



GOAL, PLAN, DO, REVIEW & REVISE (GPDR/R) SUPPLEMENTARY MATERIALS



**An Executive Skills-Informed
Goal Achievement Framework
for Use in Human Service Programs**

Revised February 2020





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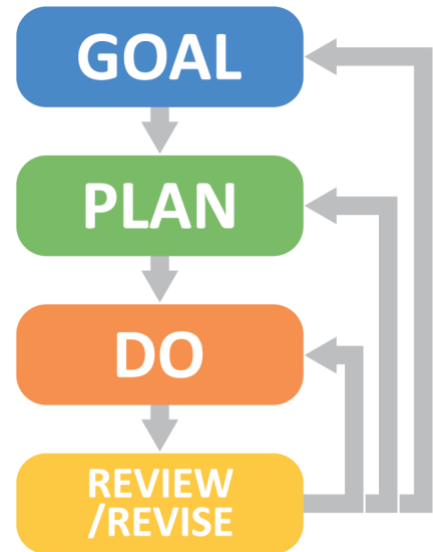


INTRODUCTION

GPDR/R is an approach, not a program, which means that it can be integrated into any human service program – and it can be tailored to meet the needs of programs with different structures, with different mandates and that serve different populations.

In the core GPDR/R manual, we provided guidance on how to implement each step of GPDR/R. In this document, we provide three types of additional materials.

First, we provide a series of staff guides that provide additional information to address some of the common challenges staff encounter when they implement GPDR/R. Second, we provide alternative designs for forms that programs may want to consider when implementing GPDR/R. Finally, we include a copy of the Executive Skills Profile along with guidance for administering it for staff that would like to gain a deeper understanding of their or their participants' executive skills.





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STAFF GUIDES





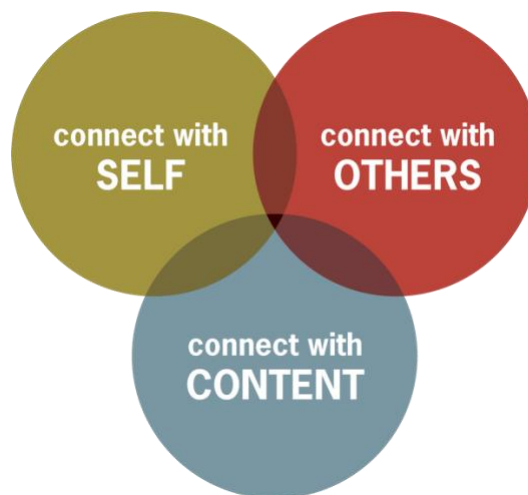
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THE ROLE OF FACILITATION | INVITING CONNECTIONS

If we go back to its Latin root, the word “facilitate” means “to make easy.” As facilitators, we “make it easy” for people to connect with themselves, with each other, and with the content of the learning. The graphic below is a helpful image to keep in mind when checking both the effectiveness of our work as facilitators. As you consider how to integrate GDPR/R into your work, consider how your approach facilitates participants’ connections to themselves, to others, and to the content.

Learning by Inviting Connections



Connect with SELF. Learners need to reflect on their existing knowledge or experience. They need to compare what is being offered to what they already do -- and decide if they like it. Whether adult learners show it or not, they are internally weighing what they hear and see, checking for themselves whether they believe it is right and true, and seeing how it feels.

Connect with OTHERS. Learners need to share their stories, experiences, thoughts and questions with other learners. They need to hear what others think and debate it. It is through the pushing and pulling that learners can sometimes discover new meaning and understanding for themselves. It is by holding up a mirror that clarity is sometimes found.

Connect with the CONTENT. Learners need time to examine new content. They need to decide how they feel about it and how it compares to what they already know. If they are learning a skill, they need try it out. Learning is in the doing and deciding, and this takes time.

Source: **Global Learning Partners** (www.globallearningpartners.com)

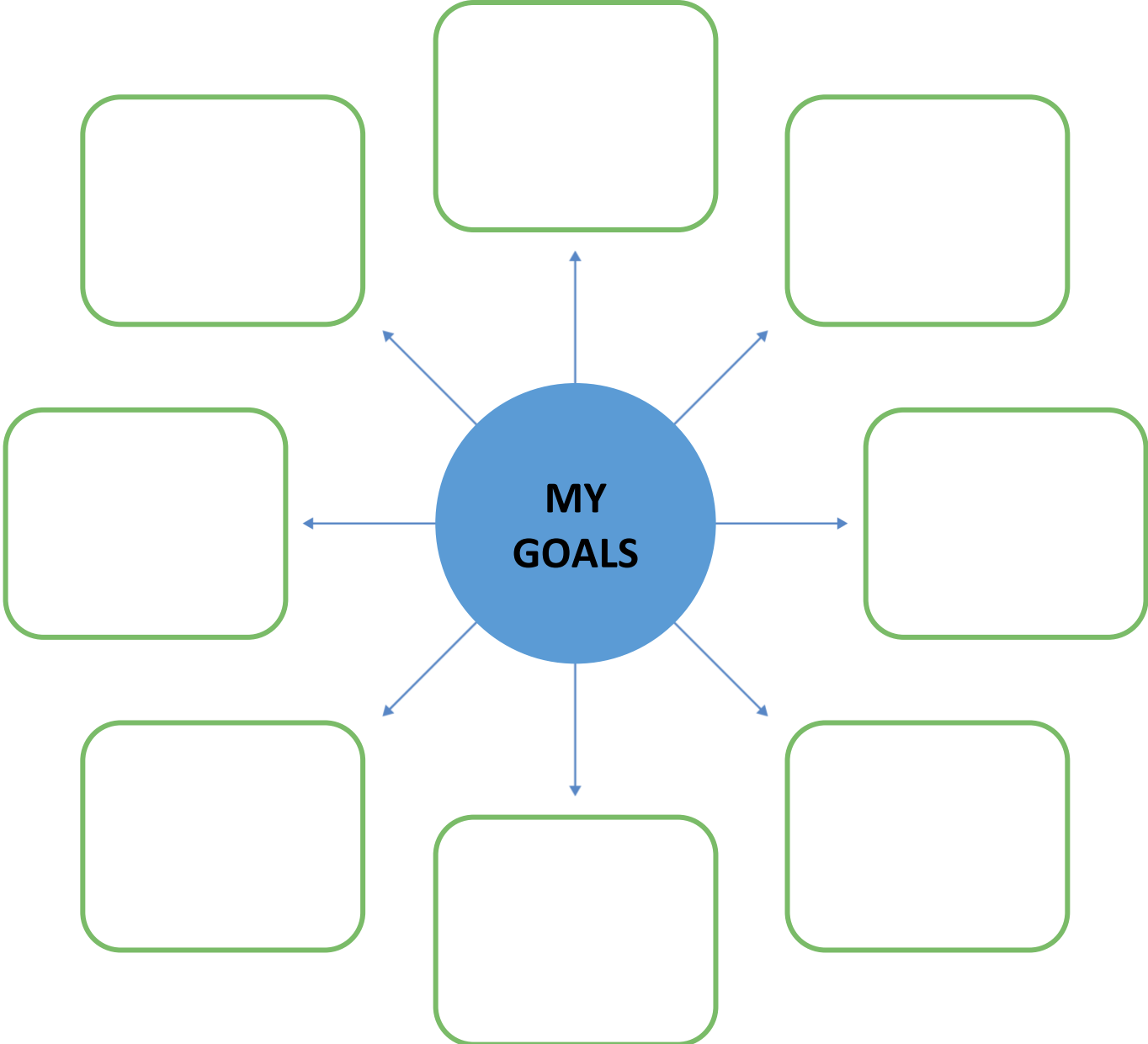


GOAL STORMING

Name _____

Today's Date _____

Instructions: Write down as many things you want to achieve in the future as you can think of in five minutes. You can also use sticky notes or small pieces of paper. We will use this to guide what we work on next, and how to plan for that goal. There are no right or wrong goals- write down anything that comes to mind. They should be meaningful to you and doable.



TIPS FOR EFFECTIVE GOAL SETTING



Start with the future. Employment programs often start the goal setting process by having participants assess their current situation or examine their past experiences. The research on effective goal setting suggests a different approach – start with the future. Start by having participants think about something they want to accomplish -- something that matters to them. You can use the language “Tell me about your hopes and dreams” to get a conversation started.



Start with a realistic (short) time frame. Participants often are stumped when we ask them what their ideal job is or where they’d like to be five years from now. A more effective strategy is to ask them to set a goal they can accomplish in a much shorter time horizon (as little as 24 hours). For example: What is something meaningful to you that you would like to get done today (or tomorrow, by the end of the week, within a month)?



Start with smaller goals. Participants may not be immediately ready to identify and take on a big goal. One way to get participants started on a goal achievement path is to start small, by helping them identify a small goal they believe they can achieve (but is still a little bit challenging). When participants experience early successes, they become more confident about tackling more challenging or unpleasant tasks later. For example, instead of asking participants to do 20 hours of job search immediately on their own, you could ask them to apply for just one job each day or to spend one hour each day on job search tasks.



Visualize the Outcome. It is not enough for people to simply name a goal – they need to visualize it so they can see it and feel it. Visualizing allows the participant to imagine that the goal has already been achieved. It is what creates a link between an individual’s present reality and their future. It helps to make the goal feel real and builds motivation to achieve it.



Write the goal down and/or share it. Writing a goal down helps to further embed it in our mind and increases the chances we will achieve it. Publicly sharing it further increases our commitment to completing the goal, but people should be invited, not forced to share their goal. Sharing a goal of your own can help participants to recognize that setting goals is something we all do.



Display the goal in a prominent place. You can encourage participants to post their end goal in a prominent place as a reminder of “why.” This can help keep participants motivated when they are doing tasks that are hard or don’t have an immediate payoff – and don’t seem relevant to what they want to achieve.

LIFE AREAS

Instructions: This picture identifies areas of our life where we commonly set goals. Some of these areas might be more meaningful to you than others, or you might have important goals in several areas. It's all up to you!



*This is about what matters to **YOU** — here's some things to think about if you get stuck.*

Would I like to focus on?

- **Health and Wellness:** Exercise more, eat healthier, drink more water, address a mental health, health or substance use issue
- **Legal issues:** Resolve some legal issues (pay fines, get a record expunged)
- **Safety:** Move to a safer neighborhood or leave a dangerous living situation
- **Stress:** Learn how to manage stress better or resolve a crisis
- **Financial:** Get out of debt; save money for a special outing; save to buy a car or house
- **Child Well-being, Care & Parenting:** Improve my parenting skills, spend more time with my kids, find better childcare
- **Education & Employment:** Finish high school, get a GED, get training for a specific skill, go to college, find a stable job, find a higher-paying job with more hours, start a business
- **Family, Friends & Relationships:** Spend more time with friends and family, find new friends with a positive outlook
- **Food, clothing & Shelter:** Find housing, find cheaper housing, find housing in a better neighborhood, find ways to make my SNAP benefits last longer, buy some new clothes for me and my kids.

TROUBLE SHOOTING WHEN GOALS AREN'T EASILY IDENTIFIED

Goal setting can be a hard process for some people, especially those living in situations of scarcity and stress. Here are common situations you may encounter during the goal setting phase and strategies to stay on track:

Trouble Naming a Goal

If participants are having a hard time coming up with a goal they want to achieve, you may need to help them expand their thinking or give them a timeframe or other parameters to think about. You may use the Goal Storming worksheet (Chapter 5) to help brainstorm ideas for hopes and wishes they have in their lives. You may also use the following graphic or the Life Areas Worksheet with examples (Chapter 5) to engage them in a conversation about common life areas in which we often set goals:



A Participant is in Crisis

When a participant is experiencing a crisis, you can use resolving the crisis as an opportunity to build problem-solving skills using the goal achievement process outlined here. For example, the goal for someone being evicted tomorrow might be to resolve the situation that is leading to the eviction or finding another place to stay. When participants are experiencing a crisis, it is still possible (and advisable) to act as a facilitator rather than a fixer. Whenever you guide someone to identify their own goal related to resolving the crisis and a plan for how to get there, you are helping them build skills they can use in the future – including when future crises arise.

TROUBLE SHOOTING WHEN GOALS AREN'T EASILY IDENTIFIED (continued)

Unrealistic Goals

Participants may be very excited to have someone ask about (perhaps for the first time) their hopes for the future and may name goals that seem unrealistic for the given time frame or for their current skill level or situation. It's important to let the participant come to that conclusion on their own. Even if you feel the goal cannot be achieved, encourage them to visualize the outcome and help them to map out all the steps it will take to achieve their goal and how long each step will take. During this process, the participant might see that they will not be able to achieve the entirety of their goal during their time in the program but could focus on a smaller intermediate goal while working towards their larger future goals. They may also get started on a goal and then realize that it is unrealistic – or that it really isn't that meaningful to them after all. While that might not seem useful, it is an important part of participants learning about themselves and helping them to increase their sense of agency that makes them feel they are in control of their own life.

Goals that are Outside the Scope of the Program

Participants may come up with goals that are outside of the scope of your program. It is almost always possible to identify ways in which the program can help people to achieve some part of their goal. For example, if a parent's goal is to take their kids to an amusement park or other special outing, you can help them to identify ways in which they can earn and save money to achieve that goal. Anchoring program activities to an individual's goals helps to provide the motivation they need to participate and to see how the program can help them to accomplish things that are important to them. It might take some thinking outside the box, but there is almost always a way to link the services you provide to an individual's goals.

Multiple, Unrelated Goals

Often, participants have needs in multiple life areas and may have trouble prioritizing one goal to work on at a time. Using a tool like Goal Storming (Chapter 5) may be most effective in having participants list out, in no particular order, the things they want to work on, and then choose their top 2-3 goals, then continue to narrow it down to the one that they want to tackle first. You can help guide them to pick one that feels most important to them, while ensuring them that you can work on the others over time.

BACKWARD MAPPING

Summary: This tool helps participants develop plans by starting with what the finished goal will look like, then working backwards through the steps they need to take to achieve their goal and identifying the resources/materials they need to complete the steps in their plan. You can think of this as a “working tool” – it is designed to help participants think through what they need to do get from where they are to where they want to go.

- **Identify and Visualize the Goal**
 - Visualize a goal that is challenging but feasible. Start the process with a small goal that has a short time horizon- this is easier than a long-term goal.
 - Identify a target date for completion.

- **Identify the Steps to Get There**
 - Break the goal into small steps.
 - Many small steps can seem overwhelming, but it is important to start by naming all the steps to achieve the goal. Listing all the steps helps to make the path to success clearer.
 - It is easier to just identify the steps first without worrying about the order, then order them. (Sticky notes work great for this part of planning.)

- **Gather the Resources to Get Ready**
 - Identifying the resources ahead of time ensures that the participant is prepared to successfully complete the steps to achieve the goal.
 - If a participant needs documents they do not have to complete the steps, the first goal might shift to getting those documents.

Once you have the steps and resources identified, you can use the information generated through the backward mapping process to help participants identify which steps they want to take first – these steps then form the basis for developing the action plan described below. You will come back to this map until the participant has completed all the steps to achieve their goal.

Staff can also use backward mapping and this tool to map out common processes such as the process for getting childcare or transportation assistance. If processes are already mapped out for participants, it reduces the demands on them. If the steps are clearly laid out, you can use the map with participants to decide what step they want to take first and spend more of your time working with them on developing a detailed action plan.



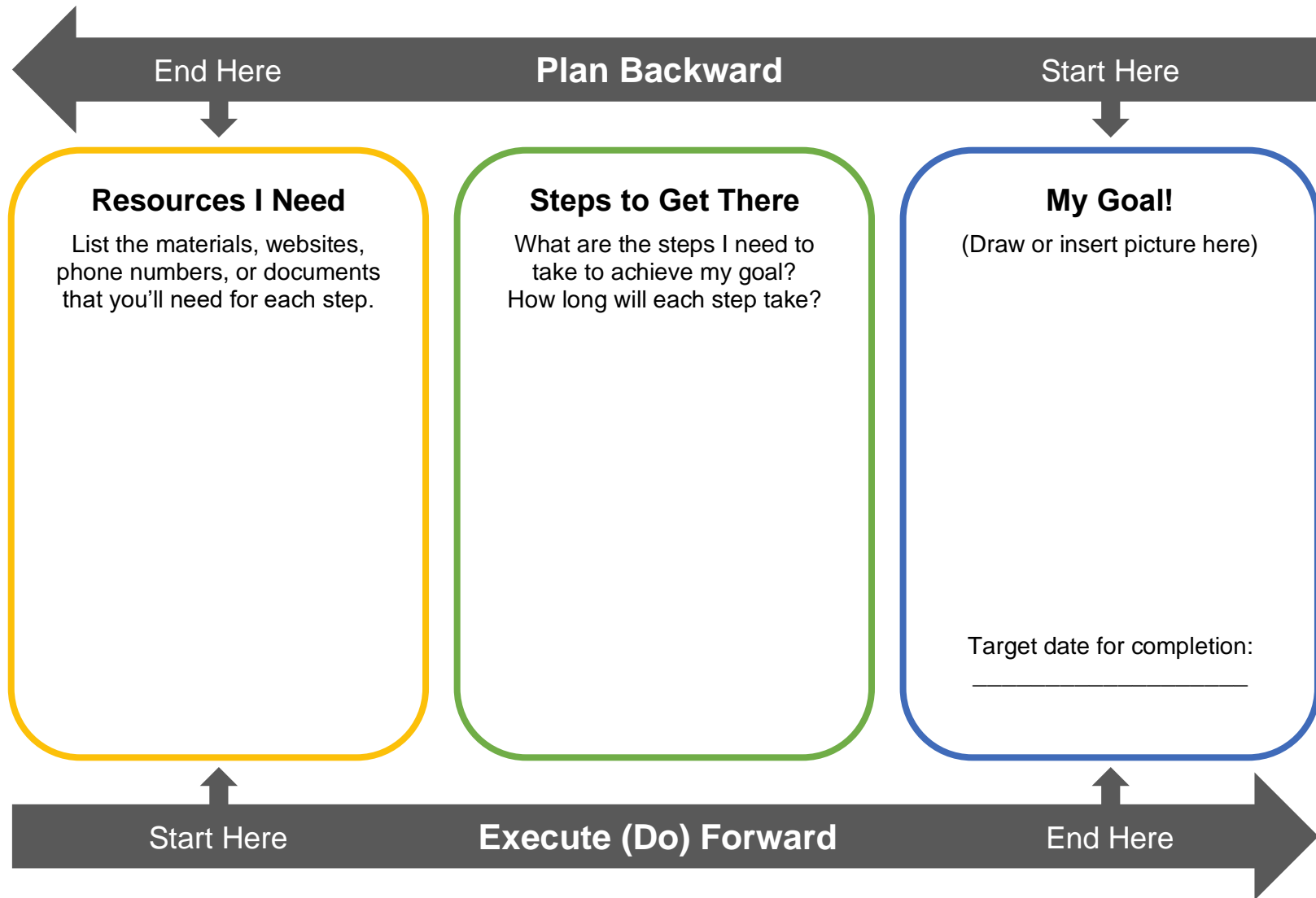
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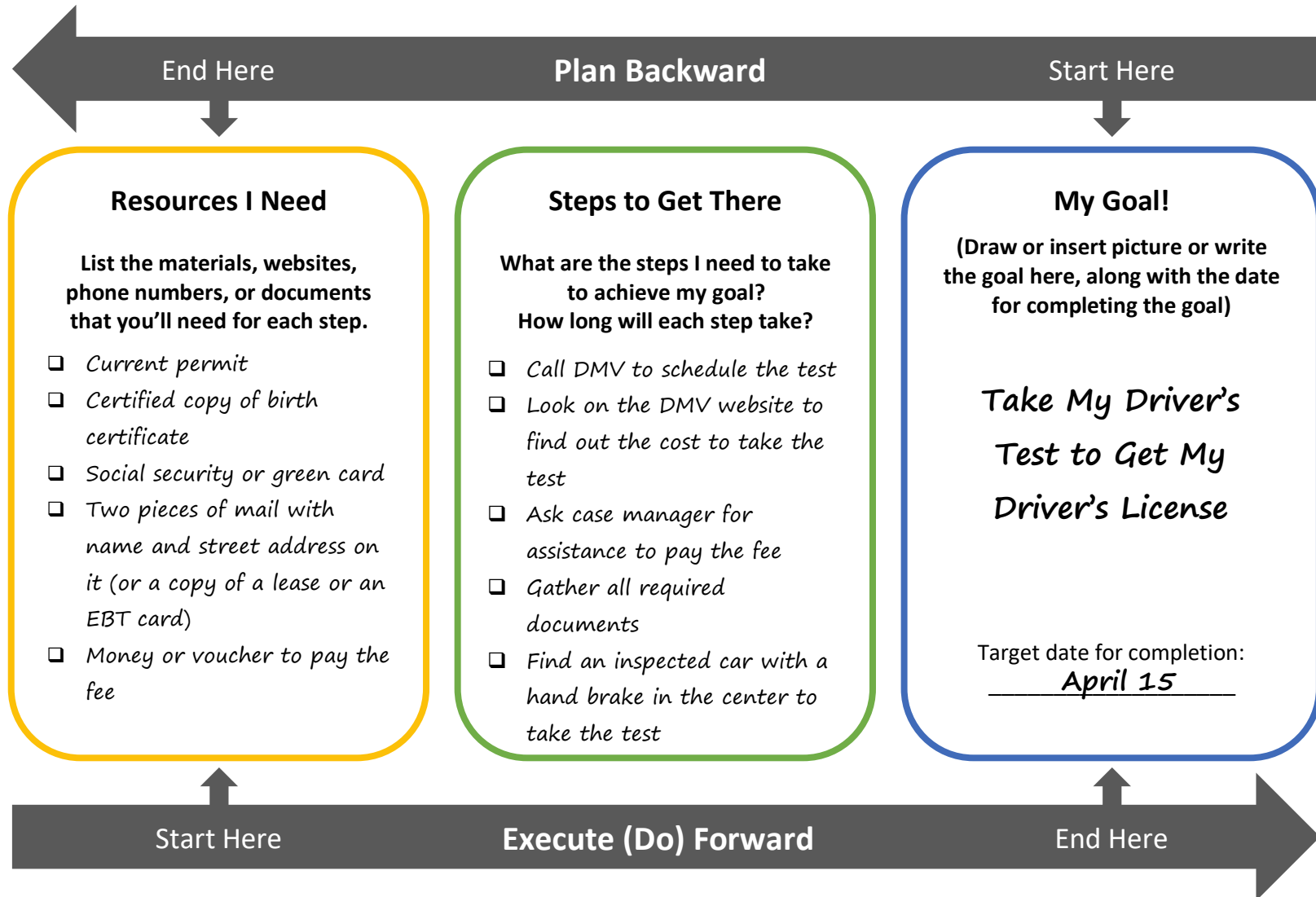
BACKWARD MAPPING

Developing a Plan to Achieve My Goal



BACKWARD MAPPING EXAMPLE: TAKE A DRIVER'S TEST

Developing a Plan to Achieve My Goal





APPS TO HELP PARTICIPANTS STAY ON TRACK

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

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

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

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

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

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

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



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ALTERNATIVE PARTICIPANT FORMS





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MY GOAL SUCCESS PLAN

Name _____ Today's Date _____ Review Date _____

GOAL

What would I most like to achieve?

Why does this matter to me?

PLAN

What steps will I take? How will I do each step? When? Where?
How will I get there? How long will it take?

What resources do I need to complete the steps?

What might get in my way? What can I do to respond so I can stay on track?

DO

What support do I need to stay on track?

Reminders to myself:

Who will I check in with to report on my progress or to ask for help if I get stuck?

How will I reward/encourage myself?

REVIEW & REVISE

What went well?

Where did I run into problems?

What did I learn about myself? What are my strengths?

What do I want to remember as I move forward?

What would I like to do next?

MY ACTION PLAN

Name _____ Today's Date _____ Review Date _____

MY GOAL	
----------------	--

WHY IT IS IMPORTANT TO ME	
----------------------------------	--

STEPS I'M TAKING TO REACH MY GOAL			
<i>What will I do?</i>	<i>When will I do it?</i>	<i>Things I need to take with me</i>	<i>Where I'll go + how I'll get there</i>

POTHoles & DETOURS	
<i>What might get in the way?</i>	<i>How will I respond?</i>



MY ACTION PLAN (VISUAL)

Name _____ Today's Date _____ Review Date _____

MY GOAL

TASK 1

DETAILS

When I will do it:

What I need to take with me:

Where I'll go and how I'll get there:

TASK 2

DETAILS

When I will do it:

What I need to take with me:

Where I'll go and how I'll get there:

TASK 3

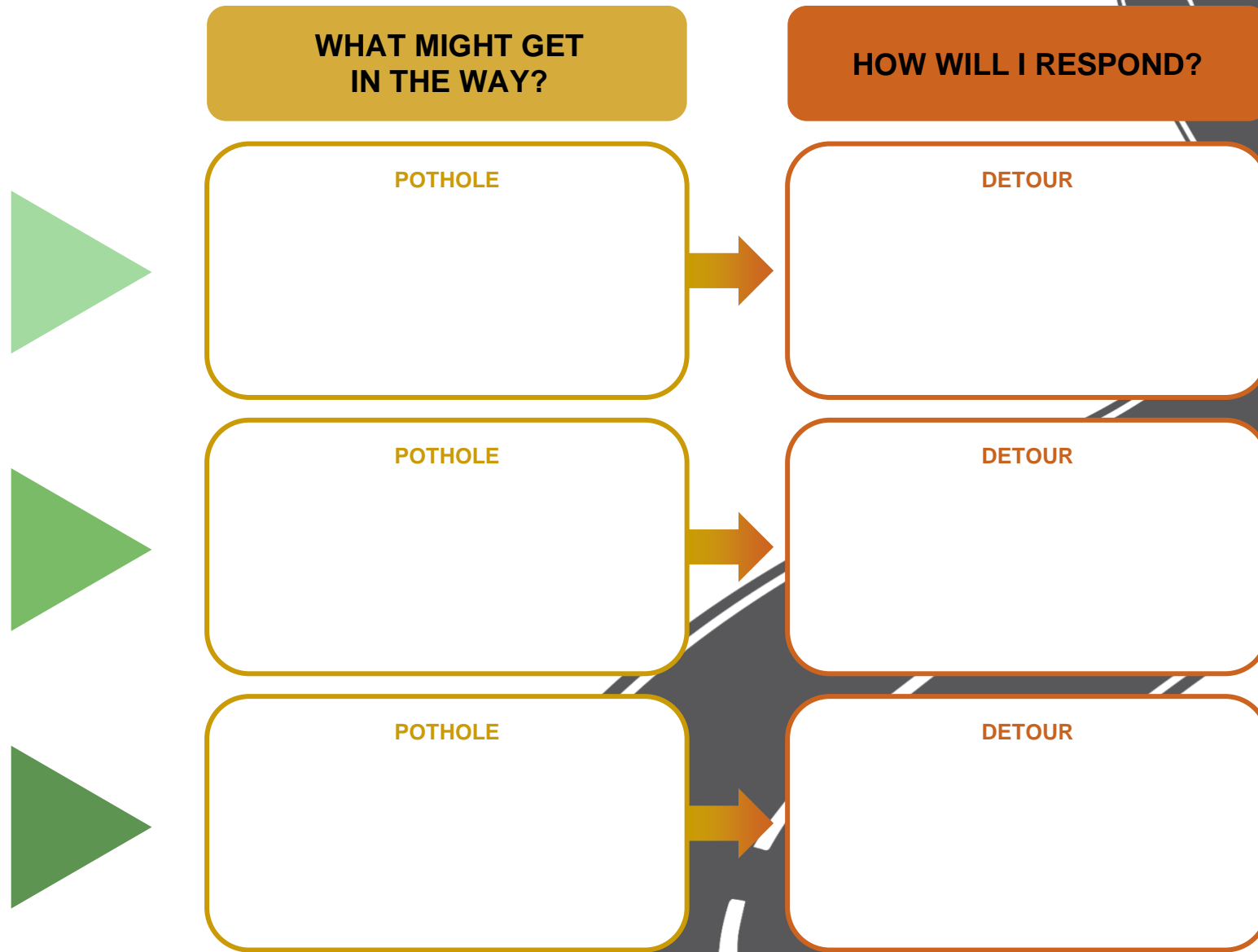
DETAILS

When I will do it:

What I need to take with me:

Where I'll go and how I'll get there:

POTHOLES & DETOURS





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EXECUTIVE SKILLS PROFILE

Guidance for Administering the Executive Skills Profile

WHAT ARE EXECUTIVE SKILLS?

Executive skills are a set of brain-based skills that:

1. Make it possible for us to choose our goals and then guide our behavior in a way that makes it likely that we will reach our goals.
2. Help us to avoid the behaviors that will derail our progress.

These skills help us complete tasks and attain our goals. We focus on 12 skills, but we can think of them in three clusters:

- Skills we use to plan and prioritize,
- Skills we use to control our actions and emotions (self-control),
- Skills we use to monitor our actions and progress.

Everyone uses these skills on a daily basis, and understanding them will enable you, as a coach, to better understand the strengths of and challenges facing each participant.


THE ES PROFILE

The executive skills profile is intended to help coaches and participants focus on what skills a participant already has, and what could be improved upon to promote self-sufficiency. Administering this profile can help you get a clearer picture of a participant's skills, help them to select a job or career path that is a good fit with their profile and help to set priorities for how to best provide support and promote skill development. If used effectively, the ES profile has the potential to enhance individual goal attainment, and overall program outcomes.

GETTING STARTED

Before you begin administering the profile with participants:

- Make sure that you fully understand and are comfortable talking about what executive skills are and why they matter, as well as the statements in the profile. Participants are likely to have questions about individual skills and what strengths and challenges mean for them.
- Three resources for getting comfortable with this material are the following webinars, available at buildingbetterprograms.org under 'executive function, EF Webinars
 - *Executive Function Skills: What They Are and Why They Matter*- Presented by Silvia Bunge, Ph.D.
 - *Using an Executive Function-Informed Goal Achievement Framework to Redesign Employment and Related Human Service Programs*- Presented by LaDonna Pavetti, Ph.D.
 - *Administering & Using the Adult Executive Skills Profile*- presented by Richard Guare, Ph.D.

- 
- Be sure to complete the executive skills profile for yourself. This will make it easier to relate to the participant's experience, and you will be able to give your own real-life examples of how these skills impact day-to-day functioning. It may also help to make the participant more comfortable completing the profile, producing better results.

THE ES PROFILE IS DESIGNED TO:

- Offer clarity about a participant's existing strengths and opportunities for improvement.
- Help prioritize the time and resources of a coach.
- Allow coaches and participants to identify appropriate employment and/or education opportunities based on their current skill profile and desired skill development.
- Provide assistance to coaches in service planning.

THE ES PROFILE IS NOT DESIGNED TO:

- Be a clinical or diagnostic tool.
- Be a research tool – it does not measure change in executive skills over time.

SCRIPT & TIPS FOR USING THE PROFILE

Below is a sample script of how to introduce this to a participant:

Today I want us to talk about something called executive skills. You may not have heard about these before, but we all use them every day and they are critical in helping us become successful. These skills are used to help us plan and prioritize, control our actions and emotions, and monitor how we are doing. We use these for both small and large tasks, from doing laundry to finding a job. The statements we will go over together assess 12 different skills. We all have some of these that are strengths for us and some that need improvement. By honestly assessing these, you can hopefully get to know yourself better and we can better develop a plan for your continued success. Knowing what you are good at can help inform job searches and education opportunities and knowing what you can work on can help us create a focused plan to move forward. As we go through this, feel free to ask questions!

As you go through the profile, keep the following things in mind:

- Make sure the participant is comfortable with rating the statements. Remind them that we all have strengths and areas we can improve. *Remember, no profile is "better" or "worse" than any other.*
- Explain to participants how to score each section and then transfer the score to the summary sheet.
- It is helpful to discuss your own skills profile to make a participant feel more at ease and also to give examples that highlight different skills.
- It may be useful to point out your own observations if they are unsure of how to rate an item. You may help them remember situations when they needed to use these skills and discuss the outcome.
- Make sure to balance your discussion of challenges and strengths. This leads to a more effective plan and a willing participant.



WHAT NEXT?

The executive skills assessment is designed to be mutually beneficial for the coach and participant. It can help to focus and narrow down a job search or show areas where a participant may want more support as they pursue training or education.

When all items have been rated and each section has been totaled, look at the highest and lowest scores. *The highest scores are the strengths, and the lowest scores are opportunities for growth and improvement.* This should inform your planning and discussions with the participant about their goals and the best ways to meet them.

After you complete the executive skills profile, you may want to give participants a copy of Table 2-1 which includes a listing of the skills and definitions for each of them.

EMPLOYMENT GOALS & GOODNESS OF FIT

An important aspect of the ES profile is recognizing that not all employment goals will match with someone's profile. Therefore, it is important to think of goodness of fit between the goal and what you know to be the strengths and challenges. Here is a guide for using goodness of fit when working with participants:

- If a person has strengths in the executive skills most required to meet the goal in the target environment, there is a “good fit” with the goal.
- On the other hand, if the person has weaknesses in the executive skills required to attain the goal, there is a mismatch, and the weak executive skills may be an obstacle to goal attainment.
- For example: A participant hoping to work in customer service will likely need strong response inhibition and stress tolerance skills.
- In cases where you see a mismatch between skill strength and goals, try to offer insight about this to the participant and see if there are other jobs they are interested in that would be more suitable based on their strengths profile.
- You can offer examples of local jobs that might be a good fit based on your knowledge of their ES profile.



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EXECUTIVE SKILLS PROFILE

Understanding Your Planning, Self-Control and Monitoring Skills¹

(Revised April 23, 2018)

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

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

INSTRUCTIONS

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

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

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

3. Now, look back over your whole profile. Your highest scores indicate what you do easily (strengths). Your lowest scores are the areas that are harder for you (challenges).

¹ Adapted from Peg Dawson and Richard Guare, Copyright Guilford Press (2012,2016). This adaptation was done in conjunction with the Center on Budget and Policy Priorities for use with employment and human service programs.

EXECUTIVE SKILLS PROFILE

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

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

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

EXECUTIVE SKILLS PROFILE

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

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

EMOTIONAL CONTROL (<i>Keeping my cool when frustrated</i>)	1 Strongly disagree	2 Disagree	3 Tend to disagree	4 Tend to agree	5 Agree	6 Strongly Agree	Total
I do what I am supposed to do, even if I get frustrated.	1	2	3	4	5	6	
I keep my cool, even if my feelings are hurt.	1	2	3	4	5	6	
I keep my temper in check.	1	2	3	4	5	6	

EXECUTIVE SKILLS PROFILE

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

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

GOAL-DIRECTED PERSISTENCE (<i>Sticking with your goal</i>)	1 Strongly disagree	2 Disagree	3 Tend to disagree	4 Tend to agree	5 Agree	6 Strongly Agree	Total
I am driven to meet my goals.	1	2	3	4	5	6	
I give up short-term pleasures to work on long-term goals.	1	2	3	4	5	6	
I set goals and I work on meeting them the best I can.	1	2	3	4	5	6	

EXECUTIVE SKILLS PROFILE

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

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

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



EXECUTIVE SKILLS PROFILE

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EXECUTIVE SKILLS PROFILE

Summary

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

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

**My Executive Skill Strengths
(Three highest scores)**

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