

# YOUR STUDENT WORKBOOK



**MINDSHOP**  
EXCELLENCE

Building capability today in tomorrow's problem solvers



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## WHAT IS MINDSHOP EXCELLENCE?

Mindshop Excellence is the community purpose of the Mindshop organisation – it's our way of giving back to the community by providing a valuable learning opportunity to future young leaders. It is a structured workplace learning program, in place of the traditional work experience, where small groups of up to six Year 10 or Year 11 (15/16-year-old) students are placed into a host organisation for one week. Acting as company 'executives' for the week, the group are given a real issue by the host company and using powerful problem-solving tools, taught to the students on Day 1 of the program by an experienced Mindshop Facilitator, find solutions to the issue as a team. On the final day of the program, students present their findings and recommendations to the host company's management, team, school representatives and parents. Following the presentation, students receive a certificate which is a great inclusion for their CV.

For students unable to participate in the core program, they can learn the same tools and processes through an online problem-solving course and apply the tools to a real issue of importance to the student.

## OBJECTIVES OF THE MINDSHOP EXCELLENCE PROGRAM?

- To equip participants with life and team-building skills
- To practice and build on your presentation and research skills
- To build self-confidence and self-esteem through active participants
- To challenge your way of thinking and give you the feeling of making a difference
- To learn and apply powerful Mindshop problem solving tools
- To foster links between school and business
- To learn how businesses work and gain a greater understanding of working in the REAL world!
- To ENJOY the experience!



***“If you suddenly understand something... you can never go back to where you used to be.”***

# PROJECT PATHWAY – WHERE DO I START?

## **DAY 1: LEARN THE TOOLS / GET YOUR CHALLENGE**

- Groups are taught a variety of problem-solving tools by their Mindshop Excellence Facilitator
- Groups are shown the importance of working in teams and elect a team leader
- Groups are given a brief OHS induction and guided tour of the host company and introduced to staff members
- At the end of the day, the group are given an important challenge and asked to solve it by a manager from the host company. One page scoping document provided to the team.

## **DAY 2: WHAT IS THE CURRENT SITUATION NOW?**

- Allocate team tasks and responsibilities – Don't all work on the same task
- Groups spend the day discovering where the host company is NOW in relation to the challenge given to them
- Groups commence researching and gathering data
- Groups start documenting their findings into their final PowerPoint presentation and materials

## **DAY 3: WHERE DO WE WANT TO BE?**

- Using the visioning tools, groups work out WHERE they would like their host company to be in relation to the challenge given to them
- Groups commence surveying and interviewing if necessary
- Groups continue to feed their findings into their final PowerPoint presentation and materials

## **DAY 4: HOW DO WE GET THERE?**

- Groups will now have collected enough data to determine HOW the company should solve the challenge using the recommendations the students have identified
- Groups complete their final PowerPoint presentation and materials

## **DAY 5: PRESENT TO MANAGEMENT**

- Groups spend the morning rehearsing their presentation
- Typically, in the early afternoon, all group members will present their findings to the host organization, their Facilitator, teachers from their school and their parents
- Display your passion, enthusiasm, and excitement for YOUR solution to THEIR problem



# MINDSHOP TOOLS AND PROCESSES

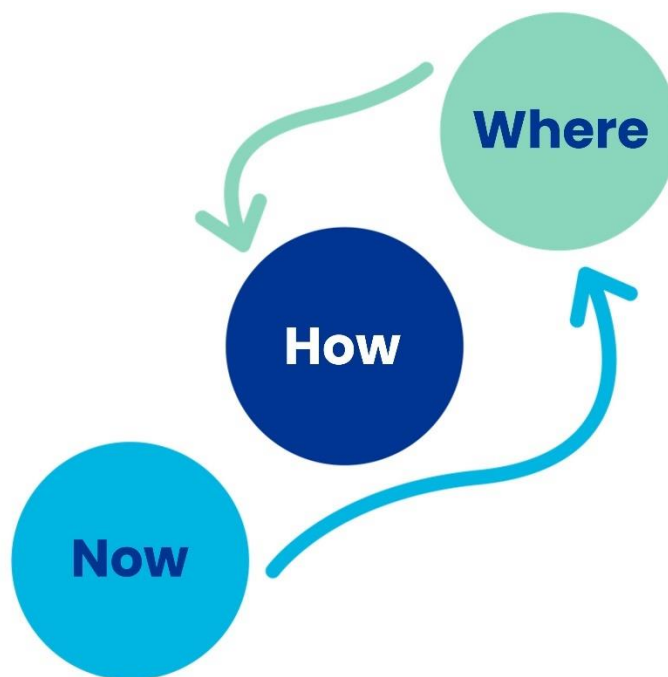
During the week you will learn a variety of powerful problem-solving tools and processes.

While most of the tools covered in this workbook will be explained by your experienced Facilitator, if you do need a refresher on any of the core tools, you can watch videos and access tool templates through the Mindshop Excellence website:

<https://mindshopexcellence.com/programs/5-day-program/>

## CORE PROCESS: NOW WHERE HOW

The overall framework / process tool you will use in your Mindshop Excellence program is called “Now Where How”. Consider a particular issue you are facing... this is your NOW. Typically, people will jump straight to the HOW to start fixing things however these are usually just symptoms of the problem and not the main issue. If you keep chasing symptoms, then the core issues remain. Fixing symptoms might look and feel good but it wastes your energy. The correct approach is to take a step back and first work out the WHERE to give them the vision and direction before formulating strategies to fix the issue. Consider this approach like using Google Maps – you put in your current location (your NOW), enter your destination (your WHERE) and only then can you get the most efficient route to where you want to go (your HOW).

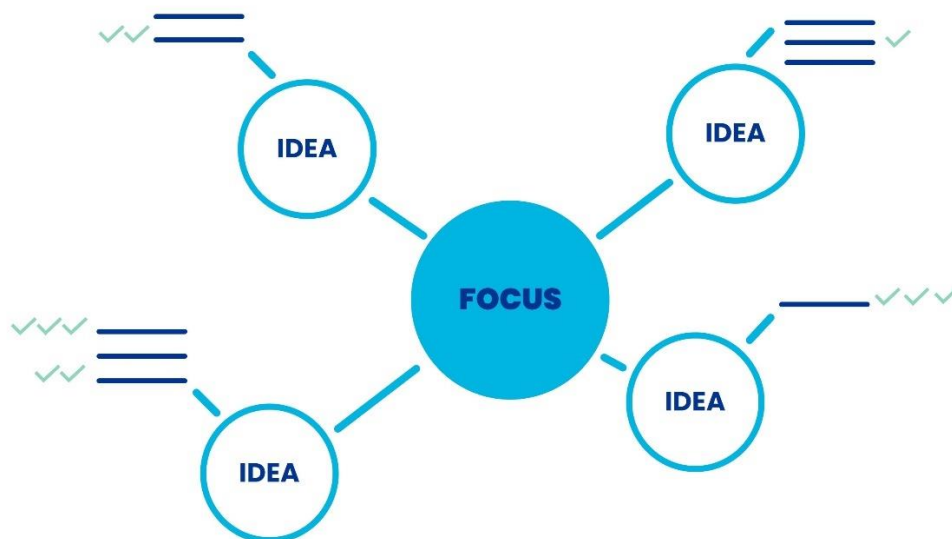


To be able to measure our progress and to monitor change we need a start and finish point. The temptation will arise during your own Excellence program to want to start jumping to the solution, so we encourage you and your team to keep coming back to this process.

## DAY 2: NOW – MINDMAPPING AND PARETO ANALYSIS

Mindmapping is one of the simplest, yet powerful, tools a person can use to problem solve and to develop strategy. Mindmapping was developed by Tony Buzan in the 1970's as an aid for note taking in lectures. It is designed to help organize your ideas by utilizing a technique that allows you to capture the natural flow of your thoughts. It is ideal for situations where a group needs to understand all the elements in an issue. These are essential tools that can help you in school, work and your personal life.

We are using these two tools at the start of the problem-solving process to flesh out your NOW issue. A Mindmap starts in the centre of the page with the main idea and works outward in all directions, producing a growing and organized structure composed of key words and key images. When using a Mindmapping process ensure that you allow discussions to flow and that you don't try to rush it too much as the deeper the thinking the more powerful the outcome.



At the end of the Mindmapping process you may have 20-80 different ideas. You obviously won't be able to implement all the ideas so it is always beneficial to identify out of all those ideas which 3 or 4 will have the biggest impact on successfully addressing the issue at the centre of the Mindmap. To get the list down to the top 3, you use the Pareto Analysis tool to sort out the **vital few** issues from the **trivial many**.

Pareto analysis is based on the premise that 80% of problems are due to 20% of the possible causes. Some examples of Pareto Analysis are:

- 20% of your clothes are worn 80% of the time
- 80% of the stress comes from 20% of your problems
- 80% of your happiness is created by 20% of your activities
- 20% of your study generates 80% of your capability

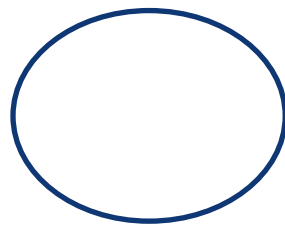


## ACTIVITY:

Draw a Mindmap of 'Where you are **Now**'. What are your issues, aspirations, opportunities, and challenges? Brainstorm as many elements as you can think of. Remember to add branches and twigs to connect elements that can be grouped together.

Once you have completed your Mindmap, apply the Pareto Analysis to select the top 3 issues taking from your 20% of the 'vital few' and enter them into the table below.

### DRAW YOUR MINDMAP



### TOP 3 ISSUES (PARETO)

1.

2.

3.



## DAY 3: WHERE – MAGIC WAND

If you had a magic wand and didn't have to worry about the how or the cost involved, what would you change about any relevant topic?

Abandon your fixed ideas, think 'outside the normal square', be creative using the Magic Wand tool. The reason it is important not to worry about HOW or COST is that these become barriers and act as filters by causing you to focus on what is now and not on the possibilities of what can be.



### ACTIVITY:

Ask yourself "If you had a Magic Wand, and you didn't have to worry about the how or the cost involved, where would you like to be in the future. Enter up to 20 ideas in the table below.

MAGIC WAND IDEAS	
1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

## DAY 3: WHERE – VISIONING

**If you can draw it, you can see it. If you can see it, you can describe it. If you can describe it, you can plan for it. If you can plan for it, you can have it.**

This tool is very good to use on members of the Host Company to quickly assess their views on where their company is 'Now' and 'Where' they would like it to be. It answers many questions without you even having to ask. Remember to focus on what is possible if there were no restraints.

### **ACTIVITY:**

What does your vision look like? Draw it now. In a way your Visioning tool is similar to the Mindmap tool explained previously in that as you draw you will think of other things to add.

<b>NOW</b>	<b>WHERE</b>

## DAY 3: WHERE – THE RCB FORMULA FOR CHANGE

The RCB formula for Change Success is a powerful tool which allows you to develop an understanding of what it will take to implement a change and where you must increase your efforts.



### EXAMPLE:

<u>5</u>	<b>X</b>	<u>8</u>	<b>X</b>	<u>7</u>	<b>=</b>	<u>280</u>	<b>=</b>	<b>28%</b>
<b>10</b>		<b>10</b>		<b>10</b>		<b>1000</b>		

**Readiness** - To make sure you are change ready you need to look at five key elements. The first is to make sure that the leader of the plan or idea, support the change. The second is that all participants must agree that change is necessary. People must believe that there is a personal benefit to them in the change. The change process that is to be used must be seen to be the most appropriate for the change initiative. Finally, the participants need to have confidence in themselves (and others) to be able to effectively apply the change.

**Capability** - Your personal capability must be ever increasing, and you need to believe that you (and everyone else in your team) have the capacity to perform the tasks required by the change.

**Beliefs** - There are three parts to making sure that the beliefs are in place. Firstly, the people that are significant to you need to also believe in the change. Secondly, your attitude, and the attitude of the others involved in the change, needs to be positive about the initiative. Finally, you must believe that the tasks to be attempted are not too hard and that you have all the resources you need to achieve the task.

### ACTIVITY:

Score your host organisation out of 10 for their Readiness, Capability and Belief to change for the issue you are resolving in the company to get your change score %. What are some initial ideas to lift their Readiness, Capability and Belief scores?

<b>HOST RCB %:</b>	
Ideas to lift Readiness score?	
Ideas to lift Capability score?	
Ideas to lift Beliefs score?	

## DAY 3: NOW AND WHERE - SUMMARY

You have now completed some basic Now and Where problem solving tools and processes. Before you get to the HOW, it's important to look over all the work you have done so far and identify the key issues for either yourself or when the time comes, the organisation's issue you are working on.

### ACTIVITY:

In the below table, and using your intuition, list out your top 3 issues that have been identified from your Now and Where analysis i.e. – “I need to work on my time management skills”.

#### TOP 3 ACTIONS

1.

2.

3.

## DAY 3: HOW – DECISION MATRIX

We are faced with countless decisions every day – what clothes to wear, what bus to take to school, what to eat for lunch – the list goes on. Some decisions are more challenging to make, and some have more at stake if you make the wrong decision.

So how do you ensure you make the best strategic decision at the time? It starts by reflecting on the factors that relate to the decision you need to make rather than the decision options themselves. For instance if your focus for the course was around purchasing a new car, the decision matrix tool may be helpful to make a decision of what car to buy and the factors that relate to this decision could be things such as price, style, safety, economy and speed.

When you start down this process you will find that it is rare that the factors that influence your decision are weighted equally. For instance, the Price of a car may have a bigger influence on a decision as opposed to the Style of the car. For selecting a holiday, the factors may be the weather, activities at the destination, cost and travel time. Taking all these aspects into consideration through completing the decision matrix process will ensure a much more robust decision is made.

The Decision Matrix can also be used to enable a group of people to make an effective decision and document their reasoning in making that decision. This is a much more effective process than what typically happens in a group situation where the most vocal person's point of view will be the option that is chosen.

To demonstrate how a Decision Matrix works we'll use deciding on a location for an upcoming holiday as the example.

**Step 1.** Establish a list of the Issues/Options/Alternatives that require a decision to be made and enter them across the top of the matrix.

**Step 2.** Brainstorm as a group the Criteria/Factors that would influence the selection of the Issues/Option/Alternatives.

**Step 3.** You can select as many selection Criteria/Factors as you like but we suggest no more than 10. In the worksheet we have allowed up to 5.

**Step 4.** Having chosen the selection Criteria/Factors, you now need to weigh them individually to jointly total 100.

**Step 5.** With the weighting in place, you can now go ahead and score each of the selected Issues/Options/Alternatives against each Criteria/Factor. Remember that your score for each Issue/Option/Alternative cannot exceed the weighting you have allocated to the selection Criteria/Factor. It is recommended that your first Issue/Option/Alternative be used as your benchmark for scoring the others and rated at 50% of the allocated weight. We strongly suggest you work across the table first and then down. This enables you to concentrate and focus on one important Criteria/Factor at a time and measure and weigh against all the Issues/Options/Alternatives. It's a lot easier this way.

**Step 6.** Total all the scores.

**Step 7.** Discuss and agree based on the scores what is the best decision to be made.

		Alternatives			
Criteria	Weighting	Noosa QLD	Queenstown NZ	Uluru NT	London UK
Weather	30	15	5	10	5
Activities	40	20	30	25	30
Cost	10	5	3	7	2
Travel Time	20	10	8	12	5
<b>Total</b>	<b>100</b>	<b>50</b>	<b>46</b>	<b>54</b>	<b>42</b>

**Important Note: What happens if the Alternative with the highest score isn't the one you wanted?**

The Decision Matrix doesn't have to end there. Look at the Alternative you wanted; how could you lift the scores? i.e. If you wanted Noosa to come out on top, you could look at more affordable accommodation which could lift the score for "Cost" or hire a car to go explore more of Queensland which could lift the "Activities" score.

## DAY 3: HOW – FORCE FIELD ANALYSIS

The Force Field Analysis is one of the most important problem-solving tools you can use to develop HOW action plans in your One Page Plan. A powerful problem-solving tool for virtually any issue.

**Change will not occur when either the positive and negative forces are equal, or the negative force is stronger than the positive force. For change to occur and the issue to move forward, the positive forces must overpower the negative forces.**

**Step 1:** Write down your *issue* requiring a solution, down the centre of the Force Field. In this example, the issue is “Happiness”

**Step 2:** Brainstorm at least 4 factors that you consider will impact **positively** on your issue. List these down the **left-hand side** with an arrow pushing the issue in a positive direction.

**Step 3:** Next, decide what you need to do to make all these positive forces twice as strong and double the impact. Write down 3 **actions** under each of these positive factors.

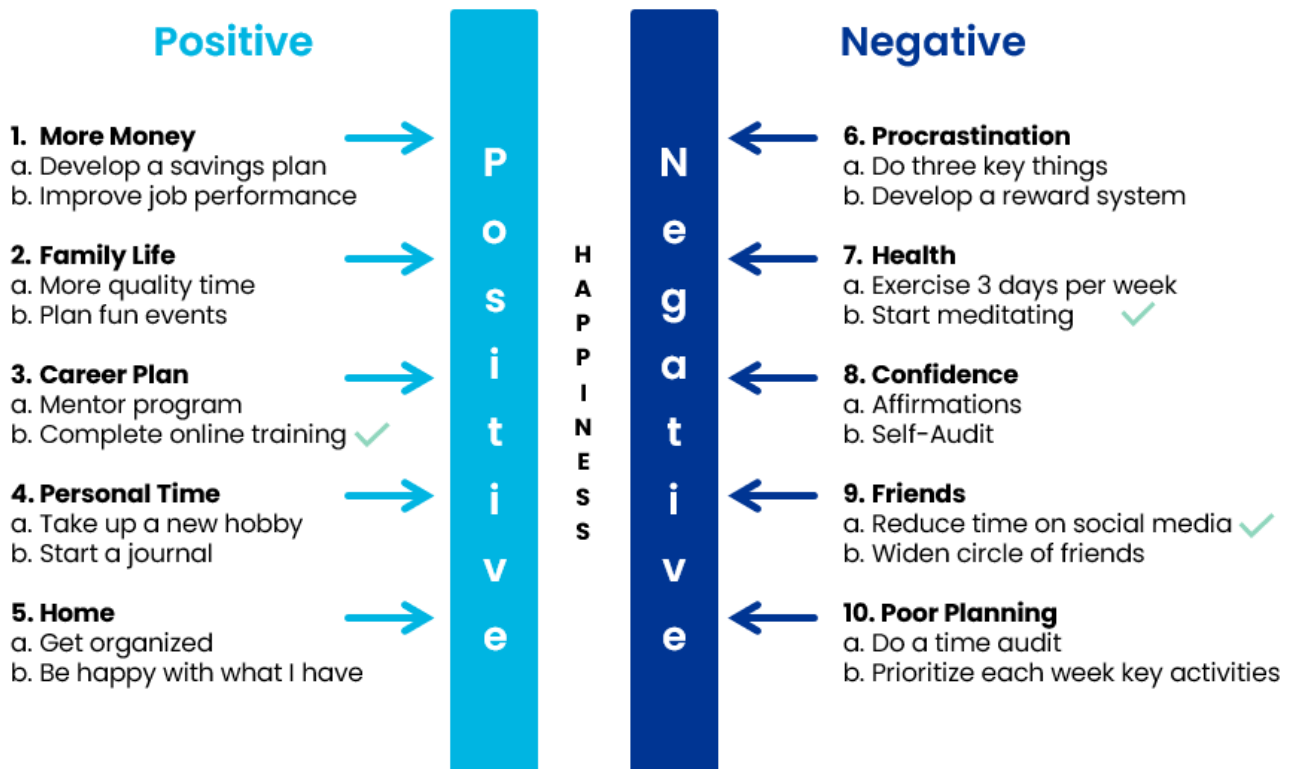
**Step 4:** Now, brainstorm all the negative factors (not the opposite of the positive factors) which are making the issue you have selected, unsuccessful and list them down the right-hand side with an arrow pushing the issue in a negative direction.

**Step 5:** Next, decide what you need to do to halve or reduce the strength of these negative forces. Write down 3 **actions** under each of the negative factors.

**Step 6:** You have now **doubled your positive forces and halved your negative forces**. The sheer strength of your Force Field will move your issue in a positive direction.

**Step 7:** You can now select the top 3 issues from your Force Field to work on by either of these methods.

- Use the Pareto 80:20 tool
- Give your team 3 votes to select the factors and see what scores the highest.



## ACTIVITY:

Write your issue in the centre of your Force Field. Brainstorm your actions under each of the 10 factors. The arms of the Force Field can be rated on importance of solving your issue by using the scale of -5 to +5. You can then select the top 3 actions as the key to solving your issue.

1.	<b>P O S I T I V E</b>	<b>I S S U E</b>	<b>N E G A T I V E</b>	5.
2.				6.
3.				7.
4.				8.

### TOP 3 ACTIONS

1.
2.
3.

## TEAM STYLE QUESTIONNAIRE

In effective teams there are four key roles. These are Leader, Thinker, Carer and Doer. An individual's different strengths will mean that they are better in some functions than others.

### ACTIVITY:

**Step 1:** What type are you? Tick two of the boxes below to record what you think your two dominant styles are.

Leader

Carer

Thinker

Doer

**Step 2:** What about the people around you (i.e., Pop star, Sports star, Teacher, Parent, Friend)? What might their dominant style be? Put the names of 4 people below and what you think their style is.

NAME	TEAM STYLE
1.	
2.	
3.	
4.	

**Step 3:** Complete the Questionnaire on Page 17 and then immediately after, the scoring on Page 18 to give you your total Leader, Thinker, Carer, Doer score. Enter below your primary and secondary styles.

PRIMARY STYLE (Highest score)	SECONDARY STYLE (2 <sup>nd</sup> Highest score)

**Step 4:** Go through each person in your team and learn their styles and write in the table below. Was one person the standout in having "Leader" as their primary style? If not, you will need to elect a team leader – will you need to run an election? Secret Ballot? It's up to you!

NAME	PRIMARY	SECONDARY
1.		
2.		
3.		
4.		
5.		

Elected Team Leader: \_\_\_\_\_

To download the Team Leader Resources visit: <https://mindshopexcellence.com/teamleader>



Complete the questionnaire and use the score sheet on the next page to record your answers.

	Often	Some times	Rarely
1. I go out of my way to encourage people in the team.			
2. I am inclined to get annoyed with people who stall and are slow to do things.			
3. I urge the team to stick to plans and schedules and to meet targets.			
4. When there are different opinions, I encourage the team to talk through the differences to reach an agreement.			
5. I can be counted on to contribute new creative ideas.			
6. I use humour to ease tensions and maintain good relationships.			
7. I seek general understanding from the team prior to making decisions.			
8. I listen carefully to what others have to say.			
9. I avoid getting involved in arguments.			
10. I can quickly see what is wrong with faulty ideas put forward by others.			
11. I openly communicate the pros and cons of a situation.			
12. I am always ready to back a good suggestion in the common interest of the team.			
13. I tend to put forward lots of ideas.			
14. I encourage people to talk whenever I sense they have something to Contribute.			
15. When things aren't progressing well, I will push ahead and get the job done.			
16. I develop other people's ideas so that they are improved.			
17. I tend to change my mind after listening to other people's points of view.			
18. I tend to seek approval and support from others.			
19. I don't mind being unpopular if it gets the job done.			
20. I actively seek ideas and opinions from other people.			
21. I am a friendly person and find it easy to establish good relationships with others.			
22. I am careful not to jump to conclusions too quickly.			
23. I am good at noticing when a group member is feeling angry or upset.			
24. I enjoy studying situations and thinking up other alternative options.			
25. I can work well with a very wide range of people.			
26. I have a reputation for having a no nonsense/ no rubbish style.			
27. I like to feel that I am encouraging good working relationships.			
28. I tend to be forceful and dynamic.			
29. I like to anticipate possible difficulties and be prepared for them.			
30. I press for action to make sure people don't waste time.			
31. I can usually get people to agree on a course of action.			
32. When people have second thoughts, I urge them to press on with the task at hand.			
33. I like to think about alternatives before making up my mind.			
34. I tend to be open about how I am feeling.			
35. People sometimes think I am being too logical and cautious.			
36. In discussion, I like to get straight to the point.			
37. While I am interested in all views, I do not hesitate to make up my mind when a decision must be made.			
38. Jokey people who don't take things seriously irritate me.			
39. I can influence people without pressurising them.			
40. I like to think things through before doing something.			

# SCORE SHEET

Quest	Often	Some times	Quest	Often	Some times	Quest	Often	Some times	Quest	Often	Some times
1			2			5			6		
4			3			10			9		
7			15			13			12		
8			19			16			17		
11			26			22			18		
14			28			24			21		
20			30			29			23		
31			32			33			25		
37			36			35			27		
39			38			40			34		
Number Often			Number Often			Number Often			Number Often		
X 2 = A			X 2 = A			X 2 = A			X 2 = A		
Number of Sometimes = B			Number of Sometimes = B			Number of Sometimes = B			Number of Sometimes = B		
	A	B		A	B		A	B		A	B
Grand TOTAL	A + B		Grand TOTAL	A + B		Grand TOTAL	A + B		Grand TOTAL	A + B	
<b>LEADER</b>			<b>DOER</b>			<b>THINKER</b>			<b>CARER</b>		

On completion of the questionnaire, ensure you go back to Page 16 and complete all the activity areas.

## DESIGNING SURVEYS

Depending on the issue given to you by your organisation, you may need to do a survey. Key things to consider when surveying is:

- You need to clearly state your intentions with the research at the start of the survey
- Include specific instructions for the participants
- Keep the questions short and concise
  - Structured questions (for example, Yes/No) are only used when you are not wanting to capture new ideas or thoughts from respondents
  - Rating Questions ask respondents to explain the degree with which they feel about a certain topic or subject. Be clear on your scoring here. I.e., Mindshop uses a -5 to +5 Likert scale where -5 is very poor, and +5 is very good
  - Open ended questions allow respondents to write their response to a question
- Design and test your survey on a sample group
- Look to utilize technology to collect your data (i.e., Survey Monkey)
- Present your results in graphical form and develop action plans to address the issues identified in the survey

## ACTIVITY:

Imagine your issue from your organisation is around improving the customer service of an IT business and you need to survey 10 of the key customer service team. Below are a couple of examples of Rating questions, using a Likert scale. Can you come up with two question examples yourself?

Questions	Low	Average	High
We receive an adequate level of customer service training in our business.	-5  ----- ----- ----- ----- ----- ----- ----- ----- -----	0	+5
I am given feedback from management to allow me to improve my customer service skills.	-5  ----- ----- ----- ----- ----- ----- ----- ----- -----	0	+5
	-5  ----- ----- ----- ----- ----- ----- ----- ----- -----	0	+5
	-5  ----- ----- ----- ----- ----- ----- ----- ----- -----	0	+5

Keep in mind that Survey Monkey allows you to create a free account with up to 10 questions.

## DAY 3: WHERE – FIVE WHYS

By repeatedly asking the question "Why" (five is a good rule of thumb), you can peel away the layers of symptoms which can lead you to the root cause of a problem. Each time the question is answered, ask "Why?" again. If you still don't have the answer, consider using the Force Field.

Why?  
Why?  
Why?  
Why?  
Why?

## DAY 4: HOW – ONE PAGE PLAN

Leading up to this point, you have covered several tools to assist in the NOW, WHERE and HOW elements. The One Page Plan tool isn't about developing any new ideas, it's used to culminate of all the great work you have done in the course into an actionable and easy to use document for your issues / opportunities or yourself. The advantage of a One Page Plan is it only takes minutes to do as well as being simple and easily understood by all.

### NOW Analysis

- where are you NOW?
- describe your current situation in bullet point form.
- to be so concise you need a clear understanding of the key elements

### WHERE Analysis

- where would you like to be in the FUTURE?
- contains Vision
- identifies Objectives

### HOW Analysis

- strategies that will bridge the gap between the NOW and the WHERE
- specific action plans that are generated from these strategies.
- lists when you target to achieve the result and who is responsible for it. These should be in priority order.

From Now analysis	From Where analysis		
Now			Where
<ul style="list-style-type: none"> <li>• Year 10 at school</li> <li>• Feeling unhappy</li> <li>• Small savings</li> <li>• Lack of direction</li> </ul>	One page personal plan Amy Tan 12 month plan		<ul style="list-style-type: none"> <li>• Plan for university</li> <li>• Confident</li> <li>• Can run 5km</li> <li>• 10k in savings to buy car</li> </ul>
Strategies	Actions	Who	When
Focus on my Happiness	<ul style="list-style-type: none"> <li>• Ask for more hours at work</li> <li>• Start a gratitude journal</li> <li>• Do homework as soon as I am home from school</li> </ul>	<ul style="list-style-type: none"> <li>• AT</li> <li>• AT</li> <li>• AT</li> </ul>	<ul style="list-style-type: none"> <li>• 14<sup>th</sup> Nov</li> <li>• 28<sup>th</sup> Nov</li> <li>• 24<sup>th</sup> Jan</li> </ul>
Improve Fitness	<ul style="list-style-type: none"> <li>• Log food and exercise to MyFitnessPal</li> <li>• Get a fitness buddy</li> <li>• Sign up gym membership</li> </ul>	<ul style="list-style-type: none"> <li>• AT</li> <li>• AT</li> <li>• AT</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Dec</li> <li>• 5<sup>th</sup> Feb</li> <li>• 12<sup>th</sup> Jan</li> </ul>
Pathway to University	<ul style="list-style-type: none"> <li>• Book meeting with career counsellor</li> <li>• Do tours at local uni / college</li> <li>• Speak to previous students</li> </ul>	<ul style="list-style-type: none"> <li>• AT</li> <li>• AT</li> <li>• AT</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Nov</li> <li>• 1<sup>st</sup> Dec</li> <li>• 10<sup>th</sup> Feb</li> </ul>

From Mindmap of HOW then top 3 Pareto items

From Force Field on each of the Pareto items. Who and When added in one page plan

# One Page Plan

Now	Where

How		
Strategies	Action Plans	Timing Responsibility

## ADDITIONAL MINDSHOP TOOLS

You have now covered some powerful tools and processes that you can not only use for your Mindshop Excellence project but for school, work and your personal life. If time permits, your Facilitator may cover some additional valuable tools with you.

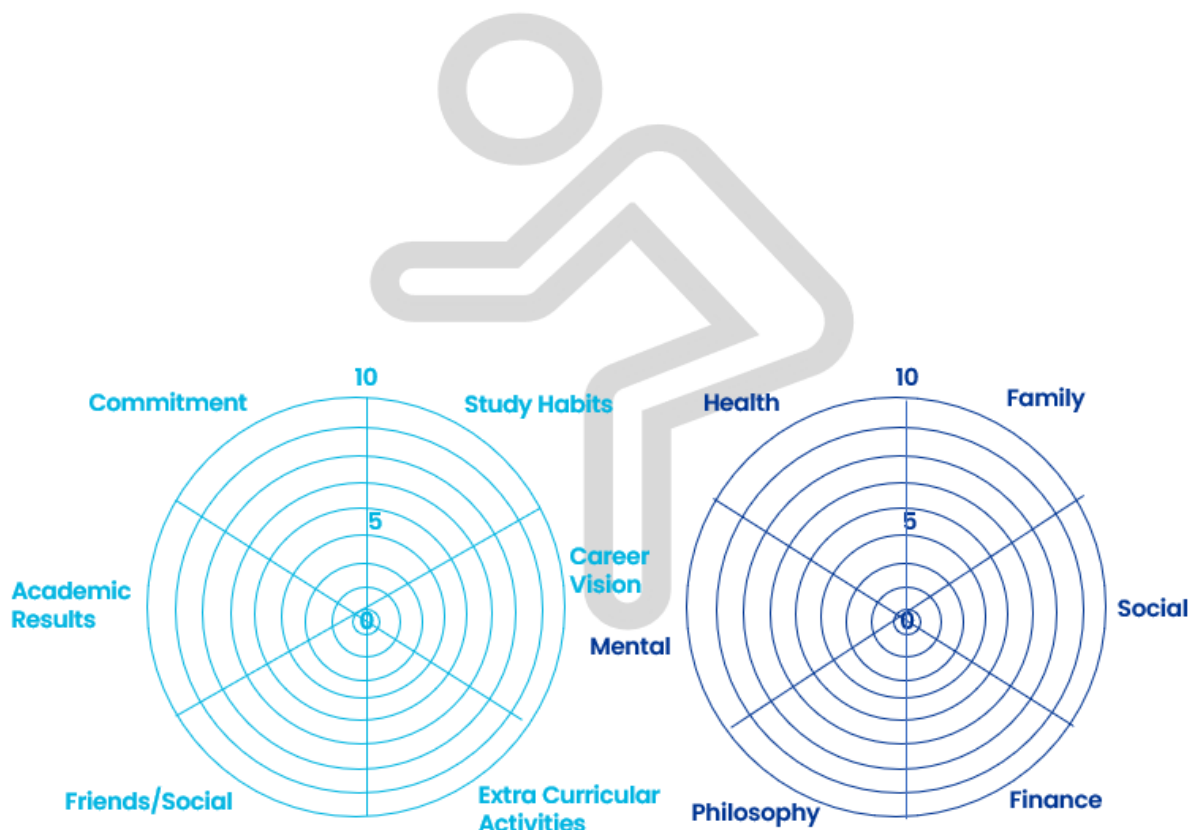
### BIKE OF LIFE

The 'Bike of Life' tool is designed to help you understand the connection between your 'personal' life balance and your 'education' life balance. It helps you consider each area of your life in turn and assess what's off balance. It helps you identify areas that need more attention.

Imagine you are riding your 'Bike of Life' and the spokes in the front wheel represent issues at *school* and the back wheel represents your *personal* life balance issues. Ask yourself the question that only you can answer "How well will the bike perform if the back tyre gets a puncture?" Consider this question in reverse, "How well will the bike perform if the front tyre gets a puncture?" The answer is that your performance would be weakened to varying degrees.

### ACTIVITY:

Rate how satisfied you are in each of the areas assigned to the wheels. Feel free to rename the wheel segments. A score of 0 indicates you are very dissatisfied, a score of 5 moderately satisfied and 10 totally satisfied.



1. The resulting shape is your 'bike of Life'. What do your wheels look like? Are they balanced? Are they a complete circle? If so, your wheels will turn. Are they a semicircle or simply dented? Your problem will be that it will complete half a turn and then stop.
2. Is your bike balanced? If not where are the biggest "bumps"?
3. Choose 2 areas that need to be smoothed out i.e., more of or less of to get the bike in balance.
4. Which areas do you need to work on? What activities do you need to undertake to improve your score?

## LOCUS OF CONTROL

This process allows you to understand one of the major personal barriers in developing and sticking to your vision. Everyone wants to know what separates winners from losers? This tool is used to gain an understanding into one of the major personal barriers in developing and sticking to your vision.

One of the significant factors limiting the attainment of your vision is the degree to which you believe you are in control of your destiny. **Do you have an internal or external locus of control?** You can tell by listening to what you say when talking about your school activities and your life. If you say things like, *"I would have been successful, but the teacher didn't like me"* or *"I got mixed up with some other kids that just wanted to party, I just couldn't study"* you have an external locus of control. People with an external locus of control blame the external factors for their failure. People with an internal locus of control feel that they can influence the issues around them. You'll hear them say things like *"I didn't do enough work, but I am making up for it now"* or *"By improving my breathing technique, I am swimming a lot better"*.

Get into the habit of listening to the people in your host organisation to determine whether they have an internal or external locus of control. Of course, those who have an external locus are the ones who find it difficult to change. It's always someone else's fault or responsibility. If you are to set up a project team make sure you have plenty of people with an internal locus of control. In simple terms, a person with an external locus of control is problem focused, while a person with an internal locus of control is solution focused. Remember, you will always find what you are looking for.

## ACTIVITY:

Everyone wants to know what separates winners from losers? In part it is whether they have an external or internal locus of control. How do you think? Pick a topic such as 'millionaire' or 'success', think about it for a few minutes and record any random thoughts.


Review what you have recorded. Does it suggest an internal or external locus of control? If it suggests an external locus you may need to work on your 'belief system'. The people around you may influence you. Review the list of people below and decide whether each has an internal or external locus of control and give your comments on why.

People	External – Internal	Comments
Mother		
Father		
Sister		
Brother		
Teacher		
Friend		

## VALUE TO OTHERS – KEY TO SUCCESS

The Value to Others philosophy is a key tool to provide to project team members who want to know "What's in it for me?"

Most people understand that there are certain things in life, which you need to do to be successful. Life appears to be a journey looking for these keys.

In fact, there is one key that works. When people are asked for a list of rewards they want from their working life, they will normally come up with issues such as job satisfaction, job security, money, recognition, and personal growth. When asked if they would like to double the rewards they get in each area, the answer is a resounding "yes please!" We have found that life is like a beam balance. If you want to double your rewards, then you need to double the amount of input on the other side of the balance. This makes sense to most people.

When asked what the key is, the most common answer is "hard work". Working harder does bring additional rewards, but there is a limit. If you are already working a 60-hour week by attending school, doing homework, and having a part time job, can you do double? What if you wanted to be 20 times more successful than you are today and get 20 times the rewards, can you work 20 times harder? Once people see that hard work isn't the answer, they go searching for other alternatives. Try planning, changing your attitude, broadening your vision, and honing your skills.

There are always examples of people who can do well in any of these areas yet seem unable to achieve the rewards. The real key to success has no exceptions.

We believe that the key to success is 'Value to Others'. Some people have difficulty understanding this concept.



# ACTIVITY:

Life is like a balance, if you want more rewards you need to put more of the secret ingredient in. List four secret ingredients you think will increase your rewards.



What do you do for your best friend that he/she considers is exceptional value? List three things

1.
2.
3.

If you really wanted to, could you double your value to your best friend for a day? If so, then why don't you do it every day?

Add value to all the people that you meet. This will benefit them and at the same time make you feel good about yourself. Sometimes reward takes a long time to come back to you. The reason for the delay is that when you do good things for others it builds up your own emotional bank account. You need to develop a high level of self-worth before you feel worthy of receiving the rewards. In other words, you will not allow yourself to be successful until you consider yourself worthy. If this is correct, then all you need to worry about is how to do more for others.

**The answer to the 'Value to Others' philosophy is "who cares, do it for yourself, it is your own self-worth that is the key".**

# SUMMARY

This Mindshop Excellence experience will prove to be a major benefit to you. The Mindshop tools and processes are used in organisations all over the world. Use your imagination and creativity to maximise your potential. The tools you learned this week can be used to solve any issue, at home, at school or in a business.

*“The Mindshop Program didn’t tell me what I want to do, but how I want to do it. Work experience turned out to be one of the best weeks in my life! It has redefined the attitude behind everything I do, a key to being able to get out there and strive. We all got something different out of the experience. It was so refreshing to be treated as adults with a job that had to be done and the freedom and motivation to do it well.”*

**Dale Ahern – Year 10 student**

## **Need a refresher on how to use any of the tools covered or looking for a tool template?**

Visit the Mindshop Excellence website:

<https://mindshopexcellence.com/programs/5-day-program/>

Where you will find:

- Resources for students
- Videos of the key tools covered
- Spare tool handouts for the One Page Plan and Force Field tools that you can download and print

## **Are you the Team leader?**

Ensure you visit the below page to download your Team Leader resources including:

- Team Leader Checklist – to help you plan your week ahead
- Sample presentation – a template that you can customize for your own presentation
- Student workbook – just in case any of your team misplace their own, you can download and print a new copy

<https://mindshopexcellence.com/teamleader>



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## EXCELLENCE

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