



Workshop 4: Creating An Action Plan

Key Takeaways:

- In this workshop, you focused on using the information from the assessment to help define concrete goals and activities for your setting.
- Your goals describe specific objectives that you would like to accomplish and help translate your overall vision into concrete next steps to help achieve that vision.
 - Your goals are different from the activities to meet those goals.
 - Some of the goals that you create will be short-term and some will require more time to execute.
- As you select specific activities from this larger brainstorming list, focus on ideas that are realistic within your setting. (But keep that bigger list—you may want to come back to those other ideas in the future!)

Considerations as you define your goals:

- First, be specific. Think about the findings from your assessment—what is your specific area for improvement?
- Second, how are you going to know if you are making progress against your goals? Measurement can be tricky when you are talking about integrating a resilience-building approach—how will you know if you are succeeding?”
- Third, remember that this is a team approach. Think about your allies for this work (both within and outside of your setting) and who can help. You cannot do this alone. A strong team is essential to prioritize and problem-solve.
- Fourth, make sure your goals are realistic. Think about your setting, your sphere of influence within that setting, and create goals that you think you can achieve. Early success with smaller goals will more likely lead to buy-in from others than grand plans that sound great but don't go anywhere. Remember the mantra...keep it simple!



Considerations for brainstorming activities:

- Keep an open mind. Don't dismiss anything (yet!) because of a perceived lack of resources or other challenges
 - Think big (and think small!)
 - Be as inclusive as possible in this step in order to get ideas and solutions from other colleagues, community members, and clients
 - Brainstorming is a team sport. Look at the table you have set for your team. Is anyone missing? Whose voices are not included? How might you include them?
- Don't forget--getting started is often half the battle! Don't let the fear of making mistakes keep you from taking action.
- In addition to brainstorming ideas for new activities, consider what activities you CONTINUE to help achieve the goals you defined (and anything you may want to STOP!)

Activity: Work through the following questions either individually or as part of your Resilience Champion team. (You may use the worksheets as a tool to support the activity.)

- 1. Brainstorm your activities:** For each goal you have defined, brainstorm potential activities to help you achieve your goal. In addition to thinking about activities you may want to START, be sure to consider any activities you want to CONTINUE (and any current activities you may want to STOP). For those activities you want to CONTINUE, are there any changes you need to make?
- 2. Refine your list:** From your initial brainstorming list, choose 1-3 specific activities that you would like to focus on **for now**. Remember...these activities could be new activities you would like to START, existing efforts that you would like to CONTINUE, or activities you would like to STOP.
- 3. Organize your action team:** How will your team work together to implement these activities?
 - For each goal you defined, what are the 1-3 activities you will focus on to help you achieve it? Are any of these activities things you are already doing (or things you plan to stop?)
 - How will your action team be organized to help you implement these activities?



Defining your Goals

Review the results from the assessment. Use this worksheet as a guide to help you and your team define your goals. You may want to organize your goals to line up with the buckets that you used in your assessment.

1. Specific

When a goal is too broad, it can feel overwhelming. That feeling can lead to procrastination or avoidance. When a goal is clear and specific, you can focus your efforts and stay motivated to achieve it. When creating your goal(s), try to answer the five "W" questions:

- **What** do I want to accomplish?
- **Why** is this goal important?
- **Who** is involved?
- **Where** is it located?
- **Which** resources or limits are involved?

2. Measurable

How do we know that we are making progress? Is it because we are seeing fewer suspensions in a school or less turnover in staff? Staying on top of change not only makes funders happy but also keeps us motivated. This work can feel overwhelming at times so finding a way to track your progress and stay motivated is critical... You may want to set some milestones to keep your team on track. Assessing progress helps you to stay focused, meet your deadlines, and feel the excitement of getting closer to achieving your goal.

A measurable goal should address questions such as:

- How much?
- How many?
- How will I know when it is accomplished?



3. Assignable

SMART goals are assignable. My grandmother always said, “two heads are better than one!” Goals, whether they are large or small, are best achieved with the support and collaboration of many. Figure out who is in your corner and how they might contribute to what is needed to achieve the goal.

An assignable goal will usually answer questions such as:

- Who already has the knowledge, skills, and/or resources to help achieve this goal?
- Who is responsible for each specific piece?

4. Realistic

We know that if our work does not connect to our heart, we will give up. This work is a marriage of head and heart. When working with a team, it is vital to have a conversation about how to balance the two. Sometimes your head can help bring your heart out of the clouds.

A realistic goal can answer "yes" to these questions:

- Does this seem worthwhile and within my reach?
- Is this the right time?
- Does this match our other efforts/needs?
- Am I the right person to reach this goal?
- Am I ready and willing to commit to this goal?

5. Timely

Successful projects have a target date. There may be many steps throughout the process (as mentioned above) to keep you and the team on track. This part of the SMART goal criteria helps to prevent everyday tasks from taking priority over your longer-term goals.

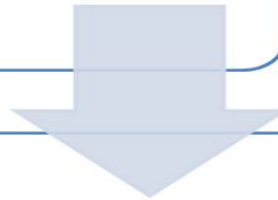
A time-related goal will usually answer these questions:

- When?
- What can I do six months from now?
- What can I do six weeks from now?
- What can I do today?

Define your Goals

Use the following lines to create a SMART goal based on the findings from your assessment for your setting.

Assessment Findings



Goal

Revising your Goals

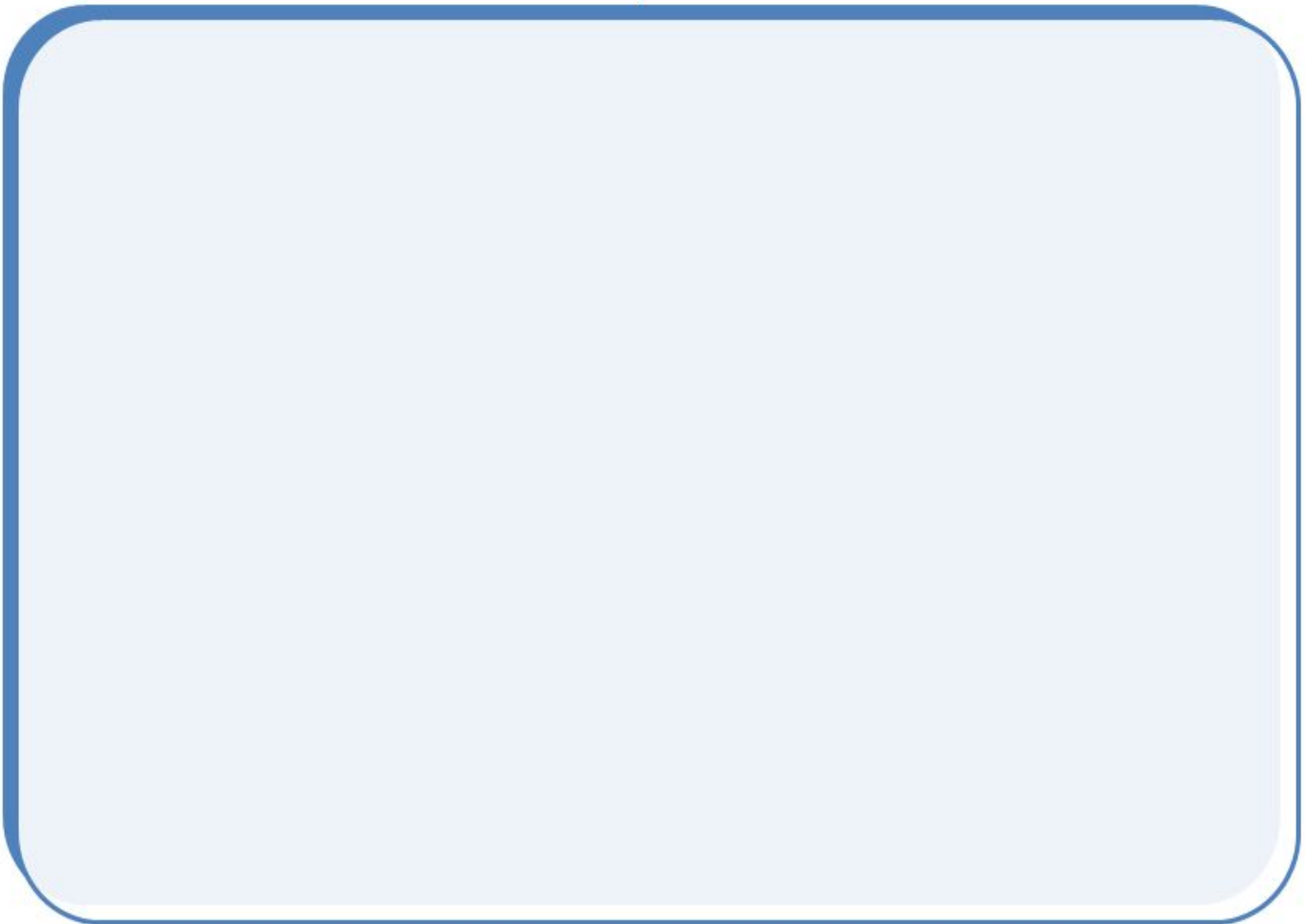
Goal	• _____ • _____
Potential Strengths	• _____ • _____ • _____
Potential Barriers	• _____ • _____ • _____
Revised Goal	• _____ • _____

Brainstorming Action Steps

Use this worksheet to identify activities you want to CONTINUE in your setting.

Goal: _____

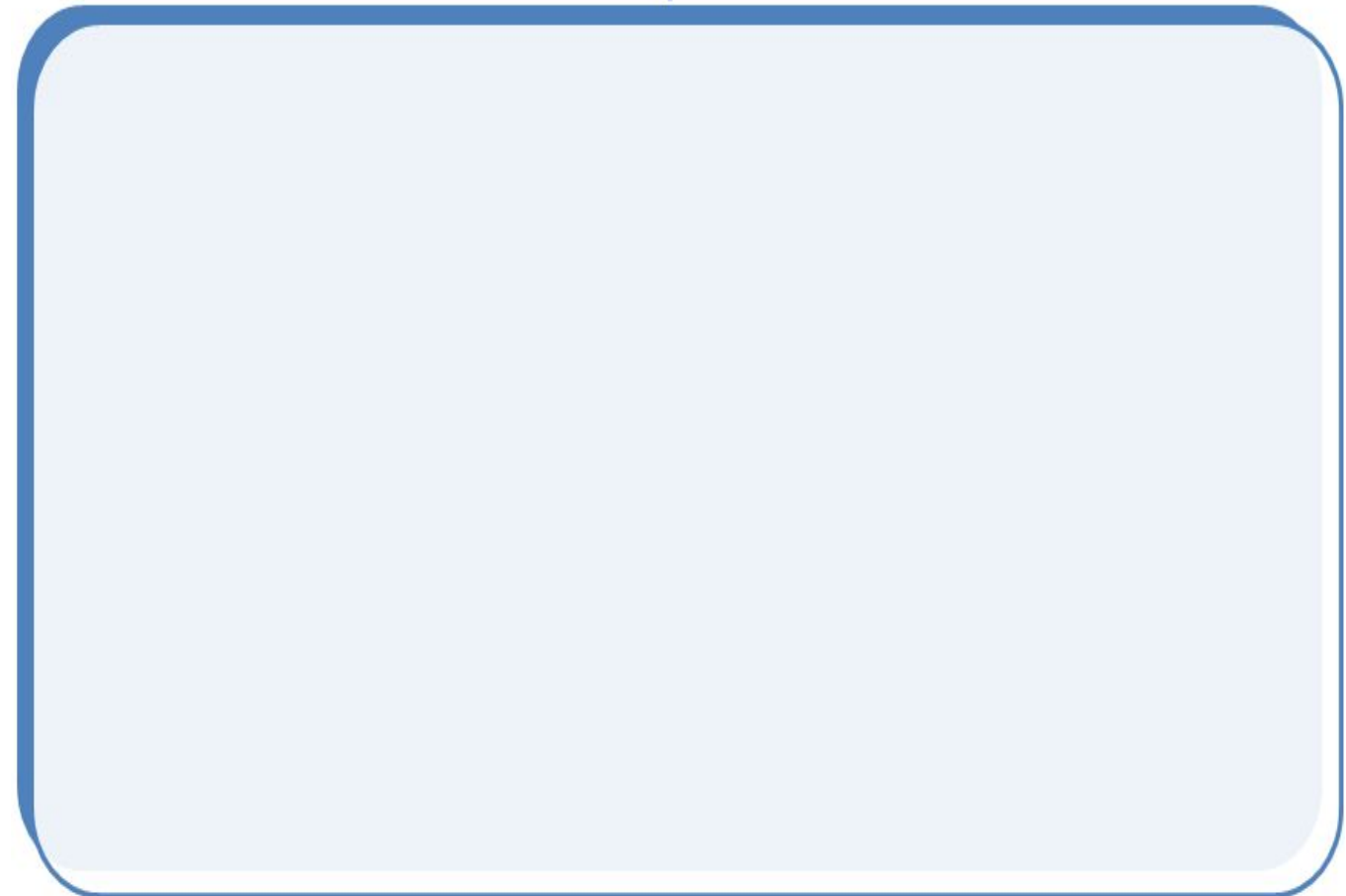
Continue



Use this worksheet to identify activities you want to **START** in your setting.

Goal: _____

Start



Use this worksheet to identify activities you want to STOP in your setting.

Goal: _____

Stop

