



Enhancing Psychological Flexibility for Work-Parenting Success

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1

Experiences: Gain experience from all events that happens, from the environment, interactions with others and from personal skills, knowledge, attitudes, perspectives and insights.

2

Make Assumptions: Learners assess their current knowledge and beliefs, uncovering the unquestioned assumptions that govern their actions.

3

Challenge Perspectives: Learners critically analyze these assumptions and confront discrepancies in their thinking. This involves rational discourse and dialogue to evaluate alternate points of view.

4

Committed Action / Apply: Translates new insights into intentional behaviour. Choose practical, values-based actions that shows change. Test actions in real-life, create new experiences, continue to reflect & learn.

5

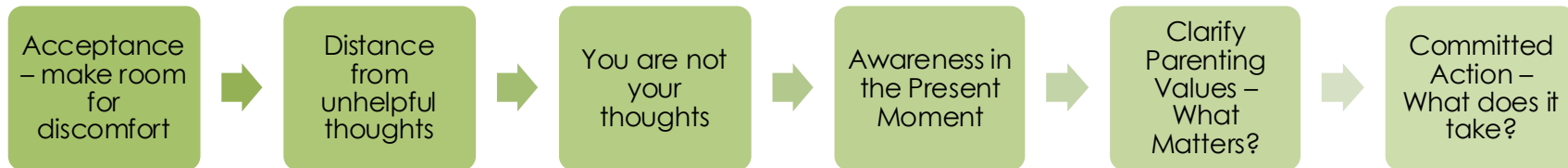
Experience Transformative
Learning: Frame of reference fundamentally shifts. View self and the World from a broader perspective, repeat new experience, habits

How we Learn?

Transformative Learning Theory

Orientation – How the Training will go

1. Explore Adolescence as a critical developmental stage,
2. Explore Parenting and Work-Parenting pressure
3. Psychological Flexibility as a measure to mitigate work-parenting pressure
4. The Six core principles facilitating Psychological flexibility



Personal Flexibility Plan and key take aways



My Parenting Reality Right now

Take a minute to reflect on the following:

- One word that describes my parenting journey right now is...
- One challenge I am currently facing with my adolescent is...
- One hope I still carry for my child is...



Reflection Questions

- What is one label you have placed on your adolescent that may not be fully true?
- What do I hope to learn from other parents today?
- What is one parenting truth I have carried that may need to be questioned?
- What is one belief about adolescence that may no longer serve my relationship with my child?

The background of the slide features a corkboard on the left with several sticky notes. One note says 'TAKE A BREAK', another has a checklist with 'WASH' and 'WASH' written on it, and others have the word 'WANT' repeated. To the right of the corkboard is a large teal circle. The title 'Adolescence - Early Societies' is written in a yellow, sans-serif font across the top, partially overlapping the corkboard and the teal circle.

Adolescence - Early Societies

- Early societies did not treat adolescence as separate phase
- The youth moved quickly from childhood into adult roles
- Hall in 1904 helped defined adolescence as unique phase
- Phase of key physical, emotional and social change
- Period of growth and increased independence and autonomy



Adolescence

- Adolescence is a critical development phase
- Explore who they are and how they fit into family and society
- Physical, emotional, psychological changes
- Shift and parent-child relationship
- Unfortunate and Damaging stereotypes

Unstable, easily influenced, lazy, reckless, poor decision-making, rebellious, irresponsible



Adolescence

- Neuroscience teaches of significant brain changes happen
- Prefrontal cortex - involved in judgment, reasoning, emotional and impulse control
- Prefrontal cortex – Only fully developed at 25



Adolescents challenges - be aware

● Social Media & Online Influences

- Exposure to unrealistic standards, cyberbullying and addictive content
- Pressure to fit in, seek validation through likes and followers

● Academic & Extracurricular Pressures

- High expectations from parents, teachers and society
- Balancing school, sports, and other activities can cause burnout.



Adolescents challenges - be aware

- Family Dynamics & Communication Barriers
 - Adolescents seek independence but still need parental support
 - Poor communication leads to misunderstandings and conflicts
- Risky Behaviors & Peer Pressure
 - Pressure to experiment with substances, dating
 - Need for belonging sometimes outweighs rational behavior

These adolescent behaviours are common, typical and to be expected; Signals preparation for autonomy and independence



- Adolescent Societal Characteristics



Stereotypes vs Healthier Reframes

Unhelpful Stereotypes

- Rebellious
- Lazy or irresponsible
- Dramatic or overemotional
- Cannot make good decisions
- Controlled only by peers or screens
- Troublemakers
- Attention-seeking

Healthier Reframe

- Seek autonomy and voice
- Learn consistency and responsibility
- Feelings are real and intense
- Need guidance, practice, and trust
- Peers and media matter
- Values and relationships matter too
- Need connection, respect, and understanding

Adolescents are not problems to control - they are developing people to understand, guide, and empower



Harmful Responses

- Interpret normal development as bad behaviour
- Overcontrol instead of guide
- Dismiss valid emotions and opinions
- Reduce trust and communication
- Overlook strengths, values, and growing capacity



What is Next?

- Parents to understand adolescent changes
- Optimally support adolescents
- Embrace evidence-based, flexible parenting
- Build psychological flexibility skills
- Challenge parenting norms and perspectives
- Create lasting change



What is Parenting?

- A process to nurture, guide and support
- Gratifying and demanding role of adulthood
- Raise and socialise on values, beliefs, norms
- Care and mould behaviours and emotional functioning
- Deliberate parenting to support transition
- Social, cultural and legal duty



Roles and Responsibilities of Parents

- Provider – financial stability and meet needs
- Protector – safe and nurturing environment
- Teacher – instill values and problem-solving skills
- Emotional supporter – love, reassurance, understanding
- Encourager – Allow age-appropriate decisions
- Autonomy - room for independence
- Disciplinarian – clear expectations, boundaries and rules



Parenting in Childhood

Stage	Parenting Style	Parent's Role	Key Focus
Childhood	High guidance, close supervision, clear instruction control, set rules and boundaries	To nurture, protect, teach, direct, and provide security	Build attachment, structure, teach rules, develop basic skills, and create a sense of safety



Parenting in Adolescents

Stage	Parenting Style	Parent's Role	Key Focus
Adolescence	Guided independence, curiosity, open communication, and firm but flexible boundaries, Collaborative problem solving	To support, mentor, listen, trust, guide, emotional support and gradually release control	Building identity, autonomy, critical thinking, emotional maturity, and responsibility



Working Parents Challenges

- Time constraints – balance work and parenting
- Emotional exhaustion – work pressure
- Parental guilt – miss milestones due to work
- Work-stress spillover – affect child interactions
- Adolescent independence – push boundaries
- Parents try to maintain control and struggle to set limits



Work-Parenting Challenges

- Navigate a perfect storm - meet multiple demands
- Difficult, unwanted thoughts of the past or future
- Overwhelmed, sense of not being fully present
- Needs of this developmental stage
- Increased conflict and disconnection



Destructive Normality

- Thought processes often are destructive
- Thoughts create psychological suffering sooner or later
- Language is the root of human suffering
- Language creates struggle with thoughts and feelings



Destructive Normality

- Language used in two domains:
 - Public (speaking, talking, writing, singing, dancing)
 - Private (thinking, unpleasant imaginations, daydream, visualising, relive and dwell on painful past memories, that create fear and doubt or worries of the future)

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What Psychological Flexibility

Ability to adapt to internal experiences in a way that is consistent with own values, even when faced with difficult and uncomfortable emotions and to respond thoughtfully instead of reacting emotionally

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The Goal of Psychological Flexibility

- Transform relationship with difficult thoughts
- To perceive thoughts as harmless and transient
- Create a rich and meaningful life
- Accept the inevitable pain of unpleasant thoughts



Tree Bend in strong wind



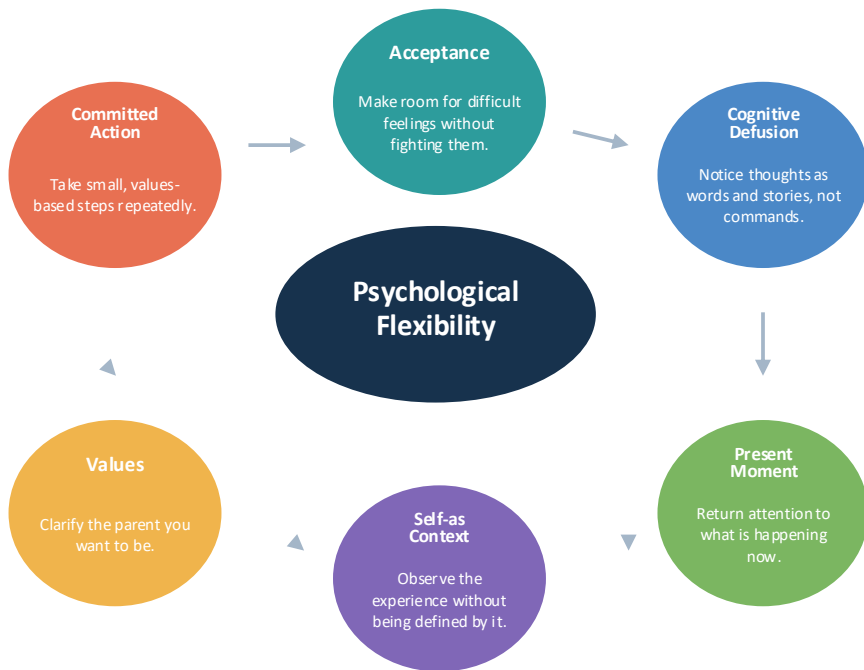
A corkboard with several sticky notes is visible in the background. The notes contain handwritten text such as 'WIND', 'TAKE A BREAK', 'DESCAND', 'WIND', 'WIND', 'WIND', and 'WIND'. A teal circular graphic is partially visible on the right side of the image.

Tree Bending in the Wind

- Resilience: parents face work stress and challenges
- Acceptance: When strong winds (life's pressures) blow, learn to bend - accept – align action to values.
- Values as Roots: The tree's deep roots symbolize parenting values – stay connected to values even in stressful times.

ACT Model: Psychological Flexibility

Acceptance and Commitment Therapy helps parents notice inner experiences, stay present, and choose values-guided action.



Open up

Parents learn to allow worry, guilt or frustration without reacting from it.

Be present

They pause and notice the child in front of them, not only the story in their mind.

Do what matters

They choose one small action aligned to love, connection and responsibility.

ACT does not ask us to remove difficult emotions. It helps us relate differently to emotions, thoughts and urges so that our next action is guided by values rather than fear, guilt or pressure.



Key Reflections

- Parenting adolescents requires a shift
- Remain present and take values-based actions
- Provide guidance, not dictate; connect not control
- Psychological flexibility can support adolescents become independent, resilient, and balanced adults



Two emotional drivers in parenting

- Love is intentional commitment to guide, protect, understand and support a child in a way that strengthens connection, growth and responsibility.
- Love can be firm.
- Love can correct.
- Love does not humiliate, reject or disconnect.
- Fear arises when a parent feels threatened, uncertain, overwhelmed or afraid of losing control, influence or respect.
- Fear can protect, but when it drives parenting it often becomes control, criticism, panic or emotional withdrawal.

Fear asks: "How do I stop this immediately?"

Love asks: "What does my child need to learn?"



Love-based parenting may look like

Compassion

"My child is struggling; let me understand."

Patience

"I can slow down before I respond."

Curiosity

"What is this behaviour communicating?"

Courage

"I can have the difficult conversation without attacking."

Respect

"My child is becoming their own person."

Responsibility

"I must model what I expect."

Love-based parenting is not soft parenting. It is values-based and firm, even when correction is needed.



Fear-based parenting may look like

Anxiety

Constant worry about the child's future.

Anger

Harsh reaction when feeling disrespected.

Guilt

Overcompensating because of long working hours.

Shame

Feeling judged as a "bad parent".

Control

Trying to manage every decision.

Suspicion

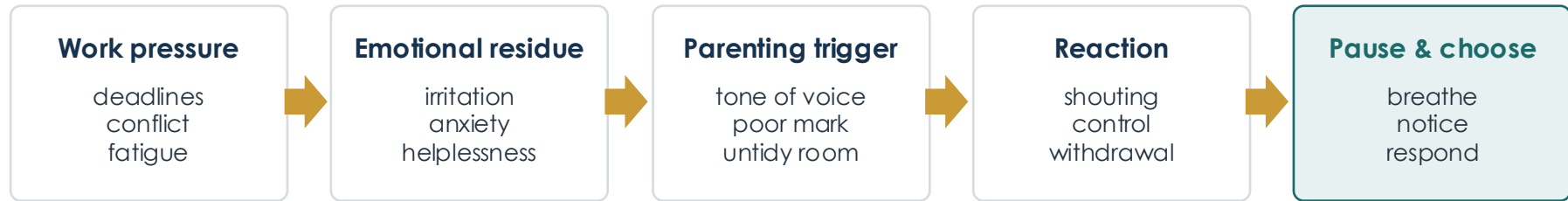
Assuming the worst before listening.

Fear-based parenting often comes from care, but care becomes harmful when anxiety takes the lead.

Fear-based emotions often move parents toward control, criticism, avoidance or emotional shutdown

Work stress does not stay at work

A parent may leave work feeling overwhelmed, disrespected, financially pressured, emotionally drained or exhausted. At home, a small trigger may then receive a large reaction.



Reflection: "Is my reaction about what my child did, or is it intensified by what I am already carrying?"



Reflection questions for parents

What is driving me?

- What emotion most often drives my parenting?
- When my adolescent disappoints me, what do I feel first?
- What fear sits underneath my reaction?

How does work enter my home?

- What emotions do I usually bring home from work?
- Do I become more impatient, critical or withdrawn when tired?
- What do I need to release before entering home?

What would love choose?

- Can I correct without rejecting?
- What does my child need to learn here?
- What response reflects the parent I want to be?

Pause. Notice the emotion. Name the fear. Choose the value.



Take away

Parenting from love does not mean parenting without rules.

It means rules are delivered with dignity, connection and long-term purpose.

Fear may alert us.

Love must guide us.

Values must shape our response.



What is Acceptance?

- Be present without control or avoidance
- Acknowledge uncomfortable feelings (guilt, frustration)
- Accept unpleasant emotions as human nature
- Stay present and engaged – not try to fix or suppress
- Space for emotions while acting values-based



Acceptance

- Teaches and strengthens non-judgment
- Thoughts are thoughts are passing, not truths
- Compassion for unpleasant thoughts or feelings
- Observe and name unwanted thoughts
- Not diagnose, treat or fix



Avoidance and Control Trap

- Ignore or minimize emotions
- Distraction - work, sports or screen time (Short-term relief)
- Over react, lash out at child or colleague
- Overly control to avoid uncertainty
- Diminish meaningful engagement
- Rigidity and inflexibility

A corkboard with several sticky notes is visible in the background. One note says 'TAKE A BREAK', another says 'DESCANSO', and others have checkmarks and the word 'WORK'. A teal circular graphic is on the right side of the header.

The Power of Acceptance

- Lessen the psychological struggle
- Experience negative emotions as human
- Awareness in the present moment
- Allow thoughtful responding rather than react
- Experience emotions without being controlled
- Foster a calm and present approach to challenges



How to Build Acceptance

Awareness

Recognize avoidance of emotion or thought

Label

Name emotions (frustration, guilt)

Allow

Let emotions be, not try to push them away

Self-Compassion

Treat yourself kindly instead of judging

Commit to Values

Values-based actions despite discomfort

A corkboard with several sticky notes is visible on the left side of the image. The notes include: 'WMA', a checklist with 'Work' and 'Work' items, 'CANVA', 'DESCANSO', 'TAKE A BREAK', and 'WANT'. The right side of the image has a teal background with the title 'Exercise/Activity' in yellow text.

Exercise/Activity

Work and Parenting Related Emotional Struggles

A corkboard with several sticky notes is visible in the top left corner. The notes contain handwritten text such as 'NIMA', 'TAKE A BREAK', 'DESCANSO', 'WIND', 'HIT', and 'WANT'. A large teal circle is partially visible on the right side of the image.

Work - Emotional Struggles

- Career Sacrifices - Turned down promotion
- Job Loss or Career Setbacks - Laid off
- Unfairness and Workplace Trauma
- Discrimination or past bullying
- Guilt - miss school events due to work
- Burnout and Stress - overwork to provide



Parenting - Emotional Struggles

- Parenting Mistakes - Lost temper, hurtful utterances
- Estranged or Distant Relationship with child
- Compare to own Parent and childhood experience
- Unresolved Conflict with a Co-Parent or Ex-Partner

Drop the Rope Metaphor





Drop the Rope Metaphor

- Drop the Rope Metaphor – imagine being in a tug-of-war
- The harder you pull, the more exhausted you become

Acceptance is to drop the rope - allow emotions to be there without pushing or avoiding



Drop the Rope Reflections

- Accept frustration/exhaustion some days are hard
- Acceptance allows moving forward
- To drop the rope does not mean giving up
- Means, you choose to focus on what matters
- Emotions do not control your actions,



The Impact of Struggle

- Linger on and shape interactions and relationships
- Lead to avoidance behaviors (avoid difficult conversations)
- Overcompensate (try too hard to be perfect)
- Unhelpful coping strategies (withdraw, limiting habits)
- Lack of Boundary enforcement



Acceptance does not mean surrender to
difficulties, acknowledge, name and
embrace as human nature



What is Cognitive Defusion?

- Step back from difficult thoughts
- Not get entangled with thoughts
- “I am a bad parent.” **VS** “I have the thought that ...”
- This shift reduces the power and hold of negative thoughts.



Why Defusion?

- Reduces being overwhelmed by thoughts
- Helps respond calmly rather than react emotionally
- Breaks patterns of self-criticism or guilt
- Creates space to focus on values-based actions
- Thoughts are thoughts – you are not thoughts



What is Cognitive Fusion?

- Tendency to become entangled with thoughts
- Strong belief in literal content of thoughts
- 'I am unattractive', Fusion → avoidance
- Cognitive fusion limits values-based actions



Signs of Cognitive Fusion?

- Take thoughts literal and as truth
 - “If my child is moody, I am a bad parent”
 - “Supervisor not happy, I am incompetent”
- Over-identify with self-judgments (“I am not good enough”)
- Get stuck in problem-focused thinking
- Avoid difficult emotions instead of making room

Thinking Traps!

"If I can not be a perfect employee or parent, I am failing"

"My teenager's struggles mean I am a bad parent."

"My boss thinks I am unreliable because I left early for my kid's event."



"If I don't make this deadline, I will lose my job, and my family will suffer."

"Every time I try to balance work and parenting, I fail."

"I feel guilty, so I am not be doing enough."

Step Back from Thoughts





Quick Defusion Techniques

1. Is it true?
2. Can I absolutely know it is true?
3. What facts supports this view?
4. How do I feel when I have this thought?
5. Who would I be without this thought?

	Automatic Negative Thought	Reality Check
1	My colleagues never listen to my ideas.	That's not true. They often listen to me. Today, they were just distracted.
2	Everybody on Instagram has a more exciting life than mine.	I probably have many things in my life that they would envy.
3	I only came in second place in the ranking. I'm worthless.	Coming 2 nd out of 30 is a great, and I should be proud.
4	I should stay late at work tonight.	I want to finish this project tonight because it's important to me.

	Automatic Negative Thought	Reality Check
5	I am an idiot.	I made one stupid mistake, I usually make good decisions, I can learn
6	This year's finances are going to be terrible.	I can not predict this without having some proof.
7	My boss looked bored during my presentation. She must have hated it.	I can not know what she is thinking. For all I know she might have a bad day.
8	If only I would get promoted, then I would be happy and start a living.	I can be happy now and can live my life fully.
9	It is your fault that I failed.	I need to look at my part in the matter and learn what I can do better



Defusion and Values

- Act based on values, not unwanted emotions
- Instead of reacting to “I have no patience”, pause,
- Focus on “I value being present.”
- Small shifts create stronger parent-child connections.



Defusion – Key Takeaways

- Your thoughts are not orders
- You don't have to believe every thought
- Notice when you are fused to a thought
- Take a step back - hold the thought lightly
- Refocus on what truly matters - Values



"A flexible mind creates a secure child. The less you hold onto rigid beliefs, the more you create space for connection and growth."



Activity - Exercise



Research for Working Parents

Step 1

- Think of a self-critical thought



Research for Working Parents

Step 2

- Label it: "I am having the thought that..."



Research for Working Parents

Step 3

- Say it in a 'silly' voice.



Research for Working Parents

Step 4

- Notice whether lighter or less overwhelming



“You are not your thoughts, your emotions, or your roles. You are the one who observes them all.” Unknown

A corkboard with several sticky notes is visible in the top left corner. The notes contain handwritten text such as 'WIND', 'TAKE A BREAK', 'DESCANS', and 'WANT'. A teal circular graphic is positioned on the right side of the top banner.

What is Self as Context?

- Ability to observe thoughts
- You are beyond the Story you tell yourself
- You are noticing your thoughts
- The Sky and the Weather - You are the Sky
- Key to a mindful leader and present parent



Who Are You?

- “Mind is a storyteller, not a truth-teller.” (not always accurate)
- “The problem is not the problem”
- “The problem is the way we think about the problem.”
- “You are not guilt, “not frustration”, “not pride.”
- YOU are YOU



Workplace Example – Self-as-Context

- Thought: 'My manager thinks I am unreliable'
- Reframe: 'I am noticing the thought that ...'
- Action: Clarify expectations, show up for meetings

You are not the angry employee - you are the one noticing the anger



Understanding Self-as-Content

- Identity shaped by thoughts, labels, roles, stories
- Over identify and get stuck in self-stories - Rigid
- 'I am a bad team player', 'I am not a good parent'
- Stories fused with emotions - take as absolute truths
- The Sky and the Weather - You are the Weather

You are **not** the failing team member - you are aware of those thoughts



Workplace Example – Self-as-Content

- Thought: 'My manager thinks I am unreliable'
- Behavior: Avoids meetings, does not speak up
- Impact: Missed promotions, increased anxiety

Fused to rigid self-stories - impacts work - performance and confidence



Workplace Application

- Observe team conflict without personalizing it
- Detach from thoughts, feelings, emotions
- Align and commit to values-based actions (*contribution, respect, integrity*)

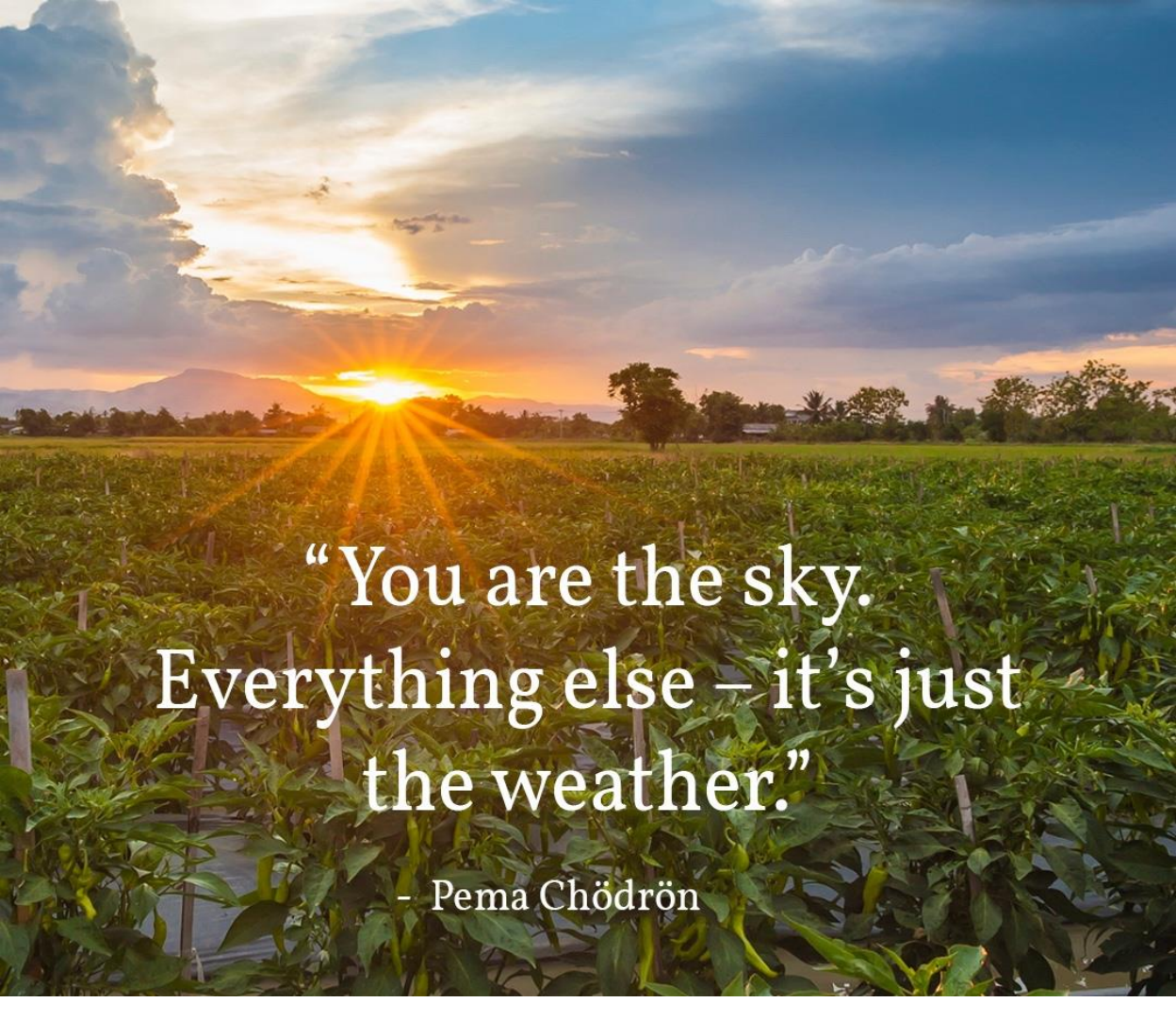
This practice improves teamwork – respond optimally rather than emotional reaction

A corkboard with several sticky notes. One note says 'TAKE A BREAK'. Another says 'DESCANSO'. There are also notes with checkboxes and the word 'CANA'. A teal circular graphic is on the right side of the image.

Parenting Application

- Notice self-doubt or guilt
 - Step back - observe thoughts and emotions
 - Parenting actions based on values, not emotions
- This shift creates more space for compassion and clarity, even during difficult parenting moments.

The Sky and The Weather

A photograph of a sunset over a field of green plants, likely a vegetable garden. The sun is low on the horizon, creating a bright orange glow and long, dark shadows. The sky is filled with large, white clouds. In the background, there are mountains and some trees.

“You are the sky.
Everything else – it’s just
the weather.”

- Pema Chödrön



The Sky and The Weather

- You = The Sky that holds all weather
 - Sky is always there no matter the weather
 - You are - no matter the emotions
- Emotions and thoughts = The Weather
 - Weather changes – cloudy, storm, rain, thunder ...
 - Emotions pass - frustration, fear, anger - not you



Strengthen the Observer Self

- Create distance - See thoughts and feelings as separate from who you are, rather than over identify
- Promote acceptance: Recognise thoughts and feelings as the weather, accept without judgment or resistance
- Foster self-awareness: More aware of thoughts and feelings as they arise and pass, rather than being caught up in them



Reflection Activity

Recall a tough work moment:

- What happened?
- What thoughts/feelings came up?
- Can you describe these from the **Observer** Self?

The aim is NOT to change the thoughts, but to **observe**.



“In the stillness of observing, we find the strength to choose our next step.”

Unknown

The background of the slide features a corkboard on the left side with several sticky notes. One note says 'TAKE A BREAK', another says 'WANT', and others have checkmarks and the word 'WANT'. A large teal circle is positioned on the right side of the corkboard. The title 'What is Present Moment Awareness?' is written in a large, yellow, sans-serif font across the top of the image.

What is Present Moment Awareness?

- Pay attention to what is happening right now
- Be curious, open and without judgment
- Willing to see emotions as they are - not as good or bad
- Defuse from work stress, past regrets, or future worries
- Shift focus to what matters away from constant negative self-talk



Why it Matters for Parents?

- Respond with patience and understanding
- Navigate work stress more effectively
- Respond thoughtful not impulsive or emotional reaction
- Listen deeply and truly understand
- Mindful, less likely to get stuck in stressful thoughts



Why it Matters for Parents?

- Transforms relationships with children
- Improve communication and deepens bonds
- Less emotional outbursts or power struggles
- Less likely to be drawn into conflict
- Emotional regulation - ability to handle difficult emotions



Possible Obstacles to be Present

Multitasking	Brain not designed to do multiple tasks simultaneously. Divides attention, reduces focus, and increases stress.
Worry	Get stuck in worry about the future or replaying the past guilt. Keeps us from engaging fully and in the present moment.
Distractions	Modern living distractions – phones, social media, emails. Constant pull of attention away from what matters
Conflicting priorities	Plan and Manage work deadlines with child's needs
Stress and burnout	Feel overwhelmed by constant demands

The top of the slide features a corkboard on the left with several sticky notes. One note says 'TAKE A BREAK', another says 'DESCANSO', and others have checkmarks and the word 'WORK'. To the right of the corkboard is a teal background with a large white circle. The title 'What Present Moment Awareness Achieve' is written in a yellow, sans-serif font across the top.

What Present Moment Awareness Achieve

- Back to the present, deal with the now
- Shift from 'fight-or-flight' to the 'rest-and-digest'
- Observe thoughts without judgment
- Realize that thoughts are just thoughts and are passing
- Thoughts are not facts or truths to be obeyed



Present Moment Awareness - Parenting

● Adolescent Emotional Outbursts:

- Stay grounded and present
- Model healthy emotional regulation

● Prioritize and Manage Time limitations:

- Mindful assessment of priorities, what truly matters?
- Schedule dedicated time for work and connection

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Present Moment Awareness - Parenting

● Cultivate Patience and Empathy:

- See the world from their perspective.
- Notice and appreciate the positive qualities

● Balance Discipline and Support with Awareness:

- Discipline with intention, not reaction
- Offer open minded support and guidance.

The background of the slide features a corkboard on the left with several colorful sticky notes. Some notes have handwritten text like 'WANT', 'TAKE A BREAK', and 'WANT'. A large teal circle is positioned on the right side of the corkboard. The title 'Reflection Exercise – Non-Judgment' is written in a large, yellow, sans-serif font across the top of the image.

Reflection Exercise – Non-Judgment

- Notice tone of voice, body language, facial expressions
- Observe emotions without judging as 'good' or 'bad'
- Regard emotions as information
- Do not make assumptions or make conclusions
- See things from their perspective.

Child comes from school and slams the door. Instead of assuming rudeness, observe their behavior and consider that they might be upset.



“You cannot choose your next right step until you are present enough to remember your Values and what matters most.”

unknown



What Are Values?

- Deeply held, desired and chosen life directions
- Reflect what truly matters
- Ongoing qualities, defines how we live and relate
- Guide actions even in difficult moments
- Compass that guide work and parenting

Kindness, courage, respect, trust, reliability, openness



Values vs. Goals

- Values ≈ Directions that guide every day actions despite circumstances – (loving parent, stay connected)

'Values are how we intent to live.'

- Goals ≈ Check points; achievements or destinations – (promotion, plan a family trip)

'Goals are what we want to achieve'



Values in Parenting Adolescents

- Navigate adolescence with Purpose
- Respond thoughtfully rather than react impulsively
- Choose to listen calmly during conflicts
- Notice Barriers to choosing values - Stress, fatigue, worry
- Acknowledge feelings and emotions without it dictate behavior



Values in the Workplace

- Values at work means doing what matters
- Values helps set boundaries, choices and priorities
- Guide ethical and balanced decisions under pressure
- Compass, guide direction and work actions

"When you know what matters most, everything else gets simpler." Greg

McKeown

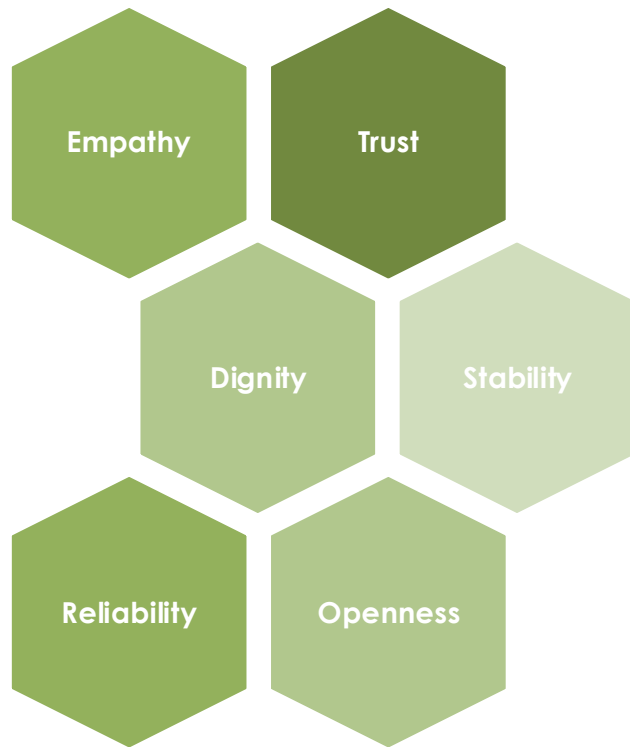


Importance of Values

- Guides behaviour even when emotions are tough
- Gives clarity, motivation and direction
- Help persist through challenges with purpose
- Helps respond with intent during challenges
- Anchors behavior to what matters
- Fosters flexibility and mindful behaviour



The Life Compass



The background of the slide features a corkboard on the left with several sticky notes. One note says 'TAKE A BREAK', another 'WIND', and others have checkmarks and the word 'WORK'. To the right of the corkboard is a large teal circle. The title 'What the Compass Offers?' is written in a yellow, sans-serif font across the top, partially overlapping the teal circle.

What the Compass Offers?

Life can be a vast landscape full of unexpected storms

- Does not tell how easy or hard the journey will be
- Points in the chosen direction
- Values are an internal Compass
- Values = Compass - gives direction and guide ongoing journey

"A compass won't calm the storm, but it can keep you from drifting."

Values as Life Compass

Fairness
Integrity
Dignity
Success

Respect
Kindness
Openness
Growth

Reliability
Stability
Simplicity
Duty

Importance: ____/10

Satisfaction: ____/10

Committed Action: _____



The Power of Values

- Gives a way to realign not shame, guilt and reaction
- Remain even when you fall short
- Recommitment is part of values-based living
- Creates a meaningful life

“Values are about the direction you choose, not about where you are.”



Reflection Exercise

Identify a Core Value - What Matters Most to you?

- Recall a moment you felt proud as a parent or employee
- What quality or value were you expressing in that moment?
- Why does matter you?



Question to Clarify Values

- What do I want my life to be about?
- What do I want to stand for?
- What truly matters to me?
- What do I want my child to remember when they are older?
- What three values do I want colleagues to describe me by?



Why Clarify Values?

- Stay centered under pressure
- Work and Parent with purpose, not reaction
- Strengthen connection with adolescents
- Build stronger teams
- Model resilience and integrity



“You don’t have to see the whole staircase,
just take the first step.”

Martin Luther King Jr.

Committed Action



Vector by trueffelpix



"Courage does not always roar, sometimes it is the quiet voice at the end of the day saying, I will try again tomorrow."

Mary Anne Radmacher



Committed Action

- Take actions based on personal values despite difficulties
- Choose to do what matters despite unpleasant emotions
- Choose to act in ways reflecting the parent you chose to
- Difference between believe and behavior or action

The background of the slide features a corkboard with several sticky notes. One note says 'TAKE A BREAK', another says 'WIND UP', and others have checkmarks and the word 'WORK'. A large teal circle is partially visible on the right side of the corkboard.

What is Committed Action?

- ACT in the direction of your Values despite difficulty
- Not about perfection, but values-based action
- Consistent and make intentional choices
- Not about always getting it “right”, do what matters
- Willing to begin again and again after setbacks



How Committed Action Shows up?

- Remain emotionally present after a long day
- Listen before reacting
- Set firm but respectful boundaries
- Return to a conversation with calm and clarity

Not always easy, but may help build trust, stability, and a stronger parent-child relationship over time.



Committed Action reminds us that discomfort, fear, guilt, frustration, or self-doubt may be present, but it is not a full stop and do not have to prevent meaningful action.



Committed Action vs Reaction

Choose Purpose over Habit

Automatic Reaction

Yell out of frustration

Give in to avoid conflict

Avoid child after conflict

Act on guilt

Committed Action

Take a breath and be curious

Hold boundaries respectfully

Check in and reconnect

Act based on values

The Bridge — *for illustration purpose*





The Bridge

- On this side is overwhelm, fear, worry and stuck
- On the other side is the parent you want to be
- Accept, step back, be aware, clarify values, commit to ACT
- Every step across the bridge is a choice to ACT values- based
- A choice to act based on what matters - not fear



What Gets in the Way?

- Multitasking – divide attention, reduce focus
- Worry – past guilt, future worry, fear
- Distractions – phones, social media, emails
- Conflicting priorities – work-parenting commitments
- Stress and burnout – overwhelmed, tired and exhausted
- Habits – yell, shut down, overcompensate



Practice Daily Parenting steps

- Undistracted time with child – (5-minutes)
- Apologize sincerely when lost temper
- Consistently apply screen time boundaries
- Listen truly - without fixing or judging
- Say "no" respectfully, guided by your values



Exercise - Turn Values into Action

- Choose one parenting value (*i.e.*, *reliability*)
- Identify one consistent action to express that value
- Anticipate obstacles and plan how to respond - **ACT**
- Repeat and refine weekly

Value = Reliability

Action = Reflect for 10 seconds - Was I a colleague my team could rely on today?



Live the Value of Reliability

- Be predictable in small ways
I will be home at 6 means 6, not 7

- Follow through on promises
I will help with your assignment

- Do what you say, say what you will do
I will listen without judging – do it

- Set clear expectations
Clarify boundaries and stick to them

- Admit and repair when wrong
I forgot to ...

- Reliability is not perfection
Take ownership and repair

The top of the slide features a background image of a corkboard with several sticky notes. One note says 'TAKE A BREAK', another says 'WANT TO', and others have checkmarks and the word 'WANT'. To the right of the corkboard is a large teal circle. The title 'How to support Committed Action?' is written in a yellow, sans-serif font across the top.

How to support Committed Action?

- Visuals – visible quote or symbol of own Values
- Tiny habits – start small and celebrate progress
- Accountability – check in with a friend or coach
- Self-compassion – Be kind to yourself, when you fall short
 - *Restart



" There are bridges you must cross not because you are sure of the other side, but because you refuse to stay where you are." Unknown



Create Work-Parenting Action Plan

- My core parenting value:
- My core work value:
- One action I will take this week:
- One obstacle I anticipate:
- How I will respond to the obstacle:



Keep Walking

- Every step you take toward your parenting values is a win
- You do not have to be perfect, just be willing restart
- Keep walking, your child is worth it and so are you



“Thoughts are like clouds – they pass. Don’t let a stormy thought convince you the sun is gone forever.”

Unknown



Closing Remarks

Thank you for your participation. I hope this training provides you with valuable tools and insights.

Remember, you are not alone on this journey, and committed action can be a powerful ally.