

**Putnam Family & Community Services
PROSper
GROUP PROTOCOL**

DATE: May 7, 2012

TITLE: Planning for Change

COMPONENT: Community Rehab & Support (CRS)

SERVICE: Individual Recovery Planning (IRCP)

POPULATION: Any PROSper member

FREQUENCY: 1x/week

DURATION: 50 Minutes

DESCRIPTION: A didactic and interactive group where members learn about the Stages of Change and its three important elements: Readiness to Change, Barriers to Change, and Expecting Relapse and explore their own personal readiness, barriers, and relapse issues through role play and psychodrama techniques. Members will explore the common myths and pitfalls related to goals and success and look back on previous 'plans for change' to identify what they overlooked and did not plan for. They will explore how they would like their lives to be different and use the group to conduct a change 'autopsy' that examines how each aspect of their life maybe affected by the change they hope to accomplish in treatment and strategies to cope with and plan for these changes.

MODE OF WORK:

- A. **PURPOSE:** To educate members on the stages of change and its elements and how to create coping strategies and plans for change. The group will help clients identify where previous attempts at change went awry and any barriers to personal goals and their readiness to change.
- B. **GROUP FRAMEWORK:** Emphasis will be placed equally on education on the stages of change, goal planning/problem solving, reflection, and experiential role-play/psychodrama to identify readiness to change as well as barriers to changing, relapse-related issues, and overlooked opportunities to plan for change.

EXPECTED OUTCOME: Group members will develop an increased awareness of the stages of change as it applies to their personal path of recovery and use this to assess their readiness to plan thoroughly for change. Clients will be able to plan for change more effectively and identify

Planning for Change

Group Rules:

- 1) Confidentiality
- 2) Cross-Talking
- 3) Side Talking
- 4) No phones ~~unless an emergency~~
- 5) 5) Be respectful of each other
- 6) No personal contact
- 7) Be on time to group
- 8) Limit use of foul language, no name calling

Group Structure:

Group will be structured around planning for changes, and exploring the barriers that prevent change. Group will allow for both open discussion and structured worksheets. Group will begin with clients checking in on how they are working towards making changes.

Group Topics:

Anxiety, MH symptoms, Strengths/barriers, Jobs, Relationships, Family, Roles, Housing, Resistance, Coping with the effects of change, Internal experience of change, Internal/external change, Ambivalence, Healthy/unhealthy changes, When is the right time for a change?, Forced changes

Goals of the group:

To enhance client's abilities to make lasting changes, through processing and exploring the stages and processes of change.

- Weekly commitments
- Stages of change

Goal Planning

Week 1:

- Discuss purpose of the group
- Discuss what an IRP (Individual Recovery Plan) is in PROS and how it relates to this group
- Discuss importance of group member ownership of the plan
- Establish group rules
- Discuss what each group member hopes to gain from participation in the group

Week 2:

- Introduce and explain the recovery planning packet
- Discuss concept of hopes and dreams and how hopes and dreams have no limits
- Group members work independently on page 1 (assistance provided as needed)
- Invite group members to share their hopes and dreams with the group

Week 3:

- Brief recap of hopes and dreams
- Discuss how hopes and dreams can be developed into goals
- Discuss how establishing goals that are SMART (specific, measurable, attainable, realistic, and timely) can help with goal attainment
- Group members work independently on page 2 – turning hopes and dreams into SMART goals (assistance provided as needed)
- Invite group members to share their goals
- Group members can help each other to make their goals SMART if needed

Week 4:

- Brief recap of SMART goals
- Discuss importance of prioritization of goals
- Discuss how “what is most important to me” and “what needs to be done first” are not always the same
- Group members work independently to complete these two sections on page 3 (assistance provided as needed)
- Invite group members to share observations about similarities and differences on these two lists

Week 5:

- Recap of prioritization
- Introduce and explain the readiness assessment – page 3x
- For each SMART goal a group member identified they are provided with a readiness assessment – page 3x
- Group members work independently on readiness assessments for each SMART goal (assistance provided as needed)
- Invite group members to share the results of their readiness assessments and any impact these results may have had on their goals or prioritization

- Group members then prioritize goals on the bottom of page 3 based on “what is most important to me,” “what needs to be done first” and the results of their readiness assessments (assistance provided as needed)

Week 6:

- Recap of prioritization and readiness assessments
- Invite group members to share how they prioritized goals last week based on “what is most important to me,” “what needs to be done first” and the results of their readiness assessments
- Introduce personal strengths worksheet – page 4
- Discuss how recognizing personal strengths is useful with regards to goal planning
- Group members work independently on page 4 (assistance provided as needed)
- Invite group members to share answers to the questions on page 4 and/or their personal strengths

Week 7:

- Brief recap of personal strengths
- Introduce “my support network” worksheet – page 5
- Discuss healthy ways in which a support network can be utilized
 - For example: not being completely dependent or independent, everyone needs help sometimes, not relying solely on one individual for everything, asking supports for help based on their ability to help with that particular goal or situation, etc.
- Group members work independently on page 5 (assistance provided as needed)
- Invite group members to share their support network with the group
- Encourage group members to share information about formal supports and community resources

Week 8:

- Brief recap of “my support network”
- Provide group members pages 6-9 for each SMART goal they established on the bottom of page 3
- Group members write in the SMART goal statement from bottom of page three and the corresponding number in order of priority
- Explain each section of pages 6-9
 - Strengths to help me achieve THIS goal
 - Barriers to THIS goal and thoughts for overcoming each
 - How to develop SMART objectives from the identified barriers and thoughts for overcoming them and setting target dates
 - See group schedule for identifying groups needed to help achieve THIS goal and its objectives
 - Members of “my support network” that can help me achieve THIS goal and its objectives

- Notes page for tracking any progress made toward this goal and its objectives, any newly identified strengths, barriers or supports, any needed changes in group schedule, and any revisions to be made to THIS goal or its objectives in the future
- Group members work independently on pages 6-9 (assistance provided as needed)

Week 9:

- Recap of pages 6-9
- Address any questions or issues from group members about establishing SMART goals and objectives on pages 6-9
- Group members work independently (assistance provided as needed)
- Discuss any questions or issues that arise
- Group members can provide assistance to each other with pages 6-9

Week 10:

- Recap of pages 6-9
- Address any questions or issues from group members about establishing SMART goals and objectives on pages 6-9
- Group members work independently (assistance provided as needed)
- Discuss any questions or issues that arise
- Group members can provide assistance to each other with pages 6-9
- Group members can share any progress or barriers toward goals and group can help the member to problem solve as needed

Week 11:

- Discuss any questions or issues that arose the previous week
- Group members continue to work independently and at their own pace on their recovery planning packet (assistance provided as needed)
- Group members can provide assistance to each other with any part of the recovery planning packet as needed
- Group members can share any progress or barriers toward goals and group can help the member to problem solve as needed

** As the majority of group members move further along with planning of their goals and objectives, less time is spent working independently and greater emphasis is placed on providing assistance to one another with the goal planning process and discussion of progress and barriers and problem solving as a group.

Week 12:

- Discuss any questions or issues that arose the previous week
- Group members continue to work independently and at their own pace on their recovery planning packet (assistance provided as needed)
- Group members can provide assistance to each other with any part of the recovery planning packet as needed

- Group members can share any progress or barriers toward goals and group can help the member to problem solve as needed

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Week 13:

- Discuss any questions or issues that arose the previous week
- Group members continue to work independently and at their own pace on their recovery planning packet (assistance provided as needed)
- Group members can provide assistance to each other with any part of the recovery planning packet as needed
- Group members can share any progress or barriers toward goals and group can help the member to problem solve as needed

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Week 14:

- Discuss any questions or issues that arose the previous week
- Group members continue to work independently and at their own pace on their recovery planning packet (assistance provided as needed)
- Group members can provide assistance to each other with any part of the recovery planning packet as needed
- Group members can share any progress or barriers toward goals and group can help the member to problem solve as needed

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Week 15:

- Discuss any questions or issues that arose the previous week
- Group members continue to work independently and at their own pace on their recovery planning packet (assistance provided as needed)
- Group members can provide assistance to each other with any part of the recovery planning packet as needed
- Group members can share any progress or barriers toward goals and group can help the member to problem solve as needed

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Week 16:

- Discuss any questions or issues that arose the previous week
- Group members continue to work independently and at their own pace on their recovery planning packet (assistance provided as needed)
- Group members can provide assistance to each other with any part of the recovery planning packet as needed
- Group members can share any progress or barriers toward goals and group can help the member to problem solve as needed

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GROUP 1

ASK:

1. What is an IRP?
2. What is its purpose?
3. Does anybody remember some of the goals they came up with for you IRP?

A recovery plan can be a guide to help a person achieve personal goals. It can help steer decisions during the more challenging aspects of recovery, such as having trouble finding a job, knowing when to talk with the doctor about medication, or recognizing new symptoms or triggers of a relapse.

When creating a personal recovery plan, it becomes unique to that person. It reflects special situations, relationships, personal goals, and unique thoughts and feelings. The more thought that goes into it, the more helpful it may be in the long run.

Important Points to Remember

- The treatment plan is the road map that a patient will follow on his or her journey through treatment.
- No two road maps will be the same; everyone's journey is different.
- Treatment planning begins as soon as the initial assessments are completed. The patient might have immediate needs that must be addressed.
- The treatment plan details the therapeutic interventions, what is going to be done, when it is going to be done, and by whom. It must consider an individual's needs and come up with clear ways of dealing with each problem.

How to Develop a Problem List

A treatment plan must be **measurable**. It must have a set of problems and solutions that the staff can measure. The problems must be **specific**, not vague. The problem statement should be no longer than one sentence and should describe only one problem. A problem on the plan should be followed by specific physical, emotional, or behavioral evidence that the problem actually exists. List the problem, add "as evidenced by" or "as indicated by," and then describe the concrete evidence you see that tells you that the problem exists.

Have members complete page 1 of their packet.

Individual Recovery Planning

A recovery plan can be a guide to help a person achieve personal goals. It can help steer decisions during the more challenging aspects of recovery, such as having trouble finding a job, knowing when to talk with the doctor about medication, or recognizing new symptoms or triggers of a relapse.

When creating a personal recovery plan, it becomes unique to that person. It reflects special situations, relationships, personal goals, and unique thoughts and feelings. The more thought that goes into it, the more helpful it may be in the long run.

If there were nothing standing in your way, what would your ideal life look like?

What would you need to attain to achieve this ideal life?

What would need to change to achieve this ideal life?

CHANGING BEHAVIORS GROUP GROWTH PROCESS



This is a picture of a fascinating species of bamboo called **Dendrocalamus giganteus**. After being planted it doesn't show any apparent signs of growth for several years. From an underground perspective however, an enormous amount of activity continuously occurs. Before ever beginning its upward ascent, the plant builds a huge network of roots that spreads deep and wide, this "anchoring" process can take years. With the necessary roots in place, once it begins to grow it does so at an astounding rate; two to three feet a day! Scientists report that if you sit very still, you can almost see the shoots grow. Within weeks it can reach 120 feet!

HOW LONG DID IT TAKE FOR THIS PLANT TO REACH 120 FT? IS THE ANSWER SEVERAL WEEKS OR SEVERAL YEARS?

WHY DO YOU THINK I ASK THIS QUESTION?

Just because we can't see the results and physically measure them doesn't mean that growth and progress aren't happening. As goal creators, we need to spend time developing our own support system (our roots or "anchors"). In order for any noticeable outcomes result, we need to create a deep wide web of training, planning, and experiencing. It is important to realize that arriving at our goal is the last in a series of important steps. Like a skyscraper contractor who spends years drawing up blueprints and digging down into the earth before ever building skyward.

Nature constantly reminds us that there is nothing wrong with being a late bloomer; it will take an avocado tree approximately seven years to begin to bear fruit. Then it will only produce avocados every other year. Likewise, Michael Jordan, perhaps the greatest basketball player ever to play the game, failed to make his high school varsity team in his sophomore year and the Grateful Dead were on the music scene for 21 years before they had a hit single with "Touch of Grey".

Pitfalls to be Aware Of:

1. Comparing our progress with that of "people my age" or groups/individuals that are where you think you "should" be "if I hadn't"
2. Not believing in ourselves enough.
3. Feeling it is too late to begin.
4. Looking for constant approval.
5. Wanting to control the precise outcome of every attempt.
6. Not taking corrective actions.
7. Not continuing after we encounter an obstacle.
8. Not celebrating our mini successes along the way.

When you feel yourself being lured by these pitfalls, stop and apply the 15 second principle, focusing on and enjoying the success of a simple, achievable ACTION. The goal is to separate yourself from the addictive and destructive internal conversations that demand visible results with every step.

CAUTIONARY NOTE:

Your "anchoring" or "rooting" process deserves respect and time but be sure not to let fear, activities (instead of actions), and waiting for the 'right time' be excuses or masquerade as preparation, rejuvenation, and meditation. Think of this:

"Even if you're on the right track, you'll get run over if you just sit there" – Will Rogers

Eventually you have to take mini-actions.

At some point, if your phobias, misgivings, and short comings refuse to go away, you will have to pick em' up and carry them across the threshold that separates thinking about it from creating opportunities.

GROUP 2

Check In: Do you know what you want in life?

This week: A lot of people feel a need to get a goal because they feel stuck so they base their goal selection on fear of being struck, feeling like others are “out there” and “making something “ of themselves and the fear of being left behind, unfulfilled, forgotten, unimportant, alone.

So the question is, do you know what you want? And the surprise is YES! YOU ALWAYS KNOW WHAT YOU WANT, however selecting a goal before emptying yourself of some conflicting messages can leave you feeling disconnected from your goals, selecting ones you never seem to reach or having a vague goal that you don't know if you really want, following a goal and achieving things but still feeling restless. Usually people have trouble finding what they want in life because something is covering up what it is they actually want, this problem is common and there is a way out.

YOU DO KNOW WHAT YOU WANT – You wouldn't feel so restless when you can't find the right track if you didn't. Two things get in the way:

1. **Too Many Options:** Did you know fewer people are actually depressed during wartime? In war time the struggle to survive gives you direction and purpose, you don't waste time trying to figure out what your worth or what you're supposed to do with your life. Day to day you know exactly what to do, SURVIVE! When there is no emergency to rise to we have to create goals that have meaning, you can if you know what your dream is, but this is a new way. The old way to live was let necessity (wartime) create your goal, the new way; letting your dream create your goal is not something we have practice at.
2. **Inner Conflict:** Something inside you is stopping you from knowing. Self-reproach: “Maybe I have no talent”, “Maybe I'm just lazy”, “If I could handle anxiety better I would do more with my life”. Myths and Blame: “If you really wanted something badly enough, you'd go out and get it”, “If you sabotage your efforts because you lack character”.
 - **WHY WOULD ANYONE WANT TO DO HARM BY SABOTAGING THEMSELVES? THERE IS ALWAYS A GOOD REASON FOR LOOSING DIRECTION!**
 - You don't have to become a better person, develop a different attitude, etc. As you are you are good enough.
 - What you do need is to understand why you don't know what you want.

EXERCISE: What are you supposed to be doing?

Even if you can't figure out what you want to be doing you probably know exactly what you're supposed to be doing. I was supposed to save my family from total disconnection and dysfunction by uniting them with my “fresh potential”. Be the one thing that made all the divorce and troublesome years worthwhile. I would be intelligent, beautiful, caring, a successful leader within some organization that saved lives as well as become a mother and give grandchildren that my parents could enjoy and therefore feel less lonely and conflicted since my brother and sister had been more removed.

GOAL PLANNING INTENSIVE: 8 Week Series

Week 1

- **The 15 Second Agreement**
- **Action vs. Activities**

Week 2

- **15 Second Momentum List**

We all know that dreams are wonderful things to have, whether we dream of returning to school to complete a degree, buying a computer or finding a romantic partner. But if we never pursue and realize some of those dreams, they can become more of a curse than a blessing. Unfulfilled dreams have the ability to haunt us, to remind us of what we haven't done and who we haven't become. When we don't pursue these dreams, our reasons for putting them off seem more important, we develop a more convincing argument with more layers and reasons, ultimately they can become so logical that sometimes we even buy into the reason for not pursuing our dreams. We rationalize the reasons but somewhere deep down we know that the story is not true.

When dreams go unexplored they can leave an enormous hole in the soul that we try to avoid with remedies such as flings and romances, emotional eating, computer games, excessive buying, and addictive substances, to name a few. Seeking satisfaction from these indirect sources is a diversion that offers temporary relief and can become major distractions on our quest to self-fulfillment. The big dilemma is that nothing can replace going after the real thing. I work at a senior living facility part time, when I hear the elderly talk about their lives, what they usually regret most is not that they didn't succeed at everything they tried, but rather that they didn't risk, dare, and follow their passions. As one woman said to me, "who was I so afraid of becoming . . . myself?"

If the price we pay for neglecting our dreams is so huge, then why do we do it, why don't we spend more time and energy on realizing our dreams? First, it is very difficult psychologically to cross the threshold into the unknown world of our dreams and potential, it feels safer to keep our dreams protected and precious, untouched and idolized. Second, all the fears; of failing, succeeding, becoming ourselves, and the potential to lose it all can be powerful deterrents. Is it any wonder then that most of us will spend more effort designing elaborate schemes to avoid confronting these emotions and situations than we will trying to face them? Apparently we believe it is much easier to avoid perceived pain than it is to pursue mastery and strengthen our character.

So, for help crossing the threshold we need to kind of trick our brains into participating in small changes so that the alarm bells won't go off as we approach our hopes and dreams. That where THE 15 SECOND PRINCIPLE comes in. The idea is that we don't really care about a dream or we are scared to death of it, our brains resist this notion but emotionally either a dream is too cold (we don't really care about it) or too hot (we care a lot). The 15 SECOND PRINCIPLE helps tell which it is for us and help us cross the threshold "under the radar". Here's how it works:

1. **Spend a minimum of 15 seconds a day furthering the project.** It is hard to rationalize that you don't have time for 15 seconds so you have to face the truth either you don't care about it or you're scared to death, there's no gray. In addition, even a hellish experience can be endured for 15 seconds, after that you can stop, you have an escape route. Also this helps you address it EVERY DAY and prevents your fears and negative thoughts from growing too large. It is a momentary opportunity for you to take charge and be the captain of the ship. Often you'll actually want to spend more time, 15 seconds is not set in stone, it is often the beginning that is the hard part, if you are miserable of course stop but if not continue on. The earlier in the day you can do it the better and leave time to return to it if you feel inspired.
2. **Forgive yourself when you don't do your 15 seconds each day.** On the surface this looks easy and you will think "any fool can commit to 15 seconds a day". Think again, you will be shocked at how challenging this is, especially if you pick a cherished project. The point is if you screw up, forgive yourself and recommit for the next day.

Actions Vs. Activity (For help selecting ACTIONS for 15 minutes)
 READ Page 10 to the group: *Rat in a Cage*

- We want to pursue actions not activities. Activities are safer to approach and engage, include less emotional and psychological charge, and usually do not address our dreams, mastery, or core issues which are more frightening. They are more about avoidance and staying busy or kicking back than true fulfillment.
- You can tell which is which by the way you feel after. Here are some examples, if you want to write them down you can do so here _____

- Can you think of your own examples?
- Lets think of actions for your 15 SECOND AGREEMENT

THE 15 SECOND DREAM AGREEMENT FOR:

(Enter title of dream project)

On this day of _____, I agree to enter into a 15 Second Agreement for the above dream project. In addition, I understand the following:

1. Each day I will take some action that will further my dream project along. It must be a positive action and last a *minimum* of 15 seconds. (Alternatively, agree to a Monday-Friday, 5 day a week 15 Second Agreement).
2. If I do not live up to my daily commitment, I promise to forgive myself and recommit to the rules of my dream agreement on the very next day.
3. I will continue to follow the laws of this agreement and will do so until my dream project has been completed or until I decide to renegotiate this agreement with myself.

(Dream maker's signature)

Goal Planning

Week 2: Do you know what you want?

Review: Last week we looked at two full cups of water and figured out that if you want to discover some meaningful goals in your life you must first empty your mind (one of the cups or knowledge) of some of the false messages about the goals you've been taught you should pursue or the ones you've been told your capable or incapable of or are desirable.

This week: A lot of people feel a need to get a goal because they feel stuck so they base their goal selection on fear of being stuck, feeling like others are "out there" and "making something" of themselves, and the fear of being left behind, unfulfilled, forgotten, unimportant, alone.

So the question is, do you know what you want? And the surprise is YES! YOU ALWAYS KNOW WHAT YOU WANT, however selecting a goal before emptying yourself of some conflicting messages can leave you feeling disconnected from your goals, selecting ones you never seem to reach or having a vague goal that you don't know if you really want, following a goal and achieving things but still feeling restless. Usually people have trouble finding what they want in life because something is covering up what it is they actually want, this problem is common and there is a way out.

HAPPY PEOPLE FACT: In the 1980's, two Harvard psychologists completed a study of people who called themselves happy and what did they all have in common? Money, success, health love? None of these things. They had only two things in common: they knew exactly what they wanted and they felt they were moving toward getting it. Life feels good what it has direction, when you are headed straight for what you love.

YES LOVE! Not what you are skilled at. When I was a waitress, struggling to pay for college, I was skilled at moving chairs around with my feet and a tray of meals extended above my head, making 99 cent Ramen Noodles into a meal, and removing ketchup stains from clothing. I do not want the career that uses those skills, thank you. You don't live the good life by doing what you can do but what you want to do. Your greatest talents don't necessarily show up in your skills (I am a good writer but I suck at spelling and am dyslexic). All of us are good at things we don't love and all of us have talents we've never used.

YOU DO KNOW WHAT YOU WANT – You wouldn't feel so restless when you can't find the right track if you didn't. Two things get in the way:

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2. Inner Conflict: Something inside you is stopping you from knowing. Self-reproach: "Maybe I have no talent", "Maybe I'm just lazy", "If I could handle anxiety better I would do more with my life". Myths and Blame: "If you really wanted something badly enough, you'd go out and get it", "If you sabotage your efforts because you lack character".

- **WHY WOULD ANYONE WANT TO DO HARM BY SABOTAGING THEMSELVES? THERE IS ALWAYS A GOOD REASON FOR LOSING DIRECTION!**
- You don't have to become a better person, develop a different attitude, etc. As you are you are good enough.
- What you do need is to understand why you don't know what you want.

EXERCISE: What are you supposed to be doing?

Even if you can't figure out what you want to be doing you probably know exactly what you're supposed to be doing. I was supposed to save my family from total disconnection and dysfunction by uniting them with my "fresh potential". Be the one thing that made all the divorce and troublesome years worthwhile. I would be intelligent, beautiful, caring, a successful leader within some organization that saved lives as well as become a mother and give grandchildren that my parents could enjoy and therefore feel less lonely and conflicted since my brother and sister had been more removed.

(SHARE)

SUCCESS :

THE PROGRESSIVE

REALIZATION OF

WORTHWHILE GOALS

A Goal is a Dream with a Time Frame on it

Where are you now – Personal Checkup

1. Am I missing anything in my life right now that's important to me? YES NO
2. I know what I am passionate about. YES NO
3. I am well organized, know how to focus on my top priorities and get a lot done every day. YES NO
4. I have a written, strategic plan for my work and personal life with time lines and quantifiable measurements. YES NO
5. I have ample time for my family, social relationships and feel good about the balance I have achieved. YES NO
6. I spend time 4-5 times a week exercising to restore myself physically. YES NO
7. I am regularly achieving my income goals. YES NO
8. My life reflects my spiritual values and I am growing, maturing, and gaining wisdom in this area. YES NO
9. I have studied and developed the new, creative ideas I have had this last year. YES NO
10. I believe I am fulfilling my Mission in life. YES NO

"Make no small plans; they have no magic to stir men's souls." Daniel Burnham

GROUP 3

Check In: Agree or disagree: It's better to set lower goals than to risk failure by setting higher ones.

What is a goal?

A goal is a brief clinical statement of the condition you expect to change.

Goals express the hopes and dreams of an individual. They are influenced by individual's core principles and values. Goals often reflect the "big picture" or "end game". In PROS, goals identify the desired destination to be arrived at as a result of the groups one attends. Goals can become a shared vision of success.

ASK: Why Set Goals?

Starting to Set Personal Goals

You set your goals on a number of levels:

- First you create your "big picture" of what you want to do with your life (or over, say, the next 10 years), and identify the large-scale goals that you want to achieve.
- Then, you break these down into the smaller and smaller targets that you must hit to reach your lifetime goals.
- Finally, once you have your plan, you start working on it to achieve these goals.

This is why we start the process of setting goals by looking at your lifetime goals. Then, we work down to the things that you can do in, say, the next five years, then next year, next month, next week, and today, to start moving towards them.

The most effective way of formulating your goals is to use the SMART goal approach. SMART goals guarantee your goals contain all the vital elements to maximize your goal setting success.

SMART stands for Specific, Measurable, Attainable, Realistic/Relevant and Time Bound.

S = Specific: Do you know exactly what you want to accomplish with all the details?

Goals must be well defined. They must be clear and unambiguous.

M = Measurable: Can you quantify your progress so you can track it?
How will you know when you reach your goal?

Define specific criteria for measuring progress toward the accomplishment of each goal you set so that you can measure and keep track of your progress.

A = Attainable: Is your goal a challenge but still possible to achieve?

Goals must be achievable. The best goals require you to stretch a bit to achieve them but they are not impossible to achieve.

R = Realistic: Is your goal realistic and within your reach? Are you willing to commit to your goal?

Almost certainly your goal is realistic if you truly believe that it can be accomplished.

Relevant: Is your goal relevant to your life purpose? Is it in line with your beliefs and values?

Your goal must be consistent with other goals established and fits with your immediate and long-term plans?

T = Time Bound: Does your goal have a deadline?

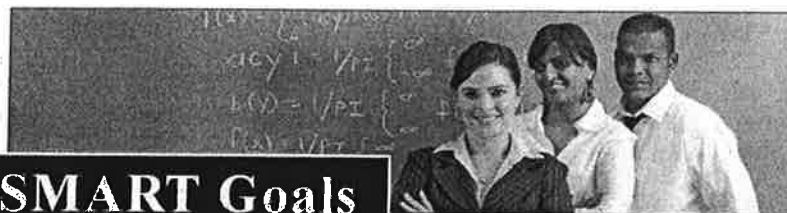
Activity: Have members complete the step 1 worksheet and collect at the end of group!

Goals have three types: Urgent, Moderate, and Long-Term.

- **URGENT GOALS:** The basic things that are needed to survive. Examples: housing, transportation, food, safety, etc.
- **MODERATE GOALS:** The middle steps that are necessary to work toward your ideal life. Examples: GED, employment, minor health problems, etc.
- **LONG-TERM GOALS:** The final steps needed have the ideal life you imagine for yourself. Examples: advanced education, improved relationships, long-term sobriety, etc.



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Welcome to SMART Goals presentation. This presentation provides an introduction to SMART Goals and instructions for writing them. At times during the presentation, you may want to pause to allow yourself time to write. Examples included at the end of the presentation may or may not apply to your role specifically, but will still help you to better understand how to create a SMART Goal.



SMART Goals

What are they?

Why use them?

How do you write them?



This presentation acts as an introduction to SMART Goal writing, explains what SMART Goals are, why they are used, and finally allows time to practice writing SMART Goals.



Why SMART Goals?

- Goals state a desired future achievement
- SMART goals assist in “getting focused”
- SMART goals help define exactly what the “future state” looks like and how it will be measured
- SMART goals show others how their work “aligns” and relates to the focus of the school

A SMART goal indicates a specific way to articulate and focus goals.

What Are SMART GOALS?



- **Specific**
- **Measurable**
- **Attainable**
- **Results-oriented/Relevant**
- **Time-bound**

The acronym SMART identifies the areas of focus in goal-setting. It stands for Specific, Measurable, Attainable, Results-oriented or relevant, and Time-bound. Other terms have been associated with these letters, but the Ohio Department of Education uses these.

How To Write SMART Goals

•Specific

- Well-defined, the outcome is clear
- Clear to anyone who has a basic knowledge of the project
- Provides enough detail so there is no indecision as to what is to be done

Poor Example	Better Example
I will lose weight.	<u>I will lose 5lbs by June 1 by eliminating sugar from my diet and walking 10,000 steps a day.</u>

A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal answer the six “W” questions.

- Who is involved?
- What do I want to accomplish?
- Where will the action take place?
- When will the goal be achieved?
- Why is this goal important?

For educators, goal setting should consider the larger school community. Make sure it meets your needs and is linked to the bigger picture of the school goals. Try to avoid using words such as *try*, *could*, *should* or *maybe* as they indicate the goal is not concrete.

How To Write SMART Goals



• Measurable

- Know if the goal is obtainable and how far away the completion is
- Know when it has been achieved
- Identify the measurement instrument to be used
- Able to determine if it has been achieved because you can count it or see it

Poor Example	Better Example
I will lose weight.	I will lose <u>5lbs</u> by June 1 by eliminating sugar from my diet and walking <u>10,000 steps a day</u> .

Establish concrete criteria for measuring progress toward the attainment of each goal. To determine if your goal is measurable, ask questions such as:

- How many?
- How much?
- To what degree?
- How will I know when it is accomplished?

This example has a clear measurability. The scale will indicate whether the goal has been achieved.

How To Write SMART Goals



- **Attainable**

- Agreement with all the stakeholders what the goals should be
- Achievable; a goal may be a stretch, but is possible with the current team and resources
- Clearly defined steps

Poor Example	Better Example
I will lose weight.	I will lose <u>5lbs</u> by June 1 by eliminating sugar from my diet and walking 10,000 steps a day

Identify the most important goals, then determine how to attain them. Work to develop attitudes, abilities, skills, and financial capacity to reach them. For example, 5 pounds is an attainable weight loss within the time period stated.

How To Write SMART Goals

- **Results-oriented/Relevant**

- Who is the main person responsible?
- Who are the support people?
- What are the urgent needs?
- The goal is aligned with the results expected and the direction provided by the district CSIP and building goals

Poor Example	Better Example
I will lose weight.	<u>I will lose 5lbs</u> by June 1 by eliminating sugar from my diet and walking 10,000 steps a day.

A results-oriented or relevant goal represents a worthwhile objective. Goals should be important to the work and focus on results. Weight loss is both relevant and results-oriented.

How To Write SMART Goals



• Time-bound

- A specific date has been set for achieving the goal
- Time is appropriate for keeping goal performance focused and on target

Poor Example	Better Example
I will lose weight.	I will lose 5lbs <i>by June 1</i> by eliminating sugar from my diet and walking 10,000 steps a day.

Any effective goal must have a target date. A deadline set too far in the future invites procrastination. A short term goal could be unrealistic and discouraging.

How To Write SMART Goals



Long Term Goals vs. SMART Goals

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Long-term goals are different from SMART goals. Long-term goals describe future aspirations such as getting a job or earning a masters degree. Without short-term goals defining the steps to large scale achievements, long-term goals are too easily dropped.

Writing SMART Goals

Practice writing SMART goals...



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Let's practice writing SMART goals. Pause the presentation after the sample is given to allow time to write.

Writing SMART Goals

Goal:	
Specific	<ul style="list-style-type: none"> Well-defined, the outcome is clear Clear to anyone who has a basic knowledge of the project Provides enough detail so there is no indecision as to what is to be done
Measurable	<ul style="list-style-type: none"> Know if the goal is obtainable and how far away the completion is Know when it has been achieved Identify the measurement instrument to be used Able to determine if it has been achieved because you can count it or see it
Attainable	<ul style="list-style-type: none"> Agreement with all the stakeholders what the goals should be Achievable; a goal may be a stretch, but is possible with the current team and resources Clearly defined steps
Relevant/Results-Oriented	<ul style="list-style-type: none"> Who is the main person responsible? Who are the support people? What are the urgent needs? The goal is aligned with the results expected and the direction provided by the district CSIP and building goals
Time-bound	<ul style="list-style-type: none"> A specific date has been set for achieving the goal Time is appropriate for keeping goal performance focused and on target

Consider these clarifications for each characteristic of SMART goals.

Writing SMART Goals



Write SMART Goals

Process Model

State an Intention to Engage in Learning	Describe an Area of Focus for the Learning	Include the Rationale	Add the Activities	Predict a Completion Date (Optional)
I will acquire	Multiple strategies	To improve classroom discipline	By participating in a building-level book study	January-March 2008
I will investigate	Interdisciplinary strategies	To incorporate more connections between core subjects in my classroom	By participating in Sustainable Development's distance learning course on interdisciplinary education	Summer 2008
I will enhance my abilities in teaching	Special needs students	To improve student learning	By attending ASD's Differentiation Conference	July 4-6, 2008
I will enhance my skills	In both interpreting and using data	To appropriately adjust instruction to enhance student learning	By participating in online training on Value-Added	April-June 2008

<p>NOT I am getting my master's degree</p> <p>INSTEAD I am taking graduate coursework in collaboration learning to implement in my classroom and to work toward my master's degree.</p>	<p>NOT Going to Value-Added Workshop</p> <p>INSTEAD I will acquire new ways of approaching and using data through Value-Added training and follow-up.</p>
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Improve this goal...



**This year every student will show evidence
of one year of growth in mathematics.**

Pause here to practice.

Writing SMART Goals



Original: This year every student will show evidence of one year of growth in mathematics.

- **SMART GOAL:** During the 2011-12 school year, 85% of all students will improve their math problem-solving skills as measured by a 1.0 year gain in national grade equivalent growth from the 2010-11 to the 2011-12 ITBS math problem solving sub test.

The revised goal includes

- A specific time span
- A specific skill outcome
- A defined method of measurement

Improve this goal...



I will increase parent and community understanding of student growth by leading three information sessions by the end of the 2011-2012 school year.

Pause to allow time to work.

Writing SMART Goals

Original: I will increase parent and community understanding of student growth by leading three information sessions by the end of the 2011-2012 school year

SMART GOAL: I will increase parent understanding of student growth by leading three information sessions in August of 2011. Participants will be asked to complete exit surveys to assess their understanding.

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This goal was made more informative but lacked a method for determining success.

Writing SMART Goals



Now- think like a.....

PRINCIPAL
Resident Educator

TEACHER

.....and write your own goal.

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Create your own goal. Start by reviewing the appropriate set of standards or by reflecting on your practice through a self-assessment or analysis of student work.

URGENT GOALS [to be addressed in the next thirty (30) days]

Need:

Goal:

What in my life can help me achieve this?

Steps to making this change:

- 1.
- 2.
- 3.

Groups I have chosen:

MODERATE GOALS [to be addressed in the next sixty (60) to ninety (90) days]

Need:

Goal:

What in my life can help me achieve this?

Steps to making this change:

- 1.
- 2.
- 3.

Groups I have chosen:

LONG-TERM GOALS [to be addressed in the next ninety (90) days to one (1) year]

Need:

Goal:

What in my life can help me achieve this?

Steps to making this change:

- 1.
- 2.
- 3.

Groups I have chosen:

GROUP 4



MHA-NYC
Innovations in Mental Health

Helping People Identify & Set Meaningful Goals

DIRECTIONS FOR THE CARD SORT

Person will sort cards by importance. There are no right or wrong answers. Everyone has their own personal values.

- ***There are three title cards— Not Important, Important and Very Important. Put these out next to each other on the table in front of you.***
- ***The other cards describe something that might or might not be important to the person.***
- ***They will sort the stack of cards into three piles below each title card, based on whether the value written on the card is Not Important, Important, or Very Important.***
- ***For the second task, they will focus on the things they chose that are most important and pick out the five cards that are most important to them from that pile.***
- ***These will be discussed***

Very Important

Important

Not Important

VERY IMPORTANT TO ME

IMPORTANT TO ME

NOT IMPORTANT TO ME

OTHER VALUE:

OTHER VALUE:

**LIVING IN MY OWN
APARTMENT**

HAVING MY OWN CAR

BEING CLEAN AND TIDY

**HAVING A ROMANTIC
RELATIONSHIP**

**HAVING A ROOF OVER
MY HEAD**

FREEDOM

**TAKING MEDICATIONS
THAT
WORK FOR ME**

INDEPENDENCE

BEING HAPPY

HAVING A GOOD FRIEND

BEING BUSY

CONTROL

**WORKING HARD AT A JOB
I LIKE**

HAVING A GOOD SEX LIFE

FEELING WORTHWHILE

**FEELING LIKE MY LIFE MATTERS
TO SOMEONE ELSE**

**HAVING LOW STRESS
IN MY LIFE**

BEING MARRIED

EDUCATION

**HELPING OUT PEOPLE
WHEN THEY NEED IT**

**HAVING THE TRUST OF
OTHERS**

HAVING A CLEAR MIND

**SOCIALIZING WITH FRIENDS
OR FAMILY**

BEING EASYGOING AND CALM

**KEEPING CONTROL OF
MY TEMPER**

**BEING A GOOD
PROBLEM-SOLVER**

**BEING GOOD AT
TELLING JOKES**

**GETTING CREDIT FOR
MY IDEAS**

BEING PHYSICALLY FIT

INDEPENDENCE

EDUCATION

BEING A DECENT PERSON

**STAYING OUT OF TROUBLE
WITH THE LAW**

HAVING FUN

FEELING LIKE I FIT IN

SOBRIETY

HAVING SPENDING MONEY

HAVING A DRIVER'S LICENSE

**NOT HAVING OTHERS TAKE
ADVANTAGE OF ME**

**NOT HAVING OTHERS TAKE
ADVANTAGE OF ME**

LOOKING GOOD PHYSICALLY

**DOING SOMETHING GOOD
IN THE WORLD**

BEING RESPECTED BY OTHERS

**NOT DRINK TOO MUCH
ALCOHOL OR USING DRUGS TOO
MUCH**

**STAYING OUT OF
THE HOSPITAL**

BEING UNDERSTOOD

HAVING GOOD FOOD

**NOT HAVING DRUGS
IN MY LIFE**

**HAVING CONTROL OF MY
OWN MONEY**

**NOT NEEDING OTHERS TO
TAKE CARE OF ME**

HONESTY

**GETTING CREDIT FOR
MY IDEAS**

HAVING ENOUGH MONEY

**BEING FAITHFUL TO
MY PARTNER**

OBEYING THE WILL OF GOD

**HAVING A GOOD SENSE
OF HUMOR**

NOT WORRYING ALL THE TIME

GROUP 5

Creating Personal Mission Statements

Ask: What is a mission statement?

- Mission statements are designed to provide direction
- A mission statement explains the organization's reason for being

What is a personal mission statement?

- opportunity to establish what's important and perhaps make a decision to stick to it before we even start
- identify their core values and beliefs

Steps Toward Personal Mission Statement Development

Step 1: Identify Past Successes. Spend some time identifying four or five examples where you have had personal success in recent years. These successes could be at work, in your community, at home, etc. Write them down.

Try to identify whether there is a common theme -- or themes -- to these examples. Write them down.

Step 2: Identify Core Values. Develop a list of attributes that you believe identify who you are and what your priorities are. The list can be as long as you need.

Once your list is complete, see if you can narrow your values to five or six most important values.

Finally, see if you can choose the one value that is most important to you.

Step 3: Identify Contributions. Make a list of the ways you could make a difference. In an ideal situation, how could you contribute best to:

- the world in general
- your family
- your employer or future employers
- your friends
- your community

Step 4: Identify Goals. Spend some time thinking about your priorities in life and the goals you have for yourself.

Make a list of your personal goals, perhaps in the short-term (up to three years) and the long-term (beyond three years).

Step 5: Write Mission Statement. Based on the first four steps and a better understanding of yourself, begin writing your personal mission statement.

Activity: Have members create their own personal mission statement. This will be added to their goal portfolio!

Goal Planning - Week 5

How to Get Lucky (EeneyMeeney Miney Mo)

The amount of good luck that comes your way depends on your WILINGNESS to act

When you see people who are passionate about their work the world seems unfair, how did they get so lucky? Well, they got into action and they stayed in action. When we don't know exactly what we want we feel stuck, it is natural to want to "figure it out" before making a move but action is absolutely essential when you don't know what you want. Why?

1. **Action Helps You Think:** you will do much better thinking than you can ever do sitting still and weighing all the hypothetical factors. Even action in the wrong direction is informative.
2. **Action Raises your Self-Esteem:** Most inaction isn't because of indecision, it's because of fear. But every time you want to do something that scares you and you dare to do it, self-esteem goes up, even if someone slams the door in your face, refuses to answer you, etc-the worst outcome you can imagine-it doesn't matter. Every time you don't act, you inadvertently let yourself down, sending a message you can't handle fear, thereby reducing your self esteem and motivation. I was originally working with ex-addicts in a city run drug program. We were helping people who actually fought their way out of addiction to create new lives but none of them had the skills and viewed themselves as just "ex-junkies". They couldn't wait until they developed a good self image to find jobs and gain skills; we did "acting as if". Act as if you deserve that job you are trying for . . .that opportunity for better housing . . . the volunteer training program education assistance and after a while it worked, facing opportunity after opportunity increased self-esteem and they were greeting people, making speeches, advocating for themselves, and volunteering. They tell me the lesson for them was to "do it first, learn how second".

Action will raise your self esteem better than affirmations. Telling yourself you're a good person doesn't work for long, at least not for me before that person in the mirror rolls her eyes at me. The thing is that most of the rewarding things in life – riding a bike, making love, traveling to a foreign country, begin with incompetence or embarrassment, *What will determine the course of your life more than any other thing is whether or not you're willing to tolerate necessary discomfort.*

3. **Good Luck Happens When your in Action:** I wound up a Licensed Mental Health Counselor (LMHC) by accident, literally, it all started with a BIG mistake in truth. Recovering from that period in my life is what got me interested in psychology at 20 years old, it was not until much later I pursued this in Graduate School and it became a calling and passion. I believe in planning but the truth is it is mostly science fiction. There never was a plan that was more than a hopeful prediction. Even business plans are tall tales: "With this new cosmetic color we expect to sell 50,000 items next year, 150,000 the year after, and 500,000 the year after that, so we want a loan of two million dollars." Pretty good story and people get loans this way. The best story teller gets the best loan. The truth is the best reason to plan is that following a plan gets you out into the world. If you go out to the library and look up resources, call people, join organizations and clubs, go to appointments, read and research, etc. something can happen to you. So let's try it, WE ARE GOING TO SET A GOAL, any goal (the more ordinary the better, doesn't have to be earth shaking) and start using these SMART guidelines to achieve it, see what happens.

GROUP 6

1. Review last lesson main points, 2. Review action steps from last lesson, 3. Review knowledge and experience with today's lesson, 4. Why important, 5. Overview of the agenda

EXPLORING YOUR PERSONAL LIFE GOALS

LESSON 07

IMPORTANT INFORMATION

What are life goals?

- One purpose of the WSM Program is to offer you opportunities to improve the quality of your life.
- Life goals are the important things people accomplish that give them a sense of success and satisfaction.
- People differ on what is important to them and what will bring them a sense of success and satisfaction.
- For most people important life goals include:
 - Staying well, physically and mentally
 - Avoiding unhealthy and dangerous habits
 - Getting and keeping a job that you like
 - Completing school or a training program that teaches wanted skills
 - Having a good relationship with family and friends
 - Having a romantic partner or getting married
 - Having children to raise
 - Living in a place that is comfortable and safe
 - Enjoying recreational and social activities
 - Contributing to your community (volunteering and other contributions)
 - Having spirituality in your life, including being part of a religious community.

- Goals are not exactly the same as wishes, hopes or dreams.
- Our wishes, dreams and hopes can be a good starting point to figure out what's important to us.
- We start having goals when we turn our dreams, hopes and wishes into a step-by-step plan of action.

Why is it important to explore life goals?

- Choosing and working toward goals gives a person a sense of purpose and focus. Goals provide people with opportunities to improve the quality of their lives.
- Having mental or physical health problems may get in the way of choosing, getting or keeping important goals.
- People with serious mental and physical health problems may lose confidence in being able to achieve goals and improve the quality of their lives.
- Most people in the process of recovery report that it is important to set and work toward goals.
- Whether the goals are small or large, there is a sense of success and satisfaction in achieving goals that support recovery.
- Learning to better manage mental health problems in the WSM Program builds confidence and hope. This often leads a person to take steps to pursue life goals.

**PERSONALIZED WORKSHEET:
Your personal vision of recovery**

Write down the words or phrases you circled from the previous page.

Choose the word or phrase that means the most to you and explain its importance to you.

How do these words or phrases relate to your recovery?

**ACTION STEP:
Express your thoughts and feelings
about recovery**

Consider expressing your thoughts and feelings about recovery. For example, write down your own personal statement about what recovery means to you:

You may also want to express your thoughts and feelings through other creative activities, such as art, music, poetry, dance, etc.

1. Summary of main points of this lesson,
2. Leader provides specific positive feedback,
3. Invite participants to share feedback

**PERSONALIZED WORKSHEET:
Thinking about goals**

Please go to the last page of this Workbook to review the Quality of Life Goals Progress Checklist. This checklist can help you figure out what areas of your life you might want to improve as you participate in the WSM Program. The checklist can also help you keep track of your progress.

For now, look over the life goal areas in the first column that is labeled Time 1. Please check the boxes for the areas you would like to improve as you participate in the program. Afterward, you will have an opportunity to discuss your choices.

Discussion Points:

Which of these areas would you like to see improve as a result of participating in the WSM Program?

Which areas are the most important to you at this time?

In what way do you believe the WSM Program may help you improve the quality of your life?

ACTION STEP:
Give some more thought to choosing goals

You may want to continue giving more thought to what you want to improve as you participate in the WSM Program. Some steps you may take include:

- Discussing your goal areas with others
- Re-reading this lesson
- Choosing the MOST important goal you want to accomplish and discuss with your counselor or doctor to make it a part of your service plan
- Learning more about a quality of life goal area that's important to you
- Learning more about a quality of life goal area that you're not sure is right for you.

What will be your first step? _____

When? _____

Where? _____

How will you remind yourself to do it? _____

Who could help you complete your Action Step? _____

What might get in the way of completing your Action Step? _____

1. Summary of main points of this lesson, 2. Leader provides specific positive feedback,
 3. Invite participants to share feedback

NAME: _____

I tend to do what I think is expected of me, rather than what I really want to do!	A Often	B Sometimes	C Never
I care and look after myself the way I do for other people	A Never	B Sometimes	C Often
I handle new situations with relative comfort and ease.	A Never	B Sometimes	C Often
I feel positive and energized about life.	A Never	B Sometimes	C Often
If something looks difficult, I avoid doing it.	A Often	B Sometimes	C Never
I have a balanced view of my qualities and my limitations.	A Never	B Sometimes	C Often
I believe that I have as much right as anyone else to have good things in life.	A Never	B Sometimes	C Often
I'm used to not achieving the goals I set for myself.	A Often	B Sometimes	C Never
I motivate myself through kindness and not through criticism.	A Never	B Sometimes	C Often
People give me positive feedback on my work and achievements.	A Never	B Sometimes	C Often
I feel confident in expressing my views at work.	A Never	B Sometimes	C Often
I don't really see myself as worthwhile.	A Often	B Sometimes	C Never
TOTALS:			

The Results

Mainly As You probably wish you had more self-confidence! Take a closer look at all the things you've achieved in your life. You may tend to focus more on what you don't have and this takes time and attention away from recognizing and using your skills and talents.

Mainly Bs You are probably doing an OK job of recognizing your skills and believing in your abilities. But perhaps you're a little too hard on yourself!

Mainly Cs You are a confident person and your life is full of validation and success. Remember you still need to nurture your self-confidence, give yourself space to reflect on how good life is and share some of that good will around with all those about you!

Write/share one very specific type of situation in which you'd like to feel confident.

Build your own self-confidence blueprint

So many people focus on what they *don't* want. But that's no good because all it does is build the 'blueprint' for how you don't want things to be. If you were doing archery, you'd need to focus on your target - not on all the places you *don't* want to hit.

Instead write a few hundred words (should take about two minutes) describing exactly how you'd look and act in the *specific situation* you have in mind. What *will* your expression, demeanor, voice, body language, even breathing be like once you're supremely confident in this time and place? Really get some detail here.

- How will you appear/what will others see?
- What kinds of things will you do differently with that confidence?
- What kinds of things will you be saying?

Confidence is easier with hindsight - imagine you've already done it

Have you ever had a dream that felt so real you went half the day before realizing? Here's a confidence-building activity I'd like to share with you:

- Close your eyes and focus on what it is you'd like to do with confidence. Remember it can be absolutely anything.
- Now, as you breathe nice and evenly - focusing on your out-breath - imagine the moment twenty seconds *after* having done what (before) you weren't self-confident enough to do.
- Focus on the feeling of how easy and natural that felt - how strangely and wonderfully right and relaxed you were *being* that confident.
- Now practice recalling how it went, how calm and self-assured you were - as if you've just had that experience, 'remembering' in detail how calm you felt and what you 'said' and 'did'.

1. FINANCIAL *Income, Investments*

How much do you want to be earning each year in 5 years?

How much do you want to have in the bank or in investments?

If you can't dream it, it won't happen! Nothing is unrealistic if you have a clear plan.

FIVE-YEAR GOALS (Be Specific – can we measure this?)

ONE-YEAR GOALS (How much do you want to increase your income in the next 12 months?)

Beginning TODAY! (What can you do today to make a deposit?)

"DELIGHT YOURSELF IN THE
LORD AND HE WILL GIVE
YOU THE DESIRES OF YOUR
HEART." PS. 37:4

2. PHYSICAL *Health, Appearance, Exercise*

"The feeling of being hurried is not usually the result of living a full life and having no time. It is- on the contrary- born of a vague fear that we are wasting our life. When we do not do the one thing we ought to do- we have no time for anything else - we are the busiest people in the world." Eric Hoffer

- Do you take long walks, exercise or meditate regularly?
- Are you living a balanced life? Is this an area that deserves more time?
- Can you just give yourself 30 minutes to relax?
- Do you know that physical exercise is a cleansing process that can dramatically increase your creativity?

Wealth is difficult to enjoy if you've given up Health in the process.

FIVE-YEAR GOALS (Be Specific – can we measure this?)

ONE-YEAR GOALS

BEGINNING TODAY!

3. PERSONAL DEVELOPMENT *Knowledge, Education, Self-Improvement*

Your success, financial and otherwise, will never far exceed your personal development.

Start doing something that you've put off because of the risk of failure.

Want to learn a new language? Make this your year.

How many books will you read this year? They say that if you read 3 books on any subject you will be an expert in that topic.

Take the time for personal development – this may be the inhaling part of healthy personal breathing – if you do nothing but exhale, you'll turn blue and pass out.

(Speaking of time – join the Automobile University – if you drive 25,000 miles a year at an average speed of 46mph, you will spend about the same amount of time in your car as an average college student spends in the classroom. The question then is, what are you doing with that time? You can listen to audio and transform your success.)

Where do you look for inspiration, mentors and positive input?

What gifts do you have that you have not been using? Is there some potential for full achievement that needs to be unlocked?

FIVE-YEAR GOALS (Be Specific – can we measure this?)

ONE-YEAR GOALS

BEGINNING TODAY!

**"Never rest on your achievements;
always nurture your potential."
Denis Waitley**

4. FAMILY

Relationship to others, Development of children, Where do you want to live?

The second law of thermodynamics – things left to themselves tend to deteriorate. Great relationships don't just happen – they come as the result of making deposits toward the “success” you want.

What is the kind and length of vacations you will take this year? What would be the goal for free time with family and friends?

You may try taking the time you normally spend watching a favorite TV show and spend that time instead with your spouse, a child or a friend.

Don't say you want to be a “better” mom, dad or parent. Define what that means: You may decide to spend 20 minutes each night with your child or one Saturday morning a month doing what he/she wants to do. Or how about scheduling one overnight event with your spouse every quarter?

Family is the smallest form of government. The current challenges in our government are merely a reflection of the breakdown of the American family. We start with the family and work up; not the other way around.

FIVE-YEAR GOALS (Be Specific – can we measure this?)

ONE-YEAR GOALS

BEGINNING TODAY!

5. SPIRITUAL *Church involvement, Personal commitment, Theological understanding*

*"Search me, O God, and know my heart; test me and know my anxious thoughts.
See if there is any offensive way in me, and lead me in the way everlasting."
Psalms 139: 23-34*

- Can you say that you are now living out God's purpose for your life?
- What are you a part of that goes beyond yourself?
- How have you handled a crisis this last year?
- Are you comfortable taking steps of faith or are you more comfortable with what you have already seen?
- Do you trust your "dreams" as being inspired?
- How will you be remembered?

FIVE-YEAR GOALS (Be Specific – can we measure this?)

ONE-YEAR GOALS

BEGINNING TODAY!

6. SOCIAL

Increased number of friends, Community involvement, etc.

- Change old attitudes. Discard past negatives. Ask for forgiveness. Make things right with people whom you need to forgive, or who need to forgive you.
- Choose someone you could care for or be mentor to – and then make the effort to work on this relationship, starting today.
- Spend time with an elderly person and find out some of his/her fondest memories.

What is a promise you made to someone but failed to keep?

SIX WAYS TO MAKE PEOPLE LIKE YOU*

1. Become genuinely interested in other people.
2. Smile
3. Remember that a person's name is to that person the sweetest and most important sound in any language.
4. Be a good listener. Encourage others to talk about themselves.
5. Talk in terms of the other person's interests.
6. Make the other person feel important – and do it sincerely.

**How to Win Friends and Influence People – Dale Carnegie*

FIVE-YEAR GOALS (Be Specific – can we measure this?)

ONE-YEAR GOALS

"The greatest good you can do for another is not just to share your riches- but to reveal to him his own."
Benjamin Disraeli

BEGINNING TODAY!

7. CAREER *Ambitions, Dreams, Hopes*

This is an outcome of knowing what you want in the other 6 areas.

Your career should be a *reflection* of the LIFE you want. Once you decide on the life you want, it becomes obvious what kind of work embraces that.

WE WANT TO HELP YOU "PLAN YOUR WORK AROUND THE LIFE YOU WANT."

What are your unique:

- (1) Skills & Abilities
- (2) Personality Traits
- (3) Values, Dreams & Passions

These will define your best applications for work.

FIVE-YEAR GOALS (Be Specific – can we measure this?)

ONE-YEAR GOALS

BEGINNING TODAY!

*"That every man find
pleasure in his work.
This is the gift of
God."
Ecc. 3:13*

WORKSHEET – Personal Goal

Attitude	<p>What do you want to be?</p> <p>What do you want to do?</p> <p>What do you want to have?</p>
Career	<p>What do you want to be?</p> <p>What do you want to do?</p> <p>What do you want to have?</p>
Education	<p>What do you want to be?</p> <p>What do you want to do?</p> <p>What do you want to have?</p>
Family	<p>What do you want to be?</p> <p>What do you want to do?</p> <p>What do you want to have?</p>

Financial	<p>What do you want to be?</p> <p>What do you want to do?</p> <p>What do you want to have?</p>
Health	<p>What do you want to be?</p> <p>What do you want to do?</p> <p>What do you want to have?</p>
Pleasure	<p>What do you want to be?</p> <p>What do you want to do?</p> <p>What do you want to have?</p>

What do you want to **do**?

What do you want to **have**?

GROUP 7

Recap of ~~last week~~: Goals must have a clearly defined time frame including a starting date and a target date. If you don't have a time limit then there is no urgency to start taking action towards achieving your goals.

ASK: What does it mean to prioritize something?

Designate or treat (something) as more important than other things.

One problem everyone has is prioritizing the things they want to accomplish. We fail to clearly decide which comes first, second, third, and so on. We also often spend time focusing and working on the goals that are the easiest, because they are not as difficult to reach. There is a simple technique to prioritizing our goals

ASK: Why do we prioritize goals?

1. **Limited Time:** Everyone has a limited amount of time during the day. We can't create or add more time into our day but we can prioritize the ways in which we spend our time.
2. **Big goals = big efforts!** It is easy to lose focus because the goal achieving process tends to be so complex.
3. **Great Achievements Require Knowing Your Strengths:** Another reason to prioritize your goals and dreams is so that you can ensure you are choosing goals that are aligned with your strengths.
4. **Do you Love it enough to Risk a Lot?** Achieving a big life dream is going to require that you be open to seizing opportunities as they present themselves to you. You'll be presented with many opportunities which bring with them a financial cost, an investment of time, energy, resources and support of other people around you.

Activity: Have members complete page 3 of their packets. (Prioritizing)

Check Out: In ten years from now, how important will the goal be to me. (Have members choose one of their goals and specify.)

Prioritizing SMART Goals:

Prioritizing will help you to identify what to do and in what order.

What is most important to you and what needs to be done first don't always match up.

What is most important to me?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

What needs to be done first?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Now, based on your wants, needs and readiness assessment, place your goals in the order they should be completed to ensure the greatest possible success.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Questions to Prioritize Your Goals



1. Which goal(s) do I think about the most?
2. Which goal(s) would give me the most energy if I could commit to it now?
3. What accomplishments would make me feel the most proud of myself?
4. Which accomplishments can I take with me forever, and/or which accomplishments would seem the most permanent to me? Is this important to me?

5. In ten years from now, how important will the goal be to me?

6. Which goals are in line with my true values?

7. Which goals are fully within my control, and not too dependent on other people or circumstances?

8. What do I have a sense of urgency to get on with right away?

GROUP 8

My Support Network
(that will help me achieve my goals)

Informal Supports:

Family:

Friends:

Peers (persons of equal standing or belonging to the same group – for example: fellow group members, co-workers, etc.):

Acquaintances (persons with whom one has had contact but are not friends):

Formal Supports:

Professionals:

PFCS – 225-2700

Self Help/Community Supports:

MHA – 278-7600 , 211 for crisis and information and referral, Putnam Hospital Center – 279-5711, DSS – 808-1500

GROUP 9

1. Review last lesson main points, 2. Review action steps from last lesson, 3. Review knowledge and experience with today's lesson, 4. Why important, 5. Overview of the agenda

UNDERSTANDING BARRIERS THAT GET IN THE WAY OF ACHIEVING GOALS

LESSON 08

IMPORTANT INFORMATION

What does “barriers to achieving goals” mean?

- There are many reasons why a person might have a hard time choosing, getting or keeping a goal. The reasons are called “barriers” because they stand in the way of a person choosing, getting or keeping goals.
- Some barriers are directly related to symptoms of a mental health problem.
- Some barriers are problems that are associated with having a mental health problem, such as stigma.
- Some barriers are just part of what all people face when they make an important change in life.

Why is it important to understand barriers?

- Most people who make steady progress in their recovery report that it is important to set goals and work toward them. Having a direction in life gives us all a sense of purpose and meaning. It doesn't matter so much if the goals are small or large.
- When a person has a big goal, he or she can get sometimes get discouraged because it seems too hard or too far in the future. It's important to remember that all goals, big or small, start with ONE STEP!
- Very often, people have to try over and over again to achieve an important goal. People often change their mind about a

goal and choose to go in a different direction. That's OK. The important point is not to lose hope that you can make changes in your life even if things have not worked out so well in the past.

- Accomplishing important goals is not easy. It is not unusual for barriers to get in the way. It may be helpful to understand what is getting in your way. This lesson gives you an opportunity to identify and better understand the barriers that give you the most problems. It's the first step in finding ways to reduce those barriers.

What common barriers are experienced by people with physical or mental health problems?

- My mental health symptoms make it hard to achieve goals.
- I can't figure out what's important to me.
- I don't think it's possible for me to achieve goals.
- I try to make a change but I experience stigma and discrimination because I have a mental health problem.
- I'm afraid to take a chance. It would be harmful to fail.
- I don't have the knowledge to accomplish goals (I don't know how).
- I don't have much support to change from family, friends and others.
- My physical health problems make it hard to achieve goals.

PERSONALIZED WORKSHEET: Understanding barriers

Below are some barriers to achieving goals. Check the boxes that apply. If you check both boxes for a barrier, it means that it is true for you AND it's a barrier you want to learn more about.

Barriers to achieving goals	<i>This is true for me</i>	<i>I want to learn more about this</i>
My mental health symptoms make it hard to achieve goals.		
I can't figure out what's important to me.		
I don't think it's possible for me to achieve goals.		
I try to make a change but I experience discrimination because I have a mental health problem.		
I'm afraid to take a chance. It would be harmful to fail.		
I don't have the knowledge to accomplish goals (I don't know how).		
I don't have much support from family, friends, community and others to change my current situation.		
My physical health problems make it hard to achieve goals.		

Discussion Points:

*Which of these barriers has been most difficult for you?
Which barrier would you most want to learn more about?*

ACTION STEP:
Choose a barrier to learn more about

Write down a barrier you want to learn more about.

Barrier: _____

What step will you take to learn more about it?

When? _____

Where? _____

How will you remind yourself to do it? _____

Who could help you complete your Action Step? _____

What might get in the way of completing your Action Step? _____

1. Summary of main points of this lesson, 2. Leader provides specific positive feedback,
3. Invite participants to share feedback

1. Review last lesson main points, 2. Review action steps from last lesson, 3. Review knowledge and experience with today's lesson, 4. Why important, 5. Overview of the agenda

USING STRATEGIES TO OVERCOME BARRIERS THAT GET IN THE WAY OF ACHIEVING GOALS

LESSON 09

IMPORTANT INFORMATION

What does overcoming barriers mean?

- Pursuing and achieving important goals is not easy. There are usually people, places or things that may help us move forward, but at times they may get in the way. Sometimes barriers include our own thoughts, feelings or behavior. Sometimes the barriers are outside of us. Overcoming barriers means figuring out what gets in our way and then taking healthy and effective steps to deal with it.

Why is it important to overcome barriers?

- People who keep moving forward to accomplish goals usually encounter barriers that they need to overcome.
- When we feel stuck in our efforts to accomplish goals, it may be helpful to figure out what is getting in our way.
- It's hard to keep moving forward when we don't have strategies to overcome barriers.
- There are many helpful strategies or tips for overcoming barriers.
- Sometimes the barriers we face are imagined barriers. We may believe something is a barrier when it's not. Negative thinking is one the most harmful barriers of all.

PERSONALIZED WORKSHEET:
Choose strategies to help you overcome
one or more barriers

Below is a long list of tips or strategies that may help you reduce or overcome an important barrier. Check off any that you believe may be helpful and that you are comfortable trying.

Barrier 1: My mental health symptoms make it hard to achieve goals.

Tips:

- Ask people you trust and who know you pretty well what strengths they notice in you.
- Think about activities or experiences that make you feel satisfied and successful.
- Identify your skills, talents and interests and write them down.
- Engage in conversations with other people with mental health problems who have achieved one or more personal goals and ask about what they did to overcome barriers.
- Find out about peer self-help and advocacy programs where you will meet people who have first-hand experience with mental health problems and with overcoming barriers.
- Read literature about people with serious mental health problems who have moved forward in their recovery.
- Stick with the WSM Program and use it as an opportunity to learn more about yourself and to learn how to manage mental health symptoms.

Barrier 2: I can't figure out what's important to me.

Tips:

- Make a list of small and large goals you have achieved in your life.
- Make a list of any dreams, hopes and wishes that are important to you.
- Explore more of your community: places to live, work, learn and socialize with others. The more information you have about your community, the better your chances of choosing goals that suit you.
- Make a list of important areas of your life where you are dissatisfied or unsuccessful.
- Make arrangements with your counselor to take an interest inventory (this is usually related to work goals).
- Talk to your counselor about taking a values inventory (this is a list of values that may help you clarify what's really important to you).
- Discuss this barrier with your counselor, peer or family member. Talking things out can sometimes help you figure out what's really important to you.

Barrier 3: I don't think it's possible for me to achieve goals.**Tips:**

- Make a list of the reasons why you believe it's not possible for you to make changes.
- Share this list with your counselor. Closely examine each reason and make a plan to reduce these barriers.
- Check your thoughts for signs of negative thinking. It's very common for us to think change is not possible, when it is.
- Go over the lesson about personal strengths on page 48 and remind yourself of your strengths.
- Spend more time with people who believe in you and are a positive influence in your life.
- Make and keep a list of your strengths where you can look at it every day.
- Talk to your counselor, therapist, doctor or peer about your concern that it's not possible for you to achieve goals.
- Read about people with mental health problems who have been able to overcome one or more barriers.
- Read self-help or other inspirational books
- Use prayer in a way that inspires you to take steps to achieve goals that are important to you.

Barrier 4: I try to make a change but I experience discrimination because I have a mental health problem.**Tips:**

- Educate yourself about the laws that protect your rights.
- Identify government agencies that can help you determine if your rights have been violated.
- Discuss these concerns with your counselor.

Barrier 5: I'm afraid to take a chance; it would be harmful to fail.**Tips:**

- Talk to others about your fears—peers and/or professionals. Talking about your worries may be a first step in overcoming fear. It's very hard to build confidence and hope when we keep worries and concerns to ourselves.
- Make a list of what you think will happen if you fail. Ask yourself: "Will this really happen?" and "Is it as bad as I think?"
- Write down an encouraging or inspirational message and keep it with you. Read it when you feel discouraged.

Barrier 6: I don't have the knowledge to accomplish goals (I don't know how).**Tips:**

- This barrier is the focus of the WSM Program. Sticking with the program is one way to gain knowledge and use your strengths to manage your mental health problems.
- Knowledge and skills can be learned. Once you choose a goal, professionals, peers and others may help you figure out what skills and knowledge you need to accomplish your goal.
- Sometimes it is best to start with your current skills and knowledge. People often fail to recognize their strengths. Review your personal strengths inventory on page 49.

Barrier 7: I don't have much support from family, friends and others to change my current situation.**Tips:**

- Identify whose support is really important and ask directly for their support.
- Ask questions, listen and honestly consider the reasons why one or more people don't support your goal.
- Strengthen your commitment to the WSM Program by writing a statement why the program is important to you and read it to others in the group.
- Talk to people whose support you would like and let them know how they can be helpful.
- On pages 14–15 of this Workbook is a section on inviting others to support your work in the WSM Program. You may want to read those pages again and consider inviting someone you trust to support you.
- Educate people who matter to you about the WSM Program and explain to them how it is designed to help you accomplish important goals. You will have an opportunity to do more of this in the next lesson.
- Explain to people who matter to you that having goals is an important part of your recovery.

Barrier 8: My physical health problems make it hard to achieve goals.**Tips:**

- Make a list of the physical health problems that are barriers for you. Share it with your counselor to make sure you get the right medical services.
- Jump to page 162 of this Workbook and complete the Action Step on page 165.
- Talk to your counselor or psychiatrist, who is a medical doctor, about physical health concerns.
- Go to Chapter 3 (pages 159–187) in this Workbook and read about the importance of taking care of physical health problems.

Discussion Points:

Which barrier is most important to you?

Which of the many tips listed would you be comfortable trying?

Are there other tips you thought of that are not on the list?

**ACTION STEP:
Choose a tip to try**

Write down one of the tips you want to try to overcome barriers. Make a plan to use it before the next meeting.

Tip: _____

When? _____

Where? _____

How will you remind yourself to do it? _____

Who could help you complete your Action Step? _____

What might get in the way of completing your Action Step? _____

1. Summary of main points of this lesson, 2. Leader provides specific positive feedback,
3. Invite participants to share feedback

Strengths

Everyone has things they are good at: writing, math, sports, listening to others. Those are just a few examples of personal strengths but there are countless others. What are some of your strengths! Write them on page 6 of your goal packet.

Followed by a discussion!

Barriers

Describe challenges as a result of a mental illness or addictive disorder that stand in the way of meeting your goals. Identifying these barriers is key to specifying the objectives as well as services and interventions that will help you to work towards your goal.

Active barriers are physical things, such as needing to fill out paperwork to accomplish a goal. You may need to arrange childcare so that you can work, take a class or exercise. If these physical things are not completed they hinder progress.

Passive barriers are things that when absent prevent us from getting things done. Most behavioral procrastination arises from passive barriers. It might be as simple as lack of knowledge or a missing object (For ex., lack of running shoes) that cause us to put off doing something.

Have members finish completing page 6 of the packet.

- For every goal that you are trying to accomplish write down at least 2 instances where you failed or barriers that are stopping you.
- Now assess these barriers – are they caused by a lack of time, resources or support? If they are caused by a lack of time, you can adjust your schedule or delegate tasks. If they are caused by a lack of resources, you can purchase or acquire tools that will help. If they are caused by a lack of support – ask for assistance, hire help or question whether the task is worth doing.

Some barriers are trivial, such as not having the right tools. These are the easiest to overcome. The barriers that hurt our dreams the most are the passive ones. These passive barriers are lack of awareness, lack of knowledge or lack of confidence in ourselves. The more audacious the goal, the more your mind will try to resist and perceive barriers where none exist. **Remember** that everyone faces barriers in achieving goals; however you don't have to let the barriers stop you. You don't have to do this alone!

Goal # _____

Target Date: _____

Date Completed: _____

SMART Goal Statement:

Strengths:

What strengths do I have that will help me to achieve **this** goal?

Barriers:

What are the things standing between me and **this** goal?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Thoughts for overcoming each barrier:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

GROUP 10

Goal # _____

Objectives:

Objectives are the steps needed to achieve a goal. They address the barriers to goals and should be **Specific, Measurable, Attainable, Realistic, and Timely.** (The thoughts for overcoming barriers section may help.)

List **objectives** (as needed) to **this goal**:

A. _____

Target date: _____

Date Completed: _____

B. _____

Target date: _____

Date Completed: _____

C. _____

Target date: _____

Date Completed: _____

D. _____

Target date: _____

Date Completed: _____

E. _____

Target date: _____

Date Completed: _____

Goal Planning

Week 7: What's Stopping you Anyway?

We are going to revisit that picture we made a few weeks back, the one that incorporates as much as you could from the messages you received about how family wanted you to live your life, what you were supposed to be. For example, a classmate a while back told me her Mom was career focused, she wanted my classmate to be self-sufficient and successful, never need to ask for help, just figure it out, she always used to make her look up the words in the dictionary instead of just telling her how to spell it when she asked. She grew up thinking she had to be a successful lawyer because not only would she be smart but would have answers and solutions to other people's problems; she wouldn't be the one who needed the answer anymore. Her picture, if she had one would be a woman without a single hair out of place, a tight bun and very long legs, a bunch of people at her feet begging for her time and wisdom, a stack of books balance on her head to represent her knowledge and skill. Even if you didn't get to do the activity you can imagine now and explain to the group what you were supposed to be doing at this point in your life, see if you can determine what that person looks like in your mind's eye.

Now we are going to take turns holding up our image, sharing it briefly with the group. Turn it to face you and say to it, "it's impossible". What came up? Do you feel a sense of loss, tension, resistance? Are you thinking it could still happen, it could work? The truth is it is impossible to be someone else's idea of you, it just is, we don't have to admit this, but its true, if you are having trouble though, that is important information for you, your resistance is important, you sense danger, yes it sucks to lose, losing this image, however unhelpful it is, is losing something that has been with you a very long time. The truth is you can't do what's "right" and be what you thought you were supposed to be based on all these messages, you have to be what's right for you.

Group Discussion: Do you know how it feels to do the work you love? (Reference pg. 30)

ACTIVITY: If I asked you to create the job from Heaven, really plan it out what, where and with whom, not a dream life, but a dream job, it can seem overwhelming. Don't ask me why but everyone seems to know what they don't want in detail. You will probably do just fine then describing the job from Hell. Please take the time now to include everything; what kind of activity you would be doing, where and with whom.

(Reference pg. 36 and 37)

7 Effective Ways to Implement Positive Thinking While Implementing Change

Somehow it has become ingrained in us that negative thoughts are more realistic than positive thoughts. This is pure madness, especially since over 90% of what we worry about never happens!

We have to get our heads around the fact that *being positive is actually far more realistic than being negative*. This is such a difficult concept for most of us to grasp, and we have to *purposefully* work hard to re-train the brain to think more positively.

Think of it this way: if your body became out of shape you would probably view physical exercise as an effective way to improve its condition—and we must begin looking at the health of our mind in the same way.

Here are 7 *valuable exercises* that you can start implementing right now to re-train your thinking:

Use Verbal Affirmations EVERY Day

An affirmation is a positive statement that something is already happening, and is a very powerful tool you can use to shift your internal dialogue from negative to positive. Come up with a few statements like “I am creating a beautiful day” or “money and success flow to me” and spend 10 minutes every morning (and every night for extra credit) saying them aloud.

Come up with statements that make the most sense for you, and be sure to state them in the present tense, and in a positive form. This is self-talk in its highest sense, and can be *very* effective.

Use Positive Language

When it comes to the language we use, world-renowned author and lecturer Dr. Susan Jeffers says: “It doesn’t matter if we believe the words or not, the mere uttering of them makes the subconscious mind believe them to be true. It is as though the subconscious mind doesn’t know what is true or false, it doesn’t judge, it only reacts to the language that is being fed”.

Many researchers have shown this sentiment to be quite valid, and we must intentionally start using more positive language to shape the worldview of our subconscious mind.

Create a Vision Board

A vision board is the physical manifestation of the life you want to be leading. Find images of the house you desire, the places you want to travel, and the job you crave to work and tack them to a corkboard! Be creative and place words and images that are accurate expressions of your inner-most desires.

Constantly add to your vision board put it somewhere you can see it several times a day– even spend a few moments visualizing what it would be like to be living in this life you created. Isn't this a better way to spend time than in your usual stress mode?

Surround Yourself with Positive Images

They could be famous quotes, inspiring pictures, or even your affirmations that you write out on note cards. The point is to always have physical reminders of things you deem positive close by. Print these items out and place them by your desk, near your bed, and in the car! When you get stressed out, give a glance to them and you will begin to get perspective on things and your mind will re-focus!

Say “Thank You” 50 Times a Day

Every night before you go to bed, spend 5 minutes saying *thank you* out loud for the experiences you had that day: the people you interacted with, the work you accomplished, the food you ate, etc...As you do this, really try and feel the gratitude emanate from within.

You can also say thank you 50 times in the morning and get yourself in an extremely grateful mindset for the coming day. These are wonderful practices for becoming more positive!

Listen to Inspirational Talks and Music in the Car

The car is the perfect place to flex your muscle of positive thought! Because many of us spend a lot of time driving, make an effort to listen to music that inspires you and makes you feel good. Purchase motivational personal development CD's and play them while driving.

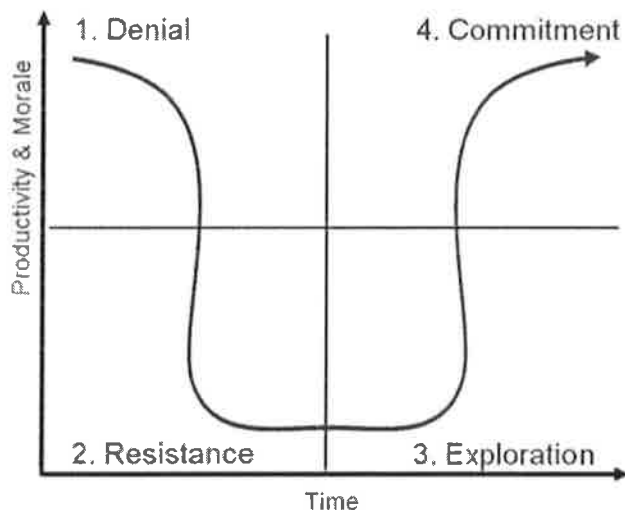
I mentioned Dr. Susan Jeffers above, and I recently listened to her CD “Feel the Fear and Do It Anyway” in my car three times in a row! Have your car become an oasis of learning and start using the time constructively.

Use Positive Thinking While Exercising

If you consistently exercise, this is an excellent time to practice your positive thinking. Say to yourself over and over again: “I am strong and durable” or “I am fast and powerful” and notice the immediate affect these utterances have on your workout. It is absolutely incredible how just saying these words increases your stamina and strength.

Incorporating Change into Your Life

Personal Change Curve



Change! Such a loaded word. What comes to your mind when you think of the word change? Stop for a minute and try to answer that question. What types of feelings does it bring up in you? Hope, excitement, joy, or on the other hand, fear, anxiety, loss, or to make things more complicated, a combination of both?

I really like this anonymous quote "Life is change. Growth is optional. Choose wisely," because I feel it very much encompasses the point I would like to make in this article. The online free encyclopedia Wikipedia contains the simplest definition: Change means the process of becoming different. In the Meriam-Webster dictionary's change is to undergo transformation, transition, or substitution. Change implies altering, making either an essential difference often amounting to a loss of original identity or a substitution of one thing for another. It is important to understand that the human being is in constant process of change, either we like it or not. Control, plans and regimens, even though necessary aren't more than illusions. Every minute and every day we are experiencing changes. Our bodies are changing and the world around us is changing. These changes are so common and subtle that we often do not notice they are occurring and most people don't have trouble dealing with them.

Problems arise when change happens dramatically and/or unexpectedly. Disabling accidents, deaths of loved ones in our lives, divorce, loss of a job, an illness - all these developments mean that we have to leave something behind and adjust to a new way of living, although we do not feel fully prepared or may even have chosen it. These types of events if not handled in an appropriate manner can lead to a personal crisis. It should be noted that not all transitions emerge from negative experiences. Marriage, admission to the University, a new job, moving to a new city, the birth of a

child, the reunion with an old friend are changes that bring good things to our lives. All these changes are part of natural process of life.

However, and from personal experience, I know that changes in life do not go smoothly all the time. But many times, especially when circumstances are hard, it is difficult for us to understand or consider the role of change in our lives. Far from being something to be feared and avoided (even the most difficult and painful), change gives us the opportunity to receive the miraculous gift of personal transformation. If we can keep this in mind our attitude and acceptance of the process of change will only become easier.

As William Bridges explains in detail in his book *Transitions: Understanding the Changes of Life*, the process of change has 3 parts:

1. **Conclusion or Closing:** When a change occurs, we must leave behind our old definitions or conceptions of the world, our old ways of doing things, and this process is often so difficult that many times we resist, making things only worse.
2. **“Neutral Zone:”** Secondly there is a period where we feel disconnected. Many describe it as being “in limbo.” We left the past but not yet connected to the present. This time is characterized by uncertainty, anxiety, and the temptation to return to the past, if possible.
3. **New Principle:** Finally, the new principle is really where our focus squarely on the new situation and in the future, we see the positive and try to adapt. During this stage there is a reassessment and reordering of our priorities and we will forge new mints.

Tips for a Healthy Transition or Change

Life can be easier and a natural source of more pleasurable changes if we increase our ability to plan and adapt.

1. Give yourself time. When a change happens, it takes time to reorient our inner world to the new reality. Although we may feel uncomfortable during a transition, is an invaluable time to use our creativity and strengths. But if we do not take time to adapt, we may lose this great opportunity for personal growth and redefinition of our being that any transition brings.

2. Rearrange your life as you need. Although transitions can be very disruptive, hang onto the parts of your life that give you comfort and security to help make the transition more bearable. When we feel secure we can make the task of the

transition in a more productive way. Surround yourself with people and friends who offer their support and comfort you.

3. Tolerate the discomfort. Expect to experience moments of anxiety and insecurity. These feelings are a natural and important part of the process, but remember they are only temporary. Trust your own ability and not to resort to the use of tranquilizers and alcohol because that only interrupted the natural process of adjustment to change to make you stronger and more mature. Beam in front of your challenge with integrity!

4. Take care of yourself. Do something nice for you daily. Sleeps 6 to 8 hours a day and make sure you eat a healthy diet. Remember that when the stress level increases our immune system is weakened, therefore, a diet rich in vitamins is recommended. If you can, include daily exercise; a twenty-minute walk is all you need.

5. Assess your attitude. The most important change in a person's life is his/her attitude. Whether a glass is half full or half empty depends on your attitude.

6. Find the help you need. This is the perfect time to seek help from a trained professional therapist who can guide and support you during the process. The difference is that while support from friends is important - I recommend you avoid those who are only there to give you advice. Remember that your greatest need at this time is to explore your own feelings and find the truth that emerges from your own internal resources. Therapy provides a safe and productive way to analyze your interior and succeed to the transitions in our lives.

And remember that change is something you cannot avoid. The more you resist the more difficult it will be. I always ask my clients what happens if they want to hold a fist of sand and they close their fingers strongly?. Answer: the sand escapes through your fingers, they say. Ok... so what do you have to do if you want the sand to stay on your palm? Answer: Open up the palm and stay still. Buena Suerte! Good luck!

Goal Planning

Week 8: What's Stopping you Anyway? Continued: Job From Hell!!!

We are going to refine our "Job from Hell" from last week in case you needed more time. Pointers for this activity; consider putting everything you hate about every job you can imagine including those you've had, heard about, imagine, see on TV, etc. If the devil were to design a job for you that was guaranteed to make you miserable, what kind of job would that be? Remember to include what kind of activity you would be doing, where you'd be doing it, and with whom. There is a horrible kind of glee that comes with doing this, one makes awful faces, grimacing as you imagine every dreadful detail and yet you can't stop! People usually want to write down just one more detail, here is an example (as if you needed the help!):

Martina, a single mother of two, said, "Well, the worst thing for me would be an office with a totally disorganized mess that couldn't get organized, and it's my job to get it organized, so I fail over and over. Every day. And I get chewed out for it every day. And I'm not allowed to stop trying. And I get called into the boss's office and lectured every Friday."

What's the purpose of this? For one thing an attack on negativity is very good for you any time you are under pressure, like the pressure to choose goals, "make something of yourself". It allows the side of you that is secretly, stubbornly refusing to cooperate to submit to dreaming big without labeling it impossible and pointless, to have a small tantrum. Now you will be able to relax and use the energy you spent resisting imagination in favor of practicality elsewhere. Where? Now that you've invented the perfect nightmare of a job, it can show you exactly the aspects of a heavenly one that can create a map that guides you straight to your deepest wishes and needs, those you thought you couldn't clarify.

ACTIVITY: We are going to take every aspect of your job from Hell: the hours, the activities, the environment, coworker attitudes, even the weather and especially the feelings you're having – and flip them, find their exact opposites.

Look over your description briefly. We will be doing this as a group discussion, but first think about what the reverse of what you have written might be. For example, if your job from Hell involves working under a critical boss who reviews all your work pointing out mistakes, never positive feedback, and your reverse might be a job where you are either your own boss or where you would have a team of people working together in collaboration.

REFLECTIONS: You are doing much more here, as you can see, than letting off a little steam: you've exposed what is most important to you. You've created a picture that proves you know more about what you want than you ever realized.

JOB FROM HELL	REVERSE

1. Review last lesson main points, 2. Review action steps from last lesson, 3. Review knowledge and experience with today's lesson, 4. Why important, 5. Overview of the agenda

UNDERSTANDING POSITIVE AND NEGATIVE THINKING

LESSON 04

IMPORTANT INFORMATION

- The way we **think** affects the way we **feel** and **act**. Our thoughts come from our life experiences and how we make sense of these experiences. There is usually more than one way to understand the things we experience. Some ways of thinking may move us forward in life. We refer to these as positive thoughts.
- Negative thoughts, however, may get in the way. These negative thoughts make us feel bad, bring us down and stop us from taking steps to improve our lives. The big problem with negative thoughts is that we often accept them as true even when they're not.
- This lesson gives us an opportunity to figure out:
 - What kinds of negative thoughts might be getting in the way of moving forward.
 - How to replace negative thoughts with thoughts that are positive and real and that move us forward in life.
- It may be especially helpful to pay attention to thoughts that lead to feelings of guilt, shame, hopelessness, anger and fear.
- Thoughts that lead to these feelings can keep us from taking steps to improve our lives.
- When we act on negative thoughts, we are more likely to make poor decisions.

Why is positive thinking important?

- People who focus on the positive are more likely to accomplish their goals.
- Positive thinking is important because it helps people work through difficult times.
- Positive thinking builds a person's confidence and motivation even when the going gets tough.
- When people focus on the positive they are more likely to take the steps that will lead to more success and satisfaction.

Why is changing negative thinking important?

- Sometimes we accept some ideas and beliefs as true even though we haven't looked at them very closely.
- It's common for people who have had disappointments in life due to mental health problems and other problems to get stuck on negative thinking. This may get in the way of recovery.

How do we overcome negative thinking? The 3 Question Test

A good start to overcoming negative thinking is to be aware of your thoughts. Take a close look at your thoughts and apply the 3 Question Test.

- **Question 1:** Are these thoughts really true?
- **Question 2:** Are they helping me or holding me back?
- **Question 3:** What other things could I say to myself (positive thoughts) that would be closer to the truth and helpful?

**PERSONALIZED WORKSHEET:
Thinking about negative thoughts that
could get in the way of your recovery**

Below is a list of common negative thoughts. These negative thoughts are beliefs and ideas that may get in the way of recovery.

These ideas and beliefs may seem true at first. But when you examine them more closely you may find that they are not so true. In fact, holding on to these beliefs as true may be one of the most important barriers to your personal recovery.

As you read the list of negative thoughts, check off those that you believe are true.

Examples of common negative thoughts

- I can't do this. I'm different from people without mental health problems.
- Recovery is for other people, not for me.
- I can't change who I am.
- I can't trust anyone. Don't be real with others; they'll use it against you.
- I'm to blame for the problems I have, I don't deserve to succeed.
- Normal people wouldn't want to get to know me.
- I'm too sick to work or go to school or live on my own.
- I don't have mental health problems so I can't get anything out of mental health services.
- The worst thing is having people not like me.
- I should never try something new unless I know I will succeed.
- There's not much I like about myself so people aren't going to like me.
- Failing is the worst possible thing.
- Taking small steps is a waste of time.
- If I can't do it perfectly, then it's not worth doing.
- There's no way I can learn to manage my stress and symptoms.
- Better not to learn about my mental health issues. It will just depress me.
- There's no way I will be able to reduce drinking or taking street drugs. I've got no will power.
- Nobody really cares about me. This is all a waste of time.

Discussion Points

Which statements did you check?

Are any of the statements you checked something you would like to change?

What feelings seem to go along with some of these thoughts?

ACTION STEP:

Choose a negative thought that you most want to change

Negative thought that I want to change is: _____

What feelings go along with this thought? _____

Take some time to examine this thought very closely with a friend, family member, counselor or your WSM group.

Put your thought to the 3 Question Test:

Question 1: Is this thought really true?

Question 2: Is this thought moving me forward or holding me back?

Question 3: What other things could I say to myself (positive thoughts) that would be closer to the truth and helpful?

1. Summary of main points of this lesson, 2. Leader provides specific positive feedback,
3. Invite participants to share feedback

1. Review last lesson main points, 2. Review action steps from last lesson, 3. Review knowledge and experience with today's lesson, 4. Why important, 5. Overview of the agenda

GETTING TO KNOW EACH OTHER

LESSON 05

IMPORTANT INFORMATION

- Getting to know each other is one of the most important ways to benefit from the Wellness Self-Management Program.
 - The more we get to know each other the more we can support each other's efforts toward recovery.
 - Getting to know each other takes time.
 - We get to know each other by sharing our thoughts and feelings and by how we behave with one another.
- It's important to follow the ground rules so that people feel safe and trust each other.
 - Many different things influence who we are. They include:
 - Our personal experiences
 - Our cultural background.

PERSONALIZED WORKSHEET: Thinking about personal experiences, beliefs and traditions

The questions below relate to your personal experiences and your cultural background. Answer at least one question you feel comfortable sharing with the group. It's OK to decide not to share your answers to any of these questions. Perhaps there is something you want to share with the group that is not on the list of questions below. That would also be OK. The choice is yours.

What important values, beliefs, and traditions did you grow up with?

What role does religion/spirituality play in your life?

In what way does religion/spirituality play a role in your mental health wellness?

What language do you speak? (At home? At work? With friends?) _____

Understanding Negative Consequences of Not Achieving Your Goal

As you ask yourself how you will be worse off not achieving your goal, here are some other ways of thinking about the negative consequences:

Fear

Sadness, or Anger

Worries

Negative consequences or associations

Failure

Pain

Dissatisfaction

Self-criticisms

Negative attitude

Negative self-Talk

Low Self-esteem

The goal of this exercise is to make you feel really negative about not taking action. The more pain and negative emotions you associate with your present state of not having achieved your goal, the better! If you're still unsure here, just ask yourself: What really sucks if I don't achieve this goal? As the saying goes, people want to move away from pain, and move toward pleasure. This is what we are doing here!

Negative Motivation and Goal Setting Questions!

1. What knowledge do I need to obtain to make my current situation seem absolutely hideous and horrible?
2. How can I think of my present comfort zone as a dangerous comfort zone? What is risky and dangerous if I stay in this comfortable state for too long, or accidentally forever?
3. What is inconvenient about not achieving this goal? What hassles am I creating for myself by not achieving this goal? How am I making my life even more difficult?
4. In what way am I living below my standards if I'm not fully committed to this goal?
5. How will I feel one week from now, one month from now, or one or several years from now if I don't achieve this goal?

Negative Motivation and Goal Setting Questions!

1. What knowledge do I need to obtain to make my current situation seem absolutely hideous and horrible?

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4. In what way am I living below my standards if I'm not fully committed to this goal?

5. How will I feel one week from now, one month from now, or one or several years from now if I don't achieve this goal?

6. How will I be ashamed or embarrassed if I don't achieve this goal?

7. What is most frustrating about not being 100% committed to this goal?

8. How is my self-esteem affected negatively by not being fully committed to this goal?

9. What is my greatest fear if I don't commit to the achievement of this goal right away?

10. How will my situation get worse if I don't commit to this goal, and if I don't achieve it?

Positive Self Motivation Questions

1. How will my achievement of this goal provide me with more motivation to achieve my other goals?

2. How does staying committed to this goal increase my self-esteem?

3. Who will I become a role model for once I achieve this goal?

4. What new opportunities or doors will open for me as a result of achieving this goal?

5. What will I have learned as a result of achieving this goal?

Goal Planning

Week 9: The Sure Thing

Chances are you see people “out there” whom you feel are leading great lives with meaningful careers, achievements or goals. Maybe some old friend of yours, your sister, neighbor, etc. flies to other countries working for Mercedes-Benz, writes articles and has published a book, or has written lyrics for several famous musicians. You think, “how great it must be to live like that but it will never happen to me”. Whatever courage is required to take the risks these people have taken, you pretty sure you just can’t, you want safety but at the same time can’t get your mind off, “what if”. A lot of people are comfortable hugging the sore and perhaps you kind of are too, except you’re not, you have longing and a tingle of regret for waiting too long, feeling you missed it? You know that you’ve got more of the explorer inside you than you use and that a different person would have sprung into action but somewhere along the line the idea of being unsafe “out there” caused you to hang on. Take this quiz: Are you a cautious person?

1. Are you focused on preparing? Taking courses, looking up information, attempting to learn a skill but never really put your learning to use?
2. When it’s time to take a trip or rearrange your schedule, etc., do you find yourself making endless preparations, hesitating, calling others to check out their opinion on each action?
3. Are you resistant to being pushed or rushed one bit more than suits you? Do you ignore deadlines until they are close and become stubborn or annoyed when reminded?
4. Do you hang on to things too long – even bad things, like bad relationships or items of clothing or other things that have outworn their usefulness?
5. Do you complain there is no time to do what you really want – but actually spend a considerable amount of your day watching TV or puttering around?
6. Do you watch other people’s lives – either famous or familiar – and hold a lot of opinions, feelings, impressions, etc. about them and get invested in the outcomes and details?
7. Do you often think about changing your life but never get past daydreaming about it?

If you ticked off three or more of those, you’re a SURE THING person for certain, and believe it or not safety is actually riskier than you realize. You cast your vote for security a long time ago and their where good reasons at the time however when asked to recall them now they are just yet old, they are reasons for past experiences not present ones, they are dusty, like old toys, they seemed so real at the time but it is clear now that our risk-verses-safety problem isn’t real. When you pretend your choices are total risk verses total safety, this is called “a setup”. The self-talk that promises regret if you succumb to that great adventure or passion is safety thinking, enticing because it calms you down, and stops you from thinking something that might make you uneasy. But maybe we need to get a little uneasy because we’ve been hiding from life too long, and we know it!

EXERCISE: Escape Dreams and Real Dreams

Escape dreams are so grand that in a million years you'd never seriously consider doing what you dream about: Having a million dollars, batting a home run in Yankee Stadium, winning American Idol. Let's brainstorm a couple of yours now.

Real dreams aren't escapist at all. Unlike escaped dreams, they are not easy to just brainstorm a list of, you have to go digging because they hide. Why? Because remembering them can be difficult emotionally. Escape dreams may involve risk (jumping out of a plane, moving to Italy, etc.) but Real Dreams like asking one to marry you or going back to school are more likely to scare the hell out of you, yet involved little risk at all, they do require you to search your soul for that deep dream you put aside.

We all think we need freedom from something (work, emotions, illness, etc.) in order to pursue our dreams but the opposite is often true.

Take out a pen and write at the top of the page: I don't want to like what I am doing right now because

20 Quick Tips For Better Time Management

Are you usually punctual or late? Do you finish things within the time you stipulate? Do you hand in your reports/work on time? Are you able to accomplish what you want to do before deadlines? Are you a good time manager?

If your answer is “no” to any of the questions above, that means you're not managing your time as well as you want. Here are 20 tips on how to be a better time manager:

1. **Create a daily plan.** Plan your day before it unfolds. Do it in the morning or even better, the night before you sleep. The plan gives you a good overview of how the day will pan out. That way, you don't get caught off guard. Your job for the day is to stick to the plan as best as possible.
2. **Peg a time limit to each task.** Be clear that you need to finish X task by 10am, Y task by 3pm, and Z item by 5:30pm. This prevents your work from dragging on and eating into time reserved for other activities.
3. **Use a calendar.** Having a calendar is the most fundamental step to managing your daily activities. If you use outlook or lotus notes, calendar come as part of your mailing software. Google Calendar is great – I use it. It's even better if you can sync it to your mobile phone and other hardwares you use – that way, you can access your schedule no matter where you are.
4. **Use an organizer.** The organizer helps you to be on top of everything in your life. It's your central tool to organize information, to-do lists, projects, and other miscellaneous items.
5. **Know your deadlines.** When do you need to finish your tasks? Mark the deadlines out clearly in your calendar and organizer so you know when you need to finish them.
6. **Learn to say “No”.** Don't take on more than you can handle. For the distractions that come in when you're doing other things, give a firm no. Or defer it to a later period.
7. **Target to be early.** When you target to be on time, you'll either be on time or late. Most of the times you'll be late. However, if you target to be early, you'll most likely be on time. For appointments, strive to be early. For your deadlines, submit them earlier than required.
8. **Time box your activities.** This means restricting your work to X amount of time. Read more about time boxing.
9. **Have a clock visibly placed before you.** Sometimes we are so engrossed in our work that we lose track of time. Having a huge clock in front of you will keep you aware of the time at the moment.
10. **Set reminders 15 minutes before.** Most calendars have a reminder function. If you've an important meeting to attend, set that alarm 15 minutes before.

11. **Focus.** Are you multi-tasking so much that you're just not getting anything done? If so, focus on just one key task at one time. Close off all the applications you aren't using. Close off the tabs in your browser that are taking away your attention. Focus solely on what you're doing. You'll be more efficient that way.
12. **Block out distractions.** What's distracting you in your work? Instant messages? Phone ringing? Text messages popping in? I hardly ever use chat nowadays. The only times when I log on is when I'm not intending to do any work. Otherwise it gets very distracting. When I'm doing important work, I also switch off my phone. Calls during this time are recorded and I contact them afterward if it's something important. This helps me concentrate better.
13. **Track your time spent.** Egg Timer (website) is a simple online countdown timer. You key in the amount of time you want it to track (example: "30 minutes", "1 hour") and it'll count down in the background. When the time is up, the timer will beep. Great way to be aware of your time spent.
14. **Don't fuss about unimportant details** You're never get everything done in **exactly** the way you want. Trying to do so is being ineffective. **Prioritize.** Since you can't do everything, learn to prioritize the important and let go of the rest. Apply the 80/20 principle which is a key principle in prioritization.
15. **Delegate.** If there are things that can be better done by others or things that are not so important, consider delegating. This takes a load off and you can focus on the important tasks.
16. **Batch similar tasks together.** For related work, batch them together. For example, my work can be categorized into these core groups: (1) writing (articles, my upcoming book) (2) coaching (3) workshop development (4) business development (5) administrative. I batch all the related tasks together so there's synergy. If I need to make calls, I allocate a time slot to make all my calls. It really streamlines the process.
17. **Eliminate your time wasters.** What takes your time away your work? Facebook? Twitter? Email checking? Stop checking them so often. One thing you can do is make it hard to check them – remove them from your browser quick links / bookmarks and stuff them in a hard to access bookmarks folder. Replace your browser bookmarks with important work-related sites. While you'll still check FB/Twitter no doubt, you'll find it's a lower frequency than before.
18. **Cut off when you need to.** #1 reason why things overrun is because you don't cut off when you have to. Don't be afraid to intercept in meetings or draw a line to cut-off. Otherwise, there's never going to be an end and you'll just eat into the time for later.
19. **Leave buffer time in-between.** Don't pack everything closely together. Leave a 5-10 minute buffer time in between each tasks. This helps you wrap up the previous task and start off on the next one.

Personal Development Plan

A goal is so much easier to reach when you have a plan, a personal development plan. Whether your goal is related to being a better employee, getting a raise or promotion, or is just for you as a person, this plan will help you succeed.

Start with a blank piece of paper. Label it Personal Development Plan, or Individual Development Plan if you like.

Create a table like the one shown below, with as many columns as you have goals, and eight rows.

Write your goals in the top boxes, and be sure to make them SMAART goals.

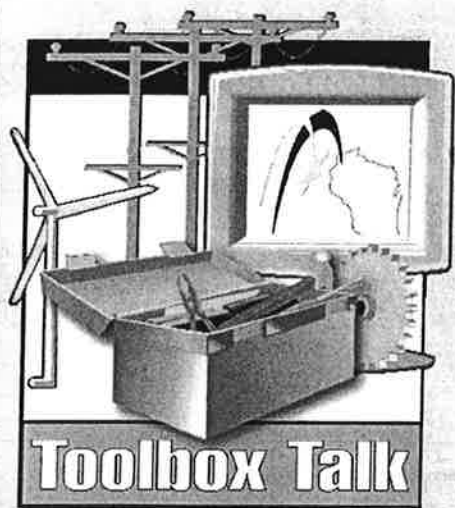
In the first column of each row, write in the following:

1. **Benefits** - This is the "So What?" of your goal. Write down what you hope to gain by succeeding at this goal. A raise? An internship? The ability to do something you've always wanted to do? Simple satisfaction?
2. **Knowledge, Skills, and Abilities to be Developed** - Exactly what is it you want to develop? Be specific here. The more accurately you can describe what you want, the more likely it is that your results will match your dream.
3. **Developmental Activities** - What are you going to *do* to make your goal a reality? Be specific here, too, about the actual steps necessary to reach your goal.
4. **Resources/Support Needed** - What will you need by way of resources? If your needs are complicated, you might add another row to detail *how or where* you'll get these resources. Do you need help from your boss or teacher? Do you need books? An online course?
5. **Potential Obstacles** - What could get in your way? How will you take care of the obstacles you might encounter? Knowing the worst that can happen allows you to be prepared if it does indeed happen.
6. **Date of Completion** - Every goal needs a deadline or it could get put off indefinitely. Choose a completion date. Make it realistic and you'll be more likely to finish in time.
7. **Measurement of Success** - How will you know you've succeeded? What will success look like? A graduation gown? A new job? A more confident you?

Personal Development Plan

Development Goals	Goal 1	Goal 2	Goal 3
Benefits			
Knowledge, Skills, Abilities to be Developed			
Developmental Activities			
Resources/Support Needed			
Potential Obstacles			
Date for Completion			
Measurement of Success			

Constructive Criticism: Giving it...and receiving it!



What's Covered:

Methods for an employee to give and accept constructive criticism to foster positive change in a coworker and the company.

For Discussion Leaders:

Ask for personal stories about a time team members made a mistake and received feedback.

Discuss some reasons why people may not want to give constructive feedback or receive feedback?

Review how you might feel before and after giving feedback.

Discussion Notes:

From riding a bicycle to running a jobsite, nearly everything we know how to do, we learned first from other people. Likewise, the people around us are successful today because someone took the time to teach and train them. We are successful adults today because of instruction.

Along the way, we have all made mistakes. People pointed out how we could improve. And frankly, that made many of us defensive (and still does). But we took the advice, and grew from it. While those changes are now ancient history, we continue to change and succeed!

Constructive criticism is critical to quality performance. To reach our potential, we must accept constructive criticism. To help others reach their potential, we must give it. While it maybe a little awkward to give and receive criticism, our gains from it can be substantial.

Giving Constructive Criticism

Everyone's success depends on a job well done. We can say exactly the same about giving feedback.

Criticism carries a certain emotional charge, in us and the other person. And why would we expect otherwise? If we remember our own reactions to feedback, we didn't always welcome it warmly. The more attention to our shortcomings we perceived, the more defensive we became. The more defensive we became, the more attention was paid to our shortcomings. We had an image of ourselves, and the feedback challenged it. Remembering your own reaction can be helpful.

The less feedback is perceived as an attack, the more likely it is to be received as instruction. This doesn't mean we should be indirect—firmness might be necessary. Nor does it mean we should give compliments that are undeserved—that would cause more difficulties. Rather, it means we must do our part to diffuse our emotions and the other person's, upfront and throughout.

1. **First, acknowledge the positive:** Give the situation some air. Place the need for improvement in a broader context of what is good about the person or situation. Acknowledging the other person's contributions will make them more receptive. Reminding ourselves of what we like or admire will calm us.
2. **Give specific feedback with specific solutions:** Keep the scope of your feedback both narrow and clear, and provide the person with a specific solution. This helps the person understand exactly what is wrong and the intended outcome. This step also helps you to not exaggerate the problem.
3. **Return to calm:** It's natural to be anxious giving feedback. Even if we deliver it perfectly, the other person might protest. Rather than expecting ourselves to remain calm, we can expect some discomfort, but then work to regain our poise. We can reiterate our specific points, imagine ourselves thinking back on the situation years later, or come back at a later time.

Points to Remember!

Listen first.

Acknowledge the positive.

Give specific feedback with specific solutions.

Final thought: criticism is critical to quality performance.

Receiving Constructive Criticism

Competent. Strong. Independent. This is how we think of ourselves. For good reason, too — we are. And if we're honest with ourselves, we also know we aren't perfect. But we'd rather admit our mistakes to ourselves in private than have them pointed out to us in public. For that reason, we may respond to criticism with some grumbling, in public or in private. The truth, though, is that we can't see ourselves in our entirety. We need others' feedback to grow, and we owe it to ourselves and our coworkers to accept it.

1. **Listen.** It may be true: Our supervisors and coworkers are intelligent, experienced people, so their feedback is credible. They have our best interests in mind, so we can trust that they're on our side. Give them the benefit of the doubt. Consider what they say.
2. **Clarify.** Don't counter-attack. During the conversation, our basic instinct might be to deny the input or turn the table. We must do our part to keep the scope narrow and clear by clarifying exactly what we are being asked to improve and how we are to do so.
3. **Give ourselves a break:** Okay, so we could stand to improve something. At worst, we just participated in our own growth. Amazingly, though, most of us are more likely to misperceive doing something the wrong way as being wrong, at least initially. The difference in wording may be small, but the difference to our self-image is substantial. We are improving one aspect of ourselves. Let's remember that.

Participant Signature(s) and Date:

he is to results or feelings. He is quite patient with his progress and keeps refining his craft, not to improve or to have major breakthroughs, but because he enjoys the refinement process.

The material in this chapter is designed to improve your understanding of mastery. I have included inspirational stories, experiences, and lessons that were most helpful in enabling me to gain a deeper appreciation, for this endless journey.

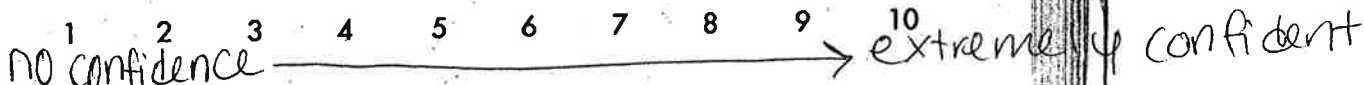
◆ THE MASTERY APTITUDE TEST ◆

A master-student should always be honing certain skills and personal characteristics. To help you accomplish this, I designed the Mastery Aptitude Test. It will help you to become more aware of specific mastery attributes. Each attribute can be measured on a scale from 1 to 10.

you have no confidence in the statement being true for yourself
 When grading your current proficiency levels use a pencil and circle each number lightly. This will make it easier for you to retest yourself in the future.

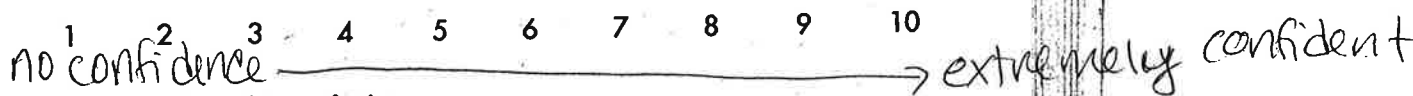
1. A Relationship with Fear

You don't let fear stop you from pursuing your goals. If the fear doesn't go away, you take the fear with you and venture forward.



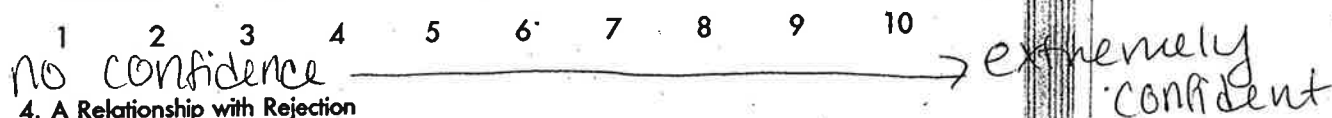
2. A Relationship with Passion

You pursue something because it interests you. While it is nice to improve, your main motivational force is curiosity and excitement.



3. A Relationship with Imperfection

You can live with imperfection (in yourself and others). You are not run by the compulsion to be perfect. Rather, you are more interested in refinement.



4. A Relationship with Rejection

You do not let rejection or negative criticism permanently stop you from pursuing your

dreams. You can lick your wounds until they heal, slowly get up off the mat, and turn a mishap into a mini-breakthrough.

1 2 3 4 5 6 7 8 9 10

5. A Relationship with Commitment

You keep "showing up" because you said you would. You follow your dreams and take one more step forward, even if you don't feel like it. You have a tenacious will to follow your goals, not your feelings.

1 2 3 4 5 6 7 8 9 10

6. A Relationship with Change

You are not limited by self-imposed boundaries or immobilized by fear of change.

1 2 3 4 5 6 7 8 9 10

7. A Relationship with Curiosity

You are able to tap back into your childhood state of curiosity and wonderment.

1 2 3 4 5 6 7 8 9 10

8. A Relationship with Inertia and Stagnation

You can be stuck in the state of inertia and stagnation and slowly but surely take enough small but incremental steps to bring yourself into a state of momentum.

1 2 3 4 5 6 7 8 9 10

9. A Relationship with Actions and Activities

You can recognize the differences between an action and an activity and are in a continual state of balancing the two.

1 2 3 4 5 6 7 8 9 10

10. A Relationship with Money

You know how to attract money and when to save, spend, give, and lend it.

1 2 3 4 5 6 7 8 9 10

no confidence

→ extremely confident

THE 15 SECOND PRINCIPLE

105

11. A Relationship with Procrastination

You are aware of when you are procrastinating, and you can quickly take some mini-action to break through the wall of procrastination.

1 2 3 4 5 6 7 8 9 10

12. A Relationship with Seeking Support

You can call on friends and seek their help and advice. You get feedback before making important decisions. You don't try to go it alone.

1 2 3 4 5 6 7 8 9 10

13. A Relationship with Your Vision

You can create and re-create your vision even when it appears to be unreasonable and invisible to the rest of the world.

1 2 3 4 5 6 7 8 9 10

14. A Relationship with Creativity

You create not to prove how talented you are, or to receive love or acceptance, but rather out of a need for self-expression.

1 2 3 4 5 6 7 8 9 10

15. A Relationship with Process

You give as much importance to *how* you do something (a nurturing process) as to the results of that action.

1 2 3 4 5 6 7 8 9 10

16. A Relationship with Completion

You can begin and complete projects regardless of how you feel about them. You honor your word and your verbal contracts regardless of your moods or emotions.

1 2 3 4 5 6 7 8 9 10

17: A Relationship between Giving and Receiving

Your interpersonal relationships are equally balanced between caring about others and letting others care about you.

1 2 3 4 5 6 7 8 9 10

18. A Relationship with Learning

You can create a nurturing learning environment for yourself and others in which it is safe to appear stupid and inept.

1 2 3 4 5 6 7 8 9 10

19. A Relationship with Depression

You know the difference between mild, fleeting depression and debilitating depression. You are not ashamed to seek help if and when you determine the debilitating depression is interfering with the quality of your life.

1 2 3 4 5 6 7 8 9 10

20. A Relationship with Forgiveness

You can forgive yourself (and others) when mistakes occur.

1 2 3 4 5 6 7 8 9 10

21. A Relationship with Addictions and Limiting Habits

You are aware of your addictions and are working on a daily basis to lessen your need for them. You are controlling them more than they are controlling you.

1 2 3 4 5 6 7 8 ~~9~~ 10

22. A Relationship with Fitness

You are enjoying the process of becoming more mentally and physically fit.

1 2 3 4 5 6 7 8 9 10

23. A Relationship with Organization

Your home and working environments are organized and you like the process of getting and staying organized.

1 2 3 4 5 6 7 8 9 10

24. A Relationship with Grieving

You give yourself permission to go through a deep grieving process. This includes the

death of a loved one, divorce, and loss of a job. You also know when the time for grieving deeply is complete.

1 2 3 4 5 6 7 8 9 10

25. A Relationship with Practicing

You have fun practicing your craft and are constantly inventing new ways to make the process of practicing more efficient and enjoyable.

1 2 3 4 5 6 7 8 9 10

26. A Relationship with Disappointment

You pursue success, yet can handle the feelings that disappointment and failed attempts bring up. You do not let fear of disappointment determine how high you set your sights.

1 2 3 4 5 6 7 8 9 10

27. A Relationship with Personal Character

You can count on your own personal character regardless of the circumstances and temptations.

1 2 3 4 5 6 7 8 9 10

Before reading further, please add up your total score. Your total score can range from 27 to 270.

Student-Mastery Score: _____

The Mastery Aptitude Test Score

If you haven't guessed already, I'm not at all interested in how high or low your student-mastery score is—and neither should you be. The purpose of this test was not to compare your scores with the rest of the world's. Neither was it designed to have you feel good or bad about yourself. Rather, it was created to expand your self-awareness of these masterful attributes. Ultimately, you will have to decide how important each attribute is for you. Then the question becomes: How proficient do you want to become with each characteristic?

It would be helpful every now and then to return to this aptitude test.

SMART Goal Statement:

READINESS ASSESSMENT CRITERIA SCALE

(To be used in determining Readiness Ratings)

Rating	Need for Change	Commitment to Change	Environmental Awareness	Self Awareness
5	Urgent Need • Patient is very dissatisfied with current environment and/or others demand change	Very Committed • Believes need exists • Believes change is positive • Believes change is possible • Believes support for change exists	Very Aware • Talks about past/future environments in detail: people, places and activities	Very Aware • Describes interests, values and experiences without prompts • Much experience selecting places to live, work, learn and socialize
4	Strong Need • Patient is dissatisfied with current environment and/or others seek change	Committed • Any three factors indicated in Level 5	Aware • Talks about past/future environments in general: people, places, and activities	Aware • Describes interests, values, and experiences when asked • Some experience selecting places to live, work, learn and socialize
3	Moderate Need • Patient and others ambivalent about the current environment	Moderately Committed • Any two factors indicated in Level 5	Moderately Aware • Names some alternative present, past or future environments • Describes a few people, places and activities	Moderately Aware • Answers direct questions about interests, values and experiences • No experience selecting places to live, work, learn or socialize • Some experience making other important choices
2	Minimal Need • Patient is satisfied now with current environment, but wants change later and others seek no change at this time	Minimally Committed • Any one of the factors indicated in Level 5	Minimally Aware • Names more than one present environment • May be able to describe something about one past environment: people, places and activities	Minimally Aware • Answers only general interest questions • Vague about values and experiences • No experience selecting places to live, work, learn or socialize • Little decision making experience
1	No Need • Patient is satisfied with current environment and others do not seek change	Not Committed • No factors indicated in Level 5	No Awareness • Names only present environment or none • Vague about people, places and activities	No Awareness • Can't answer questions about interests, values and experiences • No decision making experience

Based on my wants, needs and readiness assessment criteria, this goal becomes

Goal # _____

Goal Statement

Rate yourself in the following areas based on the goal above:

How urgent is urgent is your need for change

0 1 2 3 4 5 6 7 8 9 10

0
there is no need to make this change in the foreseeable future

10
I need to make this change right now

How Committed are you to making this change

0
I am not at all invested in making this change ready willing able.

10
I am fully invested and committed

How aware are you of resources and support available to you to help you make this change?

0

There is no support or resources

5

I am aware of support resources but have not accessed them

10

I am aware and have all of the supports I need.

Do you believe you will be successful with this goal?

0
I have no hope of achieving this goal

How long do you think it will take to complete this goal?

10
I have every reason to believe that I will successfully achieve this goal

0
infinite at all

10
forever

SMART Goal Statement:

READINESS ASSESSMENT CRITERIA SCALE

(To be used in determining Readiness Ratings)

Rating	Need for Change	Commitment to Change	Environmental Awareness	Self Awareness
5	Urgent Need • Patient is very dissatisfied with current environment and/or others demand change	Very Committed • Believes need exists • Believes change is positive • Believes change is possible • Believes support for change exists	Very Aware • Talks about past/future environments in detail: people, places and activities	Very Aware • Describes interests, values and experiences without prompts • Much experience selecting places to live, work, learn and socialize
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1	No Need • Patient is satisfied with current environment and others do not seek change	Not Committed • No factors indicated in Level 5	No Awareness • Names only present environment or none • Vague about people, places and activities	No Awareness • Can't answer questions about interests, values and experiences • No decision making experience

Based on my wants, needs and readiness assessment criteria, this goal becomes

Goal # _____

How prepared are you to take the steps needed to attain this goal?

0
I am not
at all prepared
for any part
of this

5
I am prepared
for some of
the steps I need to
take

10
I am fully
prepared for
every step of
this process

SMART Goal Statement:

READINESS ASSESSMENT CRITERIA SCA

(To be used in determining Readiness Ratings)

Rating	Need for Change	Commitment to Change	Environmental Awareness	Self Awareness
5	Urgent Need • Patient is very dissatisfied with current environment and/or others demand change	Very Committed • Believes need exists • Believes change is positive • Believes change is possible • Believes support for change exists	Very Aware • Talks about past/future environments in detail: people, places and activities	Very Aware • Describes interests, values and experiences without prompts • Much experience selecting places to live, work, learn and socialize
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Based on my wants, needs and readiness assessment criteria, this goal becomes

Goal # _____

Your Smartest Goals™ - Life Assessment Sheet

Assess the 9 areas of balance in your life on a scale of 1-10.
Write down the reasons which explain each score.

Life Area	Assessment Score (1-10)	Reasons for this score
Health & Fitness		
Career		
Relationships (Partner, Kids)		
Social Life		
Personal Development (Intellectual, Emotional)		
Financial		
Quality of Life (Leisure, Travel, Fun, Material)		
Spiritual		
Contribution		