



# Project Metamorphosis

Volume 1 Number 1A

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## New Project Brings Exciting Changes to You

Congratulations! By joining Project Metamorphosis, you just became the president of your own company. You might call it ME, Unlimited. The product will be a new you. This program helps you successfully return to work and life. Your staff stands ready to help you. You are in charge. We'll show you how, but change starts with you.

**“Congratulations! . . .  
you just became the  
president of your own  
company: ME, Unlimited.”**

## Personal Trainers at Work

If you were rich, you could hire a staff. They would help make your company successful. Sometimes their advice might be hard. But, it would be for the best. You, too, have a staff. Your staff has been working for you for some time. They have been thinking and planning. More staff will work directly with you. As your personal staff, we give you our best advice. You will want us to demand the most from you. This will help you be your best when you return home. Each week your on-site staff will meet with you. Your staff will also give you tasks to do on your own. You can choose to do them or not. The time you spend on yourself is an investment in your future. You will create a portfolio, a collection of information showing your investments in yourself. Each newsletter will have sections for your personal, academic, and work development.

## Goal-Setting: map to the future

In prison, many decisions are made for you. Not so on the outside. Soon you'll be making most of the decisions—and you may be out of practice. Start thinking today about your future. As successful people, we will want to make decisions about what they want to achieve. We will set goals.

The timeline below helps you see where you are in terms of your goals. Put your birthdate and today's date at points A and X. When do you think your life will end? That's the z point. Start thinking about what you really want to do, be, have, and give in life. In this project, you will refine your goals in the weeks ahead. You have until the end of your life to complete your goals. Every decision you make either takes you closer—or farther—from them.

**A** **X** **Z**  
birth date today's date date of death

# The Greatest Secret In The World - Part 1

This is a waste of time. . . **unless you're willing to change.** Author Og Mandino shows you how to change in his book *The Greatest Secret In the World*. Mandino is also the Executive Editor of a magazine called *Success Unlimited*. His book is used by athletes, doctors, students. . . and people at other prisons. His ideas worked for them. They can work for you. Read Part 1. It is the first step for success. It tells how to maximize your use of this information.

## Part 1 Today I Begin a New Life

**Today I begin a new life.** Today I shed my old self. Too long I have suffered from failure. In the past, I accepted this. No more. I hold the key to my future, if only I choose to use it.

Certain rules are the basis of success. These I now have. These laws will prevent failure. They will not necessarily mean success. Why? Because no two people think of success in the same way. Yet, everyone agrees on the meaning of failure. It is when people fail to reach their goals in life, whatever they may be. The only difference between those who fail and those who succeed is in their habits. Good habits are the key to success. Bad habits are the unlocked door to failure. Thus, the first rule that I will obey is **"I will form good habits and they will become mine."** How? Through the parts of this program beginning with this one. Each part contains a rule that will drive a bad habit from my life. It will replace a bad habit with one that will bring me closer to success. Why? Because only a habit can subdue another habit. And habits are only achieved through discipline. They are not the discipline of others. They will be my own discipline—how I want to be.

How will I discipline my mind?  
I will read each part every day in the prescribed way until given another part to read.

I will

- read it silently in the morning
- read it again after lunch
- read it again—this time aloud—before I go to sleep.

**As I repeat the words they will become part of my active mind. They will also become part of my other mind—the mind that never sleeps and that often makes me act in ways I do not understand.**

As my other mind makes new habits, I will become a changed person. I will be more energetic. I will be more positive. I will be happier than I ever believed possible. . . because. . .

**Today I begin a new life. . .**

Nothing will stop me—not others, and not myself. I will not lose a day from these readings, because that day cannot be reclaimed. Never will I let the shortness of the reading nor its simplicity cause me to treat the message lightly, for I am preparing for my future and . . .

**Today I begin a new life.**

Today my old self is as dust. I will walk tall among others and they will not know me because today I am a new person with a new life.

**The Key to My Future**

I hold the key to my future, but I have to use it. Reading and rereading the boldface words in this article is not an idle pastime. It is a form of imprinting—changing my subconscious mind, and subsequently, my life.

Remember. . . **Today I begin a new life.** . . . the process begins with me.

—adapted from  
*The Greatest Secret in the World*

*Your staff has planned a variety of sessions for your future use. . .*

## **What You Can Expect in Metamorphosis Sessions**

Group sessions will focus on the following topics. You'll get the most by choosing to participate and contribute to the group:

**Your Personal Styles:** Volume 1 helps you learn about yourself. You will learn about your work interests and strengths. You will think about your academic abilities and needs. You will find your learning style, personal style, and much more. These sessions help this program meet your specific needs.

**Success is a Thinking Skill:** Volumes 2 and 4 help you develop valuable thinking skills in decision-making and work. What you learn will last a lifetime!

**Keys to Relationships.** Volumes 3, 5, and 7 look at relationships. These include work, family, friends, spouses, and parenting.

**Real-Life Application.** Volume 6 focuses on getting and keeping a job. Volume 8 focuses on managing money.

**Character First:** This program helps develop positive work and life-style climates. It will be used as a kind of filter for thinking through other topics. You will also get assignments to complete on your own outside of Metamorphosis sessions.

## **Finding Main Ideas: Get the Point?**

Everything...pictures, stories, information, conversations, jobs, and so on... has a point or main idea. You find main ideas by finding what the details have in common. You find main ideas when you think about the single most important idea of something. Sometimes main ideas are stated in words. Most main ideas are not stated in words. YOU have to figure them out for yourself.

As you look at information about jobs and about yourself, you will be collecting details. Some details will be stated by the inventories and tests you take in these sessions. Because you know yourself better than anyone, you'll have to figure out others for yourself. The more details you collect, the clearer the picture you'll get about yourself. The way you put the details together is your personal main idea about you and your future job. Every Metamorphosis activity has a carefully thought-out point—YOU have to decide how that main idea best applies to you.

## **Before next session. . .**

The section will always show you what assignments you need to complete on your own. You will have 1-4 assignments after each session. You may not get to complete all of them. That's OK. Every one you do complete is an investment in yourself. You will gain valuable skills for the work world.

# Reflections

Reflection helps you rethink information. It gives you a way to process new ideas and make them a part of you. Project Metamorphosis will give you many opportunities for reflection. Today, we begin our daily reflection process.

Consider the following questions:

1. What did you learn today?

2. Why is this important to know?

3. How can I use what I learned?

4. What difference will this make in my life?

My strengths, skills and talents are:

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There are many different ways of being intelligent.  
These are the ways I am intelligent:

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# GOAL-SETTING

Directions: (1) Write one lifetime goal in each box in the first column. You may need more than one page to list all your goals. Include personal, educational, and work goals. (2) In the middle column, identify some things you can do in the next few years that will help you achieve each goal. (3) In the last column, write some things you can do in the next few months to achieve each goal.

<b>LIFETIME GOALS</b> By the time I reach the Z point, I want to . . .	<b>MID-RANGE GOALS</b> Things I can do in the next 3-5 years that wil take me closer to my lifetime goals...	<b>SHORT-TERM GOALS</b> Things I can do in the next 6-12 months that will take me closer to my midrange/ lifetime goals...

# PROJECT METAMORPHOSIS NEWSLETTER

Volume 1 Number 1A  
Understanding What You Read

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Read “*New Project Brings Exciting Changes to You*”. Then answer the questions.

1. What will you gain from participating in Project Metamorphosis?
2. Why do you think *metamorphosis* was chosen as the name of this project?  
(Look up the word *metamorphosis* in a dictionary if you want.)
3. What are your responsibilities as a participant?
4. What kinds of topics will you find in each newsletter?
5. What is the main idea of this article?
6. Write the sentence from the article that you find most important to you.

# PROJECT METAMORPHOSIS NEWSLETTER

Volume 1 Number 1A  
Understanding What You Read

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Read “*New Project Brings Exciting Changes to You*”. Then complete the following summary. Use words from the article if you wish.

Project Metamorphosis will help me successfully re-enter \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_.

I have a \_\_\_\_\_ who will help me. They will give me \_\_\_\_\_.

They will demand \_\_\_\_\_ from me. They will give me extra  
\_\_\_\_\_. I will have a collection of information about  
myself called a \_\_\_\_\_.

This will show my \_\_\_\_\_ in myself. Newsletters will  
have sections on \_\_\_\_\_, \_\_\_\_\_,  
and \_\_\_\_\_ development.

# PROJECT METAMORPHOSIS NEWSLETTER

Volume 1 Number 1A  
Understanding What You Read

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Read *The Greatest Secret in the World–Part 1*.  
Then answer the questions.

1. Who is Og Mandino? What kind of person do you think the author is?
2. Who are some of the people who use the book *The Greatest Secret in the World*?

Why do you think they use this particular book?

3. How does the author define failure? Why doesn't the author define success?
4. What forms the key to success? Why?
5. According to Part 1, what is the first law you should obey?
6. At what three times of the day should you reread this page?
7. What two "minds" do you possess? How are they different?
8. What is the key to your future?

# PROJECT METAMORPHOSIS NEWSLETTER

## Volume 1 Number 1A Understanding What You Read

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Read “*The Greatest Secret in the World–Part 1*” on page 3, then complete the following summary. Use words from the article if you wish.

Author Og Mandino wrote a book called \_\_\_\_\_  
\_\_\_\_\_.

Some of the people who already use this book are \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_. The key phrase in part I is  
\_\_\_\_\_ can

be defined in many ways. The meaning of \_\_\_\_\_ is  
inability to reach goals in life, whatever those might be. The difference between  
failure and success is in \_\_\_\_\_. The first law is “\_\_\_\_\_.”

I will reread this information \_\_\_\_\_ times each day. \_\_\_\_\_ hold the key to  
my future.



# Project Metamorphosis

Volume 1 Number 1B

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## Going Home - Staying Free

Even though you're still IN prison, you need to start thinking now about what life will be like when you go home. ***What you do and what you think makes all the difference.*** Everything you do comes from a decision. You choose what to think and how to act.

First, starting today, ***visualize yourself as you want to be.*** Many people picture the worst. They think about what WAS. Instead, picture what you want to become. Be realistic, but start thinking about what will be DIFFERENT about your situation and about you. If you go back to the same place, will you fall back into the same habits? Consider a change of scenery—maybe a new state, city, or even a neighborhood.

Next, ***change yourself.*** Add to your education or training. Get a different job. Get new friends.

Third, ***keep your senses about you.*** Avoid alcohol and other drugs. Avoid people who might encourage you to use them.

Fourth, ***get help.*** Go to a church or synagogue. Find a counselor or someone else who is a good listener and trained to help you. Create a support system to help you stay at home and free and able to meet your goals.

Fifth, ***plan to obey parole requirements.*** Figure out the purpose of each rule. Choose to see the rules as ways to help you stay out of prison rather than limitations to your freedom.

**Don't forget. . . . In last week's session, you started a new life.**

**"Get a life that is worth staying outside to keep."**

Sixth, ***think about the goals you want to achieve and start working toward them now.*** Review the goals you set. Make achieving them your priority.

Seventh, remember that ***life on the outside is better than life in prison.*** Do whatever it takes to stay out.

Last, ***get a life that is worth*** staying outside to keep.

**Remember. Everything you do as part of Project Metamorphosis is an investment in yourself and your future. Your success is our long-term goal!**

# Self Talk: What You Say is What You Get

If you're like most people, you talk to yourself. This mental conversation is your thoughts. It directs and shapes your behavior. It is part of what you believe about yourself. It affects what you say. It affects what you do. What you say to yourself impacts your life. You are, to a great extent, what you believe about yourself. You can be your most enthusiastic supporter. You can also be your worst enemy. Most people make three kinds of comments to themselves. These are **child comments, critic comments, and adult comments.**

## CHILD COMMENTS

Everyone has a part of them that reflects a child's point of view. This part of you developed first. It stays with you for life. It likes to have fun—and have it now! It enjoys life. It dislikes work. The child in you doesn't like to do anything boring, dull, or distasteful. It sometimes manipulates you or others. The child tries to do things that will avoid work. It doesn't think about the future. It doesn't think about goals in the future. The child wants what it wants now. It doesn't care what happens later. The child's main activity is lack of activity. It prefers to party, talk to friends, watch TV, or do anything that keeps the child from getting to work. The child usually thinks in first-person. It thinks in terms of *I want* and *What's in it for me?* Luckily, the child in you often responds to logic and rewards. Like a real child who wants only to eat cookies, the child in you knows that a diet of cookies is not good for you. It is usually happy with a cookie or two after a meal.

Thus, **when you have work to do, you tell your child how that work contributes to future goals.**

**Tell the child that a reward will come after work.** For instance, perhaps you have less than-exciting task to do (maybe like those on the next page?). If the child in you sees those as steps toward your goals—a better job, financial security, and so on, then your child is more willing to work. You also need to reward yourself for your work. Although you are working toward future goals, you need to give yourself immediate feedback and rewards.

Here is what you may hear your child say:

*I'm bored.*  
*I'm tired.*  
*This is no fun.*  
*That's too much work.*  
*I don't like this.*  
*I don't want to do that.*  
*What's the point?*  
*Nobody else has to do that.*  
*Why am I treated like this?*  
*It's not fair.*

## CRITIC COMMENTS

You probably also have critic comments. These comments first came from others. They take the form of second person, directed to yourself. The critic is a kind of watchdog gone out of control. It causes you to doubt your abilities, goals, and self. It says that a task is too hard for you. It thinks you have the wrong background or ability to get the job done. With that kind of encouragement, why even try? Worry is the critic's chief activity. For instance, you may find yourself worrying about finding a job more than applying for jobs. As a result, the critic reminds you that you are destined for failure. Critic comments are hard to control. They often are internalized as part of what you believe about yourself. Thus, the logic you used to control the child often fails. You probably can't

out-talk the critic. **Instead, you must replace critic comments with better ones.** For instance, you replace, *You're not good at learning* with *I've learned some new things about learning and myself that make me a different kind of thinker.* Or, replace *You're never going to get a good job* with *I've developed some new skills and strategies which will help me get a job.* Controlling the critic takes time. You'll find that it takes a minimum of several weeks to begin to change the beliefs of the critic.

You may hear your critic say things like:

*That's too hard for you.*  
*You never succeed.*  
*You can't. . .*  
*You shouldn't. . .*  
*You always. . .*  
*You failed before. . .*  
*You never. . .*  
*You're not smart enough.*

Remember, you can't bargain with your critic. Only long-term efforts at replacing critic comments with adult comments (see next section) will change them.

## ADULT COMMENTS

The adult in you is the voice of reason and logic. It knows that some things are no fun. They must be done anyway. It knows that you're not perfect, but that you are a person of value. The adult looks for solutions. It learns from past mistakes. It supports future efforts. When the adult is in control of yourself, you think in first person, *I*. The adult is a good problem-solver. It helps you make good decisions. The adult thinks about what it takes to achieve goals. It acts accordingly. The adult has a plan and follows it. It recognizes mistakes. It makes changes for the future.

**The adult voice says things like:**

*This is difficult, but I choose to do it.*

*I wasn't able to succeed before, but I now have some new strategies.*

*I'm a different person than I was then.*

*I am thinking differently than I used to.*

*I am making different decisions than I used to make.*

If you listen closely, you'll find that your voices talk all the time. They talk to you about your job. They talk to you in social or family situations. They talk to you about how you learn. Start listening to what you're telling yourself. Start thinking about where and when you first heard some of the comments—growing up at home, at school, with friends, at work. Who first said these comments? Parents? Teachers? Friends? Employers or co-workers? Now decide if the comments are still true. You're a different person at a different time. You can learn new skills. You can change your comments. . . and change your life.

## What's It To You: Values

Life management expert Steven Covey says that the key to achieving your goals is finding your "True North." Like a compass which always points north, your True North consists of those values most important to you. So, what IS it to you? Family? Money? Fame?

The Values activity helps you see what's important to you . . . and to those around you—your friends, your family, your boss, and so on. You can use it in several ways.

### Personal Values

On your own, group the cards according to what's important to you. Make a list of the values that are always important.

### Job Values

Either by yourself or in a small group, decide what values are important on the job. Make a list of the most important ones.

### Family Values

Either by yourself or in a small group, identify the values important to families—either as parents, children, siblings, spouses, or others. Make a list of the most important ones.

### Group Values

Either by yourself or in a small group, identify the values important to your friends. Make a list of the most important ones.

### Educational Values

Either by yourself or in a small group, identify the values important to learning. Make a list of the most important ones.

# Reflections

Review the Going Home and Staying Free on page 1. Which one will be easiest for you to do? Which will be hardest? How do those two differ? What's your Going Home and Staying Home tip?

Consider the following questions:

1. What did I learn today?

2. Why is this important to know?

3. How can I use what I learned?

4. What difference will this make in my life?

What question(s) do you have about your participation in Project Metamorphosis?

What kind of self-talk—child or inner critic—do you hear most often? How does that affect your behavior? Identify 3 comments you hear most often. What positive adult comment can you use to replace them?

<b>ALWAYS VALUED</b>	<b>NEVER VALUED</b>	<b>OFTEN VALUED</b>	<b>RARELY VALUED</b>
<p>Money Flourishing; prosperous; able to afford what I want</p>	<p>Security Safety; worry-free; freedom from risk</p>	<p>Independence Self-determination; freedom from the control of others</p>	<p>Health Physical and/or mental well-being</p>
<p>Fame Celebrity or acknowledgment of actions or personal traits</p>	<p>Creativity Imagination; ability to design, craft, or create</p>	<p>Education The product or process of learning</p>	<p>Religion Faith or belief in divine power</p>
<p>Family Relationships with or connections to people by marriage or by blood</p>	<p>Community Relationships with neighbors, friends, coworkers, area citizens</p>	<p>Travel Moving from place to place as part of a job or to get to a job</p>	<p>WILD CARD</p>
<p>WILD CARD</p>	<p>WILD CARD</p>	<p>WILD CARD</p>	<p>WILD CARD</p>

<p>Fairness Equitable treatment for all</p>	<p>Tolerance Respect for others and their culture</p>	<p>Using Systems Ability to successfully access and use integrated organizational units</p>	<p>Challenge Opportunities to test physical or mental capabilities</p>
<p>Self-esteem Respect and acceptance of yourself</p>	<p>Adventure Seeking challenges or risks; testing limits</p>	<p>Solving Systems Problems Ability to identify problems, enact solutions, and evaluate results in organizational units</p>	<p>Attentiveness Ability to value others by concentrating fully on them or on tasks important to them</p>
<p>Obedience Responding cheerfully to the directions and wishes of others; Followership; Ability to be a good follower</p>	<p>Truthfulness Earning future trust by accurately reporting past facts</p>	<p>Gratefulness Telling others in word and action how much I appreciate them and what they do for me</p>	<p>Generosity Giving and sharing time, talent, money, or other resources</p>
<p>Orderliness Arranging self and surroundings for maximum efficiency</p>	<p>Forgiveness Ability to pardon others and let go of hurt</p>	<p>Sincerity Earnestly doing what is right; transparent motives</p>	<p>Integrity Acting according to personal standards; doing what is right</p>
<p>Dealing with Others Relating to others effectively and with good will</p>	<p>Leadership Ability to direct others and shape programs effectively</p>	<p>Teamwork Ability to work with others to accomplish a common task</p>	<p>Punctuality Ability to get to work on time or complete tasks in a timely fashion</p>

<p>Growth Continued development in some aspect of life</p>	<p>Inner Harmony Freedom from inner conflicts; life balance</p>	<p>Attitude Your feeling about or approach to something</p>	<p>Belonging Desire to be accepted by others or to be a member of a group</p>
<p>Peace-making Helping others solve differences or avoid conflicts</p>	<p>Helping Taking care of others; doing what's needed</p>	<p>Friendship Close companionship; ongoing personal relationships</p>	<p>Respect Honoring, valuing, or thinking highly of others</p>
<p>Tradition Respecting the ways things have always been done</p>	<p>Common Sense Logical or sound reasoning</p>	<p>Stability Desire for things to stay the same; preference for consistency</p>	<p>Self-control Ability to curb desire; self-discipline</p>
<p>Persistence Ability to stick to tasks to finish them</p>	<p>Pleasure Personal satisfaction, enjoyment, delight</p>	<p>Play Fun, leisure activities</p>	<p>Appearance Looking good, staying fit, dressing well and appropriately</p>
<p>Intimacy Deep emotional and spiritual connections to another individual</p>	<p>Advancement Ambition; interest in getting ahead or getting promoted; aspiring to higher levels</p>	<p>Competency Ability to achieve either mentally or physically</p>	<p>Achievement Successful completion of tasks or goals</p>

<p>Status Owning things that you think will make others respect you more</p>	<p>Recognition Achievements or efforts that cause others to take notice</p>	<p>Authority Expert; control; self-confidence</p>	<p>Power Command or say-so; energy</p>
<p>Competition Desire to win; do better than others</p>	<p>Learning Gaining knowledge or experience</p>	<p>Concentration Focusing effort or attention</p>	<p>Risk-taking Trying new things; undertaking activities in which you are not sure of the outcome</p>
<p>Calculating Working with numbers; math</p>	<p>Communication Successful exchange of information, ideas, or feelings</p>	<p>Reading Understanding of written language</p>	<p>Thinking Mental manipulation of ideas; imagining; reasoning</p>
<p>Consistency Work or behaviors that are always the same over time</p>	<p>Confidence Belief in yourself or others</p>	<p>Decision-making The way you make up your mind about something</p>	<p>Managing Time The way you organize your day to accomplish tasks</p>
<p>Managing Goals Multi-tasking; ability to work toward several goals at the same time</p>	<p>Coping with Stress Ability to manage demands or strains</p>	<p>Solving Problems Ability to identify problems, weigh options, enact solutions, and evaluate results</p>	<p>Motivation Something that causes to you act</p>
<p>Adapting to Change Flexibility, tolerance</p>	<p>Taking Responsibility Accepting a task or action as your obligation</p>	<p>Honesty Sincerity, truth</p>	<p>Dependability Reliability; honoring commitments</p>

# PROJECT METAMORPHOSIS NEWSLETTER

## Volume 1 Number 1B Understanding What You Read

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Read “*Going Home and Staying Free*” on page 1. Then answer the questions.

1. Your future success is our long-term goal. How do you see your participation in Project Metamorphosis as an investment in your future?
2. The first step in choosing what to think and how to act is to visualize yourself as you want to be. What does the word “visualize” mean to you?
3. What are you doing right now to begin changing yourself?
4. Why do you need to “keep your senses about you” in order to really change yourself?
5. Is there help when you go home? What kind of a support system would you like to have there to help you when you go home?
6. What does “get a life that is worth staying outside to keep” mean to you?

# PROJECT METAMORPHOSIS NEWSLETTER

## Volume 1 Number 1B Understanding What You Read

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Read *“Going Home and Staying Free”* on page 1. Then complete the following summary. Use words from the article if you wish.

What you do and what you think make all the difference. Your first step, beginning today, is to

\_\_\_\_\_

yourself as you \_\_\_\_\_

\_\_\_\_\_. It is important to be realistic in what you picture, but to start

thinking about how things could be \_\_\_\_\_

The next step is to change yourself by adding to your \_\_\_\_\_

or \_\_\_\_\_. A church or synagogue, counselor, true

friends and family can all be part of a \_\_\_\_\_

\_\_\_\_\_ to help you stay out of prison. Avoiding alcohol, drugs, and people who might

be a negative influence will help you \_\_\_\_\_

Life on the outside is better than life in prison and so TODAY YOU BEGIN A NEW LIFE.

# PROJECT METAMORPHOSIS NEWSLETTER

Volume 1 Number 1B

Understanding What You Read

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Read *“Self-Talk: What You Say is What You Get”* on page 2. Then answer the questions.

1. How does your self-talk or mental conversation impact the way you feel about yourself?
2. If you listened only to the CHILD COMMENTS of your self-talk, how would you view the responsibilities of work and family?
3. How can you gain some control over the CHILD part of your own mental conversations?
4. Why do you think the CRITIC COMMENTS could be the most destructive to you as you begin your new life?
5. What is the best way to control the CRITIC COMMENTS in your self-talk?
6. Why are your ADULT COMMENTS considered the voice of reason and logic?

# PROJECT METAMORPHOSIS NEWSLETTER

Volume 1 Number 1B

Understanding What You Read

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Read *“Self-Talk: What You Say is What You Get”* on page 2.

Then complete the following summary. Use words from the article if you wish.

What you say to yourself, or your mental conversation, is called \_\_\_\_\_.

These comments to yourself impact what you believe about \_\_\_\_\_.

Most people make three kinds of comments to themselves. The voice of reason and logic is called the

\_\_\_\_\_. This voice’s strengths are \_\_\_\_\_.

\_\_\_\_\_ and \_\_\_\_\_.

\_\_\_\_\_. The CRITIC is the second type of

inner conversation you develop. This voice causes you to \_\_\_\_\_ your

\_\_\_\_\_, \_\_\_\_\_ and

\_\_\_\_\_. You can only change your CRITIC voice by \_\_\_\_\_

with \_\_\_\_\_. Your CHILD comments develop first. The child

voice says you can play instead of \_\_\_\_\_.

It doesn’t care about your \_\_\_\_\_ or \_\_\_\_\_.

All three of these SELF-TALK voices speak all the time. As you BEGIN A NEW LIFE, you can change their comments as you change your life.



# Project Metamorphosis

Volume 1 Number 2A

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## Our Style: Not Just Clothes Anymore

We can change our hairstyle. We can change the style of clothes we wear. We can even change our mind. But, we can't really change our personal style. It's something we were born with. Our personal style defines us. It involves our likes and dislikes, our abilities, and our aptitudes. This section will help us learn about our style and ourselves.

### MBTI TYPE

The Myers Briggs Type Indicator (MBTI) helps us see how we interact with people, objects, and situations. The results will be a personality type. Your type will consist of 4 letters. There are no good or bad types. Once you complete the inventory, you will get a copy of your type and what it means. Most people are amazed at how well their type description fits them. Knowing your type helps you know more about yourself and how you work with others. The first letter will be either an *I* (*Introvert*) or an *E* (*Extrovert*). These words usually tell if you are a shy or outgoing person. Here they mean something different. They show our source of energy. *I* people get their energy from ideas—usually from themselves. *E* people are energized by others. They like groups.

The second letter will be an *S* (*Sensing*) or *N* (*iNtuition*). These tell what we tend to notice first. *S* people get information from senses such as touch, sight, hearing. *N* people get information from gut instinct or conclusions. The third letter will be a *T* (*Thinking*) or *F* (*Feeling*). This letter tells if you make decisions logically (*T*) or emotionally (*F*). The last letter also tells how you make decisions. If it is a *P* (*Perceiving*), you like to gather information and delay a decision. If it is a *J* (*Judging*), we make decisions quickly--sometimes without as much information.

**“Our personal style defines us. . . knowing our style helps us adapt situations to meet our needs better.”**

### LEARNING STYLE

A second task—The *Learning Style Inventory: Sensory Preferences*—identifies your learning style. This tells how you like to get information—hearing, seeing, doing, etc. Like MBTI type, there are no good or bad ways to learn. You were born with your style. However, knowing your style helps you better adapt things to meet your needs.

### INTERESTS AND APTITUDES

You will also take a couple of assessments of your interests and aptitudes. Your interests are what you like to do. Your aptitudes are what you are capable of doing. Knowing these helps you set goals that you want and can achieve.

# Specifying Your Values and Goals: Hitting the Target

So you've looked at your values. You know what's important to you. Maybe it's family. . . or fame. . . or fortune. But what about that value do you really want? Do you want to spend more time with your family or do you want a bigger family? Do you want to be famous with your friends or with your community or with the world? And what do you want to be famous for? If you value money, how much is enough for you?

Specifying your goals helps you focus your values. It helps you get what you really want. The statements below show you how to specify some of your values/goals. Look over the list of values you made last week. How can you specify them so that you hit the targets you want?

## Here's a few examples:

### *I want . . .*

freedom (What do you need to do to stay out of prison? What behaviors or ways of thinking do you need to change?)

affection (What kind of affection? From who or what? What will you do to meet others and nurture affection?)

happiness (What will make you happy?)

money (By offering what product or service? How much money will be enough?)

fame, status, expertise, or influence (By excelling at what?)

to be \_\_\_\_\_ (e.g., supervisor, manager) of a company (By taking what career steps?)

financial security (What dollar amount?)

more education (For what purpose? How much?)

to retire ( At what age? With what income?)

to travel (Where? When? How? With whom?)

to work close to home (Blocks or miles?)

to work in my home (What are the options?)

to have more time for family ( How will you gain the hours?)

to be respected (By what action?)

to become more actively involved in church, community organizations, etc. (How? When?)

to be self employed (What are your talents? )

to have a good job (What skills, training, preparation are required? What's a "good" job?)

responsibility (How much responsibility? What kinds of responsibilities? How will you show others that you can handle those responsibilities?)

power (Who or what do you want to influence or control? What responsibilities go with the power you want?)

Source: *PLEASE UNDERSTAND ME*: MBTI Type

# Reflections

What did I find out about my personal style that I didn't realize before?

Consider the following questions:

1. What did I learn today?

2. Why is this important to know?

3. How can I use what I learned?

4. What difference will this make in my life?

Review the long-term goals you identified last week. What are some ways in which you can specify them to make them more accurate?

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How did identifying your values help you specify your goals?

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Did you BEGIN A NEW LIFE? If YES, how's it going? If NO, what can you do to begin today?

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# MBTI Personality Self-Test

**I prefer . . .**

- |    |                           |    |                                |
|----|---------------------------|----|--------------------------------|
| 1. | A. loud parties           | OR | B. quiet gatherings of friends |
| 2. | A. working on a project   | OR | B. thinking about an idea      |
| 3. | A. working with others    | OR | B. working alone               |
| 4. | A. managing many projects | OR | B. focusing on one project     |
| 5. | A. talking about an idea  | OR | B. writing about an idea       |
| 6. | A. discussion classes     | OR | B. lecture classes             |
| 7. | A. outgoing people        | OR | B. reflective people           |
| 8. | A. being part of a crowd  | OR | B. being alone                 |

**Total A responses \_\_\_\_\_ = EXTRAVERT**

**Total B responses \_\_\_\_\_ = INTROVERT**

**I prefer . . .**

- |    |   |    |  |
|----|---|----|--|
| 1. | A. practical applications of ideas        | OR | B. theoretical considerations of a topic               |
| 2. | A. lab courses/hands-on projects          | OR | B. reading and listening                               |
| 3. | A. factual descriptions                   | OR | B. metaphorical descriptions                           |
| 4. | A. proven solutions                       | OR | B. untried solutions                                   |
| 5. | A. to go places that I've been to         | OR | B. to go to new places before                          |
| 6. | A. to attend to details                   | OR | B. to focus on main ideas                              |
| 7. | A. tasks in which I achieve goals quickly | OR | B. accomplishing goals over an extended period of time |
| 8. | A. information derived from logic         | OR | B. information that results from conclusions           |

**Total A responses \_\_\_\_\_ = SENSING Total**

**B responses \_\_\_\_\_ = INTUITIVE**

**I prefer . . .**

- |    |                                   |    |   |
|----|-----------------------------------|----|---|
| 1. | A. self-satisfaction in a job     | OR | B. appreciation of others for a job well-done well-done |
| 2. | A. multiple-choice tests          | OR | B. essay tests  |
| 3. | A. logical arguments              | OR | B. emotional appeals                                    |
| 4. | A. impartial people               | OR | B. compassionate people                                 |
| 5. | A. rules and standards            | OR | B. negotiation and compromise                           |
| 6. | A. for people to follow the rules | OR | B. to allow for exceptions to rules                     |
| 7. | A. professional expertise         | OR | B. helpful attitude                                     |
| 8. | A. to make decisions based on     | OR | B. to let my heart influence a decision logic           |

**Total A responses \_\_\_\_\_ = THINKING Total**

**B responses \_\_\_\_\_ = FEELING**

**I prefer . . .**

- |    |                               |    |                                   |
|----|-------------------------------|----|-----------------------------------|
| 1. | A. to be on time              | OR | B. to get places when I get there |
| 2. | A. well-thought-out decisions | OR | B. spur-of-the-moment decisions   |
| 3. | A. organization               | OR | B. flexibility                    |
| 4. | A. expected activities        | OR | B. improvised activities          |
| 5. | A. structured assignments     | OR | B. unstructured assignments       |
| 6. | A. step-by-step approaches    | OR | B. random approaches              |
| 7. | A. planned parties            | OR | B. surprise parties               |
| 8. | A. serious people             | OR | B. casual people                  |

**Total A responses \_\_\_\_\_ = JUDGING Total**

**B responses \_\_\_\_\_ = PERCEIVING**

# CMBTI Personality Factors that Relate to Learning

## Extraversion (E)

- Likes to work with others
- Relatively short attention span
- Learns what instructor wants
- Acts quickly, but sometimes without completely thinking a situation through
- Prefers variety and active learning opportunities
- Prefers many activities or ideas to in-depth treatment of one idea
- Becomes impatient when working on long-term tasks

## Sensing (S)

- Prefers a step-by step approach
- Oriented to the present
- Likes to refine current skills
- Prefers realistic application
- Attentive to detail
- Patient
- Works steadily
- Prefers goal-oriented tasks
- Prefers direct experience
- Prepares well for tests involving practical application
- Likes audio-visuals
- Prefers to involve senses (underlining, flash cards, recitation)
- Needs to know rationale for a task before beginning
- Prefers to study from old tests

## Thinking (T)

- Objective
- Task-oriented
- Firm
- Motivated by desire for achievement
- Applies standard criteria for evaluation
- Looks for organizational structure

## Judging (J)

- Goal-oriented
- Prefers structure of deadlines
- Limits commitment
- Prefers to work on one task at a time
- Prefers closure in order to make decisions
- Persistent
- Rigid
- Perfectionist
- Prefers to play after work is completed
- Product more important than process
- Enjoys planning and organizing
- Likes to know only what is needed to accomplish a task

## Introversion (I)

- Prefers to work alone
- Can concentrate for long periods of time
- Sets personal standards
- May delay action to think until too late to complete
- Prefers quiet, uninterrupted study site
- Prefers in-depth treatment of activities or ideas
- Able to follow through until completion of long-term tasks

## Intuition (N)

- Tends to use a roundabout approach Oriented to the future
- Becomes bored after mastering a skill
- Prefers imaginative application
- Attentive to “big picture”
- Restless
- Works in bursts of energy
- Prefers open-ended assignments
- Prefers reading or thinking
- Prepares well for tests involving theoretical application
- Likes mental visualization and memory activities
- Prefers to involve right-brain strategies (mapping, drawing, charting)
- Comfortable with incomplete understanding of a task; believes task will “come together” after time

## Feeling (F)

- Subjective
- Considers personal values
- Flexible
- Motivated by desire to be appreciated
- Applies personal criteria for evaluation
- Looks for personal relevancy

## Perceiving (P)

- Self-directed
- Prefers flexibility in completing tasks
- Tends to overcommit
- Starts several tasks at once
- Delays closure in order to gather more information
- Distracted
- Flexible
- Tolerant of imperfection
- Prefers to play first and work later (if time permits)
- Process more important than product
- Enjoys thinking and adapting
- Likes to know everything before beginning a task



## Your score

“X” the boxes that correspond with your answers. The set with more boxes marked reveals your “brain dominance”.

<b>Right</b>	1A	2B	3B	4A	5B	6B	7A	8B	9A	10B
	11A	12A	13B	14A	15B	16B	17B	18A	19A	20B
<b>Total # of Right Brain answers:</b>										

<b>Left</b>	1B	2A	3A	4B	5A	6A	7B	8A	9B	10A
	11B	12B	13A	14B	15A	16A	17A	18B	19B	20A
<b>Total # of Left Brain answers:</b>										

Are you RIGHT brain dominant, LEFT brain dominant, or are you pretty balanced on either side? Take a look at the different characteristics of each:

<b>Left Brain Characteristics:</b>	<b>Right Brain Characteristics:</b>
Verbal Logical Linear Concrete Time Oriented Details	Visual Intuitive Holistic Abstract Spatial Main Ideas

Here are some study tools you may want to try:

<b>Left Brain Study Tools:</b>	<b>Right Brain Study Tools:</b>
Outlines Lecture notes Cornell Format	Charts Maps Time lines Graphs Visualization

# LEARNING STYLE INVENTORY: SENSORY PREFERENCES

Check the one column that best describes you for each of the following statements:

	Almost always	Often	Occasionally	Rarely
1. I remember things best when I hear them.				
2. I recall things I see in writing.				
3. I like to write down things I need to remember.				
4. I like to learn by doing.				
5. I find maps and graphics hard to understand.				
6. I like to work with my hands and make things.				
7. I like to draw and make visual images.				
8. I can tell if sounds match when I hear a pair of sounds.				
9. I write things over and over if I want to remember them.				
10. I can follow directions on maps.				
11. I learn best by listening to lectures or speeches.				
12. I often play with coins, rubber bands, pencils, paper clips or other items.				
13. I can spell words more easily aloud than in writing.				
14. I would rather read a news article in the paper than listen to a report on the subject on the radio.				
15. I often chew gum, smoke, or snack while I am reading or studying.				
16. I can easily picture things in my head.				
17. I need to write words several different ways before I can tell which one is spelled correctly.				
18. I would rather listen to information than read.				
19. I like to do jigsaw puzzles and mazes.				
20. I like to hold things in my hands (e.g., pencils, paper clips) while I learn.				
21. I prefer to listen to radio news reports than read articles in the paper.				
22. I learn by reading.				
23. I feel comfortable touching others (handshakes, pat on the back, hugs, etc.)				
24. I follow verbal directions more easily than written ones.				

## SCORING

Each column gets a different point score as follows:

**Almost always** = 4 points  
**Often** = 3 points  
**Occasionally** = 2 points  
**Rarely** = 1 point

Place the point value in the box next to the corresponding item. Add the points in each column to find your learning style preference.

<b>VISUAL</b>	<b>AUDITORY</b>	<b>TACTILE/KINESTHETIC</b>
#2	#1	#4
#3	#5	#6
#7	#8	#9
#10	#11	#12
#14	#13	#15
#16	#18	#17
#19	#21	#20
#22	#24	#23
<b>Total Total Total</b>		

If your highest score was in the first column, you are probably a **VISUAL** learner. You learn best by seeing words and pictures. When information is presented to you verbally, try to picture what the speaker is trying to tell you. Focus on how people look at they are speaking. Use different colors or symbols to help you recall information.

If your highest score was in the center column, you are probably an **AUDITORY** learner. You learn best by listening. When presented with written instructions, ask for verbal directions instead. When you have to read something, try reading it aloud so that you can hear the words as well as see them.

If your highest score was in the last column, you are probably a **TACTILE/KINESTHETIC** learner. You learn best by touching or by moving. You are a hands-on learner. You also learn by watching others do things. You like to be active. You learn best by writing or doing. You may tend to fidget if you have to sit still for long periods of time.

If you have tied scores OR if all of your scores are about the same, you are probably **MULTISENSORY** learner. You learn best by using a combination of learning methods rather than any one style.

# PROJECT METAMORPHOSIS NEWSLETTER

## Volume 1 Number 2A Understanding What You Read

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Read *"Our Style: Not Just Clothes Anymore"*. Then complete the following summary.  
Use words from the article if you wish.

This week most of your assignments helped you learn more about yourself. You took inventories to learn more about your \_\_\_\_\_,  
your \_\_\_\_\_,  
your \_\_\_\_\_ and \_\_\_\_\_.

There are no \_\_\_\_\_ or \_\_\_\_\_ personality types and there  
are no \_\_\_\_\_ or \_\_\_\_\_ ways to learn.

Knowing your personality style will help you understand \_\_\_\_\_ and how  
you work and relate to \_\_\_\_\_.

Your learning style tells how you prefer to get \_\_\_\_\_.

People receive information in several different ways by \_\_\_\_\_, \_\_\_\_\_, or  
\_\_\_\_\_, or a combination of these three. Learning more

about your STYLE will help give you the tools to BEGIN A NEW LIFE.

# PROJECT METAMORPHOSIS NEWSLETTER

## Volume 1 Number 2A

### Understanding What You Read

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Read *Our Style: Not Just Clothes Anymore*". Then answer the questions.

1. Describe your personal style according to your likes and dislikes, your strengths and weaknesses.
2. Why is it useful to learn more about your personality type?
3. Introvert usually means a shy person and extrovert usually means an outgoing person. In the MBTI what are the meanings of introvert and extrovert?
4. What does a learning style inventory tell about a person?
5. You can change many things about yourself, but this article tells of two styles that you basically cannot change. What are these two styles?



# Project Metamorphosis

Volume 1 Number 2B

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## ME, Unlimited Stock: Portfolio Contents

A **portfolio** is the collection of securities or stocks held by an investor. Most investors keep what's called a diversified portfolio. This means that it contains different stocks with different purposes.

As part of Project Metamorphosis, you will take part in the development of a personal portfolio. In terms of your company, *ME, Unlimited*, your portfolio consists of the stock you take of yourself. Some things in your portfolio will be the results of the assessments you take of yourself.

If you've kept up with the outside tasks, you should have the following in your portfolio:

*CITES Learning Style Inventory*

*Please Understand Me (MBTI Type)*

If you have not yet done these tasks, it's not too late. See your instructor for more information.

These assessments will help you form starting points for some of your goals. Your portfolio will increase in value as you continue participating in the Metamorphosis Project.

In terms of your company, *ME, Unlimited*, your portfolio consists of the stock you take of yourself.

# Goals: 10 Ways to Make Them Yours

***It's one thing to set goals. It's another thing to achieve them. The following recommendations will help you achieve yours.***

1. Put your goals in writing and keep them in sight. Most people forget about their goals. Write yours down. Post them where you can see them.
2. Set measurable goals with deadlines. Instead of "Get more exercise", your goal could be "Exercise for 30 minutes twice a week." This helps you know what you want to do. It helps you know when you want to do it.
3. State goals in a positive form. Your mind thinks in big ideas. If your goal is to "not have a negative attitude" you'll focus on *negative attitude*. That's what you'll have. Instead, try, "be more positive." That's the idea you want.
4. Use others for support, but make goal dependent only on you. Once you get out, your goal may be to get a job. Use your network of contacts—family, parole officers, others—to help you. But, don't make success dependent on them. Perhaps they don't know of any jobs. You don't want to say, "I couldn't get a job because no one helped me." You are responsible for your own success.
5. Create a reward system. There's nothing worse than looking for (and getting turned down) for jobs. So, what's your reward for trying? Think of a (legal) reward that you will give yourself for trying.
6. Notice self-sabotage and set yourself up for success. What do you do to yourself that makes you fail? For instance, if you spend more money than you make, then don't go where you'll be tempted to overspend. Or, decide what you want and limit your purchases to those things.
7. Picture success. Picture successful completion of your goal. Then, picture each step needed to achieve that goal.
8. Learn from your mistakes. Think about the choices you make. Think about your self-talk. Decide what went wrong. Change your decision-making as needed.
9. Enjoy working on your goals. Life, even in prison, is what you have right now. Think about how to enjoy each step in reaching goals.
10. Enjoy success when you reach your goals. Don't put down your work. It's not "just luck." YOU set the goals. You made the changes. You stuck with it. Now, you've succeeded. Be proud of yourself.

# Reflections

What do you think is the most valuable asset in your ME, Unlimited. portfolio? How will you use that asset to achieve your goals?

Consider the following questions:

1. What did I learn today?

Review the 10 tips for making goals yours. Which one do you think will be most valuable to you? Why? Which one might be hardest for you to do? Why?

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2. Why is this important to know?

How do you visualize yourself once you have achieved your

1-year goal?

3-year goal?

5-year goal?

3. How can I use what I learned?

How do your portfolio assessments contribute to your "True North?"

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4. What difference will this make in my life?

# PORTFOLIO ASSESSMENT RESULTS for

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<b>Assessment</b>	<b>Results</b>	<b>Implications of Results</b>

# PROJECT METAMORPHOSIS NEWSLETTER

## Volume 1 Number 2B Understanding What You Read

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Read *“Goals: 10 Ways to Make Them Yours”* on page 2. Then answer the questions.

1. Why do you need to write goals and keep them in sight?
2. My goal is “Don’t smoke.” According to these tips, what’s wrong with that goal? Why won’t I achieve it?
3. What is self-sabotage? How can you avoid it?
4. What does it mean to enjoy the pursuit of your goals? How can you do that now ?
5. The last tip recommends that you “savor success.” What does that mean?
6. Why do goals need to be measurable? Why do they need deadlines for completion?

# PROJECT METAMORPHOSIS NEWSLETTER

Volume 1 Number 2B  
Understanding What You Read

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Read “Goals: 10 Ways to Make Them Yours”. Then complete the following summary. Use words from the article if you wish.

This article gives 10 recommendations for achieving goals. First, put your goals in \_\_\_\_\_

and keep them in \_\_\_\_\_. Next, your goals should be \_\_\_\_\_ with

established \_\_\_\_\_. This helps you know exactly what you want to do and when you want to have

it completed. Third, goals should be \_\_\_\_\_, not negative. Fourth, get other people to

\_\_\_\_\_ you, but don't rely on them for accomplishing your goals. Fifth, create a

\_\_\_\_\_. This gives you something real to work for. Next, become aware

of \_\_\_\_\_. That's when you do things that set yourself up to fail. Instead, set

yourself up for \_\_\_\_\_. And, you should also \_\_\_\_\_ success.

This means you should picture yourself achieving your goals. Next, learn from your

\_\_\_\_\_. This keeps you from repeating actions, behaviors, and thinking that don't

lead to success. Ninth, you should always \_\_\_\_\_. And last, you need to appreciate

yourself when you reach your goals by \_\_\_\_\_.