

# Unit 0: Why You Keep Breaking the Same Way

🕒 Module	Module 1.5: Personality & Energy Profile
# Unit Number	0
🕒 Types	Video Lesson
🔔 Mandatory	<input checked="" type="checkbox"/>
📁 Archive	<input type="checkbox"/>

## Unit 0: Why You Keep Breaking the Same Way

Module 1.5: Personality & Energy Profile | Video Lesson

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### Unit Overview

This is the opening unit for Module 1.5. Before participants take the Builder Personality & Energy Profile (BPEP) assessment, they need to understand **why** we're measuring what we're measuring.

This unit reframes repeated "failures" as **mismatch between wiring and environment**, not character defects.

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### Learning Objectives

By the end of this unit, participants will be able to:

1. Recognize that repeated patterns of breakdown are often environmental mismatches, not personal failures
2. Understand the "operating system" metaphor for wiring vs. environment fit
3. Identify at least one past "failure" that was actually a mismatch

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## Unit Contents

### Video Lesson: The Wrong Operating System (5-7 min)

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#### What it covers:

- The operating system metaphor (Mac software on Windows = mismatch)
- Three common mismatch patterns (stimulation, structure, social energy)
- Why mismatch triggers survival mode and coping mechanisms
- Reframe: You're not broken, you're mismatched

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### Reading: You're Not Broken, You're Mismatched

Reading: You're Not Broken, You're Mismatched

#### What it covers:

- Deeper dive into what mismatch looks like across four axes
- Why mismatch leads to addiction, burnout, relapse
- What happens when you find the right match
- Reflection prompt: Identify a past "failure" that was actually a mismatch

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## Facilitation Notes

**This unit sets the tone for the entire module.** Participants need to internalize the reframe before they take the BPEP assessment, otherwise they'll interpret their results through a lens of shame ("Oh great, one more thing that's wrong with me").

#### Key messaging:

- **You're not broken, you're mismatched**
  - **Your coping mechanisms made sense given the environment you were in**
  - **Understanding your wiring is about design, not diagnosis**
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# Tribe Role for This Unit

## Silent Witnesses

At this stage, the tribe's role is to **witness without fixing**. When participants share their mismatch stories, the group should:

- Listen without jumping in with advice
  - Affirm the reframe ("That does sound like a mismatch, not a you problem")
  - Resist the urge to problem-solve or relate it back to their own story too quickly
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## Common Participant Reactions

**"But I've heard this before. I know my environment was bad. Why didn't I just leave?"**

**Response:** "Because your nervous system adapted to survive that environment. Leaving would have required resources—mental, emotional, financial—that you didn't have at the time. The fact that you're here now means you're ready to design differently."

**"What if I'm the common denominator? What if every environment feels like a mismatch?"**

**Response:** "That's actually a sign that you haven't found your fit yet. Or that you've been forced to operate in narrow types of environments (9-to-5 jobs, hierarchical structures, etc.). The BPEP will help you name what you actually need so you can design for it."

**"I don't want to be put in a box. I'm more complex than four axes."**

**Response:** "You're absolutely right—you are more complex. The BPEP isn't about boxing you in. It's a tool to help you spot patterns and design your environment. Think of it like a weather forecast: it doesn't control the weather, it just helps you prepare."

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## Homework/Reflection (Optional)

If you want to extend this unit, you can ask participants to journal on:

**"Think of a time when you 'failed' at something (a job, a program, a relationship). Looking back, was it actually a mismatch? What didn't fit?"**

Bring these reflections to the next session or discussion forum.

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## What's Next

After this unit, participants will move into **Unit 1: The Builder Personality & Energy Profile (BPEP)**, where they'll take the actual assessment.