

CAREER MANAGEMENT INVENTORY

Deb Koen and Sharon Melville

Directions: *Assess your career savvy by taking this 10-question inventory and using the accompanying tips to enhance your career management. Check yes or no.*

1. I am clear about my key values and have determined which are present in my current work environment and which could be better satisfied.
 Yes No
2. I can identify my top three skills and describe specific examples of how they have contributed to my organization's success.
 Yes No
3. If opportunity knocks, I am prepared with an updated version of a results-oriented resume.
 Yes No
4. I have an extensive contact network both inside and outside my organization, providing resources and support for my development goals.
 Yes No
5. I actively seek feedback from my colleagues and managers on both "technical" and "style/approach" aspects of my work.
 Yes No
6. I have taken the initiative to identify and address a problem or issue in my group within the past three months.
 Yes No
7. I read and research regularly to inform myself of trends that will have a significant impact on my industry or career field.
 Yes No
8. If my job were to go away tomorrow, I have a plan B in place.
 Yes No
9. I demonstrate an ability to anticipate and respond positively to changes in my work environment.
 Yes No
10. Over the past six months, I attended a professional seminar, read at least one career-related book, or created other learning opportunities to develop professionally.
 Yes No

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CAREER MANAGEMENT TIPS

Deb Koen and Sharon Melville

Career Tip #1—Be true to yourself: Career satisfaction is intimately tied to your values: what is important to you in work and life and how you define success. Regardless of the dramatic changes occurring in the workplace, a strong sense of yourself and your values are the foundation that provides confidence, comfort, and stability. Variety, flexibility, recognition, money, status, desire to help others, work-life balance—which of these, or other factors, are most meaningful to you? Identifying your values gives you a yardstick by which to measure current and future career opportunities.

Career Tip #2—Align your abilities with business needs: Are you aware of how your daily accomplishments at work showcase your skills? Are others aware of how your talents can help the organization achieve key goals? The ability to talk about what you have done in language that reflects the skills and competencies valued by your organization is important. You do not have to be arrogant, but you should be able to articulate the value you add to the organization. Do not wait for others to observe and compliment you; be prepared with your own 30-second commercial of accomplishments.

Career Tip #3—Revive your resume: If you think a resume is necessary only when applying for a new position, think again. Your resume is a practical tool, useful in a variety of situations, to introduce others to your skills and experience. Keep your resume up-to-date and available any-time to present your potential contributions. The ongoing process of organizing your thoughts about who you are and where you are going contributes to your overall career management.

Career Tip #4—Nurture your network: To avoid isolation that might sabotage your employability, seek out teams, task forces, and committees to align with. Remain active in professional associations, and connect with people to gather information and inform them of your interests. Develop mutually beneficial relationships. Be sure that you give as much as you ask for, by seeking opportunities to provide information or support to others. Networking skills are a necessity for building career-critical relationships.

Career Tip #5—Seek feedback routinely: What do others think of you and your work? What is their perception of your strengths? What could you be doing to improve the quality of your work and/or your interactions? Determine the answers to these questions by using formal and informal opportunities for feedback. Do not wait for others to approach you. Ask for feedback, look for consistent patterns in the feedback, and then act. Take the information from multiple sources and build an action plan for improvement to enhance your career.

Career Tip #6—Practice leadership skills: Taking the initiative to identify and address issues as they arise is the responsibility of each individual, not just those with management titles. Develop your leadership qualities such as problem solving, decision making, meeting facilitation, and conflict resolution. Practicing leadership skills builds your employability in addition to adding value to your organization.

Career Tip #7—Track trends: Attempt to forecast the future by observing what is going on around you. Be aware of happenings in your career field, industry, and organization. Read, surf the Internet, and ask probing questions. Staying alert to changes and tracking the impact of trends can mean the difference between marketable skills and an obsolete career.

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CAREER MANAGEMENT TIPS (CONT.)

Career Tip #8—Reinvent yourself: Your employability depends on your ability to adapt your unique talents to a variety of situations and needs. The less you tie yourself to a single job title and description, the greater the flexibility you have in positioning yourself for a variety of assignments. Transferable skills that you can plug into diverse projects and work environments, relating to multiple products and services, are essential. Ask yourself, how do I add value to my organization, beyond the specific content of my work? Jobs can change overnight, but valuable skills and attitudes endure. It is unlikely that you will be doing the same job for the rest of your life, so be ready to reinvent yourself to meet the next challenge.

Career Tip #9—Become change hardy: Some people have a knack for rolling with the punches. In an ever-changing work world, the ability to see opportunity in the changes that come your way is a necessary strategy. Taking charge of your career through career self-reliance and personal development helps you maintain an upbeat frame of mind and significantly enhance your change hardiness.

Career Tip #10—Learn for a living: Even after securing your formal educational credentials, continue to seek out learning opportunities. In today's fast-paced world, if you are standing still, you are actually moving backward. Think creatively. Learning through on-the-job training, reading, committee involvement with a professional association, volunteering on your own time, and networking with others are excellent ways to supplement degrees and formal training. Continuous learning is an expectation, and ongoing skill acquisition should be an integral part of your career management.

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THE HUNGRY TOURIST ASSESSMENT: A SUCCESSFUL FIRST MEETING

Patrick Lockett

Directions: Use the hungry tourist assessment to evaluate the success of your first client meeting. Write yes or no for each question. Then add the total number of yes answers to get your score.

Terminology and Language	
Yes / No	
	Did you accommodate the client's terminology preferences?
	Did you acknowledge the language barrier between the training profession and your client's business?
	Did you avoid the temptation to educate clients in training terminology?
	Did you avoid the use of the client's language if your knowledge was anything less than complete?
	Did you use the universal language of business?
Realistic Portrayal of Services	
	Did you avoid setting high expectations and overpromising the scope of your services?
	Did you highlight the services that you will or can perform successfully for the client?
	Did you present your services in a menu format that clearly and accurately illustrated your capabilities?
Build Trust	
	Did you guide the client in the right direction and establish yourself as a reliable source of information, when the meeting was heading down the wrong path?
	Did you provide accurate and trustworthy information about the field and indicate where any services beyond your capabilities can be found?
Pave the Road to a Successful Assessment	
	Did you avoid a one-size-fits-all solution for similar audiences?
	Did you leverage the opportunity to identify the client's specific training needs by identifying the solutions he or she does <i>not</i> prefer versus forming assumptions about what you believe the client will need.
	Did you pave the road to a successful assessment by ensuring access to key resources within the organization?

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THE HUNGRY TOURIST ASSESSMENT: A SUCCESSFUL FIRST MEETING (CONT.)

Prepare	
Yes / No	
	Were you <i>prepared</i> to use the common language of business to confirm the essential financial elements of a successful client relationship?
	Did you <i>prepare</i> material that provided an honest portrayal of the services you will and can provide to the client?
	Did you <i>prepare</i> work samples and demonstrations that were targeted to inform (rather than impress) the client?
	Did you understand <i>in advance</i> the limitations and scope of your service, and did you research any of the reliable alternatives that the client would find genuinely valuable?
	Did you identify <i>in advance</i> the potential resources, people, and levels of access required to do the job successfully?
	= Total number of questions answered yes

Scale:

- (0 to 6) *A Very Hungry Client:* Your client might still be hungry for more information and an accurate sense of how you will help meet the objectives. There is still a chance! Use the Hungry Tourist Assessment to identify potential challenges and prepare a plan to address the issues in a follow-up meeting.
- (7 to 12) *A Hungry Client:* You have more than one-third of the ingredients for a successful client meeting and a successful project! Make note of the questions in the assessment marked no. Consider how these issues could affect your relationship with the client and your project. Use this information to develop a plan for mitigating any associated risks to your project's success.
- (13 to 18) *A Satisfied Client:* Congratulations! You have more than two-thirds of the ingredients for a successful client meeting and a successful project. As your work with this client progresses, make note of how the success of the first meeting has a positive impact. Keep these factors in mind as you prepare for the next client engagement, and use your experience to repeat this success.

Patrick Lockett:

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THE ACTIVE TRAINING SELF-ASSESSMENT

Mel Silberman

Directions: *The following 24 questions help you assess whether your training reflects a commitment to the practice of active training. The questions are divided into eight categories.*

You will be asked to rate yourself on each item using the following scale:

- 1 = hardly ever*
- 2 = occasionally*
- 3 = often*
- 4 = consistently*

Leave an item blank if it does not apply to your training situation.

I. Engaging Participants from the Start

1. Do you give participants something to do before the actual session begins?

- 1= hardly ever*
- 2= occasionally*
- 3= often*
- 4= consistently*

2. Do you use opening activities to build immediate involvement in your training topic?

- 1= hardly ever*
- 2= occasionally*
- 3= often*
- 4= consistently*

3. Do you make a concerted effort to enlarge the pool of participation in the opening portions of your training session or program?

- 1= hardly ever*
- 2= occasionally*
- 3= often*
- 4= consistently*

II. Being a Brain-Friendly Presenter

4. Do you stimulate your participants' connections with your topic before you launch into the details?

- 1= hardly ever*
- 2= occasionally*
- 3= often*
- 4= consistently*

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THE ACTIVE TRAINING SELF-ASSESSMENT (CONT.)

5. Do you maximize understanding by using lots of examples, analogies, and visuals?

1= hardly ever
2= occasionally
3= often
4= consistently

6. Do you challenge your participants mentally during your presentation?

1= hardly ever
2= occasionally
3= often
4= consistently

III. Encouraging Lively and Focused Discussion

7. Do you engage participants before plunging into the actual discussion?

1= hardly ever
2= occasionally
3= often
4= consistently

8. Do you state discussion questions clearly?

1= hardly ever
2= occasionally
3= often
4= consistently

9. Do you use a variety of discussion formats?

1= hardly ever
2= occasionally
3= often
4= consistently

IV. Urging Participants to Ask Questions

10. Do you allow time for participants to formulate questions?

1= hardly ever
2= occasionally
3= often
4= consistently

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11. Do you use learning activities that promote questions from participants?

- 1= hardly ever*
- 2= occasionally*
- 3= often*
- 4= consistently*

12. Do you convey clear expectations that participants should question what they are learning?

- 1= hardly ever*
- 2= occasionally*
- 3= often*
- 4= consistently*

V. Letting Participants Learn from Each Other

13. Do you provide time and space for small group learning?

- 1= hardly ever*
- 2= occasionally*
- 3= often*
- 4= consistently*

14. Do you immerse your participants in small group learning gradually?

- 1= hardly ever*
- 2= occasionally*
- 3= often*
- 4= consistently*

15. Do you provide opportunities for participants to teach each other?

- 1= hardly ever*
- 2= occasionally*
- 3= often*
- 4= consistently*

VI. Enhancing Learning Through Experiential Activity

16. Do you promote learning by doing by using games, simulations, role-plays, action learning tasks, and so forth?

- 1= hardly ever*
- 2= occasionally*
- 3= often*
- 4= consistently*

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THE ACTIVE TRAINING SELF-ASSESSMENT (CONT.)

17. Do you allow participants to debrief experiential activity after it ends?

- 1= hardly ever*
- 2= occasionally*
- 3= often*
- 4= consistently*

18. Do you provide both a climate of safety and challenge?

- 1= hardly ever*
- 2= occasionally*
- 3= often*
- 4= consistently*

VII. Blending in Technology Wisely

19. Do your e-learning activities promote active learning?

- 1= hardly ever*
- 2= occasionally*
- 3= often*
- 4= consistently*

20. Do you use e-learning to supplement classroom learning?

- 1= hardly ever*
- 2= occasionally*
- 3= often*
- 4= consistently*

21. Do you use classroom sessions to supplement e-learning activities?

- 1= hardly ever*
- 2= occasionally*
- 3= often*
- 4= consistently*

VIII. Making the End Unforgettable

22. Do you ask your participants to review what has been learned?

- 1= hardly ever*
- 2= occasionally*
- 3= often*
- 4= consistently*

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23. Do you have your participants evaluate their progress and plan for the future?

1= hardly ever

2= occasionally

3= often

4= consistently

24. Do you let participants celebrate their accomplishments?

1= hardly ever

2= occasionally

3= often

4= consistently

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INTERPRETING YOUR SELF-ASSESSMENT

Directions: *Review your assessments for each of the eight categories in light of the following information.*

I. ENGAGING PARTICIPANTS FROM THE START

An active trainer's first priority is to develop a climate for active learning, to promote peer interaction, and to build immediate involvement in the learning topic. This can be accomplished by giving participants something to do before the actual session begins, by using opening activities that not only help participants to become acquainted but also engage them in the training topic right away, and by encouraging a large pool of participants to communicate their thoughts and ideas.

II. BEING A BRAIN-FRIENDLY PRESENTER

When presenting information and concepts, an active trainer uses techniques that stimulate participants' brains to be alert and receptive to new data. This is accomplished by helping participants to make connections to the training topic, by using examples, analogies, and visuals, and by challenging participants mentally.

III. ENCOURAGING LIVELY AND FOCUSED DISCUSSION

Lots of lively discussion is encouraged when training is active. But the discussion must be focused as well so that it is worthwhile. A trainer achieves this result by engaging participants' interest before plunging into the actual discussion, making sure that the discussion questions are clear, and utilizing a wide variety of discussion formats.

IV. URGING PARTICIPANTS TO ASK QUESTIONS

Participants learn more if they ask questions. An active trainer can motivate them to ask thoughtful questions and seek information to answer them by allowing time for questions to be composed, by using learning activities that prompt questions, and by conveying clear expectations that participants should question what they are learning.

V. LETTING PARTICIPANTS LEARN FROM EACH OTHER

Participants can also learn a lot from each other. An active trainer fosters peer learning by providing ample opportunities for small group activities, by increasing their responsibilities gradually, and by encouraging participants to teach each other what they know or have learned.

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VI. ENHANCING LEARNING THROUGH EXPERIENTIAL ACTIVITY

The learning of information, skills, and values is enhanced by direct experience. An active trainer promotes learning by doing by using games, simulations, role-plays, and action learning tasks. He or she also allows participants to debrief experiential activity after it ends. At the beginning of the training, participants feel safe but as time goes on, the challenge level is increased.

VII. BLENDING IN TECHNOLOGY WISELY

The advent of technology provides exciting ways to enhance training. An active trainer is careful that all e-learning activities promote active learning rather than passive participation. He or she also integrates synchronous and asynchronous e-learning tools with classroom learning activity.

VIII. MAKING THE END UNFORGETTABLE

The end of a training session is just as important as the beginning. An active trainer takes time to ask participants to review what they have learned, to evaluate their progress, to plan for the future, and to celebrate their accomplishments.

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ELECTRONIC SALES COMMUNICATION ASSESSMENT

Dennis Collins and Donna Goldstein

Directions: *Using the rating scale below, answer the 20 questions.*

Never	Almost never	Sometimes	Most times	Always
0	1	2	3	4

1. When I leave a voicemail message for a prospect, I get a return call. _____
2. When I send an email to a client or prospective client, I generally get a positive response. _____
3. I carefully read from a script when making sales calls. _____
4. I have a 30-second elevator speech ready at all times that piques interest and produces a callback. _____
5. When leaving voicemails and writing emails, I talk and write in compelling headlines and sound bites. _____
6. I send all my prospects basically the same email. _____
7. I am totally focused on what is in it for the customer or prospect to return my call or email. _____
8. I make my messages sound professional and businesslike. _____
9. I feel it is essential to present all the facts and background material in all my emails. _____
10. I use the subject line in my emails to provoke curiosity and interest. _____
11. I get to the point of what is in it for my customer or prospect to respond favorably. _____
12. Prior to calling or sending an email, I adopt the perspective of my customer. _____
13. I learn from and save effective email campaigns. _____
14. When I feel someone has ignored my calls, I am angry and my anger shows in my follow-up phone calls. _____
15. I tend to leave long voicemail messages, often one minute or longer. _____
16. I carefully consider when to use a cell phone for important sales calls. _____
17. I make a special effort to develop rapport with the human gatekeepers. _____
18. I enjoy using lots of colors, graphics, and pictures in my business emails. _____
19. Whenever possible I mention a person, a place, a business, or a civic organization that I have in common with the prospect. _____
20. On voicemails I leave my callback number once because that is enough. _____

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ELECTRONIC SALES COMMUNICATION ASSESSMENT SCORING

- | | | | | | | | |
|----|------|-----|------|-----|------|-----|------|
| 1. | + __ | 6. | - __ | 11. | + __ | 16. | + __ |
| 2. | + __ | 7. | + __ | 12. | + __ | 17. | + __ |
| 3. | - __ | 8. | + __ | 13. | + __ | 18. | - __ |
| 4. | + __ | 9. | - __ | 14. | - __ | 19. | + __ |
| 5. | + __ | 10. | + __ | 15. | - __ | 20. | + __ |

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YOUR SELF-ASSESSMENT SCORE

*Your Total
Score*

What Does It Mean?

- 58–70 You are a real pro at crashing through electronic gates! They cannot keep you out.
- 48–57 Well done! You are nearly always on track for getting through the gates. Whatever is working, keep it up.
- 35–47 You have had some successes and now may be having some challenges getting through the electronic gates. Analyze what is preventing you from getting through and what has worked in the past; then make changes in your strategy.
- Below 35 You are stopped at the gates and cannot get through. Take time to reconsider your approach: What do you need to modify or change to succeed in your job or business? Talk with your boss or a sales coach to help you get focused on ways to succeed in these challenging aspects of selling. Then, take a deep breath, choose an alternate approach, and give it another try!

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SUCCESS QUIZ

Susan Ford Collins and Richard Israel

Directions: *Circle the answer that best suits your behavior.*

1. How often do you acknowledge yourself for what you accomplish?
Daily Weekly Monthly Annually
2. How often do you fall asleep thinking about what you did not get done or are afraid will happen?
Rarely Sometimes Frequently
3. Are you able to maintain your confidence when obstacles and failures confront you?
Rarely Sometimes Frequently
4. Do you pride yourself on doing “more-better-faster”?
Rarely Sometimes Frequently
5. Do you make time to learn the basics of new skills before you start using them?
Rarely Sometimes Frequently
6. Can you stand up in a meeting and say you do not agree?
Yes No
7. How often do you push so hard that you cannot slow down to rest?
Rarely Sometimes Frequently
8. Do you share your dreams with others or keep them to yourself?
Rarely Sometimes Frequently
9. Do you spell out the details of outcomes you delegate?
Rarely Sometimes Frequently
10. Would you rather (circle one): Ask an expert for input or figure it out yourself.
11. Do you need to know how you will reach your goal before you take action?
Yes No
12. Can you comfortably move into the unknown when you have a clear outcome in mind?
Yes No
13. Do methods and solutions come to you out of the blue?
Rarely Sometimes Frequently
14. When you are stressed, do you spend time away from the task?
Rarely Sometimes Frequently

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COMPARE YOUR ANSWERS ...

1. Highly successful people make time each day to acknowledge themselves for their successes, but the successes they have in mind are not the usual ones. For them, *success* goes beyond finishing business to-do's. It includes things that keep their lives in balance ... like eating a good breakfast, exercising, spending time with family and friends, and dropping off the dry cleaning and remembering to pick it up. Most people don't acknowledge themselves for completing these things, but what happens to your productivity when you leave them undone? For HSPs, *success* also means saying "no" to actions that violate their values and dreams. Deletion successes can be the most important ones of all! Too bad the higher-ups at WorldCom and Enron failed to see this.
2. People who "succeed big" know the last few minutes of their day are the most important. Your brain is in the alpha state, so it is the perfect time to think about what you want tomorrow and in the long term. And it is the worst time to beat yourself up for oversights and failures. As you fall asleep, plan how you will make corrections. Remember: What you think is what your brain creates. Focus on what you *do want* instead of what you *don't want*. That tiny change in focus enhances your ability to move your life and career ahead.
3. If you are *success filing*—that is, acknowledging your successes each day—you have the confidence to continue moving ahead when obstacles besiege you, when everything goes wrong, and everyone disappoints you. Remember: *When your success file is full, you feel success-full*. But when it is low, you feel dependent, needy, at the mercy of others' opinions, and in need of their agreement. HSPs are willing to put off low-priority items, but making time to success file each day is a number-one item for them.
4. Constantly priding yourself on doing more-better-faster lands you in the *Success Trap*, working longer and harder and raising the quantity-quality bar higher and higher. It can also land you in the hospital. For staying power, you need to acknowledge yourself for slowing down to learn new skills and technologies, and for allowing your mind to wander into future possibilities and solutions. Creativity and innovation are becoming *more* important than productivity in today's business environment.
5. You have to come to a complete stop from time to time. Why? Unless you do, you cannot gear your mind back to learn and you slip behind. HSPs schedule time to learn the most efficient tools available, rather than slogging along with equipment, programs, and procedures that are not designed to do what they need to do now. Make time to master the basics before you attempt to gear up into production. Otherwise, the mistakes you make will trip up you and your teammates later and take more time in the end.
6. You have to be able to disagree with the pack to stay ahead. For some people, getting others' agreement is more important than getting their result. Not so for HSPs. They can stand up, disagree, and then so powerfully communicate the details of the scenario they see, hear, and feel that other people take on their vision and team up with them. They lead the way by inspiration, not perspiration.

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COMPARE YOUR ANSWERS ... (CONT.)

7. When you push so long and hard that you cannot slow down to rest, you have gone over the edge. HSPs use this over-the-edge feeling to signal that they are overusing the 2nd Gear of Success. Yes, success has three gearlike phases and, unless you know precisely when to shift—unless you can use all three Success Gears as circumstances require—you burn out your transmission ... and that means your body. The time lost only sets your business way back. Read Susan's book, *The Joy of Success* (William Morrow, 2003), and our book, *Shifting Gears*, for specifics on the Three Gears of Success and Leadership.
8. Highly successful businesspeople share their dreams with people we call Codreamers, that is, with people who hold the details of their dream along with them. Codreamers contribute additional information and perspective. HSPs can call these people when they come out of a meeting so devastated that their dream seems to have been literally erased from their minds. One phone call to a Codreamer can get you back on track. Who are your Codreamers? And who are your Codreaders? Make sure you know the difference!
9. Going so fast that you cannot gear down to spell out the details of a task you are delegating may seem strategic at the time. But in the long run it could ruin your business. To get the support you need from co-workers, customers, and vendors, you need to share precisely what you have in mind. Or fall victim to *Sensory Fill-In*. When you provide a sketch, they automatically fill in the details *they have in mind* instead of the ones *you have in mind*. And who is responsible for the resulting errors? You are, of course.
10. Would you rather ask an expert or figure it out yourself? That all depends. If you are climbing the learning curve, asking an expert and following directions works best—with one exception. When you know next to nothing, making a salesperson your expert may set you up to buy what's best for him or her but not for you. Consult an independent expert before you make a major purchase. On the other hand, when you are creating something new, depending on experts can take you back to how it has already been done. Listen to their input but, as its creator, know you are the ultimate expert when it comes to your dream!
11. When we were kids, we were rewarded for doing things by the book. But as the head of your own business or life, that simply will not work. These days, having to know how up front holds you back. What you need is a thoroughly detailed outcome, and the appropriate method will find you. Highly successful life changes, inventions, and businesses frequently start as hunches or middle-of-the-night aha's! Most leaders we interview tell us they rarely know *how*, but they always know *what*.
12. The ability to venture into the unknown is a must today. The marketplace is changing so rapidly that top CEOs tell us they do not have a 10-year plan or a five-minute plan either. Flexibility is key. Can you think on your feet? Can you seize an opportunity others fail to notice? Can you abandon your plan—your 10-year-ago or five-minute-ago ideas—and take the next step to your dream when it presents itself?
13. For years we interviewed inventors and creators, and over and over we heard the same comments. I woke up in the night with a clear image in my head or a voice telling me what to do. Or I was taking a shower when my idea hit me. Jeff Bezos, creator of Amazon.com, was

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so sure about his hunch that he packed up everything he owned and moved across the country in pursuit of his dream. And we all know he found it!

14. When you are stuck, instead of sitting and staring at your computer screen, get up and do something else. Go for a walk or switch to a project that requires another mind-set altogether. HSPs constantly tell us their most creative solutions come when they walk away from their desk and wham! The solution comes to them out of the blue ... or out of the right brain. They tell us they strategically use the alpha state to “program in” their problem and trust their mind to deliver a solution when they first wake up. And it does.

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