Fluorescent blue – grit

Fluorescent Yellow - grit and flow and meditation

Grey – flow

Army green – leadership

Fluorescent green - meditation

# M3 1.mp3

[00:00:00] My weak friend playing along.

[00:00:07] Amendment four of this, the crowd. That's good. Good. Good. Not bad. Yes.

[00:00:17] Ok. So what we stuck today with is useless. I ask you a series of small questions just so that I can. Is the final. Basically, the show came to get the best thing. So what were you thinking of just before joining the interview?

[00:00:42] Where was I going off? And where were you walking? Along Swanson Street in the city. And what was the main thing you were doing?

**BB:** [00:00:55] Walking sleep? OK. How will you concentrate?

**M3:** [00:01:01] Well, I was present and I was looking at the numbers and I was working out how far and I will need to walk to reach the number that I need to get to. Thank you. Just curious, from where were you walking? East Melbourne. OK, so you walked all the way from there. And so we need to get lost, actually. I was thinking that this block was two blocks back. I was thinking that it was on the. Yep. Closer towards me to the QB centre. I was further back that way or could as I was coming. Then I realized I know a few major buildings of the university in this block. So. Yes. OK. All right. So I was going to illustrate first and then give my directions poetically. You should do it. Why did it do it to the map was good because I had the number. So that was helpful because I know I know the rand, the numbers are very random on the building. They are building ages across the road and 80 is here. So, yeah, that can be a bit confusing. But then the numbers of actual actual street numbers are not there in the buildings. So you can see. Yes. Oh, no, you're right. I didn't see it, but I was watching the numbers as I was coming towards it. So I knew it was getting close.

[00:02:15] And then I didn't see a sheet there with a full thought. If I was something, then do I go to order? This was 445 18 after a year of silence in this other building, 84. That's right. Then I came to the oh, this is until 445 sentenced.

[00:02:33] Ok. So volume concentrating. How well are you concentrating?

**M3:** [00:02:39] Well, I was prescient. I'd just been listening to a quite a lovely podcast this morning about the mind and how the mind can be such an enemy or it can be really positive if it can be to be. Our mind can be a beautiful place and it can be hell. And I was just still kind of pondering about that. And I was pondering about how many people live in that place of hell and feel like they're trapped in it. And I'm not quite sure I was. I was wondering about genetics and how much that plays on the place that we are in our mind and how accessible the beautiful place can be in comparison to the horrendous place. Well, there are so many things to speak about on this week. We continue on this.

[00:03:31] Was it hard to concentrate?

**M3:** [00:03:35] No. How so? Consciously.

[00:03:43] In what way? Self-conscious.

**M3:** [00:03:47] Okay. Conscious of my thoughts, I guess more and more so with various practices and noticing how what I ingest affects my mind's thinking patterns as well. I was thinking a little bit about that today. How when my energy changes, depending on what I consume, affects my my mind's thinking and my stress, how how I feel a little bit agitated. And then I can perhaps trace it back to what it calls me the root cause.

[00:04:28] How did you feel good about yourself that this is all as you will coming coming here?

**M3:** [00:04:34] Yeah, I was thinking. I feel very grateful that I think I have something in my genes that I've got the ability to go to positive places. So I I think I feel quite grateful for my mom's genes because she was prior to a person and an optimist. My dad probably a little bit more of a pessimist. And yeah, I'm grateful that I got that from my mom. I can kind of see that.

**BB:** [00:05:16] Were you in control of the situation?

**M3:** [00:05:20] I believe so, because I do feel that I am quite most of the time. Not all the time. You know, I know I can. My mind can go like anyone is into stress and feeling like things are out of control and there's too much to manage. I had a bit of a stressful day yesterday, just having new things to do that I hadn't done before. So there was pressure. But I do also come to a place of appreciating that they both those stressful positions that I've consciously put myself in for my growth and I know I'll feel really good once it's over confidence. So I guess it is being conscious of the thought that this is stressful. I'm out of my comfort zone, but there's a whole nother level of consciousness that knows this is good for me.

**BB:** [00:06:13] Were you living up to your own expectations?

[00:06:18] Yes.

**BB:** [00:06:22] Were you living up to the expectations of others?

**M3:** [00:06:25] Yes, I believe so. I can't know that for sure because that's their experience and I don't have control over their experience, but I feel like I don't have it the best that I could think again.

**BB:** [00:06:39] So this interview, as you were coming in, you please describe your mood.

**M3:** [00:06:48] We'll start with alert and said somewhere in between the Lord and Jose and somewhere between like a lurch, I would stay quiet. Shall I take it? Yes. So even though Jose adult. Which means you don't know. It's like nature cried out closer to alert. Happy, quite happy or very safe, very happy.

**BB:** [00:07:17] Irritable or cheerful.

**M3:** [00:07:20] Say quite cheerful. Did you want me to keep going through these straw or wait? I wasn't, I guess, focused on how I was feeling, but I guess physically I go here lonely and sociable. Um, I guess I was just doing my own space, so I wasn't feeling like I was in a place of being sociable, but I wasn't feeling lonely. So I'd probably go here. Congratulations. Oh, sorry, it's something I'm neither. Yeah, I can go there and ashamed and proud I go night that way. I can't say I was feeling or thinking either of those involved or detached, I would say involved in this place that I was in. I was alone and looking excited or bored. I would say I'm excited. I'm kind of thinking a little bout a little bit about a holiday I'm going on. So I would say some and closed door open, I guess I was feeling. Neither really, I can't say I was really thinking about either of those. Probably probably more open because I was a bit more receptive to where I was. So, yeah, I'd say some. It's pretty clear, confused. It's very quiet southern neighbor and some quietly, so very quiet. Either something quite clear here. Tense, relaxed. Good. Be here compared to competitive or cooperative cooperating. I guess I was just kind of going with the flow of people so quickly.

**BB:** [00:09:47] Did you feel any physical discomfort? Does you want to join me?

**M3:** [00:09:52] No. If you will, with anyone? No.

**BB:** [00:09:58] Let it rest later. All right.

**M3:** [00:10:01] So now we were looking Vogue to fit the very new and interesting topic of genetics and the new found wanting to be one of the factors for you being when you wanted it.

[00:10:14] Picking that up has your genetics and will feed you or has anything evolving?

[00:10:22] Oh, definitely. Yes, genetics. Yes. I've got some things inherited physically that I probably am not that happy about having.

**BB:** [00:10:35] All right. And would you like to describe that?

**M3:** [00:10:40] I was actually thinking today I had a little bit of a different point of view of it, because I think, like my facial lines and my wrinkles are very much my my genetics on my mom's side. My dad had excellent skin and how they wrinkle. And so I feel a bit like, whoa, that was one part of my mom's genetics. I wasn't really happy to get very cause Bain's physical, physical things that I wasn't that happy to get. But now I feel a little bit different that after even listening to that podcast this morning and bullying ourselves like this in a dialogue that we have, you know, we don't want bullying in schools, but we were horrendous at bullying ourselves and shaming ourselves and criticizing ourselves and that inner bully. And I'm thinking a bit about that and my facial lines and they are thinking, well, that's quite beautiful that I'm carrying that, you know, I can see my mother and my aunt and, you know, I love them. And then I had two lines, really. So I just had a little bit of a different thought today when I was 15. My wrinkles. Yes, I like it. That's a nice way to think of it. Like to have a kid kind of carrying them with me.

**BB:** [00:11:53] All right. And how do you feed? You know, you think that you major you feed anything in life.

**M3:** [00:11:59] Is it majorly failed? I guess it's always regrets. I feel like I'm very much on my path now that I'm passionate about. So my regret is that I didn't get on this path earlier, that I could study more research will learn more and have a bigger impact on other people's well-being and the environment that I would like to do that. I feel a bit like now I am getting to an age where it's not. Time is running out, but I know you do. I guess you start to wonder how much time you do have and what you want to devote that time to. So I guess there is that feeling of regret that there was quite a lot of time wasted together. So that's like as an oral vaccine for seniors and for far the young Julie Ryan, all the work and venues they like included so much time being lost. But any particular thing the particular thing I would say was a major setback to me. Yeah. Deciding to leave school so early. At the time, I really wanted to. It was a little bit of peer group pressure. I love to study and I would have wanted to go on to study more. But I left school at 16. So I left quit school quite early and it's probably just not very focused. So my siblings didn't go to university. My parents did go to university. So it wasn't an expectation. But now as an adult and as I went into the workforce, I mean, you know, I was like one of the only people in the corporate firm that I went to that didn't go to university. So there was probably a little bit of shit feeling ashamed that I didn't. But then I also looked and thought, I don't really think you're that much wiser than me anyway, although, you know. So that you know that really I think I can wait 30 years, I was out living and working young men and getting. You know, having risen responsibility, I guess, for myself in different ways. You've been independent. Yes. But I do sometimes wonder, you know, the quality of the mind's ability to research, to focus and just study that I do kind of regret that I missed that opportunity in those developmental years in my teens, that perhaps my mind will never be able to function that way because I missed it in those developmental years where I can have a sense of your assumption. My assumption? Yeah. OK. All right. And have you ever tried to organize? I do wonder about it. No question about it. I do love studying, but I haven't done anything very comprehensive. It's been a lot of short courses. I guess I haven't done anything. Advanced Advanced Diploma is that the longest period of study that I've done is one thing. But then I've also been thinking quite a lot about my parents that didn't go to university and my dad knew five languages and they were very into you know, they they knew a lot about politics and religion. And so I've actually been thinking quite a bit lately that it wasn't essential for them. They were wise, intelligent, compassionate people. So it's not I'm kind of feeling a bit more at ease about it. Yeah, I'm having a little bit of a shift, I guess, in some expectation. And then how long did this shift take? It's really just been recent.

[00:15:50] Okay. So that means you were born with this assumption evolved into perspective for yourself for quite some time?

**M3:** [00:15:56] Yes, probably most of probably since I started in the corporate environment, because that's really where I noticed that I was the odd one out. I guess I was one of the very few that most people in the world were doing for. Yes. Yeah. Do you know? Fifty three. So you said twenty years. Yeah. Twenty years or 20, 25.

**BB:** [00:16:30] And then this realisation has shifted your mindset. Consciously or did it just one day you woke up and realize that?

**M3:** [00:16:39] Well, I didn't actually have to. I think it's been quite gradual because it's probably started when I started my yoga teacher training and I was teaching university professors and now I'm teaching university professors privately. So it does give me a feeling that I have something valuable. It doesn't matter that I haven't been there. If I can bring something valued both to people and teaching people at university who were professors. So they've gone through extensive periods of of training, there is something valuable that I can still modify that I don't need to have done that back. I don't need those degrees. Yeah. And I think I'm finding it more more just because these people are seeking me out. I'm I'm not actively offering I'm not actively going out there finding me. So it's a little bit of a self realisation that that, yes, I have something valuable that I haven't needed to to go there, although I do still look, because I I guess I still look at my peers who I find very valuable to listen to in my stream of work, who have got all of these. I guess it's still there a little bit because I look at all their degrees. Then they've got an actual business that you have, you know. Yeah, it is. Yes, it sure is. It. It is. Yeah, I guess so. And it's I think it's not self convincing but it's I guess it's because it's coming from other people. So it will. I do think you know, I know I understand that we should feel within ourselves that we're enough, but I do think that it does come from our connections, that what we can offer is valuable because it's accepted by people. And if I just felt like I'm a really great teacher, but no one wants to come to me, that's of no use. So I do feel that and I guess it is that yoga perspective that we are a whole and we want to have an impact that we can't just think as an individual. I'm really good at what I do and I feel very confident that no one else thinks that. So I do feel what other people think and feel is valuable for my self-worth in what I can contribute. So there's I guess is a little bit of conflict there because in yoga, you know, we're taught that we're whole. We don't need anything that's not within us already and that we have the wisdom within us all to be over, but that that this is a practical application of feel that we find that which is exactly what we're going through, would find that there will be a surprising within months to go beyond what you can do because you want to stretch yourself.

**BB:** [00:19:49] So that's what you are going through right now, because you want to see how much more can you do, which is life.

**M3:** [00:19:57] And interpreting them through of this or this language attributes that to you, basically. What inspired you? What do you want to do is stretch yourself and see that? Can I do that part or not? Does it? Yes, that's on it. Yeah, that's what it is. It's not about, you know, what she has done or what he has done.

**BB:** [00:20:21] It's about you trying to find out whether you can do it a little bit more. Yes.

**M3:** [00:20:28] That's. Yes. Yes. So this feeling is also part of you? Yes. Because this feeling only comes when you're stretching it. You think all the physical exercise. Yeah. You start with a very tangible. Okay. Let's stick around a little attention and let me start with the weight. But don't let it all through here. A red and a blue. Brown and or black balloons as well. What do you do? You're stretching this. Yeah. To achieve that back at the end. Yes. So some do. Some don't. But that's exactly what all these degrees are about. Yeah. You're just stretching yourself to see whether you can reach them. Yeah. Well whilst Virginia serve, what does the bar that you're choosing. Is where you come in and give an example of a candidate X Y do speaking about right now. You said research. Let's go and speak about speaking research. You can choose something which is very easy. I want to do it. Dozens and dozens of people who will do research. Why? Because they do research. They get a bit incremental look and their compensation can increase.

[00:21:45] One, two is they will not be let someone else three then become almost further and faster. Okay. So with these things in mind, what do they go to the uniform? They want their money, the jewels of the right kind of proposal that they think would be interesting. They go to look at me and they look at the professors and then the professors would say, OK, so you have the three years, four years. We don't have one time or whatever. But then you have seven years.

[00:22:14] So six years you do it and will do it the same. So you choose to sort through that. Not you. But if you look at the soldiers that treat knowledge as a tree with the roots, what this to be looked down and it couldn't be doing is just one leaf of that tree.

[00:22:38] That aside, there's a certain researchers who do just that and they get it.

**M3:** [00:22:44] So next thing, if you're going to do this, at least find out whether the city has got a leaf or actively started a new something new something is where the person starts from. The root creates a huge branch with itself. And then it grows. So it becomes a new stream, a new area of or maybe the sapling has started. The roots are there. But this particular research group develops. It creates more branches. So this particular new deadly tree sapling grew better. Call it a branch of that huge, more robust tree of system molded to what it will show.

[00:23:35] So it's that that matters. Yes. And that does not always come to the degree I can. Yeah.

**M3:** [00:23:44] That can come through song lectures, that person who has specialized in something and is trying to help people achieve that thing. Your MA golf. How would you work with come from home? Many students out there who have been able to pull through, say, starting with the word fitness was moving over to doing it separately, going somewhere. But you initiated the journey. So say your leg. Look into the kitchen. Yeah. Who is actually initiating little children to study? Yeah. That's what you are doing? Yes. You are initiating them to wait for list to. There will be. Stay in mind. And then you have to find out whether these students carrying it on. But you can only do so much. Yes. They're learn to group a kindergarten teacher on one teacher that seems to continue their thinking. True. So if you mark yourself that way. Yeah. Then I think you wouldn't be on the right. But I came off, you know, really, you know, you feel analyzing your work and saying that. Have I been able to do something? Yeah. One like how I stretched myself. Yeah. And then you feel pinch yourself with those teachers who are teaching at the doctor level, or maybe you is at a level where they're teaching and not on your door. Crucial once you hear the teachers. Yeah. And then. But this subject being so intangible and it can be measured not is we have a lot of barometers to measure it. Yeah. But not going into that measurements but trying to find out whether you can do that level of teaching. Yes.

[00:25:46] Yeah. So you were risk trying to say is that if you're a kindergarten teacher you don't have to become any teacher.

**M3:** [00:25:54] Yeah, I'm doing good, right. Yes. But we got the best candidate. Yeah. So then the whole perspective changes. Yes. That's it that you have come a little way. So having said this and understanding will shift now, where do you think if you were given a very, very tough student and. The person was having difficulty. How to do that?

**BB:** [00:26:39] I have a scenario which has come about recently where I had a very young fit group of corporate people who they're the easiest to teach.

**M3:** [00:26:52] There is no injuries, which is very uncommon, you know, going in. There's always injuries for people that you have to be mindful and adapt and give options at this very young group and in cycle. This is really easy for me. And then I got an email to say that one of them is in a wheelchair. Somebody is in a wheelchair and wants to join the group. And part of me was saying this is just not going to work. These are really young dynamic people. He's an older person, quadriplegic, not going to be able to do the job 80 percent of what I'm doing. And I had a bit of a quandary of, you know, perhaps staying. He did come into the class and I had to give him different practice. And it was almost like running to class someone. And I thought, this is really challenging. I don't know if it's appropriate. It feels uncomfortable. I feel like, you know, the young people are kind of looking at him and thinking, why is he here? And I felt it was a bit maybe making them uncomfortable. And so he would set up things that he said to me afterwards. You know, I feel really good for that. So it was it was a good learning tool for me, because the way that I teach my to be all inclusive, I want everybody to be able to practice. And it's not for me to say what they're getting out of it or not, if it's a good experience for him, if he's not able to move, obviously, the way that everyone else does. So that was quite a bit of a growth thing for me because I felt like, okay. And whenever I would have to go to teach, it was always a bit of a struggle like this is going to be really hard. How am I going to address what they want him, what he wants and running to things at a time and watching to. And but I've just come to terms with and I thought he said he's getting something of value. My job is to offer as much as I can and for him to be able to do. And I guess that is stretching my teaching ability and being all inclusive is is an important thing for me. So just get over my own judgments and and work out ways ahead and think ahead of time with okay, if I'm doing that with them. What are some things to bought some equipment for him to the ability to do upper body movements while everyone else is on the floor where he can't go. So there was a bit of a quite a big mine struggle with that. I was almost going to say, look, I don't think it's appropriate for him to come in. I'm very happy to give him a private session. If that suit suits him, there's so much more we could do. One on one. But I felt really he wanted to be included in the group or he wouldn't have asked to come. And I feel that's a big important part of the process for him to to not feel like he can't do things. I did kind of feel a bit like he wants a bit of control as well. So he wants to kind of authorize hit his power in the situation because he there is so much that he doesn't have control over. So I understand that, too. I understand that he doesn't want to be left out. And and I respect you know, I respect that. And I just want, I guess, to make it as inclusive as I can, but also kind of have my own boundaries, because there was a couple of instances and there was something where because he's in the book chair and we finish class and he would just start to get changed in front of me. And I thought no one else would do that. You know, where we were having the discussion. He'd take off his shirt, put his t shirt on and like under his trousers to tuck his pants in or shooting. And I kind of just ignored it because we're in the middle of a conversation. And I spoke to a friend about it and they said he's trying to kind of pull power over you with this. And then I understood and that made me quite angry in a way. I thought his manipulating his disability and controlling the situation and making me feel very uncomfortable. And I'm sure he would know that no one else, none of the young people, they would just undress and change in front of me. They would all, you know, work ethics. Everyone knows that these days with you know, that they are what's appropriate and not in the workplace. So I just thought, well, that's up to me, my boundaries. As soon as we finish, I'll just leave. I won't stay there. I won't allow that. So I felt quite empowered for my own self that, you know, I don't want to exclude him. I think it's important that he comes in. I know he gets a benefit from it, but I'm not going to allow him to have that kind of abusive. So, yes, I have had it quite a difficult student in that that way. Not something that you expect to come across. But I felt like I resolved it quite quickly. I felt that. So I did feel a bit angry that, yeah, he's trying to have some sort of power over me because he's disempowered in a way. But I felt more compassion rather than feeling angry. I felt, well, I understand why you would feel that you want to have control of situations when there is such a disadvantage. So, yeah, I just kind of made peace with it. I thought I've got my own boundaries. I don't have to back. You know, it's it's unhealthy. So, look, you needed a friend to sort disappointed. Well, the friend pointed out to me that he's 6. He's trying to control, which made me angry. And then my initial reaction was, well, I don't want him in the class because this is not on. But then, you know, with my kind of compassionate side, I thought, well, no, I do understand why. And I think when I had the come the conversation of the friend and they said, oh, you know, look, it's not appropriate. Maybe do something separate or say something. And I just thought, well, I don't need to say something. My leaving straight away is enough just to know. And I want you to feel comfortable to include him because I know it's important.

**BB:** [00:33:15] But just to say, how long did it take for your friend to point it out to and then for you to realize that this supposed to go to every then you do this,.

**M3:** [00:33:27] Dad want him in the deals and then compassionate about gaming. So how long did this in this whole phase? Right. Jesus. It was from initially because the classes every second. Probably only once a month. So it would be you know, I would feel a bit like what would be the word coming to the class.

[00:33:56] So I wasn't enthusiastic because I just thought, oh, this is gonna be an uncomfortable situation.

[00:34:05] And I didn't really think about that as a power thing on his part. I just I initially I just thought, oh, this is a bit odd that he's taking his shirt off. Well, we're having a conversation. And I thought, oh, well, if he's comfortable, then I know that he was. He did say to me, you know, there was somebody else using the disciple facility. But then when it happened the second time. So it was a month apart. What happened the second time? I thought, oh, this is all. So that's when I mentioned it to a friend who said, oh, he's, you know, trying to use some power over you. And I didn't really think about it at the time. I thought I felt a bit stuck in this situation. I didn't really think from his perspective that this is what he was doing. And then as soon as she said it, I thought I was annoyed. I felt annoyed and angry about it. But it was only probably a couple of days. And then I thought, I don't mind. My initial reaction was I don't want him in the class anymore because that's appropriate. But then I thought about I thought, well, no, the yoga perspective is it's all inclusive. And I do understand from looking from his perspective, I understand that he feels disempowered. Maybe this is his approach, even though it's inappropriate and not acceptable. And then for me, just to I don't need to say anything about it. I just believe the situation before it even gets into Q2, you 3 to 4 do. Yeah. I mean, I was kind of thinking about it consistently. But yeah, something just shifted when I thought. Yeah.

**BB:** [00:35:50] This was seen a negative experience. Yeah. All this talk about positive experience. Did you experience a lot of experience that you might have had? Which is really positive. How did you feel about it and how difficult you feel that it ended when it ended?

**M3:** [00:36:08] I had a really positive experience just recently, also with a private student that I have. She's a professor at Melbourne Uni and you know, lots of physical pain just from sitting long hours of pressure in meetings. And we've just started doing private sessions. And I wasn't sure, you know, I'm never 100 per cent sure if it's beneficial when I'm getting her to do. And we had two sessions and she felt like it was good to try to come again. So the third one, there was a few things I try to work more intuitively. I mean, I had the knowledge and I've done a lot of study of what to give her that I feel is appropriate, but I don't. I try to just work intuitively my life. I always feel that's more trustworthy. And there there's a couple of things that she went on that feels a bit odd or it doesn't feel good. So when she left, I felt like I'm not sure if that was a good experience for her. And I was a little bit concerned that I'm not sure if that was beneficial. If I gave her the right things to do. And then I got a text from her the next morning saying she when she laid down her back, cracked and she said it's something that only happens every few years. But it was a really positive thing, like something shifted. So she said, I think the work that we're doing is is really good. So that was great. And yeah, I feel really appreciative that whatever the download was that I got to give her was the right really instinctive.

**BB:** [00:37:48] Yes. So you didn't actually think it will do. You didn't plan on then go for it. Did you know that?

**M3:** [00:38:07] When you work so you have how many sessions you know, doesn't just to get an understanding of the diversity of the work, how many sessions I would do in a week. He has seen a day. Our day can be between one and three or four. I'll get one day out. How long? 45 minutes to an hour and a half. So fielding for we are doing so. Almost six hours of work. Yes. OK. And in Dallas, you only need from one person to the maximum 25. So Indonesia roughly on me. Were reading answer other people. Yeah.

**BB:** [00:38:53] And you're working for the same set into the last 10 hours. Yes. Is it private sessions and groups? Yes. OK. And that is five days a week. Six days. Six days. OK.

**M3:** [00:39:10] Ok. So why do so? You're consistently doing this.

**BB:** [00:39:19] Have you ever lost focus while in terms.

**M3:** [00:39:25] Not very often. I mean, sometimes, you know, there could be, I guess losing focus might be one person in the group that I feel or I notice that looks disconnected or not engaged. And I spoke to a lot of teachers and this is very common. I know that an inmate can actually pull a lot of your attention. So they knew you. I guess you lose focus of the group, keep very focused on that one person. But. And some days it will still happen. And other days I'll just think not only leave it, you know, focus on the majority. Procedures. It.

**BB:** [00:40:15] So the one factor would be that you have disengaged other than that.

**M3:** [00:40:27] No, I'm I'd say I'm pretty focused. Yeah, I guess mean, I'm focused on the group of what they're doing or I'm focused on what I'm gonna teach the next year. I'm focused on what will come. Either when I'm teaching, I very rarely go off somewhere else. It's. And in some ways, I guess it is a meditative experience, because when I've had struggles when my dad was very sick and dying, I continued to teach through that time because I felt almost like that that was like a savior. It was like I could get out of my own grave. And I guess it is a bit of a channeling experience that it was somewhere that I could stay focused and not be there and concerned and worried and stress. So I know a lot of people would say, oh, how did you do that? How did you keep working in that time? But it was like the best thing for me. Yeah. Did, too. So I was actually going to ask you about that.

**BB:** [00:41:34] How do you manage setbacks?

**M3:** [00:41:36] So you just answered every letter to be met.

**BB:** [00:41:40] Next question.Other than studies, which I understood, that is one feels great. Is there anything else that you have never completed or left incomplete?

**M3:** [00:42:01] I guess there's always things that I feel, you know, could I could be doing better. Well, that's different. I can't. Incoming, complete, incomplete. I'm pretty good with following through things. I don't often start something and not complete it. Yeah.

**BB:** [00:42:30] Share one of your major challenges, which you have overcome.

**M3:** [00:42:40] Okay. I would say my major challenge was finding my path again. My working life. There was a lot of searching until I found yoga teaching. So that would have been well, we did that 20 years. Yes. I would say that after I left today that that would be my major challenge that I overcame.

**BB:** [00:43:05] Did you describe yourself as diligent?

**M3:** [00:43:10] Yes.

**BB:** [00:43:15] And it is your personal life. Different from your profession.

**M3:** [00:43:24] I'm not a big difference. No. I guess because my professional life is a lifestyle as well. So there's always improvements in my personal life that I would like to change to be more aligned with my yoga and what I teach. I guess it's just an ever evolving, ever evolving thing. So I'm I'm asking what personal life and it's up to you. So are you are you. You live with someone else and all of you have to. My husband took his. So does your husband follow your lives in his so. Hundred percent supportive if he doesn't practice yoga as far as going to yoga classes or anything. But very, very supportive, very encouraging, very open.

**BB:** [00:44:23] So let's dive in hypotheticals into this. You had a person that could do what he was doing for years and who was not a troll into all this, who just wouldn't believe or do is actually productive or could he have done.

**M3:** [00:44:44] I wouldn't continue living with them. I think if you if they were not supportive at all or not open minded enough to try to understand. I would be okay if they didn't believe in what I believe in. But to be respectful of my beliefs, I think that's important. And if they weren't at all. I wouldn't live with them on that. Okay.

**BB:** [00:45:20] Fine. We have almost left it up. I would like you to share how you felt about this activity.

**M3:** [00:45:31] I might just just help a little bit. OK. So a challenge of the activity is 0 2 9. So this was low, this high. And then you have the descriptions. Oh, okay. So it's not challenging for me again. So no tick. You are sorry here.

**BB:** [00:46:00] So now the next one is what is this activity important for you? Not at all. Zero and very much 9 am.

**M3:** [00:46:09] I think it's always good to reassess thoughts and things. So I would say yes, time. Is this activity important to others? I guess it's important to you.

**BB:** [00:46:28] Well, you see where you're succeeding at what you were doing.

**M3:** [00:46:34] In relation to this activity, I'm not sure if that's for me or for you. Was I succeeding your expectation of yours? Oh, I guess so. Do you wish you had been doing something else? No. So. Not at all. Not at all. Okay. Were you satisfied with how you were doing? Yes. And how important was this activity in relation to your overall goals? Well, to help you very much.

**BB:** [00:47:14] If you had a choice, what fool would you be with instantly if you were not to be with me? You would have a visitor.

**M3:** [00:47:25] I would have been with myself. But Sara Lee would have been full. Would have been doing. That's all right. It's probably cleaning the apartment. That's. because I've got a private student coming this afternoon. I'll do that when I go home. Yes, that's what I would have been doing. Great.

**BB:** [00:47:47] Thank you.

**M3:** [00:47:48] I like your input. So fantastic. You know, it actually helped me reach.