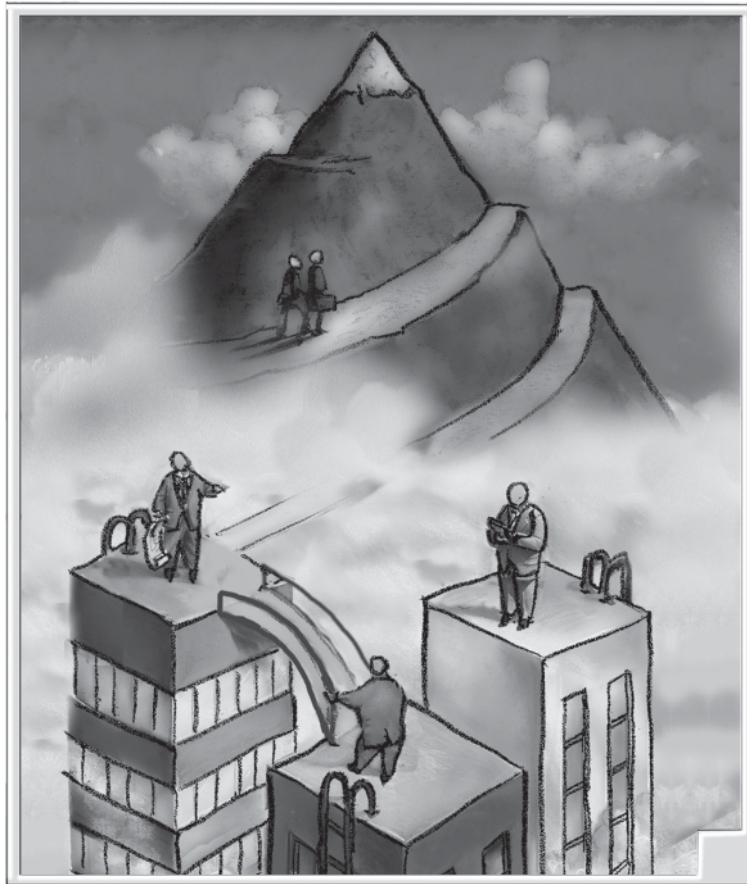


FACILITATOR'S GUIDE FOR HOW YOU THINK IS EVERYTHING



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Facilitator Guide

Welcome to How You Think is Everything

This facilitation guide has been developed to help you teach *How You Think is Everything*.

This guidebook is divided into timetable pages, instruction and content pages, and handout excerpt pages. Instruction and content pages indicate relevant handouts to direct participants to as you cover content. The handouts are inserted in your binder. Some of the handouts contain complex graphics and are PDF copies, affecting the quality in the facilitator guide. An original reproducible package of handouts is included in the back of the binder for your use with participants. Handout page excerpts may divide instructions.

As you read our instructions, embellish the content with stories and examples from your experience. You are a valuable resource for participants. We hope you will enrich and personalize the content.

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**Facilitator
Guide**

Workshop Design

What Materials Will I Need?

- Facilitator guide
- One participant handout package per person. This packet contains one set of handouts. You may reproduce the handouts as much as you like. If appropriate, you may find it convenient to bind the participant handouts together into a workbook. We've left them unbound for facilitators who may want to pick and choose from the various exercises. If you'd like another original set or a diskette for printing, call 1-800-344-0451 to order more.
- One package of Post-it® Notes per participant

What Equipment Do I Need?

- Two flipcharts
- Television monitor and VCR (consider providing two if you have more than ten participants)
- Flipchart markers
- Box of sharpies (markers)

How Can I Prepare?

Before the workshop:

- Make sure you have enough materials for all the participants.
- Set up the room (or rooms if you have a break-out room).
- Check the equipment.
- Read through the facilitator guide again.
- Familiarize yourself with any content you find difficult to cover.
- Watch the *How You Think is Everything* video again. These are the behaviors that you will be modeling for the group.
- Cue up the video and adjust the sound so that you can hear it at the back of the room.

What Can I Do if the Group Deviates from Schedule?

- If the group is going too fast, are people disclosing too little about themselves? Are people nervous and, as a consequence, superficial? If this is the case, try to help stimulate conversation and draw reticent members out.
- If the group is behind, are some members straying from the topic at hand? What can you do to encourage people to stay on track? Use the parking lot technique with members who stray often but have good insights. Create a flipchart that says "Parking Lot" at the top. Write relevant ideas on this page and cover them at a later time.
- If the group is behind, are you doing enough to direct members and move the group from one topic to the next? Are you talking too much? Are you watching the clock and encouraging members to wrap up discussions?
- If you stray too much from the schedule, eliminate an exercise or two. Consider shortening lunch. Ask the group members what they would like to do. Some participants may want to work late.

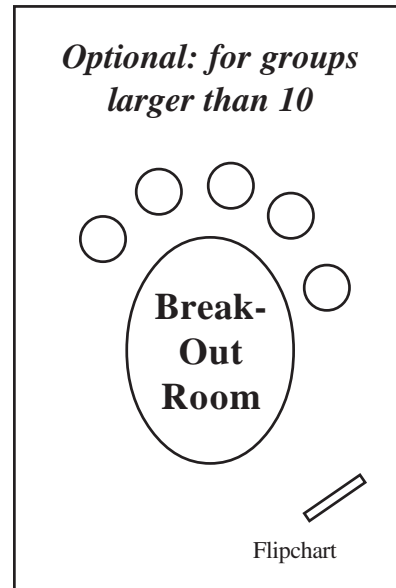
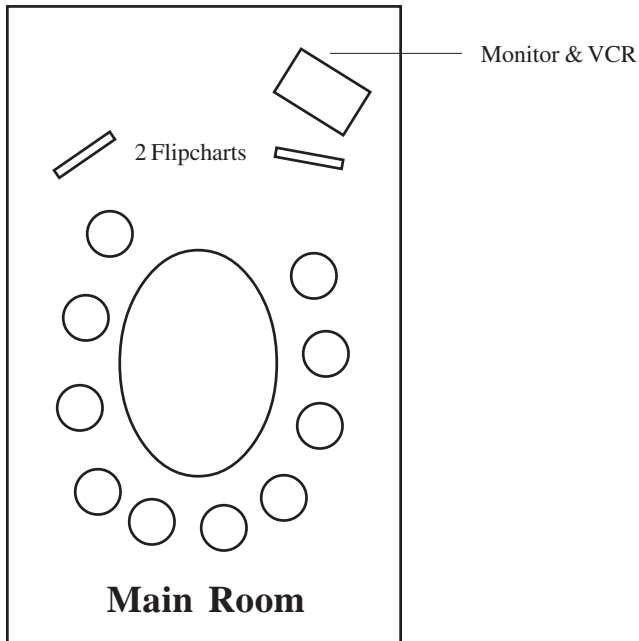


Lore Workshop

Room Layout and Audio Visual Needs

- You should only need one room for a group of ten. See main room sketch below.
- If your group is large, we recommend that you reserve two rooms—one should be large enough for the configuration below (to the left) and another to accommodate 5-10 people (to the right). Also consider using a co-facilitator to coach the interaction in the break-out room).
- A total of two flipcharts will be needed (three if you have a break-out room).

Facilitator Guide

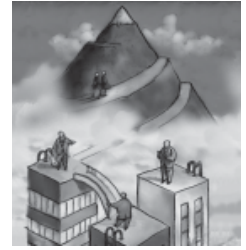


Participant Handout Table of Contents

We know that scrambling to find a page number for a participant may be difficult as you are presenting. Each section of this guide contains key pages from the participant handouts with correct page numbers. However, in the event that a participant is curious about a particular topic, you can locate relevant pages using the table of contents that follows. You may also want to review this table of contents with participants as an overview to the training at the beginning of the day.

HANDOUTS:

1. Key Learning Points
2. Why do you Need to Change
3. Quantifying Your Status
4. Assessing Current Status
5. Your Current Status
6. Setting Specific Targets
7. Change Targets
8. Your Change Targets
9. Product and Process Goals
10. Charting Concepts: Making Product Goals Manageable
11. Charting Concepts: Process Goals
12. Charting Your Product Goals
13. Charting Your Process Goals
14. Needs Assessment
15. How to Anticipate Obstacles Before They Appear
16. Your Obstacles
17. Developing Goal Trees
18. Goal Tree Example
19. Developing Your Own Goal Tree
20. Writing Goal Statements
21. Write Your Own Goal Statement
22. Time-Management Systems
23. Key Take-Aways
- 24-25 Take Home Exercise #1: What Satisfies You?
26. Looking at the Past
27. Take Home Exercise #2: Your Personal Inhibitors



**Facilitator
Guide**

**ONE-HOUR VIDEO OBSERVATION AND DISCUSSION
HOW YOU THINK IS EVERYTHING**

Agenda

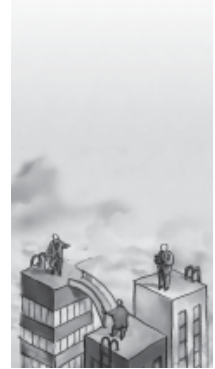
<i>Minutes</i>	<i>Description</i>	<i>Page</i>
5	Introduction	13
15	Video Viewing	15
20	Discussion	15
15	What If? Exercise	17
5	Conclusion	19

**1-hour
Track**

**Observation and
Discussion**

Minutes

5 Introduction



Welcome and Introduction

Objective:

- To introduce the *How You Think is Everything* video.

Procedure:

- Prepare the room as outlined on page 7 of this guide.
- Welcome participants as they enter.
- Introduce yourself (if necessary).
- **Say:** “This one-hour program provides a brief but meaningful look at overcoming the inhibitors and obstacles that stand between us and our goals.”
- Go over the agenda you have written on the flipchart.
- **Say:** “We will begin by watching the video. After that, we will have a discussion about the video and do a brainstorming exercise. To close, we will talk about what you have learned and how you can apply that to your job.”

FC

**1-hour
Track**

**Observation and
Discussion**

Minutes

15 Video

Viewing

20 Discussion



Video Viewing and Group Discussion

Objective:

- To view the video and build awareness of misdirected focus and tactics used for changing focus.

Procedure:

- Prepare the video as outlined on page 6 of this guide.
- Turn the video on and ask the participants if they can all hear the video.
- Encourage participants to take notes on key learning points during the video.
- When the video is over, write the following five questions on the flipchart and ask the participants to answer them.
 1. What resitrictors did Terry Anderson have to face to tolerate captivity?
 2. What was the focus of the salesperson in the video?
 3. What was the focus of the woman who was angry with her boss?
 4. How did Terry Anderson redirect his focus?
 5. Can you identify a situation in which your organization or you personally were focused on the obstacle rather than the goal?
- When they have finished, go through each of the questions one by one, asking the participants for their answers.
- Ask a participant to record the group's responses on the flipchart (key learning points are on the following page).

Facilitation tip: If you are having trouble getting responses from the group, try using the following methods:

- Ask for their opinion.
- Ask open questions and wait patiently for a response.
- Have shy participants record group information on the flipchart.
- Have the group break into pairs and develop a written list.
- Compliment those who do contribute.

FC

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Key Learning Points

In order to achieve our goals we must confront both external obstacles and internal restrictors. However, we must not let them distract us from the goal.

Use the following acronym to check your focus:

Confront your restrictor

Accept your reality

Redirect your focus

**Focus on WHAT you're doing,
Not HOW you're doing**

1-hour Track

Observation and Discussion

Minutes

15 What if? Exercise



FC

“What if?” Exercise

Objectives:

- To help participants look at issues with a different perspective.
- To illustrate the difference between perceived and real obstacles.

Procedure:

- Give each participant one 3”x 5” Post-it® pad and dark marking pen.
- On the flipchart, write “What if...”
- **Say:** “First, I’d like you to use your imaginations to finish this sentence on a Post-it® pad.

The only rules are that the finished sentence pertain to your organization and that you say it aloud as soon as you’ve written it. Please be as realistic or fanciful as you wish. What if Dell sold ice cream bars, for example. What if R and D were given all the responsibilities of Finance. Write the first random idea that pops into your head on the Post-it® pad. Then say it aloud to the group as you walk up and place it on the flipchart.”

- Give the group three minutes to do as many as they like.
- Choose a participant to group the *What Ifs*. **Say:** “group these in whatever way looks ensible. Look for similarities. We needn’t be too exacting, but we should all agree on the groupings.”
- Spend no more than about two minutes grouping them.
- From each group select the *What If* that is most plausible.
- **Say:** “Now I’d like you all to help me flesh out this idea. What are some of the things that would have to happen in order to realize this *What If?*”

FC

- Have a participant write the group’s ideas on the flipchart.
- You may explain to the group that the idea behind the exercise is that sometimes you have to start with unrealistic or exaggerated ideas in order to stimulate the creative thought process. Subsequently, you often come to ideas for improvement or change that were formerly overlooked.
- Take one idea from each group of *What Ifs*. Do more as time permits.
- As the *What ifs* are explored, listen carefully for all the obstacles presented instead of focusing on the goal.

**1-hour
Track**

**Observation
and Discussion**

Minutes

**5 Conclusion/
Key Take-
aways**



Conclusion/Key Take-Aways

Objective:

- To provide closure to the program and investigate ways in which concepts presented in the video can be used in the workplace.

Procedure:

- **Say:** "You will not be asked to share key takeaways with the group."
- Write the following three questions on the flipchart:
 1. Why is it important to confront your fears or other inhibitors?
 2. Describe a situation in your work life where refocusing on the goal and ignoring the obstacle might be to your benefit.
 3. How can you apply what you've learned from this video and exercise to your long-term goals?
- When the participants have finished writing, thank them for coming.

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Facilitator Guide

FOUR-HOUR VIDEO OBSERVATION AND DISCUSSION HOW YOU THINK IS EVERYTHING

Agenda

<i>Minutes</i>	<i>Description</i>	<i>Page</i>
40	Video Viewing and Discussion	23
10	Why do You Need to Change?	25
10	Realize Your Current Position	27
10	Assessing Current Status	29
10	Your Current Status	31
10	Setting Specific Targets	33
5	Change Targets	35
25	Your Change Targets	37
10	Product and Process Goals	39
10	Charting Goals	41
15	What Do You Need?	43
5	Obstacles (inhibitors)	45
20	Obstacles: Individual Exercise	47
5	Goal Trees	49
10	Developing Goal Trees	51
10	Your Goal Tree	53
5	Writing Goal Statements	55
5	Your Goal Statement	57
5	Monitoring Your Goals	59
5	Time-Management Systems	61
5	Key Take-Aways	63

**4-hour
Track
Module One**

Minutes
15 Video
Viewing
25 Discussion



Video Viewing and Group Discussion

Objective:

- To view the video and build awareness of misdirected focus and tactics used for changing focus.

Procedure:

- Prepare the video as outlined on page 6 of this guide.
- Turn the video on and ask the participants if they can all hear the video.
- Encourage participants to take notes on key learning points during the video.
- When the video is over, write the following five questions on the flipchart and ask the participants to answer them.
 1. What resitricctors did Terry Anderson have to face to tolerate captivity?
 2. What was the focus of the salesperson in the video?
 3. What was the focus of the woman who was angry with her boss?
 4. How did Terry Anderson redirect his focus?
 5. Can you identify a situation in which your organization or you personally were focused on the obstacle rather than the goal?
- When they have finished, go through each of the questions one by one, asking the participants for their answers.
- Ask a participant to record the group’s responses on the flipchart (key learning points are on the following page).

Facilitation tip: If you are having trouble getting responses from the group, try using the following methods:

- Ask for their opinion.
- Ask open questions and wait patiently for a response.
- Have shy participants record group information on the flipchart.
- Have the group break into pairs and develop a written list.
- Compliment those who do contribute.

Key Learning Points

In order to achieve our goals we must confront both external obstacles and internal restrictors. However, we must not let them distract us from the goal.

Use the following acronym to check your focus:

Confront your restrictor

Accept your reality

Redirect your focus

Focus on **WHAT** you're doing,
Not **HOW** you're doing

4-hour Track

Module Two

Minutes

10 Why do You Need to Change?



Why do You Need to Change?

Objective:

- The purpose of this exercise is to have the participants prove to themselves that they do, in fact, need to change. This is the first step in goal commitment.

Procedure:

- Introduce the subject: Why change? Because you can! Presumably, you are here because there are things you want to change. Once you learn how to change, it is only a matter of committing to your goals and following through with your new skills.
- Give an example from your life of a time when you were afraid of change, but later glad that you made the change—going off to school, changing jobs, etc.
- According to the Center for Creative Leadership, the four main obstacles to change are these:
 1. Not recognizing the need for change
 2. Not having time to effect change
 3. Feeling vulnerable to change
 4. Not setting specific, measurable goals
- Have the group use Handout #2 to answer the following questions:
 - In what way would you like to be different than you are today?
 - How would you like to improve?
 - What would you like to achieve, accomplish, overcome, attain, or correct?
- Be sure to write the group’s responses on a whiteboard or flipchart.

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4-hour Track

Module Two

Minutes

10 Realize Your Current Position



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Realize Your Current Position

Objective:

- The purpose of this exercise is to help the participants realize where they are. This step is very important in terms of understanding how far they have to go to achieve their goals.

Procedure:

- Have participants turn to Handout #3.

Mini-Lecture:

- Large goals are often intimidating because they are so far from where you are now. *So I want to become a highly successful stockbroker, but how do I get there?*
- Small goals can be equally as challenging because they are non-specific. *How do you quantify being a better listener?*
- The easiest way to determine your current situation is to quantify current results: *I'm now making \$18,000 a year in a dead-end job.* This statement is specific and measurable. Setting a target will be easy:

By March, I want to research new job possibilities and begin applying for a new position.
- But sometimes, you aren't dealing with results; you're dealing with behavior: *I often interrupt people when they're speaking.*
- Once a behavior is specified, you can set a specific target and then monitor occurrences of that behavior: *By January, I want to discontinue interrupting others while they're speaking.*

Quantifying Your Status

These actions are listed in order of preference. If you can quantify a result, you should. If that's not possible, quantify a behavior. And if you can't do that, then at least specify a behavior.

Quantify a Result

- Current sales are \$5,400 per month.
- Product acceptance rate is now 91.3%.
- Typical field report takes 5 1/2 hours.
- MTBF is now 211.56 hours.
- Current portfolio earns 8.717% annually.
- Return on Investment is now 7.22%.

or

Quantify a Behavior

- I'm smoking two packs per day.
- I'm late for 90% of meetings.
- I'm sending 20 letters daily.
- I make an average of 37 calls per day.
- I delegate only 25% of the tasks I receive.
- Our team missed the last two deadlines.
- We were 12% over budget on the last project.

or

Specify a Behavior

- I interrupt people when they talk.
- I immediately oppose any new idea.
- When anyone's work isn't done, I finish it.
- My chest tightens when people argue.
- I become angry when people criticize me.
- I keep candy in my desk drawer and snack on it throughout the day.
- We don't distribute responsibilities well as a team.

**4-hour
Track
Module Two**

Minutes
**10 Assessing
Current
Status**



Assessing Current Status

Objective:

- The purpose of this exercise is to start the group thinking about assessing their status using a fictional example that is a common issue for many people: listening.

Procedure:

- Participants will do this exercise as a group. List their responses on a whiteboard or flipchart. Have them think of as many as possible.
- Initiate the group brainstorm—listening example, Handout #4.
- Let's say, for example, that you feel a need to improve your listening skills. Your next step is to identify the specific behaviors that make you a poor listener.
- By identifying these problem behaviors, you can set specific, measurable target behaviors that solve the problem and help you achieve your goal.

FC

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**4-hour
Track
Module Two**

Minutes
**10 Your
Current
Status**



HO

Your Current Status

Objective:

- The purpose of this exercise is for individuals to examine their current situation and come up with one significant thing that they would like to change. This will become their change target.

Procedure:

- This exercise will be completed individually.
- Have the group complete Handout #5.
- Remind them that they need only focus on one specific goal for these exercises. They are here to learn the process for achieving their goals, not to solve all of their problems at once. Each issue needs to be addressed one at a time.
- We recommend that participants choose a fairly substantial goal to work on through the following exercises. Not only will they have the guidance to attack a significant challenge, participants will gain the confidence they need to face large and small goals alike.

4-hour Track

Module Three

Minutes
10 Setting
Specific
Targets



HO

Setting Specific Targets

Objective:

- Now that participants have begun to think about general goals, this exercise will help them specify the targets they need to set in order to achieve these goals.

Procedure:

- Lecture: Setting Specific Targets, Handout #6

Mini-Lecture: Relevant Research

- The research shows that people who set challenging but achievable targets are the highest performers.
- If you set your sights too low, you will not be motivated to excel; if you set your sights too high, you may become discouraged and give up.
- Once you've clearly identified your current situation, setting specific targets is relatively easy. Follow these five principles in setting targets:
 1. Set a target for each result or behavior identified during your current assessment.
 2. Make your targets challenging but achievable.
 3. Make your targets specific.
 4. Ensure that your targets can either be measured or monitored.
 5. Set a deadline for hitting the target.
- Targets based on quantified results or behaviors should always be specific and measurable. If you can quantify your current situation, then you can quantify the target.
- Targets based on specific, but unquantified, behaviors should be observable. If you can monitor the behaviors, you can raise your awareness of them and then take steps to change or prevent them.
- All targets should have deadlines for achievement. This will help you to establish a goal schedule, which in turn will help you to determine how much time you need to devote to the goal.

Setting Specific Targets

Once you've clearly identified your current situation, setting specific targets is relatively easy. Follow the five principles below in setting targets:

Setting Challenging but Achievable Targets

The research shows that people who set challenging but achievable targets are the highest performers. If you set your sights too low, you will not be motivated to excel; if you set your sights too high, you may become discouraged and give up. How can you know if you won't get a new job or receive a promotion unless you really try? As Coach Dick Hannula says, the best goals are those that are attainable but just out of reach for now.

Making Quantified Targets Specific and Measurable

Targets based on quantified results or behaviors should ways be specific and measurable. If you can quantify your current situation, then you can quantify the target:

1. Set a target for each result or behavior identified during your current assessment.
2. Make your targets challenging but achievable.
3. Make your targets specific.
4. Ensure that your targets can either be measured or monitored.
5. Set a deadline for hitting the target.

Quantified Current Results/Behaviors

- Sales of \$5400 per month
- I'm currently in a job with little future
- I make an average of 37 calls a day

Quantified Targets

- Sales of \$6500 per month within three months
- Research new jobs and begin the application process
- Average 47 calls per day within two months

Monitoring Unquantifiable Behavioral Targets

Targets based on specific, but unquantified, behaviors should be observable. If you can monitor the behaviors, you can raise your awareness of them and then take steps to change or prevent them.

Current Specific Behaviors

I interrupt people when they talk
I immediately oppose any new idea
My chest tightens when I hear people argue

Target Behaviors

Don't interrupt others
Welcome new ideas. Think about and list all the positives first
Relax when people argue

Setting Deadlines for Achievement

All targets should have deadlines for achievement. This will help you to establish a goal schedule, which in turn will help you to determine how much time you need to devote to the goal.



Change Targets

Objective:

- This exercise is designed to help participants break down their overall targets into specific behaviors.

Procedure:

- Participants will complete the exercise in pairs.
- Have the group break up into pairs and brainstorm other problem behaviors, Handout #7.
- Offer a few examples to start the group off:
 - I frequently interrupt people when they are speaking.
 - My mind often wanders while someone else is talking.
- Ask group members to share previous examples from Handout #7 - brainstorm of possible behaviors of a poor listener.

**4-hour
Track
Module
Three**

Minutes
**25 Your Change
Targets**



Your Change Targets

Objective:

- Now that the group has explored a fictitious change target, they are ready to move on and define their real change targets.

Procedure:

- Participants will complete the exercise individually. The facilitator will work with participants one-on-one during the exercise as needed.
- Have the participants turn to Handout #8.

Mini-Lecture: Your Change Targets

—Have the participants establish individual targets for change.

—Encourage them to be specific and include target dates for achievement.

- The purpose of goal analysis is to ensure that the goal you're setting is manageable. A manageable goal is one that lends itself to the kind of planning, implementing, and monitoring that ensures success.
- During goal analysis, we assess responsibility, resources, and obstacles. We also determine whether the goal is a process or product goal.
- Many people fail to achieve their goals because they don't distinguish between product and process goals. The classic example is losing weight. Weight loss appears to be a product goal: I want to lose 20 pounds in three months. But this goal is actually a process goal: I want to lose 20 pounds in three months and keep it off forever. If you treat weight loss as a process goal, you're more likely to achieve your real objective.
- Have the participants break for lunch (one hour).

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Your Change Targets

Handouts

Now it's time to define your real Change Target. Remember to break it down into specific target behaviors.

Now establish targets for change. How would you like to be performing or behaving? Set challenging but achievable targets. Be specific and include target dates for achievement.

Though simple, these goals from F. Scott Fitzgerald's novel *The Great Gatsby* reflect several important principles. First, you should identify specific goals and manage them on a daily basis using your time-management system. Second, you should write down your goals in order to increase your commitment to them.

Jay Gatsby's Goals

Rise from bed	6.00	A.M.
Dumbbell exercise and wall-scaling	6.15-6.30	"
Study electricity, etc.	7.15-8.15	"
Work.....	8.30-4.30	P.M.
Baseball and sports	4.30-5.00	"
Practice elocution, poise and how to attain it	5.00-6.00	"
Study needed inventions	7.00-9.00	"

GENERAL RESOLVES

- No wasting time at Shafters or [a name, indecipherable]
- No more smokeing or chewing
- Bath every other day
- Read one improving book or magazine per week
- Save ~~\$5.00~~ \$3.00 per week
- Be better to parents



Product and Process Goals

Objective:

- In this segment, participants will learn the difference between product and process goals.

Procedure:

- Have the participants turn to Handout #9.

Mini-Lecture: Difference Between Product and Process Goals

- We are most familiar and comfortable with product goals, which identify substantive results by a date: Complete the American General Acquisition Report by March 1.
- But some goals reflect an ongoing process. There is no ending date. Most improvement goals are like this, and we call them process goals. These goals identify ongoing activities or behaviors. Examples:
 - Become a better listener
 - Build a support network in Engineering
 - Spend more time with my family
- To achieve these goals, you must grow, change the way you are, create new systems, and become different. In short, you must alter a process. That's why we call them process goals. There may be a date by which you believe you've accomplished the goal of becoming a better listener, but you can't then stop being a better listener. Presumably, you'll be a better listener forever.
- Give participants a minute to look over Handouts #9, and #10.

Handout Pages 9,10,11 follow

HO

HO

Product and Process Goals

We are most familiar and comfortable with product goals, which identify substantive results by a date: Complete the American General Acquisition Report by March 1. In fact, when most of us think of goals, we think of accomplishments that occur by a particular date:

- Get a new job within the next five years
- Run in the Boston Marathon this year
- Sell \$450,000 worth of widgets in November

But some goals reflect an ongoing process. There is no ending date. Most improvement goals are like this, and we call them process goals. These goals identify ongoing activities or behaviors:

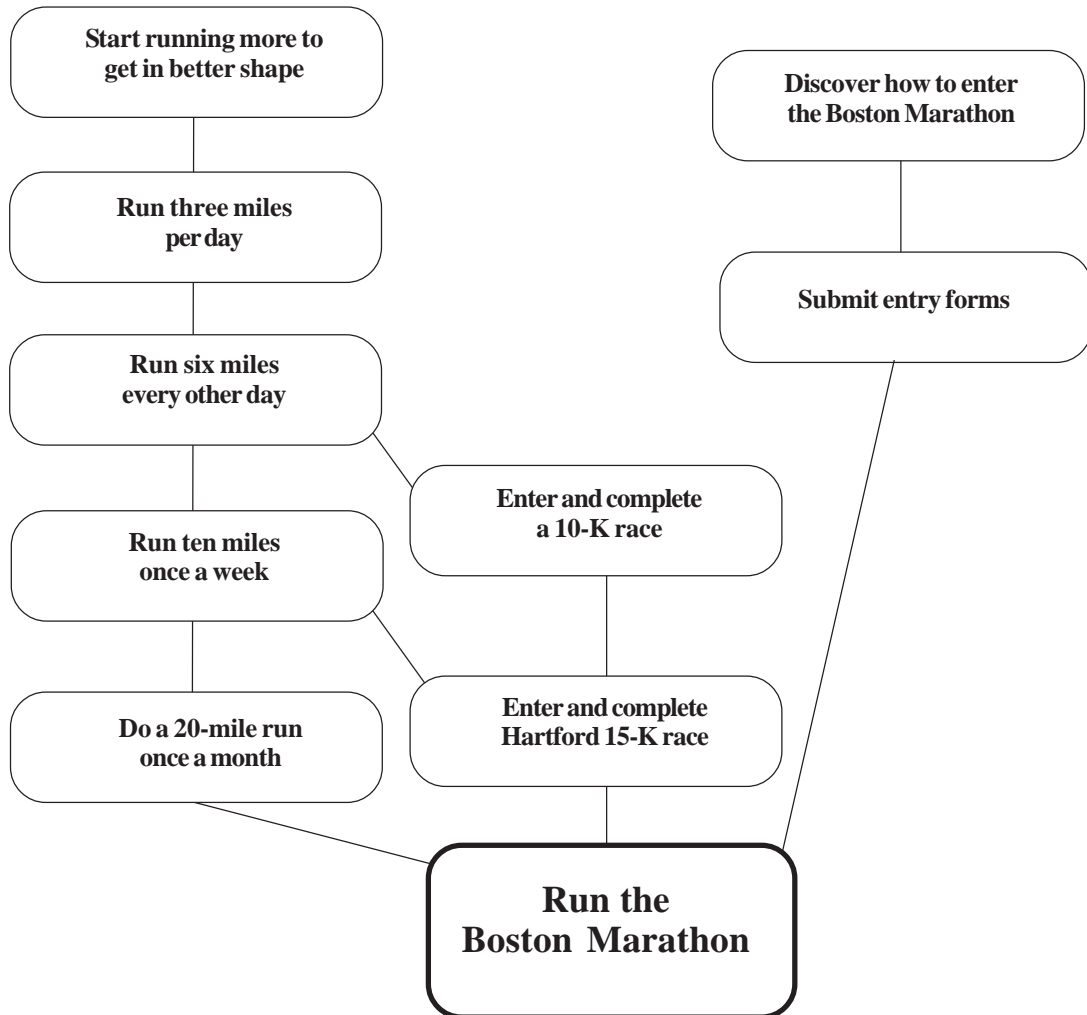
- Become a better listener
- Control my Type-A behavior before I give myself a heart attack
- Build a support network in engineering
- Spend more time with my family

To achieve these goals, you must grow, change the way you are, create new (ongoing) systems, establish new procedures, become different. In short, you must alter a process. That's why we call them process goals. There may be a date by which you believe you've accomplished the goal of becoming a better listener, but you can't then stop being a better listener. Presumably, you'll be a better listener forever. So process goals reflect an ongoing activity or behavior.

Charting Concepts: Making Product Goals Manageable

To make a product goal manageable, you need to determine what subgoals or tasks will be required to achieve the overall goal by the projected date. Product goals usually have quantified results or behaviors associated with them, so once you've identified the component parts, managing a product goal is not difficult. Here is an example:

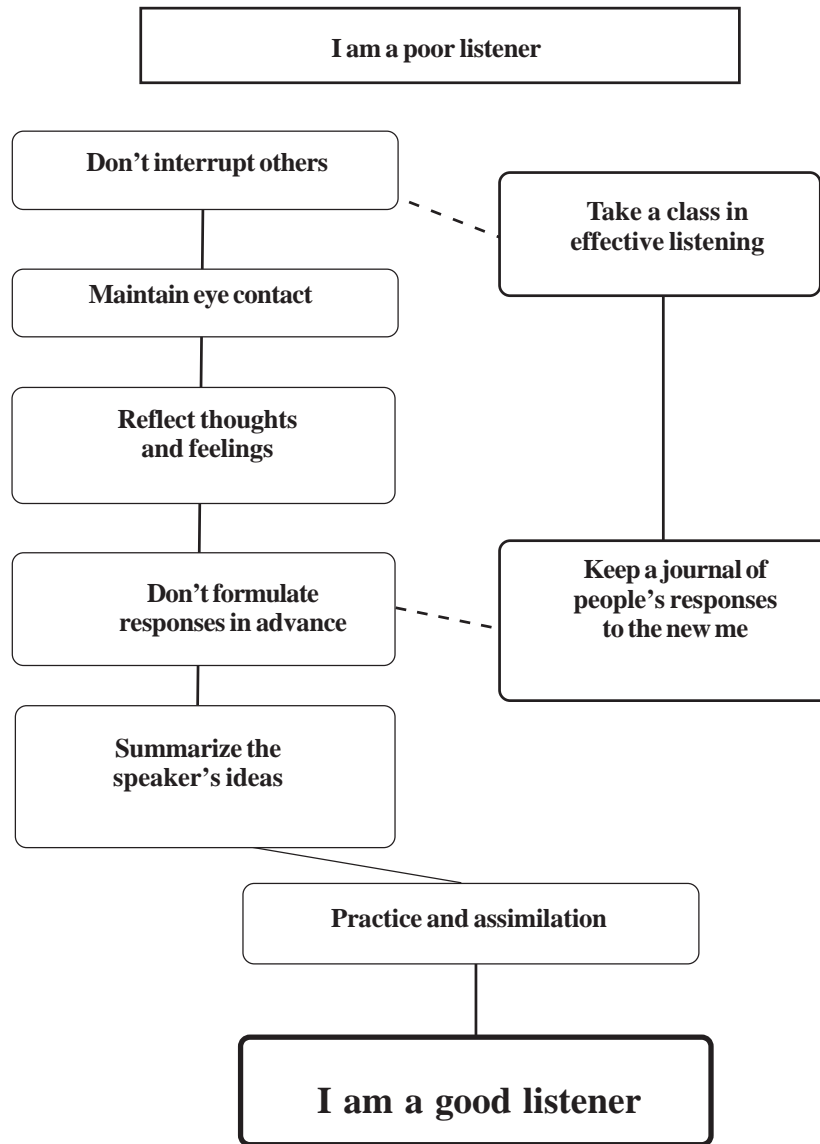
Goal: Run in and finish the Boston Marathon next year



Product goals usually have intermediate steps that lead to the achievement of the overall goal. By identifying these subgoals or tasks, you make overall goal achievement easier and more manageable. Challenging goals don't look so formidable when you break them apart.

Charting Concepts: Process Goals

To make process goals manageable, you have to identify the goals' component activities or behaviors. Once you have identified the behavior, go further and identify the skills, practices, activities, and attitudes that embody that behavior. For example, the chart below illustrates the path to becoming a better listener:



To manage process goals effectively, you typically have to monitor results or behaviors even after reaching the goal state.

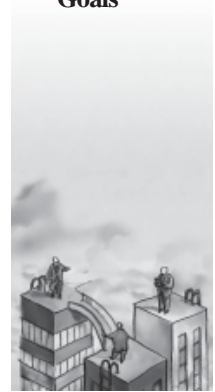
Charting Goals

Objective:

- Now that the group has defined their goals and knows what type of goals they have, they are ready to break the goals down into manageable steps.

Procedure:

- Group members will work in pairs for this exercise.
- Have the participants turn to: Charting Goals, Handouts #12 and #13.
- Have the group break up into pairs and share their goals, decide if they are product or process oriented, and chart them.
- To make process goals manageable, identify the goals' component activities or behaviors.
- After identifying the behavior, go further and identify the skills, practices, activities, and attitudes that embody that behavior.
- To make a product goal manageable, determine what subgoals or tasks will be required to achieve the overall goal by the projected date. Product goals usually have quantified results or behaviors associated with them, so after identifying the component parts, managing a product goal is not difficult.





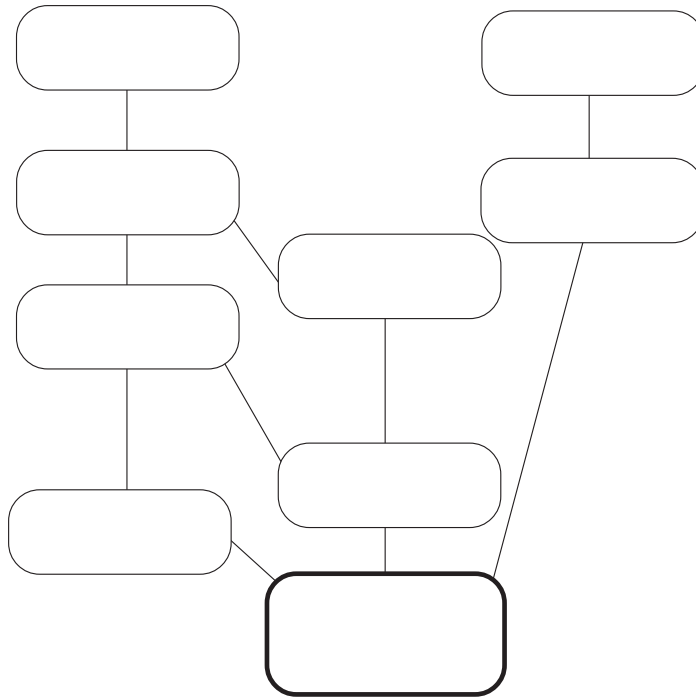
Charting Your Product Goals

Now that you have had the chance to explore the difference between product and process goals, think back to Chapter 1, *Where do You Want to Be?*, and determine whether your goals are process or product goals. Which kind of goal do you tend to set?

Handouts

Then, use the charting concept to identify the components, subgoals, or tasks necessary to achieve your overall goal.

Product Goals



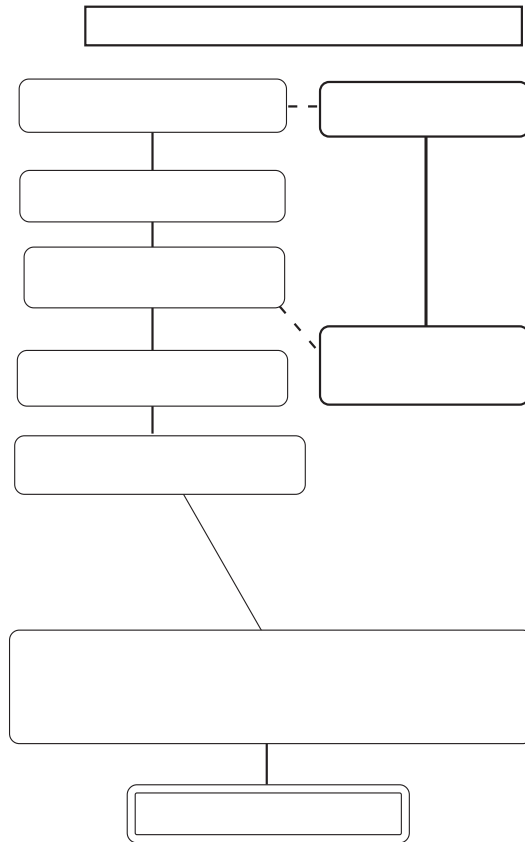


Charting Your Process Goals

If you determined that your goal is process-related, use this page to chart the stages you will use to accomplish your goal.

Handouts

Process Goals



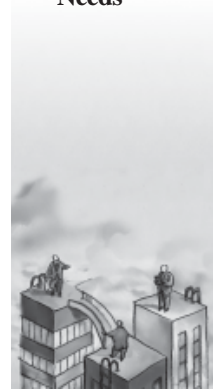
What Do You Need?

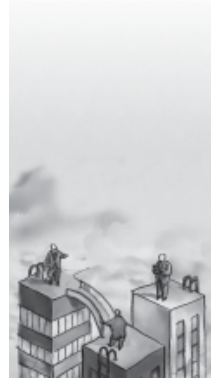
Objective:

- In this segment, group members will determine what things they will need to achieve their goals.

Procedure:

- Have participants complete the "Needs Assessment" individual exercise, Handout #14.
- Determine what resources you need in order to achieve your goal. By resources, we mean material resources, human resources, knowledge and skills.
- Whatever your resource needs, it is better to identify them now and be certain that you have them before you attempt to achieve your goal.





Obstacles (inhibitors)

Objective:

- This segment introduces obstacles and shows participants how to anticipate them before they block the path to goal achievement.

Procedure:

- Give a five-minute lecture on obstacles.
- Anticipating obstacles is an important part of goal achievement. If you know an obstacle exists, you can prepare for it. You can plan around it and build support to overcome it. Here are the questions to ask as you try to anticipate obstacles:
- Tell participants that their handouts also include take home exercises on personal inhibitors such as those highlighted in the video. They can be found at the back of the handout package. In their free time, they may want to treat their personal inhibitors as obstacles.
- What obstacles might appear? How can you anticipate them?
 - Lack or sudden unavailability of resources
 - Schedule conflicts or changes
 - Personnel changes
 - Rejection or competition in a job field
 - Changes in management direction or loss of support
 - Physical injuries or impairments
 - Customers changing their minds
 - Cancellation of events or activities
 - Lack of time
 - New and apparently more attractive opportunities
 - Natural disasters
 - Economic downturns
- Who might resist you? How can you prepare for their resistance?
 - Your own manager or supervisor
 - Your potential boss/employer
 - Your colleagues or peers
 - Your subordinates
 - Customers
 - Suppliers
 - Competitors
 - Your spouse/companion
 - Your children/friends/neighbors/community



**4-hour
Track
Module
Seven**

Minutes
**20 Obstacles:
Individual
Exercise**

Obstacles: Individual Exercise

Objective:

- In this exercise, participants will determine the obstacles to their individual goals.

Procedure:

- Have the participants read Handout #15 and complete the obstacles worksheet, Handout #16.
- Ask them to think about their goals. What obstacles can they foresee that might substantially hinder their progress and why?
- Can they think of any preparations they could make beforehand to eliminate these obstacles?



How to Anticipate Obstacles Before They Appear

- Look at your proposed course of action and ask what obstacles could appear. Evaluate the likelihood of these obstacles actually occurring. On a scale of 1 to 10, give low scores to events that are not likely to occur and high scores to those likely to occur. Concern yourself only with those receiving 8 or higher.
- If people might resist you, try to gain their support now. At least prepare them for what you're doing and get their reactions. Know how and why they're likely to resist and be prepared for it.
- If you are applying for a job and are concerned that you can qualify, get a job description and then target your resume accordingly. If you know someone who works in the field you are interested in, talk to them and see if they will write you a recommendation. The more information you can gather the better.
- Evaluate the threat each obstacle represents. On a scale of 1 to 10, give low scores to trivial events and high scores to very serious threats. Again, concern yourself only with those receiving 8 or higher.
- Imagine that the obstacle has occurred. What can you do about it? Brainstorm a list of possible alternatives.
- Evaluate the alternatives in terms of their effectiveness in overcoming the obstacle. On a scale of 1 to 10, give low scores to those alternatives that would have little effect and high scores to those that could overcome the obstacle. Look seriously only at those receiving 8 or higher.
- If you can, set a course of action that avoids the obstacle or makes its occurrence less likely.
- If necessary, change your subgoals or tasks to accommodate the obstacle, but don't lose sight of your overall goal.
- Treat the obstacle as a learning experience. Why is this obstacle occurring now? Can you learn something from the timing or from the nature of the obstacle?

The Law of floatation was not discovered by contemplating the sinking of things, but by contemplating the floating of things. Thomas Troward

Your Obstacles

Think about your goals. What obstacles can you foresee that might substantially hinder your progress and why? Can you think of any preparations you could make beforehand to eliminate these obstacles?

Key Learning Points

In order to achieve our goals we must confront both external obstacles and our internal restrictors. However, we must not let them distract us from the goal.

Use the following acronym to check your focus:

**Confront your restrictor
Accept your reality
Redirect your focus**

**Focus on WHAT you're doing,
Not HOW you're doing**

In group situations, there are often more obstacles to contend with since there are more people and issues involved. Lack of commitment, poor scheduling, misunderstanding of goals and issues—these are all common obstacles to group progress that must be anticipated.

Goal Trees

Objective:

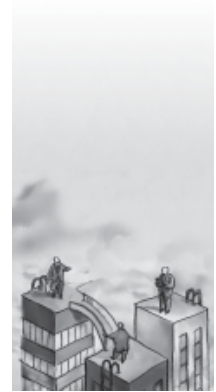
- In this exercise, participants will learn to apply time-management techniques to their goals.

Procedure:

- Have the participants turn to Handout #17.

Mini-Lecture:

- Goal trees are diagrams of the intermediate and short-term tasks required to reach your overall goal. To be effective, goal trees must include time frames for accomplishment.
- The top of the tree should be your longest-term goal (whatever the range might be), followed by all of the subgoals or tasks required to accomplish that goal.
- Take goal trees down to the lowest practical level (which might be a daily “To Do” list).
- Similar to individual goals, team goals should be broken down into goal trees to make the process more manageable. The team schedule for a project should also be broken down into specific tasks indicating individual responsibility.



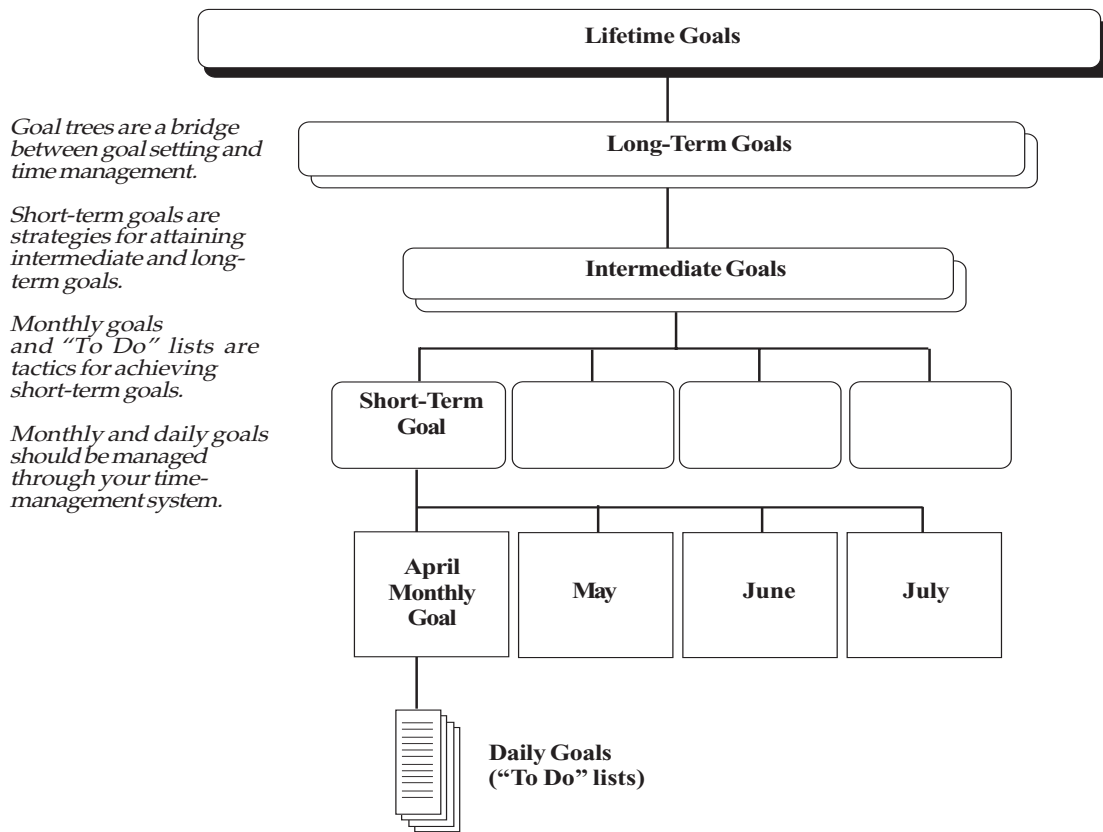
HOW YOU THINK IS EVERYTHING



Handouts

Developing Goal Trees

Goal trees are diagrams of the intermediate and short-term tasks required to reach your overall goal. To be effective, goal trees must include time frames for accomplishment. The top of the tree should be your longest-term goal (whatever the range might be), followed by all of the subgoals or tasks required to accomplish that goal. Take goal trees down to the lowest practical level (which might be a daily "To Do" list). Here is what a goal tree looks like:



Similar to individual goals, team goals should be broken down into goal trees to make the process more manageable. During the project kick-off meeting, the team goal should be outlined using the five-step group envisioning process (p. 1-9). The team schedule for a project should then be broken down into specific individual tasks indicating individual responsibility.

Developing Goal Trees

Objective:

- Now that participants have seen the outline for a goal tree, this exercise will explore an individual, career-oriented goal tree example.

Procedure:

- Have participants turn to Handout #18.

Mini-Lecture:

- When you create a goal tree, you are identifying what you believe will be required to achieve your overall goal.
- Start with your long-term goal, then think about what steps you need to take to get there.
- For career goals, there might be more than one path that you could follow. A subgoal might be to get the experience you need to qualify for the position you would ultimately like to attain.
- Next, you plan your use of time by identifying the immediate tasks you must do in order to accomplish your subgoal and, ultimately, your final goal.



HO

HOW YOU THINK IS EVERYTHING

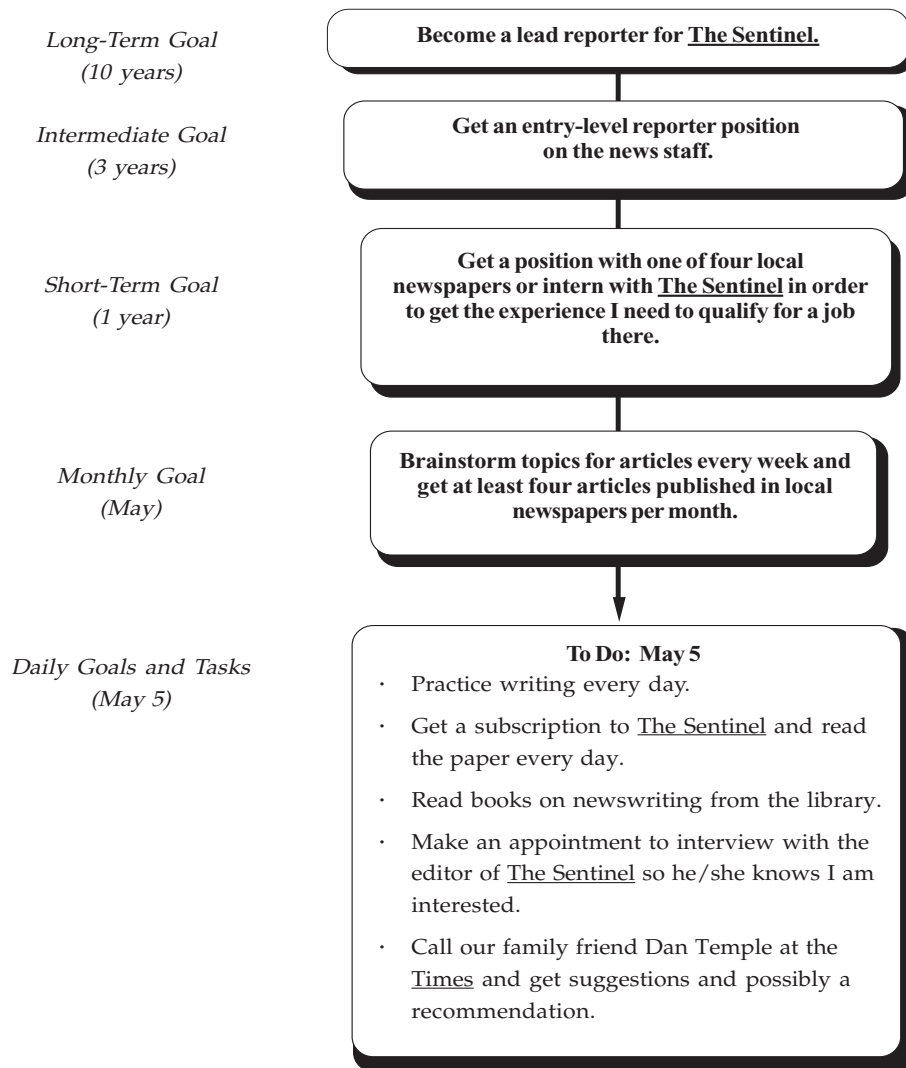


Handouts

Goal Tree Example

Notice that this person has much more control over the daily and monthly goals than the long- or intermediate-term goals. This is what we mean by span of control. You can set the goal of becoming a lead reporter, and this is a useful target if it's what you want. But to achieve this goal, you must identify what you'll need to do to become eligible for the higher-level positions and then manage yourself and your goal setting in the short term.

In reality, this person might set five or six short-term and monthly goals—all of which are related to achieving that intermediate goal.



**4-hour
Track
Module Eight**

Minutes
**10 Your Goal
Tree**

Your Goal Tree

Objective:

- Now that the participants have seen some examples, they are ready to break their goal down into subgoals and tasks. In this exercise, they will do just that.

Procedure:

- Have the participants turn to Handout #19 and fill out their goal tree.
- Once you have written your goal statement, be sure to review your goals periodically. As your life changes, you will need to adjust your goals accordingly.
- Give the group a 15-minute break.



HO



Developing Your Own Goal Tree

When you create a goal tree, you are identifying what you believe will be required to achieve your overall goal. Then you're planning your use of time by identifying the immediate tasks you must do in order to accomplish your goal.

Handouts

Overall Goal:

Subgoal:

Task:

Task:

Task:

Task:

Subgoal:

Task:

Task:

Task:

Task:

Writing Goal Statements

Objective:

- A goal statement is a concise definition of a certain goal. This exercise will familiarize participants with goal statements and what they represent.

Procedure:

- Have participants turn to Handout #20.

Mini-Lecture (try to get individual examples from the group):

- The final step in goal setting is to write a concise goal statement that reflects what you've learned and established so far.
- Write this goal statement on a card or in your time-management book and keep it where you will encounter it often.
- Your monitoring system will help you to maintain your awareness of the goal and to stimulate attempts to achieve it (you will learn monitoring systems in the next module).
- Review your goals periodically. Things change, and you will probably need to review and renew your goals on an ongoing basis.



Writing Goal Statements

The final step in goal setting is to write a concise goal statement that reflects what you've learned and established so far. Write this goal statement on a card or in your time-management book and keep it where you will encounter it often. Use your monitoring system to maintain your awareness of the goal and to stimulate attempts to achieve it.

Finally, review your goals periodically. Remember that goals are static and life is dynamic. Things change, and you will probably need to review and renew your goals on an ongoing basis. We recommend reviewing your goals every three months.

If you were writing a goal statement to become a better listener, it might look like this (right):

- Goals are static and life is dynamic, so review and renew your goals every quarter.
- Goal statements are also helpful in clarifying the overall mission of a group or solidifying project objectives.

By January 1, I want to become an excellent listener. I will achieve this goal by taking a listening course and practicing a new set of skills each week from November 5 until December 14. I will monitor my progress by keeping a daily log of my listening behavior and soliciting reactions from my boss and colleagues. I will continue practicing these skills until I no longer have to think about them consciously.

**Your ships come in only after you have sent them out.
Catherine Ponder**

Handout page 20

4-hour
Track

Module Nine

Minutes

5 Your Goal
Statement

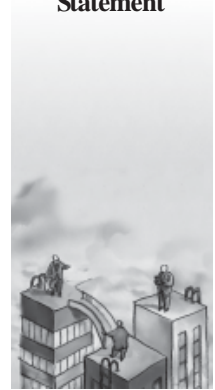
Your Goal Statement

Objective:

- Now that group members have established a change need, assessed their current situation, targeted the change, and analyzed the type of goal, they should be ready to write a concise goal statement.

Procedure:

- Have the participants fill out their individual exercise, Handout #21.
- Keep this goal statement where you will encounter it on a daily basis.



**4-hour
Track
Module Ten***Minutes*
**5 Monitoring
Your Goals**

Monitoring Your Goals

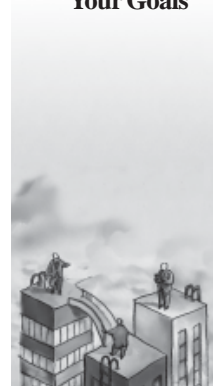
Objective:

- In this segment, participants will learn how to monitor their progress once they have started down the path to achieving a new goal.

Procedure:

Introduce the module:

- You can't be absolutely certain that the approach you've identified will result in goal achievement. All you can do is identify those tasks, behaviors, and subgoals that are most likely to result in goal achievement and monitor them.
- The purpose of monitoring is to determine both if you are on track to your goal and if the track needs to be changed.
- Monitor your progress to determine if you're progressing as planned. If you are off-course, you need to determine why and take corrective action. Effective monitoring systems:
 1. Include both progress and achievement measures.
 2. Are relevant and appropriate to what's being measured.
 3. Increase awareness.
 4. Stimulate attempts to reach the goal.
 5. Provide continual, specific feedback.
 6. Involve others.
- A monitoring system that involves other people is probably the most effective because it's difficult to monitor yourself objectively. If you can, try to establish a monitoring system in which other people periodically give you feedback on your progress.



**4-hour
Track
Module
Eleven**

Minutes
**5 Time
Manage-
ment
Systems**



Time-Management Systems

Objective:

- The purpose of this exercise is to introduce time-management tools and the eight-step goal-tending process.

Procedure:

- Have the participants turn to Handout #22.
- Your time-management system is an excellent monitoring tool. Use it to keep track of daily tasks and subgoals that contribute to overall goal achievement. Use it, too, for behavioral reminders.
- Another useful tool is a log, which helps you keep track of your daily performance versus your goal, and it also reveals longer-term trends.
- Computers are an excellent tool for monitoring. On most PCs and work stations, you can create a list of goals that appears every time you turn on the computer.
- Encourage the participants to use their personal time-management device (Day-Timer®, Day Runner®, etc.).

HO



Time-Management Systems

Your time-management system is an excellent monitoring tool. Use it to keep track of daily tasks and subgoals that contribute to overall goal achievement. Use it, too, for behavioral reminders.

Handouts

Another useful tool is a log, which helps you keep track of daily performance versus goal, and it also reveals longer-term trends.

Computers are an excellent tool for monitoring. On most PCs and work stations, you can create a list of goals that appears every time you turn on the computer. That kind of automatic monitoring can be very helpful to people who need "someone else" to give them daily reminders of their goals and tasks.

15 JUNE		TUESDAY	
	7		
Breakfast with Jim Petty of Exxon	8	Talk to Jim about their plans to redesign the Bridgewater Platform. What do they have on CAD?	
Conference call to Johns Manville	9	How are their as-builts? What support do they need/expect?	
Engineering staff meeting	10		
Call Emmett Burris re: silicon prob.	11		
Lunch with Tom P., Sarah C., and Dale M.	12	Roger D. and Janice Mck. will finish the cost estimates today.	
Discuss aerofax concept	1		
Ditto	2		
Meet with Darlene Knox re: phones	3		
engineering design study	4		
Prepare phase II plans & complete task desc.	5		
Call Chuck Waggoner before COB	6		
	7		
Review aerofax proposal	8	Give SIMM report to John McLaughlin. He'll do a great job on it.	
	9		
Review the Ford report	Charge lunch to Acct. 17B-448-15	You don't have to solve every problem— DELEGATE!!	
Talk to R.P. about Bob		You're taking this Friday off to spend with the kids. Don't schedule anything for Friday.	
Call the State Tax Board	Find 15 minutes today for deep breathing and meditation		
See Marketing re: LoTex			

Even simple little reminders at the bottom of a busy schedule will really help keep you on track; in this example, the person is taking 15 minutes a day to relax and visualize his/her goal and creating more time to accomplish their goals by delegating projects. Also, making time to spend with your friends and family will help you feel balanced and keep a good perspective of your goals.

4-hour
Track

Key Take-Aways

Minutes
5 Key Take-Aways

Objective:

- To provide closure to the program and investigate ways in which concepts presented in the *How You Think is Everything* program can be used by participants following the course.

Procedure:

Thank participants for coming and have them complete Handout #23.



HO



Take Home Exercise #1: What Satisfies You? (cont.)

When you have finished, go back and think about why each memory is satisfying or dissatisfying.

Say, for instance, you had a particularly good memory of graduating from High School. For many people, this memory is positive because they realized their achievements and passed a major milestone of adolescent life.

Experiences

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Present

Future



_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Experiences

Take Home Exercise #2: Your Personal Inhibitors

What is Your Focus?

There is nobody more qualified than yourself to identify your personal inhibitors. Chances are you're already aware of them on some level. Use the questions below to help you identify and articulate them.

1. Identify a personal or professional goal that you feel you've never seriously pursued.

Examples

- I've been telling myself for years that I need to start saving for retirement, but haven't.
 - I want to advance within my organization.
-
-
-

2. Write down what you usually tell yourself about this goal (i.e., your excuses for not pursuing it).

Examples

- I'll start saving when I get my next raise.
 - If my manager would only recognize my hard work, I'd be in a better position, but she favors so and so.
-
-
-

3. Now think about your focus. Are you focused on your goal or on the obstacles? At this point, you should be able to identify your personal restrictors.

Examples

- I always defer saving for other, short-term pleasures such as unneeded clothes or jewelry. (inhibitors=procrastination, materialism)
 - I allow a lack of recognition to negatively affect my attitude, and ultimately my work suffers. (inhibitors=anger, jealousy)
-
-
-

4. You may now refer back to module 3 and set change targets. Then move to module 4 and apply the concepts you learned for distinguishing between product and process goals to your personal inhibitors. Follow the program through until you have charted goals, written a concise goal statement, and devised a system of monitoring your goal. You will then have a systematic approach to overcoming your inhibitors.