communication needs not only good speaking skills, but also good listening skills. When we listen to someone attentively and empathetically, we help that person to express their ideas more clearly, and we therefore help their learning process.

- The opposite is worth mentioning: if a listener interrupts constantly, or has a negative attitude, it can interfere with the speaker's thoughts, and therefore block their learning processes.
- Some people work better on their own. This should be respected, but we all need group interaction some of the time.

Therefore, make sure you form part of a study or focus group. You may find study or focus groups within your college or even online. Don't be shy to ask questions and listen to other people's views or even give your own views as this is what studying is all about. Listening to others, voicing your own opinions and asking questions.

## Natural Intelligence

Natural intelligence is the natural way in which each of us learn. It is a natural state of mind and the way that we interpret, associate and file information.

We all have a natural way of storing and retrieving information and if you have you know what that natural state is you will be able to use it effectively in your own learning.

Everybody has a combination of these intelligences. Complete the following activity.

*In each section mark off the one statement that describes you. Once you are done count up the marks in each section and write up the total of each section in the blocks given to you after this activity. You should have anything from 1 to 3 high scores. That will be a representation of how way you learn naturally.*

### Linguistic Intelligence

- Books are very important to me.
- I can hear words in my head before I read, speak, or write them down.
- I get more out of listening to the radio or the spoken word than I do from television or films.
- I show an aptitude for word games like Scrabble, Anagrams.
- I enjoy entertaining others or myself with tongue twisters, nonsense rhymes, or puns.

- Other people sometimes have to stop and ask me to explain the meaning of the words I use in my writing and speaking.
- English, social studies, and history were easier for me in school than maths and science.
- When I drive down a highway, I pay more attention to the words written on billboards than to the scenery.
- My conversation includes frequent references to things that I have read or heard.
- I've written something recently that I was particularly proud of or that earned me recognition from others.

### **Logical-Mathematical Intelligence**

- I can easily calculate numbers in my head.
- Maths and/or science were among my favourite subjects in school.
- I enjoy playing games or solving brainteasers that require logical thinking.
- I like to set up little "what if" experiments (for example, "What if I double the amount of water I give to my vegetables each week?")
- My mind searches for patterns, regularities, or logical sequences in things.
- I'm interested in new developments in science.
- I believe that almost everything has a rational explanation.
- I sometimes think in clear, abstract, wordless, imageless concepts.
- I like finding logical flaws in things that people say and do at home and work.
- I feel more comfortable when something has been measured, categorised, analysed, or quantified in some way.

### **Spatial Intelligence**

- I often see clear visual images when I close my eyes.
- I'm sensitive to colour.
- I frequently use a camera or videorecorder to record what I see around me.
- I enjoy doing jigsaw puzzles, mazes, and other visual puzzles.
- I have vivid dreams at night.
- I can generally find my way around unfamiliar territory.
- I like to draw or doodle.
- Geometry is easier for me than algebra.

- I can comfortably imagine how something might appear if it were looked down upon from directly above in a bird's eye view.
- I prefer looking at reading material that is heavily illustrated.

### **Bodily-Kinaesthetic Intelligence**

- I engage in at least one sport or physical activity on a regular basis.
- I find it difficult to sit still for long periods of time.
- I like working with my hands at concrete activities such as sewing, weaving, carving, carpentry, or model-building.
- My best ideas often come to me when I'm out for a long walk or a jog, or when I'm engaged in some other kind of physical activity.
- I often like to spend my free time outdoors.
- I frequently use hand gestures or other forms of body language when conversing with someone.
- I need to touch things in order to learn more about them.
- I enjoy daredevil amusement rides or similar thrilling physical experiences
- I would describe myself as well co-ordinated.
- I need to practice a new skill rather than simply reading about it or seeing a video that describes it.

### **Musical Intelligence**

- I have a pleasant singing voice.
- I can tell when a musical note is off-key.
- I frequently listen to music on radio, records, cassettes, or compact discs.
- I play a musical instrument.
- My life would be poorer if there were no music in it.
- I sometimes catch myself walking down the street with a jingle or other tune running through my mind.
- I can easily keep time to a piece of music with a simple percussion instrument.
- I know the tunes to many different songs or musical pieces.
- If I hear a musical selection once or twice, I am usually able to sing it back fairly accurately.
- I often make tapping sounds or sing little melodies while working, studying or learning something new.

### Interpersonal Intelligence

- I'm the sort of person that people come to for advice and counsel at work or in my neighbourhood.
- I prefer group sports like badminton, volleyball, or softball to solo sports such as swimming and jogging.
- When I have a problem, I'm more likely to seek out another person for help than attempt to work it out on my own.
- I have at least three close friends.
- I favour social pastimes such as Monopoly or bridge over individual recreations such as video games and solitaire.
- I enjoy the challenge of teaching another person, or groups of people, what I know how to do.
- I consider myself a leader (or others have called me that).
- I feel comfortable in the midst of a crowd.
- I like to get involved in social activities connected with my work, church, or community.
- I would rather spend my evenings at a lively social gathering than stay at home alone.

### Intrapersonal Intelligence

- I regularly spend time alone meditating, reflecting, or thinking about important life questions.
- I have attended counselling sessions or personal growth seminars to learn more about myself.
- I have opinions that set me apart from the crowd.
- I have a special hobby or interest that I keep pretty much to myself.
- I have some important goals for my life that I think about on a regular basis.
- I have a realistic view of my strengths and weaknesses (borne out by feedback from other sources).
- I would prefer to spend a weekend alone in a cabin in the woods rather than at a fancy resort with lots of people around.
- I consider myself to be strong willed or independent minded.
- I keep a personal diary or journal to record the events of my inner life.
- I am self-employed or have at least thought seriously about starting my own business.

What is your Natural Intelligence? Count each section and jot the totals down here.

Remember you will have 3 or more intelligences that will stand out – this will be your major intelligences.

**Linguistic intelligence** \_\_\_\_\_/10

**Logical-Mathematical intelligence** \_\_\_\_\_/10

**Spatial intelligence** \_\_\_\_\_/10

**Bodily-Kinaesthetic intelligence** \_\_\_\_\_/10

**Musical intelligence** \_\_\_\_\_/10

**Interpersonal intelligence** \_\_\_\_\_/10

**Intrapersonal intelligence** \_\_\_\_\_/10

#### **Brief definition of each intelligence**

**Linguistic intelligence** is the intelligence of words. Smartness in this area means you can argue, persuade, entertain, instruct, write clearly, and play with words.

**Logical-mathematical intelligence** is the intelligence of numbers and logic. Smartness in this area means you can reason, sequence, look for conceptual or numerical patterns, and be rational.

**Spatial intelligence** is the intelligence of thinking in pictures and images. Smartness in this area means you can visualise, draw or sketch your ideas, orient yourself in 3-D space with ease.

**Musical intelligence** is the capacity to perceive, appreciate and produce rhythm and melody. Smartness in this area includes composing and playing an instrument well, but it also means you can sing in tune, keep time to music, and listen critically to music.

**Bodily-kinaesthetic intelligence** is the intelligence of the physical self. Smartness in this area means you can control your body skilfully, can handle objects with ease, and are agile and well coordinated.

**Interpersonal intelligence** is the ability to understand and work with people. Smartness in this area means you are sensitive to others, are able to put yourself in the other's shoes, can network, negotiate and teach.

**Intrapersonal intelligence** is the intelligence of the inner self. Smartness in this area means a high level of self-knowledge, self-discipline, independence and self-understanding.

## Learning Materials

The focus here is on managing occupational learning materials well and this section will look at organising materials and understanding the ways that these materials are laid out and presented, in order to use them as effectively as possible to help occupational learning.

### Organising Occupational Learning Materials

We have already looked at a number of learning resources and learning materials and have used them in different ways. In the previous section of this unit we looked at books and the internet. We will now extend the range of learning materials and look more closely at what they are and how we can organise them, to make the best use of these learning materials.

To organise these effectively, we need to arrange them in an orderly way and store them safely.

Loose sheets such as handouts and notes should be dated and put into a file that has been prepared with sections or dividers that match the sections of our programme.

Any notes and handouts should be inserted into the relevant section of the file in the order in which they were received, or in an order that suits the way they will be used. You can use either a normal file for this purpose or a flipfile.

Textbooks should be covered and have the owner's name written in them. If markings are done in a textbook (e.g. underlining) this should be done in pencil. Then, if the textbook is sold, the markings can be removed by rubbing out.

Dealing with electronic learning resources also needs to be done in an orderly way. When using the internet, we need to manage any material we download and print out.

We have noted that, for any printout from a website, the address prints out automatically at the top of the page. We should then file such printouts in our filing system for future reference, and to follow up if we want to return to that website at some future date.

You can list website resources and videos on a spreadsheet by copying the web address and giving it a description.

## Understanding and Using Layout and Presentation of Learning Materials

To make effective use of any resource, we need to know the elements of how it is set out, and therefore how we can locate the material most useful to our research.

Books that are designed as learning resources are organised to assist learning. They have standard features to help us find the information we need. We will look at the most important of these features.

### **Contents Page**

The contents page is found near the front of the book, just after the title page. The contents page lists the chapters of the book, and the chapter titles give us an overview of the main focuses of the book.

Sometimes there is additional material besides the chapter headings: some contents pages give more information in the form of the sub-headings for each chapter.

If a book deals with a topic that is important for our field of study, it is very useful to make a photocopy of the contents pages (there is usually more than one page of contents) and keep that filed as a record of what is available, for future reference.

### **Outcomes**

It is important to understand the course outcomes as this will provide you with an indication of what you will be required to know once you have completed a course or a subject.

### **Index**

The index is at the back of the book. It is a detailed listing of all the items dealt with in the book, together with the page/s on which those items can be found.

Sometimes the page numbers will be printed in bold print. This may mean that these are the pages where the item is the main topic, or it may mean that these are the pages on which you will find illustrations. To find out, go to the top (i.e. first page) of the index and there will be a note explaining how the numbering system works.

The index is a most useful tool in research.

When we are selecting a book for purposes of doing research, the first thing we look at is the title, which gives us a general idea of the topic it deals with. We then go to the contents page to see whether it covers the aspects of the topic that will be useful to us in our research. If we decide that the book will be of use, we finally go to the index to locate the detailed aspects of the topic that we need.

### **Glossary**

Many reference books also have a glossary at the back of the book. This is an alphabetical list of the specialised or technical terms used in that book. This word-list is often very useful; it is like a mini-dictionary and it is sometimes worth photocopying these glossary pages too, to build up your own reference bank.

## Electronic Texts

Electronic texts e.g. cd's, DVD's and web-pages on the internet are laid out in a different way. The information is laid out in fields such as boxes or columns. When we are reading the text, instead of turning the page as we would in a book, we scroll down the screen. In a book, if we want to go to any section dealing with a specific topic, we find it by using the contents page or the index, and then physically turning to that page. In an electronic text, the material is organised to make this easy.

There are menus, boxes and icons (little symbols) on which we can click to locate the given topic. In this way we can navigate the document and make cross-references.

## Using and Clarifying Technical Language/Terminology

In any field of study, there is a vocabulary of terminology that is specific to that field. (Remember the section on Jargon?) Part of learning about the subject is learning this new language. It is important to understand the meaning of these new words because you are then learning the concepts or ideas that they are referring to. This understanding develops as we use the terms in their context, and successful learning of a subject is linked to learning the language of that subject in a meaningful way.

In our studies we will therefore come across many new words. How do we help ourselves to make the best use of this?

Firstly, we need to recognise that it is a new word, so if we hear a term being used, or if we have read a word we do not understand, we need to make a note of that word. It is likely that we will have an idea of its meaning from the context, but how do we make sure that we have the right idea? If possible, we can ask on the spot.

Otherwise we go to a resource (print or electronic dictionary) and look it up. Many technical terms are not found in an ordinary dictionary, but there are dictionaries or glossaries of terms that are specialised for a particular field of study. Finally, we should keep our own glossary of terms, and add to it as we acquire new terms. This is especially helpful if we are learning in a language that is not our mother tongue. Also we can apply word-attack skills.

## Basic Research: Analyse and Present Findings

### An Appropriate or Relevant Topic and Scope is Identified and Defined

You will be provided by assignments that contain a topic, outcomes and instructions on how you are to present your research.

This means that you will be required to define the scope of your research in accordance with the instruction provided as well as the outcomes of the assignment requested.

It is important to have a similar idea of what you are going to do with the topic. One way of doing this is to have a research question.

To develop a research question, you should brainstorm ideas around the topic.

Having a range of ideas on the table will open up different aspects of the topic, and you should then make a decision as to the best aspect for you to research. This will lead you to a research question.

### Planning Research Steps

The steps to carrying out good research are:

- Identify the outcomes of the assignment
- Identify the scope of the research
- Gathering relevant information
- Evaluating the information
- Summarise the resources used to gather the information
- Processing the information – classifying, categorising, sorting
- Analysing and presenting

These steps should be carefully planned. You have decided on a topic and developed the research question.

If you are working in a group you should plan:

- 1) Who will take on responsibility for gathering and processing information from different sources. You may decide that each will work with different resources, or some may work with the same kinds of resources.
- 2) How many sources will be found by each person.
- 3) Whichever way it is decided, there should be an agreed plan, as well as a
- 4) timeframe. This plan should be recorded:

<b>PLAN OF ACTION:</b>	<b>Electronic resources</b>	<b>Print resources</b>	<b>Human resources</b>
[name]	[no. of sources]	[no. of sources]	[no. of sources]
[name]	[no. of sources]	[no. of sources]	[no. of sources]
[name]	[no. of sources]	[no. of sources]	[no. of sources]

### Research Techniques

Gathering information gives the basis for providing an informed, reliable and valid answer to a given question. This information should

- be from a range of sources
- be relevant to the research issue
- come from reliable sources.

When using print resources we should make use of the contents page and index to locate relevant information, and when using electronic resources we can make use of the efficient mechanisms for linkages between sites.

Note-taking will be used when interviewing people, using reference books etc.

## Information is Evaluated for Relevance

We have established that the information gathered must be relevant to the topic and the question. In this regard, the following should be noted:

- **skimming** will be a useful skill when evaluating the relevance on websites, where choices must be made from the substantial amounts of information that are available
- **scanning** will be helpful on internet sites when searching for key ideas relevant to the topic

## Information is Classified, Categorized and Sorted

**Processing the information** relies on the techniques we have developed. In particular, the following skills will be useful:

- **key-words** are used when classifying material, doing summaries, and in making presentations
- **underlining** can be used when using internet printouts

The information gathered and processed by individual members is now put together and discussed in relation to the research question.

Information should be arranged in groups, e.g. statistics, diagrams, evidence for one point of view, evidence against that point of view, unexpected information that was found etc.

## Research Findings are Analysed and Presented in the Appropriate Format

The group returns to the research question and, based on the information that has been gathered, processed and sorted, now makes a decision as to the answer to the question. In consultation with your facilitator, the group must decide on the format for presentation of this finding. This may be, for example, a poster, a written presentation or an oral presentation. Different skills will be used for this presentation, depending on the format.

For example, if a written or oral presentation is submitted, summarising the information and findings will be a key skill. If the research is presented as a poster, selection of key words will be most important.

We have noted many times how important it is to keep a record of every resource used. At the end of your presentation, each resource that your group has used must be acknowledged, whether it is a book or a website, a DVD or a person. We have learned the convention for acknowledging print or electronic sources.

## Functioning in a Team

The main focus of this section, which concludes our unit on using language and communication in occupational learning programmes, is on functioning in a team. Much of this section has been covered before when doing group-work in a range of contexts, so we will refer to the appropriate sections where relevant.

### Actively Participating in group-learning Situations

Working in pairs and groups encourages our creative thinking and our ability to learn, and that sometimes participating in a group means active listening

### Taking up Responsibilities in a Team and Applying Group Work Conventions in Learning Situations

Effective group work requires full participation from all members of the group. Not everyone has the same personality, however, and sometimes in a group of people some are more dominant and others are more retiring. To make sure that everyone does participate, there are conventions that govern group work. You will recall that

### Practicing Conflict Management and Negotiation Techniques

In occupational learning programmes, communication skills may be needed in order to deal with conflict. Conflict can take different forms.

It can be a minor disagreement over a minor issue and pass out of the picture. At the other extreme it can be a long-term, ongoing opposition between 2 people.

The conflict is not necessarily noisy; it may not be expressed in words but in hostile deeds. Sometimes there is a build-up of anger to the point of violence. One thing that is always there is a fixed attitude; a situation of deadlock.

Conflict management is the skill of shifting such an attitude from a deadlocked opposition to one where the people in conflict are dealing with their hostility.

Anger is usually experienced in a negative light and people nearby are often keen to stop the conflict by trying to get the participants to stop being angry. Unfortunately, this often makes it worse. Another way of understanding conflict is to see the anger as the result of some other feeling, such as fear or frustration, and to manage the situation so that the person can express the feelings behind their anger. If both people can express such feelings and can hear and understand the feelings of the other person, the situation will change. There may still be grounds for conflict, but what changes is how people deal with it. We will therefore give this some attention by means of a role-play.

### **Conflict Management**

You will work in groups of three. Two will be the angry people, the arguers, and the third will act as arbitrator.

#### **Choose one of the following scenarios:**

- Two fellow learners arguing over a video that was not returned in time
- A learner and a facilitator argue about a late assignment
- A parent and teenage child argue about staying out late at night
- A labourer and a employer argue about wages
- A boy and a girl argue about leaving a party early

If you are an arguer, consider your role, and build up a case. The arguers should have a minute or two to get their argument going.

If you are arbitrator, your job is not to judge the arguers, not to take sides, but to get them talking about what they are feeling. But remember, if you start by opposing them (“Please stop behaving like this”) you will make it worse. Instead of focussing on their anger, try listening to what they are saying rather than how they are saying it. Then you may be able to reflect that back to them. If you say something like “So what you’re saying is ...” it lets the person know

that you are listening to them, that you understand their point of view, and that you are empathising with them.

**Then do the same for the other person. (An arbitrator does not take sides.)**

**Try to get people talking about their own feelings. “When you say ... I feel ...”**

The arbitrator’s job is not to stop the conflict (only the arguers can do that). Your job is to change the balance from 2 people shouting at each other accusingly to two people telling each other what has been making them angry. If you can do that, you have managed the conflict, and possibly set the arguers on the road to settling the conflict for themselves.

At that point, stop the roleplay and discuss what has been happening, and how you each experienced it. Talk about what worked and why, and if something did not work, talk about how you could do it better.

Now change roles, take another topic, and try another roleplay with someone else as the arbitrator.

You will have completed this activity successfully if you have gained some insight into

1. the difference between conflict and fighting
2. the fact that behind a person’s anger is a deeper cause
3. the value of reflecting people’s feelings with understanding
4. the importance of getting people to speak about what is really behind their anger.

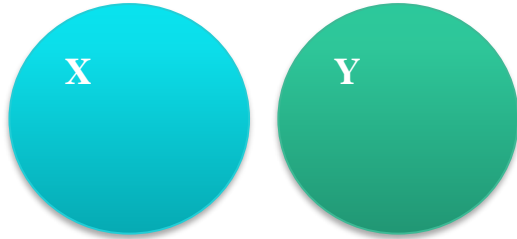
Negotiation involves trying to come to an agreement on something through discussion and compromise. Negotiating techniques are skills involved in attempting to achieve such terms of agreement.

### Teamwork Resulting in Meaningful Product Outcomes

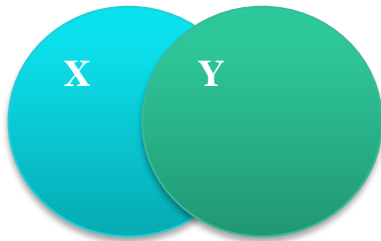
Consensus is a form of decision-making which tries to reach the most inclusive position possible. It is often contrasted with the system of voting, in which people take a yes-or-no position. Reaching consensus means reaching a broad agreement in which everyone makes a slight compromise, but there is enough common ground for everyone to be ‘satisfied enough’ to go forward into action.

Consider the following situation: X needs to make a decision with Y

### DECISION A



### DECISION B



### DECISION C



In Decision A, we see that X and Y have come into contact in their negotiation, but they have ended up with nothing in common.

In Decision B, there is a small overlap where they share some common ground, but most of X and Y are not in agreement with each other.

In Decision C, there is still some part of each that is not in full agreement, but we can see that they have reached a point where they share a lot of common ground.

Which of these is a consensus decision?

## How Learning is Affected

In this Section, which is considerably shorter than the others preceding it, we are going to be looking in some detail at the range of possible occupational environments you could find yourself in and how each of these affects the type of learning that will take place. You may already have experience of the workplace or may yet simply have been a student. It is important however that you understand that learning does not just occur in learning institutions such as Technikons, FET colleges or universities. Learning also occurs in an occupational context (at work).

### The Occupational Environment

What do we mean when we refer to the occupational environment? Our environment refers to our surroundings. It can be defined as our social and physical conditions; the conditions that surround people and affect the way they live.

We spend the bulk of our adult life in some or other occupation. Most adults, depending on the level they attain in education, will work from their early twenties until they retire at sixty or sixty-five. Obviously in economically depressed areas with few educational facilities, people might start work at a much younger age and be forced to continue working until they are too old or sick to do so.

In some parts of the world, unemployment is a major problem, and so not all adults can find work. The figure for unemployment in South Africa varies according to the source but ranges from estimates of 20 to 40 percent.

Depending on what type of work we end up doing our workplace environment can vary enormously

### Occupational Focus

Clearly there is an enormous range of occupations. Let us spend some time looking at the focus of some of these occupations.

One important category of occupation is that of services or service delivery. This refers to the range of services supplied by different people.

The service industry - broadly speaking - refers to that group of industries involved in providing services, as opposed to primary industries (such as agriculture and mining) and secondary industries (manufacturing and production). Service industries are commonly known as tertiary industries. The term “services” covers a huge range of economic activities, including retailing, banking, insurance, catering, medicine, law, accountancy, cleaning, teaching, television production, the civil service, sport, transport, and many more activities.

It is possible to break down the service industry into smaller components such as financial or educational and see these as each having a separate occupational focus.

In financial one would include all aspects relating to finance such as insurance and banking. In educational one would include all practitioners in the educational sphere such as pre-school teachers, lecturers, trainers and literacy workers.

Over the past century the service sector has expanded in the developed world. The service sector is now the most important sector in the advanced economies, accounting for about two thirds of the total economy in countries such as the United Kingdom and the United States.

Another very significant arena of occupational focus is that relating to the manufacturing field. Manufacturing refers to any process in which materials or items are brought together and work is performed on them to make a saleable product. The work is done to convert the separate components into an object that has more value. The manufacturer sells it and pays the wages of the workforce and other costs relating to the manufacture. The money left after paying the cost of manufacture, distribution, and sale of the product may be distributed as profit to shareholders in the company or invested in research and development of new products.

The efficiency with which raw materials or components can be brought together affects the amount of profit the manufacturer can make when the product is sold.

Important points to consider when manufacturing a product are: matching the market size (how many people will want to buy the product) with the materials and methods, or processes, by which the product may be made; and making the best use possible of the factory, machines, and workers.

Modern methods of manufacturing involve computers, which may be used to control the machines that make and assemble components.

Using computer-controlled machines to cut or form a product is called computer numerical control (CNC) machining. Computers may also be used to control the movement of materials, components, and finished products around the factory and the distribution of the products to their points of sale. Organizing the movement of products or parts from one location to another is known as logistics.

Computers can also be used to design a product.

There is also the mining industry which employs many people in mineral rich South Africa. In addition there is the field of agriculture, into which you would fall although you may end up providing a service or even playing a role in the educational field. As mentioned earlier, mining and agriculture are referred to as primary industries.

## Organisational Type

Having looked at occupational focus we now move on to look at different types of organisations that exist in the world of work.

Government is one of the largest employers in South Africa. As government employees are paid by money raised from taxes they are known as public servants.

### **Parastatals**

Parastatals can be defined as state owned companies. The best known examples are Transnet of which SAA is a subsidiary, and Eskom. Telkom was a parastatal until 2003 when it was privatised, i.e. shares were issued and sold to the general public.

In the agricultural sphere South Africa used to have a system of agricultural boards which stabilised prices for farmers. However this system was seen to be inefficient and farmers are now required to sell their produce at free market ("world") prices.

### **Heavy Industries**

Heavy Industries can be described as those industries that produce basic materials, such as steel.

## Medium Industries

Medium industries produce items such as cars.

## Light Industries

Light industries produce goods such as computer parts.

Let us now look at some differences between large organisations and small businesses. Some examples of large organisations are Old Mutual, all the major banks, Anglo American, De Beers Mining and so on. Large organisations are often a mix of bureaucratic rules and fairly progressive thinking. There are many advantages to working for a big organisation. The benefits are usually very good and there is a sense of stability.

Small businesses on the other hand are enterprises which are started by one or two people who usually put up their own capital. An example of a small business could be a business which makes ornaments out of the bark of a certain tree and employs four people. The rewards for working in a small business are that one could experience a greater challenge and feel more directly involved in the process. Some of the disadvantages are that one could be insecure, have an irregular income and not be assured of benefits.

## Different Learning Applications

By the time you go and start your careers you will have had a broad range of learning. In your time at college you will have learnt about the theory of plant production and the practical aspects of plant production. You will have experienced transmission teaching whereby information is passed on to you by a lecturer or via notes. You will also have experienced more interactive learning methods in which you undertook small research projects, went on field trips, collected and analysed data, worked in groups, accessed information on the internet, presented your findings and so on. You will also have done some courses such as this one which deal with broad general topics like communication and numeracy.

Altogether you will possess a wide range of skills and learning strategies. How will you apply these in your occupational environment? Will you stop learning once you leave college?

The answer to the second question is a definite and resounding “no”. No matter how thorough your basic training has been there will always be aspects to your work that require you to learn new things.

We can cluster the type of application of learning that you will experience the need of in the workplace.

Firstly, there is technological knowledge. Many of your courses will have provided you with much that is necessary in this regard. You may however end up working in an occupation that requires very specific technological expertise and may have to learn this as well as apply what you already know.

Secondly, in any work environment you will require communication skills. Even if you end up being a researcher who does not interact with clients or employees in any way, you would still have to communicate with colleagues and communicate your findings in public arenas.

# Chapter 2

## Self-Awareness

### Chapter Overview

This chapter deals with your ability to understand yourself, your values and belief systems. How you to use this understanding when you make important decisions in your life and at work. This chapter will also provide you with a variety of strategies to deal with life situations ensuring you lead a balanced life.

### Chapter Outcomes

After you have completed this course you will be able to:

1. Demonstrate knowledge and understanding of self as a unique individual.
2. Demonstrate understanding of self in relation to different environments.
3. Using a variety of strategies to deal with life situations.
4. Making an informed life decision based on self-knowledge.

**My child, I love you.**

I love you unconditionally.  
I love you, good or bad, with no strings attached.  
I love you like this because I know all about you.  
I have known you ever since you were a child.  
I know what I can do for you.  
I know what I want to do for you.

**My child, I accept you.**

I accept you just as you are.  
You don't need to change yourself.  
I'll do the changing when you are ready.  
I love you just as you are.  
Believe this---for I assure you it is true.

**My child, I care about you.**

I care about every big or little thing which happens to you. Believe this.  
I care enough to do something about it.  
Remember this.  
I will help you when you need me. Ask me.  
I love you.  
I accept you.  
I care about you.

**My child, I forgive you.**

I forgive you, and my forgiveness is complete.  
Not like humans who forgive but cannot forget.  
I love you. My arms are open with love.  
Please come here! Come here to Me!  
I forgive you!  
Do not carry your guilt another moment.  
I carried it all for you on the cross.  
Believe this. It is true.

Rejoice...And be Glad

## Self-Awareness, Believe, Interest and Values

**Self-awareness is the capacity for introspection and the ability to recognize oneself as an individual separate from the environment and other individuals.**

'I think, therefore I am' René Descartes

Self-Awareness is having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self-Awareness allows you to understand other people, how they perceive you, your attitude and your responses to them in the moment.

As you develop self-awareness you can make changes in the thoughts and interpretations you make in your mind. Changing the interpretations in your mind allows you to change your emotions. Self-awareness is one of the attributes of Emotional Intelligence and an important factor in achieving success.

Self-Awareness is the first step in the creation process. As you grow in self-awareness, you will better understand why you feel what you feel and why you behave as you behave. That understanding then gives you the opportunity and freedom to change those things you'd like to change about yourself and create the life you want. Without fully knowing who you are, self-acceptance and change become impossible.

Having clarity about who you are and what you want (and why you want it), empowers you to consciously and actively make those wants a reality. Otherwise, you'll continue to get "caught up" in your own internal dramas and unknown beliefs, allowing unknown thought processes to determine your feelings and actions.

If you think about it, not understanding why you do what you do, and feel what you feel is like going through your life with a stranger's mind. How do you make wise decisions and choices if you don't understand why you want what you want? It's a difficult and chaotic way to live never knowing what this stranger is going to do next.

When we want good, solid information about anything, we turn to the experts for answers. So, who are you going to turn to for information about yourself? Who's the expert? You are the expert!

Does a friend, a therapist, a minister, your hero, your partner, your parents know more about you than you? They can't. You live in your skin and mind 24 hours a day, 7 days a week, 52 weeks a year. Day-in and day-out. No one is closer to you than you! The answers are in there, perhaps all you've needed to solve your riddles is a useful question.

Questions can help you become more self-aware.

- ♥ Do I know who I am?
- ♥ What do I want out of life?
- ♥ Am I satisfied with my life?
- ♥ Am I happy?
- ♥ Am I what my circumstances dictate?

Knowing yourself, the benefits:

- Allows you to know your weaknesses, so you know where to develop yourself.
- It's easier to accept yourself for who you are.
- Knowing your strengths won't allow you to compare yourself with others.
- Allows you to explore your emotions and feelings without hiding from yourself.
- Allows you to find solutions to your feelings.
- You are able to make informed decisions regarding your life and expected outcomes.

## Self-Reflection

Self-reflection is the process of examining the impact of personal values, beliefs, styles of communication, and experiences. This process develops a deeper understanding of one's culture, personal and cultural biases, experiences, and beliefs as these may influence future action and learning. Self-reflection is a process that can be used to maximize personal satisfaction and strengthen commitment.

## Self-Reflection: How to Do It Right

"By three methods we may learn wisdom: first, by reflection, which is noblest; second, by imitation, which is easiest; and third, by experience, which is the most bitter." - Confucius

Self-Reflection is a way to remove inner roadblocks, to first become aware of the things that are really holding you back and then tackle them by finding a solution.

One way of doing self-reflection is by writing it down using a personal journal. This could possibly be the best way to do self-reflection. Another way to self-reflect is to do it with a good friend who is open enough to take part. Some forms of psychotherapy are similar to this approach, where you have a hopefully competent listener reflecting back to you and guiding you to a finally self-found solution.

### We all wear Masks

We all wear masks from time to time. We use these masks to hide emotions or feelings or in fear of others not accepting who we are.

It takes a lot of energy to hide behind these masks. It takes a lot less energy to deal with the emotions, feelings or fear. It takes a lot less energy to just be yourself.

It is easier to be yourself and know that the people who do accept you are true friends and worth sharing your life with.

Think of the consequences of wearing a mask – are you willing to pay the price?

**Masks**

- 1.1 What mask do you show others?
- 1.2 What do you want others to see?
- 1.3 What are you hiding behind your mask?
- 1.4 What are you afraid of?
- 1.5 What are the advantages of hiding behind this mask?
- 1.6 What are the disadvantages of hiding behind this mask?
- 1.7 What are your strengths?
- 1.8 What can you do to put down your mask?

Knowing yourself and where you stand with yourself with help you to figure out how to be where you would like to be emotionally.

**Self-Reflection**

2.1 Who likes me for who I am?

2.2 What do I like about myself?

2.3 What do I say when people pay me a compliment?

2.4 I feel happy when I.....

2.5 I like people who .....

2.6 I am .....

2.7 I feel hurt when .....

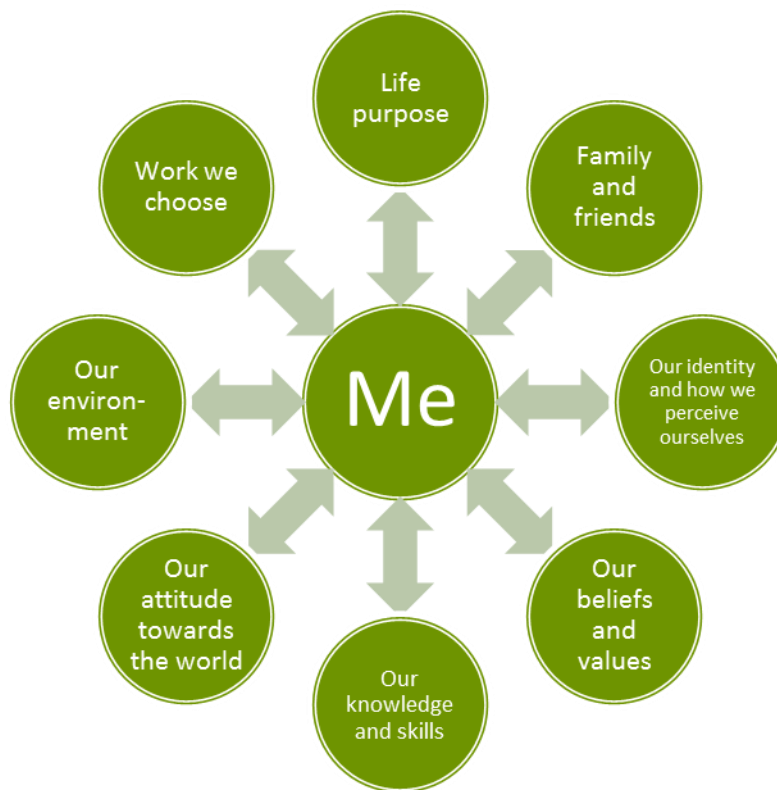
2.8 This moment I feel ..... because .....

## Getting in Tune with Yourself

### Establishing an Inner Map

Being congruent or aligned means walking the walk and talking the talk. It means behaving in a way that is in harmony with our inner selves. The first step on that journey is understanding exactly who we are.

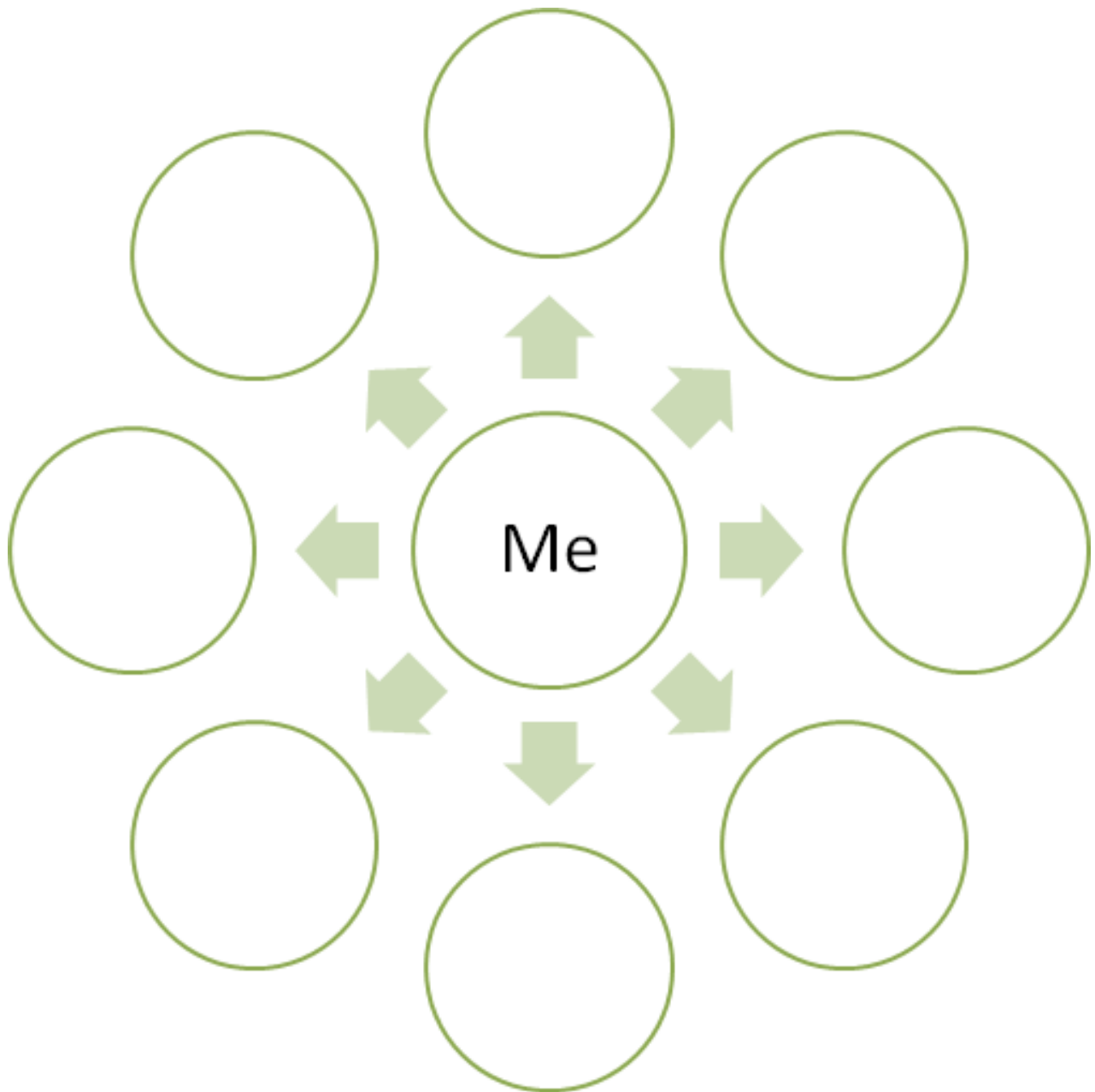
**There are many things that make us unique.** Perhaps you are skilled at writing. Perhaps you are exceptionally compassionate. Perhaps you have a knack for taking apart machinery. These things are reflected in the different structures that we live in. Here is an overview of some of these systems:



Just remember that influence goes two ways, because although the world can influence who we are, we have an immense capability to influence and change the world around us.

## What Does Congruency Mean for Me?

### My Systems



**About Me**

3.1 What is my life mission or purpose? (Another way to look at it is, what legacy do I want to leave behind?)

3.2 What is your identity? In what ways would you complete the sentence "I am..."?

3.3 What are your beliefs and values?

3.4 What are your skills and knowledge?

3.5 What do you do in your life?

3.6 What do you like about your life?

3.7 What do you dislike?

## Your Aligned State

Now that we know who we are, we need to know what being in harmony means. Close your eyes and think of a time when you felt really good about yourself, or really positive about a decision that you made. Immerse yourself in the memory.

After a few minutes, write down all the characteristics of this memory. Some ideas to help you get started:

- What emotions did you feel?
- What thoughts did you have?
- What sounds, scents, or tastes do you associate with this memory?
- What images jump out at you?
- What qualities do you embody in this memory?
- What values and beliefs do you uphold?
- What skills or knowledge do you use?
- Who else was there?
- What environment were you in?
- How did you behave?
- When did this memory take place?

## Achieving Congruency

You cannot be congruent and aligned with your inner self all the time. However, after these exercises you should have a good picture of what inner alignment feels like. This means that it should also be easier to recognize when you're out of alignment with yourself and how to become re-aligned.

There may be times when you are forced into a state of misalignment. For example, you may be required to let go of an employee for reasons that you disagree with, but if you don't fire them you'll be out of a job. Despite your reservations, you'll need to portray a unified front to the employee during the tough conversation. However, you will at least understand why you feel the way you feel. As well, you will know that you need to get back in touch with yourself. Let's look at some techniques for re-establishing inner congruency.

## Deep Breathing

Focusing on your breathing is another way to get back in tune with your unconscious. Here are the steps.

1. Place your fingers lightly on your diaphragm, just beneath your rib cage above your waistband. Feel the movement as you breathe.
2. Inhale slowly through your nose or mouth, directing the air to your diaphragm. You will feel the diaphragm move forward; your shoulders and upper chest should not move at all.
3. Hold the inhaled air for three seconds.
4. Exhale slowly, counting to twenty by saying “one one thousand, two one thousand, three one thousand...” until you reach “twenty one thousand.”
5. Stop when your exhale becomes a strain.
6. If this is the first time you’ve tried this exercise, you probably won’t reach twenty in one breath. Repeat the exercise three times a day until you can reach twenty comfortably.

## Total Body Relaxation

First, **turn off most lights** so the room is quiet with very little stimulation.

Then, get into a comfortable seated position and give your body a chance to relax. Now point your toes away from your body like a **ballerina**. Notice the tension in your ankles.

Now point your toes toward your head, creating **tension in your ankles**. Let your feet fall to the floor, take a deep breath, and relax.

Next, **tighten your buttocks and then your thighs** by pressing down on your heels as hard as you can. Hold the tension as you count to five and then let go, take a deep breath, and relax.

Take a deep breath. Fill up your lungs completely and flex your chest muscles, creating a **coat of armor**. Hold, then exhale and relax.

Now arch your back as though it were a **bow**. Avoid straining and keep the rest of your body as relaxed as possible.

Notice the tension that is starting down by your tailbone and moving all the way up your spine to your neck. Hold this position as long as possible, then slump forward, take a deep breath, and relax.

Bend your elbows and tense your biceps and forearms in the classic **Charles Atlas** pose. Clench your **fists** at the same time. Tense these muscles until they feel taut.

Then straighten out your arms, shake out your hands, take a deep breath, and relax.

Now hunch your shoulders and pull your neck in like a **turtle**. Press your chin against your chest and tighten your throat. Experience this uncomfortable sensation.

Then, drop your shoulders and allow your head to fall forward. Now slowly and carefully roll your head to the side and back of your neck.

Reverse direction and roll your head the other way. Take a deep breath and allow your neck and shoulders to relax.

Now move your attention up towards your head and face. First make a frown by wrinkling up your forehead like a **walnut**, as tightly as you can. Next, scrunch up your eyes, flare your nostrils, and clench your jaw.

Compress your lips into a tight O. Pull your lips as tight as a **miser's purse strings**. In short, make an **ugly face**. Hold it, tighter and tighter.

Then relax and let go.

Take a deep breath, relax your lips, and blow out forcibly.

Here are some **key words** to help you remember this relaxation technique.

- Toes like a ballerina
- Toes to your head
- Tight bottom
- Coat of armor
- Bow and arrow

- Charles Atlas
- Turtle
- Walnut
- Miser's purse
- Ugly face

## What is Self-Esteem?

### Anxiety Inventory

Place a check mark in the box to the right of each category to indicate how much this type of feeling has bothered you in the past several days.

<b>Category I: Anxious Feelings</b>	<b>0 Not at All</b>	<b>1 Somewhat</b>	<b>2 Moderately</b>	<b>3 A Lot</b>
1) Anxiety, nervousness, worry or fear				
2) Feeling that things around you are strange or unreal				
3) Feeling detached from all or part of your body				
4) Sudden unexpected panic spells				
5) Apprehension or a sense of impending doom				
6) Feeling tense, stressed, "uptight", or on edge				
<b>Category II: Anxious Thoughts</b>	<b>0 Not at All</b>	<b>1 Somewhat</b>	<b>2 Moderately</b>	<b>3 A Lot</b>
7) Difficulty concentrating				
8) Racing thoughts				
9) Frightening fantasies or daydreams				

10)Feeling that you're on the verge of losing control				
11)Fears of cracking up or going crazy				
12)Fears of fainting or passing out				
13)Fears of physical illnesses or heart attacks or dying				
14)Concerns about looking foolish or inadequate				
15)Fears of being alone, isolated, or abandoned				
16)Fears of criticism or disapproval				
17)Fears that something terrible is about to happen				
<b>Category III: Physical Symptoms</b>	<b>0 Not at All</b>	<b>1 Somewhat</b>	<b>2 Moderately</b>	<b>3 A Lot</b>
18)Skipping, racing, or pounding of the heart				
19)Pain, pressure, or tightness in the chest				
20)Tingling or numbness in the toes or fingers				
21)Butterflies or discomfort in the stomach				
22)Constipation or diarrhea				
23)Restlessness or jumpiness				
24)Tight, tense muscles				
25)Sweating not brought on by heat				
26)A lump in the throat				

27) Trembling or shaking				
28) Rubbery or “jelly” legs				
29) Feeling dizzy, light-headed, or off balance				
30) Choking or smothering sensations or difficulty breathing				
31) Headaches or pains in the neck or back				
32) Hot flashes or cold chills				
33) Feeling tired, weak, or easily exhausted				
<b>Total score on items 1 - 33</b>				

This isn't a validated test to measure your self esteem. However, a high score is a good indicator that you are under stress, and often times that stress comes from our own feelings of inadequacy in various situations. If these conditions persist, consult your doctor.

The most important outcome in terms of self-esteem or its lack will be a greater awareness of what your low-self-esteem is costing you.

Building your self-esteem is essential for confidence and success, and it all begins with you. Of all the judgments you make in life, none is as important as the one you make about yourself. Without some measure of self-worth, life can be enormously painful. Today you will discover some simple techniques that dramatically change how you feel about yourself.

**One's self-esteem could be defined as “appreciating your own worth and importance. Have a character to be accountable for one-self, and to act responsible towards others.”**

Self-Esteem is your self-image, self-confidence, self-worth and self-respect. It is experiencing a sense of harmony and peace within yourself. Feeling good about yourself should be a necessity! As it affects everything you do and to everyone with whom you come in contact with.

People develop ideas about how adequate and effective they are from reactions of other people.

They see themselves in light of the attitudes, comments and reactions expressed by parents, teachers and friends and, increasingly with age, in the light of their own reactions to themselves as individuals.

Perceptions of self-esteem can influence decision-making and the ability to act appropriately in a conflict situation, because it helps in making decisions more independent of what others think or expect. Self-esteem, being influenced by the feedback of others, will flourish in an atmosphere that is positive and supportive.

If you feel that have performed well, have met expectations or surpassed them, don't you want to keep it up, do even better? This reinforcement process of a positive self-image is cyclical.

A better image leads to improved self-esteem, which gives you confidence, encourages your performance, which earns you more recognitions, which returns to bolster your self-esteem.

Self-esteem can be high or low according to events and circumstances in our lives. It is largely based on feelings that are generated by these events and is something we can exercise some control over. To positively manage self-esteem, we need to understand what things make us feel good about ourselves and why, and plan to ensure those things happen in our lives.

Alternatively, we must learn to avoid the negative influences and people or learn to think differently about how they affect us.

High self-esteem does not mean that we are arrogant, conceited, or insensitive. Actually, these traits are more commonly found in people with low self-esteem because they must build themselves up, even at other people's expense.

Nor does it mean we never have self-doubts. It is probably impossible to go through life without doubting ourselves sometimes. High self-esteem doesn't protect us from negative thoughts, but we can have self-doubts without being devastated by them.

Behaviour, both verbal and visual, is all about communication. Remember, your behaviour will affect other people and how they think of you. Because your behaviour is so visible, it is inevitable that other people's judgment of you will be based on that. People will like or dislike you, trust or distrust you, based on their judgments of your behaviour. They may not be right, of course, because people easily jump to conclusions. But the fact remains that they will judge you on behaviour because they have nothing else on which to base their opinions.

Behaviour isn't an automatic reflex, like breathing. You had to learn how to behave with others, and there is nothing to stop you from unlearning and replacing those behaviours if you think they are unproductive.

### Are these statements true or false?

Statement	True	False
Every time we are about to grow or change, there will be some kind of difficulty or challenge that we must face.		
If we are afraid to do something then we probably shouldn't do it.		
Most of the reasons people come up with to avoid change are not real roadblocks, but roadblocks in their thinking.		
Human beings have the power to change the way they think.		
Excuses usually take the place of real fears and concerns that we must take seriously.		

### Self-assessment

How successful do you perceive yourself? There are no correct or wrong answers in this questionnaire. Place a number that best describes how you perceive yourself at work in the space provided.

**Scale: Very high – 4, Moderately high -3, Average -2, Moderately low -1, Very low -0**

		At Home/School/Work
1	I feel successful (D)	
2	I feel satisfied with my life / career plan (D)	
3	I consider myself to be a risk-taker (H)	
4	I feel that continuing my education is important (L)	
5	I consciously look for the good in others (B)	
6	I can do almost everything I put my mind to (B)	
7	I am comfortable in new social situations (E)	
8	I appreciate compliments from others (E)	
9	I feel comfortable speaking in front of others (K)	
10	I enjoy telling others of my success (A)	
11	I am optimistic person (B)	
12	I am goal orientated (I)	
13	I am comfortable making most decisions (G)	
14	I am in good physical condition (C)	
15	I am respected by others for who I am (A)	
16	I project a positive self-image (J)	
17	I am an active listener (P)	
18	I like being responsible for projects and others (P)	
19	I enjoy controversial discussions (O)	
20	I find obstacles challenging (H)	
21	I am able to ask for help without feeling guilty (F)	
22	I can laugh at my mistakes (H)	
23	I am responsible for my thoughts and actions (F)	
24	I am frank when I voice my feelings (F)	
25	I am leading a balanced life (m)	
26	I am an enthusiastic person (B)	

27	I use direct eye contact when talking to others (N)	
28	I genuinely like myself for who I am (A)	
29	I exercise daily (C)	
30	I feel it is important to dress for success (J)	

Add up your points in each column and place your total in the box provided.

### TOTAL POINTS

\_\_\_\_\_

**SCALE:**            (111+ )       -       **High self-esteem**  
                           (91-110)      -       **Average self-esteem**  
                           (0 – 90)       -       **Low self-esteem**

Count the scores for the alphabetical letters as it allocated in the assessment. Then identify your lowest scores these are your developmental areas. Your high scores will be your strengths.

		At Home/School/Work
Overall level of self-esteem	<b>A</b>	
Positive mental attitude	<b>B</b>	
Physical exercise programme	<b>C</b>	
Career focus / directions	<b>D</b>	
Social / Interpersonal skills	<b>E</b>	
Assertiveness	<b>F</b>	
Decision making	<b>G</b>	
Risk taking / overcoming fear	<b>H</b>	
Goal setting strategies	<b>I</b>	
Personal appearance / self-image	<b>J</b>	
Public speaking	<b>K</b>	
Professional skills	<b>L</b>	
Balanced personal and work life	<b>M</b>	
Awareness of non-verbal messages	<b>N</b>	
Negotiation skills	<b>O</b>	
Leadership / management	<b>P</b>	

Self-esteem is an ongoing evaluation of yourself and a belief in what you are able to do and what you are unable to do. A positive self-image can be learned.

- ♥ Be aware of your current self-esteem.
- ♥ Be willing to do something about it.
- ♥ Take responsibility for your feelings.
- ♥ Be committed until you see and feel results.

In which areas do you need to take action?

- ♥ Physical appearance.
- ♥ Psychological abilities – believe in yourself.
- ♥ Social interaction with others.

**MAKE THE DECISION TODAY!**

***“THAT WHICH IS NOT WRITTEN BECOMES LOST AND VAGUE. SUCCESS CAN OCCUR IN YOUR LIFE, BUT AWARENESS IS THE FIRST KEY”***

## Self-Esteem and Resilience

Resilience may be demonstrated by one’s response to dealing with the challenges that life present. Inherent in resilience are protective factors. Resilient people are socially competent; they communicate well, have empathy with others, exhibit effective problem-solving skills, display autonomy and a sense of purpose.

There is no particular way of learning to be resilient as it is not a defined skill like assertion, neither is it a program that can be delivered. It is derived from a set of skills, attitudes and values that may be developed in the home, school, work and community that contribute to a person’s way of handling stress, challenge and adversity.

As resilience is based on factors such as social competence and communication, personal and social skills and self-esteem have a significant role in its development.

Resilience has been described as the process of returning to normal functioning after periods of great sorrow, stress or adversity.

A resilient person has a greater capacity to successfully emerge from, or adapt to, challenging or threatening circumstances and displays four main attributes:

- ♥ social competence;
- ♥ problem solving skills;
- ♥ autonomy; and
- ♥ sense of purpose and future.

The development of interpersonal skills has a role in contributing to these characteristics.

Three environmental factors can enhance individual resilience building:

- ♥ caring and supportive relationships, a network of people who care is even better;
- ♥ high but reasonable expected standard of behaviour by family and community; and
- ♥ opportunities to contribute to and participate in community activities.

These factors are also requirements for the development of good self-concept, social connectedness and emotional wellbeing.

## Components of Resilience

The following list suggests some qualities that may help to define a resilient individual.

- ♥ **Insightfulness** - ability to see things as they are;
- ♥ **Self-valuing** - accepting that you have worth as an individual;
- ♥ **Empathy** - a significant mutual caring relationship with others; sometimes termed social connectedness, a sense of belonging to people, groups and institutions;
- ♥ **Order** - sense of organisation, routine, even ritual or ceremony, that provides structure, consistency and security;
- ♥ **Humour** - being able to see the lighter side of a situation;
- ♥ **Problem solving skills** - the ability to devise immediate solutions and long term strategies for problems;
- ♥ **Social competence** - a range of social skills and strategies, including assertion and a willingness to listen to others and respect for others;

- ♥ **Optimism** - a firmly held belief that the future can be better, a sense of hope and purpose, and the belief that you have, or can, take control of your life and future.

**Self-esteem Inventory of Positives**

	How I positively see myself	How others positively see me
How I look in general		
My body		
My intelligence		
My relationships		
Talents and abilities		
My personality		

5.1 Is the way you see yourself the same or different from how you think others see you?

5.2 List ten things, people, places, events that make us feel good about yourself.

5.3 List ten things, people, places, events that make us feel not so good about yourself.

5.4 Discuss one thing that is really important to me.

5.5 Discuss one thing that is not important to me at present, but I have to do is

5.6 Discuss one obstacle I want to overcome or problem I want to solve is

5.7 Draw a line on a piece of paper. Write at the start of the line birth date and at the end of the line end of life and put today's date on a point somewhere in between.

A) Write/draw five significant events or achievements (between birth and today's date).

B) Write five things they would like to achieve before you die (from today's date to end of life).

5.8 Develop a personal crest that reflects your current perception of yourself. On a piece of paper draw a triangle and divide it into five segments.

Draw it so that the point of the triangle is at the bottom of the page. Number each of the segments from one to five and have them decoratively write their name at the top of the page outside the triangle.

Complete your crest by including the following information in the individual segments of the triangle:

- someone important to you;
- a favourite place;
- a value or belief that you would never change;
- a value or belief you would like the world to live by;
- three things you would hope others say about you.

## Changing your Believe System

A belief system is a self-fulfilling prophecy.

Visualize and believe and you will become confident in what you want to achieve.

Thus you have to change certain things (weaknesses) so that you are able to observe the reality of your believe system. You can change your life the way you believe it is the truth.

***“WHATEVER THE MIND CAN CONCEIVE AND BELIEVE, IT CAN ACHIEVE!”***

### Self-Empowerment

To empower yourself, you must make use of your strong points and demonstrate to people that you are in charge and confident when it comes to that specific area. It means using your intelligence, experience, intuition, and creativity to improve and succeed.

### Elements Necessary to become Self Empowered

- ♥ Act and behave confident about your strong points and bring it to the attention of others – sell yourself;
- ♥ Empowered people make use of a network of other people to support or learn from them;
- ♥ Empowered people are highly informed on all aspects in their work and the total company;
- ♥ Empowered people seek constantly informal and formal training and education, they want to be multi skilled;
- ♥ Empowered people listen open minded to other people's ideas and use it;
- ♥ Empowered people practice the art of conveying charisma – they copycat people who are successful in this aspect;
- ♥ Empowered people are credible and trustworthy;
- ♥ Empowered people participate voluntarily;
- ♥ Empowered people are taking risk.

## First Impressions

**“YOU NEVER HAVE A SECOND CHANCE TO MAKE A FIRST IMPRESSION “**

First impression are lasting impressions.

What you project should be what you are about. If you look good – attractive, appropriate and fit – you get more recognition from others, not because of your clothes alone but because you look the part.

People determine seven things from your appearance.

- Income
- Education Level
- Social Position
- Sophistication
- Success
- Moral Character
- Trustworthiness

This exercise will help you take a look at your image.

	<b>IMAGE FACTOR</b>				
<b>1</b>	Quality of your voice	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>2</b>	Communication skills	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>3</b>	Presentation skills	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>4</b>	Social skills	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>5</b>	Dining etiquette	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>6</b>	Eye contact	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>7</b>	Handshake	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>8</b>	Posture	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>9</b>	Fitness	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>10</b>	Grooming (Hair, skin, hands etc.)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>11</b>	Dress / personal style	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>12</b>	Manners	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Give yourself 3 points for every category you have scored as a 4, two points for points you have scored as 3 and one point for points you scored on 2 and nothing for points you scored on 1.

- ♥ If you scored less than 8 points, your image is killing you. How you have lasted in your job is a mystery.
- ♥ If you scored between 9 and 12 points, you are Ms Average who offends few but scores little with people who count in your career – your current and future employers.
- ♥ If you gave yourself 25 – 36 points, you know that your image is important and have no doubt done many things to work on improving yourself. You may have had help from your parents who instilled the importance of manners, dining etiquette or being well-dressed. But other aspects you had to learn either through special training, reading, or by being observant. Well done!

You deserve to have a first-rate image, one that earns you the respect and appreciation of others and, most importantly, gives you the confidence to be yourself.

What can I do to increase my self-image and my self-esteem? What can I do to decrease my self-image and my self-esteem?

<b>Increase Self-Image and Self-Esteem</b>

<b>Decrease Self-Image and Self-Esteem</b>

## Getting your Balance Right

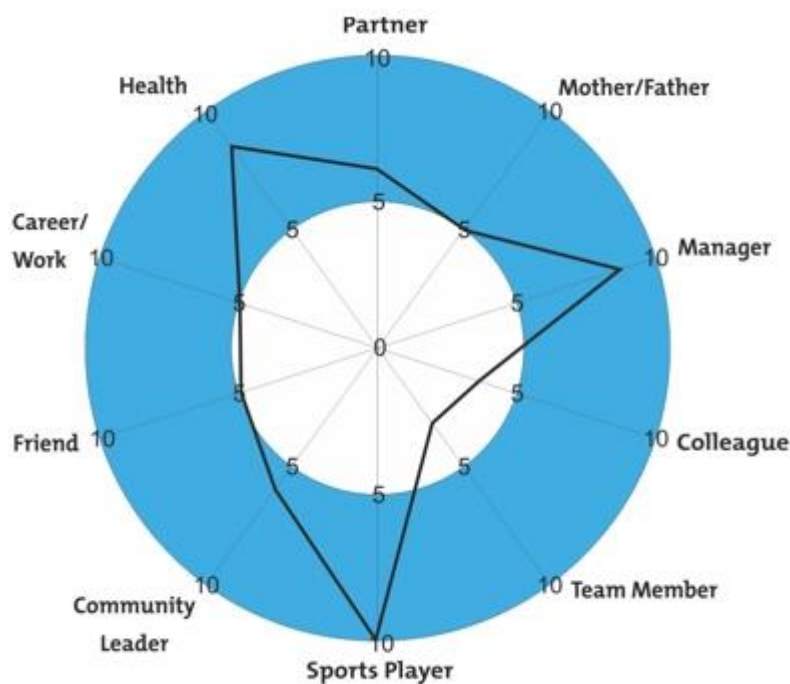
When life is busy, or all your energy is focused on a special project, it's all too easy to find yourself off balance, not paying enough attention to important areas of your life. While you need to have drive and focus if you're going to get things done, taking this too far can lead to frustration and intense stress.

That's when it's time to take a "helicopter view" of your life, so that you can bring things back into balance.

This is where the Wheel of Life® (or Life Wheel) can help. Commonly used by professional life coaches, it helps you consider each area of your life in turn and assess what's off balance. As such, it helps you identify areas that need more attention.

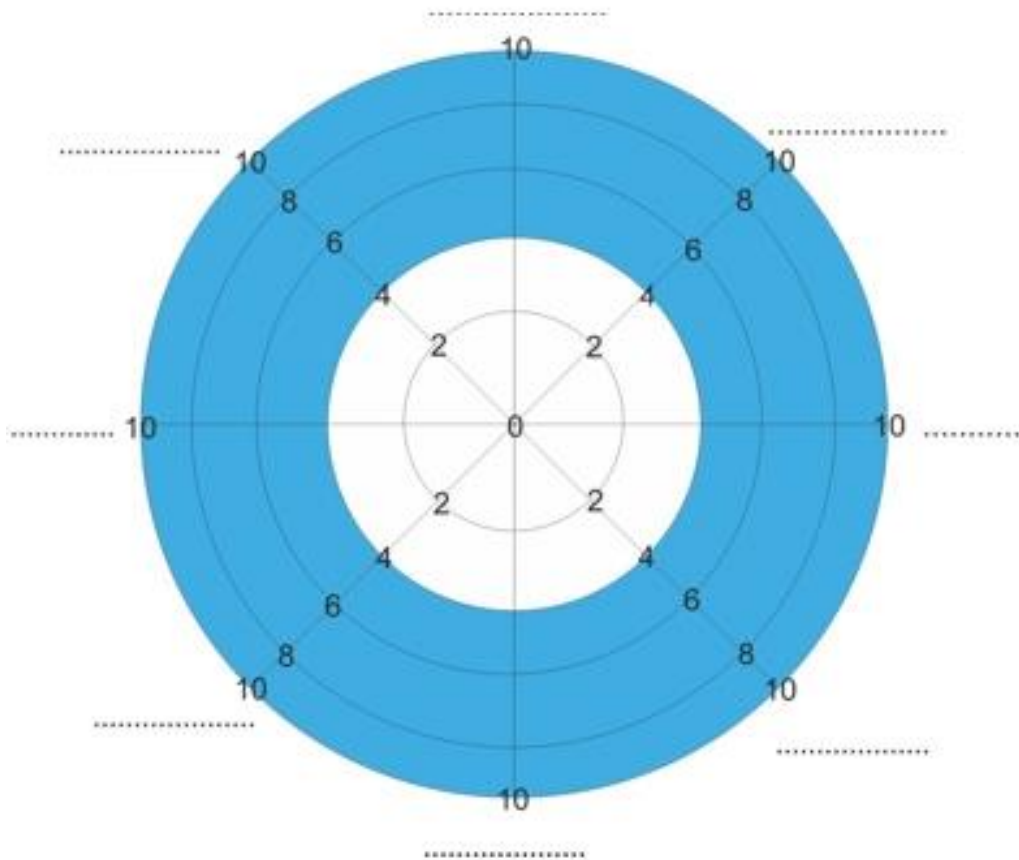
Figure 1 below shows an example wheel of life with example "dimensions" (we'll explain how to choose the right areas of life or dimensions for you below).

Figure 1 – Wheel of Life Example



The Wheel of Life is powerful because it gives you a vivid visual representation of the way your life is currently, compared with the way you'd ideally like it to be. It is called the "Wheel of Life" because each area of your life is mapped on a circle, like the spoke of a wheel. The concept was originally created by Paul J. Meyer, founder of Success Motivation® Institute, Inc.

Figure 2 – Wheel of Life Template



### 1. Brainstorm Life Areas

Start by brainstorming the six to eight dimensions of your life that are important for you.

Different approaches to this are:

The roles you play in life, for example: husband/wife, father/mother, manager, colleague, team member, sports player, community leader, or friend.

Areas of life that are important to you, for example: artistic expression, positive attitude, career, education, family, friends, financial freedom, physical challenge, pleasure, or public service.

Your own combination of these (or different) things, reflecting the things that are your priorities in life.

### 2. Write These Down on the Wheel

Write down these dimensions on the Wheel of Life diagram, one on each spoke of the life wheel.

### 3. Assess Each Area

This approach assumes that you will be happy and fulfilled if you can find the right balance of attention for each of these dimensions. And different areas of your life will need different levels of attention at different times. So the next step is to assess the amount of attention you're currently devoting to each area.

Consider each dimension in turn, and on a scale of 0 (low) – to 10 (high), write down the amount of attention you're devoting to that area of your life. Mark each score on the appropriate spoke of your Life Wheel.

### 4. Join Up the Marks

Now join up the marks around the circle. Does your life wheel look and feel balanced?

### 5. Think About Your Ideal Level

Next it's time to consider your ideal level in each area of your life. A balanced life does not mean getting 5 in each life area: some areas need more attention and focus than others at any time. And inevitably you will need to make choices and compromises, as your time and energy are not in unlimited supply!

So the question is, what would the ideal level of attention be for you in each life area?

Plot the "ideal" scores around your life wheel too.

### 6. Take Action

Now you have a visual representation of your current life balance and your ideal life balance.

What are the gaps? These are the areas of your life that need attention.

And remember that gaps can go both ways. There are almost certainly areas that are not getting as much attention as you'd like. However there may also be areas where you're putting in more effort than you'd ideally like. These areas are sapping energy and enthusiasm that may better be directed elsewhere.

Once you have identified the areas that need attention, it's time to plan the actions needed to work on regaining balance. Starting with the neglected areas, what things do you need to start doing to regain balance? In the areas that currently sap your energy and time, what can you stop doing or reprioritize or delegate to someone else? Make a commitment to these actions by writing them on your Wheel of Life worksheet.

## Personal Values, Beliefs, Attitudes and Fears

We are all influenced by the society and culture within which we live, develop and mature. Society and culture contribute to the development of personal values, beliefs, attitudes and fears. It is important to having a good self-awareness of our own values, beliefs, attitudes and fears.

### We need to:

- Develop our own self-awareness of our values, beliefs, attitudes and fears.
- Assist others to develop their own self-awareness of their values, beliefs, attitudes and fears.
- Understand that people hold different values.
- Understand that people come from different cultures, races, religions, etc.
- Appreciate the need to respect others irrespective of their culture, race, religion, etc.
- Address or modify attitudes that may negatively impact on any situation.

### Developing self-awareness is important because values, beliefs, attitudes and fears:

- Guide day-to-day behaviour.
- Influence our interpretation, explanation and response to events.
- Are usually specific to the culture in which they evolved.
- Vary between and within countries, regions and groups.

Here is a list of values that different people have, things that are very important to them:

- ♥ Love Friendship Family Religion.
- ♥ Possessions- having nice things.
- ♥ Beauty- in art and music etc.
- ♥ Knowledge-learning new things, improving your mind.
- ♥ Being helpful to others Pleasure –having a good time/fun.
- ♥ Career –having a good job and getting on.
- ♥ Making things- being practical.
- ♥ Outdoors- being in touch with nature.
- ♥ Independence- standing on your own feet.
- ♥ Respect – keeping to the values of your family and/or religion.

**Do you have a positive attitude?**

1 = always

2 = usually

3 = seldom

4 = never

1. When I see a problem in my life, I am usually able to pinpoint it, and to start thinking about solutions. I have a sense of being in control of my life and of being in charge of the things I do.

1

2

3

4

2. I feel that I know myself, and I can think of many things that I value, or like about myself.

1

2

3

4

3. I think that I understand my weak points: I am working on some areas that I can improve. I am also understanding and accepting things about myself that I can't change. I am unafraid of my limitations.

1

2

3

4

4. I find a lot of pleasure in my life, in people, in my work and in my world, although I can say "no" to some good times or indulgences if they seem inappropriate.

1

2

3

4

5. I do my own thinking, and I can come to conclusions and make decisions. I feel I am becoming quite a confident person.

1

2

3

4

6. When a situation or relationship is not working out for me, I believe that I can rearrange, or re-negotiate it to suit me better, or I can walk away from it if it is damaging me. I don't just feel helpless and trapped.

1                      2                      3                      4

7. I have a positive outlook on life and I trust myself. When things are going well, I don't get anxious and start worrying that the good times can't last, or waiting for something to go wrong.

1                      2                      3                      4

8. I am usually able to be honest about what I think and how I feel. I don't usually pretend to feel differently from the way I really am feeling.

1                      2                      3                      4

9. I usually know what I want, and what I am capable of getting, and how I can reach my goals. I often have a clear plan or even a timetable for achieving them. I find that I take small steps towards achieving my goals - rather than just wishing I had achieved them.

1                      2                      3                      4

10. I don't spend a lot of time wishing that the past was different, or wishing that something would happen to improve my life now. I live in the present - but plan for the future.

1                      2                      3                      4

11. I feel that I have a number of good, affectionate relationships. I get support and encouragement from my family and friends, and I don't suffer from feelings that everyone is against me.

1                      2                      3                      4

12. When I've had a setback, or a failure, I soon start to go forward again. I "bounce back" ...  
I'm actually quite a resilient person.

1                      2                      3                      4

13. I am quite good at taking responsibility for my own life, and letting other people take responsibility for theirs. I seldom get entangled in other people's problems when I don't want to, and I don't blame them for my shortcomings or mistakes.

1                      2                      3                      4

14. I care about the world, and about my community, family and friends. I am prepared to contribute to making the world a better place.

1                      2                      3                      4

15. I am becoming comfortable with myself. I am developing into the kind of person I want to be. I would not want to be someone else.

1                      2                      3                      4

### Increasing your Self Esteem

#### **Fake - It – Till – You – Make - It**

If you see all your faults and recite them to yourself when you look in the mirror, your self-esteem takes a beating. If you can look in the mirror and say to yourself, "I like my hair today," or, "I have a friendly looking face," your self-esteem grows a little bit.

Listen to your inner voice and the self-talk you give yourself. If you can hear the negative messages and replace them with new, objective, positive self-statements, you can build your own self-esteem instead of tearing it down.

Everyone, from the pauper to the prisoner to the professional, can benefit from increased levels of self-esteem. Our self-esteem determines the quality of our life, from our relationships with others to our sense of achievement and our happiness.

## Establishing Positive New Patterns

You are a psycho-physical unit. This means that your mind rules your body and your rules your mind, or the two are interacting upon each other as a unit.

Therefore physical action and activity can be introduced as a way to influence the energy patterns of the mind. For instance when your mind is in a rut, changing the scenery or going on vacation will be a prescribed remedy. However we can't always go on a holiday every time we get stuck in a rut can we? So it's best to change the way of our thinking or change our pattern.

On a psychic level, when mental patterns have been active for a long period of time, there are almost a psychic wall that surrounds a persons, through which no new positive experiences can be penetrate.

It will become necessary to break those psychic patterns so that you are able to establish positive thought patterns in your life.

This is called Positive Thought Programming. Positive thought programming plants seeds of new life experience in your mind.

### **Changing your activity patterns**

When you change the way that you have been going about your daily activities it reflects on the senses, through the senses, the nervous system, the stale thought patterns in one's subconscious mind.

Remember you cannot wear a brand new outfit with an old jacket full of patches. You have to change your total outfit to feel and look brand new.

Here are some techniques in which you can change your patterns. Remember everyone is different so it will be up to you to figure out how you can do things differently.

- Shop at a different time or place than you usually do
- Drive or walk a different path/road to work / school than usual. Take in the new scenery.
- Change or add something to your new diet.
- Exercise physically or try some new exercises. You don't have to overdo it in the beginning you can start with 5 minute exercises – Such as doing 20 lunges, 20 stomach crunches, take a 5 minute walk.
- Do anything that you have been putting off.
- Do some housecleaning. Throw away things no longer needed, or give them to someone who could use them. Clean out your closet, your Tupperware cupboard, your dressing table or anything. You don't have to do everything at once – pace yourself.
- Change the time of day that you rest or meditate.
- Get up at a different time and retire at a different time.
- If you're going shopping for clothes, go shop at a different style of store than you normally go to. Visit a boutique or try on something different. Buy a brighter or different colour than you usually do.
- If you have had negative communication with someone recently, try talking to that person in a friendly manner.

**Think about the following:**

Anything, ANYTHING, that has been, can be changed.

You have the POWER to make things new

Expect, very much expect, positive new changes in your life.

Exercise patience – Patience build up psychic-spiritual energy that makes positive things happen.

I remember when I stopped smoking a couple of years ago, it was the exercising patience part that got me through the worst times. Also telling myself that the choice was mine. I could go and buy a packet of cigarettes or I could try to get along without it a while longer. I never put any stress or strain on myself by thinking long term results. It was all about the now and how I felt at that moment and how I could get through that moment alone.

## Adding Extra Dimension

Remember how you see yourself each day of your life reflects how your life is progressing or regressing. Each moment your thinking and awareness is making or braking what your life is and/or what it could be.

So the activity of your mind, is the image that you have of yourself which impresses your subconscious mind psychologically, and either gears it for success and happiness or for failure and frustration.

Your thoughts and awareness that impress the psychic-telepathic part of the mind, radiates out one's thoughts to others and attracting back the likeness of those thoughts.

Your mind and its inner nature can be your Aladdin's lamp to a better life, or, if not used in a constructive way, your curse.

Each and every thought stimulates emotion and is the building blocks upon which your self-image is constructed.

### **Using Activity Visualization**

Activity Visualisation can add extra dimensions of positive thought energy to one's mind and awareness. This technique uses the impress of picturing upon the mind which adds extra positiveness, multiplied many times over through its constant use.

When you visualise you are individualising the process of creation. We create what we see in our minds.

### **Activity Visualization Affirmations**

"I see myself, in my own mind, as healthy throughout each moment of each day."

"I see myself, in my own mind, as a successful and prosperous person throughout each moment of each day."

"I see myself in my own mind, as being or experiencing love throughout each moment of each day."

“I constantly consciously or sub consciously visualize myself as a person who thinks, acts and feels as a person with a wonderful life.’

“Throughout each moment of each day of my life I have enough money to buy what I want or need and I enjoy spending money on myself.”

### **Mind Body Spirit Mechanism**

The body, mind and spirit are functional units that work together just as the nuts, bolts and gears might work within a machine.

Just like a car that needs to undergo periodic tune-ups or services, so, the success mechanism within each of us must be looked after. Just as a car frequently needs gas to give it energy, the success mechanism within also needs to be fuelled up regularly. Without constant care and refuelling of the energy source, no mechanism will function to its potential.

Cars and other mechanical interventions can be replaced, but your own inner mechanism must last you a life time.

You need to take care of your inner success mechanism everyday as it needs refuelling everyday.

You can do this by:

- Cleaning your mechanism everyday through not allowing negative thoughts to build up in the course of your daily activities and taken to bed with you at night.
- Eliminate negative thoughts from your mind. Do not let negative thoughts contaminate your atmosphere.
- Fuel up each day, by taking time to enter into deep meditation, wherein the natural healing agent can circulate through your sub-consciousness, regenerating, renewing and healing it.
- Treat your body fairly. Give it proper rest, exercise, and sensible diet, thereby positively affecting your mind with positive, goal orientate, spiritual self-image-building thoughts.
- If your success mechanism needs repair, take it to the original builder, GOD. Do this through meditation, prayer and other techniques.
- If you are sick or in ill health, give mental treatments for the whole mechanism. Meditate for the restoration of your entire mind-body-spirit mechanism.

- If your mechanism overheats through tension and build-up, give yourself a cooling off period where you do nothing, so you are able to heal up again.
- If your success mechanism seems to be sputtering or missing, check to see if you have not clogged it up with negative thoughts or self-doubts.
- Adjust the timing of your mechanism. Your mechanism was geared to work in the future, not to react to the past. Check that you are not allowing past failure patterns to hinder you from moving into a successful future.

## Meditation Techniques

Meditation is learning to live naturally and to be in contact and control over oneself. Living naturally means being sensitive to nature's in-born resources and innate intelligence. Being in control of oneself means having control of the inner levels of your mind.

Meditation is accomplished by using one or more techniques to withdraw the five senses and the mind from its attention to the world outside oneself and to make contact with the inner mental world of one's mind.

There are two types of meditation;

- Contact meditation – where a person tries to get into touch with his/her inner resources or reality
- Control meditation – where one controls different levels of the mind through thought pattern programming.

## Quiet the Mind

Once we have found our quiet, comfortable place, we can begin to quiet our mind. At first this can be difficult for many folks. We spend our entire day running from place to place, dealing with issue after issue and it's hard to just turn all of that off. But here is the good news: it really can be done. Start by sitting still. You can keep your eyes open or close them.

In order to quiet the mind, we need to focus on something else. For centuries focus on breathing has been a choice for many and for good reason. It is something we *have* to do while we are sitting and something, we usually don't pay any attention to throughout our day.

We just breathe naturally, in and out, in and out. But as we do it as part of our reflection practice, we need to pay attention to each breath. Let everything else go and focus on each breath. If you need help staying focused on each breath, try counting breaths backwards from 50. Each inhale is 1/2, each exhale the next whole number. So as we start, inhaling the first breath, we think 1/2. On the exhale we think 50. The second inhale is 1/2; exhale is 49 and so on. This helps to keep the focus on our breathing.

### ***Reflection focus***

As we get more adept at focusing on our breathing, we find that our mind begins to quiet down. It is at this point that we are able to begin seeing what is most important. With a quiet mind we can begin to bring to the front of our thoughts those things that we want to reflect on today. It is not possible to reflect on all of the aspects of Reflection Leadership at the same time, so this is the point where we need to decide what our reflection focus will be today. Maybe it is our personal values or understanding why certain systems in the organization are blocking us from success. Whatever it is we need to choose what today's focus will be and put a clear statement in our mind of exactly what we want to reflect upon.

### ***Accept what you find***

The key here is not to force any particular thoughts or feelings to the surface. While continuing to focus on each breath, we need to pay attention to where our thoughts go. At this point we shouldn't judge or try to influence the flow of thought; just let them happen and experience them. If we find that we are heading away from our reflection focus for the day, we need to calmly review the clear statement of exactly what we want to reflect upon.

### ***Reflect on what it means***

After we have allowed ourselves to generate what seem to be random thoughts about our reflection focus, it is time to reflect on what it all means and what we can do about it. While we are still in our quiet time and space, we should start to reflect on what we have found. Sometimes there will be a clear picture that gives us the answer that we are seeking. Sometimes the picture isn't so clear. It may be that we won't get any answers from a particular

reflection session and will need to come back to the same reflection focus again. We may need to take our reflection away with us to another place and time where we can be more creative in our reflection. But at this point we have accomplished the act of finding the issues that are most important for us to pay attention to.

When we are able to take these steps and follow them every day, we will have a reflection practice that begins to yield results. We will be able to quiet our minds to cut through the daily noise so that we are able to focus on those things that are most important.

### **Reversing Negative Trends into Positive Ones**

Everybody goes through a time of negativity or difficulty. These difficult periods are called the outer crusts of change that must take place for the greater good in one's life. If negative trends occur, it is important not to go into a panic, believing that one's life is coming unravelled. It is important to handle the negative trend and in the end this trend will have produced positive benefits. Do not allow your thinking to become negative about yourself and life – NO MATTER WHAT!!! You must keep your thoughts positive by realising that you are going through a transitional period, which appears on the surface to be negative and destructive. The only thing that is being destroyed is the "old" in your life to clear way for the even greater good in your life.

Ways in which to handle negative trends:

- Don't go around telling everyone what a difficult time you are having. This only builds up further negativity in your mind, and will reflect back to you psychically by people to whom you tell it.
- Never feel that life has failed you, or that you have failed at life during difficult times. Blaming others or yourself will only lengthen the negative trend.
- Be particularly aware of new ideas that may enter your mind at this time.
- Always say you have enough as your present state of mind is what creates your future self and situation.
- Attend motivational seminars, self-help courses such as this as the exposure to positive atmosphere will make a great difference.

To boost your self-esteem, try turning negative messages into positive ones. Here are a few examples.

Negative Phrase	Positive Phrase
I'll have to	I'll be glad to
I'll try	I will
I'd hate to	I want to
I can't	I haven't yet, and I can
If you can	When will you
This is a terrible problem	This is a challenging opportunity
I'm never any good at...	I'm improving at...
I'll spend time/money	I'll invest time and money
That's impossible	That can be done
I really just got lucky	I planned well and worked hard
I've never done this before	This is an opportunity to learn
I'm getting too old	I feel good. I have lots of experience.
I failed	I learned
I can see negative consequences	I can see positive consequences
I'm a loser	I'm a winner
They make me so mad	I feel mad when

I don't have enough time	I can manage my time
It's the other guy's fault	It's my responsibility
Someone else will do it	I will take care of it myself
I can't change things	I choose to make the best of what is

## Wipe Out Worry

While it is prudent to think about consequences for any action we are about to take or any decision we are about to make, we can also burn up a lot of time and energy by worrying unnecessarily.

Try these techniques to put your worry habits into perspective.

### **Postpone worrying.**

To do this properly, schedule a 30-minute worry break. As soon as you catch yourself worrying, tell yourself you'll really be able to worry about the matter at, say, 5 p.m. When that golden time rolls around, sit down with paper and pen and worry to your heart's content. However, be sure to think your problems through completely, to the point where you figure out what you would do if catastrophe actually did strike.

### **Be realistic about the downside.**

While you are sitting there with your paper and pen during your worry period, make yourself write out what could be the worst thing that could happen, regardless of what it is you are worrying about. Force yourself to be realistic about the possibility that that will occur: 30% likely, 50% likely, 90% likely?

### **Focus on your successes.**

Still with your paper and pencil, compile a list of the many projects you've been involved with at work and what the outcome was for each. Chances are you've had a lot more success than failure. The trouble is, we have a short memory when it comes to success and a long memory about our failures in life. Writing that list of successes can make a dent in your self-doubts.

**Take a short relaxation break.**

When worry strikes or nearing the end of your worry break, spend a few minutes to let the stress dissolve. Sit quietly and focus on your breathing, sip herbal tea, and visualize a restful scene, or give yourself a 10-second neck and shoulder massage.

**Try this experiment:**

Close your eyes, take a few deep breaths, and try to feel happy by recalling a happy experience from the past, or by imagining a future happy event. Put a big, bright smile on your face. Sense the positive feelings this picture generates.

Close your eyes again. Now try to feel sad. Recall a sad experience from the past, or imagine what one could be like. Put a droop to your mouth, and a frown on your face. Sense the negative feelings this generates.

Notice that as you completed these two little exercises, nothing had changed in your external environment. It's not what happens to us but how we think about what happens to us that is important.

## Dealing with Stress

Can we define what we mean by stress? Stress is our mental, physical, and behavioral response to anxiety-producing events. Too much stress can result in serious physical, psychological, interpersonal, or performance problems.

The amount of stress that we experience depends on how much stress we have, how long we have it, and how we are able to manage it.

Not all stress is bad. In 1974, Richard Lazarus coined the term *eustress* to describe stressful situations that have a positive benefit. Positive stress motivates, increases energy levels, and can drive people forward to embrace the work before them. Having positive energy and stress available will support the initiative that is underway.

What about having no stress at all? An absence of stress can actually lead to boredom or frustration. When people who enjoy a variety of activities as a part of their day suddenly find themselves caught up, they can actually become bored and experience feelings of fatigue. A balance of positive stress is ideal, although the human component of that is that each person responds as an individual. So, what is good stress for one person can be negative for another person.

## The Causes of Stress

Different things stress different people out. For some people, a messy house can cause stress. For others, being late makes them feel anxious.

## The Cost of Stress

Costs of stress on the job can include:

- Errors
- Absenteeism
- Conflict
- Low morale
- High staff turnover
- Poor decisions/no decisions
- Accidents

The physical and mental symptoms of stress can include:

- High blood pressure
- Risk of heart attack
- Risk of a stroke
- Risk of diabetes
- Migraines
- Always tired
- Always angry
- Not feeling much of anything

## Your Personal Stress Inventory

The Holmes- Rahe stress inventory is one of the most common stress identification tools. It can help you identify where your current stressors are, and knowing where the problem is can help you create a plan of action.

Circle the events that have happened to you in the past 24 months. Then, add up your life change units and write it in the area provided.

Life Event (During Past 24 Months)	Life Change Units
Begin or end school	26
Business readjustment	39
Change in church activities	19
Change in eating habits	15
Change in financial state	38
Change in health of family member	44
Change in living conditions	25
Change in number of arguments with spouse	35
Change in number of family get-togethers	15
Change in recreation	19
Change in residence	20
Change in responsibilities at work	29
Change in schools	20
Change in sleeping habits	17
Change in social activities	19
Change in work hours or conditions	20

<b>Life Event (During Past 24 Months)</b>	<b>Life Change Units</b>
Change to a different line of work	36
Christmas	12
Death of a close friend	37
Death of close family member	63
Death of spouse	100
Divorce	73
Fired at work	47
Foreclosure of mortgage or loan	30
Gain of a new family member	39
Incarceration	63
Marital reconciliation	45
Marital separation	65
Marriage	50
Minor violation of the law	11
Mortgage or loan more than \$50,000	18
Outstanding personal achievement	28
Partner begins or stops work	26

Life Event (During Past 24 Months)	Life Change Units
Personal injury or illness	53
Pregnancy	40
Retirement	45
Revision of personal habits	24
Sexual difficulties	39
Son or daughter leaving home	29
Trouble with boss	23
Trouble with in-laws	29
Vacation	13

<b>Your Total</b>
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The more changes you have, the more likely you are to get sick. Of those people with over 300 Life Change Units, almost 90% get sick in the near future; with 150 to 299 Life Change Units, about 50% get sick in the near future; and with less than 150 Life Change Units, only about 30% get sick in the near future.

(Holmes & Rahe, 1967, Journal of Psychosomatic Research, Vol. 11)

List your top five stressors according to the inventory, and using your personal judgment. Then, list some possible solutions for those stressors.

Item	Solutions

## Dealing with Stressful Situations

### The Triple A Approach

When we have situations that cause our stress levels to rise, we have three basic strategies we can use. We can alter or change the situation, figure out how to avoid the situation, or accept the situation and alter our response to it.

#### Alter

Sometimes changing the situation is the most promising strategy. Let's say you are always stressed when you get home from work and you're hungry. You could purchase a slow-cooker and start supper before you leave for work, so it's ready when you get home. Or, maybe you could start keeping a piece of fruit in your car and munch on it on the way home.

#### Avoid

On the other hand, that mouthy neighbour may be somebody you can avoid. You know that milk upsets your stomach so you avoid it. You know that your spouse prefers to eat breakfast at 7 a.m. sharp so you accommodate that preference. Forcing ourselves into situations that make us stressed, when we really don't have to be in those situations, is just being a masochist.

## Accept

There are some things in life, like taxes, that are unavoidable so we may as well accept these situations with good grace. Let's say going to the dentist makes you stressed. Accept that and deal with it accordingly. Play music before you go. Give yourself some positive self-talk like, "By this time tomorrow it will be all over," "I won't have to do this again for six months," or, "I can handle this."

## Becoming Stress-Resilient

Become more flexible and resilient, enhancing your ability to handle change and the stress that can accompany it.

Change expert Daryl Conner has identified these five characteristics as key to developing resiliency:

- Positive
- Focused
- Flexible
- Organized
- Proactive

## Positive

A positive attitude is crucial when dealing with stressful situations. Let's say that your job assignment has changed. You could think, "This change means I have to work the night shift all the time. Blech." This will have negative impacts on you and your colleagues. Instead, you could look at the new opportunities that will arise, like being able to shop for groceries or make appointments in the middle of the day when line-ups are smaller than on the weekends. If you have difficulty staying positive, practice smiling. When you smile, your body expects that there is something worth smiling about; you can actually increase the number of endorphins released in your body by forcing yourself to smile. As with many good things, the more you practice, the easier smiling becomes.

**Focused**

Stay focused on the situation itself and what you can do to manage it or make it the least unpleasant. Try not to worry about things that are out of your control.

**Flexible**

Life will be much easier if you try to embrace it. Think of ways that you can adapt or things that you can do to make things easier. Continuing with the job assignment example, you could identify training that you will need or create a list of questions that you have about what is happening.

**Organized**

If you are able to keep your work and routine organized, then stress can be something that you can celebrate in the sense that it is not disrupting your routine. This can help it to be less personal and easier to accept.

**Proactive**

Proactive is another of those words that can be overused, but it really is necessary here. If you anticipate stress in the early stages and modify your expectations accordingly, it can be much easier to prepare yourself and cope with it.

**Dealing with Anger**

Managing your reaction to a stressful event can be complex. Something can take place in a split second that can trigger an angry reaction on your part. Afterward you shake your head and think, "Well, I could have handled that better." Perhaps you had a parent or teacher tell you to count to ten as way to avoid jumping into a rage, or to go bounce a basketball and blow off some steam. Unfortunately, those delay tactics often do nothing to help you figure out how to deal with that underlying anger in a healthy way. Most often, the outcome of counting or distracting ourselves simply meant stuffing the anger deep inside ourselves and then applying a mask before we re-joined the world.

Now we know better – that a constructive release of our anger is a way to rid our bodies of the physical effects, invigorate our minds with positive and healthy cognitive effects, and enrich our spirits by not hanging on to baggage.

First of all, we need to analyze our anger by examining the perceived loss or injustice. Ask yourself the following questions in order to uncover what is really behind your reaction.

- What have I lost? Is the loss real?
- Was it something important to me? Why was it important?
- What was its value?
- Is this my loss or someone else's? If it is someone else's, how do I know about it? Why do I care?
- Do I feel like someone has attacked my dignity? Have I been humiliated or embarrassed in some way?
- Has my reputation been damaged? Was I denied a fair reward or a form of recognition?
- Is the insult unfounded or is it an accurate interpretation of something that I have done? What is it that bothers me so much about this?
- Has my freedom or safety been threatened or removed?
- Have I lost power, authority, influence, or status?
- Thinking objectively, how big is this loss? Will it have an impact anywhere in my life? Are there ways that I can recover or minimize the loss?
- What will happen if I just ignore the issue?

Your answers to these questions will provide you with some insight about your values and beliefs. Based on what you learn, you can use this framework to help identify the cause of your anger.

I have lost \_\_\_\_\_ and this makes me angry. This loss is important to me because I (value/believe/want or need) \_\_\_\_\_.

Next, look at the individual or issue who is the target of your anger, and evaluate their intent.

Ask yourself:

- Who is responsible for what has happened (the culprit)?
- Did they do this deliberately? If so, how do you know that? How can you find out what their intention really was?
- Do they consider themselves responsible for what took place?

The culprit is someone who behaved in a deliberate manner. If you are angry because you got a traffic ticket for driving through a red light while you were speeding, your choice of culprits will be one of the following:

1. You, as the driver of the car
2. Someone in the car telling you to hurry and not worry about a ticket
3. The traffic light
4. The car
5. The police officer who gives you the ticket
6. Some innocent person who was not even with you at the time

Note that culprits 3 and 4 cannot act intentionally and the last one did not do anything! If you find yourself blaming an unwitting agent (such as the car, the light, or your kids when you get home) for your anger, step back and look at your actions. Who had the power to avoid that situation? So, who are you really angry with? Sometimes we have to admit that the change that is needed in a situation is for us to take more responsibility for our own actions.

One final component is to understand whether a culprit acted unfairly.

- Why do you believe that this action was unfair?
- What would it look like for you to consider it fair?
- What is the culprit's point of view?
- If the willing culprit were a good friend or someone with a strong sense of fairness, what would they have done? How do you know this?
- What would you have done in a similar situation? What did you do the last time you found yourself in a similar situation?
- What do you see as a fair outcome to this situation? What standard did you use to determine "fair" in this case? It is a widely accepted and well-founded principal of fairness? Is it a standard that the agent would accept?
- How can you check any assumptions that are in this list?

Fairness can be a very difficult concept to define. What is fair to one person may not seem fair to others. Fair is not the same as equal, except perhaps when dividing sweets among children. We all have a sense of right and wrong, a code of behavior that we live by, but we also know

that some people do a lot more right than wrong. If you apply standards of empathy and compassion, you can develop a deep understanding for other people's point of view, and the situations they are faced with.

- Empathy is the ability to understand and share someone else's feelings.
- According to the Oxford Dictionary, compassion is the "sympathetic pity and concern for the sufferings or misfortunes of others."

This is not to say that applying empathy or compassion means that you have to give in to someone who is angry. Compassion may be about sympathy and concern, but it does not have to lack limits. The fact that someone lashes out at you in anger and their underlying issues include things you can sympathize with does not mean that you have to tolerate the behavior. You will have understanding of the drivers behind their anger, but you do not have to own their feelings or responses like they were your own.

### **Reducing Worry**

Let's say you're driving to work and you notice someone is tailgating you. You think, "Geez, that car behind me is driving awfully close. What if they rear-end me? I've got all the kids' Christmas presents in the trunk. If they get damaged, I'll never be able to afford to buy more! We'll have the worst Christmas ever."

In this situation, you've taken a normal, everyday occurrence and turned it into an absolute disaster in your own mind. You've created more stress than was necessary. Being able to control this Chicken Little type of thinking can be a good way to reduce your stress levels.

One way of controlling this is to stop yourself in the middle of your train of thought. Next, use a tool that's popular with project managers. Assign an impact rating, a probability, and a control rating to each risk. (You can do this in your head with a little bit of practice.)

Risk Description	Probability on a scale of 1 to 5 (1 =very unlikely; 5= almost certain)	Impact on a scale of 1 to 5 (1=very little impact; 5= disastrous)	My Control (1=minimal control, 5=total control)
Car rear-ending me	2	5	2
Christmas presents damaged	4 (if accident occurs)	5	1
Financial problems due to accident	5	5	1

You can see that although each event would be disastrous, you really have very little control over the situation (although you could move away from the offending vehicle if traffic permits). This boils down to: it probably won't happen, and if it does happen, there's not much you can do about the consequences. The only thing worrying will do is increase your chances of getting in an accident!

Another way to control worry is to give yourself a worry break. Let's say you choose 2 p.m. as your worry break. Defer all worries until then – don't let yourself worry about anything. Then, at your chosen worry time, find a quiet spot, get a piece of paper and a pen, and set a timer for five minutes. Write down all your worries, imagine the worst thing that could happen, and be as much like Eeyore as you want! When the timer is up, put away your paper and pen, and return to life – worry-free.

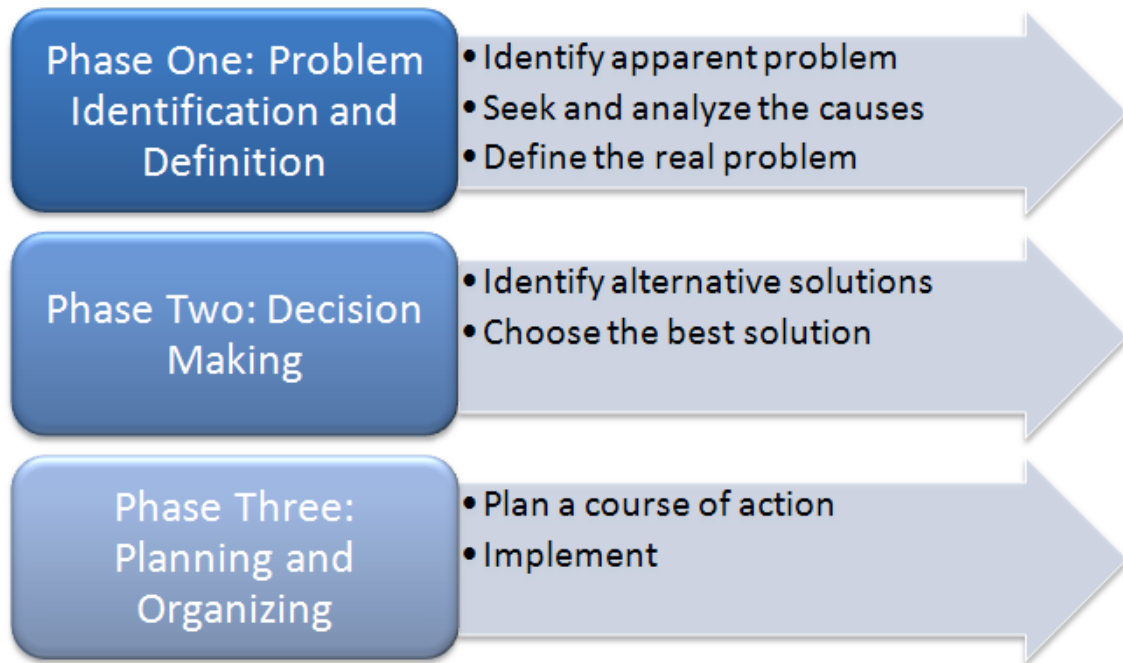
## Solving Problems

Stress often results from problems that we can't solve. Having a defined problem-solving approach can help you gain control of a stressful situation.

Whenever you read a book on problem solving, this model, in some form or other, is sure to be there. It may have six steps rather than seven, or it may have five steps. However, the model doesn't really change... just the authors' ways of breaking it down.

As you work your way from problem to solution, you are actually shifting your focus.

- When you define a problem, you ask yourself: What is my problem?
- As you try to analyze the root causes you ask: Why is it a problem?
- When you are generating options, you ask yourself: What are some ways I can solve my problem?



### Phase One

You ask yourself: Is there a problem? Where is the problem? Whose problem is it? This is the sniffing, groping, grasping stage. It includes whatever you do to get a handle on the problem. Another thing you will ask is, “What are the symptoms?” Funny noises in the engine, an unhappy look on your employee’s face, or a change in the productivity rate? You’ve got to find out what the problem is.

### Phase Two

Once you have identified the problem, it’s time to identify some possible solutions. Once you have evaluated the options, it’s time to make a decision.

### Phase Three

For the planning portion, start by breaking the task down into smaller portions. Then, for each mini-task, plan the following information:

- What needs to be done?
- Who will do it?

- What resources will we need?
- How much time will it take? (Set a deadline)

Once all the smaller tasks are planned out, you will have an idea of how long the main solution will take to implement. You may also want to make sure that the above questions are answered for the main task.

Then, it's time to put the plan into action, evaluate it, and make changes as needed.

## Building Supportive Relationships

Having good relationships with yourself and those around you is an essential tool for managing stress.

Now, let's talk about your relationship with others. Many people find it difficult to talk about their feelings, opinions, and experiences. Start with yourself. Are you the sort of person that others come to talk to, or do you feel like your relationships are shallow? To help your relationships, develop your listening skills. Really hear what others are saying, and respond to their message.

Another way of improving your interactions with others is to ask for help or advice. This doesn't mean you're weak or stupid – it means you're smart enough to use your resources. Remember, support is reciprocal: support them and they support you.

## Nutrition, Exercise, and Sleep

If your body is a mess, your mind will be a mess too, and all the coping techniques in the world won't help you.

### **Nutrition**

While most people find it hard to eat exactly what the food guide tells us to, try to aim for a balanced diet. Sodas, coffee, and French fries aren't found in the guide for a reason! (We're not saying that you can't have a treat now and then – just remember that moderation is important.)

Try to limit yourself to two cups of coffee a day. If you find this hard, try drinking decaffeinated coffee or herbal tea. Avoid fast food when possible, and try to eat lots of fruit and vegetables.

Experts also recommend we drink six to eight glasses of water a day, but remember that juice and herbal tea can be included in that. There are many types of flavored water out there – just make sure you're not choosing one that's full of sugar. In general, make it a habit to read labels so that you can avoid foods that are high in carbohydrates and fat.

At the end of the day, it's OK to treat yourself to a glass of wine, a bottle of beer, or a cocktail now and then. Just don't overdo it.

List two ways that you can improve your diet.

### **Exercise**

Experts say we should try to exercise for at least 20 minutes three times a week. This doesn't have to be heart-pounding cardio activity. Walking is a great form of exercise, for example, and it's something that you can fit fairly easily into your routine. If your day is really busy, set the alarm a half hour earlier and exercise when there are fewer things to distract you. Or, go for a walk at lunch time. Doing some quick stretches every half an hour can be a good way to reduce tension and get your blood flowing, too.

What kinds of exercise do you enjoy?

### **Sleep**

Once again, experts recommend that we get eight hours of sleep a night. However, everyone is different – some people feel that six hours is adequate, while others feel they need ten to 12 hours. Figure out what works for you and aim for that amount every night.

Just as important as the quantity of sleep, is the quality of your sleep. Make sure your bedroom is quiet and comfortable. Try to prevent it from being too hot or cold when you go to bed – use a fan or add extra blankets. Going to sleep around the same time every night, and sleeping in your bed (not on the couch or in front of the TV) also helps your body establish a routine, making it easier for you to fall asleep and have a restful night.

Many people find that sleep medications are helpful, but people have also found that they can become addictive. Make sure you talk to your doctor before using medication.

We also recommend trying natural therapies, such as nature music, chamomile tea, and a relaxing routine.

## Managing Time to Prevent Stress

### Redefine Your Expectations

Take a good look at what stresses you out. Does it drive you nuts when the carpet needs to be vacuumed, or is it a sinkful of dishes that really rattles your nerves? At work, does not getting tasks completed really bother you, or is it a disorganized workspace that causes you stress?

**List the top four things at work and at home that make you feel stressed.**

Work	Home

Once you've defined your priorities, ask yourself if it's worth getting stressed out over those things. Sure, a sinkful of dirty dishes might be a health hazard, but I doubt you would lose your job over a few disorganized papers on your desk. However, if having an organized desk is really important to you and reduces your stress level and makes you feel good, then make it a priority.

**Look at the list you just made. Assign each stress item from work a number from one to four, where one is the most important and four is the least important. Repeat the process for the items from home.**

## Getting Organized at Work

If you think you don't have time to plan, trust us, you don't have time not to! Let's look at a few things you can do to make your time at work productive and less stressful.

### Organize Your Workspace

Keep your desk organized. Use file folders, baskets, or containers – whatever you need to do to keep things neat. It can also be helpful to group like items together.

### Electronic Organization

Don't forget, your workspace should extend to your computer, too. Make sure your electronic files mirror your hard copies, and that you have a way of keeping things organized. Don't just throw everything onto the desktop or into My Documents.

It's also important to keep your e-mail organized, too. E-mail can be a great tool, but it can also negatively affect productivity. Set your e-mail program to only check your e-mail once every hour. Some time management experts even suggest dealing with e-mail only once or twice a day.

Nearly every e-mail application offers you the ability to create folders to organize your messages, just like you organize files on your hard drive. Most applications also feature the ability to configure rules to automatically move e-mails with a particular subject or sender to a particular folder. Take the time to learn how to use these features and you'll be rewarded a thousand fold.

### Prioritize Your Tasks

My favourite, most stress-reducing tool is a notebook. Every day, before I leave work, I make a list of the tasks I need to accomplish the next day. Then, the next morning, I come in, review my e-mail, and add tasks to the list, if necessary. Finally, I highlight the top three items and focus on those during the day. At the end of the day, I start a new list for the next day, and transfer any uncompleted items to that list. It's simple, it's easy, and it provides documentation if I need it.

**Look at your list of work stressors on the previous page. What tools can you use to start managing those stressors?**

## Getting Organized at Home

Having a well-run household can help reduce stress and worry at home.

### **Budgets**

Finances are a common cause of stress. Not having enough money to pay the bills can wreak havoc on an individual and a family. Plus, finances can limit recreational activities, which reduces your ways to relieve stress. Talk about a vicious cycle!

At the beginning of every month, sit down with yourself (and your spouse, if you have one) and create a budget. You can use a piece of paper and a calculator, a spreadsheet program, or a personal accounting package – whatever works for you.

Make sure you account for the necessities, like mortgage or rent, car payments, debt payments, heat, light, groceries, and gas. Don't forget to budget for some fun stuff too, even if it's only R200. Savings are another important part of your budget – if your car breaks down and you're stuck with a repair bill, it can be less stressful to take it out of the savings account than to put it on a credit card.

If you find yourself struggling to make ends meet, talk to a debt counselor to help reduce your financial stresses.

If you have an extremely high-end or low-end lifestyle, consider whether you can make changes to reduce your stress level. Spending tons of time and/or money on maintaining expensive cars, homes, and boats may not be wise if it's causing you stress. Likewise, pinching every penny when it's not necessary might not be worth it.

### **Chores**

Another common issue is deciding who does what chores. You need to have some form of organization, whether it's an unwritten (but agreed-upon) rule, a chore chart, or a chore jar. It can also be helpful to identify who wants to do what. We all have chores that we don't mind doing, and chores that we hate, so if you can find some overlap, life will be easier for everyone.

Another option, particularly if you live alone or have a small family, is to hire out some of the chores, such as mowing the lawn. Just make sure you're not causing yourself financial stress.

## Meals

Sitting down on the weekend and planning your meals for the next week, and then going grocery shopping with a list, accomplishes several things.

- During the week, you don't have to worry about what to cook or if you have the supplies in the house.
- When you get home from work, you shouldn't have to rush back out to the grocery store.
- You will be more likely to eat healthy food and less likely to stop at your local restaurant.
- Cooking at home is better for your wallet and your waistline.
- Sitting down as a family and eating supper together is a great activity.

Here are some tips for meal planning:

- Choose recipes that are quick and easy to make.
- Purchase foods that reduce preparation time, such as pre-cooked chicken pieces or salad kits.
- Slow cooker meals are great any time of the year.
- Involve everyone in meal preparation. It can be fun to have a different family member cook every night, or to have someone responsible for the salad, another person responsible for the meat, and so on.
- Theme nights are a lot of fun. Meals like homemade pizza and tacos can be easily customized by each member of the family.
- Keep frozen pizzas on hand for emergencies, and allow yourself takeout once every week or two.

Look at your list of home stressors that you created earlier. What tools can you use to start managing those stressors?

## Delegating

Another important tool in your stress management kit is delegating. You can delegate at home and at work. Done properly, delegating can reduce your workload and your stress level.

One common myth is that delegating is all or nothing. Here's a brief overview of the four levels of delegation.

### **Level 1 - No Authority**

If the assignment is especially important or difficult, or if the type of assignment is new to the person, it's often wise for you to assume all authority. This level of authority should be used as little as possible since it indicates a low level of trust. Even so, use this level when you have doubts about the successful completion of the task or when the task is so important that you want a high degree of involvement.

### **Level 2 - Minimal Authority**

As the person gains experience, it is desirable to allow him/her greater latitude in action. This method allows the person to have a say in determining his/her goals and performance standards. At the same time, you stay informed of the person's progress and have an opportunity to intervene if difficult problems arise.

### **Level 3 - Medium Authority**

This level of authority allows the person to make some levels of decisions without you. For this level of authority, the person sets the goals, plans, and performance standards. The person then acts autonomously (with regular status reports to you), and consults you only if he/she encounters a particularly difficult problem or customer.

### **Level 4 - Complete Authority**

When the person has demonstrated competence in completing the type of task assigned, you can grant complete authority. You will be completely removed from the assignment, even after it is completed. This is the level managers should hope to achieve with most employees on most assignments. When properly executed, this level gives you more discretionary time and the confidence that all work is being completed as scheduled. With this level of authority, you have only minimal interaction with the team member in the form of a status report.

Although the descriptions above are typically used in an office setting, you can delegate at home too. Every member of the family over the age of two should participate in household chores. Small children can place their clothes in the laundry hamper, make their bed, set the table, and feed pets. Older children can help cook meals (particularly if it's an easy chore like mixing up a salad kit), walk the dog, and load the dishwasher.

What tasks at work can you delegate?

## Setting SMART Goals

SMART Goals are:

- |   |                       |  |
|---|-----------------------|--|
| S | Specific              | – they must indicate how much/many   |
| M | Measurable            | – you must have a means of testing whether you have met them   |
| A | Achievable and Action | - they must be achievable in the time you have and they must say what will be done                                     |
| R | Relevant              | – they must be relevant to the needs of the people you are serving and to the aims of your organisation or to yourself |
| T | Time bound            | - they must indicate by when   |

## Planning for achievement

- Step One: What are the different ways to achieve this goal? Generate at least three different options.
- Step Two: Which of these options will be the best to achieve the desired goal. Evaluate the options by applying some criteria to measure efficiency and effectiveness.
- Step Three: What are the milestones that need to be put in place to reach the goal? Map out the milestones
- Step Four: What activities/actions are needed to complete each milestone? Make a list of ordered steps to follow.

- Step Five: What resources or inputs are needed to implement this plan? Time, money, expert information, transport and equipment are some examples. Where will you find these resources?
- Step Six: How do we capture all this information in a helpful way? A written plan will help us keep on track and not forget important details. Draw up a detailed plan. (refer to operational planning format and example)
- Step Seven: Does the plan have clear bench marks? The completion of a milestone may be used as a benchmark. Including a regular activity that reviews and monitors progress helps to keep on track and adjust the plan. Involving another person to assist with monitoring progress is helpful.
- Step Eight: Take action/ implement the plan!!!!

# Chapter 3

## HIV/Aids Awareness

### Chapter Overview

This section provides a broad introduction to HIV/AIDS in the workplace. It introduces a broad base of knowledge about HIV/AIDS that will enable learners to be informed and caring workers in an industry.

The focus is knowledge, skills, values and attitudes in relation to the learner's own context and experience of the world of work.

### Chapter Outcomes

After you have completed this course you will be able to:

- Understanding the effects of HIV/AIDS on the immune system.
- Knowing how HIV/AIDS is transmitted.
- Knowing what behaviour safe and what behaviour carries the risk of HIV/AIDS transmission is.
- Demonstrate an understanding of sexuality
- Knowing what guidelines and assistance are available to support workers with HIV/AIDS and recognise own role in creating a caring work environment.
- Understanding the implications of the HIV/AIDS pandemic for society, the economy, a business sub-sector, an organisation and a specific workplace

# HIV/AIDS and its Effects on the Human Immune System

## What is HIV?

HIV stands for Human Immunodeficiency Virus. When the HI virus enters the body, it attacks and slowly destroys the immune system, i.e. the body's defence system against infections and diseases. As a result, a person who has the HI virus will find it harder and harder to resist and fight infections and diseases which lead to serious illnesses, and often death

What's important to remember is that it may take ten years or even longer for the HI virus to totally destroy the immune system. That's why a person who is infected may look and feel well for a long time before they have any symptoms of HIV or become seriously ill. Also remember that a person with HIV does not necessarily have AIDS.

## What is AIDS?

AIDS, which stands for Acquired Immune Deficiency Syndrome, is the final stage of HIV. It's not a single disease but rather a combination of different illnesses caused by the immune system's total breakdown and inability to protect the body against opportunistic infections, e.g. oral thrush, tuberculosis (TB), etc.

## The Importance of Understanding what HIV/AIDS is?

By understanding the HIV virus, the chance of living a healthier, longer life increases. In the beginning of the epidemic, an AIDS diagnosis signalled death would soon follow. But today, thanks to the development of HIV medications, people are no longer dying from AIDS they are living with the HIV virus. To live a productive, healthy life with HIV, one must learn as much as possible about the disease.

### HOW CAN YOU GET HIV?

There are three ways in which HIV is passed from one person to another. These are:

1. By having unprotected penetrative sex i.e. not using a condom with a person who is HIV positive. Please note, oral sex is considered a high-risk practice.
2. By getting HIV infected blood into your blood stream. This can happen by using unsterilised needles, razor blades, dental equipment etc. It can also happen through a blood transfusion. However, in South Africa all blood is tested for HIV before it is used.

3. From an HIV positive mother to her baby before and during birth and when breastfeeding.

**You CANNOT get HIV from:**

- Kissing.
- Sharing eating utensils.
- Eating food prepared by an HIV positive person.
- Eating food served by an HIV positive person.
- Sharing bathrooms or toilets.
- Sneezing.
- Hugging.
- Social contact.
- Condoms.
- Contact sport.
- Mosquitoes or other insects/animals.
- Swimming pools.

### How Does the HIV Virus Multiply?

Once inside the body the virus attacks specialized immune system cells known as CD4 cells. CD4 cells are a type of white blood cell that fights infections. CD4 cells move throughout the body, helping to identify and destroy germs such as bacteria and viruses.

The HIV virus attaches to these cells and infects them by injecting HIV proteins (DNA and RNA) into the cell. The new HIV virus then infects other CD4 cells as the cycle repeats itself.

HIV targets CD4 cells by:

- Binding to the surface of CD4 cells
- Entering CD4 cells and becoming a part of them. As CD4 cells multiply to fight infection, they also make more copies of HIV
- Continuing to replicate, leading to a gradual decline of CD4 cells

#### HIV PROGRESS TO AIDS IN 5 STAGES

##### **Stage 1: Initial Infection**

This is usually a symptom-free stage when the HI Virus first enters the blood stream.

##### **Stage 2: Window Period**

This refers to a symptom-free 12-week period before even a sophisticated laboratory test will show that a person is HIV positive. That's because the immune system has not yet reacted to the HI Virus and not started producing HIV fighting anti-bodies.

##### **Stage 3: Asymptomatic HIV Infection**

This is still a symptom-free stage; however the results of an HIV test will show that the person is definitely HIV positive.

##### **Stage 4: Symptomatic Infection**

This is the stage when an HIV positive person will have symptoms and periods of illness.

##### **Stage 5: AIDS**

This is the stage when an HIV positive person becomes very ill due to opportunistic infections.

### How Does the HIV Virus Harm the Body?

As the HIV virus reproduces, the CD4 cells are damaged, becoming unable to fight infections. As this process continues, the body's immune system weakens and the infected person becomes susceptible to a score of different infections, all capable of making the person sick and in extreme cases can lead to death.

Our bodies have many different parts, and every part has an important job to do, e.g. the heart pumps the blood, the brain thinks, the lungs breathe, the breasts make milk, and so on.

We also have an **immune system** that is very important as it protects and defends the body against germs and diseases. It also heals the body after injury or sickness. The immune system is like the body's army. We cannot defend ourselves against germs when this army is weak.

HIV slowly damages the immune system. This means the body starts to lose its power to defend itself against other germs, such as **TB**. It also loses power to heal itself. The HIV gets stronger and stronger.

The person starts to feel sick when most of his/her immune system is broken down. This may take years to happen. This person with a very weak immune system has AIDS.

The person with AIDS is very weak and easily becomes sick with problems such as losing weight, diarrhoea, sores in the mouth, coughs, pneumonia, TB, brain and nerve disease, swellings, fevers and sores.

These do not get better because the immune system is weak.

## Symptoms of AIDS

The symptoms of AIDS are primarily the result of conditions that do not normally develop in individuals with healthy immune systems. Most of these conditions are infections caused by that which are normally controlled by the elements of the immune system that HIV damages, such as:

- bacteria
- viruses
- fungi
- parasites

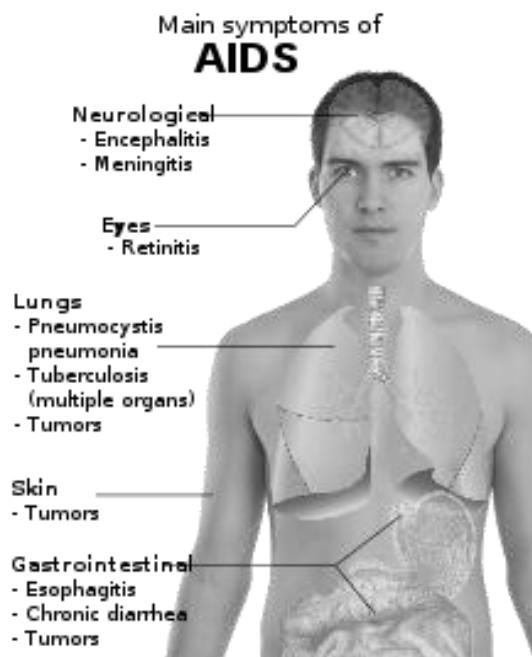
Opportunistic infections are common in people with AIDS. These infections affect nearly every organ system.

People with AIDS also have an increased risk of developing various cancers such as Kaposi's sarcoma, cervical cancer and cancers of the immune system known as lymphomas.

Additionally, people with AIDS often have systemic symptoms of infection like:

- fevers,
- sweats (particularly at night),
- swollen glands,
- chills,
- weakness, and
- weight loss.

The specific opportunistic infections that AIDS patients develop depend in part on the prevalence of these infections in the geographic area in which the person lives.



### What Can Be Done to Stop the HIV Virus?

While there is no cure for HIV, medications are now available that diminish the virus's ability to reproduce. This in turn helps the immune system stay healthy and able to fight infection.

Keep in mind that these medications can't rid the body entirely of HIV and people can still infect others while on medications.

The reason why HIV is still spreading is because:

- People are uneducated about HIV/AIDS and how it is transmitted
- People are afraid to speak up when they think they might have it
- People still have unprotected sex
- People are unfaithful to each other
- Poverty
- Not being able to get help (clinic or health centre)
- Unequal relationships between men and woman

### How do you find out if you have HIV?

You can look and feel fine for years after getting HIV. The only way to tell if you have HIV is by having an **HIV test**.

Any **Clinic** will do the test for you. The health worker will sit down and talk about the test with you. Then you can decide if you want to have the test.

The health worker will take a blood sample and ask you to come back in a week's time for the result. The HIV test will not cost you anything at government clinics.

### WHAT ARE MY RIGHTS?

- You have the right to decide for yourself to go for the test or not.
- Nobody, not even a doctor, has the right to do the test without your permission.
- The result is confidential. This means it is against the law for a health worker to tell the result to anyone without your permission.

### GETTING YOUR TEST RESULT

- The health worker will explain the result and talk to you about what the result means to you. She/he should talk to you only and not to anyone else.
- You will need to know what to do next if the result is positive.

<b>What if the HIV test is Positive?</b>	<ul style="list-style-type: none"> <li>• This means you are infected with HIV.</li> <li>• You can spread it to your sexual partner if you have unsafe sex.</li> <li>• You can give it to your baby during pregnancy and</li> </ul>
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breastfeeding.

- The test cannot tell you when you got the HIV infection.
- The test does not tell you when you will start to feel sick.
- You must not donate blood for transfusions.
- You must always use a condom if you have sex. You can give HIV to a healthy person if you have unsafe sex.
- It is important to tell your sexual partners that you have HIV. Discuss this with your health worker first.
- You should talk to the health worker about how to enjoy safe sex with your partner. You also need to know what to do about your family, friends and work or school colleagues.
- It is a good idea to visit the health worker again after you have received your result, to make sure you understand the facts and to talk about some of the important things again.
- Women who are HIV positive may give birth to babies who have HIV.

You should discuss with your health worker or counsellor whether you want to carry on with your pregnancy. But remember that not all babies born from an HIV positive mother will have HIV.

## How HIV/AIDS is Transmitted

There are three ways of contracting HIV.

### **SEX**

HIV will be in the body fluids of a person who is HIV positive. He or she can pass the virus on to another person through unsafe sex.

A person with a sexually transmitted disease (STD), like syphilis, may have a discharge or sores on his or her private parts. This makes it easier for HIV to enter the body during sex.

## PREGNANCY

HIV can pass into the baby if a pregnant mother is HIV positive. But **NOT ALL** HIV positive mothers give birth to babies who are HIV positive.

## BLOOD

HIV can pass from one person to another through his or her blood. Sometimes sick people are given extra blood through a blood transfusion. In South Africa, blood transfusions are safe because the blood is tested before it is given to sick people

- HIV can be passed on in very small amounts of blood when people share razor blades that are not properly cleaned.
- HIV can also be passed on by sharing needles when piercing, tattooing or injecting drugs.

## HIV and Breast Feeding

You must discuss breast feeding with a health worker or counsellor if you are HIV positive. For some HIV mothers other ways of feeding may be best for their babies.

Mothers who are HIV positive should not breast feed if...

- They have sores on their breasts; wait until they are better.
- The baby has thrush; wait until it is better.
- The baby has teeth; he could become infected by HIV from your blood if he bites you.

### What If the HIV Test Is Negative?

- You do not have HIV.
- Remember to keep yourself safe from HIV!
- This is very important when you are pregnant and while you are breast feeding.

<p><b>There are many ways to prevent HIV/AIDS</b></p>	<p>AIDS is mostly spread by sex. You must have safe sex if you want to protect yourself from AIDS.</p> <p>“Safe Sex” means:</p> <ul style="list-style-type: none"> <li>• Using a condom.</li> <li>• Sex without penetration.</li> <li>• Sex with only one partner in your lifetime.</li> <li>• Both partners have HIV tests before entering a relationship.</li> <li>• Faithful relationships.</li> </ul> <p><b>HOW DO I GET MY PARTNER TO AGREE TO HAVE SAFE SEX?</b></p> <p>Part of the reason that AIDS is spreading so fast is that many people do not want to talk about sex. We need to be open to talk about sex and relationships if we are going to prevent AIDS.</p> <p><b>Talk to your partner about...</b></p> <ul style="list-style-type: none"> <li>• having an HIV test,</li> <li>• using condoms,</li> </ul>
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- having faithful relationships,
- the dangers of unsafe sex.

**Talk to your family and friends about ...**

- faithful relationships,
- women's rights,
- the dangers of unsafe sex.

The more openly they talk about these issues the easier it will become.

**NOTE**

Sex is a way of showing love but it is not the only way. You can also show love by kissing, touching and holding each other.

Always check the expiry date on the condom packet - old condoms are not safe.

Some people may wish to use a cream with the condom. Do not use any kind of Vaseline or petroleum jelly as this damage the condom - find out which creams are safe.

Some women do not have much power in their marriages and relationships. It is often very difficult for them to talk to their partners or to be able to say they must have safe sex.

We need to fight for the rights of women!

**NEW RELATIONSHIPS**

You should use a condom when you start a new relationship. Both of you should go for an HIV test before you stop using condoms. It is safe to have sex without protection if both tests are negative, i.e. free from HIV.

Remember both partners must stay in a sexually faithful relationship with each other, otherwise the sex will no longer be safe.

**HEALTHY LIVING**

Take care if you drink alcohol or take drugs. These things can make you lose control of yourself, and you can find yourself having unsafe sex with another person. You are putting your life in danger when you have unsafe sex.

**WHAT ARE SEXUALLY TRANSMITTED DISEASES?**

- A sexually transmitted disease (STD) is any sickness passed from one person to another

during sex.

Some examples of sexually transmitted diseases are:

- gonorrhoea,
- syphilis,
- herpes.

So is **AIDS!**

- STDs can be dangerous. Some can very bas infections that may lead to becoming infertile
- STDs help the HIV to get into the body more easily. They also help spread the HIV from one person to another.

### Illnesses that are identified with STDs or STIs

STD/STI - Illnesses	Symptoms
<b>Chlamydia</b>	<p>Women: An increase in vaginal discharge caused by an inflamed cervix, he need to urinate more frequently, or pain whilst passing urine, pain during sexual intercourse or bleeding after sex, lower abdominal pains, irregular menstrual bleeding.</p> <p>Men: A white/cloudy and watery discharge from the penis that may stain underwear, a burning sensation and/or pain when passing urine, pain and swelling in the testicles.</p>
<b>Gonorrhea</b>	<p>Symptoms appear between 1 and 14 days after exposure. A burning sensation when urinating, a white/yellow discharge from the penis, a change in vaginal discharge, irritation or discharge from the anus (if the rectum is infected).</p>
<b>Genital Herpes</b>	<p>This will appear 2 to 7 days after first exposure to the virus and last 2 to 4 weeks. Symptoms include itching or tingling sensations in the genital or anal area, small fluid-filled blisters that burst leaving small painful sores, pain when</p>

	passing urine over the open sores, headaches, backache, flu-like symptoms, including swollen glands or fever.
<b>Genital Warts</b>	The infected person may notice pinkish/white small lumps or larger cauliflower-shaped lumps on the genital area. Genital warts can appear on or around the penis, the scrotum, the thighs or the anus. In women genital warts can develop around the vulva or inside the vagina and on the cervix. If a woman has warts on her cervix, this may cause slight bleeding or, very rarely, an unusual coloured vaginal discharge. Warts may occur singly or in groups. The warts may itch, but they are usually painless.
<b>Syphilis</b>	May take 3 months to appear after sexual contact with an infected person. They include: one or more painless ulcers on the penis, vagina, vulva, cervix, anus or mouth. small lumps in the groin due to swollen glands, a non-itchy rash, fever or flu-like symptoms.
<b>Trichomonas</b>	Discharge in both men and women (sometimes copious and unpleasant smelling in women), discomfort or pain whilst having sex, pain when urinating and inflammation of the urethra.
<b>Bacterial Vaginosis</b>	This may pass unnoticed; it can sometimes produce an abundance of unpleasant fishy smelling discharge.
<b>Crabs</b>	Crabs are lice that can be found in the genital area (as well as other areas) and are noticed around 5 days to 7 weeks after infection and include: itchy skin, inflammation of the affected area, sometimes visible lice and eggs, spots of blood as lice feed from blood vessels in the skin.
<b>Scabies</b>	Symptoms begin 2 to 6 weeks after infection and include: Burrows that appear as silvery or brown wavy lines up to 15 millimeters (half an inch) in length. The burrows can appear

anywhere, but usually occur on the webbing between fingers and toes, on the genitals, around the anus, or on the buttocks, elbows or wrists. An intensely itchy rash of inflamed pimple-like lumps (papules/lesions) as an allergic reaction to the mites, their eggs and faeces. Widespread itching, particularly at night or after baths when the body is warmer, as a reaction to the mites.

### It Is Very Important to Have Any STD Treated

Clinics and doctors can treat STDs, but not AIDS, with tablets or with an injection. Treatment for most STDs usually works quickly. It is important to do these things if you have an STD...

- Do exactly what your health worker tells you.
- Take the medicines until they are finished to be sure that the disease is killed.
- Your partner must also go to the clinic for treatment. He or she will get sick and you can get the STD again if it is not treated.
- Go back to the clinic if it does not get better.
- It is even more important to use condoms while you have an STD.

### Misconceptions about HIV/Aids

A number of misconceptions have arisen surrounding HIV/AIDS. Four of the most common are:

- that AIDS can spread through casual contact,
- that sexual intercourse with a virgin will cure AIDS,
- and that HIV can infect only homosexual men and drug users.
- If the person you want to have sex with looks healthy/is fat you are safe.

Other misconceptions are that any act of anal intercourse between gay men can lead to HIV infection, and that open discussion of homosexuality and HIV in schools will lead to increased rates of homosexuality and AIDS.

## Society and Culture

AIDS Stigma exists around the world in a variety of ways including:

- banishment or exclusion,
- social rejection,
- discrimination,
- avoidance of HIV infected people,
- compulsory HIV testing without prior consent or protection of confidentiality,
- violence against HIV infected individuals,
- people who are perceived to be infected with HIV,
- the quarantine of HIV infected individuals.

Stigma-related violence or the fear of violence prevents many people from:

- seeking HIV testing,
- returning for their results,
- or securing treatment.

Turning what could be a manageable chronic illness into a death sentence and perpetuating the spread of HIV.

**AIDS stigma has been further divided into the following three categories:**

- *Instrumental AIDS stigma*  
A reflection of the fear and apprehension that are likely to be associated with any deadly and transmissible illness.
- *Symbolic AIDS stigma*  
The use of HIV/AIDS to express attitudes toward the social groups or lifestyles perceived to be associated with the disease.
- *Courtesy AIDS stigma*  
Stigmatization of people connected to the issue of HIV/AIDS or HIV- positive people.

Often, AIDS stigma is expressed in conjunction with one or more other stigmas, particularly those associated with:

- homosexuality,
- bisexuality,
- transsexual,
- promiscuity,
- prostitution, and
- intravenous drug use.

In many countries, there is an association between AIDS and homosexuality or bisexuality, and this association is correlated with higher levels of sexual prejudice such as anti-homosexual attitudes. There is also a perceived association between AIDS and all male-male sexual behavior, including sex between uninfected men.

Unfortunately, AIDS discrimination and stigma also fuel the epidemic. They prevent people from talking about their HIV status with sex partners or people with whom they share needles. Fear of rejection and worries about confidentiality also prevent many from getting tested for HIV. This means they may spread HIV to others without knowing it.

### How to Cope with AIDS Stigma

There is no simple answer for how to deal with the stigma surrounding HIV and AIDS. The first step might be to seek support from people who understand what you're going through.

- Ask your doctor about local HIV/AIDS support groups. Or, ask to be referred to a psychologist, psychiatrist, or clinical social worker.
- Find a hotline by looking in the yellow pages of your telephone book. Look under "AIDS, HIV Educational Referral and Support Services" or "Social Service Organizations." Ask for practical advice or emotional support over the phone. They can also refer you to local HIV/AIDS self-help organizations.

### Examples of AIDS Discrimination

What exactly is AIDS discrimination? It means you are treated differently than other people simply because you are infected with HIV. For example:

- A person denies you access to medical care at a hospital, medical or dental office, skilled nursing facility, or drug treatment centre.
- A person denies you child custody or visitation, or the right to adopt or become a foster parent.
- An employer asks unlawful questions on a job application or harasses, fires, or transfers you to a lesser job position.
- A person of authority reveals your HIV status at school, at work, or within a health care institution.
- You are evicted from a rental property.

## HIV/AIDS and the Law

Many employers and employees do not know that the Constitution includes human rights for people living with HIV/AIDS.

To avoid legal problems in the workplace and ensure that employers and employees act in accordance with the law, you need:

- A human rights and legal framework when dealing with HIV/AIDS issues in your company.
- Information that you should pass on to all your employees.

### Human Rights and Laws Regarding the Handling of HIV/AIDS issues in the Workplace.

Generally speaking, many people living with/affected by HIV/AIDS are discriminated against and stigmatised both in the workplace and in their communities. However, it is a constitutional right that people living with/affected by HIV/AIDS may not be discriminated against. What's more, they have the right to treatment, care and support services.

Currently there are five acts of parliament that impact on the workplace. These acts are:

- The Basic Conditions of Employment Act.

- The Labour Relations Act.
- The Compensation for Occupational Injuries and Diseases Act.
- The Occupational Health and Safety Act.
- The Employment Equity Act.

## Two Laws Dealing with HIV/Aids

**The Labour Relations Act** makes it illegal to dismiss anyone for illness (“incapacity”) without doing the following:

- Firstly, finding out whether that employee is indeed permanently unable to work.
- Secondly, making every effort to try and place that employee in a job that he/she can cope with.

**The Employment Equity Act** makes it illegal for an employer to do the following:

- Force an employee or prospective employee to have an HIV test without first getting permission from the Labour Court. Only under very specific circumstances will the Labour Court give such permission.
- An employer cannot refuse to employ an HIV positive person or dismiss an employee because of his/her HIV status.

An employee with HIV is not required to reveal his/her HIV status to the employer. However, if an HIV positive employee does disclose his/her status, he/she may benefit if management is understanding and provides some form of help, treatment and support.

- If an employer or co-worker becomes aware of an employee's HIV status, they are expected to keep such information confidential, unless the employee with HIV gives specific consent for the information to be disclosed.
- No employee may refuse to work with a fellow employee with HIV. Such refusal should lead to disciplinary action.

**HIV/AIDS prevention at Work**

There are a number of ways in which you can prevent the spread of HIV/AIDS in your company. These include:

- HIV/AIDS education and training.
- Peer education.
- Condom distribution.
- Voluntary counselling and testing (VCT).
- Practicing safe first aid.
- Treatment of sexually transmitted infections (STI).

**HIV/AIDS treatment, care and support at Work**

Although there is no cure for HIV/AIDS, it can be treated. By making lifestyle changes and using correct medication, people living with HIV can remain well and live for a longer time.

Treatment, care and support of your HIV positive employees, and possibly their families, can take various forms. This section gives you a number of different tools to consider.

These include:

- Reviewing your company's medical aid benefits.
- Helping employees access public health services.
- Counselling.
- Lifestyle and nutrition counselling and support.
- On-site private healthcare services.
- Post-exposure prophylactics.
- Treatment of opportunistic infections.
- Anti-retroviral therapy (ART).
- Preventing HIV transmission from mother to child.
- Terminal care.
- Incapacity management.

If possible, try to use at least one of these tools, if not more. In making your decision, do the following:

- Investigate the practicality and feasibility of each programme, as well as the cost.

- Work out a budget, action-plan and timeframe.
- Talk to your employees and get their input.

If your company does offer employees medical aid, it's important that you give those who are not covered information on the nearest public hospital or clinic where they provide HIV/AIDS treatment and care.

## Developing an HIV/AIDS Workplace Policy

### **What is an HIV/AIDS workplace policy?**

An HIV/AIDS workplace policy is a document that defines how your company will consistently and fairly treat employees who are living with HIV/AIDS, as well as employees who are indirectly affected by the epidemic.

Irrespective of your company's size, it is very important that you have a clear and comprehensive HIV/AIDS workplace policy.

## Leading a Healthy Life Style

Having HIV AIDS you need to take extra good care of yourself and live a healthy life style.

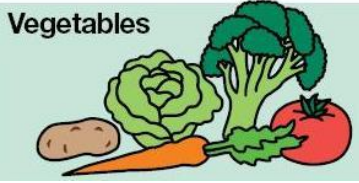
You need to exercise, drink a lot of water, rest and eat healthy.

Healthy food is important for everyone, but especially for HIV positive people. This will help them to be strong, to fight sickness and to stay a healthy weight. Many of the foods we eat everyday are healthy.

HIV positive people should eat as many of these different kinds of food as they can every day.

## THE FOOD GROUPS

## Vegetables



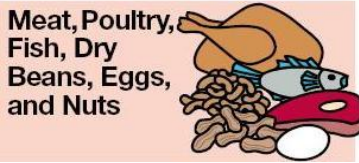
These foods help to fight sickness.

## THE FOOD GROUPS

## Fruits



## THE FOOD GROUPS

Meat, Poultry,  
Fish, Dry  
Beans, Eggs,  
and Nuts

These foods build the body and keep us strong.

## THE FOOD GROUPS

Breads, Cereals,  
Rice, and Pasta

These foods give us energy to grow.

You need to add Butter and oil to your food as this will also provide you with energy.

### Prepare and store food safely

If food is not cooked or stored properly, it can carry germs that cause sickness. People who are HIV positive get sick more easily because their immune systems are weaker than other people.

This means it is important to store and cook food properly.

- Cook meat and chicken until there is not pink inside (a clear juice should run from the meat when you cut it open or stick your fork in).
- Do not eat raw pieces of meat. If you are preparing meat do not put your hands in your mouth while touching the meat.
- Clean the services you are going to use to cut your meats or vegetables before and after you prepare your food.
- Do not use cracked eggs or eggs that smell. Boil your eggs for at least 8-10 minutes.
- Heat left-over food to boiling point to kill any germs.
- Wash your hands before and after you prepare or eat food.

- Wash all fruit and vegetables before you eat them.

### **Healthy eating does not have to be expensive**

- Choose vegetables and fruit that are in season as this when they are cheapest. If fruit is too expensive, eat more vegetables.
- Lentils, beans and soya mince are cheaper than meat and chicken.
- Drink water and rooibos tea instead of coffee or fizzy cold drinks.
- Prepare your own fresh food rather than buying meals or take-aways.
- Start your own garden and plant herbs and vegetables for your table (this could be fun as well).

### **Prevent infections at home**

It is not very easy to get HIV when you take care of someone who is HIV positive. But it is important to protect yourself as much as possible.

### **How to handle dirty washing?**

- Keep clothes and bedding with blood, diarrhoea or body fluids away from other washing.
- Wear plastic bags or gloves on your hands when you work with dirty laundry.
- Wash the bedding and clothes in soapy water. Hang them where there is a lot of sunshine. Make sure washing dries well.
- Bur any bandages that cannot be rewashed.
- Do not touch body fluids such as blood, stool and urine. Wear plastic bags or gloves on your hands when you clean a sick person.
- Wash the gloves or plastic bags in hot water every time after you have used them.
- Do not share needles, razors or toothbrushes.
- Keep all sores clean and covered. Make sure everyone in the home does this.

### **How to keep the bed clean?**

It is important to keep the sick person's mattress, sheets, blankets and pillows clean. Do this by covering the mattress with a plastic sheet.

You can make your own plastic sheet by ironing big plastic bags together. Make sure that you use strong bags, like the 12KG plastic mealie-meal bags.

Wash the sheets, blankets and pillows as often as you can. Wipe the plastic sheet with a hot, wet cloth.

## Living Positively

It is true that there is no cure for HIV AIDS. But that does not mean that you cannot live a happy life. You could live positively with the sickness. You can still live a quality life and if you take good care of yourself you could still live quite long life. To live positively with HIV and AIDS means:

- You can live with hope.
- You can share your life with family and friends.
- You can make a positive impact on other people's lives.
- You can talk about your problems.
- You can live a healthy life with enough exercise and rest.
- You can eat healthy food.
- Try to work for as long as possible.

Remember that people with HIV/Aids are still alive, and that they can still enjoy their life.

### **Some points of taking care of your mind and body**

- Although food will not cure HIV, but it can help to keep your immune system strong. Eat fresh food like fruit and vegetables, beans, chicken and fish.
- Stop smoking and drinking as this makes your body weak. It is then easier for HIV to attack your body and for you to get AIDS earlier.
- Join a support group of people living with HIV and AIDS. Talk to someone when you feel lonely, sad or angry.
- Go for regular checkups (every 3-4 months). Your health worker will give you advice, and will help you to deal with any problems you have.
- Treat any new diseases or problems:
  - It is important to go to the clinic if you are sick. This is because every sickness makes your body weaker and less able to fight HIV.
  - If the clinic finds that you have any new sickness or problems, they should treat them.

- If these sicknesses are not treated quickly, they may get worse and make you very sick.

### Anti-retroviral medicines:

- There are some medicines that can slow down HIV and keep you well for a long time.
- These medicines are very expensive and need to be taken every day, month after month and year after year.
- Talk to the health worker about these medicines.

## Advances in HIV Treatment: Understanding ART

Antiretroviral therapy -- or ART -- revolutionized HIV treatment in the past few decades. And newer improvements, like one-pill-a-day drugs, are making life with HIV easier and safer. "HIV really is a chronic disease now," says Brad Hare, MD, medical director of the HIV/AIDS Division at San Francisco General Hospital. "It's like diabetes or high blood pressure." As long as you manage it well, you should expect a long, healthy life.

### Understanding ART

ART works by combining drugs that attack the virus in different ways. ART doesn't cure HIV. But it stops it from reproducing itself and spreading.

Doctors measure HIV by the viral load -- that's the amount of the virus that's in your bloodstream. The goal of treatment is to get the viral load so low that tests can't even detect the virus anymore. HIV is still there, but there's not enough of it to cause symptoms -- as long as you keep taking your medication. Also remember that you can still pass HIV to someone else while on medication.

### 5 Things to Know About HIV Medications

There are lots of myths and stale, outdated information about HIV treatment. Here are five things you should know about ART.

- **It's easier to take than it used to be.** A lot of people with HIV just take one pill once a day. That's it. That one combination pill -- Atripla, Complera, or Stribild -- packs in all the

different active ingredients you need. Most people don't need the "cocktails" with complicated dosing schedules anymore.

- **You have lots of options.** Some people need drug combinations. There are six classes of antiretroviral drugs for HIV and more than 30 drugs. If one doesn't work or causes side effects, the doctor has many other choices.
- **Medications work for a long time.** People used to worry that their drugs would stop working after a while and that they'd have to keep switching to new ones. That's not really a risk now. "As long as you keep taking your medications, the same treatment can work for decades," Hare says.
- **Drugs have fewer side effects.** While specific side effects depend on the drug, HIV treatment is much safer and easier to tolerate than it used to be. For most people, side effects -- like upset stomach and diarrhoea -- are minor and often go away. Long-term risks include cholesterol problems and weakened bones. But even so, the risks of treatment are much lower than the risks of not getting it, Hare says.
- **You may start taking medication as soon as you're diagnosed.** Many experts believe that the sooner you start treatment, the better. However, some doctors prefer to wait until your CD4 count, a measure of some immune cells, drops to a certain point before starting treatment. See what your doctor recommends.

## The Groups of Antiretroviral Drugs

There are four main groups of anti-HIV drugs, however, as research continues new classes of drugs are continually being added in the fight against HIV and AIDS. Each of these groups attacks HIV in a different way.

**Nucleoside Reverse Transcriptase Inhibitors:** The first group of antiretroviral drugs are the Nucleoside Reverse Transcriptase Inhibitors (NRTIs). They were the first type of drug available to treat HIV infection in 1987 and are better known as nucleoside analogues or nukes.

HIV needs an enzyme called reverse transcriptase in order to be able to infect healthy cells and reproduce itself in a person's body. As the name says, NRTIs inhibit reverse transcriptase. The drugs slow down the production of the reverse transcriptase enzyme and make HIV unable to infect cells and duplicate itself.

**Non-Nucleoside Reverse Transcriptase Inhibitors:** The second group of antiretroviral drugs are the Non-Nucleoside Reverse Transcriptase Inhibitors (NNRTIs). These drugs started to be approved in 1997 and are generally referred as non-nucleosides or non-nukes. This group of drugs also stops HIV from infecting cells by intervening with the transcriptase of the virus. The non-nucleoside drugs work slightly differently from the nucleoside analogues in that they bind in a different way to the cell's reverse transcriptase. The non-nucleoside drugs block the duplication and the spread of HIV.

**Protease Inhibitors:** The third type of antiretroviral is the Protease Inhibitor (PI) group. They were first approved in 1995. Protease inhibitors, as the name says, inhibit protease. Almost every living cell contains protease. Protease is a digestive enzyme that breaks down protein and is one of the many enzymes that HIV uses to reproduce itself.

The protease in HIV attacks the long healthy chains of enzymes and proteins in the cells and cuts them into smaller pieces. These infected smaller pieces of proteins and enzymes continue to infect new cells. The protease inhibitors take effect before the protease in HIV has the chance to break down the protein and enzymes. This way the protease inhibitors slow down the duplication of the virus and thus prevent the infection of new cells. The NRTIs and NNRTIs only have an effect on newly infected cells. Protease inhibitors are able to slow the process of immature non-infectious virus becoming mature and infectious. Protease inhibitors also work in cells that have been infected for a long time, by slowing down the reproduction of the virus.

**Fusion or Entry Inhibitors:** The fourth group of antiretroviral are called Fusion or Entry Inhibitors. The first of these drugs (Fuzeon) has recently been approved. The surface of HIV carries proteins called gp41 and gp120. These are the proteins which allow HIV to attach itself to and enter into cells. By blocking one of these proteins, fusion inhibitors slow down the reproduction of the virus. For example, Fuzeon sticks to the protein gp41. Fuzeon differs from the other antiretroviral in that it needs to be injected. It is a protein and cannot be taken orally, since it would be digested in the stomach.