Living with Disability and Chronic Illness: Proven and Effective Ways to Set Goals and Make Progress

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Goal for The Session

All attendees leave with:
• a clarified personal goal,
• a concrete next step, and
• confidence and motivation to act.

Also:
More resource ideas and specific strategies to help along the way.

* This process is not linear. It does not have to go in this order.
Dreams, Goals, Action

• **Dream** – your highest vision, core to who you are and what you stand for.

• **Goal** – within reach, will take some time, and involve more than one action step.

• **Action Step** – specific action that will move you towards your goal.
Goal Within Reach
You may have to reach down deep
Stages of Change

- **Pre-contemplation** – Don’t know what you don’t know
- **Contemplation** – Recognize the need for change, not ready to act
- **Preparation** – committed to action, but need more info, confidence, other?
- **Action** – Getting started, doing things, greatest energy and commitment
- **Maintenance** – keep the action going, integrate learning, continued action

» (Prochaska, Norcross, & DiClemente, 1994)
Set a Goal

• Have the end in mind (Covey, 1989)
  – Be clear about where you want to go.
  – Start from the End – what difference do you want to make?
  – Everything starts with a thought
  – Your personal default is also an option
    • “If you choose not to decide, you still have made a choice” – RUSH

• Practical applications
  – Create a personal mission statement (Covey, 1989)
  – Make a list of your dreams (Werner, 2009)
Worksheet Question

Part 1: If you were to make one change in your life that would move you significantly ahead in living out your calling, what would it be?

Part 2: How does this align with your basics beliefs about life, people, and the world?
Set a Goal

- Envision a future state – How will life be when this is accomplished? (Egan, 2007)
- Is this goal aligned with your core values? Will it make you happy? (Seligman, et al., 2005)
  - Three Types of Happiness
    - Pleasant Life (Senses – pleasing, feels good)
    - Good Life (Desire - is it what you want)
    - Meaningful Life (Worthwhile - are you fulfilling a higher purpose)
Worksheet Question

Part 1: What would you consider a significant accomplishment to achieve over the next six months?

Part 2: How will this give you enjoyment or satisfaction?
Having a goal is only the first step!
Worksheet Question

Part 1: What is it you’ve often felt you want to be doing, but haven’t been able to do?

Part 2: What rewards are you seeking from this?
WALLY, WHAT ARE YOUR GOALS FOR THE COMING YEAR?

MY GOAL IS TO REPLACE MY SOUL WITH COFFEE AND BECOME IMMORTAL.

I MEAN SOMETHING ABOUT WORK.

OH, I THOUGHT YOU SAID MY GOALS.
Get Specific

Part 3: Create a SMART Goal

- **S – SPECIFIC**
  - What, Where, When, and With whom (Starr, 2008)

- **M – MEASURABLE**
  - Verifiable, How will you know when you’re finished? (Egan, 2007)

- **A – ATTAINABLE**
  - Be flexible – How could this be adapted if your situation changes? (Egan, 2007)

- **R – RELEVANT**
  - Will it make you happy? (Seligman, et al., 2005)

- **T – TIMELY**
  - When will you get started? (Webb, 2009)
Get Specific

Part 3: Create an “implementation intention”

• Significantly increases the likelihood of accomplishing the goal. (Brandstatter, et. al., 2001; Gollwitzer & Brandstatter, 1997)

• Willful self-regulatory strategies replacing old theories of incentive and personal beliefs.
  – You can help yourself do things you don’t really want to do and you may not fully believe you can do.

• Specific Behavior
  – Implementation intention: “I intend to perform goal-directed behavior Y when I encounter situation Z”
Are you ready to Act?
Plan of Attack

Part 4: Cost/Benefit analysis

– What are the consequences of this goal to self, others, family, work? (Starr, 2008)

– What am I willing to pay for what I want? (Egan, 2007)
  • How hard am I willing to work for this?
  • Am I doing this in the way that I want to? Or someone else’s way?
Plan of Attack

• Identify your Strengths – and lean on them
  (Buckingham & Clifton, 2001)
  – Talent – your naturally recurring patterns of thought, feeling or behavior. Your preferences.
  – Knowledge – the facts and lessons you have gained from experience.
  – Skills – the steps of an activity.

• Do you have the skills needed? If not how will you get these? Will you learn? Enlist someone else? (Brandstatter, et. al., 2001)
Plan of Attack

• Practical application  (Seligman, et al., 2005)
  – Notice times when you get fully engaged and lose track of time
  – Write down 3 things that went well each day and the reason it went well. (What did you do?) For one week.
  – Identify a strength and use it in a new and different way each day for a week.
Plan of Attack

Part 4:

• Know the victory conditions.
  – Be clear on what you want to achieve (Egan, 2007)

• Know when to retreat
  – What can you not afford to lose (Egan, 2007)
Have a Back-up Plan

SIX CHIX

OUR COMPUTERS ARE DOWN, SO WE HAVE TO DO EVERYTHING MANUALLY...
Stay on Track

• Put first things first (Covey, 1989)
  – “Stop Majoring on Minors”
  – Discipline – do the parts you don’t like

• Persistence (Dean, 2009)
  – People with higher self-esteem are more likely to persist
  – People will persist more when they are told task is hard
Stay on Track

Part 5:
• Take a Different Perspective.
  – “You cannot solve a problem from the same consciousness that created it. You must learn to see the world anew.” – Albert Einstein
PERSPECTIVE
Everything we hear is an opinion, not a fact.
Everything we see is a perspective, not the truth.
Everything we hear is an opinion, not a fact. Everything we see is a perspective, not the truth.
Stay on Track

Part 5:
- What arguments do you have you used to justify not doing this?
  - Expect resistance and face it (Hudson, 1999; Egan, 2007)
  - You have reasons why you can’t do something
  - Create an argument for why you should and have this ready.
Stay on Track

Part 5:

• Accountability
  – Social support is a key element to change
  – Telling others a goal makes it more likely to be accomplished (Egan, 2007)
  – Get Help - Find friends and supporters
  – Give help - Reach out to others
Stay on Track

• Get a coach!
  – associated with significant increases in goal striving, well-being and hope, with gains maintained up to 30 weeks later on some variables. (L. S. Green, Oades, L.G., & Grant, A.M., 2006)
  – Life coaching was associated with significant increases in levels of cognitive hardiness and hope, and significant decreases in levels of depression. (S. Green, Grant, A., & Rynsaardt, J., 2007)
Stay on Track

• Practical Application
  – Read a self-help book, CD, Video
  – Make time in your schedule
  – Use a time management aid
  – Focus on a thought to stop a task and develop a plan to work past it
  – Fine yourself for not complying ("Carrot and Stick" 2008)
Go For It!

Part 6:

• It will be hard.
• You have done hard things before.
• This process is not linear, you may need to go back to the Goal more than once.
• Celebrate your success, plan your party now.