

A WORKBOOK
TO INCREASE YOUR
MEANINGFUL
AND
PURPOSEFUL
GOALS
(MPGs)

(2009 PDF EDITION)

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PREFACE

If you are in the majority, you feel some lack of satisfying direction in your life. Increase Your Meaningful and Purposeful Goals (MPGs) is designed for you.

Increase Your MPGs started as a counseling group for self-growth. The theme of the group sessions was to help people direct their lives toward more personally meaningful goals. Techniques were developed to help these people set goals so important to them that they would feel excited working toward them. They searched for goals so vital to them that alcohol and drug abuse, daily frustrations, emotional symptoms, or other interferences would not sidetrack them from their progress. The group sessions were very popular, and soon many more persons wanted to attend the sessions than could be handled reasonably.

So a clear need arose to find a way to make Increase Your MPGs available to larger numbers of people. While the process of increasing MPGs was adjusted and improved, several leaders were taught to conduct the MPGs group sessions. The demand still was not met because the increased availability of the sessions resulted in even greater demand! Thus we decided to develop a written version of the MPGs process for those many persons who couldn't attend live training sessions.

This workbook is the product of that decision. The material is aimed at people who sense a need for a satisfying direction for their lives – people who want truly meaningful and purposeful goals. The original version of Increase Your MPGs was copyrighted in 1989 (ISBN 0-917867-10-6). A Revised Edition was published in 1995. Both hard-copy editions have been out of print for many years now. But we have continued to receive many requests for the workbook. So, rather than re-publish it in hard-copy, we decided to develop this PDF version of the workbook. Persons are welcome to copy and use this PDF version, but it is not intended for sale without permission from the authors.

Increase Your MPGs can be used as a self-help process and self-workbook. It guides you through a series of paper-and-pencil exercises designed to show you how to increase your personally meaningful goals. To complete Increase Your MPGs requires some work, time, and deep but interesting thought about yourself.

Throughout this workbook we provide examples of filling out the paper-and-pencil exercises that are the heart of MPGs. We believe these examples help you to understand the exercises and stimulate your thinking about your responses.

The examples have proven particularly useful to individuals who complete this workbook on their own. Indeed, Increase Your MPGs is written so you can complete it on your own if you prefer. However, other options have advantages you may wish to consider.

Participants of our MPGs group sessions have considered the process of sharing thoughts and ideas to be very helpful. For that reason, you may wish to gather a few people to progress through this workbook at the same pace you do, regularly stopping and sharing ideas as an informal group. Although you will reveal personal things to this group through the MPGs process, the things you reveal are intended to be positive, not dark secrets you fear others learning about.

To facilitate thinking about personally meaningful goals, many professional therapists have used Increase Your MPGs to guide them in conducting group meetings as an adjunct to formal psychotherapies. Members work on a specified section of the workbook between sessions. Then they discuss their questions and results with their therapists during the group meetings.

In other cases, counselors have incorporated parts of Increase Your MPGs into their ongoing individual or group formats. These counselors use their own techniques and then, where appropriate, switch to selected sections of this workbook.

Some persons have used Sections I and II of this workbook without completing the remainder. Doing so will take you through clarification of your own personally meaningful values. Too few people know what values they really believe in. Just the simple process of discovering their own values may guide them toward their own MPGs.

Sections III and IV are somewhat more complicated than Sections I and II. In them you think very specifically both about goals you have (or will set) and about how well your goals fit your values. If, upon completing Section II, you feel uncertain that you can set concrete goals and analyze how they fit your values, then we would encourage you to complete Sections III and IV.

Section V is very short and offers some ideas for using MPGs concepts in your future. It includes a quiz that you can use to help gauge your progress with MPGs.

Much of Increase Your MPGs is based on principles of Viennese philosopher Dr. Viktor Frankl. After completing this workbook, people often ask where they can learn more about Dr. Frankl and his philosophy. Places to learn more are Viktor Frankl websites, including: <http://logotherapy.univie.ac.at/> and <http://www.logotherapyinstitute.org/>. These and other websites offer books, audiotapes, videotapes, training opportunities, professional journals, tests, and other useful materials.

AN INTRODUCTION TO MPGs

CHAPTER 1

Spending Energy on Unsatisfying Goals?

During quiet moments, do you ever feel an emptiness gnawing at your inner self, a sense of boredom, frustration, directionlessness? Do you find yourself worrying about what you have accomplished or not accomplished, painfully aware that your lifespan decreases each day? Does facing these questions -- truly facing them -- cause you uneasiness?

Many people experience such disquieting feelings. They lack a clear idea of where they are headed in their lives. They lack the powerful guidance of deeply personal goals. Perhaps they have a few such goals but not enough to quell their uneasiness. They need to increase their Meaningful and Purposeful Goals (MPGs).

From our experiences with thousands of persons, we have seen how a lack of MPGs can contribute to loneliness, distress, anger, alcohol/drug abuse, and a host of other addictive, risky, and maladaptive behaviors. At the same time, once people recognize they lack MPGs, this knowledge can motivate them to change. It can motivate them to work on increasing their MPGs. And increasing MPGs is what this workbook is all about.

Increasing your MPGs means working toward more goals that will deeply satisfy you. When you head toward goals you know will bring true satisfaction, you feel an inner sense of direction. You will experience a sense of meaning in life, a feeling we humans crave.

Noted philosopher Viktor Frankl has concluded that we humans have a stronger need for meaning than for pleasure or power. He offers his experiences as a concentration camp prisoner to back him up! He wrote about this in his bestselling book "Man's Search for Meaning."

You probably have read stories of people who drifted aimlessly, getting into all sorts of difficulties, until one day they recognized a personally meaningful goal. They went on to live full, satisfying, productive lives.

Such goals give us great gratification, help us live as fully human people. Most of us, even those with fairly normal, average lives, need several or even many such goals. Some will be big, long-range goals. Others may be smaller everyday goals.

Often we lack a sense of direction because we run after goals before determining that they are meaningful and purposeful to us. How often have you eagerly pursued a goal, worked slavishly to reach it, and then found out you weren't satisfied by attaining it?

If you spend your energy without getting satisfaction from your results, then boredom, headaches, worries, alcohol/drugs, even risky behavior and thrill seeking, can easily get in your way and sidetrack you. Now may be the time to take a look at your life. Take it apart piece by piece, and put it back together again with a clearer sense of direction. Now may be the time to work on increasing your MPGs.

CHAPTER 2

One of Those Little Self-Feedback Quizzes

Would you like more information about your current MPGs status? Several quizzes have been developed to measure how much sense of direction, meaning, and purpose you have in your life. One such quiz follows. This quiz, the Life Purpose Questionnaire has been researched and published in several professional publications.

Please answer the twenty questions of the quiz as honestly as you can with the answer that fits you best right now -- Agree or Disagree.

LIFE PURPOSE QUESTIONNAIRE

Instructions: Mark whether you Agree (A) or Disagree (D) with each statement, for yourself, right now.

- | A | D | |
|-----|-----|---|
| ___ | ___ | 1. I am often bored. |
| ___ | ___ | 2. In general, my life seems dull. |
| ___ | ___ | 3. I have definite ideas of things I want to do. |
| ___ | ___ | 4. My life is meaningful. |
| ___ | ___ | 5. Most days seem to be the same old thing. |
| ___ | ___ | 6. If I could live my life again, I would live it pretty much the same way I have. |
| ___ | ___ | 7. Retirement means a time for me to do some of the exciting things I have always wanted to do. |
| ___ | ___ | 8. I have made only a little progress toward reaching my life goals. |
| ___ | ___ | 9. My life is kind of empty. |
| ___ | ___ | 10. If I should die today, I would feel that my life has been worthwhile. |
| ___ | ___ | 11. In thinking of my life, I often wonder why I am alive. |
| ___ | ___ | 12. My life does not seem to fit well into the rest of the world. |
| ___ | ___ | 13. I am usually a reliable, responsible person. |
| ___ | ___ | 14. People usually don't have much freedom to make their own choices. |
| ___ | ___ | 15. I am not prepared for death. |
| ___ | ___ | 16. Sometimes I think that suicide may be a good way out for me. |
| ___ | ___ | 17. I am usually able to think of a usefulness to my life. |
| ___ | ___ | 18. I have much control over my life. |
| ___ | ___ | 19. My daily tasks are kind of boring. |
| ___ | ___ | 20. I have discovered many reasons why I was born. |

In starting this section, we assume you have finished answering the quiz. Please don't go on until you have.

Now that you have completed the quiz, let us explain that it was developed to predict a person's level of MPGs. It can be considered a good predictor if it predicts well, whether or not the individual items make good sense to you. So you won't look at your specific answers but rather will use your total score as a predictor. As an example of what we mean, suppose we were trying to predict who would make a good professional ballplayer. Imagine we ask "What is your favorite color?" and most persons who go on to become professional ballplayers say "red" while everyone else says "blue." In this case we have a good item; we aren't concerned if the question seems silly, because it predicts what we want to know. If we

have several items that each predict fairly well, we can use their total score as a predictor. The quiz you just completed was developed in this spirit.

Score the quiz yourself to get feedback. Give yourself one point for each of the following that you answered Agree: 3, 4, 6, 7, 10, 13, 17, 18, and 20. Give yourself one point for each of the following that you answered Disagree: 1, 2, 5, 8, 9, 11, 12, 14, 15, 16, and 19. Add your total points to get an overall score that can range from 0 to 20.

Before we tell you how to interpret your score, let us point out that the quiz is not infallible. It can't predict everyone's state of MPGs perfectly, and, consciously or unconsciously, you could easily influence your answers. So evaluate the following interpretation in light of what you already know about yourself.

Usually, people who feel that they have few or no MPGs score from 0 to 8 points. People who feel uncertain about whether they have MPGs usually score between 9 and 17 points on the quiz. Also, people who have a sense of direction about some parts of their lives but remain confused about other parts typically score between 9 and 17 points. Persons who have many MPGs and a strong sense of direction in their lives often score between 18 and 20.

Initially we developed Increase Your MPGs for persons with scores 17 and below. Persons with scores 18 and above, though, have reported considerable benefit from the MPGs program. So use your score as additional information about yourself, not as a final determinant of whether you should continue in Increase Your MPGs. The fact that you have read this far suggests you may be motivated to continue the MPGs process irrespective of your score on the quiz.

You can retake this quiz at any time. If you respond honestly, scores will vary. Just like a thermometer changes over time when your temperature changes, so too will your quiz score change when your MPGs status changes. If your quiz score changes dramatically over a very short time, it may reflect internal turmoil about your MPGs status.

We urge you to retake the quiz, giving honest answers, after you complete this workbook. This can give you evidence of your progress. Also, it can indicate further work you may wish to undertake. Continue to retake the quiz in the months to come, as you make more and more progress toward the goals that are truly important to you. You should see a gradual increase in your scores.

Now let's see how this MPGs program is designed to work!

CHAPTER 3

This is a Self-Workbook

Increase Your MPGs is a self-workbook. In many sections you complete paper-and-pencil exercises. You will gain the most benefit by taking time to complete each exercise as thoroughly as you can when it is presented. Many of the exercises build upon each other and won't make as much sense if prior exercises are skipped.

Work through this workbook at a comfortable pace. You may wish to return to some exercises later to add to them or revise your responses. Feel free to do this. At the same time, give each exercise a good effort the first time through.

As a result of working through rather than just reading through Increase Your MPGs, you will find the process takes you a longer time to complete. Fine! Spend a little extra time on planning your life. Nowadays most people spend more time planning a vacation than they spend setting goals that will influence the rest of their lives. By reading this far, however, you have indicated you don't want to be like "most people." You have here the opportunity to invest some time and energy in establishing a clearer sense of MPGs for your life, a clearer sense of direction for your life. Use it to your best advantage.

Throughout this workbook you will examine parts of your life that lie beyond your daily conscious awareness. You can set the best MPGs for your life only if you consider all aspects of yourself. Too often people get into the habit of focusing narrowly on only a few parts of their lives. As if they were trying to describe a jigsaw puzzle by looking at just a piece of it, many people approach their lives while viewing only part of the overall picture. For example, John described himself as an "alcoholic," and assumed he had said everything of importance about himself. Betty focused her attention only on her children, and viewed herself solely as a "mother." It typically takes much thought to add more pieces to the overall picture of your life. All lives retain an element of mystery, but when the "mystery level" approaches 100%, you experience much difficulty.

Increase Your MPGs takes you through many self-exercises designed to fill in pieces of your life by looking at what is important or valuable to get in your life. Thus you will develop your own raw materials by which you can increase your MPGs. Work on this process. Play with it. And enjoy it!

The Secret Underlying Increase Your MPGs

We want to share with you the secret underlying Increase Your MPGs. You'll find the idea so simple that it seems obvious, yet many people tell us they have never thought of goals in this manner.

The basis of Increase Your MPGs is straightforward: To fill your life with meaningful and purposeful goals, you must work toward those particular goals that allow you to experience that which is truly valuable to you. To restate it: To live a life that is satisfying to you, you must live up to your value system. Once you become aware of your own value system, you can set goals that allow you to live up to it. As a result, you increase your MPG

s.

If you are like most people, you have neglected to determine which values fall highest in your personal value system. Because most people lack such honest study of their value system, a major section of Increase Your MPGs (Section II) will be devoted to Values Awareness exercises. Most persons find these simple, written self-exercises interesting to complete.

Indeed, we start with Values Awareness BEFORE we talk about actual goals. People often are not fully conscious of their own values when they set goals. Goal attainment workshops and books often skip personal values as well.

Omitting this step, however, can result in inadequate goals being set. It can sometimes result in spending much effort to achieve goals that, ultimately, you won't find meaningful or fulfilling. At other times it can result in paralysis of decisions due to not knowing what is the most personally important thing for you to do. And at still other times it results in sampling of goal after goal, but never sticking with one, due to being confused about which one is important for you to stick with over time.

If you can identify what you find truly valuable in your life, you can move in a satisfying direction by setting goals that actualize what you personally value. You can increase the number of goals that, deep inside, you recognize as meaningful and purposeful for your life.

If you don't know what you find truly valuable in life, you will have difficulty setting goals that are meaningful and purposeful for you. A common sign of having too few meaningful and purposeful goals is boredom. You know you are bored when

you force yourself awake in the morning wondering, "Why should I get up today? It will be just more of the same old routine." You know you are bored when you spend all your energy on living but you lack results that are satisfying.

Why not solve this problem by simply pursuing what you find valuable, by setting meaningful and purposeful goals, and leaving your discomfort and boredom behind? Well, can you right now name what you find valuable? Putting it another way, can you identify your personal values? If you are like most people, you can't correctly list all of your most important values automatically but need to learn how to discover them.

When did you have training in determining your values? Did you take Value Recognition classes in school? Probably not.

Although you likely weren't taught how to decide what you find valuable, you no doubt faced plenty of people who were willing to tell you what you should find valuable. From birth on, you were told you should accept particular values. First your parents, then your friends and acquaintances, and later others, all tell you that you should accept certain values and abandon others. Probably best at persuading you to accept their values are the advertisers. These persons and companies are experts by virtue of a selection process in which only the most effective survive. Successful advertisers get rewarded with your money each time they convince you that you do value their idea or product. To counteract all this influence, you need to learn how to discover for yourself your own personal value system.

If you don't figure out your values, you may find yourself chasing this, that, and the other thing, never getting what you want, never knowing what you truly want, working toward goals that ultimately lack meaning for you. It's as if you were living your life under the following conditions: "'Something' is out there for you -- go get it." You might get lucky and find it. However, with so many possibilities you are unlikely to stumble across it unless you know what that something is and go after it intentionally.

Only AFTER you have explored your values and learned what that "something" consists of will we ask you to focus on your goals. At that point in Increase Your MPGs we will emphasize assessing your current goals to make sure they fit your

values. Some goals will, others may not. Section IV of this workbook will show you a method to set new goals that agree with your values.

As you might guess, one likely result of completing Increase Your MPG's is that you set some new goals. You also may change some of your current goals. Another likely result is that you will find that some of your current goals really are meaningful in your life. These may be goals that you have had for a long time but neglected or took lightly. You may become aware of previously-ignored values that flood various parts of your life with a totally different, fresh meaning. As a result, you may experience increased motivation to work at the same goal you have ignored for years. You simply become more aware of how important the goal is for you to accomplish.

Now, let's return to that earlier condition under which many persons live their lives: "Something is out there for you -- go get it." But let's add a clearer meaningful and purposeful goal to it. Let us say that through a self-discovery process (such as Increase Your MPG's) you discover that X is important to you. Let X stand for one of the most valuable things that will ever occur for you. Not something that someone else thinks should be precious to you, but something you truly and thoroughly do value. It might be love. It might be self-confidence. It might be wisdom. Or whatever. Let us say that X is available in the lobby of the

main public library in the largest city in the country. This description now lets you set a very clear direction, a meaningful and purposeful goal. Your goal -- get to the main public library in the largest city in the country!

When presented with this MPG, few would say -- "I'm bored. Why should I get out of bed? I really have nothing I want to do." You have something you want to do -- proceed to the city.

Few would say -- "I'll get to the city eventually, but let's go to the bar first. We can drink for a while and then I'll think about going to the city and checking to see if X is still there."

Few would say, "Oh gee, I'd really like to get to the city and pick up X, but I feel a headache coming on and I just can't make it today. Maybe I'll go tomorrow or the next day, if I feel better."

No! Once you have a goal that truly will satisfy a personal value, a meaningful and purposeful goal, you likely will progress eagerly to the goal and fulfill that value. You would not let little things get in your way.

Similar to the above example, Increase Your MPG's is designed to help you set clearer MPG's in your own life. You will be guided through a method by which you can clarify your personal value system and then set goals that will actualize your true values. You will be guided through a method by which you can increase your MPG's!

CHAPTER 5

What We Mean by Values and Goals

We have emphasized that you can set MPG's to actualize your personal values. You may ask, "What do we mean by 'values'?" And how do we define "goals"?

In Increase Your MPG's, we broaden "values" beyond a moralistic or religious definition to mean all those things that, deep within yourself, are right and good for you. When you experience them in goals, they make your life better; they are things you find personally meaningful in your life. This does include any religious or spiritual ideals that you have willingly accepted, but it goes further. If you value the opportunity to cook, we would say cooking is a value of yours. If you enjoy spending time observing nature, you value nature.

Goals, on the other hand, are the specific means by which you actualize your values. For

example, you may value power. Experiencing power through your goals may be satisfying to you. If you are aware that you value power, you can choose many specific goals that allow you to actualize your underlying value for power. The President of the country has much power. So does the president of a corporation or someone who is self-employed. But so does a Little League coach or a Girl Scout leader. Power can be experienced in an athletic activity that you do well. Power can be felt when you write a persuasive letter to the editor, play well at a game, and so on. You see, many specific goals can actualize the broad value of power.

Clearly, different people can have different values. For example, Steve prefers solitude in leisure activities while Vicki seeks companionship.

Most often, however, people prefer to have both individual and group leisure activities, but may differ in how they balance the two. David chooses solitary activities three-fourths of the time; Jody seeks groups 90% of the time; Lois opts to split individual/group recreation 50-50. Oftentimes you deal with the relative strengths of several values rather than their total inclusion or exclusion. You may value both the individual and group activities but rank one above the other, indicating an order to your values. To increase your MPGs, you can see how to make sure your goals are in line with your ordered value system in Section IV of this workbook.

Sometimes people ask, "What if I don't have any values?" With our definition, whatever is meaningful to you deep inside is a value of yours. Everyone has things that are personally meaningful for them, so everyone has values. Currently, you may not be aware of your values, or you may have some of your value system confused, but you do have values.

Often people add "But what if I discover that I have bad values?" We reply that values themselves are not good or bad. What counts most is knowing which values have meaning for you. Bad comes when you neglect certain of your values and live your life as if other things were more important. This leads to goals that, even if accomplished, allow little sense of personal meaning or satisfaction for you.

If there are no bad values, why do some people do such bad things? The answer lies not with the values, but in other areas. Frequently people do bad things because they pay little heed to their values. Perhaps they react automatically to a situation without considering its relationship to their value system. In other cases, persons choose bad goals by which to actualize their values. This does not make the values themselves bad -- only the goals chosen to actualize them. A different goal, a good one, could be substituted for

the bad goal, and the same value could be actualized.

As an example, again consider the value "power." If power is one of your values, you might choose to actualize it by arming yourself, hijacking an airplane, and making the evening news. On the other hand, you might choose to actualize your value of power by serving as a local coordinator for an organization that promotes health research. In both cases, you are actualizing your underlying value of power. In the former, you actualize it through a bad goal, while in the latter, you actualize it through a good goal. In both cases, the judgment of "good" or "bad" applies only to the specific goal.

Our human existence requires cooperative values upon which to base our behavior. In a sense, affirming other human beings and respecting nature is "in our genes." If it wasn't, our ancestors would not have cooperated with each other enough to advance beyond prehistoric stages. Without cooperation, we would have destroyed ourselves long ago. We could not function as we do today. Think about it. Without cooperation, would you have your current shelter to protect you from the elements? Would you have an adequate means of transportation? Would you have medical treatments available to protect you and your loved ones from diseases? With cooperation, you can sit here reading Increase Your MPGs. Without the direct or indirect help of others, you would not have the time, because you would be building a crude shelter, searching for food, or otherwise seeking the basic necessities to remain alive.

In spite of what we say above, plenty of people ignore their values or they set bad goals to actualize them. We can't deny the existence of evil in the world. But if you look around, you probably will agree that people, even those doing bad, could set goals that are positive and good while still actualizing their underlying value systems.

No Iron-Clad Guarantees

We maintain that determining your personal values and then setting goals that allow you to actualize those values can make your life more satisfying. Increasing your MPGs can help you direct your life in a personally satisfying direction. Can we guarantee it? Can we promise that if you work diligently and complete all of Increase Your MPGs you will definitely make your life more satisfying? Unfortunately, we can't. Nothing can be guaranteed to work 100% of the time.

We can say that hundreds of people have reported positive results from Increase Your MPGs. We can tell stories of people who found increased satisfaction in their life through participating in the program. Here is one published example [Reprinted from R. Hutzell, Meaning and purpose in life: Assessment techniques of Logotherapy in The Hospice Journal, 1986, vol. 2, pp. 46 and 47].

A 65-year-old gentleman was suffering from terminal cancer. He was referred to the psychologist for assessment and therapy due to apparent depression, introversion, and lack of interest in his daily life. An LPQ [the quiz you took earlier in this workbook] was administered, and a score of 10 was obtained. The VAT [exercises you will do in Section II in this workbook] was conducted and the values of "nostalgia" and "travel" were repeated most often. Through remembering and discussing these values, and through planning and therapy sessions, the patient was able to arrange for family members to take him for visits (travel) to places where he had lived as a younger man (nostalgia), for social visits with persons he had not seen for many years. His depression lessened, he showed increased interest in persons

around him, and he became more interested in daily life. When his physical condition worsened, he was unable to continue on the excursions, but he was able to encourage persons from his past (nostalgia) to come and visit him, and he increased his reading of books and magazines to learn more about various regions and locations (travel). Until shortly before his death he took obvious pride in being able to offer his thoughts and ideas to others. One purpose of his life, which became a life-meaning to him, was to serve as a teacher of others regarding travel and regarding certain aspects of history which were a part of his past.

Also we can present research [see, for example, in The International Forum for Logotherapy: Journal of Search for Meaning, 1984, vol. 7, pp. 40-45] that supports positive effects of participation in Increase Your MPGs. In one study, participants took a test (similar to the quiz you answered in Chapter 2) after participating in Increase Your MPGs. They averaged higher scores than a similar group who had not participated in Increase Your MPGs. In another study, persons with alcohol problems who participated in Increase Your MPGs reported starting more behaviors that should lead to sobriety than did a group of persons with alcohol problems who did not take part in Increase Your MPGs.

Obviously, we believe Increase Your MPGs can benefit many people. But we realize it cannot help every person. Some people have completed the program and reported little benefit. Others have started it, decided it was not for them, and quit. But most who start have followed through and reported benefit in the end.

YOUR VALUES

CHAPTER 7

The Values Awareness Technique

In this chapter you will learn a procedure to help you become more aware of your value system. This procedure is the Values Awareness Technique.

The Values Awareness Technique consists of three steps which you will use many times. Initially, the steps sound complicated. They are called: 1) Expanding Conscious Awareness, 2) Stimulating Creative Imagination, and 3) Projecting Personal Values. Actually these steps are straightforward and easy to follow. We will explain them first, and then we will give examples to show you just how easy they really are.

Expanding Conscious Awareness comes first. Here you start looking at your life from different angles, expanding the usual ways you look at yourself. You stand back and view the broader

picture of your life. This first step helps you examine aspects of your life that you value but may have let slip to the back burner. To look at these half-forgotten aspects, you will focus on a variety of interesting questions about yourself.

Step 1 (Expanding Conscious Awareness) is used to open up step 2 (Stimulating Creative Imagination). At step 2 you consider the many underlying values that could have produced your response at step 1.

At step 3 (Projecting Personal Values), you review the possibilities from step 2, then choose the particular values that fit you the best. Projecting Personal Values gets you to your own underlying values. At that point you discard steps 1 and 2 and retain only your underlying values for further use.

AN EXAMPLE will illustrate that this process really is easy, though it will likely make you think.

At **step 1**, Expanding Conscious Awareness, consider the following: Think back to one of the first times you can remember being able to answer the question "What do you want to be?" You may have been 5 years old at the time, a teenager, or older -- the age doesn't matter. If you cannot remember a specific answer, imagine what it might have been. For the example that follows, we will use the idea of being a scientist.

I WANTED TO BE A SCIENTIST.

Step 2, Stimulating Creative Imagination, involves generating underlying reasons why anyone might have given that answer. To continue with the example, possible reasons are added, with the underlying values illustrated.

POSSIBLE REASONS

VALUES

| | | |
|------------------------------------|---|-----------------------|
| <u>it involves education</u> | = | <u>EDUCATION</u> |
| <u>it provides prestige</u> | = | <u>PRESTIGE</u> |
| <u>they develop helpful things</u> | = | <u>HELPING</u> |
| <u>they discover new things</u> | = | <u>DISCOVERY</u> |
| <u>they use scientific methods</u> | = | <u>SCIENCE</u> |
| <u>they do research</u> | = | <u>RESEARCH</u> |
| <u>they chose their direction</u> | = | <u>SELF-DIRECTION</u> |

Step 3, Projecting Personal Values. Of the various possible reasons for your choice, select the foremost two or three reasons that you think went through your own mind and made your choice particularly meaningful to you:

Here are three possible choices for the example:

MY PARTICULAR UNDERLYING VALUES:

DISCOVERY
EDUCATION
SELF-DIRECTION

So you see that the example shows the person as valuing discovery, education, and creativity. Note that it doesn't matter whether or not the person ever became a scientist. Notice also that it doesn't matter whether or not the values associated with SCIENTIST actually are a part of being a scientist -- what matters is that the person thought they would be. In this exercise the person has uncovered three of his or her possible values.

One time through these three steps provides only the initial notion of some of your true values. To conclude that particular values truly fit your value system, they will need to surface again and again as you repeat these steps in the self-exercises that come later in this section of Increase Your MPGs.

Now it is your turn. Expand your Conscious Awareness by thinking back to the first time you can remember being able to answer the question, "What do you want to be?" If you can't remember your specific answer, imagine what it might have been. Take as long as you need to answer this and don't go on until you've written your answer below.

I WANTED TO BE A _____.

Next, Stimulate your Creative Imagination to think of as many reasons as you can why anybody might have chosen that answer. Usually, each written reason will have within it a one or two word value, as shown in the above examples. If you have difficulty thinking of possible values underlying your reasons, you may wish to skip ahead to the next chapter, "A Shopping List of Values," where we list some typical values. Then come back here to complete this exercise and go on with the rest of this chapter.

| POSSIBLE REASONS | = | VALUES |
|------------------|---|--------|
| _____ | = | _____ |
| _____ | = | _____ |
| _____ | = | _____ |
| _____ | = | _____ |
| _____ | = | _____ |
| _____ | = | _____ |
| _____ | = | _____ |
| _____ | = | _____ |
| _____ | = | _____ |
| _____ | = | _____ |

Now, select the two or three of the values that seem to be the best reasons for you. Someone else might choose different reasons. It is important that you choose the best reasons for you, not what might be the best reasons for someone else. You might ask yourself, "What aspect of my choice makes it appeal to me?" or "What about this choice would be valuable to me?" to reach the underlying values that made it meaningful to you.

MY PARTICULAR UNDERLYING VALUES:

The Values Awareness Technique is continued in the next several chapters to provide you with many more opportunities to discover your personally meaningful values. Take as much time as you need to complete these self-exercises as thoroughly as you can. Don't hesitate to invest

several hours, spread across several days, to complete these chapters. Your time and effort spent wisely during this section will result in a firm foundation for setting meaningful and purposeful goals.

A Shopping List of Values

Before you delve further into your personal value system, we will list some values that are held by many people. This list is not exhaustive, but it may stimulate your thinking about the many possible choices. Most people find a number of the listed values fit them, but they also come up with additional words.

Whether the values that you surface as your own come from this list or from elsewhere, try to boil your responses down to one or two words that signify what you mean. Later you will be copying your listed values onto other worksheets, and the process will be easier if you have only one or two words for each value.

| | | | |
|----------------|-----------------|-------------------|-----------------|
| acceptance | excitement | morality | self-reliance |
| accomplishment | exercise | nature | sensibility |
| achievement | exploration | neatness | sentimentality |
| adventure | fame | nonconformity | serenity |
| affection | family | observance | seriousness |
| alertness | femininity | order | service |
| ambition | fitting in | originality | sex |
| amusement | food | outgoing | sharing |
| animal life | forgiveness | outdoors | sincerity |
| approval | frankness | patience | skill |
| attention | freedom | patriotism | sobriety |
| attractiveness | freshness | peace | socialization |
| authenticity | friendship | people | social welfare |
| beauty | generosity | perfection | solitude |
| belonging | genuineness | persistence | speed |
| boldness | growth | persuasiveness | spirituality |
| calmness | happiness | physical ability | sports |
| carefulness | hard work | physical exercise | stability |
| caring | health | plant life | status |
| caution | helpfulness | pleasantness | strength |
| challenge | history | politeness | surprise |
| cheerfulness | honesty | power | talent |
| children | humor | practicality | tangibility |
| cleverness | idealism | pride | taste |
| communication | imagination | productivity | thoughtfulness |
| companionship | independence | promptness | thrift |
| competence | inquisitiveness | punctuality | thrill |
| competition | insight | quiet | tidiness |
| completion | intelligence | recognition | tolerance |
| confidence | intensity | relationships | travel |
| conformity | intuition | relevance | trust |
| contributing | kindness | relaxation | truth |
| control | knowledge | reliability | trustworthiness |
| cooperation | leadership | religion | understanding |
| courtesy | learning | respect | unselfishness |
| creativity | life | responsibility | variety |
| curiosity | logic | risking | vitality |
| dependability | love | roots | warmth |
| discovery | loyalty | safety | wisdom |
| education | masculinity | security | wittiness |
| efficiency | mastery | self-assurance | women |
| energy | mechanics | self-confidence | work |
| entertainment | men | self-esteem | |
| enthusiasm | mental health | self-expression | |
| escape | modesty | self-growth | |

Values In What You Give To Your World

In this chapter, you uncover some of your underlying values by paying attention to things that you do or would find interesting to do. When you do things, you give to the world your actions, your products, your creations.

In this chapter and the next two, you continue to follow the same process that you learned earlier -- Expanding Conscious Awareness, Stimulating Creative Imagination, and Projecting Personal Values -- to end up with what you find truly valuable to your life. Examples are included all along the way, so you can see how easy the process is.

Note that we will not continue to label each step with its proper name. And, rather than have

you write down step 2 (Stimulating Creative Imagination) each time, you do step 2 "in your head" (though you can do it on a separate sheet of paper, if you prefer).

We start from the job perspective. First, in the left-hand blanks under "YOUR TURN" below, list up to five jobs that you have never had but that you believe might be interesting to you, as you can see in the left-hand blanks under the EXAMPLE. These do not have to be jobs that you ever plan to hold. If they might be interesting to you, write them down, regardless of whether you will ever try to get them. Do that now, before you go on to the next paragraph.

JOBS EXERCISE

In the left-hand blanks, list up to five jobs that you have never held but that you believe might be interesting to you. In the right-hand column, list up to three aspects of the job you think you would enjoy the most.

| EXAMPLE: | | YOUR TURN... | |
|----------------------|--------------------|--------------|--------|
| JOBS | VALUES | JOBS | VALUES |
| <u>computer work</u> | <u>ORDER</u> | _____ | _____ |
| | <u>KNOWLEDGE</u> | _____ | _____ |
| | <u>PATIENCE</u> | _____ | _____ |
| <u>astronaut</u> | <u>THRILL</u> | _____ | _____ |
| | <u>RECOGNITION</u> | _____ | _____ |
| | <u>SECURITY</u> | _____ | _____ |
| <u>artist</u> | <u>CREATIVITY</u> | _____ | _____ |
| | <u>FREEDOM</u> | _____ | _____ |
| | <u>BEAUTY</u> | _____ | _____ |
| <u>social worker</u> | <u>HELPING</u> | _____ | _____ |
| | <u>PEOPLE</u> | _____ | _____ |
| | _____ | _____ | _____ |
| <u>mail carrier</u> | <u>OUTDOORS</u> | _____ | _____ |
| | <u>EXERCISE</u> | _____ | _____ |
| | <u>SECURITY</u> | _____ | _____ |

In starting this paragraph, we assume that you have listed jobs in the left-hand column of the Jobs Exercise worksheet. Now, in your head, think of all the various possible reasons why anyone might enjoy the first job you listed. You may wish to review Chapter 8, "A Shopping List of Values," for ideas. If you prefer, you can write your ideas on a separate sheet of paper.

After you have thought through all the possible reasons why anyone might enjoy the first job you listed, select up to three of the most pleasant aspects of the job for you. Write these aspects in the right-hand column. That is, list up to three things about the job that you feel you would value the most.

Next, do the same with the second job you listed. Then do the third, the fourth, and fifth, until

you have completed this JOBS exercise. You can see that this was done in the example.

Feel free to change your mind. You may cross out a response after you have thought about it further, and substitute another that you decide fits you better. In some cases, you may not fill in all the blanks. That is perfectly OK. Just answer as many as you can -- perhaps something will pop into your head later and you will fill in the blanks then. Even if you don't, you will have many opportunities over the course of several more exercises to surface values that are particularly important to you. You don't have to respond to each part of each exercise perfectly. We will explain why in a later chapter. Just do the best you can for now, then move on.

* * *

Next, we will repeat the exercise but change the perspective -- slightly. We continue to ask you to paint the picture of your life by thinking of things that you do or would find interesting to do -- in this case, HOBBIES.

In the left-hand blanks under "YOUR TURN" list up to five hobbies you have or you believe you would find interesting. (We define "hobby" broadly. Almost anything you like to do can be a hobby, as long as you don't get paid a regular salary for it.)

Then, think to yourself the reasons someone might have each hobby. Remember, you don't

have to write anything for this second step. We just want you to get the various possibilities in your head, to be prepared for the third step. (But if it is easier for you to review the "Shopping List of Values" or to write some of your ideas on a separate sheet of paper, feel free to do so.)

Last, in the right-hand blanks under "YOUR TURN" write the things you would find most interesting about each hobby. That is, list up to three things about each hobby you feel you would value the most.

HOBBIES EXERCISE

In the left-hand blanks, list up to five hobbies that you have or that you believe you would find interesting. In the right-hand blanks, write the three things you personally find most interesting about each hobby.

| EXAMPLE: | | YOUR TURN... | |
|-------------------|---|--------------|--------|
| HOBBIES | VALUES | HOBBIES | VALUES |
| _golf_____ | _EXERCISE_____ _COMPETITION_____ _OUTDOORS_____ | _____ | _____ |
| _hiking_____ | _NATURE_____ _PEACE_____ _EXERCISE_____ _____ | _____ | _____ |
| _reading_____ | _ALONE_____ _AMUSEMENT_____ _KNOWLEDGE_____ _____ | _____ | _____ |
| _ceramics_____ | _ACCOMPLISH_____ _RELAXATION_____ _PRIDE_____ _____ | _____ | _____ |
| _photography_____ | _SKILL_____ _ENTERTAINMENT_____ _EXCITEMENT_____ _____ | _____ | _____ |

Are you starting to see some words repeated in the VALUES column? Most people see repeats of values not only within this exercise but also between this HOBBIES exercise, the one you did on JOBS, and others you will do later.

The values that arise repeatedly for you are probably the values that hold most meaning for

you. Later, in Chapter 12, you will be asked to specify the values that surface repeatedly for you. First, however, continue to uncover these underlying values by completing Chapters 10 and 11. In Chapter 10, the focus will shift from activities to experiences.

Values In What You Take From the World

In this chapter you continue to add pieces to the picture of your life, but the perspective is changed. In the previous chapter, you focused on values associated with activities you enjoy doing -- things you do that you give to the world. In this chapter you turn to your preferred experiences, your loves -- things you take in from your world. You need not change these things through activity but just take inner comfort by appreciating or experiencing them. You explore these values through the Values Awareness Technique, just like in the previous chapter.

First, in the left-hand column under "YOUR TURN" list up to five recent events you attended by your own choice. List events that you could have avoided but you chose to attend. You can think of

very formal events (such as a wedding, graduation, or concert), or you can think of informal events (such as a movie, ballgame, or picnic).

After you have listed the events, think of the possible reasons why anyone could have chosen to attend. You will find many possibilities.

Then, in the right-hand column, after each event, list up to three of the most important reasons why you chose to attend. That is, list up to three values you fulfilled by attending.

Notice that in the example several of the values involve other persons. Families and other persons you love also come forth in this exercise, especially when you realize you attended an event because of the opportunity to share it with certain people in your life.

RECENT EVENTS EXERCISE

In the left-hand blanks, list up to five events that you attended by your own choice. In the right-hand blanks, list three values you fulfilled by attending.

| EXAMPLE: | | YOUR TURN... | |
|------------------|--|--------------|--------|
| EVENTS | VALUES | EVENTS | VALUES |
| <u>concert</u> | <u>FRIENDSHIP</u> <u>RELAXATION</u> <u>MUSIC</u> | _____ | _____ |
| <u>ball game</u> | <u>EXCITEMENT</u> <u>FRIENDSHIP</u> <u>COMPETITION</u> | _____ | _____ |
| <u>movie</u> | <u>EXCITEMENT</u> <u>ADVENTURE</u> <u>INSIGHT</u> | _____ | _____ |
| <u>dinner</u> | <u>FAMILY</u> <u>LOVE</u> <u>RELAXATION</u> | _____ | _____ |
| <u>cookout</u> | <u>FAMILY</u> <u>PRIDE</u> <u>ACCOMPLISHMENT</u> | _____ | _____ |

Next, once again, the perspective changes slightly. The focus is now on experiences you value. So let's review the ways you can experience your world. You have five ways, your senses: seeing, hearing, smelling, tasting, and touching. In this next exercise, you focus on each of these five senses.

In the left-hand column under "YOUR TURN" list one of your favorite experiences for each of your five senses. Try to list different experiences for each sense.

Next, think of the many possible reasons for your choices. Then in the right-hand column, list up to three of the most important reasons why you personally enjoy each experience. Your reasons might include memories associated with past experiences as well as your present feelings that make the experiences valuable to you.

In each case, to learn the underlying value, you ask yourself what the experience means to you,

what it reminds you of, how it makes you feel, or otherwise why you value it. Oftentimes, this exercise leads persons first to memories of their past and only second to the underlying value. We see this where smelling "fresh baked bread" reminds one of bygone days, visiting a grandparent. "Fresh baked bread" then provides indirect access to the particular values of belonging to a family and having specific "roots." Of course, you might enjoy the smell of fresh baked bread for totally different reasons. Other smells (for example, fresh mowed grass) also frequently lead to memories from the past.

In this chapter of Increase Your MPG's you have used the Values Awareness Technique to explore a second way of finding your values, by looking at experiences you enjoy. In the next chapter, you will turn to a third major type of values, life-belief/attitudinal values.

FAVORITE EXPERIENCES FOR 5 SENSES

In the left-hand column, list one of your favorite experiences for each of your five senses: seeing, hearing, smelling, tasting, and touching. In the right-hand column, list up to three of the most important reasons why you personally enjoy the experiences.

| EXAMPLE: | | YOUR TURN... | |
|--------------------------|---|--------------|--------|
| EXPERIENCES | VALUES | EXPERIENCES | VALUES |
| <u>robins</u> | <u>GROWTH</u> <u>DISCOVERY</u> | _____ | _____ |
| <u>rock & roll</u> | <u>EXCITEMENT</u> <u>FRIENDSHIP</u> <u>SPIRITUALITY</u> | _____ | _____ |
| <u>fresh baked bread</u> | <u>FAMILY ROOTS</u> <u>LOVE</u> <u>FRESHNESS</u> | _____ | _____ |
| <u>pizza</u> | <u>FRIENDSHIP</u> <u>ADVENTURE</u> | _____ | _____ |
| <u>hot shower</u> | <u>RELAXATION</u> <u>PEACE</u> <u>ALONE</u> | _____ | _____ |

Values In Your Beliefs/Attitudes

Basic beliefs and attitudes regularly and powerfully affect your daily behavior. You may have beliefs so dear that you would suffer for them, or attitudes you hope you would communicate even if you were near death. You might want other persons to associate these beliefs and attitudes with you even after you are gone. In this chapter the perspective of the exercises shifts to focus on your underlying life-beliefs and attitudinal values.

These values are among our most important values but they tend to be buried the deepest. We seldom attend to these values unless we have been confronted with the possibility of our death, such as narrowly missing death or hearing we face a terminal illness. Yet these values do affect our daily lives even when we pay little attention to them. They can be detected through the Values Awareness Technique.

The exercises in this chapter often prove more difficult to complete than those of the previous two chapters. Don't let that discourage you. Remember, you need not fill in every blank in the exercises -- just do what you can.

For the first exercise, in the left-hand column under "YOUR TURN" name five persons who have had a significant, positive effect upon your life. These may be persons who were close to you, or less close acquaintances, or even people who you knew only indirectly such as someone you read about or saw a movie about. For each of those persons, think about qualities you appreciate. Then list up to three aspects or qualities you most appreciate about that person. That is, list what you learned from that person, attitudes you admired in that person, qualities you got from that person, or other values that person may have reflected.

SIGNIFICANT PEOPLE

In the left-hand column, name five persons who have had a significant, positive effect upon your life. In the right-hand column, list up to three aspects or qualities you most appreciate about that person.

| EXAMPLE: | | YOUR TURN... | |
|----------------------------|---|--------------|--------|
| PERSONS | VALUES | PERSONS | VALUES |
| <u>M. T. - teacher</u> | <u>RESPECT</u> <u>ACCEPTANCE</u> <u>SELF-CONFIDENCE</u> | _____ | _____ |
| <u>Abraham Lincoln</u> | <u>PATRIOTISM</u> <u>SERVICE</u> <u>CHALLENGE</u> | _____ | _____ |
| <u>J.J. - spouse</u> | <u>LOVE</u> <u>BELONGING</u> <u>SUPPORTIVE</u> | _____ | _____ |
| <u>R. T. - grandparent</u> | <u>LOVE</u> <u>FAMILY</u> <u>EXCITEMENT</u> | _____ | _____ |
| <u>Huckleberry Finn</u> | <u>CHALLENGE</u> <u>ADVENTURE</u> <u>INDEPENDENCE</u> | _____ | _____ |

A second beliefs/attitudes exercise:

ORGANIZATIONS/CAUSES

In the left-hand column, list up to five organizations or causes in which you have enlisted voluntarily. After each, list up to three of your underlying values that led you to become involved.

| EXAMPLE: | | YOUR TURN... | |
|-----------------|--|--------------|--------|
| CAUSES | VALUES | CAUSES | VALUES |
| _Scouts_ | _KNOWLEDGE_ _LEADERSHIP_ _IDEALISM_ | _____ | _____ |
| _Red Cross_ | _HELPING_ _HEALTH_ _GIVING_ | _____ | _____ |
| _AA_ | _SELF-GROWTH_ _PEACE_ _SPIRITUALITY_ | _____ | _____ |
| _Church_ | _SPIRITUALITY_ _FAITH_ _____ | _____ | _____ |
| _to united way_ | _HELPING_ _____ _____ | _____ | _____ |

You have reached the end of the self-exercises designed to bring to the surface your significant underlying values. These self-exercises have been used with thousands of people in various groups. They have proven to be among the most

popular of the many Values Awareness Technique exercises that we have used.

Now that you have finished these self-exercises, you are to find clusters of values that make up your values hierarchy. Instructions follow in then next chapter.

Your Values Hierarchy

You have completed the self-exercises on values and probably have listed quite a few. Next you will focus on forming clusters of values that surfaced in the self-exercises. These repeated ideas or repeated values form the core, the heart, of setting meaningful and purposeful goals.

Like most self-analysis exercises, the ones you have completed in Increase Your MPG's leave room for error. Perhaps in step 3 (Projecting Personal Values) of an exercise you decided a particular value lay behind one of your responses. If that value truly is important to you, it likely would reappear in some of the other exercises. If that value was produced by some error, it probably did not show up elsewhere.

You need to pay most attention to those values that show up repeatedly in the self-exercises. Values that appear only once are less important for various reasons, including the possibility their one occurrence was a error.

So, in this chapter we provide you with a worksheet to help you find your repeated values. Review your responses to the exercises you have completed thus far. Then copy onto the worksheet all values you surfaced. Make one tally mark after the value when you first write it. If you note a

repetition of the same value, make another tally mark rather than listing it again.

If you find that you surfaced two different words in the exercises but they mean the same thing to you, choose the word you feel best describes that value for you. Count the other word as a repetition. Sometimes you may have to create a combined word to convey your meaning most accurately. Make up a word if you have to. As long as you know what you mean, it does not matter here if anyone else understands it exactly the way you do.

What you are doing at this step is combining the tally marks behind the word that best describes the value for you. For example, "people" and "belonging" might be combined with "friendship" by some people but not by others. In spite of the actual words used, you should convert the various words signifying a particular value to the word that best describes that value for you.

Count each value as many times as it happens to show up. Some values will be repeated only once or twice. Others will be repeated many times.

On the Values Summarization Worksheet, you do the initial, rough combining. Mark it up as much as necessary -- neatness doesn't count here.

EXAMPLE:

VALUES SUMMARIZATION WORKSHEET

Tally the values from the self-exercises that you have completed. You will list some values more than once; you may list some values many times.

| | | |
|---|---|--|
| <u>ORDER</u> _____ + | <u>OUTDOORS</u> _____ ^{(order)/nature} | <u>GROWTH</u> _____ |
| <u>KNOWLEDGE</u> _____ ^{insight} | <u>EXERCISE</u> _____ | <u>DISCOVERY</u> _____ |
| <u>PATIENCE</u> _____ + | <u>COMPETITION</u> _____ ^{challenge} | <u>SPIRITUALITY</u> _____ ^{faith} |
| <u>THRILL</u> _____ ^{adventure/excitement} | <u>PEACE</u> _____ | <u>FRESHNESS</u> _____ |
| <u>RECOGNITION</u> _____ ^{respect} | <u>ALONE</u> _____ ^{independence} | <u>ACCEPTANCE</u> _____ ^{belonging} |
| <u>SECURITY</u> _____ | <u>AMUSEMENT</u> _____ ^{music/entertain} | <u>LEADERSHIP</u> _____ |
| <u>CREATIVITY</u> _____ | <u>ACCOMPLISH.</u> _____ ^{skill} | <u>HEALTH</u> _____ |
| <u>FREEDOM</u> _____ ^{idealism/patriotism} | <u>RELAXATION</u> _____ | <u>SELF-GROWTH</u> _____ |
| <u>BEAUTY</u> _____ | <u>PRIDE</u> _____ ^{self-confidence} | _____ |
| <u>HELPING</u> _____ ^{supportive/service/giving} | <u>FAMILY</u> _____ ^{roots} | _____ |
| <u>PEOPLE</u> _____ ^{friendship} | <u>LOVE</u> _____ | _____ |

YOUR GOALS

CHAPTER 13

Your Current Goals

Now we will ask you to shift gears for a while. If you have been following the instructions so far, you have put major effort into clarifying your values. Now it is time to focus upon goals. After you have spent some time focusing upon your goals, aims, and ambitions, we will show you how to integrate these goals with your values. The idea here is to make sure your goals fit with your values so when you reach these goals, you will actualize your important values. You will also learn how to look for any leftover or unfulfilled values that may need additional goals.

To start this process, you will need to focus on your current goals and think about them

realistically. To accomplish this, we ask you to do some intensive thinking about your goals.

Remember that you will get the most out of Increase Your MPG's by working through the exercises thoroughly, in the order they are given, rather than simply reading through them. You will need to complete this chapter in one sitting, so before going on, be sure you have about 20 minutes of free time -- that is about how long it will take you to complete this chapter. You will need a timer or a clock with a second hand. Please don't go further until you have the time and you have something that will allow you to track two-minute intervals.

* * *

Now that you are ready to give your goals intense thought, get ready to time yourself for two minutes. Prepare to do some thinking and writing.

EXAMPLE:

FIVE-YEAR GOALS

Spend two minutes thinking about goals that you wish to accomplish in the next five years. List up to six things that you want to get done within the next five years.

- 1) open ceramics shop_____
- 2) move to country_____
- 3) closer relationship with J. S._____
- 4) vacation to Disney World_____
- 5) attend reunion_____
- 6) _____

As you can see, you may not fill in all the blanks. That's OK for now. Just give these goals two minutes of your undivided attention. Be realistic. Write down only those things you do intend to accomplish. Do your best, then move on.

Your turn. Spend two minutes on your five-year goals.

FIVE-YEAR GOALS

Spent two minutes thinking about goals that you wish to accomplish in the next five years. List up to six things that you want to get done within the next five years.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

* * *

Next we come a little closer to the present. List up to six goals that you have for the next year. That is, list up to six things you wish to get done within 12 months. You may find that some of your goals are the same as your 5-year goals. Some may be steps along the way to your 5-year goals. Others may be totally different from your 5-year goals.

EXAMPLE:

ONE-YEAR GOALS

Spent two minutes thinking about goals that you wish to accomplish in the next year. List up to six things that you want to get done within the next 12 months.

- 1) *__start getting more education in ceramics__*_____
- 2) *__closer relationship with J. S.__*_____
- 3) *__increase my income__*_____
- 4) *__have regular exercise schedule__*_____
- 5) *__meet at least three new friends__*_____
- 6) *__lose 20 pounds__*_____

And again it is your turn. Two minutes on your goals for this next 12 months.

ONE-YEAR GOALS

Spent two minutes thinking about goals that you wish to accomplish in the next year. List up to six things that you want to get done within the next 12 months.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

* * *

Now, 6-month goals. Again they may be the same as some of your longer-range goals, they may be steps toward your longer-range goals, or they may be something totally different.

EXAMPLE:

SIX-MONTH GOALS

Spend two minutes thinking about goals that you wish to accomplish in the next six months. List up to six things that you want to get done within the next 26 weeks.

- 1) *__ read at least two more ceramics books*_____
- 2) *__ closer relationship with J. S.*_____
- 3) *__ look into a raise, promotion, or other possibilities*_____
- 4) *__ have regular, increasing exercise*_____
- 5) *__ join a service organization or a social organization*_____
- 6) *__ loose 10 pounds*_____

Your turn again. Two minutes. What you wish to accomplish within the next six months.

SIX-MONTH GOALS

Spend two minutes thinking about goals that you wish to accomplish in the next six months. List up to six things that you want to get done within the next 26 weeks.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

* * *

One-month goals.

EXAMPLE:

ONE-MONTH GOALS

Spend two minutes thinking about goals that you wish to accomplish in the next month. List up to six things that you want to get done within about 4 weeks.

- 1) *__ start reading one ceramics book*_____
- 2) *__ gift for J. S.*_____
- 3) *__ get more exercise*_____
- 4) *__ look into weight control options*_____
- 5) *__ go to movies at least once*_____
- 6) *__ buy new tires*_____

Your turn. One-month goals. Stick to two minutes.

ONE-MONTH GOALS

Spend two minutes thinking about goals that you wish to accomplish in the next month. List up to six things that you want to get done within about 4 weeks.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

* * *

One-week goals.

EXAMPLE:

ONE-WEEK GOALS

Spend two minutes thinking about goals that you wish to accomplish in the next week. List up to six things that you want to get done within 7 days.

- 1) *__ go out with J.S. at least once* _____
- 2) *__ take stairs instead of elevator 75% of time* _____
- 3) *__ rent two movies* _____
- 4) *__ finish project* _____
- 5) *__ wash/wax car* _____
- 6) *__ write letter to newspaper* _____

Your turn. One-week goals. Two minutes.

ONE-WEEK GOALS

Spend two minutes thinking about goals that you wish to accomplish in the next week. List up to six things that you want to get done within 7 days.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

* * *

One-day goals.

EXAMPLE:

ONE-DAY GOALS

Spent two minutes thinking about goals that you wish to accomplish in the next day. List up to six things that you want to get done within the next 24 hours.

- 1) call J. S.
- 2) take stairs instead of elevator at least once
- 3) don't use caffeine after 7pm
- 4) get to bed on time
- 5) stop work on time
- 6) start writing letter

Your turn. One-day goals. Two minutes.

ONE-DAY GOALS

Spent two minutes thinking about goals that you wish to accomplish in the next day. List up to six things that you want to get done within the next 24 hours.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

If you wrote your goals during the two-minute intervals, you probably complained that two minutes just isn't long enough to plan something as important as your future. We asked you to list your important goals from the next day to the next half-decade and only gave you a total of 12 minutes! On the other hand, when is the last time that you spent a full 12 minutes actually concentrating on where you are heading with your life? If you are like most people, you don't spend much time planning goals for yourself.

Many people find planning goals to be a difficult task because they have had so little experience with it. Yet we have worked with many people who find this part of Increase Your MPG's to be most useful. They thank us for insisting they put some goals in writing, saying they can't remember ever having done it previously.

Well, the point of this section is to start you thinking realistically about your future goals. We will continue this focus in the next chapters.

Goals with a New Twist

This next chapter provides further self-exercises to get you to thinking realistically about your goals for the future. Again we ask you to think for two-minute periods. Again, we ask you to write down some future goals. And again, you will need to set aside about 20 minutes to complete this chapter in one sitting.

Our method in this chapter seems very strange, initially, to some people. But after you have completed this chapter, you will see how it does get you to focus on some of your realistic, important goals.

Again we start with five-year goals. In fact, we ask you to completely re-do the first exercise. Spend two minutes thinking about goals that you

wish to accomplish in the next five years. List up to six things that you want to get done within the next five years. But change the exercise in one way -- this time, assume that at the end of the five years you are going to be dead. Suddenly, without pain or deterioration, five years from this moment you are going to be dead. Assume you know this to be true. What are some main goals you will have for five years if you know you will be dead at the end of that time?

The goals you list in this chapter may be all the same as you listed in the previous chapter. They may be all different. For most people, they are partly the same and partly different.

EXAMPLE:

DIE-IN-FIVE-YEARS GOALS

In two minutes, list up to six goals that you wish to accomplish in the next five years if you know you will die at the end of that time.

- 1) closer relationship with J. S.
- 2) closer relationship with family
- 3) move to the country
- 4) open ceramics shop
- 5) attend reunion
- 6) visit mountains, seashore

Now you have 2 minutes. Be realistic. What would some of your most important 5-year goals be?

DIE-IN-FIVE-YEARS GOALS

In two minutes, list up to six goals that you wish to accomplish in the next five years if you know you will die at the end of that time.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

Now one year. If you know that you will die suddenly one year from today, what will be up to six things that you will truly wish to accomplish before then? What will be up to six of your goals?

EXAMPLE:

DIE-IN-ONE-YEAR GOALS

In two minutes, list up to six goals that you wish to accomplish in the next year if you know you will die at the end of that time.

- 1) *__ closer relationship with J. S.*_____
- 2) *__ visit with my family*_____
- 3) *__ create more ceramics*_____
- 4) *__ visit mountains, seashore*_____
- 5) *__ have a stronger spiritual life*_____
- 6) *__ attend more events*_____

Your turn. Two minutes. One year to live.

DIE-IN-ONE-YEAR GOALS

In two minutes, list up to six goals that you wish to accomplish in the next year if you know you will die at the end of that time.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

What if you have 6 months to live?

EXAMPLE:

DIE-IN-SIX-MONTHS GOALS

In two minutes, list up to six goals that you wish to accomplish in the next six months if you know you will die at the end of that time.

- 1) *__ closer relationship with J. S.*_____
- 2) *__ visit with my family*_____
- 3) *__ read more about ceramics*_____
- 4) *__ visit mountains or seashore*_____
- 5) *__ have a stronger spiritual life*_____
- 6) *__ attend more concerts*_____

Your turn:

DIE-IN-SIX-MONTHS GOALS

In two minutes, list up to six goals that you wish to accomplish in the next six months if you know you will die at the end of that time.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

One month to live.

EXAMPLE:

DIE-IN-ONE-MONTH GOALS

In two minutes, list up to six goals that you wish to accomplish in the next month if you know you will die at the end of that time.

- 1) *__ closer relationship with J. S.* _____
- 2) *__ visit with my family* _____
- 3) *__ start working on a stronger spiritual life* _____
- 4) *__ go to concert* _____
- 5) *__ quit job* _____
- 6) *__ life insurance* _____

Your turn:

DIE-IN-ONE-MONTH GOALS

In two minutes, list up to six goals that you wish to accomplish in the next month if you know you will die at the end of that time.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

One week.

EXAMPLE:

DIE-IN-ONE-WEEK GOALS

In two minutes, list up to six goals that you wish to accomplish in the next week if you know you will die at the end of that time.

- 1) *__ be with J. S.* _____
- 2) *__ contact with my family* _____
- 3) *__ attend spiritual service* _____
- 4) *__ quit job* _____
- 5) *__ write will* _____
- 6) *__ think about life* _____

Your turn:

DIE-IN-ONE-WEEK GOALS

In two minutes, list up to six goals that you wish to accomplish in the next week if you know you will die at the end of that time.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

One day.

EXAMPLE:

DIE-IN-ONE-DAY GOALS

In two minutes, list up to six goals that you wish to accomplish in the next day if you know you will die at the end of that time.

- 1) *__ be with J. S.* _____
- 2) *__ contact my family* _____
- 3) *__ write will* _____
- 4) *__ think about life* _____
- 5) *__ eat favorite meal* _____
- 6) *__ not watch TV* _____

Your turn:

DIE-IN-ONE-DAY GOALS

In two minutes, list up to six goals that you wish to accomplish in the next day if you know you will die at the end of that time.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

* * *

Many find this exercise a sobering experience. Some think it is very strange. It is strange in the sense that we have now asked you to list your goals in two incompatible situations. On the other hand, the exercise does reflect the dual reality of human life. When we asked for your goals the first time through, in the previous chapter, you probably responded as if you are going to live for a long, long time -- and you might. The second time through, in the present chapter, you probably responded as if you are going to live for a much shorter length of time -- and you might. Most people don't know which situation is going to be reality -- either could be.

If you don't know whether you will be alive for a long time or a short time, does it make sense to consider only one way and then live your life accordingly? We think not. Serious problems can result if you don't take both possibilities into account when you set your goals.

You may have known people who lived their lives only as if they were going to live for a long, long time. Such people scrimp and save everything for the future. They put off life's pleasures until "later." Finally they retire. Two weeks later they are dead, and they leave their carefully accumulated savings behind and their long-delayed plans and responsibilities unfulfilled.

Perhaps just as many people live their lives as if the opposite were true -- as if they are going to die soon. Living only for today, they use up all their resources, and awaken tomorrow to find they have

nothing left. They have to start over from point zero every day.

It makes more sense to acknowledge that either time frame may become reality! Don't save all your possibilities for the future because you may not have a future in this life. Yet conserve some resources today because you probably will live to see another day, another week, another month... Do some of those things you would want done if you were to die soon, but also plan to meet the future opportunities you may very well have.

Sometimes, persons ask at this point, "What about Alcoholics Anonymous and other philosophies that encourage us to take 'one day at a time'?" Well, these philosophies are quite compatible with Increase Your MPG's. AA is not recommending that you "live as if there is no tomorrow," as some persons interpret. Rather, AA is recommending that you set goals you can achieve, like avoiding alcohol for the next 24 hours. Set goals. Set high goals. But set reasonable, achievable goals.

* * *

This section of Increase Your MPG's was intended to help you think more realistically about your goals for the future. Most people who complete these exercises tell us that by now they are thinking about goals more concretely and realistically than they were previously.

Selecting Actual Goals

If you've let the previous chapter of Increase Your MPGs have some time to sink in, you probably are ready to take a realistic look at goals you definitely intend to accomplish. In this chapter, we ask you to review your work and then list the goals you actually intend to work toward.

You focused on goals in the previous chapters, but you worked so quickly that you need not stick strictly with those responses. Also, the previous chapters should have stirred you to think more realistically about goals you actually will work toward. So now you are ready to think seriously about goals, without being constrained by two-minute time limits. In this chapter, take as much time as you need to think through your goals.

In this chapter, you will list goals for your long-term, intermediate-term, and short-term future. We will designate goals to be accomplished more than a year from now as long-term goals. We will call goals to be accomplished somewhere between a month and a year from now intermediate-term goals. That leaves anything that is to be accomplished in less than a month as a short-term goal.

List only those goals you really intend to complete. Not the "Oh wouldn't it be nice if I ever got the motivation to work on" or the "Oh I wish this would happen" goals. List the "Watch me and you'll probably see me get this done" type.

Notice the word "probably" in the last sentence. The "probably" is there because you may die before completing all your goals and because some goals get put off longer than you originally expect. You may eventually replace some goals altogether because of changing circumstances and priorities.

It's fine to change your goals -- as long as you do so for good reasons. In fact, if you never change your goals, you may want to check to see if you are too rigid, too stubborn, or too unaware of changes in your external world. On the other hand, if you find you always change your goals before you accomplish any, you may be unrealistic when you first set your goals.

Think of goals as similar to points on a map along the way to a particular destination. If you

were going to take a long journey, you probably would look at a map, finding points along the way to your intended destination. Now, these points on your map aren't set in stone, just as your goals aren't set in stone. You may have mechanical trouble with your vehicle -- you will have to stop for a while. Perhaps an insurmountable obstacle blocks your route (for example, a landslide has covered the road) -- a detour makes sense at this point. Perhaps you notice an unplanned but worthwhile side-trip -- it may be worth your time to add it to your schedule (maybe not; think about it).

Anyway, if you leave on a long journey, you usually do set a destination and look for points along the way. You may skip some points you had originally intended to see, but if you hadn't planned any points in the beginning, you might spend all your time travelling lost and aimless. To make life for you a journey with a satisfying destination, you will want to look for points (goals) along the path that lead you to your preferred destination.

Now that the stage has been set in the previous two chapters, take as much time as you need to fill the next few pages with goals you firmly intend to reach. Do the best you can, while remembering that even if you do a perfect job here, you no doubt will return to these goals and make some adjustments later.

Fill in as many long-term, intermediate-term, and short-term goals as you think are appropriate for you. We don't ask for nit-picky goals but for the important ones you really intend to pursue. Let your work from the previous two chapters serve as a guide but don't feel constrained by it. The goals you list in the next few pages may have appeared in your work in the previous two chapters or they may be others that you have thought of now that you are focused on goals and have had more thinking time.

You may be surprised that you only have a few major goals. A person cannot do many things at one time, and you have only a limited time here on earth. So if you are like most people you will have only a few goals you consider really important.

EXAMPLE:

Fill in the long-term, intermediate-term, and short-term goals that you intend to pursue.

ACTUAL LONG-TERM GOALS (longer than one year from now):

- 1) closer relationship with J. S.
- 2) closer relationship with family
- 3) have stronger spiritual life
- 4) be knowledgeable about ceramics; open shop
- 5) move to the country
- 6) visit mountains, seashore, nature
- 7) attend reunion
- 8) have higher income
- 9) have healthier lifestyle (weight, stress, smoking)
- 10) increase friendships
- 11) _____
- 12) _____

ACTUAL INTERMEDIATE-TERM GOALS (a month to a year from now):

- 1) closer relationship with J. S.
- 2) visit with my family
- 3) start stronger spiritual life
- 4) start more education in ceramics
- 5) visit mountain, seashore, or nature
- 6) look into income options
- 7) have regular exercise schedule
- 8) lose 20 pounds
- 9) join a service or social organization
- 10) meet 3 potential new friends
- 11) _____
- 12) _____

ACTUAL SHORT-TERM GOALS (less than a month from now):

- 1) gift or card or go out: J. S.
- 2) contact with my family
- 3) attend spiritual service
- 4) read ceramics book
- 5) look into will and life insurance
- 6) start more exercise (including taking stairs)
- 7) look into service/social organization opportunities
- 8) get new tires
- 9) start letter
- 10) watch less TV
- 11) _____
- 12) _____

Your turn:

Fill in the long-term, intermediate-term, and short-term goals that you intend to pursue.

ACTUAL LONG-TERM GOALS (longer than one year from now):

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) _____
- 12) _____

ACTUAL INTERMEDIATE-TERM GOALS (a month to a year from now):

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) _____
- 12) _____

ACTUAL SHORT-TERM GOALS (less than a month from now):

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) _____
- 12) _____

Now that you have listed goals you actually will plan to accomplish, we will show you how to compare them with your values. First, to simplify this process, you will need to write your goals on the MPG's SUMMARY SHEET – **Goals Summary** page in Chapter 16 (on the top half of the page is an example; the bottom half is your space for writing your goals). Boil down each of your goals

statements to one or two words that signify your goals. Then write these shorthand statements in the blanks on the MPG's SUMMARY SHEET – **Goals Summary** page in Chapter 16. Do that now. Notice that there are spaces for shorthand statements for each of your important long-term goals, your intermediate-term goals, and your short-term goals.

*
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SECTION IV

*****MIXING VALUES AND GOALS*****

CHAPTER 16

Worksheets for Your Ingredients

This chapter, called MIXING VALUES AND GOALS, contains the worksheets on which you will mix the ingredients of the MPG's process. Chapters 17-18 will provide directions.

If you have followed our instructions closely to this point, you already have listed your values hierarchy in the column labeled VALUES. You

also have listed shorthand statements of your long-term, intermediate-term, and short-term goals in the appropriate spaces. The columns that remain empty for you are the three columns under ACTUALIZERS.

Go now to Chapter 17 for initial instructions on how to complete the columns you have yet to fill in.

EXAMPLE:

MPGs SUMMARY SHEET – Goals Summary

LONG-TERM GOALS

| | | | | | |
|----|----------------------------|----|------------------------|-----|--------------------------|
| L1 | <i>J.S. relationship</i> | L5 | <i>move to country</i> | L9 | <i>healthy lifestyle</i> |
| L2 | <i>family relationship</i> | L6 | <i>visit nature</i> | L10 | <i>↑ friendships</i> |
| L3 | <i>↑ spiritual life</i> | L7 | <i>reunion</i> | L11 | _____. |
| L4 | <i>ceramics shop</i> | L8 | <i>↑ income</i> | L12 | _____. |

INTERMEDIATE GOALS

| | | | | | |
|----|---------------------------|----|-------------------------|-----|--------------------------|
| I1 | <i>J.S. relationship</i> | I5 | <i>visit nature</i> | I9 | <i>join organization</i> |
| I2 | <i>visit family</i> | I6 | <i>income options</i> | I10 | <i>3 new friends</i> |
| I3 | <i>↑ spiritual life</i> | I7 | <i>regular exercise</i> | I11 | _____. |
| I4 | <i>ceramics education</i> | I8 | <i>lose 20 pounds</i> | I12 | _____. |

SHORT-TERM GOALS

| | | | | | |
|----|--------------------------|----|-----------------------------|-----|---------------------|
| S1 | <i>out with J.S.</i> | S5 | <i>will & insurance</i> | S9 | <i>start letter</i> |
| S2 | <i>contact family</i> | S6 | <i>start exercise</i> | S10 | <i>less TV</i> |
| S3 | <i>spiritual service</i> | S7 | <i>serv. organizations</i> | S11 | _____. |
| S4 | <i>ceramics book</i> | S8 | <i>new tires</i> | S12 | _____. |

Your turn:

MPGs SUMMARY SHEET – Goals Summary

LONG-TERM GOALS

| | | | | | |
|----|-------|----|-------|-----|-------|
| L1 | _____ | L5 | _____ | L9 | _____ |
| L2 | _____ | L6 | _____ | L10 | _____ |
| L3 | _____ | L7 | _____ | L11 | _____ |
| L4 | _____ | L8 | _____ | L12 | _____ |

INTERMEDIATE GOALS

| | | | | | |
|----|-------|----|-------|-----|-------|
| I1 | _____ | I5 | _____ | I9 | _____ |
| I2 | _____ | I6 | _____ | I10 | _____ |
| I3 | _____ | I7 | _____ | I11 | _____ |
| I4 | _____ | I8 | _____ | I12 | _____ |

SHORT-TERM GOALS

| | | | | | |
|----|-------|----|-------|-----|-------|
| S1 | _____ | S5 | _____ | S9 | _____ |
| S2 | _____ | S6 | _____ | S10 | _____ |
| S3 | _____ | S7 | _____ | S11 | _____ |
| S4 | _____ | S8 | _____ | S12 | _____ |

Do Your Goals and Values Fit?

In this chapter you will calculate which of your values are going to be actualized if you do accomplish your goals. Although this chapter is short, the work it asks you to do will take quite a bit of time to complete. But you do not need to do all the work in a single sitting. And the payoff for the work can be substantial.

Most people learn from this section of Increase Your MPGs that some goals they have had all along, but have neglected, are truly meaningful goals for them. They simply hadn't realized how right those pre-existing goals are for them. This realization often leads to some real work towards those goals.

For this process of checking for fit, we will use the ACTUALIZERS columns of the worksheet in Chapter 16. It is through your goals that you experience or "actualize" your values, so we call the goals your actualizers on this worksheet.

Start by returning to your first long-term goal (L1) on the GOALS SUMMARY SHEET in Chapter 16. Compare it with your first value and ask yourself if you will experience your first value in the way you wish to experience it if you do achieve that first goal. You are not asking if having the value is necessary for you to complete the goal. Rather, see if completing the goal is sufficient for you to feel the value in the way you desire.

Your answer depends very much on your own feelings, not how someone else would feel. So answer for yourself, not how you think someone else might answer, and not how you think society in general would answer. Just answer how you would feel.

If your answer is "No, completing the goal will not actualize the value in the way I had in mind for it to be actualized," then do nothing. Often your answer here is "no" -- don't be alarmed. Most of even our best goals only fulfill a few of our values in the way we wish to experience them.

If your answer is "Yes, completing the goal will actualize the value in the way I had in mind for it to be actualized," then note that fact on the line in the Long-Term Actualizers column. To save space, you simply list the number of the long-term goal (here, 1) in the Actualizers column.

Once you have made your decision about L1 and your first value, make the same decision between L1 and your second value. Then make the same decision between L1 and your third value. Keep going until you have compared L1 in this manner with each of your values. Do that now.

Next, start over with L2 and compare it with each of your values in the same manner, then L3 and so on until you use up all your long-term goals. Notice that some of your values may have many notations after them in the Long-Term Actualizers column, some will have fewer notations, and some may end up with no such notations.

Once you have completed this process with your long-term goals, repeat it with your intermediate goals, making your notations in the Intermediate-Term Actualizers column. Then repeat it again with your short-term goals, making notations in the Short-Term Actualizers column. Complete all of this before going on to the next section of this workbook.

* * *

When you have completed the comparison process you will see in black and white that some of your values have many actualizers in long-term, intermediate, and short-term levels of goals. Other values may have few or no actualizers at one or more of the three levels. These may be leftover values. They are values that are important to you but lack enough goals that will allow you to actualize them.

Think carefully about these possible leftover values. Perhaps you have just one goal associated with a value, but that goal will allow you to actualize the value completely. If so, and if you really will complete the goal, the value is not really

a leftover. Or maybe you do have some goals that would actualize the value but somehow you simply did not list them on your Actual Goals worksheet back in Chapter 15. Go ahead right now and list these goals in Chapter 16, and then repeat the work of this chapter for those newly-listed goals.

It is perfectly acceptable for you to make revisions like this throughout the Increase Your MPGs process. In fact we encourage it! For many reasons, you will add and subtract goals throughout your life.

If it turns out that the apparent leftover value truly is a leftover, you will need to add new goals designed to actualize the leftovers. Otherwise, you

may feel unfulfilled, despite doing the right things, because you are not doing enough of them. In this case, your current goals are not wrong, just insufficient to actualize all of your important values. You need to add some additional goals, more of

the right things, to allow you to actualize your neglected values.

In the next chapter we show you how to add to your goals to take care of these leftovers.

CHAPTER 18

What About Those Leftovers?

Our philosophy is that to live a personally satisfying life you should actualize as many of your personally meaningful values as you can, as frequently as possible. Of course, you cannot actualize all your important values fully every single day. But you should actualize many of them, either partially or indirectly, as often as you can. Hence the importance of discovering your leftover values and setting goals that allow you to actualize those values.

As we suggested earlier in Increase Your MPG's, you may be working on goals that do fit

very well with your values and yet you feel something is missing. That can occur when you have leftover values. This chapter will show you a simple brainstorming method to set new goals for your leftover values.

You may have determined in Chapter 17 that you don't have any leftover values. That is possible, but it has been our experience that about half the persons who complete this workbook do have at least a few leftovers. If you don't have any leftovers, you might wish to move on now to Chapter 19.

* * *

If you do have leftover values, the **first step** is to write them at the top of the Brainstorming worksheet at the end of this chapter. If you have leftovers, do that now.

* * *

After you have listed your leftover values, the **second step** is to think freely of as many goals as possible that would actualize the values you have listed. The more of the leftover values that each goal will actualize, the better.

List your responses to this second step in the section labeled Quantity Goals. This section is so labeled because your task here simply is to list as many goals as possible. Don't worry about quality, which will come later, just let your mind go. List everything you can think of. Each new thing you think of will spur you on to additional new thoughts.

Whatever comes to mind, write it down. Don't be critical at this point.

It is very helpful if you can find someone else to help you with this Quantity Goals section. They will come up with ideas you might not think of. This will lead you in directions you otherwise would not cover.

Complete your Quantity Goals section of the Brainstorming page before going on to the next paragraph. List as many possibilities as you can and use additional sheets of paper if you need. Perhaps do this section over several days to allow additional possibilities to come to your mind.

* * *

Once you are satisfied that you have completed the Quantity Goals section, you are ready to move on to the **third step** in this brainstorming. Look over your results with a more critical eye. Some possibilities will be obviously unworkable, undesirable, or even silly. You can eliminate them now. Review the possibilities listed under the Quantity Goals section and select those

you find interesting. Copy these possibilities that you like into the section labeled Quality Goals.

After you have completed Quality Goals, put aside Increase Your MPG's while you let yourself consider these possibilities more fully. When you return, be ready to select some of these as goals you will actually want to work on.

* * *

If you have completed the work to this point, you have listed a large quantity of goals and then selected those that you might want to work on. Now you are ready for the next step -- for each leftover value, list three goals you actually would be willing to work on. Be sure the goals are adequate for the time frame (long-term, intermediate, or short-term) in which the leftover occurred.

Although you may need only one new goal to actualize a leftover value, and one goal might be sufficient for more than one leftover value, we ask you to list three because you may need several new goals. You may find your first selection does not turn out as good for you as you thought initially. If this happens, you are not back at "square one." You simply return to this Brainstorming page to look at the two alternative goals you have already selected as viable possibilities for you.

When your Selected Goals space on the Brainstorming page shows three new goals for each leftover value, write the first Selected Goal for each leftover value on your ACTUAL GOALS

WORKSHEET in Chapter 15. Then add, shorthand, to the proper spaces for goals in Chapter 16. Return to Chapter 17 and conduct the analyses. You have added to your MPGs!

EXAMPLE:

Brainstorming Worksheet

| | | | |
|------------------------|------------------|-----------------|-----------------|
| Leftover Values | | | |
| Nature | | | |
| Exercise | | | |
| Quantity Goals | | | |
| mountain climb | walk to work | plant garden | hike |
| outdoor jogging | work on a farm | start tree farm | bug collecting |
| hunting | dude ranch | plant flowers | leaf collection |
| outdoor photos | church camp | mow lawn | rake lawn |
| work in a zoo | camping | walk dog | landscape |
| visit city park | lead scout troop | picnic | |
| bicycle riding | coach ball team | canoeing | |
| bicycle video | vacation | walk-a-thon | |
| Quality Goals | | | |
| visit zoo | picnic | | |
| visit city park | hike | | |
| vacation | landscape | | |
| plant flowers | | | |
| Selected Goals | | | |
| hike | | | |
| vacation | | | |
| plant flowers | | | |

Your turn:

Brainstorming Worksheet

Leftover Values

Quantity Goals

Quality Goals

Selected Goals

CONTINUING THE PROCESS

CHAPTER 19

What to do Next

You have increased your MPG's through working toward goals that fit your values and setting new goals to actualize leftover values. Now you memorize them and your work is over -- right? Wrong! Your goals are never fully set; you have really just begun your work.

Times change; goals change. You will not direct the rest of your life by the goals you set from your first time through Increase Your MPG's. Several reasons explain this. Every assessment process is imperfect -- including the one you just completed. What seems like a perfect set of goals for you now may not work out as well as you hope. Opportunities you have today may fade tomorrow and other options may appear in their place. Or perhaps you currently satisfy some of your values so completely that somehow they got ignored in your values awareness exercises -- if you stick only to the goals you developed during this one time through Increase Your MPG's, those values may become less well actualized and might surface later if you re-do the values awareness exercises. Thus you cannot assume that the goals you set here will be your true MPG's from now on.

Just as you use a roadmap to guide you on a trip, your MPG's can serve as a guide in your life. A person frequently doesn't follow a roadmap exactly; similarly, MPG's are subject to alteration, detours, and even occasional complete reworking. Use your MPG's as a guide that you can review and adjust. You have control over which goals you set. Maintain control over them; don't let them gain control over you! Remember -- many goals can satisfy your values. If one doesn't work out, other goals can satisfy your values equally well. If you find yourself changing goals frequently and never achieving any of them, you likely will feel frustrated and dissatisfied. So set goals that you truly intend to work on. Then re-assess your goals occasionally (perhaps re-do all of Increase Your MPG's). Adjust your goals as necessary. You probably will find that you are working on more goals that are personally meaningful to you and also achieving more of the goals that you do set.

Does every little goal you set from now on need to be dissected and analyzed via the process

that you have learned from Increase Your MPG's? Certainly not! Otherwise you would spend all of your time analyzing your goals and never actually working on them. Some goals obviously fit because you can see they are a step toward bigger goals you have determined are meaningful to you. Other goals actualize one or more of your values so clearly that you don't need to spend the time to dissect them. But you should continue to scrutinize your major goals -- the more important or energy-consuming ones. You don't want to reach these "major destinations" only to discover you have wasted your effort on them.

So how often should you re-do the process outlined in Increase Your MPG's? We have no absolute answer to this oft-asked question. Some people follow the adage, "If it ain't broke, don't fix it." That is, if your life is going in a way that is good for you, you might choose to let it keep on going until it no longer goes so well. This is a reactive way to make adjustments to your life -- you react when you detect a need to do so. Usually, proaction is considered more effective than reaction. A proactive way to make adjustments to your life is to review and re-do the analyses of your MPG's at specified intervals.

Set a schedule that you feel will be most helpful to you, and give that schedule a try. If you feel you spend too much time analyzing, then spread out the schedule. If you make too many large changes in your goals each time you re-assess, or if you become frustrated and disenchanting with life before you reach your scheduled re-assessment time, then shorten your scheduled re-assessment times. In this manner, you can set up a re-assessment schedule that works well for you. Even if you set a perfectly good schedule for re-assessing, situations in your life may change so drastically that you need to complete a reactive re-assessment from time to time.

So, as you can see, you have just begun your work. You have set a course that will increase your MPG's, but the course likely will need readjusting as your life progresses. The process of

readjustment can be a challenge -- it also can be exciting.

We hope the materials and self-exercises that you have now completed have helped you to increase your MPGs. Add what you have learned

here to what you already know about yourself. Life is a process. Stay active in your process. Keep adding, keep working, and continue to increase the meaningful and purposeful goals in your life!

CHAPTER 20

Again the Self-Feedback Quiz

So, now you have reached the end of this workbook. As you may know, psychologists are big on tests. We want you to have another opportunity to take the MPGs quiz and assess your results.

For your convenience, another copy of the Life Purpose Questionnaire follows. Please answer it now without looking back at your answers in Chapter 2.

* * *

In starting this paragraph, we assume you have finished re-taking the quiz. Re-read the information in Chapter 2 that tells you how to calculate your score.

Interpret your present score in two ways. First, find your level of MPGs as indicated by the categories given in Chapter 2. Second, compare your current score to your previous score.

Most persons (about 75%) find that their scores increase the second time they take the quiz. They feel they are working toward more Meaningful and Purposeful Goals! Even with the increase, their score may not be in the top category, and they need to continue the MPGs work they have done thus far.

Some persons find that their scores remain about the same, or even decrease. If you started with a very high score, it doesn't have much room

to increase. If you started with a lower score, we have heard two reasons from participants why they felt their scores did not increase. First, it obviously takes time to work on the goals you analyzed in Increase Your MPGs. Perhaps with more time and more work behind you, you will receive a higher score if you re-take the quiz again. A second reason participants have given us for lowered scores is that the quiz is easy to influence. They may have been dishonest with themselves when they took the quiz the first time. So their true first score really should have been lower.

We hope you feel you have benefited from Increase Your MPGs. And we hope you will continue to use the MPGs process to your benefit in your future!

LIFE PURPOSE QUESTIONNAIRE

Instructions: Mark whether you Agree (A) or Disagree (D) with each statement, for yourself, right now.

A D

- ___ ___ 1. I am often bored.
- ___ ___ 2. In general, my life seems dull.
- ___ ___ 3. I have definite ideas of things I want to do.
- ___ ___ 4. My life is meaningful.
- ___ ___ 5. Most days seem to be the same old thing.
- ___ ___ 6. If I could live my life again, I would live it pretty much the same way I have.
- ___ ___ 7. Retirement means a time for me to do some of the exciting things I have always wanted to do.
- ___ ___ 8. I have made only a little progress toward reaching my life goals.
- ___ ___ 9. My life is kind of empty.
- ___ ___ 10. If I should die today, I would feel that my life has been worthwhile.
- ___ ___ 11. In thinking of my life, I often wonder why I am alive.
- ___ ___ 12. My life does not seem to fit well into the rest of the world.
- ___ ___ 13. I am usually a reliable, responsible person.
- ___ ___ 14. People usually don't have much freedom to make their own choices.
- ___ ___ 15. I am not prepared for death.
- ___ ___ 16. Sometimes I think that suicide may be a good way out for me.
- ___ ___ 17. I am usually able to think of a usefulness to my life.
- ___ ___ 18. I have much control over my life.
- ___ ___ 19. My daily tasks are kind of boring.
- ___ ___ 20. I have discovered many reasons why I was born.