



# Online support HUB

## Helping you to handle change **well**\*

\*Manage change like a pro; without stress,  
anxiety or feeling overwhelmed

We understand the issues surrounding challenges that  
happen in life whether that's starting a new job a new  
relationship or a worldwide pandemic

This guide will help you handle change and uncertainty

# Contents

<a href="#"><u>Introduction</u></a>	Page 1
<a href="#"><u>Meet Dave, and Begin with Module One</u></a>	Page 3
<a href="#"><u>Module Two: A Process for Managing Change</u></a>	Page 4
<a href="#"><u>Module Three: Increasing Your Adaptability to Change</u></a>	Page 5
<a href="#"><u>Module Four: What Do I Want To Change?</u></a>	Page 6
<a href="#"><u>Module Five: Overcoming Obstacles to Change</u></a>	Page 7
<a href="#"><u>Further Information</u></a>	Page 9

# Introduction

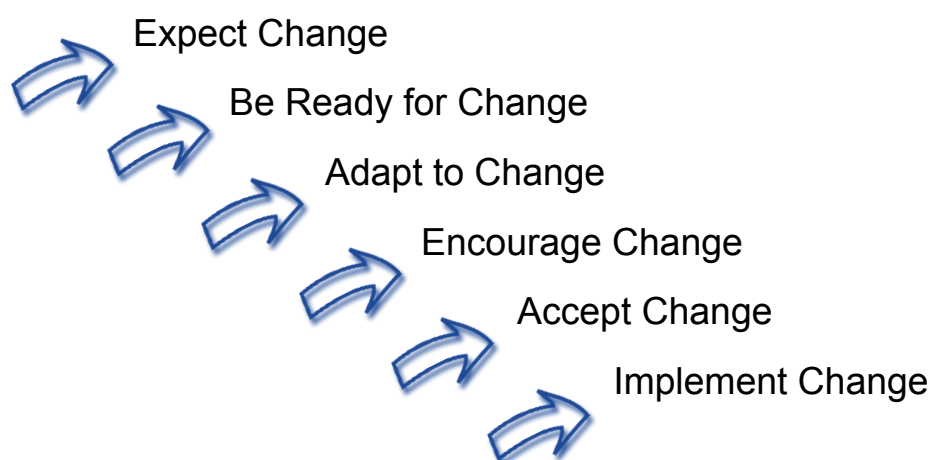
After coping with big life-changes first-hand, reading many books, listening to dozens of podcasts, and doing plenty of research, we felt it was time to create a no-nonsense course for adults.

Not only is change *possible*, it is unavoidable.

So learning to **cope with**, **manage** and **embrace** change **NOW**, you will be more comfortable in yourself - and happier in life - when changes happen.

This is a chance for you to learn how to **shift your mindset** and **create a skillset** for change.

Nothing stays the same for ever. So let us help you to:



# How it Works

Through a mixture of videos, audio and worksheets, five modules teach you about CHANGE and how to handle it **well**.

It works best if you work through the Modules one at a time and have a break of at least a day between them, to consider what you have learned.

- Module 1 – Introduction
- Module 2 - A process for managing change.
- Module 3 - Increasing your adaptability to change.
- Module 4 - What do I want to change?
- Module 5 - Overcoming obstacles to change.

# What You Get:

- 5 Modules, PDFs, Video & Audio
- Bonus “Maximum Mental Health” training module
- Access to over 100 podcasts

# What You Will Need

- Access to internet / wifi
- Sound On

Optional:

Access to a printer (for the handouts) will give your modules more depth and value, but writing/taking notes on paper or on a device also works too.


Time to **Flip The Script**: put yourself in control...

# Meet Dave...and Begin



**Dave Drury** is an educator, trainer, Brazilian Jiu Jitsu instructor and all-round good guy. He has been motivating adults for many years through his mutual loves of sport, music, technology and learning. He also served 11 years in the Ministry of Defence Police so understands the difficulties in leaving a long term career and finding a new identity and purpose.

With Dave's help, discover ways to shift your mindset when it comes to change.

 Module ONE: "Introduction" can be found [HERE](#)  
15 mins

**Overview:** This is where we find out what you want to achieve from the course and in the future. We help you create energy for when you need it most.



# Module 2



Video can be found [HERE](#)  
52 mins



**Overview:** How to create a bullet-proof strategy for self-control, by taking action and being accountable.

# Module 3



Video can be found [HERE](#)  
51 mins

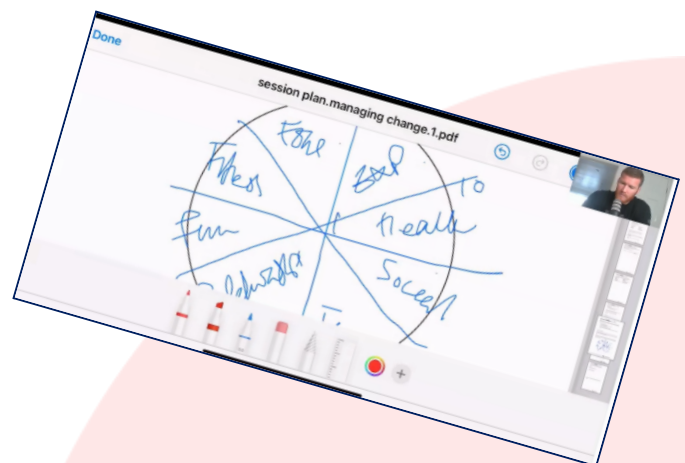


**Overview:** How to flip your mindset and change perception, to harness a superpower that goes well beyond the scope of this course.

# Module 4



Video can be found [HERE](#)  
41 mins



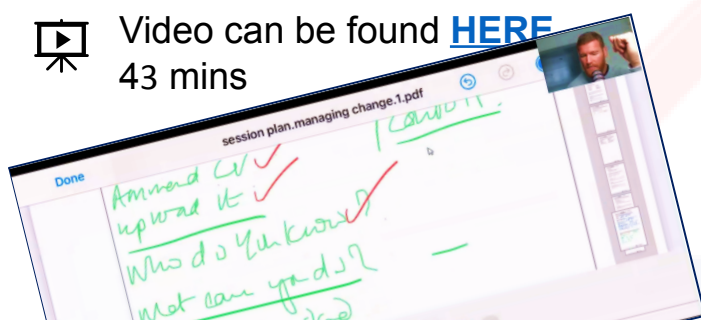
## Overview:

The power of questions cannot be understated, and you will learn how to ask yourself amazing questions, to create massive opportunities in times of change and uncertainty.

# Module 5



Video can be found [HERE](#)  
43 mins





**Overview:** How to create so much leverage that obstacles become bumps on the way (not IN the way) to achievement.

## Further Information

- This project has now been developed into a **course for children**:
  - o “Bee YOU” is aimed at 7-11 year olds, but is suitable for others if appropriate. It is an opportunity for children of all backgrounds to learn and develop life-skills that have helped others to overcome feelings of worry, sadness, apathy and unhealthy lifestyles. It is also a great reminder for all children that we can always develop new knowledge and skills which make us feel happier, healthier, and more prepared for every day.

## Handouts and Resources

The following pages contain all the handouts required for the Modules...





# DAILY FOCUS

## MONDAY MORNING

On a scale of 1-10 (1 being dreadful, 10 being incredible), right now, I am feeling

PHYSICALLY:

1 2 3 4 5 6 7 8 9 10

EMOTIONALLY:

1 2 3 4 5 6 7 8 9 10

---

Behaviours and actions I could do to improve these scores (refer to your Happy List):

---

One thing I am excited about today is:

## MONDAY EVENING

### CELEBRATING WINS FROM TODAY

What happened?

---

Further actions I could take:

---

# DAILY FOCUS

## TUESDAY MORNING

On a scale of 1-10 (1 being dreadful, 10 being incredible), right now, I am feeling

PHYSICALLY:

1      2      3      4      5      6      7      8      9      10

EMOTIONALLY:

1      2      3      4      5      6      7      8      9      10

---

Behaviours and actions I could do to improve these scores (refer to your Happy List):

---

One thing I am excited about today is:

## TUESDAY EVENING

### CELEBRATING WINS FROM TODAY

What happened?

---

Further actions I could take:

# DAILY FOCUS

## WEDNESDAY MORNING

On a scale of 1-10 (1 being dreadful, 10 being incredible), right now, I am feeling

PHYSICALLY:

1      2      3      4      5      6      7      8      9      10

EMOTIONALLY:

1      2      3      4      5      6      7      8      9      10

---

Behaviours and actions I could do to improve these scores (refer to your Happy List):

---

One thing I am excited about today is:

## WEDNESDAY EVENING

### CELEBRATING WINS FROM TODAY

What happened?

---

Further actions I could take:

# DAILY FOCUS

## THURSDAY MORNING

On a scale of 1-10 (1 being dreadful, 10 being incredible), right now, I am feeling

PHYSICALLY:

1      2      3      4      5      6      7      8      9      10

EMOTIONALLY:

1      2      3      4      5      6      7      8      9      10

---

Behaviours and actions I could do to improve these scores (refer to your Happy List):

---

One thing I am excited about today is:

## THURSDAY EVENING

### CELEBRATING WINS FROM TODAY

What happened?

---

Further actions I could take:

# DAILY FOCUS

## FRIDAY MORNING

On a scale of 1-10 (1 being dreadful, 10 being incredible), right now, I am feeling

PHYSICALLY:

1      2      3      4      5      6      7      8      9      10

EMOTIONALLY:

1      2      3      4      5      6      7      8      9      10

---

Behaviours and actions I could do to improve these scores (refer to your Happy List):

---

One thing I am excited about today is:

## FRIDAY EVENING

### CELEBRATING WINS FROM TODAY

What happened?

---

Further actions I could take:

# DAILY FOCUS

## SATURDAY MORNING

On a scale of 1-10 (1 being dreadful, 10 being incredible), right now, I am feeling

PHYSICALLY:

1      2      3      4      5      6      7      8      9      10

EMOTIONALLY:

1      2      3      4      5      6      7      8      9      10

---

Behaviours and actions I could do to improve these scores (refer to your Happy List):

---

One thing I am excited about today is:

## SATURDAY EVENING

### CELEBRATING WINS FROM TODAY

What happened?

---

Further actions I could take:



# DAILY FOCUS

## SUNDAY MORNING

On a scale of 1-10 (1 being dreadful, 10 being incredible), right now, I am feeling

PHYSICALLY:

1      2      3      4      5      6      7      8      9      10

EMOTIONALLY:

1      2      3      4      5      6      7      8      9      10

---

Behaviours and actions I could do to improve these scores (refer to your Happy List):

---

One thing I am excited about today is:

## SUNDAY EVENING

### CELEBRATING WINS FROM TODAY

What happened?

---

Further actions I could take:

# Managing CHANGE with



1. A process for managing change
2. Increasing your adaptability to change
3. What do I want to change?
4. Overcoming obstacles to change

## 1. A PROCESS FOR MANAGING CHANGE

### AIMS OF THE SESSION

- ❖ To examine the causes of change
- ❖ To explore a process for managing change
- ❖ To practise using the process

There are many different types of change, such as:

- |                           |                             |
|---------------------------|-----------------------------|
| ● Children leaving home   | Starting a new job          |
| ● Deciding to leave a job | Splitting up from a partner |
| ● Getting married         | Having children             |
| ● Growing older           | Getting a promotion         |
| ● Coping with an illness  | Adapting to new technology  |
| ● Having a new boss       | Becoming more assertive     |
| ● Moving house            | Losing someone you love     |

Some changes are forced upon us. Others are changes we have chosen to make.

Changes can be good or bad depending on the person, situation, and timing.

**ACTIVITY:** Write down at least one change you are experiencing at present or want to make. Keep this note for use later on.

### ACTIVITY: Handout 1

Using the example you have identified, start to think about the change(s) you have identified to illustrate the various stages of the Process of Change and how it fits in. Which stage are you at now?

### ACTIVITY: Handout 2

Start working on completing the form for the change you identified earlier.

### Homework

Complete the forms in full **and** start (or continue) putting them into action.

# Managing CHANGE with



## A Process for Managing Change: HANDOUT 1

### **STAGE 1: Awareness that you want to make a change or change is happening**

Sometimes awareness is gradual. For example, you begin to feel you are not happy in a job or relationship. You have become bored through lack of challenge or attention. Or you may realise there is no future in the situation for you. At other times, the change might be inevitable like ageing, the company you work for going bust, or an accident. It might be a habit you want to change such as unhealthy eating.

### **STAGE 2: Accept responsibility. Acknowledge and state your desired outcome**

YOU are responsible for managing the changes in your life. Acknowledge that a change is needed or happening and state what outcome you want from it. This may be to have a closer relationship, become independent, be more assertive and so on.

### **STAGE 3: What might hinder me making these changes?**

Consider all the things that might stand in the way of you making the changes you want. Will the changes affect other people? Do you lack some of the skills needed? Will there be a cost?

### **STAGE 4: What will help me make the changes?**

Are you well motivated? Who will support you? What will be the benefits to you and others?

### **STAGE 5: Ideas and options to enable me to make the changes**

List all the things you will need to do and the various options you have. Consult with friends or professionals who might come up with ideas you haven't thought about. Write down all the ideas, no matter how silly they may seem. Think about what might hinder you and include all ideas on overcoming these.

### **STAGE 6: Create a plan to manage the changes**

The plan may be simple or more complex depending on the change. Think about actions you can take and the different options open to you to help you make the change. Can you break the actions down into a step-by-step process? Each step should be a challenge but realistically achievable for you. That way you will build confidence in your ability with the success of each step.

### **STAGE 7: State what you will gain from completing the plan**

Knowing what you will benefit from the plan will help motivate you to carry it out and maintain progress. In moments of weakness you can remind yourself about the benefits.

### **STAGE 8: Carry out the plan**

The plan will be useless unless you actually carry it out. If you have made it practical and used achievable steps, you will feel that you have taken control of the situation and that it will succeed.

### **STAGE 9: Regularly review the plan and make adjustments**

All plans are projections in to the future and they do not always go exactly as predicted. At set intervals, reflect on how things are progressing. Have there been any setbacks? Perhaps the steps are not challenging enough? What adjustments need to be made to make it work better?

# Managing CHANGE with



## A Process for Managing Change: HANDOUT 2

**STAGE 1:** What has made me aware that change is happening or I need to make changes?

**STAGE 2:** Accept responsibility for managing the change, acknowledge and state the desired change outcome

**STAGE 3:** What might hinder me making these changes?

**STAGE 4:** What will help me make the changes?

**STAGE 5:** Ideas and options to enable me to make the changes

**STAGE 6:** Create a plan to manage the changes

STEP 1

To be completed by (date):

STEP 2

To be completed by (date):

STEP 3

To be completed by (date):

STEP 4

To be completed by (date):

STEP 5

To be completed by (date):

STEP 6

To be completed by (date):

# Managing **CHANGE** with



## A Process for Managing Change: HANDOUT 2 (continued)

STAGE 7: State what you will gain from completing the plan

STAGE 8: Carry out the plan

STAGE 9: Regularly review the plan and make adjustments

Review date:	Progress I have made so far:	Any adjustments I need to make, to succeed

# Managing CHANGE with




## 2. Increasing your adaptability to change

### AIMS OF THE SESSION

- ❖ To be able to change behaviour when required
- ❖ To be able to act after a conscious decision rather than habit
- ❖ To encourage trying new ways to deal with change

Increasing behavioural adaptability means having the ability to decide on the next course of action rather than acting out of habit or instinct. The more adaptable people are, the easier it is to change their behaviour to suit circumstances of any situation. Adaptability tends to make people more positive, less stressed, happier with life and less reliant on will power to make changes.

### ACTIVITY: Handout 1

Using Handout 1, self-assess yourself *honestly* by ticking the True / False column against each statement.

### ACTIVITY: Handout 2

Using Handout 2, list your current habits and 'flexible options'

### ACTIVITY: Handout 3

# Managing CHANGE with



Using Handout 3, make a list of new things you could choose to do and when you could do them

## **Homework:**

Keep a record of how you feel after you have carried out the changed habit.

Highlight problems which can be reflected on and solved

# Managing **CHANGE** with



## Increasing your adaptability to change: Handout 1

Which of the questions below are true or false about you?	True	False
I stick to things I know best		
I dislike trying new things		
I don't see any reason to make changes		
I'm set in my ways, if people don't like it too bad		
There is nothing I really need to change		
I don't need to develop or try new things		
I don't change much		

How many true answers? \_\_\_\_

How many false answers? \_\_\_\_

(The more true answers you ticked, the more difficult you are likely to find it to change your habits, and the greater the need to develop flexibility in your behaviour. However, being aware of this is your positive first step)



# Managing **CHANGE** with



## Increasing your adaptability to change: Handout 2

Current Habits	Flexible Options
<b>Examples:</b> Too much TV, Always quiet in a group Criticise others Never organise anything Wait for others to make contact	<b>Examples:</b> Go for a walk Make two comments in a group Praise someone each day Arrange to meet a friend Ring a friend for a chat

## Increasing your adaptability to change: Handout 3

# Managing **CHANGE** with



New things to try	When I will do it
<p><b>Examples:</b></p> <p>Read a different paper each week</p> <p>Watch a different TV programme</p> <p>Sit in a different place</p> <p>Try a new sport</p> <p>Go to a different supermarket</p> <p>Make a list of ambitions</p> <p>Have a go at something I don't think I'm good at eg art</p>	<p><b>Examples:</b></p> <p>Next week</p> <p>Saturday</p> <p>Next staff meeting</p> <p>Sign up on Friday</p> <p>Friday</p> <p>Monday morning</p> <p>Next new term</p>

# Managing CHANGE with



## 3. What do I want to change?

### AIMS OF THE SESSION

- ❖ To identify appropriate areas of life for individuals to make changes
- ❖ To generate suggestions for making changes
- ❖ To explore the benefits of making the changes

It is often difficult to know what are the right changes to make. Part of the problems is knowing exactly what it is that you want to change before you change it – like looking at a jigsaw and working out the bits which fit and those which don't.

From this list, choose ONE area of life to work on during this session:

Health and fitness

Relationships

Social life

Work

Home and family

Other \_\_\_\_\_

### ACTIVITY: Handout 1

Ensure you are sitting comfortably and take a moment to relax and really think about and look at what your dream or ambition is

Using Handout 1, answer the questions honestly for the **one** area of life you chose.

### ACTIVITY: Handout 2

Now using Handout 2, complete the Desired Changes in the **one** area of life you chose.

Then think of the benefits of these changes and write them down.

### Homework: Handouts 1 and 2

Carry out the same process for the remaining areas of your life, then look at your complete list and prioritise the changes you will make.

Handout 2 (continued) will help you to reflect on the changes you envisage across your whole life

# Managing **CHANGE** with



## What do I want to change? Handout 1

What do I truly desire?

What is important?

What is not important and I can let go of?

Who or what is involved?

What would life be like if it happened? How would it feel?

Does it feel right for both you, and those around you?

What emotions are you feeling?

# Managing **CHANGE** with



## What do I want to change? Handout 2

Complete for each area of your life

Desired Changes	Priority	Benefits
Health and fitness		

# Managing **CHANGE** with



Social life		
Home and family		
Relationships		
Work		
Other		

## What do I want to change? Handout 2 (continued)

Questions to ask yourself:

1. Do all the areas balance?
2. Am I concentrating too much on one area?
3. Am I neglecting one area?
4. Are all the areas how I want them to be?
5. Will the changes bring all the areas into line with how I want them to be?

Now you can EITHER:

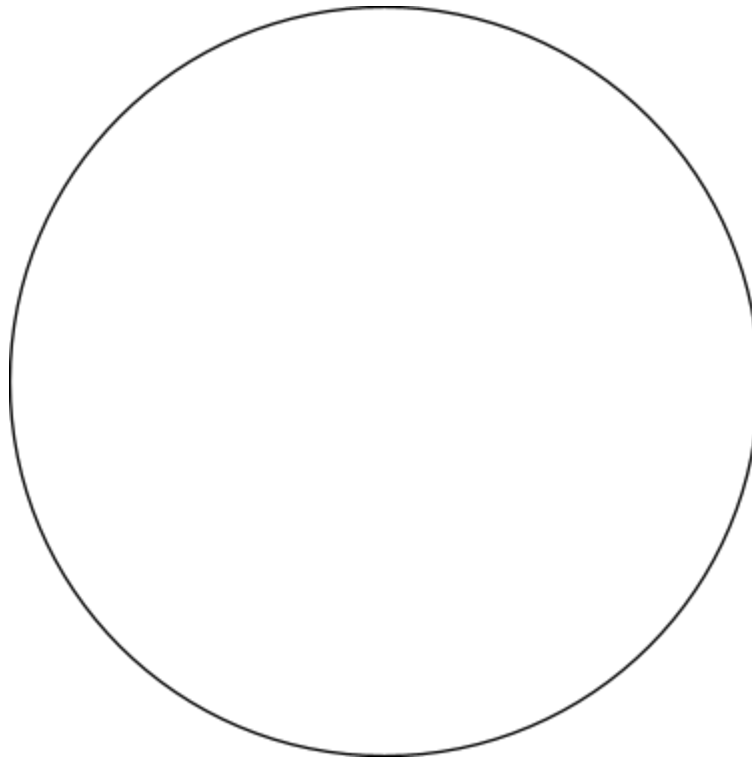
# Managing **CHANGE** with



Picture all the different areas in your mind how you envisage them. Do they balance and fit together perfectly like the pieces of a jigsaw? Do any not quite fit? Are any pieces too big or too small?

OR

Divide up this circle like a pie chart with each area of your life represented by one piece of the pie. Some slices will be bigger or smaller than others. Is **this** how you envisage it?



# Managing CHANGE with



## 4. Overcoming obstacles to change

### AIMS OF THE SESSION

- ❖ To explore obstacles to making changes
- ❖ To explore a method of planning to overcome them
- ❖ To demonstrate the value of consulting others

Think back to a change you have made or was inevitable. What was the change and what were the obstacles? They may include:

You didn't know if you could do it	You lacked confidence
You didn't know if you could afford it	You kept thinking it would be a disaster
Your partner did not want you to do it	You had lots of negative thoughts

These are all normal obstacles either from your own thoughts or from others around you, when faced with change or doing something new. Overcoming these obstacles depends on how we respond to them.

### ACTIVITY: Handout 1 (example and blank)

Read through the examples then identify a realistic change or goal you would like to make. List all the obstacles that could interfere with you adapting to it or achieving it successfully. Do **not** complete the My Plan section.

### ACTIVITY / HOMEWORK: Handout 1

Give Handout 1 to someone else and ask them to study the changes required, obstacles identified, then give them time to complete the My Plan section on how to plan to overcome them. You might choose a friend, colleague, family member. You might choose to ask more than one person.

It can be very powerful to hear suggestions about your change from someone else. It can help you to overcome your obstacles. Were there suggestions in the Plan which you would not have thought of yourself?

Now review the My Plan section, make adaptations to it, keeping the good ideas and adding your own.

Put the plan into action, using a step by step approach if required.



# Managing **CHANGE** with



## Overcoming obstacles to change: Handout 1 EXAMPLE

**Name:** Frances Jones

**Change or goal I am setting:**

Go to a social event once a week on my own

**Obstacles to achieving:**

Fear of being on my own  
Not knowing anyone to talk to  
Unsure how I will cope  
Negative thoughts  
Lacking motivation  
Getting tense and panicking

**My plan is to:**

Acknowledge fears  
List benefits so I can keep reminding myself  
Keep repeating to myself 'I can do this'  
Practise breathing exercises so I can do them if I start to panic  
Approach people and say "Hi, I'm new here, my name is Frances, are you a regular?" to start a conversation and get to know people

# Managing **CHANGE** with



## Overcoming obstacles to change: Handout 1

**Name:**

**Change or goal I am setting:**

**Obstacles to achieving:**

**My plan (to be completed initially by others, then adapted by you):**