

WORKBOOK
MANAGEMENT OF LIFE BY OBJECTIVES AND RESULTS
A GOAL-FINDING PROGRAMME

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Preamble

This workbook offers a programme which can be applied directly by or with any moderately literate individual or group of individuals. It is a broad programme to help individuals develop Achievement, Experience, Treatment and Personal Development goals for their lives, using workable strategies for accomplishing each kind of goal. The programme is intended to help people to organize their thinking. It is also intended to help people to work toward each of their goals. To aid in this process, programme materials may be reproduced or adapted as desired.

When this workbook is used by a trained/facilitator, it is assumed that the style of presentation will be shaped by the personality and habits of the presenter. Each group leader will adapt the programme to his or her own personal style of teaching and interaction.

Step 1: Orientation: Session 1:

The programme begins with an oral introduction which may be summarized as follows:

SUMMARY OF INTRODUCTION TO GOAL-FINDING PROGRAMME

If you know in advance where you are going, and if you have taken the trouble to map out how to get there, the chances of getting where you want to go are much improved. This is true of all of life. This programme will help you plan yourself & your life. It will also help you feel better about yourself, succeed better, increase the fun in life, and be happier.

The first task is to define your goals. Goals are not found; they are decided upon. Don't worry about how unrealistic your goals are. The first thing is to dream the impossible dream.

There are four main types of goals: (1) A or Achievement goals - where there is a specific outcome or accomplishment to be achieved; (2) C or Change or Treatment goals -- things you would like to change in yourself;

(3) D or Personal Development goals -- qualities or characteristics of a person you might like to have as part of your ideal-self; (4) E or Experience goals -- things done just for the fun or experience's sake.

There are four ways of finding all four types of goals:

(a) Write down everything you think might be a goal from your day-dreams, wishes, aspirations and hopes (in code if you wish) - looking into the future.

(b) Imagine yourself 20 or 40 years older, thinking to yourself or talking to someone else. Look back over your life and ask yourself what you would want to say you have experienced, achieved, changed or become like. Each thing you would want to say is a goal -- write it down.

(c) On a separate sheet of paper, write down the names of everybody you like, admire, respect, would like to be like. Now on the Preliminary Goals List (page 6) write down all their goals. If you don't know what their goals are, ask them. If you don't know the people, write to them asking what they have as goals, have experienced to shape them, what they have changed, and what they have become like. Add their goals to your list.

(d) Write down your values, everything you think is important or that needs or ought to be done in life, and everything you value. These too are goals to be achieved.

Use a separate line of the Preliminary Goals List for each new goal you think of. It doesn't matter how many goals you find. You can find hundreds if you like. Try to keep your goal statements short never more than 1 line per goal, and preferably one word. When you have your list of goals complete, they next need to be classified.

You will probably want to repeat this process every year or so for the rest of your life. If you do, life will become better and better for you. Don't let yourself get into a slump as you achieve the goals you set for yourself.

A plan, of course, is only as good as the effort put into it in its realization and accomplishment. If you keep the goals you have selected clearly in your mind every day, you will find yourself with increased motivation. If you check off each of your completed Action Plans and Objectives, you will find your persistence and pleasure in life increasing. You should know that if you have the ability to formulate a set of goals and plans, you very

probably have the ability to carry them out. You don't need this: but, good luck.

The above summary is intended to serve as notes or reminders about the essence of the oral introduction.

Introduction: If you are going to go anywhere or accomplish anything, it's a good idea to know where you're going and how to get there. So it's a good idea to decide the final objective and means of reaching it in advance. This is true of everything in life. This programme is designed to help you figure out what you want to do with your life and how to be sure you succeed in doing it.

Sales Pitch: If you decide to go through this programme and then to use it, several things will happen as a result of your efforts. First, you'll have a better sense of purpose and direction in your life. Second, you'll increase successes in your life. Third, your mood will lift and you'll be happier. Fourth, you'll like yourself better. Fifth, you'll worry less. Sixth, you'll become the kind of person you would most like to be -- your ideal self.

Caution: Of course, none of the above things will happen if you don't make them happen. In order to make them happen, you need to complete the programme. This is a self-help programme, with instructions and materials to serve as guides and planning aids.

Looking Ahead: If you are sensible about managing your life by objectives and results, you will repeat this task many times during your life. You may do it again every six months, or every year, but no less than every five years. You may be interested to know one of the possible consequences of failure to plan life repeatedly. One of the main reasons some people have what is called "mid-life crisis" is that, almost unaware, most people have achieved the goals or aspirations set at the end of their teens or early twenties, when their notions of what might be possible were based largely on their image of "success" as seen in their parents or other models of youth. Or some people feel they failed to achieve these goals and aspirations, and that they ought to give up trying by mid-life. Mid-life is an important time during which to keep re-setting one's life's goals in order to advance once more with vitality. Goals give you a future.

Definitions: Goals are destinations statements. They define what you want to accomplish, and they involve a statement of the final result or destination to be attained. This programme suggests that each person should have four different kinds of goals:

(1) There are achievement or "A"-goals. These are "linear" goals to be attained in the future as a result of moving along a course or line having many steps. They are what most people think of as "goals".

(2) There are Change or Treatment or "C"-goals. These are things you would like to

change in your life. They might include such things as wanting to stop being depressed or anxious, to stop abusing alcohol or drugs, or to get rid of a disease.

(3) And there are Personal Development or "**D**"-goals. These are qualities of yourself you would like to have. They might include being more outgoing, or more peaceful, or more loving. In fact, the basic "**D**"-goal is: To be my ideal self.

(4) There are Experience or "**E**"-goals. These are things you want to experience just for the fun of it. They might include travelling to particular places, enjoying looking at a tree or a lake, and talking to friends.

You may wonder what happened to "**B**"-goals. There are many different kinds of "**A**"-goals, some of which may also be called "**B**"-goals, for reasons we'll get to later.

Finding Goals: Following the next page, there are three pages which contain a number of lines with brackets at the beginning of each line. These pages are for writing goals as you think of them. Write down each possible goal as soon as you think of it, before you forget it. This preliminary goals list is not the final form of anything, but is intended merely as a work-sheet from which ideas can later be crystallized. Here are some ways to find goals to write on the following pages:

First, write down every **fantasy, day-dream, wish or aspiration** which you have for the future. The first source of your goals is your day-dreams. Don't worry at this stage whether or not something you are writing down is realistic. If you don't want to write something out of embarrassment, write it down in code - but do write it down in some form so that you do not forget it.

Second, imagine yourself a very old person - sitting **reminiscing about the things** you have accomplished in your life - all the things you have **achieved, experienced, changed and become**. Write down everything you can think of about yourself that you would want to tell somebody else at that age. The difference between these two methods of finding goals is that the first one sits where you are and day-dreams about the future, while the second projects you into the future and asks you to look back on your imagined past.

Third, on the back of page 3 write **the names of everyone whom you like, admire, respect or would like to be like**. Then, for each one of these people, on the front of page 3, **write down all of their goals**, the experiences that have shaped them, things they have changed in their lives, and the personal qualities they have, or have developed. If you don't know what this person's goals might be, write and ask for the information.

Fourth, ask yourself **what your values are, what is truly important to you, and what really needs to be done in this world**. Values are guides to help us decide which are the best things to do. So values create the best kind of goals. Write down any value as a goal no matter how "far out" or abstract it may seem.

This may be a good time to think carefully through your values to be sure you know what they are. Most people are not nearly as clear about their values as they think they are.

When you complete this preliminary goals list, you will have already completed a huge job -- probably the hardest part of the whole task. It doesn't matter at this stage whether you have ten or a hundred goals listed on your sheet. Nor does it matter how many times you have listed the same or almost the same goal. That will be sorted out as we go along.

Preliminary Goals List

On the lines below write down your possible goals, using one line for each (one word to one sentence long). Find all four kinds of goals using all four of the ways to find goals listed above. Write down everything you think of so as not to forget any one. Don't worry about how unrealistic they may seem -- this is not the final goal list. Do not worry about the brackets at the beginning of each line. They are for later goal classification.

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Re-Orientation: Brackets at the head of each line on the preceding pages are used at the next step in the task, in the **classification of your goals**. For the present, they should remind you to use only one line for each goal statement. Write as **little** as you can to get down the idea to be remembered. Usually, one word is enough, such as "rich", or "happy" or "Hong Kong" -- meaning you would like to travel to Hong Kong. Sometimes you will write a phrase, such as "world traveller", or "best plumber" -- meaning you want to be the best plumber there is. Sometimes you will want to use a sentence. But **never exceed one line per goal** at this stage.

How Big a Job is this Programme: The average person going through this programme takes about **six weeks to complete it**, with weekly meetings and a fair amount of homework between meetings. Some people take longer, depending on how hard they work at it. There is a certain amount of material to go through. In fact, there are 13 separate steps in this programme. **The 13th step says: Congratulations, you are done!**

Step 2: **Classifying Goals:**

When you have finished listing your goals, you can go ahead and classify them in the brackets at the beginning of each line. If you are working with a group leader or facilitator, you should seek help from him or her to be sure to classify goals **correctly**. There is a different kind of strategy for each kind of goal. By **classifying a goal wrongly, you'll use the wrong strategy**, and probably fail with the goal. So check your classifications with your group leader, if you have one available.

To Classify Goals:

Each goal is read over and a main class letter assigned in the first bracket: **A, C, D or E**. A **C**-goal is something you don't like or you want to change about yourself, and expresses dissatisfaction with something or some condition. A **D**-goal is a personal quality of behaviour or personality you would like to have. An **E**-goal is simply something you want to do/experience when money and/or time is available to do it. Nearly everything else will be an **A**-goal.

There are several varieties of **A**-goals. The idea is to group the **A**-goals under subheadings so that there will be one main goal statement for each.

Classifying Goals

- A=Achievement (linear advance to goals)
 - A1=Profession, Business, Trade, Job
 - A2=Property, Money, Possessions, Things
 - A3=Special Relationship (Wife/Husband)
 - A4=Family Relationships, Children
 - A5=Part-Time Jobs, Casual money-making
 - A6=Leisure Time Skills/Activities
 - A7=Health, Fitness, Weight Control
 - A8=A-C (Achievement-Treatment) combined
 - A9=Personal Values/Religious pursuits
 - A0=Other A-goals (A10, A11, A12, etc.)
- C=Change, what you want changed about you
- D=Personal Development/Ideal-self quality
- E=Experience-Goal, done to enjoy doing it
- M=Meta-Goals (results from many pursuits)

You may find that you have several goal statements all with the same **A**-goal category. For example, owning a Cadillac, owning a house, owning a cottage, having a given bank balance and having a particular kind of hi-fi stereo equipment, all refer to property you may want to possess, and all should receive the same **[A] [2]** classification.

The remaining brackets are for accessory categories. For example, a **C**-goal statement: To stop being an alcoholic, should probably be classified in [**C**] [**D**] (**A7**) (**A8**) to represent a series of strategies. **C** is for the treatment/change strategy, such as attendance at A.A. **D** is for the necessary Personal Development goals, such as Calmness, Freedom and Persistence. (**A7**) and (**A8**) are for the Achievement goals needed, such as improving personal fitness and well-being (**A7**), and perhaps obtaining Systematic Desensitization treatment to reduce anxiety (**A8**) so the tranquillizing effect of alcohol stops having a rewarding effect to maintain the addiction. Similarly, to become the greatest salesman might be classified [**A1**] and [**D**] to include the attainment of that kind of work, as well as the personal qualities needed to become an effective salesman.

The **purpose** of any classification scheme is to organize and reduce the amount of information contained in anything. Your original goal-statements may contain repetitions, with many goals within a specific category. The goal classification task can be illustrated best by reference to the **A1** class of goals. Let's suppose that, at various places, you have listed the vocational goals: To be the Prime Minister, To be a Physician, To be a Plumber, and To be a Travelling Salesman. In this scenario, it is necessary to ask yourself: which of these is seen as the final outcome, best vocation. Let's suppose you choose to end up being the Prime Minister. The ultimate **A1** goal, then, is to be Prime Minister, and only that. The other vocations will be way-stations. To illustrate how this would be handled, we might make a hierarchy of goals in the order: Prime Minister -- Physician -- Travelling Salesman -- Plumber. That is, you might begin getting training as a Plumber and get a job in plumbing, where employment is assured. You might then get part-time evening work as a salesman to develop skills and an income from that. These two sources of income, part-time, might then finance our plumber/salesman through medical school. Once established as a Physician, the chances of successfully entering the political arena would presumably be enhanced.

Once more, it is important to confer with your group leader about the classification of your goals in order to confirm that they have been classified correctly. And it is important that apparently competing goals within a class are organized by means of a discussion similar to that in the last paragraph, to be sure there is no confusion in the next steps of the process.

Step 3: **Final List of Goals:**

Once all the goals have been classified, they should be transferred to the final listings. This is probably best done in the following way:

First: Extract all the Experience or **E-goals**, and rank them according to the **cost** involved, from those involving **no cost** (which can be started or continued right away) **to** those **costing the most**. They should be listing **in that order** on the lines which follow:

Experience-Goals Statements:

E1: To _____

E2: To _____

E3: To _____

E4: To _____

E5: To _____

E6: To _____

E7: To _____

E8: To _____

The reason for listing them in this fashion is that the **E**-goals are done whenever the time and money required for them is available, and you are reminded to do them merely by looking at the list of the **E**-goals. If expensive **E**-goals appear at the beginning of the list, a sense of frustration may result from the failure to enjoy those experiences instead of those which could be enjoyed immediately. It is assumed that we are likely to have more money available in the future than at present.

Second: Extract all the Personal Development or **D-goals**, and enter them, one per left-hand line on the lines which follow. Before you do that, however, **it is absolutely important that all the D-goals be stated in positive format**, before listing them on the lines which follow. By positive format it is meant that the statement always calls for a positive, action-oriented quality, and never for inaction, undoing or stopping an act. For example, To be less depressed, is reworded: To be more happy; To not hold back emotions, becomes: To be emotional, spontaneous, or emotionally free; To stop being so impulsive, is re-stated: To be persistent, more careful, or more controlled. The principle in this **absolute** notion is that **it is possible only to do a "do", and it is impossible to do a "not do"**. We can only be doers, and not non-doers.

Development-Goals Statements

Take each D-Goal (add those you would like from the Behaviour Dictionary) and list them on the lines on the left of this page, making sure each one is in POSITIVE FORMAT (no "not"). Then, for each D-Goal, list 4 to 10 OBSERVABLE BEHAVIOURS on the right side lines which, if you observed them in yourself or another person, would tell you that you or the other person had that D-Goal quality (use the Behavioural Dictionary for examples or behaviours if you wish). Remember, the behaviours listed for each D-goal must consist of **observable acts only!**

D-Goal KRAs: Personal Qualities Behaviours defining Qualities

D1: _____

D2: _____

D3: _____

D4: _____

D5: _____

D6: _____

D7: _____

D8: _____

D9: _____

D10: _____

D11: _____

D12: _____

D13: _____

Every morning take 5 minutes to read over these BEHAVIOURS, and then REWARD yourself whenever any APPROXIMATION to it occurs, even for a fraction of a second!

Stroke out the **E** and **D** goals on your Preliminary Goals List as they are transferred to their final listings, to help reduce the confusion in your preliminary goals list.

It's possible that you will feel you have to few, or not enough, **D**-goals listed. This is no cause for concern. If there are not enough **D**-goals, you can choose and list more of them while working on the next numbered step of the overall programme.

Third: Consider the Change or **C**-goals. By their nature, the **C**-goals are expressed originally in **negative format**. Something is to be undone, stopped, avoided or corrected -- something requires change. **C**-goals should be considered carefully, usually in consultation with someone who understands management of life by objectives. The **first** thing to do with a **C**-goal is to turn it into one or many positive format **D**-goals. Thus, To be less depressed, is **revised to:** To be happy, and/or To be lively, and/or To be energetic, and/or To be active, depending on the **individual's own view** of the opposite of depression. Similarly, To stop being an alcoholic is **converted to:** To be calm, and/or To be relaxed, and/or To be free, and/or To be happy, and/or To be conventional, and/or To value personal accomplishments, etc., depending on the qualities of that particular person which are modified temporarily by drinking. By the same token, To stop being schizophrenic, is **altered to:**

To be actively, consciously specific about things going on around me, and/or To name everything I am attending to precisely for what it is, and/or To be calm, and/or to enjoy each life situation, etc., depending on the psychological processes underlying the individual's symptoms. So the first step in handling a **C**-goal is to convert it into one or more relevant, positive-format **D**-goals.

The next, and **second** thing to do with a **C**-goal is to examine it to see what remains after the **D**-goal conversions. These left overs, or residuals, need to be handled as **A**-goals. For example, even if one were to convert the **C**-goal: To stop smoking, into a series of **D**-goals such as "To be persistent," " To be relaxed," " To be calm," etc., it is unlikely one would stop smoking by developing these traits only. To accomplish that **C**-goal, it may also be necessary to pursue an **A8**-goal such as: To attend a smoking cessation programme such as Smokenders.

Fourth: The next processing step is to turn attention to the **A**-goals on your preliminary goals list. The **A**-goals are processed to the following lines. Only **one** **A**-goal, per sub-class of **A**-goals, is to be stated on the following lines. The basics of how to do this have been detailed in the Prime Minister example for the **A1**-goal. The **A2** property goals refer to the possessions to be acquired. So it is probably most convenient for the final **A2**-goal to be expressed as an amount of money needed, either in the bank or as an annual income. This requires budgeting. By determining living costs, the period of time over which the possessions are to be obtained and their costs along with any carrying charges, the net wages required can be calculated. By adding taxes, pension and fringe benefit adjustments, it is possible to compute the annual income goal. This exercise injects a touch of realism at this early stage of the goal-finding process, and prepares the person for the next steps. However, aside from this touch of realism, it is probably best to be fairly unrealistic and expansive at the early stages.

The remaining **A**-goals may seem foreign to many people. If the person is to achieve success across the whole spectrum of life, other areas need to be addressed for a full and complete life. The **A3**-goal is concerned with a special relationship with another person. This too needs to be approached in an orderly fashion if success in it is to be achieved. The simplest form of the **A3**-goal is generally: To achieve my ideal relation-ship with my ideal other. At the very least, the ideal other should be defined, if only to avoid missing him or her when you meet.

The **A4**-goal is concerned with family life. It is likely to be concerned less with the acquisition of a family, and more with the desired quality of family life once a family has been established. Thus, the **A4**-goal might be stated as: To graduate my children out on their own after they have acquired certain ideal qualities, or To achieve and maintain my ideal of quality family life.

The **A5**- (part-time work) and **A6**- (leisure time use) goals are similar to the **A1**-goal. The **A7**-goal, concerned with health and fitness, is likely to take the form: To achieve and maintain my state of health and fitness. Alternatively, it might include particularly important or meaningful criteria, such as an ideal weight, shape and state of health.

The **A8**-goal provides an **A**-goal category for treatment or change (**C**-goal) requirements, such as being a non-smoker, or not drinking alcoholic beverages. One strategy in achieving this class of **A**-goals might involve continuing attendance at A.A. or N.A., or another type of support group.

The **A9**-goal, concerned with personal values, provides an **A**-goal category to foster consistency among various behaviours in life. It provides encouragement to develop goals related to values. Evaluator values, such as precision, power, efficiency, reliability and effectiveness, might lead toward such **A1**-goals as engineering or business, or to choose **D**-goals such as accuracy and efficiency. Genuine values, such as lovingness, aliveness, happiness and courage, might lead to an **A9**-goal concerned with the pursuit of peace, with protecting the environment, with self-actualization, or with achieving excellence in one's religious or spiritual life. Any of these might help to maintain a kind of internal consistency among values, goals and the enterprises pursued.

The **A0**-goal is provided for special goals which do not fit any of the other **A**-goal sub-categories.

Achievement Goals List

From your preliminary goals list, take each subgroup of A-goals (i.e., with the same number: A1, A2, etc.), and make up the perfect statement for each. Then write the FINAL goal statement for each subclass of A-goals below.

FINAL Perfected A-Goal Statements:

A1: To _____

A2: To _____

A3: To _____

A4: To _____

A5: To _____

A6: To _____

A7: To _____

A8: To_____

A9: To_____

A0: To_____

Finally, on the following lines you may wish to list something called **M**-goals or Meta-goals. These are goals which require no special strategy, but which will be achieved along with the successful completion of a series of **A**- and **D**-goals. Goals such as To achieve recognition, power, respect or success, would be included here. They are fairly natural consequences of achieving other goals. And the strategy involved in achieving the **M**-goals is to find and achieve relevant other goals from which the **M**-goal outcomes naturally follow.

Meta-Goals List

M1: To_____

M2: To_____

Step 4: **The D-goal Strategy:**

To reach any goal, there are several sub-goals which need to be attained. The basic **D**-goal is: To become my ideal self. In order to achieve this goal, one needs to identify a series of personal qualities which define the ideal self.

The **D**-goals are probably the most useful part of the goal-finding programme. They need an explanation and introduction. The explanation is in several steps, and they do require a bit of thought. After all, the **D**-goal strategy involves learning how to engineer oneself to become whatever kind of person one might like to be.

First, then: How did we get to be the people we are?

We became the way we are because of the ways in which the people with whom we have interacted, reacted to what we did. The most important people who helped shape our lives were those who served as our parents. For the most part, parents do not raise children to be adults. They raise children to be children. That is, for their own convenience, and for the protection of the child, they try to get children to do as they are told, and to be considerate of others. They tend to react favourably to acquiescent and accommodating behaviours, and harshly to some natural child behaviours. The habits we develop over the years of this sort of training,

explain why many of us behave in ways which were adaptive for childhood, but which may be basically maladaptive for adulthood. But parents are not the only ones who have exerted influences in our habit development. Most of us have been treated differently by many people, all with their own, perhaps unaware, "goals" for our behaviour and development. A mother might reward, by her pleasure and appreciation, careful and polite actions; a father might reward with approval aggressive or competitive acts; a girl-friend might be pleased with, and thus reward, actions which tend to make one "popular"; a boy-friend might reward, by being friendly, secretive or isolating actions; and a teacher might reward, with recognition or marks, reasoning or literate actions.

Through the eyes of a child, a parent is only a parent and a teacher is only a teacher. But parents are not just parents. They are also workers, cooks, lovers, sleepers, entertainees, and a host of other things. They cannot devote all their time to their children. Consequently, parents do not and cannot spend all their time following their children around and reacting only to what they do. If we were to follow a child around and count all his good deeds and his bad deeds, we would find that, for the most part, for 59 minutes and 30 seconds of each hour he is as good as gold, and for 30 seconds he is not. Since parents have other things to do than just watch the child, they tend to adopt the more efficient practice of reacting to the child's rarer "bad" behaviour. This draws the child's attention to undesirable or faulty behaviour, and rewards it with the parents' attention. As a result, when the child reaches adulthood and is asked to list his personal attributes, the adult is likely to start off by listing a dozen wonderful, glowing characteristics, and, if he continues, he is apt then to list ten dozen unpleasant or miserable things about himself. Most of us simply get to know more about our failures, mistakes and "badness" than about our wonderful, good and successful selves, because our attention has been drawn repeatedly to the negatives. Indeed, for most of us, our negative or maladaptive acts tend to increase because of the rewarding effect of attention they get from others, and from ourselves. Also we find ourselves behaving in ways inconsistent with other qualities of ourselves, because different types of behaviours were rewarded in different ways by different people. This can result in confusion in our habits, which often grow toward undesired or negative feelings or actions, which may lead to a confused and negative image of ourselves.

Second: We might understand ourselves to sort out confusion.

There is another thing we need to understand to sort out the confusion we sometimes experience about ourselves. Most of us tend to think that we act the ways we do because of the ways we feel. That is, we tend to think that we have certain characteristics or feelings first, and that our actions follow from these pre-existing characteristics. We tend to believe that we cry because we are depressed, or that we laugh because we are happy. Not so. **We are the people we are, and we feel the feelings we feel, because of what we do.** The brain does not have centres of "being" or feeling with which we get happy or sad, to control what we do. With some specific exceptions,

the centres involved in our traits and our feelings are **sensory** centres which **receive** information about what the body is doing -- on the internal kinaesthetic or proprioceptive tracts. That information is interpreted by us into ideas about how we feel or what we are like. It is more true that I am depressed or sad because I cry, than the other way around. Of course, it is not enough that I just laugh in order to be happy, or just cry in order to be depressed. The voluntary act ("acting ...") usually does not produce the whole cluster of actions involved in the feeling or state. That is, no one kind of act defines the whole feeling or state. To be happy or depressed requires several kinds of actions (edges of the mouth go up or down, sides of the eyes or centre of the forehead become wrinkled, eyes sparkle or go out of focus, arms extend against gravity or body yields a bit to gravity, etc.), all of which need to be present for the feeling or state to emerge. Only some of these are easily reproduced in "acting" happy or depressed. **It is what we do** which creates the way we are and how we feel.

Third: What to do to become any way you might like to be.

If we want to develop any special qualities, or become a person with any special characteristics, all that needs to be done is to follow the **D**-goal strategy:

1. To define **precisely** the ways we would like to be (the **D**-goals),
2. To define the characteristic **actions** involved in those ways of being (the next step in the **D**-goal strategy), and
3. To turn over the task of **rewarding** the defined right kinds of actions to serve our purposes, to someone who will do the job consistently and persistently as we need it to be done -- that is, to ourselves. If we leave the task to others, they won't do it as consistently as we can, and they will tend to reward those actions and characteristics which would suit them.

Fourth: What does this mean?

What we are really saying is that **humans are almost infinitely plastic**. They can be moulded, or can mould themselves, into almost anything they might want to be. The wonderful thing about being human is that we learn almost everything we do, and we can relearn it again and again. All that's necessary is to define the kind of person you would like to be along with the behaviours that such a person would do, and then go about the task of rewarding yourself. That is the task and the secret of the **D**-goals.

Extending the D-goals:

You may not have had a clear idea of the kind of person you would like to be when you first set out your **D**-goals. Go through the "Dictionary" of **D**-goals, which is the second section of the materials (Appendix 2). If you feel the **D**-goals Dictionary is too confining, consult a regular

dictionary and find all the qualities you would like to have. Wherever you obtain these self-defining qualities, write down as many as you like on the left-hand lines of your D-Goals List. The left-hand lines should define your view of your ideal self, or the person you would most like to be. Do include those qualities of your ideal self which you already possess. It does not matter whether you end up with 5 or 50 or 500 **D**-goals, as long as you are happy with the list. But, if you have more than ten (10) **D**-goals, you should divide them into groups of ten, and work on developing ten at a time. The human information processing system is able to handle only a certain amount of information at a time.

Defining the Behaviours:

If you don't select the right kinds of behaviours to reward, you will end up being a different person from the one you would want to become. You must select behaviours to be entered on the right-hand side of your D-Goals List very carefully. This part of the task defines in actions or behaviours each of the **D**-goal qualities. You need to find about six **observable** actions or behaviours for each desired quality (**D**-goal). There are at least three ways to do this:

(1) Ask yourself what you mean by that quality, and write down actions you could see or hear which best represent that quality. What are the behaviours which define that quality to your mind? You should be sure that each behaviour you choose fits your own idea of the kind of quality you want in yourself. Check each "definition" of the quality you get from your own mind to be sure it can be seen or observed as action or behaviour.

(2) Think of all the people you know who have the quality you are thinking about. Then think about those people's behaviours and ask yourself what it is you **see** or **hear** in their actions that tells you they have that quality. Write down on a separate line on the right-hand side of your D-Goals List across from the relevant **D**-goal, each type of action you can see or hear which **you** think of as representing that quality in the other people's behaviours.

(3) Finally, but only as a last method for finding behaviours for the right-hand lines of your D-Goals List, refer to the **D**-goals Dictionary. The main reason why this Dictionary was put together was to help people with the difficult task of finding right-hand column behaviours for the various **D**-goal qualities. Please do not accept any sample behaviour from this Dictionary uncritically. They are intended as examples only. They may be used, **but** only if they truly represent or define accurately **your** idea of the behavioural characteristics defining **your** idea of the given quality **you** wish to have as part of **your personality**. You should have between 4 and 10 (average 6) behaviours to define each of your **D**-goal qualities. Each behaviour should be listed on a separate line -- as a **list** of behaviours. Please finish this task completely before going on.

Becoming Your Ideal Self:

It is now very easy to become your ideal self. It has only three steps, with one word of caution. Remember to work on only about 10 **D**-goals at a time. If you have more than ten, handle them in tens, working on each set of ten goals (not behaviours) for about two to three months in turn.

(1) The **first step** in becoming your ideal-self is to take five minutes every morning to read through your list of **behaviours**. This is to remind you of what you are looking for in your own behaviour. Read over the list of **behaviours** every morning or you will start forgetting important defining actions of the qualities you are trying to develop. Keep the list of behaviours (the right-hand side of Page 5) handy to read over once each morning.

(2) The **second step** is to watch your **SPONTANEOUS** daily behaviour for **any approximation to any behaviour on your list**. **It is not necessary to do the act precisely as you think it ought to be done, nor to do more than one of the behaviours at any given time**. Any, however brief, **approximation** to any **one or more** actions on your list **is good enough**. **Every time** you notice yourself **spontaneously** (don't do it intentionally) **doing any approximation, even for an instant, to any behaviour** on your list, then ...

(3) The **third step** is to **REWARD** yourself in some way for doing that action. You may want to give yourself something tangible as a reward for each act you do from your list. Instant reward is the best -- in fact the only effective -- kind of reward. All you really need to do is to tell yourself how wonderful and good you are. Or imagine patting yourself on the back. Or tell yourself that you really are that kind of person after all. **But do something** to reward yourself. These bits of talking to yourself are probably all you need, and they should be the best kind of reward because you can administer them **immediately** no matter where you are. If you can do it regularly, immediately after doing any behaviour on your list, an excellent reward would be to put a check mark beside the behaviour **every time, immediately** after you do the act. That way you would be able to see how often you do each action -- otherwise you are likely to forget just how often it does occur. In a couple of months, you should have developed in full measure a set of ten qualities you wanted for yourself. You should find you like yourself. This is because you are becoming your ideal self, and you are noticing the good, the successful, the desirable in you.

Some people worry that, by being pleased with themselves and constantly praising or rewarding themselves, they may become conceited. It won't happen. Being conceited is really just a result of being afraid of not being as good as one likes to think one is. However, if you want to protect yourself from becoming conceited, add To be humble or self-effacing to your **D**-goals list and protect yourself by becoming that too.

Include in your **D**-goals list **all those qualities you already have that you like in**

yourself and want to keep. Don't take a chance that they may become a less visible part of you -- keep them alive too with lots of positive reward. All the actions defining a **D**-goal quality will emerge eventually if you are reminding yourself each morning of all the behaviours, and if you are rewarding yourself for each as it occurs.

It just can't be that simple. Its simplicity is confusing.

It really is that simple, but it does take persistent and consistent attention on your part to your own actions which conform to what you want or like. An example may make it more easy to believe that you have understood it.

Suppose one of my **D**-goals is that I want: To be **OUTGOING**. Perhaps I have listed the following behaviours as part of the definition of "outgoing" on the right-hand side of my D-Goals List:

- Approaches other people
- Smiles at other people
- Initiates a conversation

Now, as I walk along a street, I notice I am approaching other people. So I am pleased with myself, and I imagine myself patting myself on the back as I get closer to each person on the street. It doesn't matter that the approach is not for social contact. Nor does it matter that the action is not intended as a particularly "outgoing" action. Nor does it matter whether the other people are approaching me also. It is something I am doing. And it is on my list of behaviours. Of course, being pleased with myself as I notice each person I am approaching, I may also notice I am smiling. So I pat myself doubly hard on the back for spontaneously doing two actions on my list. By now I'm apt to be smiling quite broadly out of pleasure with myself, and, of course, I'm looking at the people I'm approaching to notice I'm approaching them. One person approaching may think: "What a nice, happy person", and may well smile back. Perhaps the sixth person you are approaching, seeing this nice, smiling person, may nod and say: "Hi". By the tenth time that happens, you may feel so good about the friendliness of people that you may greet the next one who smiles back -- thus initiating a conversation (you've done that even if you just say "Hi"), and so you pat yourself even harder on the back for your triple success. And you may very well find yourself to be growing in a characteristic such as outgoingness. It just takes noticing yourself doing anything which is consistent in any remote way with any action on your behaviour list, and rewarding yourself for spontaneously doing the simplest things. Habits to act or be any given way develop by being rewarded immediately.

Step 5: The A-goal Strategy:

It is now time to **summarize the next steps** of the process. These steps involve breaking

down the task of achieving each of the **A-goals**, first into **KEY RESULT AREAS (KRAs)**, then each **KRA** into **OBJECTIVES** or short-term goals, and, finally, each **OBJECTIVE** into a series of **ACTION PLANS**.

This process makes achievement of the **A-goals** both practical and reachable because it breaks the **A-goals** down to small enough bits that each is capable of being accomplished, and thus makes the **A-goals** realistic. The original attempt to find goals which are, if anything, unrealistic by virtue of being created from fantasy and abstract values was intentional. If a goal is big enough and bright enough, and if it can be shown to be possible (as by the process of reduction to steps just mentioned), it is likely to foster some motivation to pursue it. Later we will suggest that each **action plan** be checked off as it is completed. The sense of accomplishment which comes from seeing a record of tasks completed tends to foster and maintain persistence toward the overall goal. Thus the programme shows how goals can be found, how strategies can be developed to achieve the different kinds of goals, stimulates motivation through interest and hope, makes achievement of each goal manageable and realistic by breaking it down to actions, and provides the conditions which are likely to maintain persistence in the pursuit of goals. The programme is designed to take care of most of the things required to achieve success. But it does need to be completed and followed.

KEY RESULT AREAS (KRAs):

To reach any goal, there are several sub-goals which need to be attained. Using your final **A-goals** List, we will now go on to define the **A-goal Key Result Areas (KRA)** listed below. This is really a very easy task, but it needs to be done to make sure the **A-goals** are going to lead to successful outcomes. In order to achieve any **A-goal**, there are six, always identical, **KRAs**. Think of the six **KRAs** as six floors of a building, each of which must be traversed in order to reach the roof, or the goal.

The six **A-goal KRAs** are:

- (1) To educate myself ...
- (2) To do a market analysis ...
- (3) To design how I will ...
- (4) To start working (get into production) ...
- (5) To sell myself/plans ...
- (6) To expand ...

On the pages which follow, the beginning of each **KRA** sentence is shown for each of the six **KRAs** for each of the 10 **A-goals** on your Achievement Goals List.

Key Result Areas

For each Final A-Goal, write out the (usually 6) Key Result Areas (KRAs) which you will need to complete in order fully to achieve each A-Goal. The usual KRAs will be: (1) To acquire the education/knowledge/information needed for the A-Goal; (2) To find out what is out there/do a market analysis/ to find out what you can realistically expect to achieve in that A-Goal area; (3) To design a programme/course of action/ product to define how/what you will do/produce/the way you will approach the A-Goal; (4) To get to work and start producing/accomplishing what you want to do/achieve; (5) To sell the product/ make sure what you do is available to others; (6)To expand your business/sphere of influence. Write down your KRAs (borrow these statements if you wish) for each A-Goal.

A-Goal KEY RESULT AREAS (KRAs)

- A1: KRA1: To educate myself
 KRA2: To do a market analysis
 KRA3: To design
 KRA4: To start working
 KRA5: To sell
 KRA6: To expand
- A2: KRA1: To educate myself
 KRA2: To do a market analysis
 KRA3: To design
 KRA4: To start working
 KRA5: To sell
 KRA6: To expand
- A3: KRA1: To educate myself
 KRA2: To do a market analysis
 KRA3: To design
 KRA4: To start working
 KRA5: To sell
 KRA6: To expand
- A4: KRA1: To educate myself
 KRA2: To do a market analysis
 KRA3: To design

KRA4: To start working

KRA5: To sell

KRA6: To expand

A5: KRA1: To educate myself
KRA2: To do a market analysis
KRA3: To design
KRA4: To start working
KRA5: To sell
KRA6: To expand

A6: KRA1: To educate myself
KRA2: To do a market analysis
KRA3: To design
KRA4: To start working
KRA5: To sell
KRA6: To expand

A7: KRA1: To educate myself
KRA2: To do a market analysis
KRA3: To design
KRA4: To start working
KRA5: To sell
KRA6: To expand

A8: KRA1: To educate myself
KRA2: To do a market analysis
KRA3: To design
KRA4: To start working
KRA5: To sell
KRA6: To expand

A9: KRA1: To educate myself
KRA2: To do a market analysis
KRA3: To design
KRA4: To start working
KRA5: To sell

KRA6: To expand

A0: KRA1: To educate myself
 KRA2: To do a market analysis
 KRA3: To design
 KRA4: To start working
 KRA5: To sell
 KRA6: To expand

A : KRA1: To educate myself
 KRA2: To do a market analysis
 KRA3: To design
 KRA4: To start working
 KRA5: To sell
 KRA6: To expand

Please don't be thrown by the repeating simplicity of the KRAs. You need to remember to complete all the KRA areas, and that is why you are asked to write down all 6 for each A-Goal.

All one needs to do is to complete the sentence to fit each of the particular A-goal statements. For example:

(1) **A1 KRA1** might state: **To educate myself** in plumbing (or any other chosen occupation).

A2 KRA1 might state: **To educate myself** about making money (or about budgeting, or about investing, etc.).

A3 KRA1 might state: **To educate myself** about men/women and their natures/needs, and how to relate to them effectively.

A4 KRA1 might state: **To educate myself** about family life, or about raising children.

(2) **A1 KRA2** might state: **To do a market analysis** to find out where plumbers are needed (or types of work places available).

A4 KRA2 might state: **To do a market analysis** of the types or qualities of family life which are possible.

(3) **A1 KRA3** might state: **To design** how I will do my job (as a plumber) or how I will construct and operate my business.

A3 KRA3 might state: **To design** the kind of spouse I want (a fairly clear image of the person so I can recognize him/her), and/or how I will find, meet, court and enjoy my spouse.

A5 KRA3 might state: **To design** how I will find part-time sales work, and/or how

I will conduct myself in part-time work.

(4) **A1 KRA4** might state: **To start working** at being a plumber or at getting a job/setting up a business as a plumber.

A6 KRA4 might state: **To start working** at doing those leisure time activities I have chosen.

(5) **A1 KRA5** might state: **To sell** myself to my employer and/or my customers as an excellent plumber.

A3 KRA5 might state: **To sell** myself, by creating the right habits in myself, so my companion will want to be with me.

(6) **A1 KRA6** might state: **To expand** my business (develop more plumbing customers, and/or hire more plumbers).

A4 KRA6 might state: **To expand** the quality of my family life (i.e., having developed an ideal family structure, to learn more about how to raise an ideal family and improve the growth and relationships in the family, and/or to expand planning of the family to take into account the views of its members).

This is to say that each **A**-goal should have all six kinds of **KRAs** (education, market analysis, design, getting to work and doing, selling and expansion). Omitting and one of these **KRA** activities, reduces the likelihood of success with the goal.

As suggested earlier, one way to think of the **A**-goals is to imagine its destination statement as the roof of a six story building, with the **KRAs** each represented by one of the stories. To reach the roof it is necessary to climb through each of the six **KRA** stories. No floor can exist without the floor below it, nor is the roof reached without climbing through all the floors. If we expand this analogy, to get from one floor to the next you have to climb the stairs between each floor. The stairs are the **Objectives**. We will consider them next. The things one has to do to move up each step (raise one foot, move it forward, place it on the next step, slide the hand up the railing, lean forward, extend the forward leg so the other is lifted off the last step, move the lifted leg forward and bend it in preparation to lift it to the next step, etc.) are the **Action Plans** for each of the **Objectives**. Still remaining with this analogy, in an effective plan, it is important to find which series of steps (**Objectives**) lead most directly to the goal, so one doesn't wander around in side channels or hallways (or dead-end sets of stairs). This means that you would do well to educate yourself (1st floor) only in those areas directly relevant to each of your goals. Don't waste time getting unnecessary courses, qualifications or certificates -- unless the fun of getting all sorts of education is one of your experience or **E**-goals. The efficient plan removes all excess, unnecessary steps, and moves as directly as possible toward the final goal.

OBJECTIVES:

○ : []

○ : []

○ : []

○ : []

O : [] _____			
O : [] _____			

market analysis **KRA**, **Objectives** might include obtaining information about competitors and organizations in various localities, looking up potential competitors' credit status or advertising initiatives, talking to potential competitors' employees to find out about company morale, etc.

You do need to exercise a good deal of imagination and some creativity to think up the sorts of **Objectives** you need to have to complete the work needed on each **KRA**, and you may want to talk over ideas with your trainer and/or friends. You need to do a quality job in selecting all and only the necessary **Objectives** so that you really do "complete" each **KRA**. In a sense, the selection of **Objectives** is the most important and critical step of the whole goal-finding process, and most determines whether or not you will succeed in achieving the goal.

ACTION PLANS:

The **Action Plans** (right hand side of each of the above sets of pages) need to be completed next. For **Objectives** for an educational **KRA**, they might include: writing for course descriptions, applying for a selected course, making the necessary arrangements to attend, attending,

studying the required materials, and completing the necessary exams. Or they might include: going to the library, getting the books, taking them home, setting up for reading, reading the necessary chapters in each book, making appropriate notes about them as you read, and returning the books to the library. Or they might include: inquiring about where a needed apprenticeship can be obtained, applying for it, going to the place and talking to the trainer (including selling yourself as the apprentice to be selected), getting accepted and making the necessary arrangements to attend, learning everything possible, performing the tasks to be done, seeking and accepting the supervision available, winning acceptance and approval from the trainer, and completing the apprenticeship and getting the necessary credentials.

Similarly, **Action Plans** for the **Objectives** of a design **KRA** might include things like: setting down on paper a number of different ways or models for doing a particular thing (performing a job, courting a potential spouse, raising a family, etc.). They might include: thinking through the consequences of doing the task in each of the ways or models, thinking through the consequences of how others have done the task, or working out ways by which different consequences could be achieved by changing other ways or models in defined ways. The basic task of the design **Action Plans** is to select appropriate ways to perform various aspects of the task, modify the selected ones to suit one's own circumstances and needs, but at the same time not to throw out any available ways in case the designed way doesn't work out as well as expected or hoped.

The overall task of developing the **Objectives** and **Action Plans** for each **KRA** of each **A-goal** does take some imagination and creativity -- and thus gives us the opportunity to use our creative imagination in formulating how we will approach our lives. But this task requires even more than creative imagination. It demands a **critical examination of each selected Objective and each Action Plan** in order to **decide whether it is really necessary in order to reach the final goal**. In working out the details of the **Objectives** and **Action Plans**, it is a good idea to consult with any people who have some expertise in the relevant area. An example of how you might go about working out an **A-goal** strategy might be helpful.

Here is one approach to the **A1-goal**. In this example the person does not know what kind of work might be most suitable. One way to approach the **A1-goal** task might be:

1) Make two lists: one listing all the things you like to do, and the other listing the things you do not like to do. These lists are **not** about kinds of work you do or do not like. They are just about things you do or do not like to do, as things to do. The list of likes might include things like: talking to other people, listening to other people, being outside, doing sports, doing gymnastic exercises, helping people learn, being in the country-side, being near water, being your own boss, etc. The list of don't likes might include: smoking, being in-doors, being told what to do, hammering nails, doing a repeating kind of action, etc. Organize things to do into two lists: one of the things you do, and the other of things you don't like to do.

2) Sit down by yourself, or with your trainer or a friend, and think about, and write down, general groups of activities in various settings each of which include as many things to do as possible from your list of likes, and as few as possible of the things you don't like to do. When you are designing the general activities combining things you like to do, don't worry about how you might make money from those activities -- at least not at this stage.

By way of illustration, the kinds of likes and dislikes listed in the example above might combine into activities associated with (i) a lakeside sports camp in the country, (ii) care-taking summer cottages, (iii) being in an amusement park, (iv) a summer or winter camp for disadvantaged people, (v) being on an outward-bound project, (vi) organizing activities for a senior citizens' community or rural group, such as on a reservation of village community centre, (vii) involvement with a logging operation, etc. Most of these activities lend themselves at once to paid employment or enterprise. And even if it was necessary to work for someone else (i.e., have a boss) for a while, a future entrepreneurial plan might be possible.

3) Having selected one or more of the above possible types of work, the **KRAs** are defined: (1) To educate myself about camps, seniors or the disadvantaged, about how to develop and run a business, etc. (2) To do a market analysis to find where such programmes exist or are needed. (3) To design my own particular operation (including how clients will be obtained, where funding might come from, etc.). (4) To get employment in this kind of work, to gain experience in the business while working toward getting my own place. (5) To start selling myself, my abilities and my programme to potential clients and funding sources. (6) And to expand the business and my income, etc.

4) Next, the **Objectives** and the **Action Plans** for each **KRA** are selected. **For educational purposes**, they might include: taking courses in relevant topic areas including in how to run a business, reading books and getting jobs for a while in the areas of work involved. **For market analysis purposes**, they might include: writing for brochures and information, touring around to look places over, talking to people working in that type of work and checking on the effectiveness of various ways to finance such operations.

5) With all the **Objectives** and **Action Plans** listed on their appropriate sheets, we are ready for perhaps the most important thing about the **A-goal** strategy. We all have dreams of impossible goals, and we might even be able to dream our way through the **Key Result Areas**, the **Objectives** and the **Action Plans** necessary to achieve our goals. But few people actually work on their plans to see them through. Most of us don't have the persistence necessary to complete many tasks. The present programme has three ways to help people go the rest of the way needed to complete the tasks. The **first**, of course, would be to include Persistence among your **D-goals**, and thus increase your task persistence. The **second** is in our insistence on writing everything down on the sheets, right down to the **Action Plans**. That provides a chance to review constantly what has

to be done next, and makes each action required manageable -- even many of the **Objectives** may seem too large and unmanageable as tasks, but the separate **Action Plans** are not. The **third** way involves using the columns on the various sets of pages between the **Objectives** and the **Action Plans**. This column is for you to enter check marks as you complete each **Action Plan**.

6) **When each Action Plan is done/completed, it is vital to check it off in the centre column.** This does two things. It allows you to see from time to time just how much you have already accomplished toward your goal. It also allows you to see yourself getting closer and closer toward the realization of your goal. The second thing it does is to help you to reward yourself with your own sense of success for each thing you do accomplish. We usually fail to notice just how much we do accomplish. Just think for a moment about each five or ten minutes during the course of this day. If you think about the day in that small-block way, and think through the whole day up until now, you will find you have really accomplished a great deal. You maintained your dental health by cleaning your teeth when you got up; you fostered attractive neatness in your living quarters by making your bed; you helped your general health by eating a good breakfast, and you did a host of other things. **If you were to record all those accomplishments each day, to see yourself doing the tasks of the day, it would increase your task persistence greatly** as well as making you very pleased with yourself. The check mark column is to help you persist in the tasks which lead you to the attainment of your goals. **Please do use it.**

Concluding Remarks:

The information presented, along with the materials in Appendix 1 (basic goal-finding materials) and Appendix 2 (**D**-goal Behavioural Dictionary) have been used extensively both with incarcerated offenders and with patients in a private practice in clinical psychology. This programme, of course, is not the only way the task might be undertaken, but this method does seem to be effective in helping people to design themselves and a future for themselves and to get them active in pursuing what they want for themselves in the future. Mood rises as the person goes through the programme. Indeed, one of the criteria which has been used for suggesting that people ought to try the programme has been the presence of some degree of depression. The part of the programme people seem to find most helpful is the **D**-goals programme which shows how one can become whatever one wants to be. It might be worth noting here that this is a self-help, self-treatment programme. We believe that the programme is, in the best sense of the idea, a programme for managing one's personal life by one's own objectives and results -- an **MBOR** programme for personal living.

Finally, the programme trainer does not require special professional training. This

Workbook, along with human skills, is probably all that is required. The programme has been run for many years by volunteers selected for their human qualities and experience, their ingenuity and ability to motivate others.

GOAL-FINDING PROGRAMME MATERIALS

by: Douglas Quirk, Psychologist

Ontario Correctional Institute, Brampton, Canada.

These materials may be copied or adapted as the user may wish.

SUMMARY of the GOAL-FINDING PROGRAMME

1. Introduction:(1/2 hour) General Introduction (Summary Pg2)
2. Goal Listing (HW*) On Page 3 list all Achievement, Experience, Personal Development & Change-goals, using all the methods for finding goals suggested in Summary (Pg2)
3. Classify Goals - E=Experience-Goal, done to enjoy doing it
 - D=Personal Development/Ideal-self quality
 - C=Change, what you wantchanged about you
 - A=Achievement (linear advance to goals)
 - A1=Profession, Business, Trade, Job
 - A2=Property, Money, Possessions, Things
 - A3=Special Relationship (Wife/Husband)
 - A4=Family Relationships, Children
 - A5=Part-Time Jobs, Casual money-making

A6=Leisure Time Skills/Activities
 A7=Health, Fitness, Weight Control
 A8=A-C (Achievement-Treatment) combined
 A9=Personal Values/Religious pursuits
 A0=Other A-goals (A10, A11, A12, etc.)
 - M=Meta-Goals (results from many pursuits)

4. Re-List E-Goals (HW*)(bottom Pg4) List E-goals down from least expensive to most expensive. Put free ones first.
5. Re-List M-Goals (HW*)(middle Pg4). Just list them there.
6. Re-Formulate C-Goals (HW*)(re-allocate to A and D where possible): Eg., C:Less depressed=D:Happy; C:Less anxious =D:Calm; C:Stop alcoholism=A7:Drink healthy fluids+D:Socially calm; C:Stop drug abuse=A7:Intake nutritious substances+D:Happy; C:Stop smoking=A7:Attend Smokenders+D: Calm+T:Start smoking at 95 years of age; etc.
7. Re-List D-Goals (HW*)(Pg5): List on left side lines, only in positive format statements preferably with one word or a phrase (eg., Loving, Outgoing, Happy, Assertive)
8. Reformulate A-Goals (HW*)(top Pg4): Find single most inclusive, best way to state, each sub-category of A-goals (see #3 above: A1, A2, etc.). Find the most glowing you can that "sing" to you, such that you would be happy to script them, frame them and hang them where you can see where you are going daily. Go over-board with the biggest goal you can find, which is the destination which you would most like to achieve for each A-sub-category.
9. Find D-Goal Behaviours (HW*)(Pg5): List 4 to 10 behaviours for each D-goal on right side of page lines. Make sure these behaviours are observable (can be seen or heard) in others' actions. Check selected behaviours with trainer. Borrow behaviours you agree with from the Behaviour Dictionary. When complete, read over Pg 5 behaviours every morning to remind you what you are looking for, and then "reward" yourself every time you notice yourself doing any approximation to any action on the list.
10. A-Goal KRAs (HW*)(Pg6): For each A-goal, write down the six Key Result areas which will have to be accomplished to achieve each A goal. See Pg 6 for the (same) KRAs.
11. A-Goal KRAs' Objectives (HW*)(Pg7): List necessary Objectives for each KRA of each A-goal. Use one copy of Pg 7 for each KRA for each A-goal. You will need 60+ Pg 7s. Objectives are steps to go through to complete a KRA.
12. A-Goal Action Plans (HW*)(Pg7): To the right of each Objective write down all the things you will have to do to complete that Objective (eg., write a letter, read book).
13. Congratulations: You have completed the planning phase of this programme. All that remains is to carry out the steps planned: E-Goals: start doing the pleasant things/experiences you can easily afford (or are free); D-Goals Start watching for you doing any approximation to any behaviour on your list and rewarding yourself; A-Goals: Make a check mark (centre column) for each completed Action Plan, and a big check mark for complete Objective.

SUMMARY OF INTRODUCTION TO GOAL-FINDING PROGRAMME

If you know in advance where you are going, and if you have taken the trouble to map out how to get there, the chances of getting where you want to go are much improved. This is true of all of life. This programme will help you plan yourself & your life. It will also help you feel better about yourself, succeed better, increase the fun in life, and be happier.

The first task is to define your goals. Goals are not found; they are decided upon. Don't worry about how unrealistic your goals are. The first thing is to dream the impossible dream.

There are four main types of goals: (1) A or Achievement-goals - where there is a specific outcome or accomplishment to be achieved; (2) E or Experience-goals - things done just for the fun or experience's sake; (3) D or Personal Development goals - qualities or characteristics of a person you might like to have as part of your ideal-self; (4) C or Change or Treatment-goals - things you would like to change in yourself.

There are four ways of finding all four types of goals:

(a) Write down everything you think might be a goal from your day-dreams, wishes, aspirations and hopes (in code if you wish) - looking into the future. [Continued on Page 8](b) Imagine yourself 20 or 40 years older, thinking to yourself or talking to someone else. Look back over your life and ask yourself what you would want to say you have experienced, achieved, changed or become like. Each thing you would want to say is a goal - write it down. (c) On the back of page 3 write down the names of everybody you like, admire, respect, would like to be like. Now on page 3 write down all their goals. If you don't know what their goals are, ask them. If you don't know the people, write to them asking what they have as goals, have experienced to shape them, what they have changed, and what they have become like. Add their goals to your list. (d) Write down your values, everything you think is important or that needs or ought to be done in life, and everything you value. These too are goals to be achieved.

Use a separate line on Page 3 for each new goal you think of. It doesn't matter how many goals you find. You can find hundreds if you like. Try to keep your goal statements short never more than 1 line per goal, and preferably one word. When you have your list of goals complete, they next need to be classified.

You will probably want to repeat this process every year or so for the rest of your life. If you do, life will become better and better for you. Don't let yourself get into a slump as you achieve the goals you set for yourself.

A plan, of course, is only as good as the effort put into it in its realization and accomplishment. If you keep the goals you have selected clearly in your mind every day, you will find yourself with increased motivation. If you check off each of your completed Action Plans and Objectives, you will find your persistence and pleasure in life increasing. You should know that if you have the ability to formulate a set of goals and plans, you very probably have the ability to carry them out. You don't need this: but, good luck.

[] [] () () _____

[] [] () () _____

[] [] () () _____

[] [] () () _____

From your classified goal list on Page 3, take each subgroup of A-goals (i.e., with the same number: A1, A2, etc.), and make up the perfect statement for each. Then write the FINAL goal statement for each sub-class of A-goals below.

FINAL Perfected A-Goal Statements:

A1: To _____

A2: To _____

A3: To _____

A4: To _____

A5: To _____

A6: To _____

A7: To _____

A8: To _____

A9: To _____

A0: To _____

M1: To _____

M2: To _____

List your E-Goals starting from LEAST to MOST expensive below

Experience-Goals Statements:

E1: To _____

E2: To _____

E3: To _____

E4: To _____

E5: To _____

E6: To _____

E7: To _____

E8: To _____

Take each D-Goal (add those you would like from the Behaviour Dictionary) and list them on the lines on the left of this page, making sure each one is in POSITIVE FORMAT (no "not"). Then, for each D-Goal, list 4 to 10 OBSERVABLE BEHAVIOURS on the right side lines which, if you observed them in yourself or another person, would tell you that you or the other person had that D-Goal quality (use the Behavioural Dictionary for examples or behaviours if you wish).
Observable acts only

D-Goal KRAs: Personal Qualities Behaviours defining Qualities

D1: _____

D2: _____

D3: _____

D4: _____

D5: _____

D6 : _____

D : _____

D : _____

D : _____

D : _____

D : _____

D : _____

D : _____

Every morning take 5 minutes to read over these BEHAVIOURS, and then REWARD yourself for each whenever any APPROXIMATION to it occurs, even for a fraction of a second, and alone.

Key Result Areas

For each Final A-Goal, write out the (usually 6) Key Result Areas (KRAs) which you will need to complete in order fully to achieve each A-Goal. The usual KRAs will be: (1) To acquire the education/knowledge/information needed for the A-Goal; (2) To find out what is out there/do a market analysis/ to find out what you can realistically expect to achieve in that A-Goal area; (3) To design a programme/course of action/ product to define how/what you will do/produce/the way you will approach the A-Goal; (4) To get to work and start producing/ accomplishing what you want to do/achieve; (5) To sell the product/ make sure what you do is available to others; (6) To expand your business/sphere of influence. Write down your KRAs (borrow these statements if you wish) for each A-Goal.

A-Goal KEY RESULT AREAS (KRAs)

A1: KRA1: To educate myself
KRA2: To do a market analysis
KRA3: To design
KRA4: To start working
KRA5: To sell
KRA6: To expand

A2: KRA1: To educate myself
KRA2: To do a market analysis
KRA3: To design
KRA4: To start working
KRA5: To sell
KRA6: To expand

A3: KRA1: To educate myself
KRA2: To do a market analysis
KRA3: To design
KRA4: To start working
KRA5: To sell
KRA6: To expand

A4: KRA1: To educate myself
KRA2: To do a market analysis
KRA3: To design
KRA4: To start working
KRA5: To sell
KRA6: To expand

A5: KRA1: To educate myself
KRA2: To do a market analysis
KRA3: To design
KRA4: To start working
KRA5: To sell
KRA6: To expand

A6: KRA1: To educate myself
KRA2: To do a market analysis
KRA3: To design
KRA4: To start working
KRA5: To sell
KRA6: To expand

A7: KRA1: To educate myself
 KRA2: To do a market analysis
 KRA3: To design
 KRA4: To start working
 KRA5: To sell
 KRA6: To expand

A8: KRA1: To educate myself
 KRA2: To do a market analysis
 KRA3: To design
 KRA4: To start working
 KRA5: To sell
 KRA6: To expand

A9: KRA1: To educate myself
 KRA2: To do a market analysis
 KRA3: To design
 KRA4: To start working
 KRA5: To sell
 KRA6: To expand

A0: KRA1: To educate myself
 KRA2: To do a market analysis
 KRA3: To design
 KRA4: To start working
 KRA5: To sell
 KRA6: To expand

A :KRA1: To educate myself
 KRA2: To do a market analysis
 KRA3: To design
 KRA4: To start working
 KRA5: To sell
 KRA6: To expand

Please don't be thrown by the repeating simplicity of the KRA. You need to remember to complete all the KRA areas, and so you are asked to write down all 6 for each A-Goal

Use one Page 7 for each KRA of each A-Goal. For each A-Goal KRA write on the left side below a series of Objectives or short-term goals you need to complete in order to complete that KRA -that is, all the things you must do/learn/get credits in for the KRA1s; all the things you need to do to know the marketplace for the KRA2s; all the things you must do to complete the design KRAs; all the steps required to get into and maintain production for the KRA4s; all the things you must do to sell yourself/your product for the KRA5 and all the ways you might want to expand your goals for the KRA6s. Then, on the right side lines, write down all the actions you would have to do to complete each Objective, such as writing letters, reading particular books, visiting particular people, taking particular courses, etc.,etc. The more the detail of your Action Plans (right side) the more often you will be able to put a check mark in the centre column to show you completed an Action Plan or a step toward an A-Goal.

A#	KRA#	OBJECTIVES	v/	ACTION PLANS	BY DATE

O : []			

O : []

APPENDIX 2

D-Goal BEHAVIOURAL DICTIONARY

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DICTIONARY of BEHAVIOUR for PERSONAL-DEVELOPMENT D-GOALS

D-Goal KRAs SAMPLE BEHAVIOURAL DEFINITIONS

To be ...

ABSTEMIOUS	Drank water Drank a soft drink Enjoyed pop or fruit juice Went bowling/to movies/etc.
ACCESSIBLE	Left office/home door open L i s t e n e d to what another said Understood other's point of view Turned toward other as other approached
ACCOMMODATING	Did what other preferred to do Asked other about his/her preferences Put aside time to spend with another Invited other to do tasks with self
ACCURATE	Noticed mistake Corrected mistake Stated something carefully Did task without mistake
ACQUISITIVE	Bought something I liked Accepted something which was free kept a possession Saved some money
ACTIVE	Did something Moved quickly from there to here Reacted quickly to a situation Moved about the place
ADAPTABLE	Did something another person's way Adjusted quickly to a new demand Reacted differently to different situation Thought about something in a new way
ADMIRATION	Our polite recognition of another's resemblance to ourselves
ADORABLE	Smiled shyly Used manly stride / Dressed & Madeup well Held firm opinion / Smiled happily Spoke in soft & gentle tone
ADVENTURESOME	Took a reasonable risk

	<p>Tried a new thing to do Went to an unusual/exciting place Spoke to a stranger</p>
ADVICE	<p>To add vice to virtue. Smallest coin of the realm.</p>
AFFABLE	<p>Smiled warmly at someone Assumed relaxed manner & posture Laughed happily Said friendly/affectionate things</p>
AFFECTIONATE	<p>Said friendly/affectionate things Spent time in close company with another Hugged person/patted person on shoulder Looked warmly/affectionately at other</p>
AGILE	<p>Moved in relaxed & loose way Bent or twisted body easily Muscles were used in coordinated way Moved body with light/graceful movement</p>
ALLURING	<p>Used soft/warm makeup Wore soft, flowing clothing Moved with gentle sway/hips swinging Smiled in warm, happy way</p>
ALONE	<p>In bad company.</p>
AMBITIOUS	<p>Took advantage of an opportunity Used political influence know-how Sought recognition from others Excelled in a task</p>
AMENABLE	<p>see Accommodating AMIABLE see Affable</p>
AMUSING	<p>Told a funny joke Said a bright or witty thing Entertained others with story or mime Enjoyed attention from others</p>
ANGELIC	<p>Used little makeup / or whitening makeup Was still and calm in manner Said kind things Ignored dirty/unseemly acts of others</p>
APOLOGIZE	<p>To lay the foundation for a future offence</p>
APPRECIATIVE	<p>Thanked someone for a small thing</p>

	<p>Commented on goodness/success of another another Accepted other's act with smile and thanks</p>
APPROACHABLE	see Accessible
ARISE	Preliminary preparations for lying down.
ARDENT	<p>Tried to be in company of loved one Attended intensely to a loved one Said loving things to loved one Expressed passionate feelings to loved one</p>
ARISTOCRATIC	<p>Walked in tall, stately way Wore simple, expensive clothes Was polite and courteous in word & manner Used careful, polished manners</p>
ASPIRING	<p>Did more than expected (by self/others) Achieved more than objective set Made new goal before last one completed Set a goal beyond expectations</p>
ASSERTIVE	<p>Expressed own feeling openly Stood/sat erectly, with expansive gestures Used a short, affirmative sentence Spoke clearly and with emphasis</p>
ASSURED	see Self-Confident
ASTUTE	<p>Took advantage of an "angle" in situation Found a loophole or a clever solution Acted directly on what needed to be done Did something ensuring future benefits</p>
ATTENTIVE	<p>Actively listened to other person's words Complimented another on appearance Commented on a change in another person Maintained focused eye contact</p>
BEAUTIFUL	<p>Dressed & made-up well, colour coordinated Styled hair in an attractive way Smiled openly and happily Moved gracefully</p>
BENEVOLENT	<p>Did a kindly or helpful thing Smiled happily at other's good fortune Gave some time to a good cause Gave some money or food to a charity</p>
BENIGN	<p>Did a kindly thing for another Acted in support of another's initiative Did friendly thing when someone unhappy Agreed with something someone said</p>

BLITHE	Acted in happy-go-lucky way Moved in light, airy way Said happy and light-hearted statement Walked with a spring in movements
BORE	One who talks when you wish him to listen
BRASH	see Courageous
BRAVE	see Courageous
BRAWNY	Walked with heavy and strong gait Tensed muscles while moving Lifted something heavy Played a body contact sport
BRIGHT	Found a novel or new solution to a problem Used language to express a clever idea Talked about an interesting topic Used a difficult word correctly
BROAD-MINDED	Listened to someone using strong language Agreed with an unusual attitude of other Considered a number of different ideas Approved of somebody being him/herself
BRUTE	see Husband
BUSINESS-LIKE	Kept attention on task to be done Got right to the point in a discussion Moved quickly & efficiently to a new task Considered the cost and the pay-off first
CALM	Moved with limbs loose and relaxed Talked in a steady, unhurried way Sat up straight, but with muscles relaxed Was steady and effective in a crisis
CAREFUL	Checked work over for mistakes Worked at a steady, thoughtful pace Considered all possibilities of situation Took more time in fine/precise work
CARING	Asked about another's needs or wishes Asked to help with another's problem Looked after someone in need Listened for the emotion in another's talk
CAUTIOUS	see Careful
CHARMING	Smiled attentively at another Used proper manners in a relaxed way Said affectionate thing to another Talked pleasantly about nice happenings

CHASTE	One who has never been chased.
CHEERFUL	<p>Remarked on the good or success of another</p> <p>Found a "silver lining" in unpleasantness</p> <p>Said encouraging thing to another</p> <p>Smiled happily and contentedly</p>
CHIVALROUS	<p>Gave place to lady or older person</p> <p>Behaved in a formal, polite way</p> <p>Helped person in need of help</p> <p>Stood up for a weaker person in argument</p>
CHRISTIAN	<p>Expressed love and caring for another</p> <p>Helped someone in trouble or in pain</p> <p>Helped someone do or carry something</p> <p>Felt and expressed happiness with life</p>
CHUMMY	<p>Was friendly to someone</p> <p>Helped keep a conversation going</p> <p>Spent time with someone</p> <p>Talked about things that interested other</p>
CIVIL	<p>Talked in pleasant, friendly way</p> <p>Told a truth in a kind way</p> <p>Restrained self when annoyed</p> <p>Talked in a polite way</p>
COMFORTABLE	<p>Relaxed in a situation</p> <p>Attended to various things going on</p> <p>Said felt comfortable & at ease with other</p> <p>Stayed calm & settled in stressful event</p>
COMMITTED	<p>Expressed a strong feeling openly</p> <p>Made a promise, and will keep it</p> <p>Became intensely involved in a situation</p> <p>Stated a decision flatly and definitely</p>
COMPOSED	<p>Stayed calm & settled in stressful event</p> <p>Responded easily to each thing said</p> <p>Maintained even pace in a situation</p> <p>Responded gently & interestedly to each</p>
COMRADELY	see Friendly
CONCERNED	see Caring
CONSCIENCE	The fear others will notice your nose grow
CONSCIENTIOUS	<p>Did what ought to be done</p> <p>Completed a task that was started</p> <p>Acted precisely in manner of approach</p> <p>Lived up to an agreement</p>
CONSIDERATE	Did thoughtful thing for another

	<p>Asked other what would like (to do) Listened to the other's viewpoint Let another go first (in line, speaking)</p>
CONSISTENT	<p>Acted in accord with beliefs or values Did something the way that worked before Kept the same idea or attitude Approached a task same way as before</p>
CONTEMPLATIVE	<p>Considered an act carefully before doing Listened thoughtfully to others Thought a long time before making up mind Sat still and thought about something</p>
CONTEMPTUOUS	<p>A contemptible way to be</p>
CONTENTED	<p>Commented on good things in a situation Relaxed and satisfied in a situation Quietly enjoyed something that happened Smiled with pleasure at a situation</p>
CONVERSATIONALIST	<p>Took time to talk about something Listened carefully to what another said Had a novel/unusual thought to talk about Enjoyed making small talk</p>
COOL-HEADED	<p>see Composed</p>
CORDIAL	<p>Welcomed chance to talk with someone Talked and acted politely to another Acted in a gracious manner Showed was pleased to be with another</p>
COURAGE	<p>The state of mind adopted in the face of danger when escape is impossible</p>
COURAGEOUS	<p>Was calm in the face of emergency/danger Moved in and dealt with a crisis Did what was needed in an emergency Took a reasonable risk confidently</p>
COURTEOUS	<p>Acted in a formal and polite manner Gave place to lady or older person Said "please" and "thank you" to other Spoke only after other finished talking</p>
CREATIVE	<p>Found novel way of doing something Found novel way of thinking about an event Put something together in an artistic way Found a new solution to a problem</p>
CREDIBLE	<p>see Truthful</p>

CULTURED	<p>Attended/Saw a display of art/theatre Spoke with a crisp and clear accent Spoke on a wide range of topics Spoke and acted politely/with etiquette</p>
CURIOUS	<p>Asked question about other's views Tried out a different way of doing things Asked about the reason for something said Asked about how something works</p>
DAINTY	<p>Washed self thoroughly to be clean Wore frilly, light, delicate clothing Used delicate words and manner Walked and sat carefully to stay clean</p>
DARING	<p>One of the most conspicuous qualities of a man who is absolutely safe. see Courageous</p>
DASHING	<p>Did something in a vital and active way Led others in an activity Dressed in elegant, bright clothing Took a reasonable risk</p>
DEAF	<p>A blessed condition following closely upon exposure modern or rock "music"</p>
DECENT	<p>Said and did things in a conventional way Subtly avoided dirty talk Considered others feelings in conversation Acted fully in accord with an agreement</p>
DECISIVE	<p>Acted instantly, without delay Saw and did right thing to do at once Spoke with short, affirmative statement Stated a decision immediately</p>
DEDICATED	<p>Committed time to a task or person Completed a task conscientiously Attended to others needs/wishes carefully Intensely intends to do a task</p>
DELIGHTFUL	<p>Said a witty thing quickly in conversation Chatted happily about an interesting thing Talked and acted in a bright, happy way Added interesting side-lights to a topic</p>
DEMOCRATIC	<p>see Fair</p>
DESIRABLE	<p>Eagerly gave pleasure to others Displayed a slim, well-groomed appearance Enjoyed the humourous side of an event Expressed interest and feeling for another</p>
DESPAIR	<p>The emotion experienced when you discover that you cannot order the</p>

affairs of the entire world.

DETERMINED	Made a forceful and definite statement Did something with energy and strength Persisted in a difficult or heavy task Stuck to a difficult task and finished it
DEVOTED	Was very attentive to special other Tried hard to make the other happy Stayed close and with the special other Stayed at the task without leaving it
DIGNIFIED	Stood or sat up straight and still Used very proper manners and etiquette Moved in a slow, considered way Stayed quiet until addressed
DILIGENCE	Characterizing one's own work in contrast to that of others
DILIGENT	Worked hard to complete a task Stuck with a difficult task till done Returned promptly to a task when could Worked at a task without asking for help
DIRECT	Said what thought clearly and to the point Spoke in brief affirmative sentences Talked to a specific other person Came to the point immediately
DISARMING	Spoke in a simple, direct fashion Spoke naively and openly about own ideas Affirmed clearly what thought or felt Stated a truth without flattery/criticism
DISCERNING	Stated implications behind an action Stated clearly the essence of a situation Distinguished clearly between happenings Analysed a situation to its detailed parts
DISCRIMINATING	see Discerning
DISTINGUISHED	see Aristocratic, Dignified
DRAMATIC	Spoke with big, extensor gestures Said unusual or unexpected thing Spoke loudly with clear enunciation Placed self directly in front of others
DUMB	A saint possessed of the power of silence

EAGER	Tried every allowed task available Offered to do anything needing to be done Attended to every interesting thing Asked to try anything and everything
EASY-GOING	Used slow, relaxed movements Agreed with everyone's point of view Went along with others' wishes Found light-hearted fun in each happening
EAVESDROP	Secretly to hear your own vices catalogued
EBULIENT	Was very active and energetic Was positive in everything said Had a lively and happy manner Bulled way through a social situation
ECLIPSE	Obscuring of one heavenly body by another, as infalling in love with one girl and forgetting another
ECONOMICAL	Budgetted expenses carefully to income Bought only what was necessary to have Bought lowest priced brands carefully Saved all the money could in the situation
EFFECTIVE	Found best way and completed task that way Adjusted actions to those things that work Considered both the product and its effect Balanced accuracy with speed in task
EGO-CENTRIC	A person of low taste and narrow interests - more interested in himself than in me
ELECTRICITY	A shocking commodity
ELOQUENT	Used a wide vocabulary accurately Looked up a word to see how to use it Spoke in short organized sentences Spoke with humour without hesitation
EMPHATIC	Used strong emphasis in tone and word Emphasized words/ideas that were important Spoke forcefully, in short sentences Made gestures only on key points
ENCOURAGING	Commented positively on other's actions Praised other for successes Gave assurance the other would succeed Praised other's efforts
ENERGETIC	Moved quickly and actively Took on a task and did it Moved quickly from task to task Tried to find ways to be helpful to others

ENGAGING	see Affable, Alluring, Charming, Cordial
ENTERTAINING	see Amusing, Delightful, Eloquent
ENTERTAINMENT	Any kind of amusement whose inroads stop short of death by dejection
ENTHUSIASTIC	see Conscientious, Eager, Ebullient
ENTRANCING	see Adorable, Alluring, Charming, Dainty
ENTREPRENEURIAL	Sought a new idea and pursued it Found a way to make money Sold self and own ideas actively Watched for business opportunities
EROTIC	Watched opposite sex intently Made sexy suggestions or jokes Took opportunity for a sexual contact Noticed self becoming sexually aroused
ESP	ErrorSomePlace/ExtraSpeciousPresumption
ETHICAL	Followed the "Golden Rule" Considered other's rights equally with own Related to another to his/her advantage Failed to take unfair advantage of other
EXEMPLARY	Acted according to an "ideal" standard Let another see own good side/behaviour Acted as others expected Showed a good example
EXILE	One who serves his country by living abroad, yet is not an ambassador
EXPERT	Studied everything could find in a field Repeatedly practiced skills needed in area Offered to give help/advice to others Succeeded in accomplishing task in an area
EXODUS	Rush hour, as in quitting time
EXTRAORDINARY	Peculiar in the extreme
EXTROVERTED	see Outgoing
FAIR	Took own turn and gave others their turn Gave others equal time to talk Insisted on majority rule (not own way) Played others' games by their rules
FAITHFUL	Was interested sexually only in own spouse Told others only about the good in other

	Told a truth openly to other Kept private secrets shared by other
FAR-SIGHTED	Stated goal or purpose of an action Laid a plan well into the future Considered consequences of actions Thought through future steps of a task
FICTION	The nearest approach of most people to the truth
FIT	A seizure which is supposed to result in good health.
FITNESS:	A proneness to such seizures
FIX	To repair, preparatory to further abuse
FORGIVING	Actively thought about the good in another Realized another is human & makes mistakes Recognized own mistakes - same as others Decided to forget another's mistakes
FORESIGHTFUL	see Far-Sighted
FREE	Spoke openly without defensiveness Was calm and steady in actions, unhurried Was easy-going & comfortable, unfettered Chose what to do with own time
FRIENDLY	Smiled warmly at others Talked to acquaintances or strangers Took time to be with acquaintances Approached another for conversation
FRUGAL	see Economical
FUDDLE-DUDDLE	Canada's contribution to political wisdom
FUGITIVE	One who, unliked is sought after, disapp- roved is wanted, and disparaged is pursued
GENEROUS	Gave of own time to others Helped another when needed help Created an opportunity for another Shared own things with another
GIFTED	Exercised and practiced good memory Exercised good problem solving skills Exercised and practiced good creativity Demonstrated good drawing ability
GIVING	see Generous

GOAL	A destination for those who affirm or deny being offenders
GOOD	see Ethical
GRACEFUL	see Courteous and Composed
GRACIOUS	Acted respectfully toward others Attended to/interested in others Moved lightly, gracefully and smoothly see also Dignified
GUILT	A sense of wrong-doing, most frequently encountered in the innocent
HABEAS CORPUS	A writ by which a man may be released from jail when confined for the wrong crime
HAPPY	Smiled openly a lot Commented on enjoying each situation Commented on good in each other person Was lively and active
HARDY	Tolerated changing events well Acted and felt healthy Performed a manly pursuit Exerted self and muscles strongly
HAT	Adornment and protection for a head that has no other of either
HEALTHY	Felt strong and comfortable Had a good sense of well-being Used lots of energy Noticed daily getting better and better
HEART	The body part blamed for our irrationality
HEARTY	Talked and laughed full-throatedly Was courageous in facing an event Expressed self emphatically Laughed and joked with others
HELPFUL	see Generous
HEROIC	Dreamed an impossible dream Struggled against great odds Jumped in and did what was needed Took on an extremely difficult task
HILARIOUS	Another person's attempt to be serious

HOMEY/HOME-BODY	<ul style="list-style-type: none"> Enjoyed spending time at home Spent time doing things around the house Spent most income on things for the house Spent time relaxing around the house
HONEST	see Truthful
HONESTY	A vicious virtue, mainly of the hostile
HONOURABLE	see Ethical
HOPEFUL	<ul style="list-style-type: none"> Looked forward optimistically Expected to do better than really expected Set slightly unrealistic goals Expected something against all odds
HOSPITABLE	<ul style="list-style-type: none"> Warmly welcomed others to home Provided freely for wants of guests Ensured guests were comfortable and happy Provided entertainment for guests
HUMBLE (1)	The attitude exhibited by one who is about to humble you
HUMBLE (2)	<ul style="list-style-type: none"> Gave praise and importance to others Said others contributed to own successes Played down own contributions Put self down to others
HUMOUROUS	<ul style="list-style-type: none"> Commented on funny aspect of things Told a funny story Laughed warmly at others' jokes/comments Said unexpected things with a twist
HYDROTHERAPY	Drowning as treatment (The treatment fails if the person survives)
IDEALISTIC	<ul style="list-style-type: none"> Thought about what should be done in life Sought out the good and valued thing to do Did something to improve the world Helped another to work toward perfection
INCORRUPTIBLE	<ul style="list-style-type: none"> Tried to accomplish something useful Tried to be useful, ignoring recognition Tried to better self, ignoring recognition Disinterested in material/money gain
INDEPENDENT	<ul style="list-style-type: none"> Accepted consequences of own behaviour Made up own mind Stated own wishes or point of view

	Told the truth to own disadvantage
INDIVIDUALISTIC	see Assertive, Extraordinary, Independent
INDULGENT	Praised another Let another have his/her own way Spent money on another Did what another wanted me to do
INGENIOUS	see Creative
INJURY	An offence next in degree of enormity to a slight
INNOVATIVE	see Creative
INQUISITIVE	Asked a question of another Read an informational book (Encyclopedia) Tried to understand something Asked about others' private business
INSIGHTFUL	see Discerning
INSPIRING	see Exemplary
INTELLECTUAL	Thought something through rationally Solved a complex problem Used variety of words accurately Read some informative books
INTELLECTUAL	One who bores your head with his knowledge
INTELLIGENT	Worked until solved a difficult problem Connected a situation with one remembered Recognized when a word was used wrongly Figured out how to solve a math. problem
INTERESTING	Read a book and used/shared ideas from it Talked about something with a novel twist Talked about how others relate to events Talked about current events (from news)
INTIMATE	Told private feelings/thoughts to another Listened with interest to personal feeling Kept another's secret which was shared Revealed a personal feeling or need
INVENTIVE	see Creative
INVULNERABLE	Was self-confident Was strong in the face of trouble Was definite in making a decision Remained involved in uncomfortable event

IRRATIONAL	Normal conduct, based on feelings and on caring, as distinguished from rational, intellectual, and boring
IRRESISTIBLE	see Adorable, Ardent, Beautiful, Caring
JOLLY	see Cheerful, Happy, Hearty, Humorous
JOVIAL	see Jolly
JOYFUL	Saw good and fun in everything Was happy Counted own blessings Loved living
JUDICIOUS	Thought carefully about a situation Weighed information before deciding Took all points of view into account Was fair in dealings with another
JUST	see Fair, Judicious
KEEN	see Eager, Enthusiastic
KIND	Considered another's feelings Said something that made another feel good Was sympathetic about another's problems Accepted another's anger pleasantly
LAUDABLE	see Expert, Heroic, Idealistic, etc.
LAW-ABIDING	Respected another's property Stayed appropriate distance from another Kept an agreement though other broke it Returned property misplaced by another
LAWYER	One skilled in circumvention of the law
LEADER	Offered guidance or counsel to others Waited for others to express their views Summarized others' points of view Offered direction and gave instruction
LENIENT	see Indulgent
LIBERAL	see Generous
LIGHT-HEARTED	see Enthusiastic, Happy, Joyful
LIKABLE	see Adorable, Cheerful, Friendly
LIVELY	see Blithe, Enthusiastic, Joyful
LOGICAL	see Intellectual

LOVE	A temporary insanity, curable by marriage
LOVING	Spent time with loved one Sat tenderly and close to loved one Said gentle, loving things to loved one Committed self and time to loved one
LOYAL	see Faithful
LUSTY	see Erotic
MANLY	see Brawny, Courageous, Dashing, Decisive
MASCULINE	see Manly
MATERNAL	Looked after another Supervised another who needed care Made sure others were fed and comfortable Provided for the needs of others
MERCIFUL	see Forgiving, Generous
METICULOUS	see Accurate, Careful, Conscientious
MIRACLE	An act unaccountable, as beating a normal poker hand of four Kings and an Ace, with four Aces and a King
MISFORTUNE	The kind of fortune that never misses
MODERATE	Took the middle road in doing something Eats only enough to dull hunger Uses only literate, dictionary language see also Abstemious
MODEST	Was a bit shy Was hesitant to take a risk Clothing was neat and covered completely see also Humble
MORAL	Acted in accord with social expectations Was of good behaviour Was private about private things Failed to do anything which is wrong
MOTIVE	Money
MUSCLES	What a man may have in place of beauty
NATURAL	Was relaxed and easy-going Did simple and normal things Wore ordinary clothes without make-up Spoke using the simplest words

NEAT	Wore clean and pressed clothes Had hair combed and orderly Did things in an orderly manner Spoke with crisp, clipped enunciation
NEWSPAPER	Paper on which is printed all manner of lies, distortions and defamations, whose main purposes and uses are to wrap up garbage and to be burned
NOBLE	Sat and walked tall and straight Behaved politely and considerately Was punctual arriving and leaving see also Aristocratic, Idealistic
NURTURING	see Maternal
OBJECTIVE	Considered the evidence before acting Considered the tangible evidence of senses Observed and recorded an event carefully see also Judicious
OBSERVANT	see Discerning
OPEN	Was open to listen to others' concerns Was open in helping another Was open to hear/accept others' ideas Was open in telling other how I felt
OPTIMISTIC	Saw the good/happy/pleasant in things Saw and expected the best in situation Anticipated things turning out well see also Hopeful
ORDERLY	Did a series of tasks one at a time Kept things organized in work space Focused attention fully on present task Thought task through in orderly fashion
ORGANIZED	see Orderly
ORIGINAL	see Creative
OUTGOING	Approached another person Smiled while approaching Started a conversation Invited others to join conversation
PASSIONATE	see Enthusiastic, Erotic
PEACEFUL	Found common factors in a disagreement Was at ease with others

	<p>Agreed with everyone's positions and needs Played a Peace Game</p>
PERCEPTIVE	see Discerning
PERSISTENT	<p>Noted own achievements toward goals Continued a task to completion Set goals and action plans Checked off completed action plans</p>
PERSONABLE	<p>Dressed neatly and cleanly Spoke and acted politely Acted in socially competent ways Was attentive and made conversation</p>
PERSPICACIOUS	see Discerning
PERSUASION	The art of influencing another voluntarily to part with his pocket book's contents
PERSUASIVE	<p>Explained own position carefully Left no steps of argument incomplete Demonstrated advantages to other of view Ensured other could easily agree with view</p>
PHILATELIST	A philanderer with the mail
PHILOSOPHIC	<p>Used deductive logic accurately Asked leading questions Was thoughtful and contemplative Explained theory behind point of view</p>
PHOBIA	Dread of some object or situation, most commonly of work
PILGRIM	<p>A traveller who takes travelling seriously Noteworthy among them are the Pilgrim Fathers, whose female counterparts came across on the decks of the Mayflower</p>
PIOUS	<p>Acted in a good and honest way Spoke positively about religion Attended church Pointed out others' sins to them</p>
PLACID	see Calm
PLATONIC	A euphemism for the relationship between a disability and a frost; play as tonic
PLAYFUL	<p>Found an opportunity to have fun Played game or practical joke Did funny or silly things</p>

	Took something serious lightly
PLEASANT	Was friendly Was calm Reacted to nice things in a situation Smiled and listened to another talking
PLEASING	Did something to make another happy Shared a good time with another Was clean, neat and polite Helped another find something liked by him
POETRY	The pornography of the literate
POLISHED	Was polite Was dignified Dressed and carried self in stately way Used etiquette
POLITE	Gave place to lady or older person Followed rules of etiquette Waited till others finished before talking Dressed neatly and cleanly
POLITENESS	The most acceptable hypocrisy
PORNOGRAPHY	The poetry of the masses
POSITIVE	Commented on the good and positive things Was optimistic Made affirmative statements Was decisive and sure of self
POSITIVE	Mistaken at the top of one's voice
POWERFUL	Learned more about politics and systems Talked last and summarized others' views Stood and gestured tall and broad Demonstrated knowledge and influence skill
PRACTICAL	Attended to the details of a task Set objectives well within reach Selected concrete/mechanical tasks to do Found the easiest way to do something
PRAGMATIC	Evaluated actions for their results Adopted the approach that worked best Considered "what" and "how" questions only Stated objective before starting task
PRAISING	see Positive

PRAY	To ask that the laws of the universe be annulled on behalf of a petitioner who is admittedly unworthy
PRECISE	Minimized errors in a task Made slow and accurate hand/finger moves Watched everything done cautiously see also Careful
PRISON	A fortress where offenders are protected from the wrath of those not yet detected
PRODUCTIVE	see Consistent, Diligent, Economical, Far-Sighted, Orderly, Persuasive, Practical, Pragmatic
PROFICIENT	see Practical, Precise, Productive
PROLIFIC	Wrote up each task/activity in detail Accepted and completed many tasks Produced a great many results see also Productive
PROMOTE	To lift, raise up, levitate or elevate - what you do when you do what when someone else does it you call it theft
PROMPT	Arrived for appointment minutes early Responded to action request immediately Met task deadline exactly on time Arrived to do a task exactly when agreed
PROUD	Stood and sat tall and straight Looked another directly in the eye Let others know of own accomplishments Dressed self richly and elegantly
PRIDE	A family of lions which, possessed, will certainly destroy and devour the possessor
PSYCHIATRY	The study of the id by the odd
PUNCTUAL	see Prompt
QUICK	Responded immediately to another's remark Was ready with a witty come-back Moved lightly and quickly around an area Answered a question immediately
QUIRK	Prolific author of great genius Quip or quibble Behavioral trickery

	Writing with a twist
RADIANT	Smiled broadly and easily Was neat and clean, with bright make-up Used differential relaxation Was motile and witty
RATIONAL	see Intellectual
RATIONALIZATION	The attempt to explain by reference to the higher authority of reason an act which is indefensible, unreasonable and unreasoned
REASONABLE	see Intellectual
REBEL	A proponent of a new misrule who has failed to establish it
RECEPTIVE	see Accessible, Accommodating, Attentive
REFINED	see Aristocratic, Polite
RELAXED	Muscles are loose Used differential relaxation Mind was still with thoughts organized see also Calm
RELIABLE	Behaved in a predictable way Was honest Behaved in a dependable way Acted as expected more than once
RELIGIOUS	see Pious
RESOLUTE	see Assertive, Determined
RESOURCEFUL	see Adaptable, Creative, Expert
RESPECTFUL	Treated another as wanted to be treated Was polite Put another first Was attentive to another
RESPONSIVE	Was attentive to another Reacted quickly to another's initiative Acted spontaneously and emotionally Treated another tenderly
RESPONSIBLE	Accepted consequences of own behaviour Considered own mistakes before others' Took on a task which needed to be done see also Consistent, Persistent
RETENTIVE	Organized information to be remembered

	Was calm and relaxed during intake, recall Practiced remembering things (Reminisced) Recalled something quickly
ROMANTIC	Was close to loved one Said soft, loving things Gave loved one nice things she/he liked Spent time in close, quiet conversation
ROTIC	A romantic event without the man
RUGGED	see Manly
SADIST	One who refuses to be mean to a masochist
SANGUINE	see Ardent, Optimistic
SATISFIED	Was happy with own life & circumstances Noticed the good and successful in life Experienced relief from distress see also Contented
SCHOLARLY	see Eloquent, Intellectual
SCRUPULOUS	see Careful, Conscientious, Incorruptible
SECURE	see Businesslike, Diligent, Economical
SELF-ASSURED	see Self-Confident
SELF-CONFIDENT	Sat and stood tall and straight Made affirmative statements to others Offered an opinion quickly & easily Made a decision quickly and easily
SELF-ESTEEM	An erroneous appraisal
SELF-ESTEEMED	Presented self in a positive way Talked positively about self and abilities Acted decisively Looked after own appearance carefully
SELF-EVIDENT	Evident to one's self, and to nobody else
SELF-DETERMINED	Misled
SELFISH	Devoid of consideration for the selfishness of others
SELF-OBSERVATION	The process by which we find ourselves to be perfect

SELF-POSSESSED	see Independent, Self-Confident
SELF-RELIANT	see Independent, Responsible
SELF-RESPECTING	see Self-Esteemed
SELF-SATISFIED	see Proud
SELF-SUFFICIENT	see Independent, Self-Confident
SENSIBLE	see Intellectual, Practical, Pragmatic
SENSITIVE	Noticed another's unhappiness or distress Reacted emotionally to/as others Empathically felt what another was feeling Spoke so as not to hurt another's feelings
SERENE	see Calm, Comfortable, Composed
SERIOUS	Recognized event's problems & difficulties Frowned with concern about a situation Took something another said seriously see also Careful, Conscientious
SINCERE	Acted consistently with beliefs/statements Was consistent in feelings over time Took what others said seriously Committed self to something/someone
SKILL	Having read the directions
SKILLFUL	Was precise in performing task's actions Kept on practicing doing tasks Continued education in skill areas see also Accurate, Businesslike, Careful
SOBER-MINDED	see Serious
SOCIABLE	Took time for small talk with acquaintance Took time to talk with another Put another at ease quickly Listened attentively to another
SOFT-HEARTED	see Caring, Sensitive
SOOTHING	Talked in a low, quiet voice Used words with soft sounds Talked slowly and calmly Distracted other from worries/distresses
SOPHISTICATED	see Aristocratic, Courteous, Intellectual
SPELL-BINDING (CHARISMATIC)	Read, retained and used much information Talked of new and interesting information

see also Expert, Eloquent, Ebullient

SPONTANEOUS	Reacted emotionally immediately to events Made decision instantly and acted on it Felt and was free in speaking to another see also Outgoing, Sociable
SPRIGHTLY	Used lively, springing steps in walking Walked quickly and energetically Responded quickly with a smile to others Talked with an up-beat, happy tone/manner
STABLE	see Calm, Persistent, Self-Confident
STANDARD	The conventional commonplaces that people live down to
STEADY	see Sincere, Stable
STERN	Mimicry by the brow of the appearance of the rear
STIMULATING	see Positive, Responsive, Spell-Binding
STRONG	Took the lead in a relationship Was persistent in a human relationship Was tolerant of other's viewpoints & anger see also Decisive, Self-Confident
STUDIOUS	Read several books Took courses to improve knowledge Asked many questions see also Intellectual
SUAVE	see Sophisticated
SUBTLE	Considered the fine details in an event Made fine distinctions in what said Classified things for their causes Examined other's words for motivations
SYNDROME	An aerodrome in and out of which fly specific classes of sins
SYNONYM	A word which, spelled differently, pro- nounced differently, and having a dif- ferent meaning, is held to mean the same thing as another word
SYNTONIC	Mutually responsive and complementary, as sin for her and tonic for him

SYSTEMATIC	Organized things carefully into categories Thought and acted in logical order Considered statements in sequential order see also Intellectual, Subtle
TABOO	The sweet scent that Providence has afforded forbidden fruit
TACTFUL	Was polite and considerate Offered positives as well as criticism Said only things which were kind Said only things that were necessary
TANTRUM	The most natural adult response to the frustration of children who are misbehaving
TELEPHONE	An invention of the devil which abrogates some of the advantages of distance
TEMPERATE	see Abstemious
TENACIOUS	Hung on to an idea in conversation Pushed own point of view persistently Spoke forcefully see also Persistence
TENACITY	A certain quality of the human hand in its relation to the coin of the realm
TENDER	Touched another gently Expressed warm feelings quietly Was sensitive to another's feelings Was careful not to hurt another's feelings
THICK-SKINNED	see Tough
THINKING	Non-vocal conversation with one who will not listen
THOUGHTFUL	see Considerate, Contemplative, Sensitive
THRIFTY	see Careful, Economical, Orderly
TIC	An involuntary jerk - each of us has known several of them
TOLERANT	Accepted the way another was Enjoyed differences among people Put up with a lot of unpleasantness see also Adaptable, Broad-Minded, Forgiving
TOUGH	Was comfortable with other's annoyances Took leadership easily and comfortably Worked-out developing muscles and strength

	see also Brawny, Tolerant
TRANCE	A state of heightened consciousness occasioned by a boring monologue in which presumptive statements are made calculated to be irrefutably illogical and impossible, to which the person to whom they are aimed is expected to respond sluggishly at once
TRANQUIL	see Calm, Peaceful
TREMOUR	A quiver excited by a barb
TRIAL & ERROR	Achieving perfection by making mistakes
TRUST	An attribute we commonly wrongly believe to be found in one about to be betrayed
TRUSTING	Expressed feelings openly to others Shared an emotional experience with others Accepted uncertainty about others response Committed trustingness to another
TRUSTWORTHY	see Ethical, Faithful, Truthful
TRUTH	A clever mix of desirability & appearance
TRUTHFUL	Told the truth Accepted consequences of own behaviour Talked openly about own views and self Did not try to change life's contingencies
TZETZE FLY	An African insect whose bite is commonly regarded as nature's most effective remedy for insomnia
UNCONVENTIONAL	Behaved just as I wished Did different sorts of things Wore something other than jeans & teeshirt see also Creative
UNIFORM	Jeans
UNIQUE	Everybody is unique - so are you
UNRESERVED	Felt free to say and do as wished Did unusual actions/said unusual things Was almost too outspoken see also Unconventional
UXORIOUSNESS	A perverted affection that has strayed to o n e ' s o w n w i f e

VALUABLE	Everybody is valuable - so are you
VANITY	The tribute of a fool to the worth of the nearest ass
VERSATILE	see Adaptable, Bright, Creative
VIRTUOUS	see Christian, Decent, Exemplary
VISCERA	Disgusting things, providentially hidden from view by the skin
VITAL	Acted alive and energetic Worked actively toward valued goals Moved quickly and confidently see also Ebullient, Energetic
VIVACIOUS	see Agile, Alluring, Vital
VOCATION	The particular way in which one wastes one's time during the working day
WARM	see Loving, Tender
WILLING	see Accommodating, Adaptable, Cheerful
WISE	Used experience & training in conversation Offered advice based on where other was Tempered speech with experience & care see also Contemplative, Creative
WISH	A want there's not a chance of getting
WITTY	Made a sharp and humorous comment Reacted quickly with novel ideas Made a funny remark Came back quickly making fun of something
WOMANLY	see Maternal, Nurturant, Warm
WORKER	Expended effort in doing a task Did as told by superiors Put in all hours for which paid Directed work toward own & company goals
WORLDLY	Kept up with events from the news Got along with people from many cultures Learned more about the world's geography Was interested in everyday matters

WORTHY	Everybody is worthy - so are you
YOUTH	A period of time wasted by the young
YOUTHFUL	Was physically and facially relaxed Maintained slim body Moved in light, lively way see also Energetic, Lively, Zestful
ZESTFUL	Enjoyed each second that passed Was happy and contented Was lively, energetic and active Felt youthful
ZOO	A place where various kinds of animals are collected to give them an opportunity to oggle and laugh at humans found wandering aimlessly in the vicinity

NOTE: The behaviours listed here to define each personal quality or characteristic (Personal Development goal) are intended only as illustrations, examples or guidelines. The only important behavioural definitions to have on your list are the behaviours which YOU think best define or are the evidences of the personal qualities you have selected as the characteristics of your IDEAL-SELF-DEFINITION. The examples given are intended only to get you going with the selection of the right behaviours, and to keep you thinking about behaviours you can observe (in others and in yourself), or at least experience in yourself, so that you can know when they occur. It is important that the behaviours (as well as the Personal Development qualities) are expressed in POSITIVE FORMAT (i.e., doing actions, and not not-doing non-actions). You just cannot do a not-do in order to make it possible for you to reward yourself for (not) doing it. The strategy involved in making yourself over to the PERSON YOU WOULD LIKE TO BE involves nothing more than, having listed the qualities you would like for yourself and the behaviours that define those qualities, daily to read over your list of BEHAVIOURS in order to remind yourself what you are looking for in your behaviour, and then whenever you notice yourself, even for a fraction of a second, doing ANY APPROXIMATION to any behaviour of your list, be pleased with yourself and reward yourself either with something you consider rewarding or by telling yourself you are fantastic. That is, be pleased with your successes in APPROXIMATING the behaviours on your list. Enjoy watching your habits to produce these behaviours grow and increasingly take the exact form you wish. They will grow by being noticed and rewarded. You see, we all became the people we are by what we did and the way others responded to us. Unfortunately, you were rewarded in different ways by others, many others, all of whom were rewarding you for being the kind of person THEY thought you ought to be. Now you are an adult, and it is your right to be the kind of person YOU WANT TO BE. So it is time for you to learn to be that person, with you doing the rewarding so that the result is the person you want to be. So do it. Finally, a reminder: NOTHING WILL WORK FOR YOU IF YOU DON'T MAKE IT WORK FOR YOU, or better: YOU HAVE TO PAY CLOSE ATTENTION TO FIND THE BEHAVIOURS IN WHAT YOU DO EACH DAY, AND REWARD THEM SO THEY WILL GROW. But you don't have to force the behaviours, or intentionally act that way - just be yourself, notice the behaviours when they occur however briefly, and appreciate/reward yourself for doing the things you are looking for which you happen to do. Enjoy becoming and being the kind of person you want to be.

**GROUP LEADERS' MANUAL & WORKBOOK
for the GOAL-FINDING PROGRAMME**

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CONTENTS

Preamble	Pg 1
Orientation and Programme Introduction	Pg 1
Programme Introduction	Pg 3
Finding Goals	Pg 5
Classifying Goals	Pg 9
Final List of Goals	Pg 12
Development Goals & Statements	Pg 13
Achievement Goals List	Pg 19
D-Goal Strategy	Pg 20
A-Goal Strategy	Pg 27
Concluding Remarks	Pg 39
Appendix 1: Goal-Finding Programme Materials	
Appendix 2: D-Goal Behavioural Dictionary	