Goal, Plan, Do, Review and Revise: An Executive Function-Informed Goal Achievement Framework

JOB SEARCH FACILITATORS' ACTIVITY and RESOURCE MANUAL

TABLE OF CONTENTS

Introduction

Chapter 1: Goal, Plan, Do, Review and Revise Workshop Guide

Chapter 2: Goal Setting Activities

Chapter 3: Planning Activities

Chapter 4: Do Activities

Chapter 5: Review & Revise Activities

## Chapter 6: Executive Skills Profile

INTRODUCTION

Using This Manual

This Activity and Resource Manual is intended to spur your own thinking about how you might integrate the Goal, Plan, Do, Review and Revise (GPDRR) framework into your current job search program. It assumes you have read the companion document that provides an introduction and the thinking behind the GPDRR framework.

It is organized in the following manner. First, we present several suggested activities that focus on introducing the entire GPDRR process to participants in a two-day workshop format. Then, we present additional activities that focus on specific parts of the GPDRR framework, starting with activities to help participants set a goal and ending with activities to help participants review and revise their goals and plans. Although we present the GPDRR activities first, it does not mean that you need to start with them. You might want to introduce each of the components separately, then do the activities that put them all together. You should do whatever fits most logically into your program and what feels most comfortable to you.

The activities are of three different types. Some are designed to explicitly teach the GPDRR framework, while others are designed to model the use of the framework or help participants to practice using all or parts of the framework. Making the GPDRR framework explicit and using it frequently is the key to building the executive functon skills that underlie successful goal achievement. In thinking about how you might best use these activities, it might be helpful to keep the wheel above handy to remind yourself that there are multiple ways – model, practice, build-- in which you can help participants to increase their skills for setting and achieving their goals.

In the final section, we have inlcuded the Executive Skills Profile for those of you who would like to use it in your programs. It can be used at any point during your programs, although it may be most beneficial to participants at the beginning of your program or after participants have had their first experience of putting a plan into action. If used at the beginning, it provides participants with greater insight into into their strengths and weaknesses that they can then draw upon throughout the implementation of the GPDRR framework. If used later in the process, it can be used for participants to reflect on what skills helped them achieve success and which might explain why things might not have gone as planned. If you plan to use it, we recommend completing it yourself so that you are familiar with it and can use your personal experience to help reinforce that we all have executive skill strengths and weaknesses.
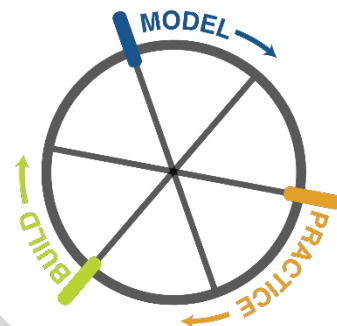
A Word about Adult Learning Principles

Fundamental adult learning principles inform all aspects of these resources and activities. In designing these activities, we pay special attention to five core principles. These are easily remembered by the acronym: REACH: Relevant, Engaging, Actionable, Clear, and Holistic.

- **Relevant:** Participants easily connect with the content you are offering, and feel that it is meaningful to them in their life, now.

- **Engaging:** Participants want to interact with the materials you use because it draws their attention and invites their active involvement.

- **Actionable:** The teaching supports people to take action (i.e. goes beyond "taking in" information to actually "taking action" with that information).

- **Clear:** The language, examples, and directions you offer are extremely easy for the user. Plain language and visuals are used throughout.

- **Holistic:** The teaching addresses the learners' mind (ideas), heart (feelings) and body (abilities).

Summary of Activities & Materials

WORKSHOPS

➢ **Two Day GPDRR Workshop Guide I Pages 10-16**
Intended User: Group facilitators
Area(s) of Focus: Goal, Plan, Do, Review, Revise
Summary: This workshop guide outlines each part of the GPDRR process, including scripts for facilitators and a sample breakdown of the time spent on each part of the process.

➢ **Resume Workshop Example I Page 26**
Intended User: Group facilitators
Area(s) of Focus: Modeling GPDRR
Summary: Since many programs offer a resume-writing workshop, this example offers ways to concretely model GPDRR both verbally and in writing. Sample scripts for how to approach each step are given, but are adaptable to your program.

➢ **Networking Workshop Example I Page 29**
Intended User: Group facilitators
Area(s) of Focus: Practicing GPDRR
Summary: This example offers ways to actively support participants as they practice the steps of GPDRR with a sample script that may be integrated into a networking workshop.

GROUP ACTIVITIES

➢ **Executive Skills Profile I Pages 69-76**
Area(s) of Focus: Goal, Plan, Do, Review, Revise
Summary: This one-time activity is most useful when done at the beginning of a program and helps participants (and facilitators) better understand their executive function strengths and areas for improvement. This can be helpful in knowing where they will need more support and may help identify jobs that are a better fit for their strengths.

➢ **Introduction to Backward Mapping I Pages 45-46**
Area(s) of Focus: Plan
Summary: This activity introduces the idea of backward mapping to the group by using a common example- like doing the laundry- and has participants walk through the steps, starting with what the finished product looks like. This will help ease participants into using backward mapping for their own job-related goals.

➢ **Create A Detailed Action Plan I Pages 50-52**
Area(s) of Focus: Plan
Summary: This activity is meant to follow the backward mapping or other planning exercise, and helps participants think through what it will be like to actually put their plan in action, what

support they may need, and any potential obstacles and strategies to put in place beforehand to maximize their chances of success.

➢ **Construct A Building I Page 64**
Area(s) of Focus: Review, Revise
Summary: This fun group activity helps participants review and revise their work in the moment, building the skills they will need to achieve their goals down the road.

➢ **Assess a Recent Goal or Plan I Page 66**
Area(s) of Focus: Review, Revise
Summary: This activity encourages participants to talk to other group members about any recent goal or plan they've put in place- even ones unrelated to employment- to get them used to reflecting on what they did well and how they can improve their future plans and strategies.

PARTICIPANT WORKSHEETS

➢ **Set A Goal I Page 18**
Area(s) of Focus: Goal
Summary: The first worksheet of the participant packet for the GPDRR workshop is meant to get participants thinking about a short-term goal they have that could be achieved by the second part of the workshop.

➢ **Develop a Plan I Page 19**
Area(s) of Focus: Plan
Summary: Introduces the concepts of backward mapping, action planning, and identifying potential obstacles and strategies before enacting a plan.

➢ **Backward Mapping I Page 20**
Area(s) of Focus: Plan
Summary: Helps participants visualize their plan by starting with what the finished goal will look like, then works backwards through the steps that need to be taken and resources/materials needed.

➢ **My Action Plan I Page 21**
Area(s) of Focus: Plan
Summary: Walks participants through writing out their goal and why it's important, detailed steps they need to take (including when and how to do them) and potential obstacles.

➢ **Do the Plan- I Page 22**
Area(s) of Focus: Do
Summary: Includes tips for how to turn intentions into actions before the next meeting and prompts participants to share their goal and plan with another group member at the end of Day One of the introductory workshop.

➢ **Review & Revise I Page 23**
Area(s) of Focus: Review, Revise
Summary: For use at the beginning of Day Two of the introductory workshop, this walks participants through a list of questions to help them review how their plans were enacted, what went well, and what may need to change. The process should be used repeatedly throughout use of GPDRR.

➢ **My GPDRR Reminders I Page 24**
Area(s) of Focus: Review, Revise
Summary: Participants write one thing they want to remember for each step of the goal achievement process. This notecard-sized worksheet can be cut out and given to participants to keep with them for their next plan or to revisit later.

➢ **My Short-Term Goal Achievement Plan I Page 34**
Area(s) of Focus: Goal, Plan, Do, Review, Revise
Summary: This worksheet brings together all aspects of GPDRR as they set a goal for the next 24 hours, write out a plan with potential obstacles and solutions, and then review and revise the execution of their plan the following day. The time frame for this can be changed so that the worksheet is usable for the timeline that best fits your program needs.

➢ **Hopes & Wishes I Page 38**
Area(s) of Focus: Goal
Summary: Participants can use this worksheet (or a set of sticky notes) to help brainstorm anything they hope or desire to achieve in a given time frame. This also allows the program to set the focus (whether wishes have to be related to employment, education, etc.) and helps them narrow down with participants what may most achievable.

➢ **Visualizing Life Changes I Page 43**
Area(s) of Focus: Goal
Summary: This worksheet is meant for participants who struggle to name a goal and asks them to think about nine different key life areas and how satisfied they are with each, to help determine where they most want to make a change.

➢ **My Goal Roadmap I Page 54**
Area(s) of Focus: Plan
Summary: The goal roadmap offers participants a visual representation for the journey to their goal and is meant to be used once a goal has been identified, as well as the steps needed to achieve their goal.

➢ **Potholes & Detours I Page 55**
Area(s) of Focus: Plan, Do
Summary: This worksheet is the companion to My Goal Roadmap and uses the same visual representation method- this time helping participants think through potential "potholes" or things that may cause them to get off track, and the "detours" they can take to stay on path to

their goal. This can be used in the planning stage or while doing the plan, as potholes may arise unexpectedly.

> **Milestones Brainstorming Map I Page 57**
Area(s) of Focus: Plan
Summary: This alternative method of planning helps participants brainstorm the steps they need to take to reach their goal without the pressure of figuring out the exact order. This encourages a free flow of ideas for participants and is most useful for small, short-term goals.

> **Job Search Tracking Sheet I Page 60**
Area(s) of Focus: Do
Summary: Offered as both a printout and electronic version, this spreadsheet helps participants note not just where they apply when searching for a job, but also provides space for writing a recommended follow-up date, notes on the position, a contact person at the business, etc.

> **Weekly Planning Template I Page 62**
Area(s) of Focus: Do
Summary: This worksheet gives participants a space to write down their main focus for the week, something they want to accomplish for each day of the week, and any important numbers or reminders.

Chapter 1: Goal, Plan, Do, Review, and Revise (GPDRR) Introductory Workshop

GPDRR: Goal Achievement Introductory Workshop Overview

Purpose

This two-part workshop is crafted to walk participants through the entire goal achievement sequence: Goal, Plan, Do, Review, Revise (GPDRR) so that they can use it again and again to achieve goals both big and small. Each part is designed to take about two hours.

The workshop is based on fundamental principles of adult learning such as engagement, immediacy, and relevance. We encourage you, of course, to bring your own style to the facilitation of the workshop. Experiment and adjust as you see fit.

The workshop is designed for participants in any phase of a job readiness or job search program; and for groups as small as 3 or as large as 15. For groups beyond 15 we suggest 2 facilitators to ensure personal support as clients idnetify their goals and develop their plans.

Timing and Frequency

This workshop is designed to be a one-time, two-part workshop to introduce participants to the goal achievement process, but you could repeat it by having participants focus on different kinds of goals – for example, one focused on a goal about any aspect of their life and one more targeted on an explicit job search goal. The intent is that after introducing the process, you will use the entire process or pieces of it throughout your program. Repetition is key to building executive function skills.

The workshop has two parts that can be separated by anywhere between one day or one week. If you have more than one week between workshops, we suggest personal outreach to each participant in the interim to check in.

Materials

Each participant will need their own hard copy of the GPDRR participant packet (included at the end of the instructions for this activity) which they will write in throughout the workshop.

In part one, they will use:
- A Way to Achieve Your Goals
- Set a Goal
- Develop a Plan
- Put Your Plan in Action

In part two, they will use:
- Review
- Revise
- Make it Your Own

In part one, you will also want five (5) small posters, one for each step: Goal, Plan, Do, Review, Revise. In part two, you will need a sheet of blank paper or card stock for each participant.

Note: *You may adapt these participant materials to reflect your own approach to goal achievement. For example, if you model and practice SMART goals with clients, you may incorporate SMART guidelines into step one of GPDRR.*

Advance Preparation

The primary preparation required for this workshop is assembling materials for participants to use. We have suggested materials that you can use, but you may also want to develop your own. Ideally, you want to use materials in this workshop that you will use over and over again so that participants become more and more comfortable using them.

The Activity
Overview

WORKSHOP PART ONE	WORKSHOP PART TWO
Objectives	
In part one, clients will: • Explore a **proven process** for achieving life's goals • Set one heartfelt and achievable **goal** • Develop a **plan** for achieving this goal and map out specific action steps to "Do" the plan	In part two (at least 1 day later after participants have had the opportunity to "do" their plan), clients will: • **Review** their experience • **Revise** their goal and/or their plan Reflect on this goal-achievement process and make it their own
Agenda	
30 min. | A Proven Process 15 min. | One Personal Goal 45 min. | A Plan for Getting There 30 min. | Action Steps to "Do" the Plan	30 min. | Review 45 min. | Revise 30 min. | Take it Away 15 min. | Closing

Achieving Your Goals: WORKSHOP DAY ONE

30 min. | A Proven Process

Introduction:

- **Explain** that this two-part workshop is an opportunity to experience an approach to goal achievement that incorporates what we know works best to help people achieve their goals.
- **Tell** the clients a personal story of a goal you've had in life and how it helped you to name it, see and feel it, plan it, take steps toward it…
- **Invite** the participants to introduce themselves to the person next to them, and (in pairs) to briefly share one example from their own life when they set a goal and achieved it.
- Based on these personal stories (but without sharing them again in full group), ask the full group: *What do you believe is really important for each of us to successfully achieve our goals?*
- **Reflect** back all the things that have been said. (You may want to write these on a large chart because they are the very important **"anchor"** for the rest of this workshop.)

Process:

- Together, read through the one page snapshot: "A Guide to Achieve Your Goals."   As you read, post the name of each step on small posters spaced out along the walls of your room.
- Invite participants to stand up under the posters that represent their response to each of the questions below. After each question, take a few minutes to reflect on where people are standing and invite them to comment about why they stood there. (Note: You can do a subset of the questions if you don't have time to get through each of them. There are no right or wrong answers to these questions.)
  1. *Which step feels most important to you, why?*
  2. *Which step do you feel is a strength/ comes easily to you?*
  3. *Which step do you feel is/will be a struggle/ is difficult for you?*

15 min. | One Personal Goal

- Together, read through the worksheet titled "Set a Goal."
- Ask each participant to think about a goal they would like to accomplish between now and workshop part two that will help them to achieve the goals of the program. For example, if you're your program is designed to help participants find a job, you can say something like the following:
  1. *Think of one goal you have for yourself between now and when we meet again that will help you find a job.   You want to name a goal that is important to you, is challenging, but is do-able before we get together for the second part of this workshop.*

2. *There are many aspects of our lives that contribute to our success. You should not limit your thinking here. Think about one thing you want to do that will help you to find a job.*
- As time allows, hear a sample in the full group and affirm all goals.

(Note: These are short term goals so that participants can experience the goal achievement process between parts 1 and 2 of the workshop. The timeframe should be set to coincide with the timing of the second workshop.)

45 min. | A Plan for Getting There
- Together, read through the worksheet titled "Develop a Plan."
- Tell participants that before they work on developing their own plan, we are going to review an example of a plan for getting a social security card. Be sure to start at the right and work towards the left – gesturing is an important part of helping participants to see how the planing process works. (The example is included after the full participant packet.)
- Then, ask each participants to fill out the worksheet by working backwards from the goal they just set. As participants complete the worksheet, you can support them by walking around to see how they are doing, offering ideas and helping figure out resources online, if they need them. (If the worksheet feels too confining, you can use sticky notes and three sheets of paper instead.)
- Invite participants to share a few example plans in full group and affirm their work.
- As participants share, guide them through a gentle reflection to personalize their plans.

Explain: *We know this might seem like way too much work, but trust that once you do action planning for a little while, it becomes easy and, in fact, you may feel very relaxed about your plans because they are all laid out in front of you. You can always change the plan – don't feel limited by it – what matters is having a plan in the first place!*

30 min. | Action Steps: Getting Ready to "Do" the Plan
- Together, read through the worksheet titled "My Action Plan." Invite participants to think through the details on the worksheet. Explain that it may feel hard to write down all these details but research shows that writing plans down increases the chances that we will do the plan.
- Ask participants to identify one or two obstacles that might get in the way of their success. Then, ask them to come up with an action they can take to address the obstacle should it arise. You can encourage participants to come up with an If, Then statement to identify the obstacle and their response to it. If [obstacle] happens, then I will [action].

- Before closing, give participants the "Do the Plan" sheet to read over. Then, invite clients to say the following aloud:
  - Their goal and the steps for getting there
  - The steps for getting there
  - One thing they plan to do to before the next session to achieve their goal

Achieving Your Goals | WORKSHOP DAY TWO

30 min. | Review

- Together, read through the worksheet titled "Review and Revise," focusing first on the questions under "Review."
- In pairs, invite the participants to interview each other using the "review" questions. Remind them that these questions are carefully constructed to help us learn from our experiences and build on them. Without such a "review" we can find ourselves in a rut of doing the same-old, same-old and not feeling like we are doing all we can do get ahead. In other words: In pursuit of our goals, no experience is a failure; it is only a learning experience!

Explain that the last of the "review" questions leads us directly into the "revise" step.

45 min. | Revise

- The "Revise" step of a goal achievement process is often neglected but can be the most critical – and most satisfying.
- Have each participant work independently to revise their goal, plan, or action steps moving forward. (Walk around to offer individual help as much as you can.)
- In full group, ask for volunteers to share what they will revise moving forward:
  - o A new goal?
  - o A different plan? A different kind of support?
  - o A next step?

> **Learning As We Go**
>
> Achieving goals is a continuous process – one where we learn from our successes and failures. We use what we learned to make changes where we build on our strengths and figure out how to better address things that get in the way. Revising a plan is a sign of growth and getting closer to achieving a goal that is meaningful and achievable.

30 min. | Take it Away

- Review the original worksheet titled "A Guide to Achieve Your Goals." Ask participants to move to the poster that represents their response to each question, and discuss their responses.
  - o *Which of the steps was most useful for you? Why?*
  - o *Which was trickiest? What could make it easier?*
- Give each client a blank card or piece of paper and ask them to write Goal, Plan, Do, Review and Revise along the left side.

Use the "My GPDRR Reminders" Worksheet to go back over each GPDRR step as each client creates their own personalized reminder or takeaway for each part of the process.

- **Goal:** What is one thing you want to remember about setting a goal?
- **Plan:** What is one thing you want to remember about develoing a plan?
- **Do:** What do you want to remember about putting the plan into action?
- **Review:** What do you want to remember about reviewing how you did?
- **Revise:** What do you want to remember about making changes?

At the end of this process, each participant will have their own "take away" process to post somewhere they will see it whenever they want to set or pursue a goal.

15 min. | Closing

Congratulate all clients for engaging in this goal achievement process. Decide together how you might incorporate these steps and materials into your goals beyond today.

Goal, Plan, Do, Review and Revise: The Path to Achieve Your Goals

The Path to Achieve Your Goals:
Goal, Plan, Do Review, and Revise

Introduction

Setting and achieving goals is not easy. But, if you follow the process outlined here, you will increase your chances of success. This process can be used with daily life goals like exercising regularly or long-term goals like completing a training program.

Step #1: Set a Goal – something you want to accomplish

- When setting a goal, you should aim to set a goal that is:
  - ✓ something you truly care about
  - ✓ challenging but within your reach
- Your chances of being successful will increase if you: (1) take the time to imagine what it would feel like if you accomplished your goal and (2) write it down!

Step #2: Develop a Plan for how to get from here to there

- Characteristics of a good plan:
  - ✓ *Specific*, with the steps you need to take and the resources you need to complete them
  - ✓ *Identifies obstacles and solutions* for addressing them
  - ✓ *Written down*

Step #3: Do the Plan – put it into action

- To successfully complete a plan, you need to:
  - ✓ Follow the plan
  - ✓ Manage your time and stay organized
  - ✓ Manage your stress
  - ✓ Ask for help when you need it
  - ✓ Stick with it until it is done

Step #4: Review and assess your progress

- Did I follow my plan?
- What got in the way? How did I respond?
- What steps remain?
- What does my review tell me I need to do next?

Step #5: Revise – take the next action steps, make a new plan, or set a new goal

- Plans (and goals) are made to be revised – we rarely get them right on the first try
- Taking the steps to revise a plan means that you are learning about what you need to do to be successful at achieving your goals

1. **Think about one thing you would like to accomplish to help you find a job [before the second part of this workshop].**

    Don't limit yourself. Getting and succeeding at a job is not just about looking for a job, but also about   accomplishing things that matter to you that make finding a job search easier or more meaningful.

    Your goal:
    - can be anything at all that is meaningful to you, and is within your reach.
    - can be related to any areas of your life (see the key life areas below to consider some possibilities)

    Write down one or more goals that are meaningful to you – and within your reach:

2. **Check each of your ideas and choose one that is:**
    - Most meaningful to you
    - Is challenging but within your reach.

    Write your goal here and say it aloud to someone else.

3. **Imagine what it would be like if you achieved your goal.** *How would you feel if you accomplished it? How would your life be different?*

    Write down a few words to capture your thoughts and feelings.

Key Life Areas

Health & Wellness | Legal Issues | Safety | Stress | Financial

Child Well-being, Care & Parenting | Education & Employment | Family, Friends & Relationships | Food, Shelter & Clothing

Developing a plan to get to your goal is a three-step process. It is important to do the three steps in order:
1. Develop a map, working backwards, of what it will take to achieve your goal.
2. Develop an action plan that identifies the steps you're going to take now and the details of how you're going to get those steps done.
3. Identify obstacles that might come up and what you plan to do to overcome them.

Step #1: Develop a plan to achieve your goal, working backwards

For this first step, we're going to use the worksheet that is titled, *Backward Mapping: Developing a Plan to Achieve My Goal.* Notice that the worksheet guides you to plan backwards from your goal, and then to take steps forward to achieve that goal!

- Start by writing down your goal in far right space (below "My Goal!")

- In the middle panel, jot down the steps that will take to get to your goal. For now, don't worry about the sequence and don't worry if the list is long - the details will be useful!

- In the first panel (on the left), list the resources that you will use to complete the steps. That could be applicatons you need to fill out, materials you need to have, phone numbers and addresses you need, etc.

Step #2: Develop an Action Plan

For the second step, you are going to develop a **detailed** action plan. Look back at the steps you need to take to get to your goal. As a first step, decide which steps you can get done before the second part of this workshop. You don't have to do everything. It is better to be realistic about what you can accomplish so you can be successful. You are going to write your action plan on the form titled, *My Action Plan.* Start by writing your name and your goal and why you want to achieve it at the top of the form. Also put the date by when you expect to achieve your goal. Then, for each step you plan to complete, consider each of the following:

- What you will do
- When you will do it (date and time)
- What you need to take with you
- Where you need to go and how you will get there

Step #3: Identify Obstacles and Strategies to Overcome Them

Now, look back over your action plan and envision yourself taking these steps. Ask yourself the following questions:
- What obstacles do you see you might face? In other words, what might get in the way? Maybe this is something you've tried to do before but encountered obstacles.
- What could you do to prevent each obstacle or overcome it?

Write down the two obstacles that you are most worried about and your solutions at the bottom of the form. You can also use the *Potholes & Detours* worksheet to think through what might get in the way and potential solutions.

← Plan Backward

End Here · *Start Here*

Resources I Need

List the materials, websites, phone numbers, or documents that you'll need for each step.

_____

_____

_____

_____

Steps to Get There

What are the steps I need to take to achieve my goal? How long will each step take?

_____

_____

_____

_____

My Goal!
(Draw or insert picture here.)

Target date for completion:

Execute (Do) Forward →

Start here · *End Here*

19

Name _____Today's Date_____

Review Date and Time_____

My Goal:
Why I want to do it:
Why it's important to me:

Steps I'm Taking This Week			
What I will do	**When I will do it (date and time)**	**Things I need to take with me**	**Where I will go and how I will get there**

Obstacles and Solutions	
What Could Get in the Way	**My Solution**

Now, you are ready to do your plan.

You may want to put your action steps into a calendar so you have reminders all in one place. Here are some options:
- Use a small pocket calendar and write each specific step in a date / time.
- Get a large calendar and use sticky notes to put each specific step in a date/ time. If something gets in the way of completing one of your action steps, you can then move things around.
- Use the blank weekly planner template on page 61 to write down what you need to do, your main focus, and any important reminders.
- If you use a smartphone, enter each specific action step in a date/time and use alerts to remind you of each one. See a list of helpful apps on page 59 that can keep you organized and on track.
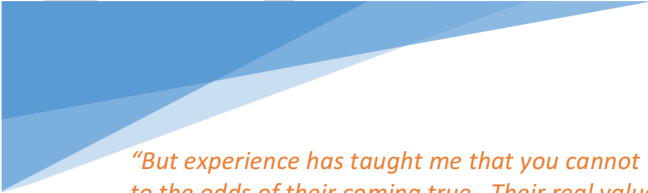
You've set yourself up for success by doing the following:
- Selecting a goal that is meaningful and within your reach
- Visualizing what it will feel like to achieve your goal
- Developing a detailed, written plan
- Identifying potential obstacles and solutions to address them

Before we end for the day, turn to your neighbor and walk through your plan. Describe what you are going to do. Share what you think you could get in the way and what you will do if the obstacle arises.

When you come back for the next session, we'll review what you accomplished and make changes in your plan or your goal, if needed.

Remember, achieving our goals is a process that takes time. Succesfully achieving our goals is hard work. It often takes time to figure out what really matters to us and to figure out the best strategies for getting things done.

"But experience has taught me that you cannot value dreams according to the odds of their coming true. Their real value is in stirring us the will to aspire. That will, wherever it finally leads, does move you forward. And after a time you may recognize that the proper measure of success is not how much you've closed the distance to some far-off goal but the quality of what you've done today."

From: Sonia Sotamayor, **My Beloved World.**
New York: Alfred A. Knopf, 2013.

Worksheet | **Review + Revise**

Review

1. To review your goal and your plan, take a few minutes to **ask yourself the following questions:**
   - What did I achieve since our last meeting?

   - What went well? What strengths did I draw upon?

   - What did not go as planned? What got in the way? Consider the following:
     - Did I have trouble getting started on some of the tasks?
     - Did I have too many other things to do so that I didn't have enough time to work on my action steps?
     - Did I need things to accomplish the tasks that I didn't have or couldn't find?
     - Did things take longer than I anticipated?
     - Did the goal not feel that important to me after all?
     - Was I too stressed by other things going on in my life to take the steps I needed to take to make progress?

   - What have you learned about your strengths and how to use them to achieve your goals?

   - What have you learned about reaching out for help and what kind of help would be most helpful?

Revise

Building on what you've learned about what went well and what did not, think about the following:

- *Does the goal you decided upon last time still feel right to you?*

- *If you want to set a new goal, use the "Set a Goal" worksheet and follow the guidelines to write down a new goal that is meaningful and doable.*

If you want to keep with the same goal, use the "Plan" worksheet to adjust your steps or to develop a plan for the next steps. Make sure you feel confident that you have all the resources and support you need to achieve your goal. You deserve it!

Use the following notecard to help remind you of what you learned along the way while using GPDRR. Each time you use the process, you can write down these reminders and look back on them as you start again with a new goal or a new plan!

- **Goal:** What is one thing you want to remember about setting a goal?

- **Plan:** What is one thing you want to remember about develoing a plan?

- **Do:** What do you want to remember about putting the plan into action?

- **Review:** What do you want to remember about reviewing how you did?

- **Revise:** What do you want to remember about making changes?

Model & Practice GPDRR

Sample Facilitator Guides

Modeling GPDRR: Resume Workshop Example

Model GPDRR both **verbally and in writing** so that participants can both hear and see the full goal achievement process in action.

Text in *italics* denotes **a script** that you can use to introduce each of the components of GPDRR and text in regular type to provide any necessary explanations.

As you read, please think of at least one part of your own job search program and how you might model GPDRR within it.

> ▪ **Resume Approaches**
> Whether you need a new resume or just want to improve an existing one, this workshop will help you highlight your best skills and qualifications to get you one step closer to the job you want!
> ▪ **Resume Approaches Workshop Pt. 1**
> Bring in an old resume or start from scratch in this introductory workshop for writing a resume that best reflects your true potential.
> ▪ **Resume Approaches Workshop Pt. 2**
> Learn how to make targeted resumes for different industries and skill sets, leaving with electronic copies of your very own resume.

GOAL
*Welcome to the first session of a two-part workshop on Resume Approaches. Our **goal** is that, by the end of these two workshops, each of you will have a complete electronic, up-to-date resume.*

You might think that is a lot to accomplish in the time we have, but I'm confident that, together, we can achieve this goal. How does this sound to you?

PLAN
*Here is our **plan** for how we will to help each of you to complete your resume. In today's workshop, we will do the following:* (plan should also be written on poster or in a handout)

- *We will all share our visions of a good resume and then have some of you who have a current resume share how you feel about them.*
- *We will then examine a handout with tips for resume-writing, and review a few examples of good resumes. We will then share our thoughts about what you find personally useful about these tips and examples.*

- *Then, individually each of you will outline your new or updated resume. I will walk around the room to provide help to those of you who need it.*
- *We will have each of you share what you like about your resume so far.*
- *We will review how the day went and make any adjustments for tomorrow's plan.*
- *I will give you homework to practice goal setting or complete your draft resume.*
- *For any of you that need additional help, I will be available at the end of today's workshop to schedule individual appointments before the next workshop.*
- *We will use the following resources: (1) a handout with tips for resume-writing; (2) resume examples*

In the second workshop, we will do the following

- *We will have each of you share how you are feeling about your draft resume and identify what you would like help with.*
- *We will then split into two groups with Group 1 starting to enter their information into the computer and Group 2 continuing to work on completing their resume with guidance from me.*
- *We will switch groups and Group 1 will get feedback from me on the electronic version of their resume and Group 2 will enter their resume into the computer.*
- *We will end with a group reflection, a closing activity and next steps.*
- *We will use the following resources to complete this workshop: (1) your draft resumes; and (2) the computers.*

I have done this workshop many times and things don't always go as planned. Sometimes, everyone already has an old resume so we don't need as much time to develop a draft resume. If that is the case and we have extra time, then we'll spend some time critiquing each other's resumes so we can make them even better. Other times, people need more time because they haven't worked in a long time and aren't sure what to put on their resume. If people need more time, then I'll add extra individual appointments so everyone can get their resume complete.

Once we get started, I'll check in regularly to see if we need to make any adjustments to the plan I just outlined. Plans help us to have a roadmap of where we are going but there are often twists and turns in the road so we need to be flexible and change our path if the one we're on isn't working.

DO
*We are ready to get started with implementing our plan. Let's start with our first task. Who would like to share their thoughts on what makes a good resume? (*Then continue with each task listed in the plan…)

REVIEW
You can do this at points where it feels comfortable to do so throughout the workshop: *I'd like to review how things are going for you.*
- *What have you discovered so far about creating a resume?*
- *How are you feeling about your resume?*
- *What parts of it are you most proud of? What concerns you?*

REVISE

Example of how you can consult the group on revising a plan.

> *A number of you seem to be having trouble figuring out how to include volunteer work on your resume. Would it be helpful if we talk about that as a group before we continue? If we do that, we'd need to revise our current plan by trimming the time for our next task by 5 or 10 minutes. What are your thoughts?*

Example of how you can turn a technical problem that requires revising a plan into a learning opportunity. Assume the computers are down and you had planned to have everyone type their resume in the computer:

- *The computers are down so we need to revise our plan for the day. Our goal is to have everyone leave here with a completed resume. Any thoughts on what we should do?*
- *Should we:*
  - *Reschedule the workshop?*
  - *Finish the resumes on paper, take a snapshot and have staff type them up?*
  - *Have everyone go to the library in their neighborhood to use the computers there?*

THE CYCLE CONTINUES...

As you use GPDRR yourself, and model it for participants, you'll likely discover that "revise" will lead you back to the top – to a new "goal"! That's very useful, and a great thing to point out to participants.

For example, imagine that you have piloted the resume workshop #1 a few times and reviewed the results. You notice that the less confident participants underplay themselves in their resumes. You want to do something about this.

So, when presenting the goal to the next cohort, you explain:

> *In facilitating this workshop over time, I've noticed that some of us are reluctant to highlight our own strengths. My new goal for this workshop is for all of us to leave with a strong resume that captures all our strengths! In turn, I've revised my plan a bit. We'll form pairs and help each other 'draw out' our strengths to include in the resume. How does this sound?*

Networking Workshop Example

You have looked at how you might **model** each of the steps in the approach. Now, look at how you might actively support a client to **practice** each step.

Let's use a new example: **a job search workshop called "Networking for Employment."** As before, please let these ideas stimulate your own – with your program example in mind.

> ▪ **Networking for Employment**
>   Networking is a great way to connect with employers, increase workplace satisfaction, and expand your employment possibilities. Register now and get connected!
> ▪ **Job Search 101**
>   Learn new ways to find job openings and set yourself apart from other applicants with a professional resume and proven interviewing skills.

GOAL

As the facilitator of a week-long workshop on Networking for Employment, you invite participants to visualize their goal on day one.

- *Think about finding your next job. What do you really, deeply want?*
- *When you picture yourself at your next job, what do you see?" What is a goal that you feel you could achieve?*
- *Picture that goal. Fill in the detail to make it real for you. Notice how you feel as you imagine that goal for yourself.*
- *Write down your goal and again notice how it feels.*
- *Who would like to share their goal aloud? As you do, keep in mind what we think makes for a strong goal:*

  - *It is personal*
  - *It is heart felt*
  - *It is doable*

An example of a strong goal for a participant on day one of the Networking workshop might be:

> *My goal is to work in an animal shelter here in town in a job where I can learn a lot about animal care.*

At the end of Day One of the Networking Workshop, you invite participants to break down their primary goal into smaller progress goals for each day of the 5 day workshop. Here's an example you might share with the whole group.

Your primary goal is to "work in an animal shelter here in town in a job where you can learn a lot about animal care." You might break this down into three goals for this week:

1. *By Tuesday, I will have listed at least 3 animal care organizations in town and recorded their contact information.*
2. *By Wednesday, I will have contacted each organization and asked to come in for an informational visit/ interview.*
3. *By Friday, I will have visited at least one animal care agency in town and identified the kinds of jobs that are of interest to me, personally.*

Each day, we'll refine your goals for the next day and make a plan. How does that sound?

PLAN

Your plan for tomorrow is to have listed at least 3 animal care organizations in town and recorded their contact information.

- *When do you think you might work on this?*
- *How might you best find the information? Who might support you in that?*
- *What might get in the way?*
- *What, in you, might keep you from achieving this goal by tomorrow?*

DO

Participants of the Networking workshop might spend a couple of hours in the afternoon doing what they planned in the morning.

This afternoon we'll all move into the computer lab to implement our plans. You'll have everything you need including a computer, some telephones, and assistance in drafting letters or making calls.

I will be on hand to check in on your progress as you put your plan into action. My job will be to encourage you and to help you troubleshoot things as they come up (which almost always happens when we are implementing a plan!)

How does that sound?

Before you leave for the day, you might invite them to visualize putting their plan in action.

Tracey, can you see yourself getting dinner for the kids and then borrowing your neighbor's computer to search for animal care agencies? Can you see yourself taking each step in your plan and, finally, emailing yourself a list that we can work with here tomorrow?

Let's also envision what you might do if your plan doesn't go as intended. For example, what you might do if your neighbor isn't home? Or, if your sister gets in late to watch the kids? Or if you are plain old tired when you get home? These are all the possibilities you named. But even others

might come up. It's okay! As you practice, you'll get better and better at adjusting plans when things come up so that you still take steps toward your goals.

REVIEW

On Day Two of the Networking Workshop, you might invite participants to pair up and exchange:

- *What went well in putting your plan to action?*
- *What got in the way?*
- *What in happened inside of you? How do you feel about it? What can we do to support you?*

REVISE

Imagine that Tracey was told there are no informational visits or interviews being given at any of the animal care agencies in town. She is feeling discouraged. The facilitator wants to help her revise her plan, while staying hopeful and enthused.

> *Hey, Tracey, I know you had hoped for informational interviews at the agencies, and this might feel disappointing. But, I bet you can revise your plan in a number of ways and still achieve your goal! Let's explore options.*

For example, Tracey could inquire about "adoption days" and try to volunteer. Or, maybe she could look on agency websites for community outreach events and go chat with one of the outreach staff. While the facilitator might see many possibilities, Tracey may not. While she needs to own her plan, she will benefit from questions and guidance that open her mind to adjustments without tossing aside what she really cares about.

Practicing GPDRR: Setting Short-Term Achievable Goals

Purpose

This activity is designed to help participants get in the habit of using GPDRR on a regular basis. It focuses on encouraging clients to set very short goals so that it simplifies and demystifies the goal-setting process. It is an ideal exercise to do with participants who have a lot going on in their lives and are unlikely to succeed at setting and achieving long-term goals. Success at achieving small, short-term goals is a way to build the skills, habits and confidence that then allows people to identify and tackle bigger and longer-term goals.

Timing and Frequency

This activity can be done at any time and with any frequency that works given the structure of your program. To help make goal-setting a habit, you could do this exercise at the end of every session. You can use it to get participants thinking about working on goals they want to achieve at home between now and the next session or goals that they'd like to focus on for the next job search group session. You can change the focus so that participants are encouraged not only to think about goals in the context of job search but in all aspects of their life. For example, at the end of a session, you could ask participants to work on identifying a goal related to their children that they can accomplish over the weekend.

Materials

You do not need any materials for this activity. However, if you'd like, you can have participants use the form, *My Short-Term Goal Achievement Plan.*

Advance Preparation

This activity is short and does not need any advance preparation. You can use it as often as you'd like, including daily. The focus here is on very short-term goals so this is designed as a stand-alone activity.

The Activity

Invite the clients to sit back and relax for a moment – cutting out all the "noise" in their minds, bodies, or setting[1]. In this quieted space, ask them to think about the next day (from right now to 24 hours from now). (Note: You should keep the timeframe short, but you can expand it beyond 24 hours.)

1. **NAME IT.** What is one thing you would like to accomplish in this next day? There may be many things but let one of those surface to the top – whatever it is. What is that one thing that, above all else, you'd like to accomplish within the next day?

2. **CHECK IT.** How strongly do you feel about this goal: Is it something that really matters to you? Is it challenging but something you believe you can accomplish in the next day? Based on answers to these questions, adjust your goal to be something you care deeply about and feel is doable in the next day.

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[1] You may find it helpful to do a quick mindfulness activity for 2-3 minutes. You can find adaptable ideas at http://blog.atriushealth.org/2013/04/smart-kids-practice-mindful-eating/

3. **VISUALIZE IT.** What would this goal look like DONE? Picture everything about it. How does it feel to see the goal done?

4. **WRITE IT/DRAW IT.** Write down your goal. Draw it if you'd like. Take the picture in your mind and put it on paper. It doesn't need to be a good drawing- don't let that get in the way. This is for you. Draw your goal done. Put in as much detail as you have in your mind – everything that matters to you – no more, no less.

5. **FEEL IT.** Step back and check what it feels like to see your goal. Is this something that really matters to you?

> **Make It about Job Search**
>
> You can adapt this activity to focus explicitly on a job search goal. Instead of asking participants to name something they want to accomplish, ask them to name one goal related to finding a job that they would like to accomplish.

6. **PLAN IT.** Now, think about what steps you need to take to achieve the goal and any resources you need to have on hand to complete the steps and write them down. Finally, think about one thing that could get in the way and come up with something you can do to overcome it.

7. **SHARE IT.** When you've got a picture of a goal that you care deeply about, and feel that you can achieve in the next day, take a moment to share it with one other person (or with the full group). Name what the goal is – and why this goal matters to you. Hold onto your words or picture – you may carry it with you or post it somewhere as the day progresses.

8. **DO IT.** Get ready to do it! Think about when and where you'll do the plan. Write it down.

9. **REVIEW IT.** Pick a time when and a person with whom you can share your accomplishment. When you talk with them, share how it went and talk about what you learned about yourself.

10. **REVISE IT.** If you don't accomplish what you hoped to accomplish it, take what you learned to heart and try again.

MY SHORT-TERM GOAL ACHIEVEMENT PLAN

Goal:
Meaningful, Challenging, Feasible

Write down one goal you would like to achieve in the next 24 hours.

This is why it is important to me:

This is how I would feel if I achieved it:

Visualize achieving the goal. Draw a picture, if you'd like.

Plan:

Steps, Resources, Obstacles and Solutions

Write down the steps you will take to achieve your goal; note any resources you need to complete the steps.

Steps I'll take:

Things I need to have or take with me:

What might get in the way?

What can I do if the obstacle gets in the way?

If…….then………

Do:
When, Where, How, With Whom

When will I do it?

Where will I do it?

How will I get there?

Who will you do it with?

When and with whom will I share what I achieved?

Review:
How did it go?

Did I achieve my goal?

Did I complete all the steps? What steps remain?

What got in the way? How did I respond?

What does my assessment tell me I need to do?

Revise:
What needs to change?

What will I do next?

What will I do differently?

What did I learn about myself?

Chapter 2: Goal Setting Activities

Purpose

This activity is designed to help participants generate ideas for potential work and life goals without the stress of naming a specific goal. It serves two purposes: (1) it gets people thinking more broadly than they might do on their own about all they may hope to achieve (even if they don't know the way to get there yet); and (2) it alleviates the pressure of participants feeling like they should already have one goal that they want to achieve.

Successful goal achievement requires that an individual identify a personally meaningful goal- something they truly wish for and identify with. Job search participants, living under the stress of not having enough resources to make ends meet, may be unable to clearly see a different future for themselves or not want to think about a better future because they are afraid they can't get there. Naming their hopes and wishes for the future provides participants with an opportunity to explore an alternative, hopeful view of their lives.

You can do this as a standalone activity just to get participants thinking about the future (without committing to any goals right away) or you can pair it with a planning activity so that participants leave with an action plan. This activity may be conducted individually or in a group and is meant to be person-centered, putting the participant in the driver's seat.

Doing this as an initial activity can convey that your program is about helping participants to identify and help them achieve their wishes and goals. It can also help participants to identify what is meaningful to them. Doing it after participants are already working on one or more goals can reaffirm that the program is committed to helping participants identify and achieve their goals and can also help participants recognize that goals change and are refined over time, based on our experience.

Timing and Frequency

This activity can serve as an introduction to goal setting, but can also be repeated at periodic intervals throughout your program. If done multiple times, this activity can help to make goal setting a habit and build the working memory and metacognition skills that we draw upon to set goals. You can vary the activity by focusing on specific areas of participants' lives each time you do it. For example, you might start with a very broad (but time-bound) frame: *What is something that is important to you that you'd like to accomplish in the next week?* but then move to a narrower frame: *What is something that you'd like to do to improve your health in the next week?* You can pick the topics based on your knowledge of what is important to the participants you serve.

Materials

For this activity, participants will need a writing implement and either need sticky notes and a sheet of paper or the Goal Storming Worksheet.

Advance Preparation

You will need to make a few decisions before you implement this activity:

- **Time frame:** What is the time frame that you want participants to focus on? You want it to be short, no longer than three months, but it could be shorter to coincide with the length of your program. For short-term personal goals, the time frame can be very short. For example, on a Friday, you could use it to have participants set goals for spending time with their children over the weekend. If it is near the start of school, you can ask participants to focus on goals for the school year (for themseleves and for their children).

- **Focus:** Do you want participants to focus on goals broadly or do you want them to focus more narrowly on job-related goals or on some specific aspect of their life? Either is fine, but it is important to let participants know what the focus of the exercise is – and important to make sure that they are able to get to a meaningful goal.

- **Integration with other parts of your program.** In order to maximize the effectiveness of this activity, you will want to think ahead of time how you want participants to use the reuslts and how they will be integrated with other activities and other parts of your program.

- **Introducing the activity:** How you introduce the activity will depend on the overall structure of your programs and how you are using the activity. Here is an example script:
    - *Our program is designed to help you find a job. All of us are happiest when we're doing a job we are excited about and plays to our strengths. We're going to start with an activity we call "Hopes and Wishes" which will give you a place to write down all you want to achieve and it will help us to see how we can best support you as you work to achieve them.*
    - *We're going to do this activity twice. We're going to start by identifying any wishes or hopes that you might want to achieve – they don't have to be related to employment. This is about things – big or small – that matter to you and you'd like to acocmplish in the next month. Then, we'll do the exercise again focusing on hopes and wishes related to employment.*
    - *This isn't about finding the perfect goal – it is about finding things you want to accomplish in you life that really matter to you. From experience, we know that our dreams change over time as we learn more about ourselves and pay greater attention to what we like and don't like, what we are really good at and what we struggle with.*
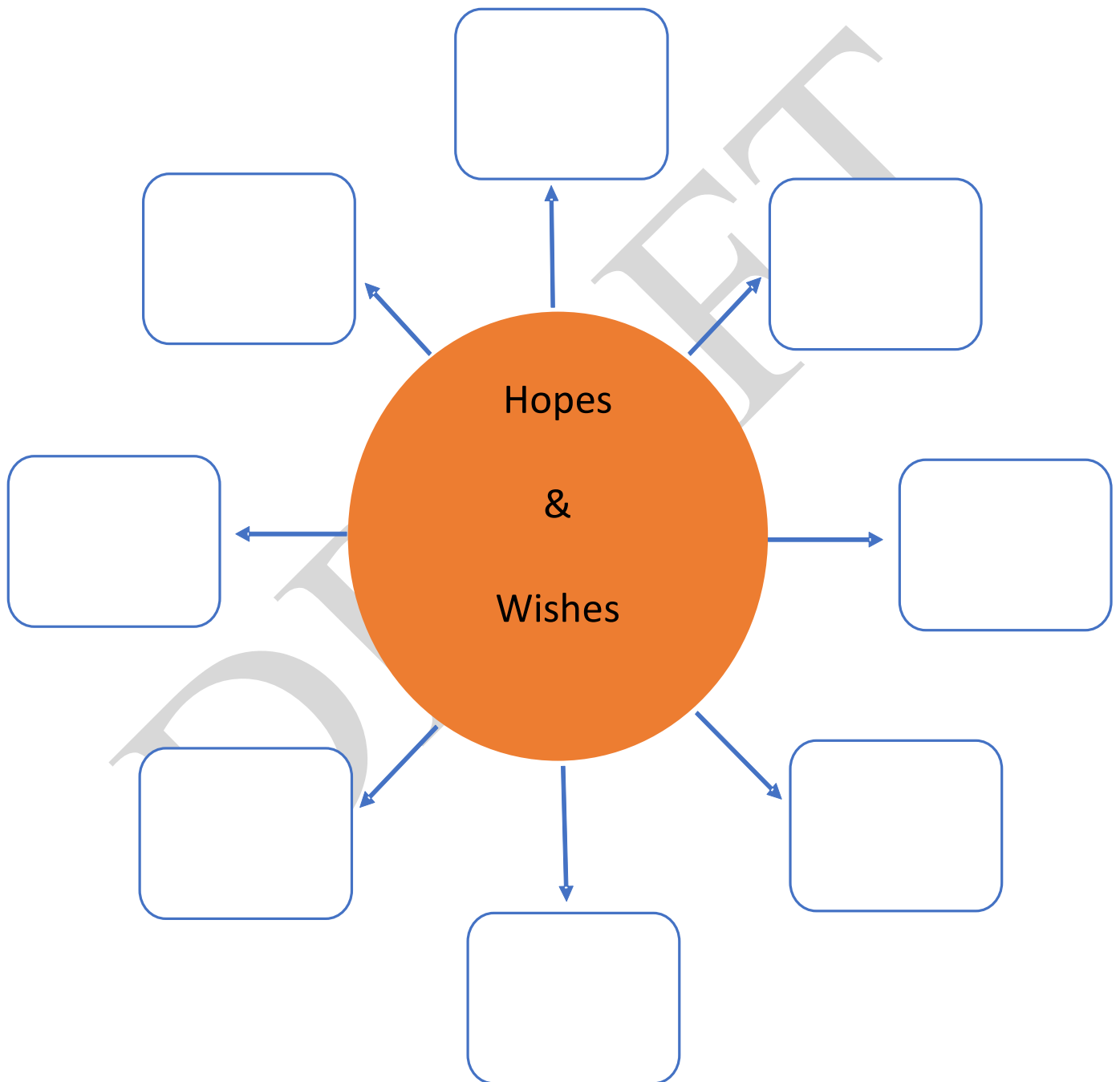
Activity

- Give participants a set of sticky notes (or the worksheet that follows these instructions) and a pen/pencil/marker.

- Ask them to **write down** in the next five minutes some **things they would like to accomplish- things they hope and wish for-** that would improve their circumstances within a designated period of time—one hope/wish per sticky note.

- From the pool of potential hopes and wishes, ask the participants to **identify the two or three** they would most like to achieve; these should be challenging, but achievable goals with some effort.

- Now, ask the participants to **select one** of those hopes/wishes that is most meaningful to them.

- Ask the participants **to visualize** how it would feel and how their life would be different if they successfully achieved that goal.

- Ask participants if they'd like to **share** their hope/wish for the future, **why it is meaningful** to them and **how their life might be different** if they achieve it. It may help for a facilitator to give an example of one they have.

- You can use the result from Hopes and Wishes in different ways. Two examples:

    o If you are meeting with participants multiple times in a short period of time, as a homework assignment, you can ask participants to visualize the hope/wish even more deeply at home. You can ask them to consider the following questions: (1) How would it feel if I achieved my wish? (2) Do I believe I can do it? You can come back and redo the exercise again a day or two later, giving participants the chance to think of new goals or stick with their same goals. This is a way of helping participants to think more deeply about identifying what is meaningful and within their reach.

    o You can also use this as the beginning point for creating a plan for completing a goal. If that is the case, you will have participants use their selected wish/hope as a goal starting point for the backward mapping or other planning activity.

Worksheet | HOPES AND WISHES

Instructions: Write down as many hopes and wishes as you can think of in five minutes that you'd like to accomplish by the end of this program.

Hopes

&

Wishes

Visualizing Life Changes to Name a Goal

Purpose

This activity is designed to help participants who feel stuck and unable to verbalize their goal. They may feel overwhelmed at having too many things that they want to change, or just can't imagine where to start. This will help them think about the different areas of their lives and where they want to see the most change, since this is likely where they will be the most motivated to stick to a plan. Instead of prescribing a goal this allows the participant to name what area is most pressing for them to work on first and prompts them to use their strengths from other life areas to achieve success in different life domains. This activity will only be a first step in getting a goal on paper—use the planning activities in the workshop guide and the next chapter to help participants figure out the details of getting to their goal!

Timing and Frequency

This activity can be done at any time and with any frequency that works given the structure of your program. The same worksheet can also be revisited regularly to see if participants feel like their efforts are increasing their satisfaction with different aspects of their lives, which can be used to further revise goals and plans. After participants use this they should have at least one goal in mind. You can plug this goal into the *My Goal Roadmap, Backward Mapping*, or *My Action Plan* worksheets.

Materials

Participants will use the *Visualizing Life Changes* worksheet, as well as a pencil to fill in each section. Using a pencil allows them to change their satisfaction level guage in each area should some change occur (i.e. they were initially very satisfied with their child care but then lost their babysitter, thus needing to change that satisfaction level).

Advance Preparation

This activity is short and does not need any advance preparation. You will need to walk participants through the steps the first time and then they can use the worksheet on their own as they would like.

The Activity

Invite participants to look at the "Key Life Areas" graphic on their worksheets and follow along as you read through the instructions, giving them ample time to fill out each section. Participants will go from visualization to actively naming which areas of their life they want and are able to make changes in. From there, they will work to name a goal that would get them closer to feeling satisfied with at least one life domain.

Worksheet | VISUALIZING LIFE CHANGES

Key Life Areas

Health & Wellness	Legal Issues	Safety	Stress	Financial
Child Well-being, Care & Parenting	Education & Employment	Family, Friends & Relationships	Food, Shelter & Clothing	

1. Using the graphic above, visualize each of these areas of your life. How satisfied are you with each one? Use your pencil to shade in each of the nine areas depending on your level of satisfaction (ex: a fully shaded in area is one you are completely satisfied with, areas with no shading have a lot of room for improvement, and so on). Put an X over any area that does not apply to you.

2. In which area do you most want (and are able to make) a change? What strengths from other life areas can you use here? Visualize what it would be like to change that life area- feel free to draw it out if that helps. *Ex: I want to make changes in my stress level. One of my strengths is my family relationships and I can use these to help me feel calmer when I get anxious.*

3. Now, name one step- big or small- that would get you closer to feeling more fully satisfied in the area you chose. Don't worry about how long it might take- we will work more on the details later. For now, just write down at least one goal you have for that life area and why.

Purpose

This activity is designed to teach participants the process of backward mapping. We use the example of getting the laundry done because it is a concrete task that everyone does and can relate to, but there is also variation because not everyone does their laundry the same way. You can feel free to replace the laundry example with another common task, possibly one that they all need to accomplish for the program. The idea here is to introduce participants to the concept of backward mapping in a fun way before they use it to develop a plan for achieving their own goals.

Timing and Frequency

This specific activity is designed to be done once, but if participants have trouble grasping it, you can use another example and have participants repeat the exercise multiple times.

Materials

For this activity, you will need the following materials:

- Three blank sheets of paper for each participant
- Pictures of folded laundry (optional – at least one per participant). Ideally, you want to have different pictures – some with the laundry put away in a drawer; some with it folded in a laundry basket; some with it unfolded in a laundry basket.
- Sticky notes

Advance Preparation

To prepare for this workshop, you will want to have completed the backward mapping process for the example task you are using. This will allow you to anticipate questions and prompt participants if they forget steps or resources they might need to complete the task. You will also want to think about how you will use backward mapping throughout your job search program so participants understand its relevance.

The Activity:

1. Introduce this activity by acknowledging that we all plan – every day of our lives – and many of us have tricks and tools we use to help plan. In these activities, we'll experiment with one tool called **"backward mapping."** It's called backward mapping because you'll detail out the steps to arrive at your goal by working backwards from a clear picture of your goal. We'll use it around a common activity (e.g., doing the laundry) because it is something we all can relate to. Then, we'll use it around your personal goals.

2. Give each participant three sheets of paper and ask them to put three of them in front of them. Ask them to label the three sheets of paper in front of them from right to left: (1) My Goal, (2) Steps to Get There and (3) Resources to Get Ready. (It is important that participants do this from right to left so that they experience the concept of starting at the end and working backwards.)

3. Ask participants to start with the farthest sheet on the right (My Goal) and draw an image of what it would look like in their home if they you finished doing the laundry – or if you have pictures, they can glue or tape the picture onto this sheet of paper. (To prompt them, you could ask some questions: For example, what does the laundry look like when it is done? Where is it?) *Note: If you are short on time, you can provide participants with pictures to choose from – one could be folded clothes in a laundry basket; one could be unfolded clothes in a laundry basket; one could be clothes folded in drawers. Alternatively, you could give everyone the same picture and use it as a starting point for the exercise.*

4. Now, ask participants to use sticky notes to think about all the steps they need to go through to do the laundry – one step per sticky note. These should all be action steps – what are things you have to **do** to get the laundry done. No need to worry about the order for now. (You can offer the following prompts: How will you get the laundry ready? Where will you do the laundry? How will you get the laundry from where it is now to where you will do the laundry? How will you get it back to where you want it to be.)

5. Ask participants to put the steps in order in the middle sheet of paper (Steps to Get There).

6. Now, ask participants to go to the far left sheet of paper (Resources) and list all the resources they will need to do the laundry. (You can offer the following prompts: This is about **things** – what do you need to have on hand to get the laundry done, e.g., laundry detergent, money for the machine, a laundry basket or bag, etc.)

7. You can ask one or more participants to share their plan with the group. As they do so, you can ask others to add to the plan: *Do you have any additional steps? Any other resources?* If you prefer, you can ask participants to share their plans in small groups instead of sharing with the full group. If possible, it is helpful to have participants stand in front of their three sheets of paper and walk others through it, gesturing as they do so. Gesturing is a technique that helps people to visualize and embrace the plan more fully.

8. Introducing the backward mapping process this way helps us internalize the process and apply it to more complex goals in life.

Backward Mapping a Personal Job-Related Goal

Purpose

This activity is designed to have participants use the process of backward mapping for a job-related goal. The process of backward mapping is likely to be new to people so you want to do this exercise as often as possible to help people get comfortable with doing backward mapping on their own.

Timing and Frequency

You can do this activity as often as you like. It lends it self to being done anytime you ask participants to complete a job-related goal. Examples inlcude writing a resume, securing childcare, completing an application, etc.

Materials

For this activity, you will need the following materials:

- Three blank sheets of paper for each participant (or the backward mapping template inlcuded here, if you prefer)
- Sticky notes

Advance Preparation

To prepare for this workshop, you will want to have completed the backward mapping process for the example task you are using. This will allow you to anticipate questions and prompt participants if they forget steps or resources they might need to complete the task. You will also want to think about how you will use backward mapping throughout your job search program so participants understand its relevance.

The Activity:

1. Introduce this activity by acknowledging that we all plan – every day of our lives – and many of us have tricks and tools we use to help plan. In these activities, we'll use one tool called **"backward mapping."** It's called backward mapping because you'll detail out the steps to arrive at your goal by working backwards from a clear picture of your goal.

2. Give each participant three sheets of paper or the backward mapping form. If you use three sheets of paper, ask them to put the sheets of paper in from of them. Ask them to label the three sheets of paper in front of them from right to left: (1) My Goal, (2) Steps to Get There and (3) Resources to Get Ready.

9. Ask participants to start with the farthest sheet on the right (My Goal) and write or draw an image of their goal. (Drawing is better for helping people to visualize their goal, but if people are intimidated by drawing, they can write down their goal and/or look on the internet for a picture.)

10. Now, ask participants to use sticky notes to think about all the steps they need to go through to achieve their goal. These should all be action steps – what are things you have to **do** to achieve the goal. No need to worry about the order for now.

11. Ask participants to put the steps in order in the middle sheet of paper (Steps to Get There).

12. Now, ask participants to go to the far left sheet of paper (Resources) and list all the resources they will need to successfully complete the steps. (You can offer the following prompts: This is about **things** – what do you need to have on hand to successfully complete the steps. If someone is going on a job interview, they will want to have a resume, a completed application, a sheet with their references, directions on where they are going, a bus/train schedule if they are using public transportation.)

13. You can ask one or more participants to share their plan with the group. As they do so, you can ask others to add to the plan: *Do you have any additional steps? Any other resources?* If you prefer, you can ask participants to share their plans in small groups instead of sharing with the full group. If possible, it is helpful to have participants stand in front of their three sheets of paper and walk others through it, gesturing as they do so. Gesturing is a technique that helps people to visualize and embrace the plan more fully.

14. Using the backward mapping process regularly helps us internalize the process and apply it to more complex goals in life.

Worksheet | BACKWARD MAPPING: Developing a Plan to Achieve My Goal

← **Plan Backward**

End Here   *Start Here*

Resources I Need

List the materials, websites, phone numbers, or documents that you'll need for each step.

_____

_____

_____

_____

Steps to Get There

What are the steps I need to take to achieve my goal? How long will each step take?

_____

_____

_____

_____

My Goal!
(Draw or insert picture here.)

Target date for completion:

Execute (Do) Forward →

Start here   *End Here*
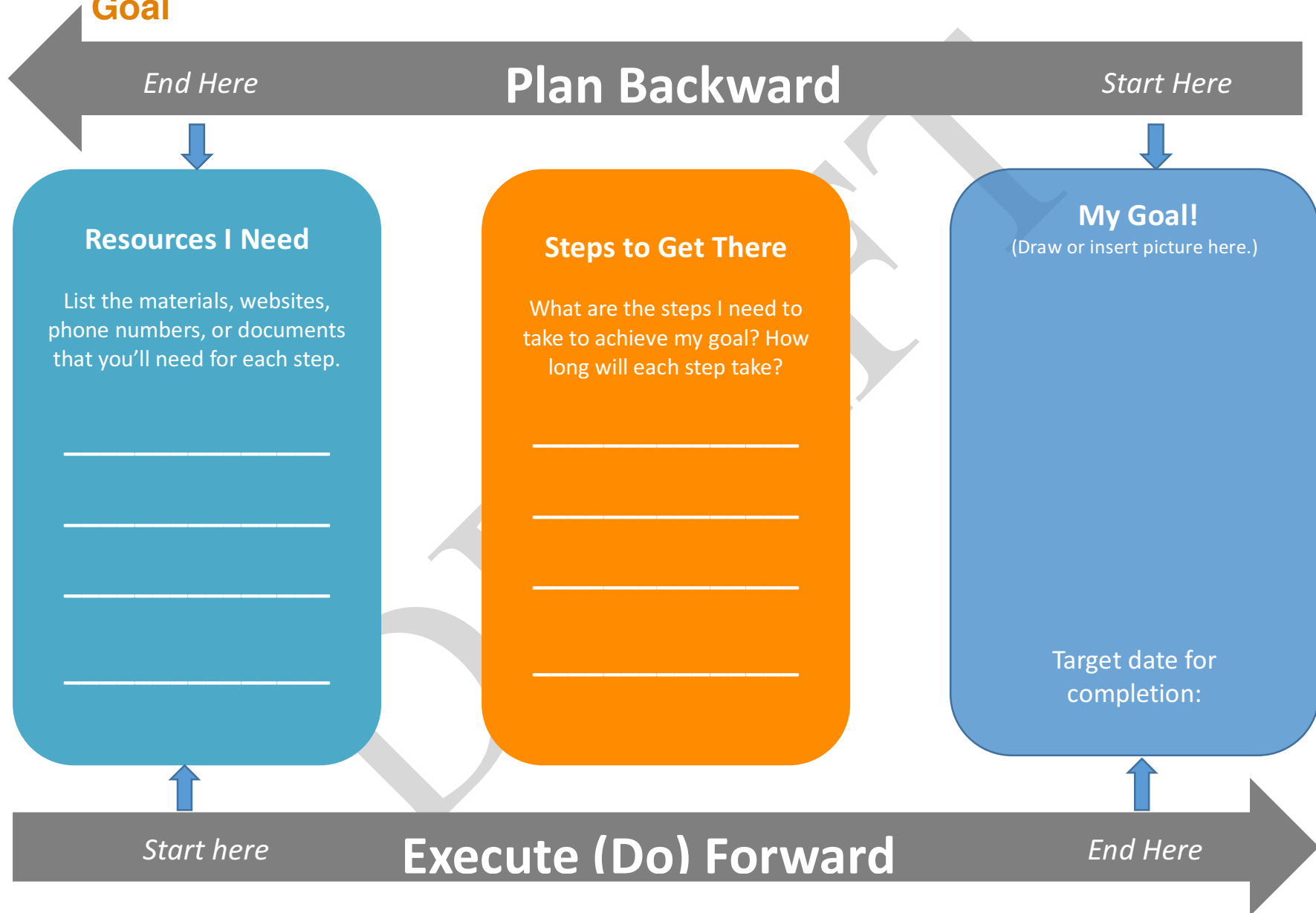
Creating a Detailed Action Plan

Purpose

This activity is intended to follow the backward mapping exercise or some other process that you may use to help a participant develop a roadmap of how they will get from where they are no to where they want to go. These activities are designed to help participants understand what it means to make plans **actionable** by including the details on how and when they will complete each of the steps. An action plan is developed for a specific period of time (the shorter the better) so it may not include all of the steps to get to a goal and it may include action steps for multiple goals (e.g., childcare and enrollment in school). You also will walk them through a process to identify obstacles that might get in the way and develop strategies for addressing them *before* they happen.

Timing and Frequency

This activity is one that you will repeat over and over again. Anytime a participant is working on completing a task, you want to encourage them to complete an action plan. The more often that you use it with participants, the more likely participants will be to use it on their own.

Materials

For this activity, you will need a copy of an action plan for each participant. You can use the action plan included here or you can create one of your own.

Advance Preparation

While not absolutely necessary, it would be useful to have two large sheets of paper on the wall. The first will have the following words written on it: What, When, Where and How. The second will have If...Then written on it.

Activity

1. **Frame it.** Getting things done often takes lots of steps. Even though we may not always break things down into small steps – it is useful to do so. We are more likely to execute our plans if they lay out the specifics of how we are going to do them. We're also less likely to get derailed if we think about what could have go wrong and how we'll respond if it does go wrong. .

2. **Write it.** Write down the specific steps you are going to do in [timeframe] to make progress towards your goal.

3. **Detail it.** Now, for each step, write down when you plan to do it, where you will go to do it, how you will get there and what you need to take with you.

4. **Anticipate.** Think about what could go wrong (something likely will because that's life!). Think about what you could do at these moments – come up with an option for any of the steps where something might get you off track.

5. **Set up Support.** When we go out to DO our plans, we are often alone. It is only later that we tell a friend or colleague what happened and how they could have been helpful. Use this moment to anticipate that: Where in doing your plan might you want a bit of support? Would it be a phone number to call, a reminder from a friend, or someone to accompany you somewhere? Take a moment to set up that support.

6. **Rehearse it.** We're going to rehearse the plans you're about to put in motion when you leave here today. To do this, take the plan you've written and walk through it in your mind. Tell it like a story (in the first person) to someone else – or the full group. For example " When I leave here today , I will….. Tomorrow morning I"ll….. etc." As you talk it through, focus on the details: what you'll do, when you'll do it, how you'll get there, things you'll take with you, etc.   For each step in your action plan, talk through what might get in your way and what you're going to do if that happens. It's helpful to think of this as an if…then plan. If [obstacle happens] then I'll [action I'll take].

7. **Do it.** You have rehearsed your plan, you've thought through the details, you've anticipated obstacles and come up with options, and you've set up some support for yourself. As you now go out to DO all this in the real world, keep all this close to you. Check on your plan frequently. Reach out to others. And, most important of all, keep your goal in mind. It is a vision to drive you forward – and to keep you moving forward when the going gets rough!

Worksheet | MY ACTION PLAN

Name _____Today's Date_____

Review Date and Time_____

My Goal:
Why I want to do it:
Why it's important to me:

Steps I'm Taking This Week			
What I will do	When I will do it (date and time)	Things I need to take with me	Where I will go and how I will get there

Obstacles and Solutions	
What Could Get in the Way	My Solution

My Roadmap and Potholes & Detours

Purpose

This activity provides an way for participants to create a visual representation of the path to achieve their goal, the obstacles that might get in the way and solutions to overcome the potential obstacles they've identified. It can be used as a follow-on to any of the preceding activities that have guided participants through a proces of identifying the steps to achieve their goals and the obstacles that might get in the way. (Alternatively, if you prefer, you can use the forms for this activity with some of the previous activities. You might want to experiment with the various forms provided to see which seem to work best.) These forms can be used to keep track of progress and, in some instances, can replace other formal individual responsibility plans. You can adapt these forms to inlcude more steps if they are needed.

Timing and Frequency

This activity is designed to be done after a participant has identified the steps they need to take to achieve a goal. It also includes identifying obstacles that might get in the way. You can either identify obstacles as a separate activity that comes before this one or as a part of this activity.) Because this is an organizing activity, it is short and can easily be completed at the end of other activities.

Materials

For this activity, you will need a copy of the My Roadmap and Potholes & Detours forms for each participant.

Advance Preparation

This activity does not require any advance preparation, although it is designed to start with a goal and the key steps that an individual has identified they need to take to achieve a goal.

The Activity

1. Ask participants to write their goal in the box that is labeled "Where I'm headed."
2. Ask participants to identify the three initial milestones they need to achieve to make progress towards reaching their goal and write them in each of the boxes labeled "Progress Goal #1, 2 and 3."
3. Ask participants to write the key action steps they need to take to achieve each of the milestones (i.e., Progress goals) and write them on the lines under the Progress Goal box.
4. Ask participants to think about obstacles that might get in the way and put them on the form labeled "Potholes & Detours." For each obstacle (i.e., pothole), ask participants to identify what they can do to overcome it (i.e., the detour). It is useful for participants to think of obstacles and solutions (or potholes and detours) as if, then statements. If [pothole] occurs, then I will [take the following detour]. A blank copy of Potholes & Detours can be given to participants in the event that an unanticipated pothole arises and they can brainstorm their available options in the moment.

Worksheet | MY ROADMAP

Where I'm headed (Goal):

Why I want to get here:

Progress Goal 3:

Progress Goal 2:

Progress Goal 1:

Pothole:

Detour:
-
-
-

Pothole:

Detour:
-
-
-

Pothole:

Detour:
-
-
-

Milestones Brainstorming Map

Purpose

This activity provides an alternative approach to planning. It is designed as a brainstorming exercise that participants can use to think about the steps that they need to take to reach their end goal. When participants use this tool, they do not need to worry about the order in which they need to do things or rank their importance. It is a free flow of ideas that come to the participant. It is less structured than the backward mapping process, making it most suitable for planning for smaller, shorter-term goals.

Timing and Frequency

This activity is designed to be done when a participant is working on a goal that involves multiple steps. Because it is a brainstorming activity, it is short – the more you use it, the more likely participants are to develop the habit of thinking through the steps for accomplishing a goal on their own.

Materials

For this activity, you will need a copy of the Milestones Brain Storming map for each participant.

Advance Preparation

This activity does not require any advance preparation, although it is designed to start with a goal so participants should have a goal they are working towards before the start of this activity. The goal can be short or long-term.

The Activity

1. Ask participants to write their goal in the center of the Milestones Brainstorming Map.
2. Ask participants to think of all the steps they need to take to achieve the goal. Tell them they do not need to worry about the order – just think of what they need to do to get from where they are now to where they want to go.
3. Once participants have identified the steps, ask them to order the steps by putting numbers beside each of the steps. Alternatively, you can ask them to circle the steps that they'd like to tackle first. Steps don't always have to follow a set sequence.

Steps to Achieve My Goal

Write down the things you think you will need to do to achieve your goal. Don't worry about the order.

Goal:
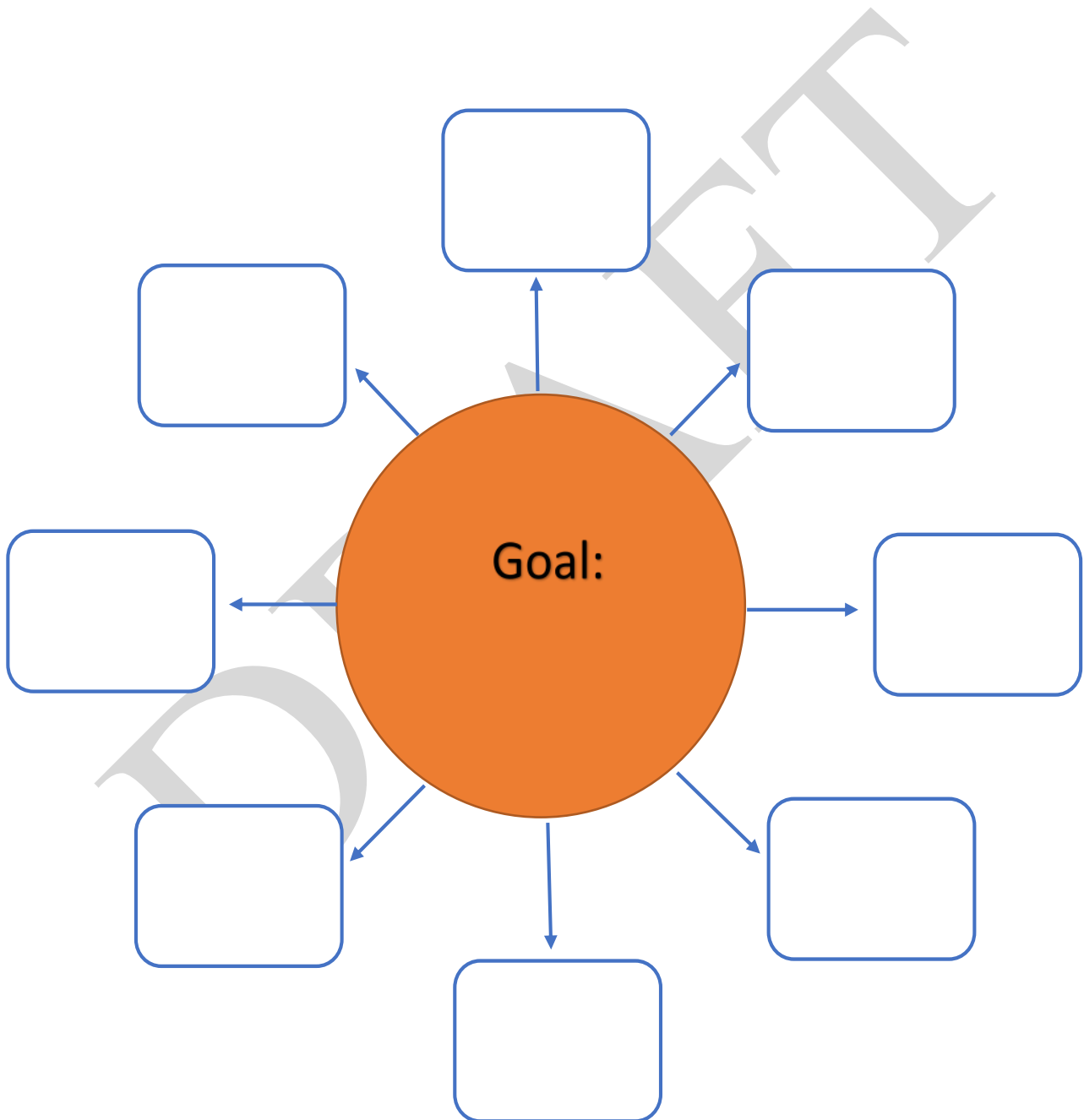
Name:_____ Date:_____

Job Search Tracking Sheet

Purpose

While many job search programs ask participants to keep track of the jobs that they apply for, they often use very basic forms that do not include follow-up reminders. This job tracking sheet, available in hard copy and as an Excel file, helps participants keep track of where and when they applied, as well as when they should follow-up on their application.

Timing and Frequency

This activity is designed to be done both in the job search group and when participants are out job-searching on their own. The hard copy of the log or electronic version can be shown to the facilitator on a regular basis.

Materials

For this activity, you will need either the hard copy or electronic version of the Job Search Tracking Sheet to give to particpants. Ideally, participants will be able to use the electronic version (or input anything from a hard copy into the electronic version when at a computer) to take advantage of the follow-up date formula built into the Excel file.

Advance Preparation

This activity does not require any advance preparation, though facilitators should go over what information is recorded in the job search tracking sheet.

Worksheet | JOB SEARCH TRACKING SHEET

Job Search Tracking Sheet									
Application Date	Position Applied For	Company	Company Phone/Email	Sent Resume (Y/N)	Sent References (Y/N)	Follow Up By:	Follow-Up Call/Email Date	Name of Company Contact (if any)	Notes/ Current Status
9/15/17	Line Cook	Applebee's	(202) 555-1456	Y	N	9/29/17	9/30/17	John Smithson	Really want this!

DO

Helpful Apps to Keep You on Track

Even with the most detailed plans, it can be hard to turn our intentions into actions. While facilitators can give reminders and support along the way, it's sometimes helpful to have some apps handy on your phone/tablet/computer that keep keep you going when it's time to put that plan into action. Here are some tried and true apps for staying on track:

Google Keep: Think sticky notes for your device! Great for taking quick notes that sync across your devices. You can also pin important reminders or lists to the top of the screen and set reminders (one-time or recurring) for those things you *really* need motivated to get done. You can also add photos to any note and color-code them (Android and iOS). *Free*

Unstuck: Made for iPad or to use on a computer, Unstuck helps when you're in a specific situation where you feel like you aren't making progress. This can be helpful when you hit a pothole, need an outside perspective, or just feel like you aren't moving from one step to the next easily and need a few tips to get moving. *Free*

Transit: Transit shows public transportation options, combined with bike sharing and car sharing, allowing people to consider and understand the options for traveling to a destination. Great for making sure you get to the next place on time and stay on a smooth timetable (Android and iOS). *Free*

One Big Thing: This simple app helps you identify a single priority to work on each day, instead of having long to-do lists to look through. You can also name small things you want to achieve once you complete your "one big thing". Available on iOS. *Free*

Aura: Recently, executive function experts have made the connection between practicing mindfulness and an increase in executive function capabilities. The Aura app is full of short (just 3-5 minute) micro-meditations that you can actually stick to doing regularly. The app reminds you to practice every day based on your habits and time preferences and even assesses your stress level and positive outlook. (Android and iOS) *Free*

Plan it, Do it, Check it off: Only available for iOS, but this is a great way to visualize your to-do list. Each step uses a picture (your own or one from their gallery) that you can check off when it's done. This can be a great way to enhance your backward mapping! *$2.99 one-time purchase*

ToDoist: Their motto is "get it out of your head and onto your list", which really seems to work. Recommended by executive function coaches as a way to help break down tasks, filter type of task, and assign priority levels. You get your daily task list emailed to you every morning- available online, or in the app store for Android and iOS. *Free for basic features*

Worksheet | WEEKLY PLANNING

Use this page to write down any appointments you have, things you need to get done, and appointments you have in the upcoming week. This can help you see days when you have more or less time to work toward your goals!

Week of: ___/___/_____ - ___/___/_____

Main focus for this week:

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Weekend:

Notes, Numbers & Reminders:

CHAPTER 5: "REVIEW & REVISE" ACTIVITIES

Construct a Building

Purpose

This activity is designed to have participants constuct a building. It is intended to be a fun way to get participants to reflect on and think about how to revise their work – a skill that they will use over and over again on the path to achieve their goals. This activity is done in a group which can help to build stronger personal connections between participants. It is challenging, but doable in a relatively short period of time. It can be done with the resources you provide.

Timing and Frequency

This activity is intended to be done once.

Materials

For this activity, you will need the following materials:

- Cardboard
- Paper/tissue paper
- Tape
- Dark Markers

Advance Preparation

The main advance preparation for this activity is to have the materials ready for participants to construct their buildings and to have the room set up so that participants can work in small groups.

The Activity:

1. **Set it up.** In groups of three, set yourselves up with the following resources: cardboard, paper/ tissue paper, tape, dark markers, and an area for building. Your instructions:

   In the next 15 minutes, work together to build a replica of the building we are in. There are no rules except that everyone is involved in some way (you can visualize your goal together, and make a plan with details of who will do what, how and in what sequence). Make sure you have everything you need.
   Questions? Have fun.

2. **Review.** After 15 minutes, everyone walk around and appreciate what each team has done. In full group, reflect:

-What was your goal?
-What happened when you put your plan into action?
-How did things go?
-What got in the way?
-What was easier than you expected?
-What was harder? How did you handle that?

3. **Revise.** In teams, discuss the following. If you were to do this over again, what would you adjust?

    -How might you adjust your goal?
    -How might you adjust your plan?
    -What steps would you have changed? What resources would you have used? Who might have you gotten for support?

    Share some of your team's reflection in full group and exchange what insights you've gotten into the value of goals, plans, or reflection.

4. **Repeat.** The very same "review and revise" questions we used in this "pretend" activity are extremely useful in our real lives. As you use them, repeatedly, you will build the muscle memory for both action and reflection.

Assess a Recent Goal or Plan

Purpose

This activity is designed to have participants practice revieiwing and revising a goal or plan they have been focused on recently.

Timing and Frequency

This activity is intended to be done over and over again. The more you do it, the more comfortable people will be with it and the more likely they will use it on their own.

Materials

You do not need any materials for this activity.

Advance Preparation

No advance preparation is needed for this activity.

The Activity:

1. **Frame it.** Explain: Life is busy and we all tend to move from one thing to the next. Research shows the value of pausing and reflecting – so that things get easier and we get wiser!

2. **Review.** To get a fresh perspective, take a walk – or go sit with –another participant of this program. Look back on some plan you put into action just over this last day. Tell them about it.

    -What was your goal?
    -What happened when you put your plan into action?
    -How did things go?
    -What got in the way?
    -What was easier than I expected?

3. **Revise.** If you accomplished your goal, tell your partner what you are envisioning as your next goal. If you didn't accomplish your goal quite yet, see if you want to set a new goal – or just a new way of getting to this goal (i.e., a new plan).

    Remember, there are many roads that lead to the same desired end. If your first plan doesn't quite get you there, explore other ways to get there!

    Tell your partner answers to these questions:
    - How do you want to adjust your goal?

-How do you want to adjust your plan?
-How can someone you know I support you in that?

4. **Repeat.** Remember -- achieving our goals is an iterative process. We'll go around the cycle of goal, plan, do, review, and revise many times. Be patient with yourself.

Chapter 6: Executive Skills Profile

Executive Skills Profile

Purpose

This activity is designed to help participants gain a better understanding of their executive skill strengths and weaknesses. The results can be used in many ways. For example, they can be used to help participants anticipate areas where they might need additional help to successfully complete tasks they need to achieve their goals. It can also be used to help participants identify jobs that play to their strengths, acting as a tool that helps to identify goodness of fit. Finally, it can help participants to get to know each other and to identify ways in which they can support each other as they embark on a process to set and achieve goals.

Timing and Frequency

This activity can be done at any time, but it is probably most useful at the beginning of a job search program. It is designed to be done once, but there is no harm in doing it multiple times. Doing it after participants have taken some steps toward achieving their goals may provide them with additional insight into their successes and failures.

Materials

For this activity, participants will need a copy of the Executive Skills profile and the scoring sheet that accompanies it. You can find an electronic version of the Executive Skills Profile here and a hard copy on the following pages.

Advance Preparation

It is helpful if you complete the Profile prior to doing it with participants. By doing so, you will be able to anticipate questions they might have and also use yur own experience to demonstrate that we all have strengths and weaknesses. You can also use it as an opportunity to talk about strategies you have used to overcome your weaknesses.

The Activity

You can start this activity by providing a brief overview of Executive Skills:

There is a set of skills that we use everyday to achieve our goals. They are called executive skills. We all have strong and weak skills. We do best when we play to our strengths and we come up with strategies to get around our weaknesses. All of these skills can be strengthed but that takes time. We're going to do an exercise now that will allow you to learn more about these skills and will help you identify your strengths and your weakneses.

Executive Skills Defined

Planning

Planning + Prioritization	**Deciding what steps to take.** The ability to create a road map to reach a goal or to complete a task. It also involves being able to make decisions about what is important to focus on and what is not important.
Time Management	**Know about how long a task will take and what the deadline is.** The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. It also involves a sense that time is important.
Organization	**Knowing where I put things.** The ability to create and maintain systems to keep track of information or materials.

Self-Control

Task Initiation	**Getting started without a delay.** The ability to begin projects without undue procrastination, in an efficient or timely fashion.
Response Inhibition	**Seeing the consequence before I say or do something.** The capacity to think before you act – this ability to resist the urge to say or do something allows us the time to evaluate a situation and how our behavior might impact it.
Emotional Control	**Keeping my cool when frustrated.** The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior.
Sustained Attention	**Paying attention, even when I don't feel like it.** The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom.
Stress Tolerance	**Managing your stress.** The ability to work in stressful situations and to cope with uncertainty, change, and performance demands.
Goal-Directed Persistence	**Sticking with your goal.** The capacity to have a goal, follow through to the completion of that goal, and not be put off or distracted by competing interests.

Monitoring and Self-Reflection

Working Memory	**Remembering what I did and what I need to do.** The ability to hold information in memory while performing complex tasks. It incorporates the ability to draw on past learning or experience to apply to the situation at hand or to project into the future.
Metacognition	**Evaluating how you're doing.** The ability to stand back and take a bird's eye view of yourself in a situation, to observe how you problem-solve. It also includes self-monitoring and self-evaluative skills (e.g., asking yourself "How am I doing?" or "How did I do?")
Flexibility	**Going with the flow, accepting change.** The ability to revise plans in the face of obstacles, setbacks, new information, or mistakes. It relates to adaptability to changing conditions.

Worksheet | EXECUTIVE SKILLS PROFILE

Understanding Your Planning, Self Control and Monitoring Skills[2]

You may have never heard of **"Executive skills"** but they are skills that you use every day -- we're all good at some and not so good at others. They are skills we use to manage our life and achieve our goals. They help us accomplish big goals, like completing a training program, or saving for a down payment for a house. They also help us achieve smaller goals like getting to work on time or completing the paperwork to get childcare.

This profile will help you get to know yourself better by looking at how well you: plan and prioritize, control your actions, emotions and behavior to get things done, and monitor your progress to see if you are on track.

INSTRUCTIONS

1. Read each item and then think about how well it describes you. Use the rating scale to choose the best score. If the item doesn't describe you at all, circle 1, *strongly disagree*. If it describes you very well, circle 6, *strongly agree*. Often, you'll find that you're somewhere in between so circle one of the numbers from 2 to 5 that describes you best. Be as honest as possible—the more honest you are, the more you'll learn about yourself.

2. Total each section in the box on the right. Here's an example:

Organization *(Knowing where I put things)*	1 Strongly disagree	2 Disagree	3 Tend to disagree	4 Tend to agree	5 Agree	6 Strongly Agree	Total
I am an organized person.	1	2	3	(4)	5	6	**12**
I keep my space neat and have things where they belong.	1	2	(3)	4	5	6	
I organize my work before I start doing it.	1	2	3	4	(5)	6	

3. Now, look back over your whole profile. Your highest scores indicate what you do easily (strengths). Your lowest scores are the areas that are harder for you (challenges). We'll look at these more closely so that you can use your strengths and work through your weaknesses – to reach your goals.

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[2] Adapted from Peg Dawson and Richard Guare, Copyright Guilford Press (2012,2016). This adaptation was done in conjunction with the Center on Budget and Policy Priorities for use with employment and human service programs.

Planning / Prioritization *(Deciding what steps to take)*	1 Strongly disagree	2 Disagree	3 Tend to disagree	4 Tend to agree	5 Agree	6 Strongly Agree	Total
I have a clear plan in mind for what I need to do each day.	1	2	3	4	5	6	
I focus on the most important things when I have a lot to do.	1	2	3	4	5	6	
I break big tasks down into smaller tasks and set deadlines to get everything done.	1	2	3	4	5	6	

Time Management *(Knowing about how long a task will take and what the deadline is)*	1 Strongly disagree	2 Disagree	3 Tend to disagree	4 Tend to agree	5 Agree	6 Strongly Agree	Total
I finish what I set out to do by the end of the day.	1	2	3	4	5	6	
I am good at guessing how long it takes to do something.	1	2	3	4	5	6	
I am on time for appointments and activities.	1	2	3	4	5	6	

Organization *(Knowing where I put things)*	1 Strongly disagree	2 Disagree	3 Tend to disagree	4 Tend to agree	5 Agree	6 Strongly Agree	Total
I am an organized person.	1	2	3	4	5	6	
I keep my space neat and have things where they belong.	1	2	3	4	5	6	
I organize my work before I start doing it.	1	2	3	4	5	6	

Task Initiation *(Getting started without a delay)*	1 Strongly disagree	2 Disagree	3 Tend to disagree	4 Tend to agree	5 Agree	6 Strongly Agree	Total
No matter what the task, I believe in getting started as soon as possible.	1	2	3	4	5	6	
I do things that I say I'll do, without delay or putting things off.	1	2	3	4	5	6	
Even if interrupted, I finish jobs before the last minute.	1	2	3	4	5	6	

Response Inhibition *(Seeing the consequence <u>before</u> I say or do something)*	1 Strongly disagree	2 Disagree	3 Tend to disagree	4 Tend to agree	5 Agree	6 Strongly Agree	Total
I listen before I draw conclusions.	1	2	3	4	5	6	
I think before I speak.	1	2	3	4	5	6	
I get all the facts before I take action.	1	2	3	4	5	6	

Emotional Control *(Keeping my cool when frustrated)*	1 Strongly disagree	2 Disagree	3 Tend to disagree	4 Tend to agree	5 Agree	6 Strongly Agree	Total
I do what I am supposed to do, even if I get frustrated.	1	2	3	4	5	6	
I keep my cool, even if my feelings are hurt.	1	2	3	4	5	6	
I hold onto my temper.	1	2	3	4	5	6	

Sustained Attention *(Paying attention, even when I don't feel like it)*	1 Strongly disagree	2 Disagree	3 Tend to disagree	4 Tend to agree	5 Agree	6 Strongly Agree	Total
I stay focused on what I am doing.	1	2	3	4	5	6	
I keep working until the job is done.	1	2	3	4	5	6	
I find it easy to get back on track and complete what I started.	1	2	3	4	5	6	

Stress Tolerance *(Managing your stress)*	1 Strongly disagree	2 Disagree	3 Tend to disagree	4 Tend to agree	5 Agree	6 Strongly Agree	Total
I enjoy working in a highly demanding, fast-paced environment.	1	2	3	4	5	6	
A certain amount of pressure helps me to do my best.	1	2	3	4	5	6	
I find it easy to manage a constantly changing work schedule.	1	2	3	4	5	6	

Goal-Directed Persistence *(Sticking with your goal)*	1 Strongly disagree	2 Disagree	3 Tend to disagree	4 Tend to agree	5 Agree	6 Strongly Agree	Total
I am driven to meet my goals.	1	2	3	4	5	6	
I give up short-term pleasures to work on long-term goals.	1	2	3	4	5	6	
I set goals and I perform to my best ability.	1	2	3	4	5	6	

Working Memory *(Remembering what I did and what I need to do)*	1 Strongly disagree	2 Disagree	3 Tend to disagree	4 Tend to agree	5 Agree	6 Strongly Agree	Total
I have a good memory for facts, dates and details.	1	2	3	4	5	6	
I am very good at remembering the things I am supposed to do.	1	2	3	4	5	6	
I set reminders to get things done.	1	2	3	4	5	6	

Metacognition *(Evaluating how you're doing)*	1 Strongly disagree	2 Disagree	3 Tend to disagree	4 Tend to agree	5 Agree	6 Strongly Agree	Total
I can review a situation and see how I could improve.	1	2	3	4	5	6	
I know when I am doing a good job.	1	2	3	4	5	6	
I easily recognize when a job is a good match for my skills.	1	2	3	4	5	6	

Flexibility *(Going with the flow, accepting change)*	1 Strongly disagree	2 Disagree	3 Tend to disagree	4 Tend to agree	5 Agree	6 Strongly Agree	Total
I respond well to unexpected events.	1	2	3	4	5	6	
I easily adjust when plans change.	1	2	3	4	5	6	
I am flexible and adjust well to new situations.	1	2	3	4	5	6	

Executive Skills Profil Summary

Look back over each skill and mark your score for each section on the summary sheet below. Put your three highest and your three lowest scores in the boxes on the right. Your highest scores indicate what you do easily (strengths). Your lowest scores are the areas that are harder for you (challenges).

My Executive Skills Profile	Total Score on Section
A. Planning/Prioritization (Planning Ahead)	
B. Time Management (Using Time Well)	
C. Organization (Keeping Things In Order)	
D. Task Initiation (Getting Started)	
E. Response Inhibition (Think, Then Act)	
F. Emotional Control (Staying Cool)	
G. Sustained Attention (Staying Attentive)	
H. Stress Tolerance (Dealing with Stress)	
I. Goal-Directed Persistence (Sticking with It)	
J. Working Memory (Remembering)	
K. Metacognition (Stepping Back)	
L. Flexibility (Going with the Flow)	

My Executive Skill Strengths (Three highest scores)

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My Executive Skill Weaknesses Opportunities for Improvement (Three lowest scores)

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