

STEP 4: DEFINE YOUR ACTIONS pdf

1: Decision-making process - UMass Dartmouth

Instead, here's a four-step process to define your own sales KPIs: 1. Understand what makes an effective KPI. First, your team needs to be on the same page about what exactly a key performance indicator is.

How Values Help You Values exist, whether you recognize them or not. Life can be much easier when you acknowledge your values and when you make plans and decisions that honor them. If you value family, but you have to work hour weeks in your job, will you feel internal stress and conflict? In these types of situations, understanding your values can really help. When you know your own values, you can use them to make decisions about how to live your life, and you can answer questions like these: What job should I pursue? Should I accept this promotion? Should I start my own business? Should I compromise, or be firm with my position? Should I follow tradition, or travel down a new path? Also, as you move through life, your values may change. For example, when you start your career, success measured by money and status might be a top priority. But after you have a family, work-life balance may be what you value more. As your definition of success changes, so do your personal values. This is why keeping in touch with your values is a lifelong exercise. You should continuously revisit this, especially if you start to feel unbalanced As you go through the exercise below, bear in mind that values that were important in the past may not be relevant now. A good way of starting to do this is to look back on your life to identify when you felt really good, and really confident that you were making good choices. Identify the times when you were happiest Find examples from both your career and personal life. This will ensure some balance in your answers. What were you doing? Were you with other people? What other factors contributed to your happiness? Identify the times when you were most proud Use examples from your career and personal life. Why were you proud? Did other people share your pride? What other factors contributed to your feelings of pride? Finding This Article Useful? Identify the times when you were most fulfilled and satisfied Again, use both work and personal examples. What need or desire was fulfilled? How and why did the experience give your life meaning? What other factors contributed to your feelings of fulfillment? Determine your top values, based on your experiences of happiness, pride, and fulfillment Why is each experience truly important and memorable? Use the following list of common personal values to help you get started and aim for about 10 top values. As you work through, you may find that some of these naturally combine. For instance, if you value philanthropy, community, and generosity, you might say that service to others is one of your top values.

STEP 4: DEFINE YOUR ACTIONS pdf

2: Action | Definition of Action by Merriam-Webster

Step 4 is about putting your plan into action. During Step 4 schools allocate resources, start to make changes, offer learning opportunities, and monitor actions. Implementing the action plan.

Make a searching and fearless written moral inventory of yourself. When you took step 3, you decided to trust the Lord. You turned your will and your life over to His care. In step 4, you show your willingness to trust God. You make a searching and fearless written inventory of your life, surveying or summarizing the thoughts, events, emotions, and actions of your life, making your inventory as complete as possible. Doing a fearless and thorough inventory of your life will not be easy. When we say fearless, we do not mean you will have no feelings of fear. You will likely experience many emotions as you survey your life, including embarrassment or shame or fear. Fearless means you will not let your fears stop you from being thorough in the inventory process. In the past you probably justified bad behavior and blamed other people, places, or things for the problems you had created. Now you will begin to take responsibility for past and current actions, even though you may need to acknowledge painful, embarrassing, or difficult events, thoughts, emotions, or actions. If the thought of making a searching and fearless inventory of yourself feels overwhelming, know you are not alone. Our hearts go out to you. We remember our struggles to find the willingness to complete this step. Many of us wondered if we might skip step 4 entirely and still overcome our addictions. Eventually we had to believe the words of those who went before us: Addiction crippled our ability to reflect honestly about our lives. It limited our ability to understand the damage and havocâ€”the liabilitiesâ€”it caused in all our relationships. Before we could confidently rely on the Savior, we needed a framework through which He could help us sort out our past honestly. The inventory was also a step in helping us align our lives with the will of God. Through this inventory, we identified negative thoughts, emotions, and actions that ruled our lives. By discovering those destructive elements in our lives, we took the first step toward correcting them. Doing an inventory was difficult, but this step opened the door to the additional faith and hope we needed to continue our recoveries and overcome addiction. What tools will I need? He will help you be truthful and loving as you sort through your memories and feelings. One way to do an inventory is to list memories of people; institutions or organizations; principles, ideas, or beliefs; and events, situations, or circumstances that trigger positive and negative feelings including sadness, regret, anger, resentment, fear, bitterness. Some items on the list may appear multiple times. Do not try to sort or judge or analyze at this point. For now, the most important thing is to be as thorough as possible. As you do your inventory, look beyond your past behaviors and examine the thoughts, feelings, and beliefs that led to your behavior. Your thoughts, feelings, and beliefs are actually the roots of your addictive behaviors. Unless you examine all your tendencies toward fear, pride, resentment, anger, self-will, and self-pity, your abstinence will be shaky at best. You will continue with your original addiction or switch to another one. Some people group their lives according to age, grades in school, places lived, or relationships. Others start simply by brainstorming. You will probably not remember everything all at once. Continue to be prayerful and allow the Lord to bring things to your remembrance. Leave this process open-ended, and add to your inventory as your memories come. Some people organize this part of their inventory into a table or chart with columns under each of the five headings listed below. They restrict their entries to brief statements. Others create a page for each entry on their list, and then write answers in each of the five categories. In just a few words, give a short description of your memory of the event. Think more in terms of a summary rather than a long story. What was the effect on you or others? What were your feelings at the time of the incident? What are your feelings now about it? Consider how your fears may have contributed to it. How did your character weaknesses or strengths affect the situation? Do you see any evidence of pride, self-pity, self-deception, or self-will in your attitudes and actions? Be sure to record also those times when you acted right. The Holy Ghost can help you humble yourself and face the truth, even if the truth is painful. With the help of the Lord, you can recognize your strengths and weaknesses see Ether Questions like these may help: What outcome did I want in this situation and why? How did I try to control the situation? Was it any of my business? What actions did I take or omit to get what I wanted? Did I ignore

STEP 4: DEFINE YOUR ACTIONS pdf

reality? Were my expectations reasonable for myself and for others? Did I lie to myself or to others? Did I ignore the feelings of others and think only of myself? How did I act like a victim to control others, get attention and sympathy, be special, and so on? Did I resist help from God and others? Did I insist on being right? Did I feel slighted for lack of recognition or acknowledgment? What counsel does the Lord give concerning this incident? Remember you have nothing to fear as you submit to the Savior. You are here to learn good from evil, and the Savior can help you forgive yourself and others. Record your thoughts and impressions as you consider inspired counsel from the scriptures and from Church leaders. Four necessary elements

Four elements are critical to a successful moral inventory—writing, honesty, support, and prayer. These elements of a moral inventory will help you recognize and overcome sins and shortcomings. The inventory of your life will be most effective if you write it. You can hold a written list in your hands, review it, and refer to it when necessary; unwritten thoughts are easy to forget, and distractions can easily interrupt you. As you write your moral inventory, you will be able to think more clearly about the events in your life and you will be able to focus on them with less distraction. Some people try to avoid writing their moral inventory, feeling embarrassed or fearful about their writing ability or about someone else reading what they write. Your spelling, grammar, penmanship, or typing skills do not matter. You can draw stick figures, if you must, but get your inventory on paper. As you complete the fourth step, remember that perfectionism—trying to do your inventory perfectly and to please others—can block you from being complete. The fear of someone reading what you have written can be a genuine concern, but you can overcome it. Those of us who have done an inventory have had to face this fear. We had to do all we could to keep our inventory private and then trust the results to God. We had to care more about healing than about our ego or reputation. You must remember that step 4 is an act of stepping out of shadows of shame and admitting your need for repentance. If you will be prayerful about how and where to keep your inventory pages private, the Lord will guide you to do what is best. Being honest with yourself about the sinful areas of your life can be terrifying. Often people avoid looking too closely at themselves in the mirror of the past, fearing the reflection may reveal the truth of what their lives have become. Now as you take the fourth step, you must face the truth about your life and your fears squarely. In your inventory, you will not only discover your weaknesses but you will also understand and appreciate your strengths better. Include in your inventory your good traits and the positive things you have done. In truth, you are a combination of weaknesses and strengths. As you become willing to see the whole truth about your past—good and bad—you allow the powers of heaven to reveal the truth and help you put the past in proper perspective. You will learn that you are like all other humans, with strengths and weaknesses. You can begin to face others on equal footing. The encouragement and support of others who understand recovery can help you in your efforts. They can guide you in discovering the method, structure, or approach that will work best for you in reviewing your past. They can encourage you if you get discouraged. As you consider the magnitude of step 4 and the challenge it represents, think of how the Lord has helped you in each previous step. As you turned to God for comfort, courage, and guidance, you found the help that will continue with you as you do an inventory. If you pray each time you sit down to write your inventory, God will help you.

3: What Is Action Research?

Determining action steps helps your group members find practical ways to reach your group's objectives and focus on the details necessary to succeed. This section provides a guide for developing action steps in order to increase the efficiency of your organization.

Implementation Schedule Implementation is the process that turns strategies and plans into actions in order to accomplish strategic objectives and goals. How will we use the plan as a management tool? How and when will you roll-out your plan to your staff? How frequently will you send out updates? Who is your strategy director? What are the dates for your strategy reviews we recommend at least quarterly? What are you expecting each staff member to come prepared with to those strategy review sessions? Use the following steps as your base implementation plan: Establish your performance management and reward system. Set up monthly and quarterly strategy meetings with established reporting procedures. Set up annual strategic review dates including new assessments and a large group meeting for an annual plan review. Below are sample implementation schedules, which double for a full strategic management process timeline. Your Bi-Annual Checklist Never lose sight of the fact that strategic plans are guidelines, not rules. Every six months or so, you should evaluate your strategy execution and plan implementation by asking these key questions: Will your goals be achieved within the time frame of the plan? Should the deadlines be modified? Are your goals and action items still realistic? Should your goals be changed? What can be gathered from an adaptation to improve future planning activities? Why Track Your Goals? Having a stake and responsibility in the plan makes you feel part of it and leads you to drive your goals forward. Successful plans tie tracking and updating goals into organizational culture. Accountability and high visibility help drive change. This means that each measure, objective, data source and initiative must have an owner. Changing goals from In Progress to Complete just feels good! Once agreed upon, this topic should be developed to conclusion. Holding meetings helps focus your goals on accomplishing top priorities and accelerating growth of the organization. Although the meeting structure is relatively simple, it does require a high degree of discipline. Strategy Review Session Questions: What were our three most important strategic accomplishments of the last 90 days? How have we changed our field of play in the past 90 days? What are the three most important ways we fell short of our strategic potential? In the last 90 days, what are the three most important things that we have learned about our strategy? We are looking for insight to decision to action observations. In many organizations, retreats have a bad reputation because stepping into one of the many planning pitfalls is so easy. Holding effective meetings can be tough, and if you add a lot of brainpower mixed with personal agendas, you can have a recipe for disaster. Executing your strategic plan is as important, or even more important, than your strategy. Critical actions move a strategic plan from a document that sits on the shelf to actions that drive organizational growth. The sad reality is that the majority of organizations who have strategic plans fail to implement. You remain in this phase of the strategic management process until you embark on the next formal planning sessions where you start back at the beginning. Remember that successful execution of your plan relies on appointing a strategy director, training your team to use OnStrategy or any other planning tool, effectively driving accountability, and gaining organizational commitment to the process. Clients executing their plans with OnStrategy: A Dose of Strategy.

STEP 4: DEFINE YOUR ACTIONS pdf

4: Step 4- Monitor, review and improve

In step 4, you show your willingness to trust God. You make a searching and fearless written inventory of your life, surveying or summarizing the thoughts, events, emotions, and actions of your life, making your inventory as complete as possible.

Now, step 10 requires you to continue to take personal inventory, and when you are wrong to promptly admit it. Purpose of Step 10 Up to this point in your recovery, steps one through nine have taught you to see the truth about your behavior and how the rest of the world responds to your actions. With this awareness you can now clearly see what is going on during every moment of your day. You are no longer functioning like a robot under the weight of old habits or while not thinking about what you are doing. This personal responsibility is critical to successful recovery from alcohol addiction. An example of working step 10 might be getting angry when someone cuts you off at a traffic light. Just as you begin to form the profanities to hurl from your open window, you recognize that the other driver will not be improved by your anger and would benefit more from your demonstration of the right way to react to anger or stress. By responding to a conflict or anger with grace, you have used step 10. So immediately after your outburst, you calm down and apologize to your boss for your inappropriate reaction. Step 10 Review As part of step 10, Alcoholics Anonymous treatment programs recommend that you do daily and periodic reviews. The daily review means that you set aside time each day to meditate or constructively review your day. Were you resentful, dishonest or afraid? What could you do better tomorrow? While carrying out your daily review, be careful to avoid slipping into worry, remorse or fear. It is not about beating yourself up. Step 10 is about being aware of your actions and their consequences. The periodic review is basically taking stock of where you are and what you need to do to ensure you stay on the path to recovery. Each year, take stock of promises made in previous steps. If there are any that you have not kept, then this is the time to rectify that wrong. Step 10 keeps your house clean and is not about being perfect. Everyone makes mistakes, but owning up to them settles conflict before it can fester and become blown out of proportion. The tenth step of Alcoholics Anonymous is a natural progression from step 9, where you make amends. Alcoholics Anonymous is an alcohol addiction treatment program that helps alcoholics build a solid foundation for long term recovery from their addiction. The 12 steps of this program each provide another brick in that foundation.

STEP 4: DEFINE YOUR ACTIONS pdf

5: What Is Step 10 of Alcoholics Anonymous?

Action Plan Step 4: Determine Your Area of Excellence Finally, in personal strategic planning, the aim is always to achieve leadership in your chosen market niche. Business leaders have the authority to determine the area of excellence in their business.

Learn how to identify action steps for determining who will do what by when and with what resources. What is an action step? Why should you identify action steps? When should you determine action steps? How do you identify action steps? This section provides a guide for developing action steps in order to increase the efficiency of your organization. An action step refers to the specific efforts that are made to reach the goals your agency has set. Action steps are the exact details of your action plan. They should be concrete and comprehensive, and each action step should explain: Anticipating the future makes us feel in control, right? You can get prepared for what your next step should be. To concentrate on the details that must occur to succeed in your mission To decide on workable ways to reach your goals To allow a large number of people to think in a structured way about the future of your coalition To save time, energy, and resources in the long run: You should determine your action steps after you have decided what changes you want to occur. You probably do this anyway, at least on a casual level; you decide what changes you want to see occur, and then you decide how to go about making them. These "hows" are your action steps. Ideally, they will be thoughtfully, officially decided upon early in the life of your organization, and then updated every year or two as your group grows and changes. Determine what your group, as a whole and individually, is really good at. Are you great at fund raising? Do you have a member who happens to write for the local paper? Brainstorm all the possible strengths of your group, no matter how off the wall they might seem. You never know when an award-winning tuba player will be just what you need! Brainstorm different, specific ways that these strengths can be used to carry out the changes that you have decided upon. For example, if your organization is trying to bring about increased access to contraceptives for area youth, you might send your best politician to area drug stores to ask to pharmacists to provide contraception in a confidential way. Then, ask the graphic artist in your group to design a card with the names of the pharmacies that will do so. Consider the possible barriers to implementing your proposed changes, and possible ways to remove these barriers. Some questions you might ask yourselves include: Do we have enough money to carry out your proposed action steps? Are there any grants we can apply for? Do we have enough manpower? Can we recruit more volunteers? Do we have enough time to carry out these changes? Are these action steps things people can get excited about? What kind of opposition can we expect if we put our plan into effect? Are there ways to get around it? For instance, in the example given above dealing with contraceptives, pharmacists might be worried that their name next to the slogan, "Get your condoms here! A card that just had the names and phone numbers of your agency and of their establishments, however, might calm these fears and give the pharmacies some free, welcome publicity. Brainstorm different ways your action steps to go about implementing the proposed changes in each sector that you have chosen. Be sure to have someone take good notes! Again, make sure each action step includes: What will occur How much, or to what extent, these actions will occur Who will carry out these changes When these changes will take place, and for how long What resources such as money and staff are needed to carry out these changes Example: The RTR Coalition One action step might include increasing publicity about contraception and unwanted pregnancy at the local high school. What action or change will occur: Hanging posters, displays, and other information about contraception and the facts about unwanted pregnancy in the hallways of the local high school. How much, or to what extent, this action will occur: The posters and other information will become a permanent part of the high school. Posters and information will be regularly changed as new materials become available. Who will carry it out: A sub-committee comprised of parents, teachers, students, and coalition members will be responsible for maintaining the displays. The coalition as a whole will work towards finding funding to purchase the materials. Several coalition members will be responsible for researching and ordering the materials. When will it take place, and for how long: The coalition will try to have posters hanging and displays visible within six months of implementing the action

STEP 4: DEFINE YOUR ACTIONS pdf

step. What resources are needed to carry out the step: The coalition will try to approach the school district to request funding for the project. Otherwise, the coalition will seek funding from other sources such as foundations to finance the program. To make the process as clear as possible, members of the coalition should account for each point of each action step. Then, with written goals in hand, you will have the concrete steps you need to take in order to implement your plan. Determine a final list of action steps for each community sector from the ideas that came from your brainstorming. Try to determine lists that are feasible, effective, and comprehensive.

Changes in the schools: Provide training on anger management and stress reduction techniques for parents. Require classes in prevention of child abuse and neglect for renewal of teacher certification and for school nurses. Provide space and supervision on school facilities for weekend, after-school, and vacation activities for children.

Changes in health organizations: Provide health care credits for parents who participate in child abuse and neglect workshops. Provide training for health professionals on screening for abuse and neglect. Develop specific and comprehensive policies regarding mandatory reporting.

Changes in businesses and work sites: Offer workshops on stress relief and anger management to employees. Offer training on parenting skills, including prenatal and infant care.

Changes in government and social services: Provide tax incentives to parents who participate in child abuse prevention activities, such as classes on parenting skills. Develop comprehensive laws regarding perpetrators of child abuse and neglect. Increase protection for all victims of domestic violence through specific policies and access to shelters.

Changes in community organizations: Provide a community board that lists job openings, daycare, and important community dates and events. Provide help in obtaining public or legal assistance for families in need. Increase the number of agencies and organizations that conduct parenting classes.

Changes in religious organizations: Create a network among ministers to discuss strategies for preventing abuse and neglect. Provide counseling and follow-up with people who feel at risk for abusing a loved one. Distribute inserts for church bulletins on the prevention of child abuse and neglect.

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6: What Are Your Values? - Decision-Making Skills from www.enganchecubano.com

87 2/03 Step 6 Prepare a Draft Plan The beginning sections of a plan will typically include all the information that has led to the mitigation actions that the plan is recommending.

From creating a sense of urgency to communicating the change vision, senior leadership and the guiding coalition have mobilized the organization and prepared the various stakeholders to accept change. They enter difficult territory as the Devil is Always in the Details. Or, said another way, we can often agree that change is necessary--it is just how we are exactly supposed to make change happen that causes us so much difficulty! In Step 5, senior leadership and the guiding coalition empower broad based action. They turn their attention to removing obstacles that do not support the change vision. Why is it Necessary? Empowering broad based action is necessary. Many change efforts fail due to insufficient attention to this step and the result is the stalling of a change effort at the beginning stages of its implementation. Empowering broad based action is critical to the success of any change effort because the ties in an organization to maintaining the status quo are very strong. Over time, organizational procedures, systems, and structures were established to support the status quo. Further, reward systems, performance measurements, employee performance, and organizational skill development have all supported the status quo. Further, not even the establishment of a talented guiding coalition to coordinate the change effort is sufficient to make significant change lasting in the organization. Organizational adjustments to remove barriers will be necessary to make a change effort happen. To make change happen, leaders have to actively remove organizational barriers. Click To Tweet Omitting Step 5 of the Leading Change process is similar to starting a cross country trip in the old family car without any assessment, repair, or maintenance of the vehicle. While the car is still reliable, it still needs to be checked out, repaired in some areas, and augmented with some new parts to make--what will be in some parts of the country--a long and difficult journey such as desert areas and a few mountain ranges to name a few. Without this effort, the picture is one of an unhappy family in a broken car in a deserted stretch of the highway. Senior leadership and the guiding coalition need an accurate understanding of the organizational barriers that hinder the change implementation. This is one area where the wisdom of senior leadership in selecting a guiding coalition whose members come from different levels of the organization with position power, credibility, expertise, and leadership responsibilities pays off in a huge way. The members of the guiding coalition are invaluable for understanding what is needed to implement change effectively as they truly know how the organization operates. With the work of the guiding coalition and with continuing communication with other organizational stakeholders, barriers that hinder the change effort can be identified and eliminated. With this effort, organizational processes, structures, procedures, and reward systems will need to be aligned with the new change vision as necessary. Empowering broad based action also involves investment in employee and managerial training and development. This is a necessary expense, not a "nice to have" expense. Employees and managers can actively or passively resist change but resistance to change is not inevitable. We, humans, do not resist change that we believe is in our best interests such as more pay, better benefits, etc. Ignore the obstacles to change in your organization AND change will never happen. With this effort, it is critical that senior leadership and the guiding coalition identify the new behavior, attitudes, and skills that managers and employees need. With this information, they can adjust the organizational training and development efforts and the recognition and reward programs to align with the behavior, attitudes, and skills that are needed for the change effort. Despite all of these efforts, however, there will be some people that resist change--often at the managerial level. Left unaddressed, these resistant managers become significant obstacles to implementing an organizational change effort. The dynamic of managerial resistance to change is one reason for the continuing involvement of senior leadership in sponsoring the change effort throughout each step. It puts everyone on notice that senior leadership is committed to making the needed change and will not become easily distracted from this important work. All resistance to change is not illogical, however, and there can be valid reasons why managers may resist a change effort. In fact, from the perspective of the person resisting, their behavior is entirely logical to them. When senior leadership and the guiding coalition work with these managers to

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integrate their valid concerns within the change effort, they eliminate much of this managerial resistance. In those rare instances where a manager continues to resist, senior leadership must directly address this behavior as appropriate. The first four steps of his model while challenging are still easier than Step 5, empowering broad based action. It is easy to tell everyone to get on board the ship as it travels to a new direction; it is harder to keep everyone engaged and everything working compatibly however on the journey to get there. Forces will conspire--intentionally and unintentionally--to derail the change effort. By empowering broad based action, senior leaders and the guiding coalition can avoid having their change effort suffer the same fate of the Titanic!

STEP 4: DEFINE YOUR ACTIONS pdf

7: 4-Phase Guide to Strategic Planning Process Basics | OnStrategy

Go back to Step 2 if you find you need to explore your options further before making a decision. Once you have chosen a career, you can go on to Step 4, which will lead you toward your first job in your new career.

A beautiful girl catches your eye. You start coming up with a million ways to say hello. Your paths are about to cross. What held you back? Confidence is what sets high performing individuals from the rest of the pack. People who have confidence reach for their goals, have the guts to approach anyone they want and are comfortable in their own skin. Are you one of those people? If not, chances are that you want to improve your confidence. Because confidence is one of those things you can only sense or feel, it makes it really hard to improve it in a systematic way. Sign up for a free three-video mini course called: *How to Have Charismatic Conversations*. Get out of your comfort zone safely Do you ever have an urge to do something out of the ordinary but talk yourself out of it? Sitting inside your comfort zone leads to stagnation. The secret of true confidence is that it starts with you. Well, think about a smaller goal that you can achieve that has a similar outcome lower the bar. You may be afraid to approach the CEO, but how about an email? By making your audacious goal smaller and much more digestible you increase the odds of following through. That girl may have a boyfriend or may not even be single! How about setting a micro-goal of having a 5 minute conversation with her? Setting micro-goals allows you to step out of your comfort zone safely. Challenge yourself to step outside of your comfort zone at least once a week. Here are a few more tips on setting micro-goals:

Visualize Visualize accomplishing your goals. Studies have shown that visualizing something activates the same motor parts of your brain that are activated when you physically do something. This remarkable Harvard study split subjects who were to practice piano in two groups. One group practiced the piano physically and another group of subjects played it mentally by visualizing What happened? Both groups had the same changes in the motor parts of the brain showing that visualizing playing was just as effective as physically playing it! Know your Values Do you ever notice that confident people are pretty decisive? How do you start to define what you want? The first step is to define your values. In *Awaken the Giant*, Tony Robbins writes about values in two distinct forms. A prime example is money. Money is usually a means to something else. Taking the money example, your end value may actually be security and wanting to feel financially stable Note the distinction between the means and ends values here. This seems like a simple concept, but this is something most people rarely do. Confident people take control of life, rather than letting life take control of them. Be honest with yourself and get clear on them. Here are some questions that may help: What are the things that mean the most to me in life? What are the things that I do not care about in life? This will help you define what truly matters to you

3. Embrace change Do you ever find yourself obsessing over the past or the future? Five years ago you had different tastes, friends, and interests and who knows what those will be five years from now! In order to get out of the habit of making judgements about yourself, you have to develop the habit of making no judgements at all. This is actually extremely difficult. Simply choose one day per week to make no judgements whatsoever. The goal here is to prime your brain to release all judgments and kill the habit of making automatic judgements. Not only will this help you become more present, but you will also find yourself being more accepting of others and most importantly, yourself. Be present This strategy may seem way too simple to be true, but it is absolutely necessary to build your own self-confidence. Have you ever spoken to someone and felt like you were the only person in the room? Let me guess, that person made you feel super special. They were able to do that because they were present in the moment and they could focus and feel the conversation on a much deeper level compared to someone who was in their own head. Ever blanked in a conversation? Living and experiencing life in the moment takes practice, but if you can make it a consistent habit you can transform your life. Numerous books and studies have led us to understand the importance of presence. Clock time is the practical matter of time including learning from the past, goal setting and doing our best to predict our future based on our experiences Psychological time is the psychological construct of time that gets in the way of being in the now and turns into negative self-talk. The only way to truly call yourself out is to mentally double check yourself. You can start by doing this a few

STEP 4: DEFINE YOUR ACTIONS pdf

times a day or hourly if you really want to realize how often your mind drifts away from the present moment. After you answer the question, get back to the moment at hand. By stepping outside of your comfort zone, defining your values, embracing change and being present, you will have the foundational confidence to make anything happen! This is a guest post by Katrina Razavi, founder of CommunicationforNerds. If you liked this article, visit her site to sign up for a free three-video mini course called: It covers 6 secrets to social confidence, the 1 strategy to improve your life and how to have natural conversationsâ€™.

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8: Working The Steps - Step Five

Step 1 through 8 Worksheets (You have already created your customized TeamSTEPPS Action Plan by completing step 1 through 8 worksheets!) Kotter J and Rathgeber H. Our Iceberg is www.enganchecubano.com and Succeeding Under Any Conditions, Kotter & Rathgeber;

What have you done to solve the problem? In trying to solve the problem, what have you learned about it? How does that look in practice? Here are a couple of real-world examples. Sometimes a box of tissues and a cup of tea are useful. To define the problem, we talked. On Saturdays, both B. Lately, though, her department was closing the week just a little bit later. But the babysitter needed to leave on time. Ultimately, we determined that job and child-care stress was negatively impacting their relationship. What had they done to solve the problem? Both were staying later at work, and the babysitter had to leave at the usual time. Both had tried to leave their workplaces earlier, but neither office was enthusiastic about that. They tried to switch off weeks with each other, but negotiating the switch caused fights. In trying to solve the problem, what did we learn? We put several potential solutions on B. Second, her partner could do the same. Third, the babysitter could be asked to stay an hour later regularly, or perhaps they could find a sitter who could work later. Fourth, they both might need to consider switching jobs. Fifth, either or both of them might work all or part of a shift from home on Saturdays. More than one solution might technically solve the problem, but which of them will work best depends a great deal on the people involved. Keep an open mind and, if possible, try more than one to see which works out best. As an Orthodox Jew, S. His previous manager, who was also Orthodox, had been promoted, and his new manager criticized him for leaving early. The department had taken on new responsibilities just as business was turning down, and his colleagues felt their jobs were at risk. When he left early, he said, they whispered about him. He explained that they could leave early to pick up kids from school occasionally, and he felt his religion was at least as important as their kids. He felt his job was especially at risk. What did he learn? Complaining to co-workers was not a winning solution. Co-workers were sympathetic, but the business downturn made everyone twitchy. First, he made an appointment with his old boss to ask for her advice. Second, we agreed that he needed to talk directly to his current boss and explain the scheduling issue. Fourth, if it seemed appropriate, he would emphasize that he was meeting and even exceeding his goals: He would be clear that his performance was excellent, and that performance is measured not by time in the chair, but rather by achievement of mutually agreed-upon goals. Any or all of the action list items might help, but all of them are worth pursuing. The problem is money. This financial insecurity made her yearn for stability at work, even work she hated. She also found it hard to think when she was in a no-money panic. She had called the big client to collect, but the client was out of the country. Businesses need budgets and cash flow. But it was clear that she needed more than one big-money client. Second, she committed to use part of the loan to hire a bookkeeper and make a strict budget. Third, she went to sell her second-biggest client up to a bigger line of business. Fourth, she conducted a long-overdue exercise to create her goals and a five-year plan. Sometimes to solve a problem you first need to mitigate it: Give yourself some much-needed breathing space so you can tackle it properly. But having bought yourself time, do not waste it by dithering—get a solid action plan together and execute it.

STEP 4: DEFINE YOUR ACTIONS pdf

9: 4 Easy Steps to Solving Every Problem in the Workplace

Goal setting is a process that builds upon itself, as indicated by our circular model. This process encourages action and constantly changes as you change.

Implementing the action plan Step 4: Key points about taking action Consider who will lead the process Plan for the long term Implement new approaches as they are intended Involve all staff, students, and the community in supporting change Allocate extra resources to support new approaches Offer all staff, students, and the community adequate learning opportunities Monitor progress and use formative feedback. Text Information for Step 4 Step 4 is about putting your plan into action. During Step 4 schools allocate resources, start to make changes, offer learning opportunities, and monitor actions. Implementing the action plan Once you have developed an action plan See Using W S reports to develop an action plan: Research shows that the processes schools use to implement change are a key factor in determining the success of these changes. Using a team-based approach to manage change and involving the whole school community are ways of encouraging understanding and commitment to new approaches. These and other factors that can support successful implementation are discussed below. Text Leading change Effective leadership of new approaches is vital. The principal and other school leaders need to be actively behind any new approaches in your action plan. One way of supporting longer-term sustainability is through having more than one school leader or staff member actively supporting and promoting the changes. These people are likely to be core members of your school self-review team. Planning for the long term It can take a while for new approaches to become an everyday part of school life. Therefore it is important to have a longer-term view. It can then take years to fully embed new approaches. After a year or two, a change process can reach a plateau and start to lose momentum as other newer activities start to become the focus. Research suggests that if momentum is not maintained, schools which are initially successful in creating a safer school climate can see a return to previous behaviours. Therefore, it is important to plan ways to keep the momentum going. One way to do this is for the school self-review team to continue to manage and monitor action plan activities. Tasks can be shared and so if one key team member leaves, activities are more likely to continue. Another way is to make sure the whole school community are informed and involved. Implementing new approaches as they are intended Studies show that how new approaches are implemented and supported makes a key difference. As part of your action plan, your school may decide to adopt an external programme or approach that has evidence of success see the examples in the W S modules. It is important to implement all parts of this new approach in the way they were intended, and to make sure that all those involved have adequate information and learning opportunities. It is also important to ensure that any approach you are using is developmentally appropriate for the students at your school. Some programmes or activities are designed specifically for students of a certain age group and may not be effective for older or younger students. Before starting new approaches it is helpful to collect some form of baseline data, so that you know what school practice was like before the new approach. You can then compare this baseline to data that is collected later. Data from the W S tools can be used to establish a baseline see Using the W S tools to review progress: There may also be other sources of data that you might want to record and track e. Text Involving all staff, students, and the community in the process Change is more likely to happen if the whole school community is on board. Having a team approach supports new approaches to become embedded in school life. Allocating extra resources Consider how you will resource the actions in your plan. It can be difficult for teachers to fit extra responsibilities into their busy workloads without having extra time allocated. Do review team members or leaders need to be given release or management time to plan, manage, and monitor new activities? Do time and resources need to be allocated for community sessions? Sometimes only a lead teacher is able to attend a course or professional learning sessions. For example, if your school has decided to adopt a restorative approach, all staff will need professional learning time to discuss and debate the philosophy of restorative practices and learn strategies they can use see the ideas about effective professional learning in the W S modules. Likewise, you will need to plan how you will provide students with information about the new approach, how students will be taught strategies for

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dialoguing with each other, and how you will collect feedback from them about how it is working. Some schools find home-school partnership sessions, which actively involve students are very effective. How non-teaching staff can support school approaches to health and wellbeing Administration personnel, nurses, bus drivers, and caretakers often have helpful insights into school culture. How will these staff be involved? Will they be included in professional learning sessions? How to work with local groups to spread change throughout the community Are there local marae, churches, community groups, or sports clubs you could work with? Monitoring progress and using formative feedback Like curriculum design and review, making changes to school approaches to health and wellbeing is best viewed as a cyclic process. This process also involves monitoring and making ongoing adjustments if necessary. This idea of making adjustments could be seen to be in tension with the need to implement new approaches as they were intended discussed above. However, it should be possible to make minor changes to better suit the context of your school without altering the intent of a programme. We suggest that you undertake a formative review of how you are tracking in relation to activities in your action plan at least every year or second year. For a formative review, it is important to explore perceptions and improve the effectiveness of the processes you are using. The sorts of questions that could be asked are: Have we been able to start all planned activities? Did we allocate enough resources? What is going well, and are there things that could be improved? How engaged are people with the new approaches? Is everyone doing them? To what extent does everybody have a shared understanding of what we are trying to achieve? To what extent has everybody been able to access learning opportunities, and were these effective? As well as feedback from those most involved in the process, it can be important to collect other data to assess the impact of the new approaches in your action plan. The action plan template encourages you to think about what data you could collect. A more formal review and revision of the action plan can occur every years. For more information see Using the W S tools to review progress - info for step 5.

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