

YOUR DREAM TEAM

Harnessing the Power of our Personal and Professional Inner Circles

The Four Elements of High-Quality Support:

YOU ARE WORTHY OF SUPPORT

- It is **OK** to ask someone for help.
- Put yourself in a support team member's shoes: Wouldn't you feel bad if they didn't reach out to you in a time of need because they were worried about burdening you?
- Follow the **Golden Rule** regarding asking others for support:
"Do unto others, as you would have them do unto you."

ASSEMBLE YOUR SUPPORT TEAM

- Who are they?
- They all have unique qualities.
- Access all of them with their diverse strengths to form your support team.

UTILIZE YOUR TEAM EFFECTIVELY

- Identify the advice givers, the listeners, the motivators, etc.
- Different situations will call for different members of your team.
- Access those who best meet your needs at the time.

BE EXPLICIT

- Don't ask your support team to read your mind.
- Take the guesswork out by describing exactly **WHAT** you need and **HOW** you would like to be helped.

Managing stress in a functional way often requires high quality support systems. You deserve it. Access your team, identify your support person, and direct him/her how to best meet your needs.

PARENT SUPPORT TEAM

In the space beneath each description, write the name of the person in your life who best fits that description and why.

Parenting advice:

Business advice:

Career advice:

Partner relationship advice:

Friend relationship advice:

Conflict resolution advice:

CHILD SUPPORT TEAM

In the spaces beneath each description, write **1)** the name of the person in your life who best fits that description, **2)** why you chose them (specific characteristics or qualities), **3)** an example of a time you went to that person, and **4)** the end result of that particular situation.

Feeling unmotivated or negative about people/situations:

1) Who can I go to?

2) Why did I choose this person?

3) Example of a time I went to this person:

4) End result of that situation:

Problems with Friends:

1) Who can I go to?

2) Why did I choose this person?

3) Example of a time I went to this person:

4) End result of that situation:

CHILD SUPPORT TEAM (CONTINUED)

Problems with Teachers:

- 1) Who can I go to?

- 2) Why did I choose this person?

- 3) Example of a time I went to this person:

- 4) End result of that situation:

Problems with Parents:

- 1) Who can I go to?

- 2) Why did I choose this person?

- 3) Example of a time I went to this person:

- 4) End result of that situation:

CHILD SUPPORT TEAM (CONTINUED)

Performance Anxiety in school or extra-curricular:

- 1) Who can I go to?

- 2) Why did I choose this person?

- 3) Example of a time I went to this person:

- 4) End result of that situation:

Peer Pressure/Fear/Stress/Anxiety:

- 1) Who can I go to?

- 2) Why did I choose this person?

- 3) Example of a time I went to this person:

- 4) End result of that situation:

CHILD SUPPORT TEAM FOR POSITIVE SITUATIONS

In the spaces beneath each description, write **1)** the name of the person in your life who best fits that description, **2)** why you chose them (specific characteristics or qualities), **3)** an example of a time you went to that person, and **4)** the end result of that particular situation.

Best listener – listens to understand without judgment:

1) Who can I go to?

2) Why did I choose this person?

3) Example of a time I went to this person:

4) End result of that situation:

Holds me accountable:

1) Who can I go to?

2) Why did I choose this person?

3) Example of a time I went to this person:

4) End result of that situation:

CHILD SUPPORT TEAM FOR POSITIVE SITUATIONS (CONTINUED)

Provides a sense of belonging – makes me feel included:

- 1) Who can I go to?

- 2) Why did I choose this person?

- 3) Example of a time I went to this person:

- 4) End result of that situation:

Shapes my beliefs and influences my behavior **in life**:

- 1) Who can I go to?

- 2) Why did I choose this person?

- 3) Example of a time I went to this person:

- 4) End result of that situation:

CHILD SUPPORT TEAM FOR POSITIVE SITUATIONS (CONTINUED)

Teacher/administrator or coach who shapes my beliefs and influences my behavior **in school:**

- 1) Who can I go to?

- 2) Why did I choose this person?

- 3) Example of a time I went to this person:

- 4) End result of that situation:

Friend who most shapes my beliefs and influences my behavior **in terms of how I act in school and/or regarding my studies:**

- 1) Who can I go to?

- 2) Why did I choose this person?

- 3) Example of a time I went to this person:

- 4) End result of that situation:

CHILD SUPPORT TEAM FOR POSITIVE SITUATIONS (CONTINUED)

Shapes my beliefs and influences my behavior **in terms of how I act in extra-curricular activities:**

- 1) Who can I go to?

- 2) Why did I choose this person?

- 3) Example of a time I went to this person:

- 4) End result of that situation:

Challenges me to grow as a person – I respond well to their feedback:

- 1) Who can I go to?

- 2) Why did I choose this person?

- 3) Example of a time I went to this person:

- 4) End result of that situation: