PROGRAM OVERVIEW

About the Training Program

Being the best one can be is an ideal that has become the focus of American culture over the past decade. Slogans such as “Be all that you can be” and “Just do it” epitomize this emphasis on achieving one’s personal and professional best. We try to be effective workers, friends, spouses, and parents all at the same time. This push toward achieving full potential has prompted many of us to reexamine the different roles of our lives in order to make each one as rewarding as possible.

This program is designed to enable participants to learn and apply concepts and techniques related to becoming more effective in various aspects of their lives. The principles and skills taught by this program can be used by people trying to improve their effectiveness at work, within their families, within any important relationships, or in any other areas of their lives. Although the program focuses on individual assessment, group problem-solving approaches are integral to the program’s success.

The number of participants in this program should be limited to fifteen.

Training Objectives

Participants will have the following opportunities:

• To determine what issues are most central in their lives;
• To identify and capitalize on personal strengths;
• To understand the consequences associated with not taking control of life events;
• To examine personal obstacles to taking control of life events;
• To identify appropriate goals for the future; and
• To practice prioritizing life events.

Designed by Stephanie Juillerat and Laurie Schreiner.
## PROGRAM OUTLINE

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<td><strong>IV. Closing Activities</strong></td>
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<td>10 minutes</td>
<td>Dyadic Discussion</td>
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I. Opening Activities

A. Collectively Effective (Group Resume; Materials: Tape, Newsprint, Markers)

1. Welcome participants and introduce yourself briefly.

2. Introduce this activity as a means to get to know one another and to see the numerous resources that already exist. Assure participants that, despite their desire to improve themselves in some way, they have already experienced effectiveness and would be surprised at the talents and resources that exist in the room.

3. Divide participants into groups of three to five members. Suggest that one way to identify the resources and achievements of the group is to create a group resume. List the following items on a piece of newsprint and encourage groups to include their accumulated experiences for each topic area:

   - Number of Years of Education
   - Degrees Earned
   - Number of Years of Work Experience
   - Types of Work Experience
   - Any Awards or Honors
   - Clubs or Memberships in Organizations
   - Talents and Hobbies
   - Life Experiences (e.g., Travel)
   - Number of Siblings
   - Number of Children

4. Give the groups newsprint and markers to display their resumes.

5. Allow twenty to twenty-five minutes for groups to share their experiences and organize their resumes. Invite each group to share its resume and celebrate the varying achievements and resources available to them in the room. Tape the resumes around the room to remind participants of their successes as a group and for future reference.

B. Agenda Review (Full-Group Discussion; Materials: Journals)

1. Ask participants what they most want to accomplish in today’s workshop.
2. After polling for some responses, review the training objectives and agenda and confirm that the objectives fit with the expectations of the group.

3. Hand out a journal (notebook) to each participant and explain that, throughout the workshop, they will have opportunities to jot down any thoughts or feelings they have about their personal effectiveness.

II. Attributes of Effectiveness

A. Being vs. Doing (Dyadic Discussion; Materials: Index Cards, Masking Tape)

1. Hand out 3” x 5” index cards, half of which have the number 1 and half of which have the number 2 printed on them, to participants. Explain that participants with the number 1 on their cards should write three of the most important things they do in life; participants with the number 2 cards should write three of the most important beliefs or principles that they live by.

2. Next have participants stand up and find a person with the same number on his or her index card. Have each pair spend two or three minutes per person giving more information about themselves, speaking only in terms of the language on their cards! For example, those participants with 1’s can only talk in terms of things they do; those with 2’s can only talk in terms of what they value.

3. After five minutes, have the participants find a person with a different numbered card and do the same exercise—giving information about themselves only in terms of the language on their cards.

4. After five minutes, pull the group together and hold a full group discussion around the following questions:
   • How did it feel to be restricted to a certain language?
   • Was one discussion easier or more comfortable than the other?
   • Did participants feel that they were not able to discuss their “real” selves?

5. Emphasize that personal effectiveness is often approached in one of two ways—by focusing on our behaviors or actions (What can I do to be more effective?), or by focusing on our attitudes and values (What should I value to be effective?). Explain that the most effective way to increase personal effectiveness, and the approach this workshop will take, is to focus on both aspects.
B. Envisioning Effectiveness (Mental Imagery and Writing Task; Materials: Form A, Relaxing Music and Tape Recorder [optional], Journals)

1. Inform participants that the key to becoming personally effective in the present depends on knowing what will be valuable to you in the future. In other words, when you are old and look back on your life, what will you have hoped to accomplish in all aspects of your life? Emphasize that the next exercise will help participants obtain a glimpse into their futures, so they can determine what goals are important for them now.

2. Tell participants that you will be leading them in a guided imagery with intermittent periods of writing. Explain that the imagery will involve them visualizing an interview with a reporter who is asking questions about how they’ve lived their lives. Emphasize the need to stay focused during the task and to refrain from making any comments that could be disruptive to others. Encourage them to imagine their interviews in as much detail as possible, focusing on all five senses. Explain that they will need to be comfortable, but also in a position in which they can write.

3. Distribute Form A to participants and ask them to secure a writing utensil. Encourage participants to get as comfortable as they possibly can. If they feel comfortable doing so, they may recline or sit on the floor; otherwise, they should get as comfortable as possible in their chairs. You may want to play relaxing music as you guide them through the imagery.

4. Ask them to begin taking deep breaths, inhaling through their nostrils and exhaling through their mouths. Have them take five deep breaths in this manner with their eyes closed. Once they feel relaxed and comfortable, guide them through the following imagery:

   “Imagine you are 100 years old. You are sitting on your front porch, rocking gently in the quiet of a sunny afternoon, reminiscing about your life. You are organizing your thoughts in preparation for a visit later in the day by a journalist who wants to interview you about your life. You know the journalist will ask about your successes in life, as well as your family life, your friendships, and how you have managed to live so long in good physical and mental health. Picture yourself nearing the end of a very long and successful life, feeling good about yourself, your accomplishments, your family and friends. Imagine the journalist walking up to your home. She greets you by name, introduces herself as a prominent journalist, and settles down in the porch swing. Picture your interview with her as she first asks you what your main values in life have been. What phrases or philosophies have you modeled your life after? As you think about your responses to the interviewer, write down the ideas that come to mind on your Values and Vision worksheet. [Allow approximately three minutes for this.] Imagine the interviewer responding positively to your life values and then asking how you maintained a positive family environment. What three characteristics did you model with your family, spouse, or lover that made the relationship positive? As you think about your responses to the interviewer, write down the ideas that
come to mind on your Values and Vision worksheet. [Allow approximately three minutes for this.] Imagine the interviewer affirming your stated characteristics and then asking you about the quality of the friendships in your life. What three adjectives would you imagine your friends using as an indication of the quality of your friendships with them? As you think about your responses to the interviewer, write down the ideas that come to mind on your Values and Vision Worksheet. [Allow approximately three minutes for this.] Imagine the interviewer smiling and asking you the same question concerning your working relationships. What three adjectives would your coworkers or supervisors use to describe the effectiveness of your working relationships? As you think about your responses to the interviewer, write down the ideas that come to mind on your Values and Vision worksheet. [Allow approximately three minutes for this.] As the interviewer jots down your responses, she poses the next question “Given your successful and rewarding life, how did you maintain your own emotional and physical well-being? What activities or commitments did you have in your life that enabled you to stay physically and emotionally healthy? As you think about your responses to the interviewer, write down the ideas that come to mind on your Values and Vision worksheet. [Allow approximately three minutes for this.] Imagine the interviewer remarking positively about the personal effort you extended toward maintaining inner balance in your life and commenting on how fulfilling your life sounds. As the interviewer closes her notebook and stands to leave, imagine her thanking you for taking the time to share your insights and assuring you that her readers will find some very important lessons in how to live effectively.”

5. Once they have had ample time to visualize this last segment, gently inform participants that you are going to count backward from five to one. Tell them that they need to slowly become reoriented to the room as you count, so that by the time you reach one, they are able to open their eyes and feel that they are back in the present. Begin counting slowly from five to one.

6. Once the imagery is over, encourage participants to take ten minutes to write in their journals about their feelings regarding their visions. The purpose of this writing is to allow them to express how they felt about themselves during their interviews and how that compares with how they feel about themselves presently. Some possible guiding questions might include “How did you feel about yourself as you were being interviewed? How does that compare to how you feel about yourself today? What is the underlying feeling you are currently experiencing about reaching your optimal level of personal effectiveness? What needs to happen for you to feel hopeful about the future?”

7. Once participants have written in their journals, invite them to spend a few moments preparing to start their journeys toward personal effectiveness as they have defined it in their imagery. If they are feeling negative or discouraged about their present states, encourage them to try to focus their energy on feeling positive and hopeful about the possibilities for the future. If they are already feeling hopeful, invite them to spend a few moments preparing for the next series of exercises in which they will begin to set goals for increasing their personal effectiveness.
C. Thinking Effectively (Subgroup Discussion; Materials: Journals)

1. Suggest to participants that, before they can achieve effectiveness, they must learn how to think in a manner that promotes effectiveness.

2. Have participants write the following in their journals:
   - Three things that are important to them that they feel they cannot do in their lives;
   - Why they believe they cannot do each thing; and
   - What it would take to be able to do each thing.

3. Explain that the items can be related to any aspect of their lives (work, family, spouse/lover, friends, etc.). For example, someone might not be able to say no to his boss or to her lover. Others might not be able to lose weight or obtain a promotion.

4. After participants have completed these three items, pair them up and have them share their answers with one another. Ask each pair to determine whether the solutions that were identified were internal (something the individual could do to overcome the obstacle) or external (something someone else had to do before the change could be made). If any solution was external, ask them to work together to rephrase the solution into something the individual can do himself or herself.

5. Explain that often we limit ourselves by thinking there is nothing we can do to overcome an obstacle to personal effectiveness and, therefore, we do not work to achieve effectiveness in that area. When we think that success lies externally—that someone else must take action before we experience success—then we limit our effectiveness. Reframing solutions as internal and under our control not only creates a more optimistic view of life, but also results in a “self-fulfilling prophecy” of success. By seeing the ways in which we can control some of the outcomes of life events, we can more effectively change the circumstances of our lives.

D. Learning the Language of Personal Effectiveness

(Group Discussion; Materials: Newsprint, Form B)

1. Tell participants that now that they have a vision of personal effectiveness, they can begin the process of articulating that vision in the form of goals they want to achieve.

2. Explain that the process of setting goals requires the development of SMART goals. On a piece of newsprint, write the letters S-M-A-R-T vertically down the paper. Ask participants to hypothesize what the letters S-M-A-R-T stand for in reference to goals. Write down their suggestions without giving any feedback.

3. After recording their verbal responses, reveal the following answers:
S = Specific: Not too broad or vague.

M = Measurable: Observable, countable; you’ll know when it is achieved.

A = Appropriate: Addresses the particular problem or issue in a way that will produce results.

R = Realistic: Attainable, under your control, can be accomplished.

T = Timely: Can be accomplished within a certain time frame and has an end in sight.

4. Distribute Form B to participants and ask them to form small groups of three to five people. (Note: There are two Form B’s. One is blank and is to be distributed to participants; the other is the facilitator’s key with suggested solutions.) Inform participants that Form B lists examples of goals that are not SMART. Instruct participants to identify which component or components of the SMART goal are missing in each case and then to restate the goal in a manner that conforms to a SMART goal. Allow twenty minutes for this discussion.

5. Process the responses by having groups take turns reporting on the goals until all have been restated. Solicit feedback from other groups on whether the criteria were adequately met for each SMART goal. Conclude the discussion by congratulating participants on their goal setting and telling them that now they will put their abilities to use on their own goal-setting exercise.

III. Implementing Effectiveness

A. Setting SMART Goals for Personal Effectiveness (Writing Task; Materials: Form (2)

1. Say that now that participants have the knowledge for setting SMART goals, they are ready to articulate their own visions of personal effectiveness through a goal-setting exercise.

2. Distribute Form C and have participants identify at least one goal for personal effectiveness in each of the listed areas. Mention that these are the same areas that were addressed in the mental imagery exercise and that they may want to refer to Form A as they generate their SMART goals. Inform participants that they may list more than one goal in areas that they feel are particularly relevant for improving their own personal effectiveness.

3. Allow fifteen to twenty minutes for this writing task and then have participants find a partner with whom to share their responses. Suggest that participants share their three most important goals and solicit feedback from their partners on whether they
meet the SMART criteria or whether there may be a clearer way to state the goal. Bring the group together after ten minutes of sharing.

**B. Operating in Areas of Strength (Lecturette; Materials: Form D)**

1. Ask participants what characteristics they think all effective people have in common. After soliciting a variety of ideas, tell participants that when people achieve or excel, they are invariably operating in their areas of strength. Distribute Form D to participants and review the different types of strengths.

2. Inform participants that you will be summarizing characteristics of people who successfully operate in their areas of strength and invite them to take notes on any thoughts that they find particularly relevant. Indicate that people who operate in their areas of strength:
   - Are able to transfer their strengths to other situations;
   - Are highly motivated and persist in the face of obstacles, which leads to continued success;
   - Attribute their success to internal factors, such as their own effort or ability, and believe that success is largely determined by the effort they decide to put forth;
   - Set action goals at intermediate levels of difficulty, want immediate feedback on their performance, and focus on what they can do or can control;
   - Do not dwell on their limitations; and
   - Delegate to others tasks that do not reflect an area of strength.

3. Conclude the lecturette by identifying for participants how a person can know whether he or she is operating in an area of strength. (Note: You may want to display this list on a piece of newsprint.) State the following:
   “We know we are operating in an area of strength when”
   - We experience rapid learning;
   - We experience a deep sense of satisfaction;
   - We perform at levels of excellence or at our personal best—even if only for short periods of time;
   - We experience a sense of destiny—being at the right place at the right time;
   - We do something well with little effort or planning;
   - We experience consistent patterns of success in a particular role or context;
• We feel passionately about something and we want to make a difference; and
• We feel fully alive.”

4. Invite participants to reflect for a moment on any of these characteristics that they feel describe a particular aspect of their own lives. Inform them that in the next exercise they will be trying to identify some of their areas of strength.

■ **C. Identifying Areas of Strength (Small Group Interview; Materials" Form E)**

1. Divide participants into groups of three and distribute Form E.

2. Explain that one of the methods for determining areas of strength is to identify an event that you consider to be your greatest personal success. This can be an event that occurred at work, with family, within a relationship, in school, in your community or church, or in any other part of your life. The event can date back to childhood or it can be recent. Invite each participant to think silently of his or her greatest personal success.

3. Inform participants that they will be sharing their greatest personal successes with the other two members of their groups, who will be using Form E to identify trends or patterns that may reflect areas of strength. Tell them to be sure to include the situation, what it was about the situation that led them to choose it as the most successful, and why they think they were so successful. The other two group members are to serve as interviewers, asking clarifying questions as each person relates his or her greatest personal success. After each story, the two interviewers will describe any themes that they heard and give any other feedback about apparent strengths. The person recounting the story may also contribute his or her insights. Everyone is to be as detailed and complete as possible when giving feedback.

4. Ask participants whether they have any questions about the process and then begin. Allow approximately fifteen to twenty minutes for each interview and notify the groups when it is time to switch roles.

■ **D. Making It Manageable (Writing Task and Dyadic Discussion; Materials: Form F, Two Large-Mouthed Gallon Jars, Six Large Rocks, Four Cups of Small Pebbles, Four Cups of Sand, Eight Cups of Water, a Table, and Paper Towels)**

1. Inform participants that they now have all the tools they need to put together an action plan for personal effectiveness. Ask participants to refer to the SMART goals
they generated and to pick the one goal that, if achieved, would make the biggest difference in their lives. Distribute Form F and instruct participants to write that goal on the sheet. Tell them that they may want to restate the goal a little differently now that they have a clearer picture of their areas of strength.

2. Explain to participants that although having a well-stated goal is a large part of the process, making that goal manageable is just as important.

3. Conduct a demonstration using the materials above.

(Note: It would be advisable to practice this demonstration before the workshop so that you know exactly how many ingredients are necessary to achieve the desired effect.) Read the following script:

“This jar represents the time I have in a given day. It is fixed, firm, and unchangeable. These materials represent all the things that I think I need to do today. [Pour four cups of water into the first jar.] I wake up this morning a little later than usual, because I need sleep from my late night. I really like to read the morning paper, so I do that over breakfast. I also need to check my e-mail, but while I am doing that, I remember a new travel site on the Web that I heard about and decide to check that out as well. And one quick game of Solitaire isn’t going to make that big a difference. [Pour in two cups of sand.] When I get to work I have another cup of coffee and catch up with some of my colleagues who work nearby—after all, friendships are really important to me. Then I have to clear my desk to find some working space. Then a favorite client calls on the phone and we talk for awhile; at the end of the call he offers me two tickets to a basketball game that he cannot use—good thing we talked long enough for him to think of that. [Pour in two cups of small pebbles.] Then I have to check with purchasing to see whether an order has come in, run to the dry cleaners to pick up my clothes during my lunch hour, check again with a co-worker who was supposed to complete a task I delegated yesterday, read my mail, and dictate a letter that I should have sent out last week. [Attempt to put in the big rocks; they should cause an overflow of water.] Now it’s 3:00 and I have a strategic planning document due to the boss tomorrow morning, and I haven’t started it yet. I should have been working on that, but I just don’t have time.”

4. Ask participants whether they can relate to the scenario you just read. Compare the big rocks with all the important matters that sometimes just don’t fit into a person’s life because of all the little tasks that get in the way. Ask participants if they think there is any way for all of the materials to fit in the jar. (Most likely they will not think it is possible, but some may know the key to making it work.) Continue your demonstration as follows:

“Let’s see. If I start with the big rocks [put in big rocks], which are the important things like the strategic planning document, then add the small pebbles [put in two cups of pebbles] of checking up on colleagues and reading and responding to mail, then add the sand [pour in two cups of sand] of talking with co-workers and clients, and then pour in the water [pour in four cups of water] of reading the newspaper
over the cup of coffee and surfing the web, then it all fits in the jar—the same 24-hour day and the same tasks fit—as long as I start with the biggest things first.”

5. Inform participants that the goals they set for improving their personal effectiveness should carry the same weight as the big rocks; that is, they are the important things that must be scheduled first. It is important to note, however, that even the best goals are more manageable when broken into pieces, or subgoals, that make them more manageable.

6. Instruct participants to return to Form F and to take their most important goal and break it into daily, manageable parts. For example, if someone has the goal of losing ten pounds, that person needs to determine what kinds of daily behaviors will contribute to that weight loss. Or if someone has the goal of obtaining an advanced degree, there are intermediate steps that need to be taken in a set order. Encourage participants to break their SMART goals into parts that can be addressed on either a daily or weekly basis.

7. When participants have finished, have them share their results with partners and solicit feedback on other ways of making their SMART goals more manageable.

| E. Identifying Obstacles and Options (Writing Task and Dyadic Discussion; Materials: Form F) |

1. Congratulate participants on their progress toward improving their effectiveness. Advise participants that it is easier to plan for effectiveness than it is to carry out the steps to achieve it. In fact, there are often obstacles that need to be acknowledged and then overcome in order to achieve effectiveness. Explain that it would be naive to ignore the challenges that face us when trying to change our behavior in some new way.

2. Refer participants to Form F and encourage them to think about some of the challenges that they need to address in the process of meeting their goals. Inform them that the challenges can be internal (such as feelings regarding lack of motivation, lack of time, or lack of personal control) or external (such as travel that makes healthy eating difficult, co-workers who encourage behavior incompatible with a new goal, long distances separating people, or lack of funds). Encourage participants to write down any obstacles they foresee to meeting their goals.

3. After allowing sufficient time, advise participants that they have identified personal strengths that they can use to achieve their goals and overcome some of the potential obstacles. They also may have access to resources they may not have considered at this point. Encourage participants to write down the personal strengths and outside resources that are available to them as they work toward achieving their goals. Have
participants share their responses to Form F with their previous partners and suggest that they spend some time brainstorming options for achieving success.

■ IV. Closing Activities

■ A. Preparing for a Change (Experiential Activity; Materials: Newsprint with Inspirational Quotes, Tape, Journals, Relaxing Music and Tape Recorder [optional])

1. Prior to this activity, post pieces of newsprint with inspirational quotes along the walls of the room and place a chair facing each quote. Leave enough space between quotes so that participants have some measure of privacy to read, to reflect, and to write. Be sure to have at least the same number of quotes as there are participants, so that each participant has a quote to read without sharing space. Suggested quotes for this activity are listed at the end of the forms section.

2. Introduce the activity as a preface to the culminating activity, during which they will be planning how to become personally effective. Explain that they will participate in a meditation walk, a time for them to reflect and apply words of wisdom to their new goals for becoming more personally effective.

3. Explain that each participant will choose a seat in front of a quote to start the activity, and that he or she will have two minutes to read and reflect on each quote. Each participant will have an opportunity to read the same number of quotes as there are participants in the room. Encourage participants to write down in their journals any thoughts or actions that come to mind as a result of reading the quotes. It is important to remind them that these quotes all relate to becoming personally effective and that the purpose of the exercise is to help them think about how they will put the principles they have learned today into practice.

4. Begin the activity by allowing participants to choose a station. (At this point you may want to start music.) Every two minutes ask the participants to move quietly one station clockwise. It is very important that you keep the mood quiet and reflective. Discourage any talking. At the end of the exercise, reassemble the participants into one large group.

■ B. Making the Commitment (Dyadic Discussion; Materials: Form F)

1. Ask participants to return their attention to the last item on Form F and to list at least one thing they will do differently and when they will fit it into their schedules in the upcoming week in order to start working toward that goal. Once they have had a
moment to finish Form F, return them to their previous pairs.

2. Have each pair take five minutes to share some of the important changes they have incorporated into this week’s schedule (for example, someone might have scheduled time to exercise for the first time in years). Encourage the participants to be supportive and to solicit feedback from their partners on their commitments.

3. Conclude the exercise by asking if there is anyone who has made a very important change that he or she would like to share. If there are responses, congratulate the people and applaud their courage.

4. Conclude the day by thanking participants for their attentiveness and wishing them luck in their efforts to become more personally effective.
Personal Effectiveness

FORM A

Values and Vision

As you imagine yourself looking back on a fulfilling and personally effective life, answer the following questions as they are presented to you.

1. What are your main values in life? Think of phrases (even clichés), quotes, or philosophies that have meaning to you. What is really important for you?

2. What three characteristics would you like your family, spouse, or lover to use to describe how you model effective relationships?

3. What three adjectives would you like your friends to use to describe you?

4. What three adjectives would you like your boss or colleagues at work to use in describing you?

5. What three activities or commitments would you make to maintain physical and emotional health?
Are These Goals SMART?

Each of the following goals fails to meet the SMART criteria in at least one way. Identify how each goal falls short of the SMART criteria and then rephrase the goal in a way that is more in line with the characteristics of a SMART goal.

<table>
<thead>
<tr>
<th>Stated Goal</th>
<th>Criteria Not Met</th>
<th>Restated Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I will lose weight.”</td>
<td>Not Specific</td>
<td>“I will lose one pound each week until I have lost twenty pounds.”</td>
</tr>
<tr>
<td></td>
<td>No Time Frame</td>
<td></td>
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<tr>
<td>“I will have a better relationship with my husband.”</td>
<td>Not Specific</td>
<td>“I will tell my husband things I like about him at least three times a week.”</td>
</tr>
<tr>
<td></td>
<td>Not Measurable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Time Frame</td>
<td></td>
</tr>
<tr>
<td>“I will never lose my temper with my daughter.”</td>
<td>Not Appropriate</td>
<td>“When I become angry with my daughter, I will count to ten before calmly stating how I feel.”</td>
</tr>
<tr>
<td></td>
<td>Not Realistic</td>
<td></td>
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<tr>
<td>“I will receive a promotion at work within the next month.”</td>
<td>Not Specific</td>
<td>“I will come in thirty minutes early each morning to organize my work in hopes of being promoted.”</td>
</tr>
<tr>
<td></td>
<td>Not Realistic</td>
<td></td>
</tr>
<tr>
<td>“I will take my boss to lunch once a week so that I’ll be promoted.”</td>
<td>Inappropriate</td>
<td>“I will make an appointment with my immediate supervisor every two weeks to ask for feedback about my work performance.”</td>
</tr>
</tbody>
</table>
### PERSONAL EFFECTIVENESS

#### FORM B

**Are These Goals SMART?**

Each of the following goals fails to meet the SMART criteria in at least one way. Identify how each goal falls short of the SMART criteria and then rephrase the goal in a way that is more in line with the characteristics of a SMART goal.

<table>
<thead>
<tr>
<th>Stated Goal</th>
<th>Criteria Not Met</th>
<th>Restated Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I will lose weight.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“I will have a better relationship with my husband.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“I will never lose my temper with my daughter.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“I will receive a promotion at work within the next month.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“I will take my boss to lunch once a week so that I’ll be promoted.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PERSONAL EFFECTIVENESS
FORM C

Setting SMART Goals for Personal Effectiveness

In each of the areas listed below, generate at least one SMART goal that you would like to achieve in order to improve your personal effectiveness.

Personal Values, Important Rules to Live By

Family/Love Relationships

Friendships

Working Relationships

Personal and Emotional Health

Work Effectiveness

Other Personal Achievements
PERSONAL EFFECTIVENESS
FORM D

Operating in Areas of Strength

Strengths are the collected abilities and talents that enable a person to do specific things very well.

Examples of strengths include:

Skills: Specific thinking and behavior patterns that increase effectiveness and efficiency.

Abilities: Attributes that were developed from experience and enable a person to learn and complete certain tasks efficiently.

Gifts and Talents: Seemingly natural inclinations and capabilities to do certain things very well.

Beliefs: Thought patterns that enable a person to be effective and successful.

Curiosity: The seemingly natural instinct to ask questions and desire answers to certain questions—the innate motivation to learn, know, and understand.

Habits: Recurring behaviors and thought patterns that ensure growth and achievement.

Knowledge: The accumulated information, insight, and understanding that come from previous learning experiences and form the basis for future learning.
## PERSONAL EFFECTIVENESS

### FORM E

### Identifying Your Areas of Strength

As you listen to each person recount his or her greatest personal success, watch for themes and patterns in the story that may indicate special strengths. Use the following checklist of skills and abilities, and add any others that you deem relevant.

<table>
<thead>
<tr>
<th>Expression Skills</th>
<th>Cognitive Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective written or oral expression</td>
<td>Achieving academic success</td>
</tr>
<tr>
<td>Good persuasive skills</td>
<td>Being able to focus</td>
</tr>
<tr>
<td>Relating well to others in conversation</td>
<td>Analyzing evidence or situations</td>
</tr>
<tr>
<td>Creative expression (art, music, etc.)</td>
<td>Thinking logically</td>
</tr>
<tr>
<td>Others:</td>
<td>Others:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Skills</th>
<th>Numerical/Quantitative Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using athletic skills</td>
<td>Analyzing and interpreting large</td>
</tr>
<tr>
<td>Using one’s hands effectively</td>
<td>amounts of data</td>
</tr>
<tr>
<td>Practicing</td>
<td>Gathering information systematically</td>
</tr>
<tr>
<td>Training</td>
<td>Using computers to solve problems</td>
</tr>
<tr>
<td>Others:</td>
<td>Budgeting money well</td>
</tr>
<tr>
<td></td>
<td>Others:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relational Skills</th>
<th>Practical Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overseeing or managing others’ work</td>
<td>Working hard and persisting</td>
</tr>
<tr>
<td>Generating trust and confidence</td>
<td>Working well under pressure</td>
</tr>
<tr>
<td>Motivating others to succeed</td>
<td>Showing self-confidence</td>
</tr>
<tr>
<td>Working cooperatively with others</td>
<td>Learning from mistakes and feedback</td>
</tr>
<tr>
<td>Showing compassion or concern for others</td>
<td>Setting goals effectively</td>
</tr>
<tr>
<td>Putting others’ needs first</td>
<td>Time-management skills</td>
</tr>
<tr>
<td>Establishing a satisfying relationship</td>
<td>Managing stress or anxiety</td>
</tr>
<tr>
<td>Others:</td>
<td>Others:</td>
</tr>
</tbody>
</table>

Others: Others: Others:
Personal Effectiveness

Form F

Bringing Your Goals to Life

1. Write in the space below the one SMART goal from Form C that, if achieved, would make the biggest difference in your life. You may choose to restate your goal in a manner that incorporates an area of strength.

2. Identify subgoals, or manageable parts, for achieving this SMART goal. For example, what behaviors must you engage in on a daily, weekly, or monthly basis for you to achieve your goal?

3. What obstacles or difficulties do you face when trying to reach your goal?

4. What personal strengths or outside resources are available to you that will enable you to reach your goal?

5. What is at least one thing you are going to do differently in the next week in order to start working toward your goal? How will you schedule this activity so that you fulfill your commitment?
SUGGESTED INSPIRATIONAL QUOTES

“What you are shouts so loudly in my ears I cannot hear what you say.”—Emerson

“The significant problems we face cannot be solved at the same level of thinking we were at when we created them.”—Einstein

“We must not cease from exploration and the end of all our exploring will be to arrive where we began and to know the place for the first time.”—T.S. Eliot

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”—Aristotle

“I know of no more encouraging fact than the unquestionable ability of man to elevate his life by conscious endeavor.”—Thoreau

“The fountain of content must spring up in the mind, and he who hath so little knowledge of human nature as to seek happiness by changing anything but his own disposition, will waste his life in fruitless efforts and multiply the grief he proposes to remove.”—Samuel Johnson

“What lies behind us and what lies before us are tiny matters compared to what lies within us.”—Oliver Wendell Holmes

“Management is doing things right; leadership is doing the right things.”—Peter Drucker

“Things which matter most must never be at the mercy of things which matter least.”—Goethe

“The successful person has the habit of doing the things failures don’t like to do. They don’t like doing them either necessarily. But their disliking is subordinated to the strength of their purpose.”—E.M. Gray

“Sometimes when I consider what tremendous consequences come from little things . . . I am tempted to think . . . there are no little things.”—Bruce Barton

“Treat a man as he is and he will remain as he is. Treat a man as he can and should be and he will become as he can and should be.”—Goethe

“That which we persist in doing becomes easier—not that the nature of the task has changed, but our ability to do it has increased.”—Emerson

“That which we obtain too easily, we esteem too lightly. It is dearness only which gives everything its value. Heaven knows how to put a proper price on its goods.”—Thomas Paine