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Life Journey Enhancement Tools (Life JET).

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Life Journey Enhancement Tools (Life JET).

Abstract

The domain of life planning and personal development includes the important techniques of values clarification, strengths identification, goal setting and action planning. In the past two decades practices such as life coaching have grown in popularity (Green, Oades & Grant, 2006). Moreover, in mental health contexts, the recovery movement has challenged the illness and deficit focus (Andresen, Caputi, Oades, 2006; Oades et al, 2005) whilst within the discipline of psychology, the positive psychology movement has questioned the negative focus of clinical psychology (Resnick & Rosenheck, 2006). It is however easier to critique an existing area than the provide suggestions and tools to act based on the critique. By focusing on positive concepts such as visions, values, strengths (Linley & Harrington, 2000), goals (Clarke, Oades & Crowe, 2007) and actions (Kelly, Deane, Kazantzis, Crowe, Oades, 2006) the underlying philosophy of growth and development can be realised in tangible ways.

Keywords

tools, journey, life, jet, enhancement

Disciplines

Arts and Humanities | Life Sciences | Medicine and Health Sciences | Social and Behavioral Sciences

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Introduction to LifeJET

The domain of life planning and personal development includes the important techniques of values clarification, strengths identification, goal setting and action planning. In the past two decades practices such as life coaching have grown in popularity (Green, Oades & Grant, 2006). Moreover, in mental health contexts, the recovery movement has challenged the illness and deficit focus (Andresen, Caputi, Oades, 2006; Oades et al, 2005) whilst within the discipline of psychology, the positive psychology movement has questioned the negative focus of clinical psychology (Resnick & Rosenheck, 2006). It is however easier to critique an existing area than the provide suggestions and tools to act based on the critique.

By focusing on positive concepts such as visions, values, strengths (Linley & Harrington, 2000), goals (Clarke, Oades & Crowe, 2007) and actions (Kelly, Deane, Kazantzis, Crowe, Oades, 2006) the underlying philosophy of growth and development can be realised in tangible ways.

This methodology, known as Life Journey Enhancement Tools, or LifeJET is purpose built to:

- (a) provide a state of the art assessment protocol for psychosocial rehabilitation contexts in mental health (Oades & Deane, 2006) by combining the values of the recovery movement and techniques which are evidence based:
- (b) have utility outside of mental health contexts (e.g. life coaching, personal development);
- (c) be attractive through the use of the metaphor of a life journey;
- (d) be modularized (i.e. so instruments can be used individually or fit together);
- (e) be brief and feasible to use routinely;
- (f) have acceptability to trainers, consumers and clinicians (Crowe et al, 2006)

LifeJET employs the "root metaphor" of life as a journey, and extends this metaphor by using three key instruments that assist the journey referred to as the Camera, Compass and MAP. To integrate and reflect on this journey, LifeJET also includes the concept of a Good Life Album.

The purpose of the **Camera** is to bring into focus the personal values and strengths of an individual.

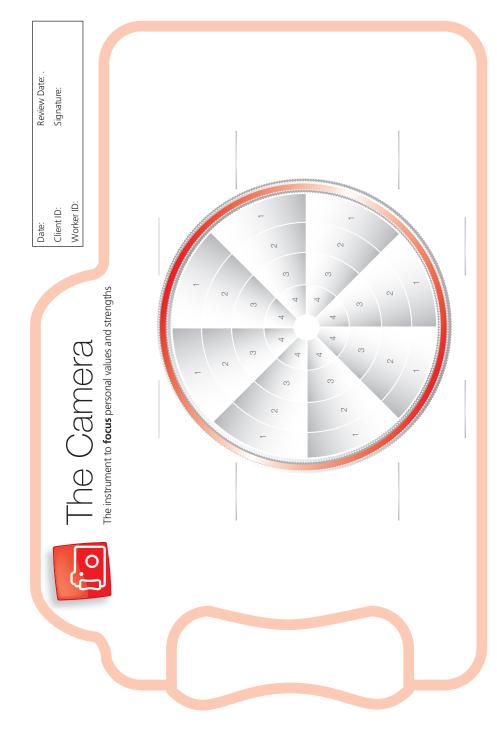
The purpose of the **Compass** is to identify one's ultimate destination (true north) in terms of a life vision and track one's progress along value directions (i.e. goal progress).

The purpose of the **MAP** (My Action Plan) is to plan the next step, taking the terrain (barriers) and social resources (social support) into account.

The purpose of the **Good Life Album** is to bring together the outputs of the Camera, Compass and MAP (e.g. photos) to form a personal album of the journey. This may be used metaphorically, or done literally. That is, the Good Life Album is the record of values in action (strengths), valued directions, goals and achievements along the journey. The title of the Good Life Album is the 'life vision' or a statement about the purpose in this life.

How the journey fits together

By use of the Camera a person becomes clearer regarding her/his personal values and strengths. Using the Compass s/he is enabled to identify a future oriented life vision- a collection of personal values and strengths, recorded separately as valued directions that one uses to orient oneself. The person can set personal goals consistent with these important valued directions. Using the MAP the person can develop action plans to achieve the goals. Overtime s/he can gain feedback on his/her progress (i.e. her/his level of progress), referred to as coordinates. Upon reflection, the person may use the idea of a Good Life Album to document and integrate the past, present and future in relation to their strengths, values, goals and actions- the album containing a collection of themselves enacting their preferred identity. The name of the Good Life Album is the life vision.



Using the Camera: Steps and Skills

	•				
ST	STEPS SKILLS TO USE FLEXIBLY				
1.	Why should	a)	, , , , , , , , , , , , , , , , , , , ,		
	I clarify my	b)	Explain that the process may take some time and be difficult at times but is		
	values and		very worthwhile.		
	, , ,		Discuss and clarify the meaning and definition of a value by giving examples.		
		d)	Discuss and clarify the meaning and definition of a strength by giving examples.		
		e)	Discuss and explain the benefits to wellbeing of having a clear sense of what one values.		
		f)	Discuss and explain the benefits of having a life where one is using their strengths.		
		g) Describe how these things are ongoing (i.e. the values and strengths are likely to be the same for a long time- they are "dependable".			
		h)	Explain the metaphor of the Camera- enabling them to focus their values and strengths. The camera enables them to take shots of things they value,		
			or examples of times in the past when they demonstrated a strength		
		i)	Note: Some people may state that they don't really value anything		
			anymore, or that they are weak and have no strengths. Do not proceed		
			until Step 2 until this issues have been addressed, challenged etc.		
2.	What are my	a)	Explain how values and strengths can also be different from person to		
	values and		person and that is okay.		
	strengths?	b)	Using the metaphor of a camera, ask the person what they would take		
			photos of if they were taking pictures of: (a) what they value in life and		
			(b) examples of situations in the past where they have shown one of their strengths.		
		c)	Provide three examples of values (e.g. some people like to get along well		
			with others, some people value making their own decisions, some people value being good at things)		
		d)	Provide some examples of strengths (e.g. some people are persistent).		
		e)	After discussion help the person to write at least four values or strengths on		
			the camera (i.e. start at 1 o'clock and work clockwise around the lens).		

STEPS		Sk	(ILLS TO USE FLEXIBLY		
3.	How well	a)	a) Starting with the entry on the camera lens at 1 o'clock ask the person		
am I living			how well they are focused on this value or strength- how satisfied are they		
	in alignment		that they have been "living it". With reference to the past four weeks (28		
	with my		days), if they are very satisfied, place an X near the middle of the circle (i.e.		
	values and		camera is focused)- if they believe it is not been at all well aligned, place an		
	strengths?		X as far the centre as possible- or gradations in between. Ask the person to		
			locate the X.		
		b)	Working clockwise repeat this process with all the other values and		
			strengths.		
		c)	Reviewing the overall lens, ask the person again whether it is accurate,		
			encouraging them to have different ratings. For example, if two values have		
			been given the same score- ask "so you believe that you are putting this		
			value (e.g. making choices) into action about the same as this other value		
			(e.g. taking opportunities).		
		d)	Re-rate values/strengths on the camera lens depending on the response in		
			'c' above.		
4.	What do I	a)	Ask the person to comment on what they notice from the camera. For		
	notice when		example, you may say "it seems you are living in line with the value/		
	looking		strength of X, but you don't seem happy about what is happening in terms		
	through my	l.,	of value/strength Y"		
	camera lens?	(b)	You may reinforce the skills of Step 1 here.		
		c)	Use reflective listening and provide empathy about current life difficulties as		
			the illness or events may have made it more difficult for the person to live in		
<u> </u>		_	line with his or her values and strengths.		
5.	How can I	a)	Explain to the person that now they have a clearer idea of what they value		
	use this to		and their strengths, and how they believe they have been going in the past		
	develop a life vision?	 	month, they can use this to reflect on how they would like their life to be.		
	ille vision?	b)	Explain that they may not feel good about things or the future right now,		
			or even want to do this, but that it can be worthwhile and give more purpose for what one is doing.		
		c)	Explain that there are other exercises known as the "compass" and the		
		()	"map"- and that successful planning takes some time and effort- and that		
			it does not need to be done all at once.		
		d)	Thank and congratulate the person for participating, stating that it is not		
		u)	easy to put into words what one values.		
		e)	Offer the person a copy of their personal camera.		
		(C)	סחבר נחב פבוסטרום נסףץ טר נחפוו פבוסטרום כמוחפרם.		

Lower level goal attainment Calculating Coordinates: For each Valued direction Calculating Success Coordinates: Add Coordinates Coordinate A Coordinate score = Success Coordinate Coordinate score = 0

My personal life vision is:

The instrument to know where you are and where you are going

Client ID: Worker ID: Review Date:

Jompass

Using the Compass: Steps and Skills

STEPS		SKILLS TO USE FLEXIBLY
 1. Why should I develop a life vision and set goals? a) Check willingness to participate in the collaborative process. Explain that the process may take some time and be difficult at tire is very worthwhile. c) Explain the benefits of having an overall purpose or vision of how would like life to be. Describe how illness can "blur the vision" and can lose sight of what we really want because we can be "too but day to day worries to consider future planning". Use empathy in the how this is understandable, but that you would like to assist the palso to think about larger visions. d) Use reflective listening to explore the many concerns that may arise low confidence, illness related barriers, difficult current situation). e) Ask the person to think of someone they admire or see as success they believe that that person has a vision of how they wanted the 		 b) Explain that the process may take some time and be difficult at times but is very worthwhile. c) Explain the benefits of having an overall purpose or vision of how one would like life to be. Describe how illness can "blur the vision" and that we can lose sight of what we really want because we can be "too busy with day to day worries to consider future planning". Use empathy in terms of how this is understandable, but that you would like to assist the person also to think about larger visions. d) Use reflective listening to explore the many concerns that may arise (e.g. low confidence, illness related barriers, difficult current situation).
co th	ave I ompleted ne Camera	Clarify with the person whether they have completed the Camera exercise ever, or recently. If not, explore whether this should be done before proceeding to the use of the compass.
exercise? b) If completed, locate the Camera, and refresh/review with the same way the three most important directions? Do I need three? b) If completed, locate the Camera, and refresh/review with the same way the we are going, north, south, east, west, in the same way the provide us with a reference point- a direction in which to ke for example, continually trying to improve my relationships (even if I make some mistakes along the way). b) With reference to the maximum of eight strengths/values of (or values/strengths elicited in another manner) ask the permain values/strengths in their life that they work towards ettime, go slow with the answer to this. Try to answer it for yeasking the person, to understand the difficulty of the questions of the person that the three directions may be very chosen from the camera exercise, or they may be some of joined together. Encourage the person to say what they rejust what they think they could do right now. Do not start d) Use reflective listening to explore the many concerns that relow confidence, illness related barriers, difficult current situle. b) Write up to three valued directions along the top of the contributions.		 a) Explain the metaphor of a compass- that is, it helps us to know where we are going, north, south, east, west, in the same way that our values provide us with a reference point- a direction in which to keep heading-for example, continually trying to improve my relationships with others (even if I make some mistakes along the way). b) With reference to the maximum of eight strengths/values on the Camera (or values/strengths elicited in another manner) ask the person about three main values/strengths in their life that they work towards every day. Take time, go slow with the answer to this. Try to answer it for yourself before asking the person, to understand the difficulty of the question. c) Explain to the person that the three directions may be very similar to three chosen from the camera exercise, or they may be some of values/strengths joined together. Encourage the person to say what they really want, not just what they think they could do right now. Do not start planning yet. d) Use reflective listening to explore the many concerns that may arise (e.g. low confidence, illness related barriers, difficult current situation)

Please list in order of importance up to 3 **valued life directions** towards which you are typically trying to orient yourself in your daily life (blue areas) On the review date, rate the level of success you feel you've attained within this **valued direction (orange areas**).

Valued direction A

Attainment Score (tick one at review)

Valued direction B

Attainment Score (tick one at review)

Attainment Score

Valued direction C

Higher level goal attainment

score = 2

score = 2

score = 2

Target goal attainment >70% confident

Target goal importance A

Target goal importance B

Target goal importance C

score = 1

4. How important ar each of these directions?	 b) Ask the person if they had ten points (or ten dollars) to spend on each direction to show how important it was, how would s/he spend the points? Assist the person with arithmetic (i.e. it is the relative importance rating that is important, not the ability to add up) c) Record these point ratings on the compass (where it says perceived importance points).
5. Can I refine my life vision?	 a) Once the person has stated their valued directions, it is easier to develop a life vision. Ask the person what would his/her life look life if s/he were doing well with all the valued directions? For example, someone might say they would like a relationship, a job and a home. What is the overall life vision that includes all three? They may say, "living a normal good life" or something that is meaningful to them. (Note: LifeJET also includes the metaphor of a photo album (good life album), documenting the person's "best possible life" if this has been discussed with the person, it will assist with verbalizing and recording a life vision statement to place at the top of the Compass. The personal name given to the album may be used as the life vision). b) Ask the person what others might notice if they were living their life vision? c) Decide on a phrase to summarise this life vision and write it on the top line of the compass (e.g. remind the person of the Camera- the photos they took of the things they valued, and times when they had demonstrated strength- and then ask them what they would call a photo album of their life from now on with all these things in it? Spend time on this- do not move on quickly. d) Mention to the person that some people like to draw, paint or find music that also represents the meaning to them of the life vision. Encourage the person to find whatever is motivating.

6.	How would I know if I had succeeded?	a) b)	Describe the benefits of goal setting (e.g. motivation, sense of direction, sense of achievement. Use reflective listening regarding the objections the person may have regarding previous goal setting or failure. Explain to the person that achieving goals is not "all or none"-sometimes we do better than we expect, and sometimes we do not do as well. For
		c)	this reason, it is useful to set some different levels of what we would consider success. With reference to valued direction one, pick a specific date and ask the person what they would consider success. That is, by that date (give examples of other landmarks around that time) what would you like to have done? This needs to be defined in terms of a something observable,
		d)	tangible, measurable. Using a number or range of numbers may be useful (e.g. I have saved between \$100 and \$200), or a milestone category (e.g. I can fit into my black pants again). Choose only one thing at a time. Once you have something to work with, ask the person how confident they are out of 100 that they could achieve this by the date. If the number
			is 70 or above write it on the compass in the "target goal level" cell, in the valued direction column. If the number is less than 70, ask them what would make them more confident or ask them to pick something they would be more confident with. Once they reach 70% or above, write this onto the compass sheet.
		e)	Ask the person what would signify a level below what they would see as success by that date? That is, something they might be a little disappointed with if that was all they were able to achieve. Write this in the row below. Reiterate that this section of the compass can be difficult but is worthwhile once completed.
		f)	Ask the person what they would see as something fabulous, fantastic by this date? That is, a step beyond what they believe could be possible. Write this in the "higher level goal section"
		g) h)	Repeat steps c/d/e/f for the remaining valued directions. Ask the person to summarise the three goals and adjust as necessary using the same steps. Feel free to use another compass sheet if necessary. It is important to have this right before the person commits to working towards it

a) Explain that it is important to review progress

c) Identify who the likely person will be to conduct this review.

b) Agree on a date for review

7. When will I

review and

with whom?

8. How well have I done? What are my "coordinates" on my compass?

Returning on review date:

- a) Discuss with the person the goals and directions that they originally recorded on their compass
- b) In a collaborative manner review the level of attainment of each goal.
 For example, within valued direction one, the person may have achieved target level attainment, but in valued direction 2, higher level attainment.
 Circle 2 on the higher level attainment, 1 for target level and a 0 for lower level attainment.
- c) Celebrate success and emphasise the skill of learning goal striving, not just this one, but for the future.
- d) Within each valued direction multiply the number in b) by the perceived important point for that valued direction. For example, if valued direction 1 has target level attainment (i.e. a 1) multiple that by the perceived important points (e.g. 1 x 5 points = 5). This is coordinate 1. Record on the compass.
- e) Repeat this for the other valued directions.
- f) Sum the three functions coordinates.
- g) Multiply this number by 5 give total Success Coordinate.
- h) This number is the person's "success coordinate"- out of 100. If they got to 100 they have made outstanding progress to where they want to be in life. Explain to the person that this number is based on their personal values, goals and estimates about what is possible. It is suggested that a person should try to score between 50 and 70. If they are scoring above 70 they may wish to set more challenging goals. If they are scoring below 50 they may wish to set goals that are more attainable. The metaphor is that the person needs to keep heading in the right direction at a maintainable pace. Note: It is the scores from attempting the goals that tell them this, not someone else!

9. Do I need a MAP or a Camera?

- a) Encourage the person to complete another compass
- b) Explore whether reviewing another Camera would be useful
- c) Explore whether moving onto completing another Map would be useful



The MAP

My Action Plan: The instrument to plan what to do next

Valued Direction	Target goal		
(from Compass)	(from Compass)		
Action name:	Action Description: What	specific action is required to a	achieve the target level goal?
Eg walking	Eg Walki		ree times a week in the morning
Date Set:	How often	When	Where
	Resources	Information	Emotional
	Who can give me	Who can give me	Who can
	practical help? With what?	information when needed? What information?	listen to and support me?
Social support			
	How will I monitor actions?		
Monitoring actions			
Worldoning actions			
	Mhat are south arriage?	(eg diai y, calendar	recording what you have done,
	What are my barriers?		
Barriers			
			(eg financial, time, motivation)
	What are some solutions or	backup plans?	
Solutions			
Confidence	Not at all confident 0 10	20 30 40 50 60 70 80	90 100 Very confident
(circle level of confidence)	Specific action listed above.	Repeat if not over 70% confi	dent.
Review date:	Review outcome:		
Make as soon as possible			

Using the MAP: Steps and Skills

STEPS		SK	CILLS TO USE FLEXIBLY
1.	What are the	a)	Check willingness to participate in collaborative process
	benefits of	b)	Explain that the process may take some time and be difficult at times but is
	planning?		very worthwhile.
		c)	Explain the benefits of planning actions- that is people like to know "what
			to do next"- or they can talk about things without action. Breaking things
			into smaller steps makes it easier and is more motivating.
		d)	Use the metaphor of a map, that is a zoom lens can help focus where one
			is going and photograph what is valuable, a compass helps align with the
			right direction, but a map can give more detail about exactly where to go
_		_	next.
2.	Have I used the	a)	Ask the person whether they have used the compass- or if they have some
		 	larger goals which they have stated. If not, use the compass.
	compass?	b)	If yes, locate and refresh the details on the compass.
3.	What actions	a)	Starting with the target level of valued action 1, ask the person what
	do I need to		actions need to be taken to achieve the goal.
	do?	b)	Elicit the main action required, and consider when, where and how often
			such actions need to be taken. Record on the Map
4.	What	a)	Ask the person what barriers may get in the way of this action. The barriers
	are some		may be financial, social, physical or psychological.
	barriers and	b)	Once the barrier has been identified- brainstorm some solutions to
possible			overcome this barrier- or a back up plan should the barrier arise. For
solutions?			example, if a persona is planning outdoor exercise, what will they do if it
		۵,	rains.
		c)	Record some barriers and solutions on the Map.
5.	Who can	a)	Explain to the person the benefits of building a support or success team.
	help me?		That is, who can help them achieve their action plan. Who can help with
			practial support? Who can help with some emotional support? Who can
			help with any information needed?
		b)	Listen reflectively to issues people may have regarding isolation or needs to
			"be independent" and then reiterate how successful people build support
			teams- which is part of their success.
_	and a la	(c)	Record some support people on the Map.
6.	What date	a)	Explain the importance of setting a start date- ie helps with motivation and
	will I start?		there may some real reasons why today or tomorrow is not as sensible as next week.
		P)	
\Box		b)	Record a start date on the Map./

7.	How confident am I?	a) Referring to the action recorded, in a specific context, ask the person how confident (out of 100) they are that they will perform the action by a specified end date. b) If they are less than 70% confident, explore what would make them more confident. c) Explore solutions and or change the action until the person is 70% confident towards a committed action
8.	How will I monitor my behaviours?	 Explain to the person the benefits of being able to see their own progress, via monitoring their own behaviour. Ask them how they can monitor what they are doing towards their goal. Try to find something that involves the day-to-day environment in which the person lives. Record how the person will monitor their behaviour on the Map. It may be as simple as a tick on a calendar signifying the walk each day. It is whatever they find motivating.
9.	When do I review this plan with someone?	a) Set a date to review the action with the person. b) Ask the person if there is also someone else who will help them stay "accountable".
10.	Should I keep repeating this process?	 Explain that the Map is one part of a larger process. Setting, doing and reviewing action plans is an ongoing process- which will be repeated many times. Encourage the person to continue to build their skills in planning- via clarifying values, setting goals, breaking them into actions, exploring barriers and solutions, identifying who can help, setting a start date and monitoring progress.



Good Life Album

The reflective exercise to document your vision of a good life

The purpose of the Good Life Album is to bring together the outputs of the Camera, Compass and MAP (e.g. photos) to form a personal album of the journey. This may be used as a metaphor, or done literally. That is, the personal album is the record of values in action (strengths), valued directions, goals and achievements along the journey. The title of the personal album is the 'life vision' or a statement about the purpose in this life.

The Good Life Album is meant to include past examples of when a person used his/her strengths, lived by their values, worked towards and achieved some goals. However, perhaps more importantly it can serve as a symbol for how the person chooses to live- with examples of themselves living out their preferred identity (i.e. how they would like to see themselves and how they would like others to see them).

The Good Life Album is not just a "book of dreams" as it includes the values, goals and actions- and possible barriers. It is a life with pleasure, an engaged life, a meaningful life and a life with some achievements (Seligman & Csikszentmihalvi, 2000).

The verbal articulation of the name of such an album can be used as a shorthand verbal tag for a life vision

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Glossary

Life Vision

A verbally stated description of one's envisioned life that contains identified values and strengths. This is likely to take time to develop.

Preferred Identity

How you would like others to see you, and how you would like to see yourself.

Value

A present focused, stable non time framed preference relating to self, others or the world.

Strength

A value that has been dependably demonstrated or a talent that has been developed.

Valued direction

Life directions towards which you are typically trying to orient yourself in your daily life, not specific, not time framed, ongoing (alignment) (e.g. to improve my relationships with others).

Goal

A future oriented, specific, measurable, desired endpoint, with a timeframe. Within the compass these make reference to self (i.e. self at the desired destination).

Action

A tangible behaviour in a specific context.

Action Plan

A plan of actions to take to reach the target level of goal attainment on the compass

Success Coordinates

The 'success coordinate', provides a person with a numerical score which weights their progress (vertical) across the three goals (horizontal), in line with the valued directions.