



# 3 Vital Questions<sup>®</sup> Workbook

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## Unit 1, Page 3 Reflection Questions

What does the word drama mean to you?

## Unit 1, Page 3 Drama Word Association Exercise

What words come to mind when you think of workplace drama? Check the words that most describe your experience.

- Manipulation    Time-wasting    Frustration    Anger    Blaming    Need to be right
- Negativity    Judgmental    Untrustworthy    Name-calling    Gossip    Burnout
- Backstabbing    Undermining    Exhaustion    Perpetual fire drills    Finger-pointing

Other words that come to mind to describe drama:

## Unit 1 Exercise

Identify a current drama that is playing out at work or in your life. Acknowledge it by writing it out. In your own words, describe the drama in the space below.

Identify the personal costs to you both at work and home:

## Unit 2, Page 2 Reflection Question

Reflect back to the problem or drama you identified in Unit 1. Most likely your focus was on a person or a situation you did NOT like or want (i.e. a problem); your inner state may have been one of agitation, anxiety, fear, dismay; and your behavior was probably some form of “fight, flight, freeze, or appease”—as we will see in the next segment. Use the field provided below to enter your response to the following question.

What was your focus, inner state, and behavior in reaction to that problem?

## Unit 2 Exercise

Over the next week—keep the FISBE (your Focus, Inner State, and Behavior) in mind. Your focus can often be discerned by the thoughts you think. Notice your emotions—your Inner State. When an emotion arises (which can be unpleasant or pleasant in nature), pause and reflect on what your focus was (or is) that engaged the emotion.

Practice being aware of your behaviors and how they are a result of your focus and inner state. As you do, you will begin to recognize the relationship between the 3 components that make-up your FISBE in your day-to-day activities.

## Unit 3, Page 2 Reflection Questions

Recall a time when you were operating from the Problem Orientation. The “problem” does not have to be big and dramatic—although it could be. It might be as everyday as not liking what someone was saying in a meeting or rush-hour traffic. Take a moment and write down what you were focusing on.

What was your inner state—what emotion(s) arose? How did you react—what did you do?

## Unit 3, Page 2 Reflection Questions

Recall a time when you were operating from the Outcome Orientation—an outcome that you cared about.

What was your focus? What feelings—your inner state—did you experience? What kinds of “Baby Step” actions did you take?

## Unit 3, Page 4 Reactive Triggers and Reactive Strategies

Think about the situations in which you find yourself in the Problem Orientation. What are the triggers or hooks that typically set you into the problem-based focus, regardless of the situation? **Reactive Triggers** may be part of the environment or physical space, such as a stuffy room or noisy back ground. They may be part of the situation, such as time constraints or difficult tasks. Or the triggers may derive from another person, such as aggressive attitudes or a boss with outlandish expectations.

Each of us has strategies for responding to these Reactive Triggers. These are personal and purposeful, at times varying from one situation to the next. Some examples of **Reactive Strategies** can range from switching to a more aggressive approach to going silent and withdrawing from others. A Reactive Strategy can also be a change in pace. Some people will speed up their efforts when faced with a Reactive Trigger; others will stall and/or procrastinate.

**ACTIVITY: List 10 of your Reactive Triggers that set you into a Problem Orientation. In the second column list the Reactive Strategies that you use when reacting to the triggers. No right or wrong answers or judging yourself. Just notice.**

REACTIVE TRIGGERS	REACTIVE STRATEGIES

## Unit 3, Page 4 Expanding the AIR of the Two Orientations

### Problem Orientation

THINGS WE DON'T WANT  
THINGS WE DON'T LIKE



### Outcome Orientation

THINGS WE DO WANT  
THINGS WE DO LIKE

GET RID OF THE  
"PROBLEM"



MOVE TOWARD  
WHAT WE WANT

LEADS TO UNDESIRABLE  
RESULTS OVER TIME



PASSION AND ENERGY  
LEAD TO BABY STEPS

**For this exercise you will reflect back on the work you did on page 5 of the Workbook. Use the questions below to reflect more deeply on the AIR of the two Orientations.**

First, use the Problem Orientation experience you identified on page 5 and complete the questions in the corresponding box. Then do the same for the Outcome Orientation you experienced.

### **Problem Orientation**

**Attention:**  
What or who did you focus on?

**Intention:**  
What were you wanting to accomplish or do?

**Results:**  
What was the eventual result of your focus, inner state, and behavior?

### **Outcome Orientation**

## Unit 3, Page 5 Exercise

Over the next few days, pay attention to your mindset/orientation in relation to situations as they arise. This can be an end-of-day reflection or several times during the day. Record your reflections below.

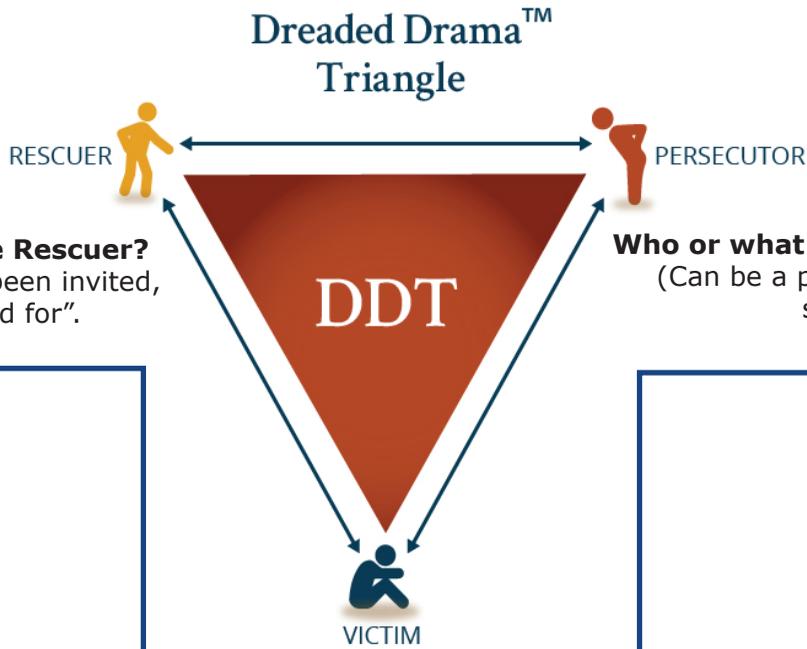
What was the situation? What mindset (Problem or Outcome) were you in when you experienced it? How did you determine which Orientation was operating?

How did you react or respond in the situation? What was your behavior? Was it a default reaction or did you choose how to respond?

Was the situation problem-focused and reactive? If so, describe recurring or similar situations and how you react.

## DDT Scenario (Dreaded Drama Triangle)

**Briefly describe the situation:**



**Who or what was the Rescuer?**  
The Rescuer may have been invited, imposed, or "hoped for".

**Who or what was the Persecutor?**  
(Can be a person, condition, or situation)

**Who was the Victim (may have been a person or group)?**  
What was the dream or desire that was denied or thwarted?

## Unit 4, Page 4: Dreaded Drama Triangle (DDT)

### Roles Worksheet

In all of the sections below, use the space provided to describe the situation as completely as possible (use the back of the worksheet if you need more space).

#### Victim:

Think of a situation in which you saw (or see) yourself as a Victim. Who or what was the "Persecutor?" Who or what was the Rescuer that either emerged or that you hoped would come to "save the day?"

#### Situation -

#### Persecutor -

#### Rescuer -

#### Persecutor:

Think of a situation in which you saw (or see) yourself as a Persecutor. One important clue in identifying such a situation is when another (Direct Report, Colleague, Customer/Client) got defensive about something you said or did. Describe below, as completely as possible, the situation. What was going on that resulted in you showing up in this role? Who was in the Victim role? Who or what was the Rescuer?

#### Situation -

#### Victim -

#### Rescuer -

#### Rescuer:

Think of a situation in which you saw (or see) yourself as a Rescuer. Who or what were you trying to "fix" and/or take care of? How did you see the other(s) involved in the situation?

#### Situation -

#### Victim -

#### Persecutor -

## Unit 4 Exercise

Throughout the week take note of how the DDT shows up in all aspects of life. Observe how you react to situations that arise, and try to catch yourself in a DDT role. What are you noticing about your triggers? Is there a pattern to which DDT role you take on?

## Unit 5, Page 2 Reflection Questions

Recall the exercise in Unit 3; bottom of page 5 of the workbook in which you identified a time in your life when you were inherently working or living from a Creator Orientation.

Now identify 2-3 additional life experiences in which you were demonstrating a Creator Orientation.

These are experiences in which you chose to work toward something that really mattered to you (i.e. it had heart and meaning). In your journey, write down the experience and then, for each, answer the following questions for each experience:

### QUESTIONS

1. What did you focus on? What did you think about? What did you say to yourself along the journey toward the outcome?
2. What was your inner state? What feelings arose?
3. What actions did you take? How did you interact with others along the way? How did you respond to problems or challenges as they arose?

Experience 1:	Experience 2:	Experience 3:

Looking at these experiences as a Creator, identify common themes and patterns.

## Unit 5, Page 4 Reflection Questions

Recall a time when you, or someone you know, related from the Challenger role. How did they challenge in a way that reflected an intention for learning?

Keeping FISBE in mind, what do Challengers focus on, what is their inner state, and what kind of behaviors do they exhibit?

## Unit 5, Page 4 Reflection Questions

Challengers call forth learning and growth. Recall a time in your life when you were faced with a Challenger that was uninvited and unwelcome. Again, this might have been a person, or a health challenge, or an accident, or some other situation. Briefly describe the situation.

Rather than remembering them (or it) as a Persecutor, identify at least 3 things you learned from that experience. Focusing on what you learned will help you shift from seeing them (or it) as a Persecutor to a Challenger.

## Unit 5, Page 4 Reflection Questions

Recall a time when you, or someone you know, related to you from the Coach role. What questions did they ask that helped you clarify your outcome or commit to actions toward what you wanted to create?

Keeping FISBE in mind, what do Coaches focus on, what is their inner state, and what behaviors do they exhibit?

## Unit 6, Page 2 Reflection Questions: Victim to Creator Shift

Answer the following questions:

1. Identify at least one outcome you want to create in your work and life? If you could have, do, or be anything, what would that be?

2. Think of a time in which you clearly felt victimized by a person or situation. Looking back, what was the “dream or desire”—what was it you cared about—that was denied that had you feeling like a Victim?

3. Identify a time in which you were interacting with someone who was in the Victim role. Looking back, how might you have supported them in shifting their focus to what they really wanted?

## Unit 6, Page 3 Reflection Questions: Persecutor to Challenger Shift

Answer the following questions:

1. Identify a time in your life or work in which you experienced a Challenger—be it a person, condition, or situation. List 3-4 things you learned from the experience.

2. Think of a person in your work or life that you can support as a Challenger (seeing them as a Creator). What is the learning and growth that you wish for them?

3. What can you say to them—from a learning intent—to encourage their learning, growth, and development? Write out what you could say.

## Unit 6, Page 4 Reflection Questions: Rescuer to Coach Shift

Answer the following questions:

1. Identify a situation you are facing in which you could use support from someone as a Coach. This could be clarifying an outcome or thinking through how you can respond to a challenge. Do you have any thoughts or feelings that keep you from asking for support? If so, what are they?

2. How can asking for help or support prevent you from slipping into the Rescuer role?

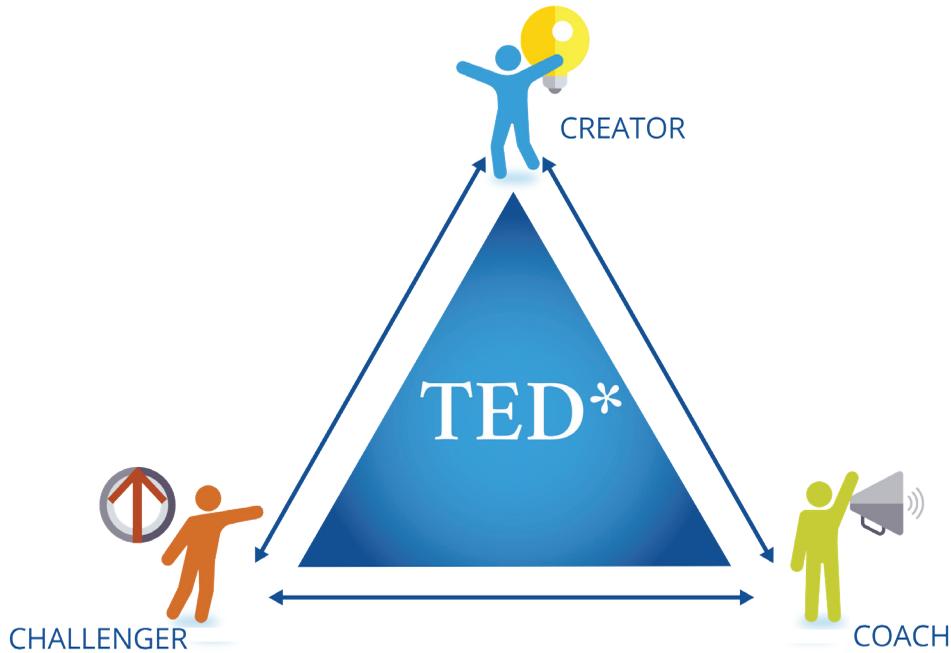
3. Think of either a current situation or one from the recent past in which you have been drawn into the Rescuer role. As a Coach, what questions could you ask that would help them clarify their outcome or choices?

4. Who can you enlist to serve in the Coach role for you?

## Unit 6, Page 5 Do-Over Worksheet

Review the DDT Scenario worksheet on page 9 and then complete this Do-Over "scenario" Worksheet by identifying how you either can intervene (or could have intervened) in the drama first as a Creator, then as a Challenger and, finally, as a Coach. Take them one at a time.

### TED\* (\*The Empowerment Dynamic)®



#### CREATOR

What could you say or do as a **Creator** to help shift the situation?

#### COACH

What questions could you ask as a **Coach** to help shift the situation?

#### CHALLENGER

What could you say or do as a **Challenger** (from a "learning intent") to help shift the situation?

## Unit 6, Page 5 TED Roles Worksheet

Review the DDT Roles Worksheet on page 10 in which you identified situations in which you were in the roles of Victim, Persecutor, and Rescuer. Using this "TED\* Roles Worksheet," write down how you might have shifted from each DDT role into the TED\* roles if you could call a "do-over."

### Creator:

As you look at the situation in which you saw (or see) yourself as a Victim, what is the dream/desire denied or thwarted? What did you really want? (It is not sufficient to say you wanted to solve the problem. What was the larger vision/outcome that the problem was an obstacle to?)

### Challenger:

As you look at the situation in which you showed up as a Persecutor, what was your intention? Was it a "looking good" or a "learning" intention? How could you have spoken in a way that challenged the other(s) to learn and made clear the reason you were challenging them?

### Coach:

As you look at the situation in which you showed up as a Rescuer, how did you see the other(s) involved—as problems to fix or take care of, or as being resourceful and capable? What questions could you have asked that would have helped them clarify their vision/outcome or their current reality or possible next steps?

## TED\* Action Planning Worksheet

The Action Planning Worksheet uses the Dynamic Tension framework to create a planning tool that will help you facilitate the changes you want to make. This worksheet follows the same format as Dynamic Tension, with one additional step. Before identifying and committing to Baby Steps, you will generate possible next steps by brainstorming what you could stop, keep, change, or start doing. The worksheet is a structured planning process that supports you in creating what you want.

### Create Vision/Outcome

The purpose of this portion of the process is to identify a vision of what it is you want to create. If you could have, do, or be anything—what would it be?

State your envisioned outcome (using the tips below).

- Identify defining elements, qualities, characteristics, and/or success criteria. (If you had the outcome fully complete—right now—how would you know it?)

### Tips for Creating Vision

State the outcome in the affirmative (what you want) & in present tense

Be unlimited by doubts of possibility

Not goals and objectives (those may come later)





*"There are two important criteria for defining a Baby Step. First, it is something that is doable—something I can really take action on. The second is that it is 100 percent mine to do. That second one really makes me stop sometimes because it forces me to clarify my own responsibility and the fact that I can't make someone else take a step for me. Doable and 100 percent mine to do—remember these principles as you choose your own Baby Steps."*

**-The Power of TED\*, chapter 9**

## Baby Steps

Identify which of the previous possible next steps seem to have the highest potential to contribute to forward progress and that you can act on.

List 1-3 Baby Steps that are actionable, 100% yours to do, and that you can get started on in the next 30 days. Also indicate a date by which you intend to have taken the Baby Step.

1.	<input type="text"/>	by	<input type="text"/>
2.	<input type="text"/>	by	<input type="text"/>
3.	<input type="text"/>	by	<input type="text"/>

## Unit 8, Page 3 Reflection Questions

Answer the following questions:

What were your main takeaways from the 3 Vital Questions?

How are you taking responsibility for drama that shows up in your life?

What and where are you committed to change in your life?

What support do you need to integrate the 3 Vital Questions and TED\* in your life?

## Daily Practices

1. Morning quiet time, TED\* Affirmation, & setting intention(s) for the day.
2. Take a time out!
3. See everyone as a Creator.
4. Ask first, tell second.
5. Check your intention.
6. Speak to what you want.
7. End-of-day reflection.

## **TED\* (\*The Empowerment Dynamic)® Daily Affirmation**

As a creative and conscious human being, I embrace the awareness that I am always at choice no matter what circumstances arise. I cannot, not choose. I therefore choose an empowering response to today's situations.

I take personal responsibility for my thoughts and behaviors and make an honest assessment of my current reality. I understand that what I focus on has a great deal to do with what shows up in my experience. As I develop skillful patterns of observing my thoughts and emotions, I increase my self-awareness and personal empowerment.

I relate to people today with the knowledge that all human beings are Creators, whether they are aware of it or not, or whether they act like it or not. I meet them where they are on their life journey. I am compassionate with myself and others, knowing that the human experience has setbacks and struggles on the path of creating.

I hold the tension between what I want and what I actually have, knowing that at any time one Baby Step could be a giant leap forward. I am grateful for the creating process that includes incremental steps in order to manifest the outcomes I most want to create. Today I embrace TED\* (\*The Empowerment Dynamic) in all areas of my life.

## 3 Vital Questions® for Work and Life

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### Where are you putting your **focus**?

Are you focused on *problems* or on *outcomes*?

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### How are you **relating**?

- How are you relating to others, your experience, and yourself?
  - Are you producing or perpetuating drama or empowering others and yourself to be more resourceful, resilient, and innovative?
- 

### What **actions** are you taking?

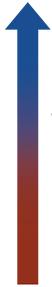
Are you merely *reacting* to the problems of the moment or *taking creative action* (including solving problems) in service to outcomes?

## “Making Shifts Happen” Summary

**Central Question:**

**Essential Shift:**

**CREATOR**



What do I want?

Reacting → Choosing

**VICTIM**

**CHALLENGER**

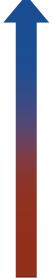


What is my intention?

Putting Down → Learning/  
Building Up

**PERSECUTOR**

**COACH**

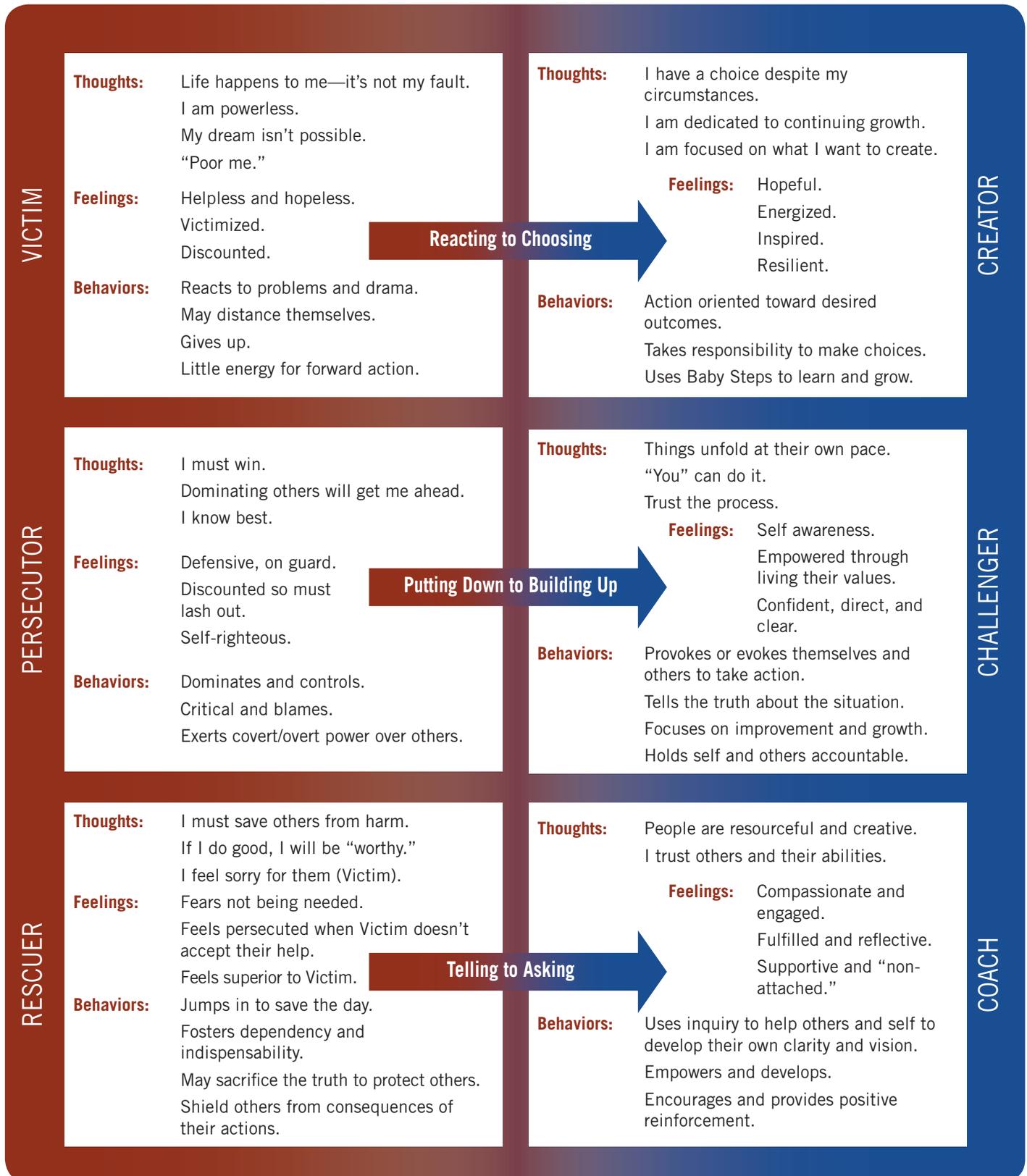


How am I seeing others?

Telling → Asking

**RESCUER**

## DDT-TED\* Summary



# 3 Vital Questions®

Applying The Power of TED\* to Work and Life



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