# Becoming a Goal Achiever

Session 6(16)

## **Terror Barrier**





**New Comfort Zone** 



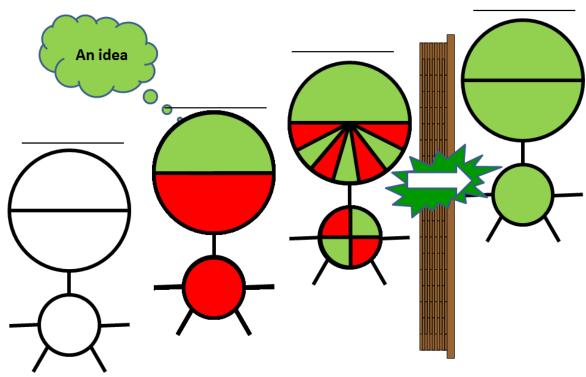






### **Terror Barrier**

Please fill in the names of the stages you pass through as you go towards and through the Terror Barrier.



| <del>-</del>  |  |
|---|--|
| Recall a time when you reverted back into safety:         |  |
|   |  |
| Recall a time when you pushed through the terror barrier: |  |
|   |  |

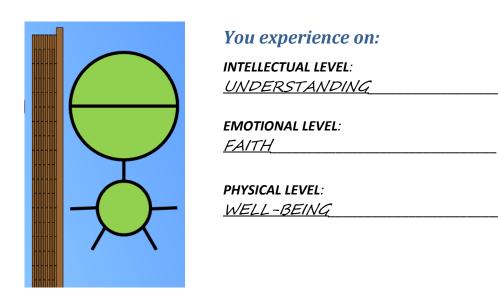
### Ignorance versus Knowledge

Please fill in the responses by the intellect, the emotional center and the physical body, when facing the Terror Barrier.

|        | You experience on: INTELLECTUAL LEVEL: |
|--------|--|
|        | EMOTIONAL LEVEL:                       |
|        | PHYSICAL LEVEL:                        |
| 111111 |  |

Living longer in this uncomfortable stage of Dis-ease often leads to disease.

Consider the Freedom stage. A stage you reach more comfortably with knowledge that you acquire through studying yourself and this subject. This stage is characterized by Knowledge, a stage in which you are At-Ease.



Picture: Dis-Ease

### What SKILL would I most desire to develop...

If all skills where available for learning to me, which one, would I most desire to develop and master? The table below does not claim to be exhaustive, but a mere start off for your thinking. You may want to circle things here that you want to place on your "to-develop"-list.

| Reading                 | Group effectiveness         | Charisma                  |
|-------------------------|-----------------------------|---------------------------|
| Writing                 | Interpersonal communication | Music                     |
| Computation             | Negotiation and teamwork    | Some specific labor skill |
| Communication skills    | Influence                   | Innovation skill          |
| Oral, talking           | Organizational              | Perception                |
| Listening               | Leadership                  | Persuasion                |
| Problem-solving         | Logic                       | Empathy                   |
| Creative thinking       | Critical thinking           | Memory                    |
| Self-esteem             | Math                        | Arts                      |
| Motivation/goal setting | Nonverbal communication     |                           |
| Employability/career    | Motor skills                |                           |
| development             |                             |                           |
| Sport                   | Craft                       |                           |

First of all: **RELAX** and treat this question as purely hypothetical.

Allow yourself to **THINK BIG**.

Please place **NO ATTENTION** whatsoever on the **HOW** it could ever be achieved.

| think outside your comfort zone and concentrate on <b>WHAT</b> you want, and <b>WHY</b> you want it.  |
|---|
|   |
| Here you have a space for short notes on limiting beliefs that may pop up, trying to prevent you from writing what you really want. Write them down and forget them for as long. We will deal with them later on. |
|   |

### All leaders are also intelligent followers

| List one or some people who have accomplishments that you truly admire:   |
|---|
|   |
|   |
|   |
| Why do you admire them?   |
|   |
|   |
| What characteristic do they have that you would like to incorporate as your own?  |
|   |
| Make a decision to learn that characteristic, now.  |
| I hereby declare that I shall learn to:   |
|   |
|   |
| Here you have a space for short notes on limiting beliefs that may pop up, trying to prevent you from writing what you really want. Write them down and forget them for as long. We will deal with them later on. |
|   |
|   |

### Make a list of 10 things that you really WANT

Make a list of 10 things that you really want to do, be or have. Note, they may or may not come from all the lists on various subjects you have made as exercises and homefun until now. You have also evolved during this course, so your WANTS may well have developed too.

| 1.  | <br> |      |   |
|-----|------|------|---|
|     |      |      |   |
| 2.  | <br> |      |   |
|     |      |      |   |
| 3.  | <br> | <br> | _ |
|     |      |      |   |
| 4.  | <br> |      | _ |
|     |      |      |   |
| 5.  | <br> | <br> | _ |
|     |      |      |   |
| 6.  |      |      | _ |
| 7   |      |      |   |
| ,.  |      |      | _ |
| 8.  |      |      |   |
|     |      |      |   |
| 9.  | <br> | <br> | _ |
|     |      |      |   |
| 10. | <br> |      |   |

#### Homefun until next time

You maximize your investment in this course by doing the homework in between sessions. This time I encourage you to:

- 1. Finish the exercises in this workbook!
- 2. Repeat your affirmation daily: I am a Goal Achiever
- 3. Rewatch the video or relisten to the audio.

### For the work on limiting beliefs in our next module

You may just want to have the previous workbooks readily available, you may take them from the previous exercises where you have parked them as for example: opposing thoughts, preconceived notions, prejudices or plain and clear objections.

You may also choose to list the limiting beliefs here for simplicity's sake.

| 1. |      |  |
|----|------|--|
|    |      |  |
| 2. |      |  |
| 3. | <br> |  |
| 4. |      |  |
| 5. | <br> |  |
| 6. | <br> |  |
| 7. |      |  |