

# Personality Workbook

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Personality Workbook

Companion Booklet for the Exiting the Matrix  
Whole Mind, Body, & Spirit Enrichment Course

Dorothy Thompson

AYLA'S STUDIO  
PENSACOLA, FLORIDA

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# Contents

Introduction .....	6
About the Author .....	8
Self-Inventory.....	8
Self-Inventory Log .....	10
Personality Snapshot.....	11
Chapter One: Self-Actualization.....	37
Chapter Two: Principles .....	41
Chapter Three: Intellect .....	48
Chapter Four: Perception .....	51
Chapter Five: Self-Concept, Self-Esteem & Self-Efficacy.....	54
Chapter Six: Morality .....	58
Chapter Seven: Character Qualities.....	64
Chapter Eight: Personal Development.....	67
Chapter Nine: Logic/Reasoning.....	86
Chapter Ten: Lifelong Learning .....	89
Chapter Eleven: Values.....	91

## Introduction

One goal of this workbook is to provide a basic understanding of the human life experience that is shared with all people (all ethnicities, nations, sizes, colors, ages, sexual orientations, etc.) Although there are many shared truths among the human race, there are some things that we do not agree.

Our diversity is the key to bringing people together so that we can learn from each other. Our diversity is what makes this world such a wonderful place to live. The basic fact is that we are all human and we, as individuals, need to embrace one another, not just tolerate each other; but, accept each other for who we are within the various groups we identify with.

There are no two completely identical individuals on the planet throughout history, so each of us has the basic right to be our True Self. At the same time, our individualism cannot be at the cost of another's individualism, freedom, or well-being.

Throughout history, many have discriminated or oppressed others for various reasons, including: personal gain, fear of the unknown, power, hatred, etc. Through social evolutionary processes, many are now paying closer attention to diversity, altruism, and egalitarian standards of living on earth. Now is the time for us to take a closer look at the problems created by discriminating and oppressing others and figure out how we can reduce it, or even better, completely dismantle discrimination and oppression in society.

This workbook is designed to help you self-analyze your thoughts, beliefs, aspirations, ideas, endeavors, and behaviors, so that you can understand why you are the way you are and why you do what you do. Accepting oneself completely is the beginning of transformation.

Society, in general, has the tendency to label people and tell us who we are or who we should be. Yet, everyone makes mistakes; even judgmental people. Diagnoses are also a description of what you are exhibiting at one point in time, statistics can be misused, and propaganda and TV is used to program people. So, it is important to recognize that how you label yourself is what really matters. The bottom line is that you, as an individual, can become the best version of you possible based on what is vital to your well-being.

### Personality Workbook Directions

The Exiting the Matrix Whole Mind, Body, and Spirit Enrichment Course includes this workbook in the assignments or you can choose to do this workbook separately.

It is important to understand definitions of words because people may think they know what a word means; but, they don't understand the whole picture. When we are speaking to others, sometimes arguments can erupt because there are misunderstandings in the words people use. It is a good practice to look up words to ensure you have the correct meaning, so you can be confident you know the true meaning and communicating exactly what you want to say.

## About the Author

Dorothy Thompson, AKA Miss Ayla Love, is a visionary for an egalitarian, tolerant, and loving society where people from diverse backgrounds work together to create the change they want to see in the world. As the founder of Miss Ayla Love Foundation, Inc., an opportunity to create a unified realistic vision of a better world for all is available to every person who wishes to work on this amazing project.

This personality workbook is one outcome from her Internship at Metropolitan State University, where she pursued her Bachelor's Degree in Psychology.

The *Personality Workbook* is meant to be used in combination with the *Exiting the Matrix Whole Mind, Body, & Spirit Enrichment Course* (2018) and the *Making Dreams a Reality 30-Day Challenge and Complete Self-Actualizing Planner* (2020).

### Websites:

<https://ayla.studio>

<https://missaylalove.org>

<https://exitingthematrix.ayla.studio>

<https://makingdreamsareality.ayla.studio>

<https://globalconsciousness.network>

## Self-Inventory

There are basic aspects of personality that each of us exhibits. They include: extraversion and introversion, conscientiousness, neuroticism,

agreeableness, openness to experience, creativity, honesty, imagination, confidence, compassion, loyalty, assertiveness, impulsivity, optimism, and empathy. This workbook can help you identify your strengths and weaknesses in your personality, so you can focus on what you would like to improve.

As you go through this workbook, use the Self-Inventory Log to identify your progress in different areas of your life. It is a good way to see where you are today, what you need to work on, and what you have accomplished. First complete the self-inventory and personality snapshot, then, after each chapter or at the end of the book, come back to the self-inventory and update your progress. This will help you identify areas you thought you were strong in; but, may need to do more work on.

- Unaware: You do not know the details of what this topic entails.
- Aware: You know what the details of this topic are; but, you don't understand how to apply it to yourself or society.
- Personally Aware: You know what the details of this topic are and you know how to apply it to yourself; but, not to society.
- Socially Aware: You know what the details of this topic are, you know how to apply it to yourself, and you know how the topic applies to society.

\*Write the date under your current level of awareness for each topic. Then, review after each chapter of when you have completed the workbook to see your progress.

## Self-Inventory Log

TOPICS:	Unaware	Aware	Personally Aware	Socially Aware
Character Qualities/Traits				
Diversity				
Emotional Quotient (EQ)				
Ethics				
Intellect				
Lifelong Learning				
Morals				
Oppression				
Principles				
Self-Efficacy				
Self-Actualization				
Self-Concept				
Personality Aspects				
Altruism				
Egalitarian				
Neuroplasticity				
Philautia				

# Personality Snapshot

Your personality was shaped by your biological makeup, the environment you were raised in, your personal experiences, and your life choices. Identifying the many different pieces of the puzzle can help you see how you have become who you are today and it can give you the opportunity to accept or reject various aspects of your personality that you do not like or have realized are factors that impact your view of others negatively, which can lead to discrimination and oppression.

## Demographics & Oppression:

1. What is your sex? Male/Female
2. Do you like being (Male/Female)? Yes/No
3. Why/Why not?

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4. Are you discriminated or oppressed against because of your sex?  
Yes/No
5. Why/Why not?

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6. What is your ethnicity? \_\_\_\_\_
7. Do you like your ethnicity? Yes/No

8. Why/Why not?

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9. What color is your skin? \_\_\_\_\_

10. Do you like your ethnicity? Yes/No

11. Why/Why not?

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12. Are you discriminated or oppressed against because of your ethnicity/skin color? Yes/No

13. Why?

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14. How old are you? \_\_\_\_\_

15. Do you like your age? Yes/No

16. Why/Why not?

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17. Are you discriminated or oppressed against because of your age?

Yes/No

18. Why/why not?

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19. What is your income? \_\_\_\_\_

20. Do you like your income level? Yes/No

21. Why/Why not?

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22. Are you discriminated or oppressed against because of your income?

Yes/No

23. Why/why not?

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24. What is your sexual orientation?

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25. Do you accept or like you sexual orientation? Yes/No

26. Why/Why not?

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27. Are you discriminated or oppressed against because of your sexual orientation? Yes/No

28. Why/why not?

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29. What is your weight? \_\_\_\_\_ Height? \_\_\_\_\_

30. Do you like your weight and height? Yes/No

31. Why/Why not?

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32. Are you discriminated or oppressed against because of your weight? Yes/No

33. Height? Yes/No

34. Why/why not?

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35. What is your gender? Masculine/Feminine/Androgynous

36. Do you like your gender? Yes/No

37. Why/Why not?

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38. Are you discriminated or oppressed against because of your gender?  
Yes/No

39. Why/why not?

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40. What is your religion? \_\_\_\_\_

41. Do you like your religion? Yes/No

42. Why/Why not?

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43. Are you discriminated or oppressed against because of your religion?

Yes/No

44. Why/why not?

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45. What are your political views?

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46. Do you like your political views? Yes/No

47. Why/Why not?

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48. Are you discriminated or oppressed against because of your political views? Yes/No

49. Why/why not?

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50. Are you discriminated or oppressed against in another way not mentioned here? Yes/No Please describe:

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**Family History:**

51. What continents, countries, states, cities, suburbs, and/or neighborhoods did you grow up in?

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52. From that list, count how many different homes you lived in during your elementary years (birth - age 12) \_\_\_\_; (Age 13 - 18) \_\_\_\_; (Age 19 - 30) \_\_\_\_; (Age 31 - 40) \_\_\_\_; (Age 41 - 50) \_\_\_\_; (Age 51 - 60) \_\_\_\_; (Age 61 - 70) \_\_\_\_; and (Age 71 - 90) \_\_\_\_\_. (Answer all that apply. Count each home once.)

53. From that list, count how many homes you have lived in up until now.

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**Answer these questions regarding ages: birth - 18.**

54. Who raised you and who did you live with?

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55. Were your parents married, divorced, remarried, and how many children did each of them have?

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56. What number child were you? \_\_\_\_\_

57. What are your thoughts on being the (oldest/middle/youngest) sibling?

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58. What were you like when you were a baby? (What do hear about you when you were a baby?)

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59. What did you like/dislike about your family?

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What was your mother's highest level of education? \_\_\_\_\_

60. What was your father's highest level of education? \_\_\_\_\_

61. What was your family's income? \_\_\_\_\_

62. What was the ruling political zeitgeist, or spirit, of the time?

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63. Did your family agree with the government rule? Why or why not?

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64. Were there political uproar and/or war during this time? Yes/No

65. How did that affect you?

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66. Was your family religious or spiritual? Explain. (Which religion? What traditions did you follow?)

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67. Did you have family members who lived close by? Yes/No

68. Who were they and were they a positive person in your life?

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69. What family activities did you enjoy together?

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70. What were your family's values?

71. What were your values?

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72. What kind of education did you receive?

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73. Did you do well in school?

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74. Is there anything significant to note about your high school experience?

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75. Did you have any learning or behavioral problems in school? Yes/No (Explain.)



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79. Did you have any emotional or mental illness? Yes/No (Explain.)

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80. Did either of your parents have a disability/handicap or emotional/mental illness? Yes/No (Explain.)

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81. Have you experienced discrimination for your disability/handicap or emotional/mental illness? Yes/No (Explain.) If not, how were you discriminated or oppressed against?

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82. Did anyone in your family have a substance abuse problem? Yes/No

83. Did their substance abuse effect how they treated you or others?

Yes/No (Explain.)

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84. Were you in therapy to deal with childhood trauma? Yes/No Did it help you? Yes/No (Explain.)

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85. What were your interests/hobbies?

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86. Did you have any accomplishments during your youth? Yes/No (Explain.)

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87. Were you athletic? Yes/No 65. What kinds of activities were you involved in?

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88. What were your fears?

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89. What were your goals when you were going to graduate from high school? What did you want out of life?

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90. Who have you looked up to in your life and why?



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94. What is your marital status? Single/Married/Divorced

95. Are you discriminated or oppressed against regarding marital status?

Yes/No

96. Why/why not?

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97. Do you have children? Yes/No

98. Names and ages:

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99. How many times have you been married? \_\_\_\_\_

100. Divorced? \_\_\_\_\_

101. Are you discriminated or oppressed against because you have children? Yes/No

102. Why/why not?

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103. Have you had problems with the court system regarding your children? Yes/No

104. Who do you live with?

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105. What family members have been there for you in your life and how do you feel about it?

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106. Are there family members you do not want in your life? Yes/No (Explain.)

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107. What are your spiritual/religious beliefs?

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108. Are they different or similar to your childhood beliefs? How?

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109. Did you graduate from high school? Yes/No

110. What was your G.P.A.? \_\_\_\_\_

111. Did you go to college? Yes/No

112. What degrees do you have or are you working toward?

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113. Do you like to learn? Yes/No

114. Do you like to study? Yes/No

115. Have you ever been arrested? Yes/No

116. Convicted of a felony? Yes/No

117. Imprisoned? Yes/No

118. How do you feel about your legal status?

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119. Are you discriminated or oppressed due to your criminal background? Yes/No.)

120. Why or why not?

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121. What is your temperament?

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122. Have you ever experienced any physical, emotional, or sexual trauma? Yes/No (Explain.)

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138. Who in your life have you hurt the most and why?

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139. Have you forgive yourself? Yes/No

140. Why/why not?

141. Did anyone serve in the armed forces in your lifetime? Yes or No,  
Who? What are your feelings about it?

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142. What are your biggest fears?

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143. How old were you the first time someone died in your life? \_\_\_\_\_

144. Did you get support to deal with your grief? Yes/No

145. Do you like the outcome of your life so far? Yes/No

146. Do you want to make changes in your life for a better future?  
Yes/No

Design a few of your own questions here and answer them:

147. Question: \_\_\_\_\_  
\_\_\_\_\_

Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

148. Question: \_\_\_\_\_  
\_\_\_\_\_

Answer: \_\_\_\_\_

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149. Question: \_\_\_\_\_

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Answer: \_\_\_\_\_

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150. Question: \_\_\_\_\_

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Answer: \_\_\_\_\_

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# Chapter One: Self-Actualization

## Resources:

- [http://psychology.about.com/od/theoriesofpersonality/a/hierarchyneeds\\_2.htm](http://psychology.about.com/od/theoriesofpersonality/a/hierarchyneeds_2.htm)
- <http://webpace.ship.edu/cgboer/maslow.html>

**Definition:** "What a man can be, he must be. This need we may call self-actualization...It refers to the desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially. This tendency might be phrased as the desire to become more and more of what one is, to become everything that one is capable of becoming." (Abraham Maslow, Hierarchy of Needs.)

This signifies that there is a process that each of us goes through to reach our truest, fullest potential. Underprivileged people tend to believe that they cannot extend beyond the invisible boundaries that this system socially constructs them to remain within; however, each of us has the capability to be all that we can be on an individual basis and the only person who can judge whether or not one has reached their fullest potential, is the individual.

This implies that we have the capacity to learn how to change our thinking, attitudes, and behaviors as we move along on our own journey.

Is this a new concept for you? Yes/No

What is your reaction to this theory?

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Do you believe that you can reach your fullest potential? Yes/No Explain.

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Lifelong learning is a natural process. Not all individuals are able to recognize this and stay in the boundaries of what the world dictates for them. Even if you understand these principles, in one way or another, this social system does not meet the needs of everyone. What factors can you identify that are keeping you from progressing to your fullest potential?

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How do you feel about these obstacles?

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What steps can you take right now to overcome these obstacles?

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Abraham Maslow’s self-actualization approach identifies these factors as relating to happiness needs. Without these values, a person will develop depression, physical ailments, etc. Check off the items that you believe you display in your life and ask someone close to you to verify that others see these qualities in you, as well.

- Truth, rather than dishonesty.
- Goodness, rather than evil.
- Beauty, not ugliness or vulgarity.
- Unity, wholeness, and transcendence of opposites, not arbitrariness or forced choices.
- Aliveness, not deadness or the mechanization of life.

- Uniqueness, not bland uniformity.
- Perfection and necessity, not sloppiness, inconsistency, or accident.
- Completion, rather than incompleteness.
- Justice and order, not injustice and lawlessness.
- Simplicity, not unnecessary complexity.
- Richness, not environmental impoverishment.
- Effortlessness, not strain.
- Playfulness, not grim, humorless, drudgery.
- Self-sufficiency, not dependency.
- Meaningfulness, rather than senselessness.

Do you agree with Abraham Maslow's self-actualization theory? Yes/No  
Explain.

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# Chapter Two: Principles

## Resources:

- [http://www.beyondintractability.org/essay/principles\\_of\\_justice/](http://www.beyondintractability.org/essay/principles_of_justice/)
- <http://www.ethics.ubc.ca/papers/invited/colero.html>

**Definition:** ‘Principles of personal ethics might also be called morality, since they reflect general expectations of any person in any society, acting in any capacity. These are the principles we try to instill in our children, and expect of one another without needing to articulate the expectation or formalize it in any way.’

## Principles of Personal Ethics include:

- Concern for the well-being of others
- Respect for the autonomy of others
- Trustworthiness & honesty Willing compliance with the law (with the exception of civil disobedience)
- Basic justice; being fair
- Refusing to take unfair advantage Benevolence: doing good
- Preventing harm

## Write down 10 guiding principles that you live by:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

Who do you consider as your neighbor?

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To what extent are you concerned about the welfare of your neighbor?

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How does it make you feel when you see someone suffering?

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Who do you think is to blame for one's suffering?

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Do you feel strongly against behaviors of others that you do not approve of? Yes/No Why?

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Do you take away or try to control other people's rights in any way?  
Yes/No If so, why?

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What guiding principles influence your opinions, life choices, and actions?

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Do you believe that your way is the best way and that others should follow your lifestyle? Yes/No Why should one follow your set of standards/principles?

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Are you a fair person? Yes/No

Have you ever cheated in a game? Yes/No

Did/do you feel sorry that you cheated? Yes/No

Did you apologize? Yes/No

Have you ever cheated on your mate (girlfriend, boyfriend, husband, wife)? Yes/No

Did/do you feel sorry that you cheated? Yes/No

Did you apologize? Yes/No

If you haven't apologized for cheating, will you? Yes/No

Do you make it a practice to tell the truth or do you find yourself telling 'little white' lies? Yes/No

Do you take advantage of people who are weaker, poorer, or less advantaged than you? Yes/No

Are you a good person? Yes/No

Do you go out of your way to try not to offend others? Yes/No

Do you say things to people that are hurtful because you believe what you are saying is true, so it is ok to say it? Yes/No

Other principles to think about: Thomas Jefferson's Guiding Principles:

- Never put off till tomorrow what you can do today.
- Never trouble another for what you can do yourself.
- Never spend your money before you have it.
- Never buy what you do not want, because it is cheap; it will be dear to you.
- Pride costs us more than hunger, thirst, and cold.
- We never repent of having eaten too little.
- Nothing is troublesome that we do willingly.
- How much pain has cost us the evils which have never happened
- Take things always by their smooth handle.
- When angry, count ten before you speak; if very angry, a hundred.

What are your reactions to Thomas Jefferson's guiding principles?

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Do you follow any of these principles in your life? Yes/No (Circle above.)  
Are the principles that you live by productive or counterproductive in your life? How are they productive?

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How are they counterproductive?

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In what ways can you alter your guiding principles to benefit everyone around you, including yourself?

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## Chapter Three: Intellect

### Resources:

- <http://www.childdevelopmentinfo.com/development/piaget.shtml>
- <http://www.trans4mind.com/index.html>
- [http://en.wikipedia.org/wiki/Theory\\_of\\_multiple\\_intelligences](http://en.wikipedia.org/wiki/Theory_of_multiple_intelligences)

**Definition:** The theory of multiple intelligences was proposed by Howard Gardner in 1983 to more accurately define the concept of intelligence and to address the question whether methods which claim to measure intelligence (or aspects thereof) are truly scientific. Gardner's theory argues that intelligence, particularly as it is traditionally defined, does not sufficiently encompass the wide variety of abilities humans display. In his conception, a child who masters multiplication easily is not necessarily more intelligent overall than a child who struggles to do so.

The second child may be stronger in another kind of intelligence and therefore 1) may best learn the given material through a different approach, 2) may excel in a field outside of mathematics, or 3) may even be looking at the multiplication process at a fundamentally deeper level, which can result in a seeming slowness that hides a mathematical intelligence that is potentially higher than that of a child who easily memorizes the multiplication table.

According to multiple intelligence theory, there are eight basic types of intelligence.



Visual-spatial

Spatial

<input type="checkbox"/>	Verbal-linguistic	Language
<input type="checkbox"/>	Logical-mathematical	Logic/Math
<input type="checkbox"/>	Bodily-kinesthetic	Body Movement
<input type="checkbox"/>	Musical-rhythmic	Music
<input type="checkbox"/>	Interpersonal	Self
<input type="checkbox"/>	Intrapersonal	Social
<input type="checkbox"/>	Naturalistic	Nature

See the Wikipedia link for explanations of each of these types of intelligences and take a test to find your strengths here:

<http://literacyworks.org/mi/assessment/findyourstrengths.html>, then review your strengths (Write your scores in the appropriate space above.) and click on “practice” at the bottom of the page to see how you can be more engaged in the multiple intelligence learning processes. Did this exercise help you understand your intelligence strengths better? Yes/No Explain.

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Which area of intelligence was your strongest?

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Are you surprised? Yes/No

Which strength do you want to improve in?

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Meditate on reasons for you scores. What early influences, education, personal interests, etc. impact your learning levels?

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Write down practical ways that you can improve your learning style:

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## Chapter Four: Perception

### Resources:

- <http://en.wikipedia.org/wiki/Perception>
- <http://www.modern-thinker.co.uk/4%20-%20objective%20idealism.htm#Orientations>
- [http://www.sapdesignguild.org/resources/optical\\_illusions/intro\\_definition.html](http://www.sapdesignguild.org/resources/optical_illusions/intro_definition.html)

**Definition:** Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world.

Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin. Perception, on the other hand, better describes one's ultimate experience of the world and typically involves further processing of sensory input. In practice, sensation and perception are virtually impossible to separate, because they are part of one continuous process.

Social constructs are organized and created through our perception of the world around us from an early age. When we see events or experience abuse, we make internal judgments about the people around us and extend it to the rest of the population. As we mature, we begin to recognize the inaccuracies of our formed judgments and attempt to undo the thinking processes by finding alternative ways to see the world.

It is important to question the social constructs that have shaped your view of the world and the people around you because some individuals

want to dictate what you should believe (religion, government, media, television programming, commercialism, etc.).

This workbook encourages you to identify within your own life experience ways that you have been socially constructed to believe falsehoods. What are some things that you question? (Think of at least 3.)

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Do personal research on each of these topics to help you see the truth behind your thinking. Use reputable resources, such as books, articles, and scholarly material to reconstruct your ideologies. Peer reviewed articles are great resources to obtain information that have been accepted as credible resources.

Resources:

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Conclusion:

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## Chapter Five: Self-Concept, Self-Esteem & Self-Efficacy

### Resources:

- <http://www.more-selfesteem.com/>
- <http://en.wikipedia.org>

**Definition:** "Self-concept is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics, gender roles and sexuality, racial identity, and many others."

While closely related with self-concept clarity (which "refers to the extent to which self-knowledge is clearly and confidently defined, internally consistent, and temporally stable"), it presupposes but is distinguishable from self-awareness, which is simply an individual's awareness of their self. It is also more general than self-esteem, which is the purely evaluative element of the self-concept. The self-concept is composed of relatively permanent self-assessments, such as personality attributes, knowledge of one's skills and abilities, one's occupation and hobbies, and awareness of one's physical attributes. For example, the statement, "I am lazy" is a self-assessment that contributes to the self-concept. In contrast, the statement "I am tired" would not normally be considered part of someone's self-concept, since being tired is a temporary state.

Nevertheless, a person's self-concept may change with time, possibly going through turbulent periods of identity crisis and reassessment. The self-concept is not restricted to the present. It includes past selves and future selves. Future selves or "possible selves" represent individuals'

ideas of what they might become, what they would like to become, and what they are afraid of becoming, which corresponds to hopes, fears, standards, goals, and threats.

Possible selves may function as incentives for future behavior and they also provide an evaluative and interpretive context for the current view of self. Self-esteem is a term used in psychology to reflect a person's overall evaluation or appraisal of his or her own worth. Self-esteem encompasses beliefs (for example, "I am competent" or "I am incompetent") and emotions such as triumph, despair, pride and shame.

A person's self-esteem may be reflected in their behavior, such as in assertiveness, shyness, confidence or caution. Self-esteem can apply specifically to a particular dimension (for example, "I believe I am a good writer, and feel proud of that in particular") or have global extent (for example, "I believe I am a good person, and feel proud of myself in general").

Self-efficacy has been defined in a variety of ways: as the belief that one is capable of performing in a certain manner to attain certain goals, as a person's belief about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. It is a belief that one has the capabilities to execute the courses of actions required to manage prospective situations. It has been described in other ways as the concept has evolved in literature: as the sense of belief that one's actions have an effect on the environment; as a person's judgment of his or her capabilities are based on mastery criteria; a sense of a person's competence within a specific framework, and focusing on the

person's assessment of their abilities to perform specific tasks in relation to goals and standards rather than in comparison with others' capabilities.

Additionally, it builds on personal past experiences of mastery. The idea of self-efficacy is one of the center points in positive psychology; this branch of psychology focuses on factors that create a meaning for individuals. It is believed that our personalized ideas of self-efficacy affect our social interactions in almost every way. Understanding how to foster the development of self-efficacy is a vitally important goal for positive psychology because it can lead to living a more productive and happy life.

**On a scale from one to ten: (1) Low (10) High**

How well do you know yourself? \_\_\_\_

How do you rate your self-esteem? \_\_\_\_

How do you rate your self-efficacy? \_\_\_\_

Read information on the website: <http://www.moreselfesteem.com/> and answer these questions. What factors can you identify that have had an impact on your self-concept?

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What factors can you identify that have had an impact on your self-esteem?

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What factors can you identify that have had an impact on your self-efficacy?

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What are some ways that you can improve in these areas?

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## Chapter Six: Morality

### Resources:

- <http://www.allaboutworldview.org/principles-of-moralityvideo.htm>
- <http://en.wikipedia.org/wiki/Morality>

**Definition:** Morality (from the Latin moralities "manner, character, proper behavior") is a system of conduct and ethics that is virtuous. Morality has three principal meanings. 'In its "descriptive" sense, morality refers to personal or cultural values, codes of conduct or social mores that distinguish between right and wrong in society.

Describing morality in this way is not making a claim about what is objectively right or wrong, but only referring to what is considered right or wrong by people. For the most part right and wrong acts are classified as such because they are thought to cause benefit or harm, but it is possible that many moral beliefs are based on prejudice, ignorance or even hatred.

This sense of term is also addressed by descriptive ethics. In its "normative" sense, morality refers directly to what is right and wrong, regardless of what people think. It could be defined as the conduct of the ideal "moral" person in a certain situation. This usage of the term is characterized by "definitive" statements such as "That act is immoral" rather than descriptive ones such as "Many believe that act is immoral."

It is often challenged by a moral skepticism, in which the unchanging existence of a rigid, universal, objective moral "truth" is rejected, (<http://en.wikipedia.org/wiki/Morality> - cite\_note-0) and supported by moral realism, in which the existence of this "truth" is accepted.

The normative usage of the term "morality" is also addressed by normative ethics. Morality may also be defined as synonymous with ethics, the field that encompasses the above two meanings and others within a systematic philosophical study of the moral domain. Ethics seeks to address questions, such as: how a moral outcome can be achieved in a specific situation (applied ethics), how moral values should be determined (normative ethics), what morals people actually abide by (descriptive ethics), what the fundamental nature of ethics or morality is, including whether it has any objective justification (meta-ethics), and how moral capacity or moral agency develops and what its nature is (moral psychology).

Throughout history morality standards have been dictated by religious, government, and other agents, which have led to 'rebellion' against these 'authorities'; yet, social morality structures vary worldwide. Morality involves personal conduct standards, which this workbook encourages you to have high moral standards regarding personal conduct, such as avoiding behaviors that harm others or yourself (adultery, drug abuse & addiction, criminal activity, lying, discrimination, etc.).

Morality is a touchy subject since people don't like being told what is right or wrong and many people are not taught high morality standards





discuss the topic with someone close to you that you trust, know, and live by high standards. What did you think about the video?

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Did the video help you to change your viewpoint of morality? Yes/No  
Why or why not?

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‘Human beings have an almost infinite variety of Likes and Wants. Since human resources are limited, we have to set priorities for our Likes. One person may deem an object desirable but another person may hate the same article. Some people like banana bread others detest the stuff. Some people chase after sex; others would rather read a good book. Our likes and wants are infinite but our dislikes are very limited.

Opposed to the myriad of Wants that differ dramatically from person to person, there are basic Dislikes that apply uniformly to all human beings. Absolutely nobody likes to be killed or injured, nobody likes to be enslaved and nobody likes to have his property stolen. These universal dislikes are the reason for the superior moral applicability of the Negative Golden Rule: "Do not do to others what you do not want done to yourself.' (See: How Life Really Works by Walter E. Requadt.)

The Negative Golden Rule can thus serve as the basic framework for a personal morality system. A moral code based on the Negative Golden Rule relies on the innate emotional and rational nature of human beings. Do you agree with Requadt’s concept of morality? Yes/No Explain why.

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**Identify feelings that you have had during the Morality exercises (Circle):**

Resentment	Agreement	Rejection
Frustration	Disagreement	Shameful
Appreciation	Contentment	Hostility
Reluctant	Creative	Resourceful
Imaginative	Curious	Rejoiceful
Guilt	Intuitive	Thoughtful

# Chapter Seven: Character Qualities

### Resources:

- <http://www.characterfirst.com/aboutus/qualities/>
- <http://webspace.ship.edu/cgboer/perscontents.html>

**Definition:** Words that describe one’s character.

Here is a list of exemplary character qualities that each of us would benefit from mastering:

Patience	Hospitality	Thriftiness
Sensitivity	Generosity	Punctuality
Truthfulness	Determination	Enthusiasm
Initiative	Gratefulness	Deference
Responsibility	Self-Control	Availability
Thoroughness	Loyalty	Orderliness
Diligence	Dependability	Resourcefulness
Attentiveness	Obedience	Tolerance
Flexibility	Discernment	Sincerity
Forgiveness	Creativity	Persuasiveness
Compassion	Cautiousness	Virtue
Discretion	Boldness	Wisdom

Look through this list of character qualities and research one that you would like to personally improve on. Do more as time permits.

Character quality: \_\_\_\_\_

What did you learn about yourself?

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How can you apply the information in your life today?

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**Now take The Big Five Personality test here:**

<http://www.outofservice.com/bigfive/>

How do you rate this test? POOR GOOD EXCELLENT

Write your results here:

- Closed-Minded
- Open to New Experiences
- Disorganized
- Conscientious
- Introverted
- Extraverted
- Disagreeable
- Agreeable
- Calm / Relaxed
- Nervous / High-Strung



# Chapter Eight: Personal Development

## Resources:

- <https://www.trans4mind.com/positive/>
- <https://www.impactfactory.com> This site has a free self-directed personal development program.
- <https://www.higherawareness.com> This site is in the business of communication training.
- <https://sminds.com/mbti/> The Myers-Briggs test identifies personality characteristics. (Take the free test available here:)

**Definition:** Personal development is a forward moving and progressive process that takes into account you as an individual, what you believe in, how you cope with problems, and other important factors, like: intellectuality, spirituality, relationships, physical health, social health, work, finances, etc.

Personal development is the process that leads to self-actualization. Answer the following questions to identify your attitude toward change, learning, and personal growth.

### Intellectually/Academically

Are you satisfied with your current intellectual ability/IQ? Yes/No Why?

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What limitations inhibit your ability to learn?

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How do you feel about your limitations?

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Do you like to learn? Yes/No Why or why not?

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Do you know which learning styles you prefer? Yes/No Why? Can you identify them?

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Do you recognize that people have different capacities for learning and do you respect those who have a capacity different than you? Yes/No Explain.

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What talents do you have? (e.g., music, science, math, etc.)

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What hobbies do you enjoy? (e.g., sports, chess, gardening, candle-making, etc.)

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**Spirituality**

Have your spiritual beliefs changed since your youth? Yes/No Explain.

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Are your spiritual beliefs sound? Yes/No Why?

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What do you know about Christianity?

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Islam?

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Hinduism?

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Taoism?

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Atheism?

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Wiccan?

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Others not mentioned?

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Are you curious about the spiritual/religious beliefs of others? Yes/No  
Why or why not?



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Do you have relationship problems with anyone? Yes/No Describe:

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Have you engaged in road rage? Yes/No Describe:

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Do you engage in behaviors that harm others emotionally/mentally? (E.g. smoking, driving recklessly, yelling and screaming, and using sarcasm, or words that bite.) Yes/No Describe:

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Have you tried to control your anger; but, seem to lose control when under pressure? Yes/No Describe:

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Who have been your mentors throughout your life? List at least 2 important people who have impacted your life positively.

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Name two people who have had a negative impact on your life.

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Are these people still in your life? Yes or No, Why?

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Do you accept people for who they are or do you try to change people?

Explain:

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Career/Employment Are you satisfied with your current employment?  
Yes/No Why or why not?

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Are you making plans to change employment, furthering your education,  
job search, etc.? Yes/No Describe

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Identify your strengths on the job:

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Identify your weaknesses on the job:

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**Finances**

How important is money to you?

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Do you have enough money to pay your bills? Yes/No How much debt do you have? \_\_\_\_\_

How long will it take for you to get out of debt? \_\_\_\_\_years \_\_\_\_\_ months Have you spoken to a financial advisor? Yes/No

Why or why not?

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Do you have short and long term financial goals? Yes/No

Do you think the current economic system benefits everyone? Yes/No

Why or why not?

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**Physical Health**

How old do you feel? \_\_\_\_ How old are you? \_\_\_\_

What lifestyle choices have you made that have affected your physical health?

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Are you trying to change negative lifestyle choices that have contributed to physical problems? Yes/No

Why or Why not?

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Have you sought out help and not been able to get the help you need? Yes/No

Who have you sought help from?

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How much stress do you feel on a day to day basis? Explain.

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Where does your body carry stress?

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What do you think your body needs to be healthy?

**Emotional Health**

Are you emotionally stable? Yes/No

Do others in your life think you are emotionally stable? Yes/No

Are these answers the same? Yes/No Explain.

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Are you able to identify physical sensations that go along with certain emotions? Yes/No

**Identify physical sensations that accompany the following emotions:**

Rage:

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Anger:

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Love:

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Sadness:

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Remorse:

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Insecure:

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Shyness:

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Prideful:

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Fear:

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Are you discriminated or oppressed against because of your sexual identity? Yes/No

If so, how?

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What is your gender? Feminine Masculine Androgynous Are you discriminated or oppressed against for your gender? Yes/No

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Do you feel shame or guilt for your sexual identity or behaviors related to it? Yes/No Why?

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If you're feeling guilty or shameful for your choices, what are you doing to correct your behavior?

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Write down three goals:

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3.

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# Chapter Nine: Logic/Reasoning

## Resources:

- Merriam-Webster Dictionary.
- <https://courses.lumenlearning.com/ivytech-comm101-master/chapter/chapter-6-logic-and-the-role-of-arguments/>

## Definitions:

- Logic: “A particular mode of reasoning viewed as valid or faulty.”
- Reasoning: “the drawing of inferences or conclusion through the use of reason.”

It is imperative to be a critical thinker, which means that you are able to identify all sides of a potential decision or idea before coming to a conclusion. It also means that you are non-judgmental in the sense that all options are viable; however, you are searching for what has meaning for you personally.

Being a critical thinker includes: looking for the reason behind something, so you ask questions, examine, are prudent in making decisions, are sensible in their conclusions, they have an ethical foundation, and they value the power of letting others draw their own conclusions.

Recall the first time you remembering using logic and reasoning skills.

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How did you learn that skill?

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If you cannot remember the first time, can you remember a recent time that you gave something a lot of thought and contemplation before making a decision or acting?

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Did your decision affect anyone else? Yes/No

Was your decision well received? Yes/No

If not, how did you handle the situation?

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How important is it to you to analyze potential options?

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Identify a time that you did not think something through well.

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What would you have done differently if you knew what the outcome would be?

# Chapter Ten: Lifelong Learning

## Resources:

- <http://www.lifehack.org/articles/lifestyle/15-steps-to-cultivatelifelong-learning.html>
- <http://www.youtube.com/watch?v=zh6yd6wfCgU>
- [http://en.wikipedia.org/wiki/Lifelong\\_learning](http://en.wikipedia.org/wiki/Lifelong_learning)

**Definition:** Lifelong learning, also known as LLL, is the "lifelong, life wide, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons. As such, it not only enhances social inclusion, active citizenship and personal development, but also competitiveness and employability.

Are you a lifelong learner? Yes/No If not, why?

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Reading is an integral part of lifelong learning. Many today do not enjoy reading because they are not skilled at it. The only way to become skilled at is to read more. Do you enjoy reading? Yes/No If not, why?

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If you have a learning disability, are you being encouraged to push your reading skills? Yes/No

- Write down the fifteen steps from the article “15 Steps to Cultivate Lifelong Learning.”

(<http://www.lifehack.org/articles/lifestyle/15-steps-to-cultivatelifelong-learning.html>)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_



Are you willing to win/succeed at any cost? Yes/No

Do you usually say thank you when someone does something kind for you? Yes/No

Do you do what you say you will do? Yes/No

Do you tell little white lies to avoid getting into trouble? Yes/No

Do you look for trouble? Yes/No

Do you do things for others even when you don't really feel like doing it? Yes/No

Do you keep trying to be a better person, accepting that you are imperfect? Yes/No

Do you give to the poor? Yes/No

On the job, do you work hard or just do the basics to get by? Yes/No

Do you have a core belief system? Yes/No

Do you believe in yourself? Yes/No

When someone you don't know is crying in front of you, do you care? Yes/No

When you are doing something with others, do you do your share of the work? Yes/No

Do you open the door for strangers? Yes/No

Do you take care of your body physically? Yes/No

Do you take a shower/brush your teeth regularly? Yes/No

When you want to do something, are you able to follow through to its end? Yes/No

Are you able to converse with others who are different from you? Yes/No

Are you a forgiving person? Yes/No

Are the people in your life able to rely on you? Yes/No

Are you energetic? Yes/No

Are you faithful to your spouse/mate? Yes/No

Do you make good decisions? Yes/No

Are you pessimistic? Yes/No

Do you have plans for your future that you are working toward? Yes/No

Do you make yourself available for people who request your time?  
Yes/No

Are you pleasant to be around? Yes/No

Do you make people laugh at others expense? Yes/No

Do you listen when people talk to you? Yes/No

Are you a creative person/thinker? Yes/No

Are you too hard on yourself/easy on yourself? (Circle which.) Yes/No

Are you able to share your personal thoughts and feelings with those  
closest to you? Yes/No

When others wrong you, are you able to discuss it respectfully? Yes/No

Are you able to let wrongs go even if the person doesn't apologize?  
Yes/No

Are you able to give more to someone than you are getting from them?  
Yes/No

Are you able to solve problems with the right resources? Yes/No

Are you able to give yourself rewards for reaching goals? Yes/No

Do you have the ability to see how your actions may impact others?  
Yes/No

Are you a good friend? Yes/No

Do you do your best at whatever you are doing? Yes/No

Are you able to learn from others? Yes/No

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Strength	Gratitude	Ingenuity	Stewardship
Motivation	Humility	Patience	Sportsmanship
Listening	Optimism	Drive	Helping Others
Peace	Overcoming	Hope	Preparation
Right Choices	Inspiration	Purpose	Responsibility
True Beauty	Rising Above	Sacrifice	Volunteering
Opportunity	Respect	Soul	Teaching By Example
Sharing	Team Work	Vision	Spread Your Wings
Trust	Unity	Joy	Money