



Approach in Business

# Maximising Potential

Improving wellbeing, personal effectiveness, emotional intelligence, leadership and productivity in the business setting.

**Better Me**  
Marielle Bruce



# *Maximising Potential*

Improving wellbeing, personal effectiveness, emotional intelligence and productivity in the business setting.

## **Who is the Better Me Approach for?**

The Better Me (BeMe) Approach in Business is an innovative personal development programme, ideal for those seeking to improve wellbeing in the workplace setting.

## **Benefits for individuals**

- Improved emotional wellbeing
- Skills to manage and overcome stress, anxiety, depression
- Develop skills for leadership and management
- Understand how best to support the wellbeing of others
- Fulfilment and motivation
- Learn to maximise your potential, become more productive and successful
- Develop resilience to cope with change and challenges
- Build self- efficacy, self-awareness, self-regulation, motivation, empathy and social skills

## **Benefits for employers**

- Increased productivity
- Increased motivation and engagement levels among staff.
- Decreased sickness absence.
- Improved emotional wellbeing of employees
- Better and more effective leadership and management.
- More effective teamwork
- Improved performance
- Stress management
- An emotionally intelligent workforce

## **Approach overview**

- Structured across 3 units (30 hours learning through a combination of face to face and independent study/actions)
- Follow-up individual coaching session
- Delivered to staff groups or on a one-to-one basis

The Approach brings together up-to-date scientific research and the insights gained over many years of experience in a unique and dynamic manner.

By undertaking the BeMe Approach, learners are helped to build an internal locus of control, the belief that they have the power to affect what happens to them in their lives.

The people who are more resilient, who feel in control of themselves, who have better self-esteem and who demonstrate self-efficacy, self-awareness, self-regulation, motivation, empathy and social skills will not only flourish themselves but also help others to thrive too. Studies show that people with these emotional intelligence skills are not only more productive, they are also physically and psychologically healthier.

**Topics covered include:**

Helping the learner to understand and to be aware of the importance of their beliefs and ways of thinking

Identifying any unhelpful beliefs and ways of thinking

Identifying work and home life areas in which they feel powerless and helping the learner to feel more powerful and in control in relation to these

Helping the learner to challenge any social anxiety, build self-esteem and resilience.

Helping build self- efficacy, self-awareness, self-regulation, motivation, empathy and social skills

Providing the learners with tools and techniques to manage their emotions and build emotional literacy, manage stress and other challenges.

Helping them to think about goals for the future and how they would achieve them.

The success formula.

Participants will gain access to an online workbook which supports the material covered in each unit as well as exercises to be completed.

## **Unit 1 Outcome:**

### **Belief Systems:**

The learner will demonstrate they understand and know how belief systems are formed.

Be able to recognise limiting beliefs and the effects that they have.

Be able to implement changes to their belief system

### **Cognition:**

Understand that the way they think effects the way we feel psychologically and physically and the choices we make

Develop ways of managing their thinking

Understand and explain Coue's law of reversed effect (Brooks, 1922)

### **Locus of Control:**

Know what locus of control is and the effect it has on the way people think and behave

Know and explain the difference between locus of control and desire for control

Understand basic strategies for changing locus of control

## **Unit 2 Outcome:**

### Self-esteem:

Understand what self-esteem is and how it is formed

How to build self-esteem

Process positives

### Social Anxiety:

Understand social anxiety and its implications

Understand how to lessen the effects of social anxiety

### Success Formula:

Understand the relationship between, locus of control, self-esteem and social anxiety

## **Unit 3 Outcome:**

### Unhelpful thinking styles:

Understand and recognise the role that unhelpful thinking styles have in maintaining our limiting beliefs

Understand how to change thinking styles

### Language:

Understand and recognise how our use of language maintains and reinforces limiting beliefs.

Understand the difference between passive, active, negative and positive language

Understand how to change the language we use

### 'Reset button' (specific ways to help take control):

Understand and implement the use of the 'reset button'

### Goal setting:

Understand what a goal is

Understand what steps are necessary to achieve the goal

Understand how to embed the Better Me Approach into the wider organisation.

## **The evidence (Just some)**

Research has demonstrated that your locus of control and self-esteem impact on a range of educational, psychological and health related outcomes.

*Gale, C.R, Batty, G.D, and Deary, I.J (2008). 'Locus of Control at Age 10 Years and Health Outcomes and Behaviours at Age 30 Years: The 1970 British Cohort Study.' Psychosomatic Medicine, 70 397-403*

*Atrens, (2001) Eiser, et al (1985). Belief in relation to addiction.*

*Cohen, S, Tyrrell, D, and Smith, A (1993). 'Negative life events, perceived stress, negative affect, and susceptibility to the common cold.' Journal of Personality and Social Psychology, 64 (1) 131-140*

*Gretchen Spreitzer and Christine Porath (2012) 'Creating Sustainable Performance'. Harvard Business Review, JANUARY–FEBRUARY 2012*

*Julie E. Sharp 'Learning styles and technical communication: Improving communication and teamwork skills' Department of Chemical Engineering, Vanderbilt University, USA*

*Averill, P.M, Diefenbach, G.J, Stanley, M.A, Breckenridge, J.K, and Lusby B.L (2002). 'Assessment of shame and guilt in a psychiatric sample: a comparison of two measures.' Personality and Individual Differences, 32 1365-1376*

*Baum, A, Fleming, R, and Reddy, D.M (1986). 'Unemployment Stress: Loss of Control and Learned Helplessness.' Social Science and Medicine, 22 (5) 509-516*

*Blair, A and Leyshon, G (1993). 'Imagery effects on the performance of skilled and novice soccer players.' Journal of Sports Sciences, 11(2) 95-101*

*Ferguson, T.J, Stegge, H, Miller, E.R, and Olsen, M (1999). 'Guilt, shame, and symptoms in children.' Developmental Psychology, 35 (2) 347-357*

*Lyubomirsky, S and Tkach, C (2004). 'The consequences of dysphoric rumination.' Depressive Rumination: Nature, Theory and Treatment, 2 21-41*

*Werner (1984). 'Resilient children.' Young Children, 40 (1) 68-72*

*Li-Ya, Wang, Edward, Kick, James, Fraser, Thomas, Jerome & Burns Status Attainment in America: The Roles of Locus of Control and Self-esteem in Educational and Occupational Outcomes Sociological Spectrum, Volume 19, 1999 - Issue 3*