

Personal empowerment workshop

A facilitation guide and five worksheets to recognize strengths, communicate assertively, set boundaries, and turn one goal into concrete next steps.

Includes: a suggested 105-minute agenda, care agreements, activity instructions, and printable worksheets.

Before you facilitate

This resource supports an educational, participatory experience. It does not diagnose, provide therapy, or promise psychological change. Adapt its language, examples, timing, and depth to the group.

Purpose

- Identify capabilities and concrete achievements.
- Review thoughts that are delaying a decision.
- Practice assertive messages and respectful boundaries.
- Choose a small, observable, self-directed action.

Materials

- One worksheet set per participant.
- Pens and sticky notes.
- A visible clock to protect the schedule.
- An accessible space with a privacy option.

Care agreements

- Participation is an invitation: anyone may pass, pause, or leave.
- No one must disclose personal experiences, diagnoses, or violence.
- Listen without correcting, ridiculing, or giving unsolicited advice.
- Explain that confidentiality is requested but cannot be guaranteed in a group.
- Do not use examples for performance evaluation or retaliation.

When to stop: if someone describes immediate danger, crisis, violence, or a clinical need, do not improvise an intervention. Follow the organization's protocol and facilitate access to qualified professionals or local emergency services.

The facilitator's role

Explain the objective, model short responses, manage time, and protect the right not to share. Do not interpret answers. Ask “What support would help you take the next step?” instead of telling someone what they should do.

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Suggested agenda: 105 minutes

This duration is a reference, not a universal promise. Before commissioning or delivering a workshop, adapt the proposal to group size, delivery format, accessibility, context, and intended result.

Time	Moment	Visible output
10 min	Welcome, purpose, and agreements	The group understands that passing or pausing is allowed.
15 min	Strengths and achievements	Three pieces of personal evidence identified.
20 min	Reframe one limiting belief	A more precise statement and a small test.
20 min	Assertive communication	One message practiced with the FERN formula.
15 min	Healthy boundaries	A clear, respectful, viable response.
20 min	Action plan	A next step, date, and support identified.
5 min	Private close	Each person records one takeaway.

How to introduce each activity

1. **Explain:** what it is for and what it does not attempt to do.
2. **Model:** use an everyday, non-intimate example.
3. **Practice:** offer individual work before sharing.
4. **Choose:** allow writing, talking, or passing.
5. **Close:** ask for a useful idea, not a confession.

Simple measurement: at the beginning and end, each participant can rate from 1 to 5 how clear their next step feels. The comparison can improve the session; it does not prove deep change or replace professional evaluation.

60-minute alternative

Keep agreements (8 min), strengths (12 min), communication or boundaries (15 min), action plan (20 min), and close (5 min). Do not rush sensitive conversations merely to “cover” every page.

Worksheet 1 · Strengths backed by evidence

A strength becomes more useful when you connect it to something you did. You do not need to compare yourself with anyone else.

1. A challenge I solved or navigated:

2. What did I do, specifically?

3. What capability did that action demonstrate?

4. Where else could I use that capability?

My short inventory

Strength	Real evidence	Next application

Conversation prompt: “A capability I recognize in myself is ____, because when ____, I ____”. Sharing is optional.

Worksheet 2 · From automatic brake to small test

This is not about forcing positive thinking. It is about turning an absolute statement into a testable question.

Situation or decision I am avoiding:

Automatic thought (“I can’t”, “always”, “never”, “must”):

Evidence that seems to support it:

Evidence that qualifies or contradicts it:

A more precise and useful statement:

A small, safe, reversible test I can perform:

What will I learn even if the result is imperfect?

Example: “I can’t speak in public” → “I struggle to improvise for large groups; I can prepare two minutes and practice with one trusted person”.

Worksheet 3 · Assertive communication with FERN

An assertive message describes what is observable, explains its effect, makes a concrete request, and opens a next step. It cannot guarantee acceptance.

F — Fact: describe without labels. **E — Effect:** explain the impact. **R — Request:** ask for a concrete behavior. **N — Next step:** agree on what follows.

Observable fact (“when this happens...”):

Effect on work, coordination, or my availability:

Concrete, realistic, respectful request:

Negotiation option or review date:

My complete message

Paired practice

- ☐ Person A reads the message; person B only listens.
- ☐ Person B says what concrete request they heard.
- ☐ Person A adjusts one sentence. Then switch roles.

Worksheet 4 · A clear, sustainable boundary

A boundary describes what you will do or can offer. It is not a threat or an attempt to control every choice another person makes.

Repeated situation I need to organize:

What I need to protect (time, safety, focus, rest, role):

What I can offer:

What I cannot take on:

My short statement:

Template: "I cannot ____ right now. I can ____ by _____. If that does not work, let us agree on another option".

Check before saying it

- ☐ Is it clear and specific?
- ☐ Does it depend on an action I can take?
- ☐ Does it respect policies, responsibilities, and safety?
- ☐ Can I maintain it without punishing or humiliating?

If I receive pressure, I will calmly repeat:

If the situation includes harassment, violence, discrimination, or danger, an individual script may not be enough. Use formal channels and seek qualified support.

Worksheet 5 · One-page action plan

Choose a goal that depends mainly on you and turn it into an observable action for the next seven days.

A goal that matters to me:

Why did I choose it?

First 15–30 minute step:

Date and time:

Likely obstacle:

Prepared response:

Support person, tool, or resource:

Evidence that will show I completed the step:

Review date:

Commitment to myself

Clarity scale: before the workshop ____ /5 after the workshop ____ /5. What made the difference? _____

Adaptation, closing, and next steps

Companies and NGOs

Use everyday cases without names. Separate learning from performance evaluation. Align exercises with communication, leadership, initiative, or decision-making.

Students

Reduce writing, offer academic examples, and allow drawing or conversation. Clearly identify which trusted adult can provide support.

Individual use

Complete one sheet at a time. Choose a safe person to talk with if you wish. Do not use the workbook to process a crisis without support.

Virtual delivery

Send the PDF ahead of time, enable breaks, avoid requiring cameras, and offer private reflection. Do not request sensitive data in shared chats or forms.

Five-minute close

1. Invite participants to review the action-plan sheet privately.
2. Ask for one useful word or idea; passing remains valid.
3. Repeat available support channels and the educational scope.
4. Explain how follow-up will work, if there is any.

Need a version for your organization?

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Request a proposal: visit <https://crezendo.org/en/contact> and tell us who will participate, which situation you want to improve, and what observable result you expect.

Credits

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