

# **Individual Development Plan Workbook**

# What is an *IDP*?

Your IDP or Individual Development Plan is a tool that we will use during check-ins. It's *Individual* in that the tool is what you and you alone make out of it. Using your own personal experiences, we will create your own vehicle for success. It's *Development* in that it focuses on how to build soft and hard skills that respond to where you see yourself going. And it's a *Plan* because the result is setting goals to accomplish what you seek to achieve.

## Why make an Individual Development Plan?

VISTA and AmeriCorps is a difficult year of mostly muddling around. It can often feel vague and sticky. The IDP is a tool to begin to put things into perspective. You get a lot out of a service year! Furthermore, you begin to learn a lot about yourself, the realities of the world around you, and what is truly important in the world. Procedurally, your IDP will create an intentional process by which you can reflect on your past and present self to create health goals and habits.

### Mindfulness

Mindfulness is a practice of staying in the present moment and taking inventory of your current thoughts and behaviors. Traditionally associated with Buddhism, mindfulness has permeated our work culture to reduce stress and increase productivity.

### Scaling

Our lives and our impacts exist at multiple scales. These affects are both temporal and geographic. Our actions of consequences, so being intentional in what we do sets us up for success. Thinking about what you want to accomplish where and when is a good starting point. When we put our goals into short-, medium-, and long-term scales, we create clear paths to take to obtain them. Being specific, only makes them more achievable.

## WHAT TO EXPECT AHEAD...

- 01**     **Introspective exercises**
- 02**     **Charting our path for success**
- 03**     **Evaluating where we are and setting healthy goals**

# Reflection

## 1.0 Introduction

Life mapping is centered on reflection. Thinking of yourself as a well, the source is never close to the surface, and what you really want is often very deep within. Dipping deep into what makes us who we are can help discover some deeper goals, desires, and aspirations. Through the following exercises you will begin to discover more about yourself. This in turn will fuel the life mapping exercise. The following will be covered in this section of the workbook

- ✚ Word association
- ✚ PERMA Analysis
- ✚ 5-Form Capitalism Analysis
- ✚ Transitive skills
- ✚ Hidden Strengths
- ✚ Strengths-based Leadership

# 1.1 Word Association

This is meant to be done in rapid succession. Look at the word listed in the first column and write the first word that immediately comes to mind. Repeat the action in the next column, and then for the last time in the third column. When complete, reflect on the words in the final column. Why do you think you wrote down the word you did? What were you thinking of as you were writing? Were you surprised by any results?

School			
Community			
Self-care			
Youth			
Home			
Space			
Life			
Cubicle			
Office			
Field			
Gender			
Autonomy			
Advocacy			
Capitalism			
Poverty			
Organization			
Rural			
City			
Main Street			
Doorway			
Path			
Legacy			
Earth			

# 1.2 PERMA Analysis

Beverly Glick explores the work of Positive psychology pioneer Prof. Martin Seligman. She notes that Prof. Martin,

has identified five elements essential to human well-being using the acronym PERMA. P is for positive emotions such as love, joy, gratitude, awe and inspiration. E is for engagement - in activities that are totally absorbing and use your signature strengths. R is for relationships - being authentically connected to others. M is for meaning - living a meaningful life and serving or belonging to something bigger than you. A is for accomplishment - the pursuit of achievement as well as mastery for its own sake. (Glick 2014)

With this in mind, let's use PERMA to continue to explore deeper connections. Given the space below, inventory what you have in your life so far.

**P**ositive Emotions \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**E**ngagement \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**R**elationships \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**M**eaning \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**A**ccomplishments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 1.3 5-Form Capitalism

Paul Godfrey wrote extensively about 5 different forms of capitalism that can help alleviate little 'p' poverty—individuals and families living in poverty—to in turn work on deconstructing BIG 'P' Poverty—systemic oppression. His book *More Than Money* notes that physical and liquid currency fails on a number of aspects in our society, but social currencies are more valuable because they foster **self-reliance**. He breaks it down into five forms of capitalism that can be used to leverage success in conjunction with self-reliance. They are as follows:

*“Institutional:* the large social structures that provide meaning and structure to social life” (Godfrey 2014, 10)

- “...tangible *regulatory* structures, the laws and regulations that become enacted and enforced by organizations, such as...legal and administrative structures...” (Godfrey 2014, 16)
- “...intangible *cognitive/normative* structures, the ways people frame the world and how they think about what is right and wrong, appropriate and inappropriate.” (Godfrey 2014, 16)

*“Social:* the resources available to us by virtue of our relationships with family members, friends, or associates.” (Godfrey 2014, 10)

- Strong: kinship/familial
- Weak: through associations of school, work, religion, etc.
- Bonding: “...has intrinsic value in our lives by providing meaning...” (Godfrey 2014, 17)
- Bridging: “...has instrumental value as it helps us acquire and leverage resources for our gain.” (Godfrey 2014, 17)

*“Human:* Knowledge, skills, and attitudes that produce tangible outcomes and create wealth.” (Godfrey 2014, 10)

- Head: the knowledge you obtained and where you obtained it from; i.e. B.A. in Geography from Penn State
- Hands: the skills you obtained from that knowledge or other sources; i.e. qualitative spatial analysis
- Heart: “...a set of attitudes and the abilities they foster, or the psychic and emotional resources embedded within people that both facilitate their framing of challenges and provide the energy to respond.” (Godfrey 2014, 17)

*“Organizational:* collective social endeavours we engage in or interact with that harness the powers of cooperation between and competition among people.” (Godfrey 2014, 10)

- These are “the different recipes and methods for coordinating activity.” (Godfrey 2014, 18)
- Informal: Familial, “...authority rest on tradition and social or kinship status.” (Godfrey 2014, 18)
- Formal: incorporated institutions; i.e. they “...[rest] on principles or rational choice and law.” (Godfrey 2014, 18)

*“Physical:* The tangible, and financial, resources we employ to produce products or services or exchange with others to create value.” (Godfrey 2014, 10)

- Solid/substantive—tangible assets and resources
- Liquid/financial—money, insurance, investments, credit.

Godfrey notes that capitalism is like an engine, where as capital is the fuel that moves the engine. But the engine needs regular maintenance over time so as to not to fail (depressions/recessions). He makes the clear distinction that capital is durable, but not perpetual.

With this in mind, tease apart your personal capital in order to understand what fuels you. Fill in the worksheet below...

# Physical Capitalism

**Solid,** What would you sell to gain more money? \_\_\_\_\_

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**Liquid,** What do you have in the bank? \_\_\_\_\_

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# Social Capitalism

**Bonding,** Which relationships in your life are meaningful to your personal development? \_\_\_\_\_

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**Bridging,** Which relationships in your life provide and leverage resources for you? \_\_\_\_\_

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# Human Capitalism

**Head,** What have you learned and where you learned it? \_\_\_\_\_

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**Hands,** What are the skills you've acquired through the above; i.e. what's on your resume? \_\_\_\_\_

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**Heart,** What attitudes help you develop healthy goal setting and obtaining; or what do you like about yourself? \_\_\_\_\_

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# Organizational Capitalism

**Informal Organizations,** What familial groups are you a part of; i.e. family businesses? \_\_\_\_\_

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**Formal Organizations,** What formal groups are you a part of; i.e. clubs, businesses, alumni groups, etc?

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# Institutional Capitalism

## Tangible, Regulatory Structures

- **What laws, legal structures, regulations work in your favor?** \_\_\_\_\_

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- **What laws, legal structures, regulations work against you?** \_\_\_\_\_

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## Intangible, Cognitive/Normative Structures

- **What guides your internal moral compass?** \_\_\_\_\_

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- **What structural “isms” work in your favor (punching up)?** \_\_\_\_\_

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- **What structural “isms” work against you (punching down)?** \_\_\_\_\_

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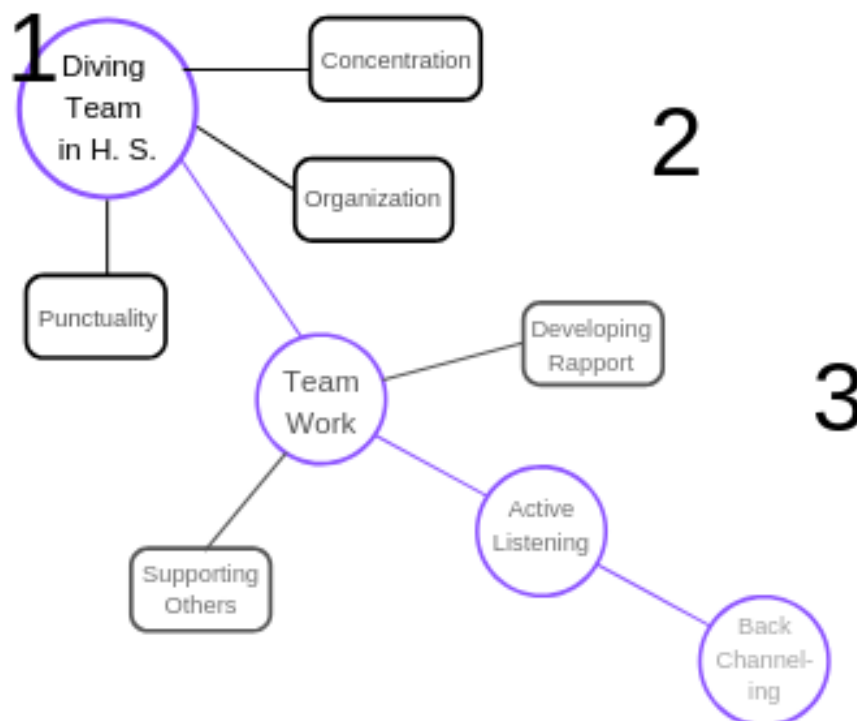
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# 1.4 Transitive Skills

Transitive skills are the things you've gained through the previous experiences you've had. Think about in the last worksheet when we were talking about "Hands" under *Human Capital*. This exercise is meant to tease out those transitive skills even further. Through mind mapping we will get to the bare essentials of what makes a skill a skill. Do the following

- 1 Write down a past experience. It could be being on a sports team, being in or head of a club in school, or a past job, etc. Once you've wrote it down, circle it.
- 2 Around that experience, think loosely of the skills that went into being successful in that position. For instance, if I chose being on the Diving Team in H.S. might think about team work, maintaining physical fitness, concentration, punctuality, organization, flexibility, etc. When you've through about what those skills are, surround the first circle with those words. Circle each individual skill and draw an arrow out from the position to the skill.
- 3 Look at each skill, think about what skill goes into being successful in that skill. For instance if I was to select teamwork, I might think about active listening, supporting others, developing rapport, etc. Keep repeating this step until all skills are broken down to their bare essentials
- 4 When each skill is pieced apart, highlight the ones that show up the most across your mind-map. What does this say about the skill and about you?







# 1.6 Strengths-Based Leadership

We all have our signature strengths. Whether it's the strengths you recently discovered in the past activities or something you've known all along. But how can we identify how to harness that positive energy to create actionable steps. The Gallup Center (2018) developed a list of 34 qualities that make up stronger leaders across the board. Identifying which of these are our signature strengths can help us figure out our working styles as well as how to best build capacity.

In order to figure out what our signature strengths are, first get yourself into the mindset you had when you were in Kindergarten/Pre-school. Think about the activities you did that brought you the most joy at that age. First, in the spaces below, list what those activities were. Once you've listed those activities, next pick about what attributes of each activity made it so enjoyable. (Wewegama 2019)

	TYPE OF ACTIVITY	WHAT DID THAT ACTIVITY ENTAIL?
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

When you've completed the list, match each activity/attribute *number* with the following themes.

*For example, if I wrote down that a favorite activity was tree climbing because it involved being in nature, was regular action/stimulus, provided a sense of freedom, meant risk-taking, and a sense of play, feeling, anticipation, exploration, etc. Let's say that was the 4<sup>th</sup> thing I put down on my list from the above. I would put a ④ next to all the words that matched up with what I wrote down for tree climbing; i.e. I could say it relates to Achiever, Activator, Adaptability, Connectedness, Deliberative, Focus, Learner, Restorative, Self-Assurance, Strategic.*

Your Numbers	Word	Description
	<b>Achiever</b>	... Work hard and possess a great deal of stamina. They take immense satisfaction in being busy and productive.
	<b>Activator</b>	... Make things happen by turning thoughts into action. They want to do things now, rather than simply talk about them.
	<b>Adaptability</b>	... Go with the flow. They tend to be "now" people who take things as they come and discover the future one day at a time.
	<b>Analytical</b>	... Search for reasons and causes. They have the ability to think about all of the factors that might affect a situation.
	<b>Arranger</b>	... Organize, but they also have a flexibility that complements this ability. They like to determine how all of the pieces and resources can be arranged for maximum productivity.
	<b>Belief</b>	... Have certain core values that are unchanging. Out of these values emerges a defined purpose for their lives.
	<b>Command</b>	... Have presence. They can take control of a situation and make decisions.
	<b>Communication</b>	... Generally find it easy to put their thoughts into words. They are good conversationalists and presenters.
	<b>Competition</b>	... Measure their progress against the performance of others. They strive to win first place and revel in contests.
	<b>Connectedness</b>	... Have faith in the links among all things. They believe there are few coincidences and that almost every event has meaning.
	<b>Consistency</b>	... Keenly aware of the need to treat people the same. They crave stable routines and clear rules and procedures that everyone can follow.
	<b>Context</b>	... Enjoy thinking about the past. They understand the present by researching its history.
	<b>Deliberative</b>	... Best described by the serious care they take in making decisions or choices. They anticipate obstacles.
	<b>Developer</b>	... Recognize and cultivate the potential in others. They spot the signs of each small improvement and derive satisfaction from evidence of progress.
	<b>Discipline</b>	... Enjoy routine and structure. Their world is best described by the order they create.
	<b>Empathy</b>	... Sense other people's feelings by imagining themselves in others' lives or situations.
	<b>Focus</b>	... Can take a direction, follow through and make the corrections necessary to stay on track. They prioritize, then act.
	<b>Futuristic</b>	... Inspired by the future and what could be. They energize others with their visions of the future.
	<b>Harmony</b>	... Look for consensus. They don't enjoy conflict; rather, they seek areas of agreement.
	<b>Ideation</b>	... Fascinated by ideas. They are able to find connections between seemingly disparate phenomena.
	<b>Includer</b>	... Accept others. They show awareness of those who feel left out and make an effort to include them.
	<b>Individualization</b>	... Intrigued with the unique qualities of each person. They have a gift for figuring out how different people can work together productively.

	<b>Input</b>	... Have a need to collect and archive. They may accumulate information, ideas, artifacts or even relationships.
	<b>Intellection</b>	... Characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.
	<b>Learner</b>	... Have a great desire to learn and want to continuously improve. The process of learning, rather than the outcome, excites them.
	<b>Maximizer</b>	... Focus on strengths as a way to stimulate personal and group excellence. They seek to transform something strong into something superb.
	<b>Positivity</b>	... Have contagious enthusiasm. They are upbeat and can get others excited about what they are going to do.
	<b>Relator</b>	... Enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.
	<b>Responsibility</b>	... Take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.
	<b>Restorative</b>	... Adept at dealing with problems. They are good at figuring out what is wrong and resolving it.
	<b>Self-Assurance</b>	... Feel confident in their ability to take risks and manage their own lives. They have an inner compass that gives them certainty in their decisions.
	<b>Significance</b>	... Want to make a big impact. They are independent and prioritize projects based on how much influence they will have on their organization or people around them.
	<b>Strategic</b>	... Create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.
	<b>Woo ("Winning Others Over")</b>	... Love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with someone.

Once you've written down all your numbers for each, notice which themes have the most numbers written down on them. These correlate to your signature strengths, the things that you instilled in yourself at an early age. Also note, which color blocks you fit into the most. These colors correlate to the groups mentioned here:

<b>Strategic Thinking</b>	<b>Executing</b>	<b>Influencing</b>	<b>Relationship Building</b>
These themes answer the question "How do you absorb, think about and analyze information and situations?" They may help you make better decisions and create better outcomes.	These themes answer the question "How do you make things happen?" They may help you turn ideas into reality.	These themes answer the question "How do you influence others?" They may help you take charge, speak up and make sure others are heard.	These themes answer the question "How do you build and nurture strong relationships?" They may help you hold a team together.
When teams need to focus on what could be, they turn to people with Strategic Thinking themes to stretch the team's thinking for the future.	When teams need to implement a solution, they look to people with Executing themes who will work tirelessly to accomplish the goal.	When teams need to sell their ideas inside and outside the organization, they turn to people with Influencing themes to convince others.	When teams need to be greater than the sum of their parts, they turn to people with Relationship Building themes to strengthen their bonds.

What is particularly surprising to you? Does it make sense that you belong in a specific group or that you fell into specific themes? How will you use these strengths in your VISTA year?

# Life Mapping

## 2.0 Charting your Future

Back in the day early navigators used the stars to chart their route from one continent to the next. They used early surveying measures to map on paper the physical land that they were exploring. We'll do something similar, but unlike them we'll take account of what's already there.

Life mapping takes many different shapes and flavors. It is focused on the journey more than the destination. Our destination is not a five year plan, but skills we wish to continue to cultivate and grow within ourselves. Life maps focus on means to build personal capacity. A life map is a tool to help organize your interests for your future. It's a means of introspectively getting your ducks in a row in order to maximize your full potential. As Beverly Glick (2014) notes, "Few of us create space to reflect on our lives in this way - in fact, most people spend more time planning a holiday - but life mapping is a powerful method of intention-setting that can bring you peace today and tomorrow."

jot down all your thoughts and begin to make sense of it. It is the baby of mind-mapping exercises and follows similar patterns. More importantly the exercise provides you with a space to practice scaling and mindfulness. Mindfulness and life mapping have clear intersections. As Beverly Glick puts it, "One way of holding yourself in present moment awareness - rather than chewing over the past or fretting about the future - is to put together a life map that's anchored in what's important to you right here, right now." That's part of what on which we will focus. The other focus of the Life Map is to consider scale, both in physical size and temporally. The Life Map shows us at what scale we will prioritize each goal. It also shows us whether the goal is short-, medium-, or long-term in nature.

# 2.1 Legacy Building

This exercise also comes from Beverly Glick. While the type of life mapping that we will get to after these worksheets will be more general in nature, this type of life mapping specifically makes you look at big picture goals. These goals are meant to be SMART

**S** pecific: The Who, What, Why, When, and Where???

**M** easurable: quantifiable parts about your goal that help you know when the goal is accomplished

**A** ttainable: is this goal realistic? What steps will I have to take in order to achieve it?

**R** elevant: is this the right timing? Is it worth focusing on now? How does it fit in my other goals?

**T** ime-sensitive: What is my timeline? What are the deadlines for each step so I finish on time?

(Mind Tools Content Team 2019)

Fill in the following chart. To begin, the last column asks you how you want to be remembered by others. Think broadly in the sense of both how you want others to remember you and what you want to have done in your lifetime that will have made you memorable. Next, in the central column, list the objectives you need to do in order to achieve what you wrote in the last column. For example, if my desire is to be remembered for writing inclusive and engaging comedy, one of my long-term goals would be to get something published and performed by the time I'm 45. Lastly, "In the left-hand column, make a note of goals you can achieve during the next 12 months that will help you accomplish your long-term objectives." (Glick 2014) For example, my goals might be to write 1 play and look for performance venues. Therefore my chart might look like this:

Goals to achieve in 12 months	Goals to achieve Legacy	How I want to be remembered
<ul style="list-style-type: none"> <li>• Write a play</li> <li>• Find a venue to perform it in</li> </ul>	<ul style="list-style-type: none"> <li>• Get something published and performed by the time I'm 45</li> </ul>	<ul style="list-style-type: none"> <li>• Be remembered for writing inclusive and engaging comedy</li> </ul>

When you've completed this exercise, evaluate what you wrote. Glick suggests the following criteria in addition to making SMART goals:

2. When you are figuring out your goals, make sure they pass the PERMA test so that your well-being will increase.
3. Identify your values - qualities that, for you, have intrinsic worth and define what matters to you at the deepest level - so you can set goals that are in alignment with what you stand for.
4. Identify your signature strengths - the things you like doing and are good at.
5. Imagine that you have as much money as you need and are living a comfortable life.  
What would this most fulfilling life look like?
6. What would you most like to study, master or research? How can you factor it into your map?
7. What do you need in your life - beyond food and shelter - for you to experience satisfaction?
8. What causes are you willing to dedicate your life to?
9. Identify a peak moment in which you were absolutely at peace with the world - how can you go about experiencing more of those?
10. What needs to happen, and who will you have to become, in order to transform your life map into reality? (Glick 2014)



<b>Goals to achieve in 12 months</b>	<b>Goals to achieve Legacy</b>	<b>How I want to be remembered</b>

## 2.2 Introduction

Now that you've complete some or all of the previous worksheets, you should be in the right mindset to develop your life map. The term sounds intimidating—a life map? But life is so long, there's no way of knowing what I'll do or how to get there. It seems a little improbable. But a life map is supposed to meet you where you are. If you are not ready to write about your whole life, think about what you want to do at a smaller scale—what you want to do in a year, 5 years, a decade, before your 40, etc. This can provide a bit more clarity in your work.



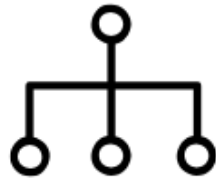
The first thing to do is gather materials. Since you are going to just use this workbook all you really need is writing utensils. You can use anything from a simple ballpoint pen to colored pencils if you like color coding.



Next, "Write or draw a description in the center that reflects the purpose of mapping your life." (Landes 2019) It could be what you enjoy, what you want to accomplish, things to do, where you want to be, etc.



After you've selected a theme, write down all the things that relate to that topic. "On paper, space those categories around your center..." (Landes 2019)



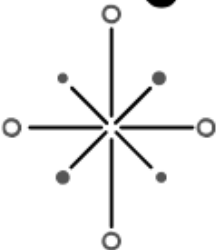
Now, codify what you wrote down into primary, secondary, tertiary, etc goals. Draw pathways from the center bubble to the main goals

How do those secondary, tertiary, etc goals flow into or out of the primary?



After you have general goals, "Dive into the details. What specifically is interesting to you within those categories of activities?" (Landes 2019) you can also think of it in terms of "what do I need to do to make this successful?"

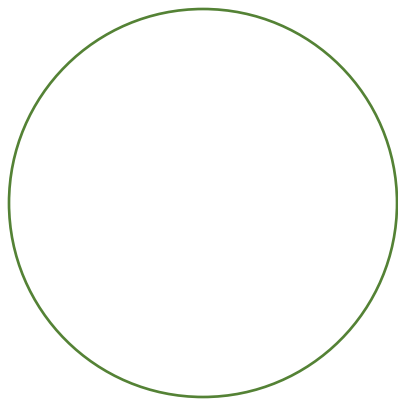
"Think about the specific activities you like to do or certain aspects of each category that are important to you, and surround your category on paper with these activities. Draw arrows from the category to the activities." (Landes 2019)



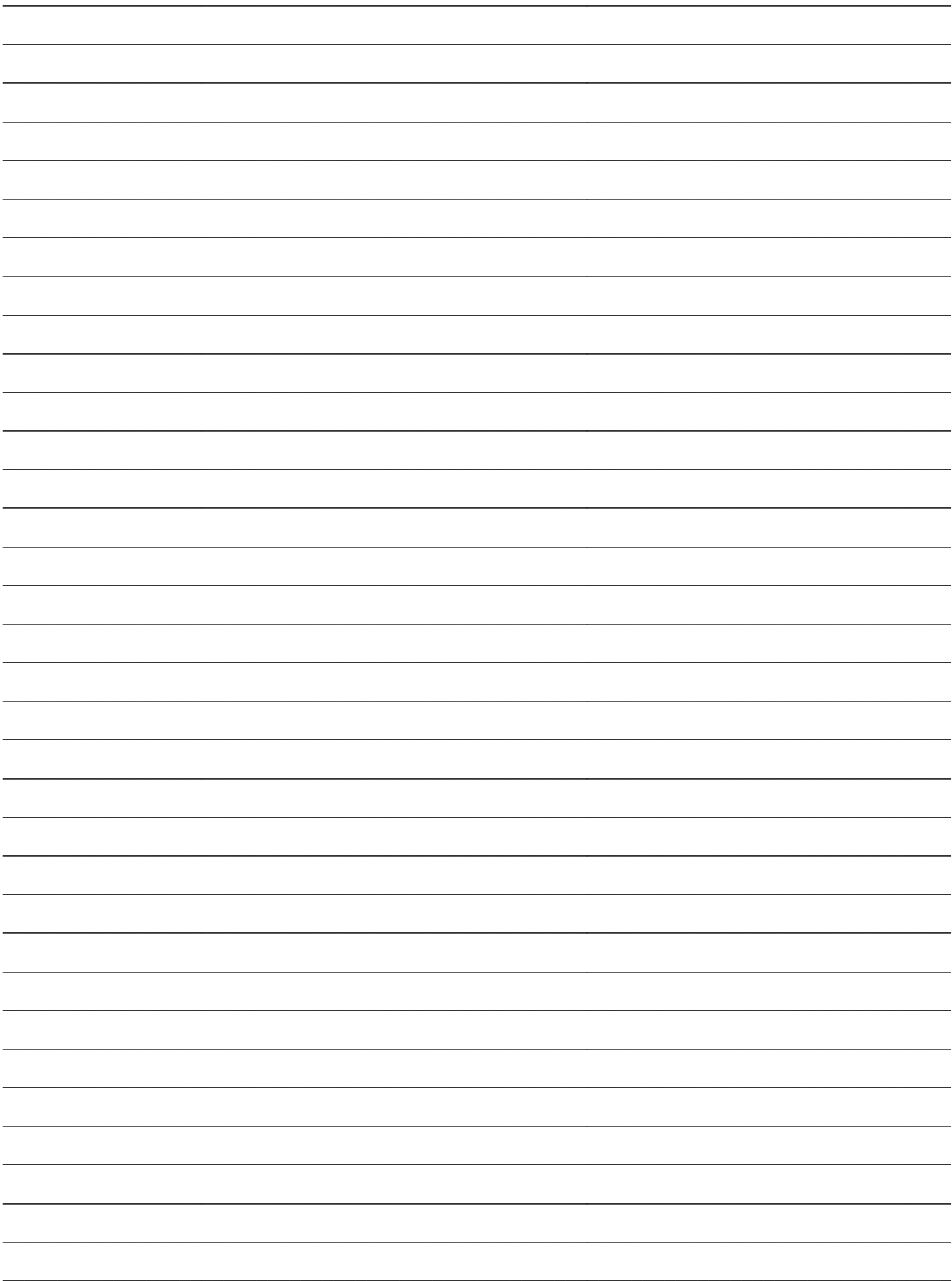
Then, think of how are things linked/connected? Draw arrows to show these connections. "Connect more of your activities and passions with more arrows to get a good idea of how your life is interconnected with itself." (Landes 2019)



Lastly, "Evaluate your life map. Look at the items that you've mentioned the most, look for themes, and mark those with something special, like a star."









## 2.4 Our Minute Mission Message

Part of our ability to be effective Corps Members is to be able to articulate what we're all about. We don't need to practice our entire elevator pitch with everyone we meet. Here is a more concise way to say all of that in a minute. Fill in the lines:

Hi, my name is: \_\_\_\_\_,

And I am an AmeriCorps VISTA PHENND Fellow.

My Organization, \_\_\_\_\_,

Believes (deeply held value) \_\_\_\_\_.

Every day, we (verb) \_\_\_\_\_ (object) \_\_\_\_\_

For (Constituents) \_\_\_\_\_

Because (problem statement) \_\_\_\_\_

### **Example**

Hi, my name is *Ben*, and I am an AmeriCorps VISTA [Leader]. My organization, *the Philadelphia Higher Education Network for Neighborhood Development*, believes *that anchor institutions should create communities of practice through service learning*. Every day, we *build partnerships for the citizens, young and old, of Philadelphia* because *service learning adds value to communities through building capacity and increases retention rates at high education institutions*.

# Goal Setting

## 2.0 Skill Development

Part of the IDP is to identify skills that we still need to develop over the course of our service. This worksheet will help us identify those needs and from where we can obtain them.

Knowledge & Skills Needed to Accomplish the VAD	Priority <sup>1</sup>	Learning Opportunities & Resources	Type <sup>2</sup>	Timeframe

<sup>1</sup> L = Low  
M = Medium  
H = High

<sup>2</sup> 1 = Online  
2 = In-person  
3 = Informal  
4 = Other



Knowledge & Skills Needed to Accomplish the VAD	Priority <sup>3</sup>	Learning Opportunities & Resources	Type <sup>4</sup>	Timeframe

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<sup>3</sup> L = Low  
M = Medium  
H = High

<sup>4</sup> 1 = Online  
2 = In-person  
3 = Informal  
4 = Other

## 3.1 Evaluating the Life Map

Now that you've drafted your life map, it's time to look more intentionally at what you created. This section is set up to help you evaluate the life map and help create a way to express your life map that works better for you.

First we'll walk through a few lists of questions to see what the map says about us and maybe pinpoint some goals that were not initially seen. This part will help us find surprises and make sense of things that might not really belong in our personal journey.

Next we'll review different methods of displaying our life map. We all learn differently and some of us prefer order over organized chaos. This part will help select the best way to visually organize your journey.

# 3.2.1 Evaluation Questions

The first set of questions are the same ones we asked in 1.6 Legacy Building. Developed by Beverly Glick do evaluate any type of life map, she asks:

1. "Use only SMART - specific, measurable, achievable, realistic and timed - goals." (Glick 2014)

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2. "When you are figuring out your goals, make sure they pass the PERMA test so that your well-being will increase." (Glick 2014)

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3. "Identify your values - qualities that, for you, have intrinsic worth and define what matters to you at the deepest level - so you can set goals that are in alignment with what you stand for." (Glick 2014)

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4. "Identify your signature strengths - the things you like doing and are good at." (Glick 2014)

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5. "Imagine that you have as much money as you need and are living a comfortable life. What would this most fulfilling life look like?" (Glick 2014)

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6. "What would you most like to study, master or research?" (Glick 2014)

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a. "How can you factor it into your map?" (Glick 2014)

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7. "What do you need in your life - beyond food and shelter - for you to experience satisfaction?" (Glick 2014)

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8. "What causes are you willing to dedicate your life to?" (Glick 2014)

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9. "Identify a peak moment in which you were absolutely at peace with the world - how can you go about experiencing more of those?" (Glick 2014)

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10. "What needs to happen, and who will you have to become, in order to transform your life map into reality?" (Glick 2014)

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**General Reflections**

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## 3.2.2 Evaluation Questions

This second set of questions comes from the content team at Oprah.com. This is the set of questions to evaluate the vision board they proposed as a form for life mapping. They proposed that you should “Review your Life Map and ask yourself the following questions:” (“Create A Life Map” 2019)

1. “What have I learned about myself from looking at my Life Map?” (“Create A Life Map” 2019)

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2. “Do I see any patterns?” (“Create A Life Map” 2019)

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3. “Does anything on my Life Map surprise me?” (“Create A Life Map” 2019)

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4. “If I knew that all of the images and this Life Map would come in to my life, would I be OK with that?” (“Create A Life Map” 2019)

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## 3.3 Ways to Life Map

There are no right or wrong way to visually display your life map. The process of finalizing your life map through including illustrations and color is a way to imprint your goals utilizing your right-brain functions. In this section we will explore a few more ways to display your life map, but there is a treasure trove of templates to explore on the internet. The ones we will explore are:

- ✚ Geographic mapping
- ✚ vision boarding
- ✚ Brian Maynes
  - Goal Mapping
  - Life Mapping
  - Self Mapping

### 3.3.1 Using a Map

Drawing a conventional, geographic map, can be helpful to some people or for some instance. The most obvious would be if you intend to fill your life with traveling. Using an actual map with the desired locations pinpointed and what you plan to do there is the most concrete way to use a geographic map.

But the map doesn't have to be of an actual place. If your goals were a city, how would it be arranged spatially? What car or transit routes would you need to get to where you want to be? In designing your fictional map think about how you might use parts of a place to identify specific goals. A school could represent further school you need, a hiking trail in the hinterlands might represent the desire to be outdoors more, or a soup kitchen/shelter might represent your desire to volunteer more. Whatever it is there are symbols on maps to represent it. This more abstract geographical map can be best utilized with someone who benefits from spatial reasoning.

To do this route, consider the following steps.

1. Review your life map draft and tease out what are all the things that seem like destinations; e.g. school, a dream job, a hobby, a life skill, etc.
2. Figure out what real life place would represent this tangible or intangible thing; e.g. a university campus, an office tower, a ceramics studio, an obstacle course in the woods, etc.
3. After reviewing your draft map again, what are the steps you need to get to achieve this destination goal? I.e. in order to get my dream job I need to first get a degree in X, Y, Z, and I need to get experiences in managing others.
4. Once you've assembled those steps think about how those would translate into stops on a transit line or directions on GoogleMap. Are they street names? Places, like school? Parks or places of respite?
5. If going by streets are there places where these steps would intersect with stops of other goals? If so that can help you develop a street grid/layout.
6. Jot down a basic street grid and place your destinations and streets in the most sensible order.
7. Draw your transit routes or driving routes you will take to reach these destinations.





## 3.3.2 Vision Boarding

The first part of the questions asked in 3.2.2 came after a series of steps to create a vision board. While the original was meant to tap into subconscious perceptions, this more tailored version will help you visually display most of what you already have uncovered.

Following these steps, develop a vision board as a life map:

1. Gather magazines, newspaper, or other print media you don't mind cutting up. Get a large piece of paper, cardstock, etc. Get some sort of adhesive such as glue, paste, tape, etc.
2. With your draft life map on hand
3. Go through the print media and pull out pictures and words that correspond with the phrases and words that are on the life map.
4. Cut out those pictures and words.
5. Arrange what you have cut out in a way that looks right to you. (don't ask for outside opinions at this point)
6. Adhere the pictures and words onto the vision board.
7. Take a step back and reflect.
8. What sticks out?
9. What fades to the fringes?
10. Share your vision board with someone else and see what they think.

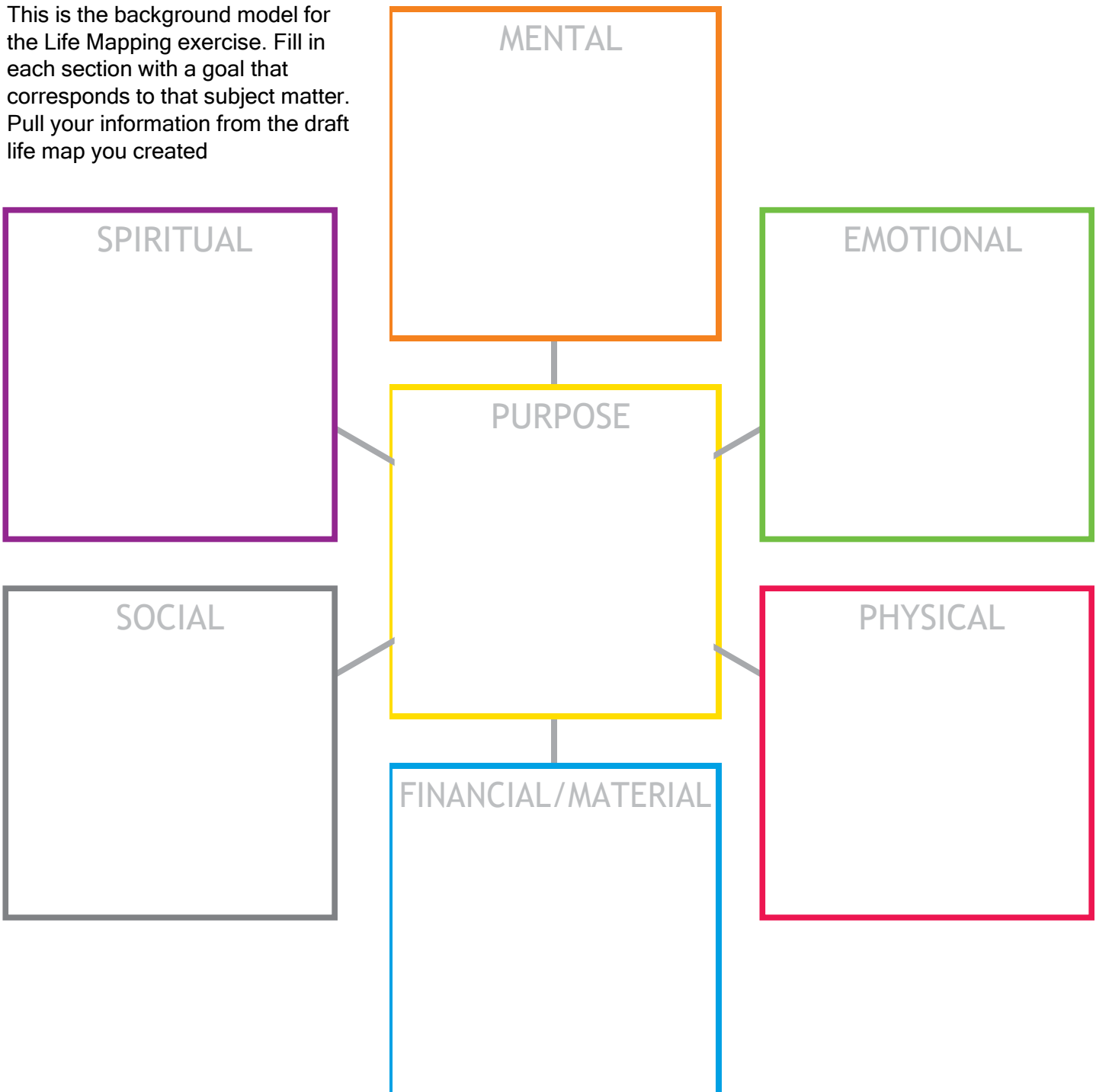


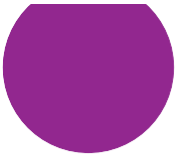
## 3.3.2 Brian Mayne

Brian Mayne is what you would expect out of a motivational speaker. He has the whole headset thing going of him. He talks at large corporate events. I'm sure he uses a lot of sharp hand gestures to drive his point across. All this aside this structures for visualizing goals are very helpful in first writing out the goal in a logical/spatial order and then translating it into some sort of more visual representation.

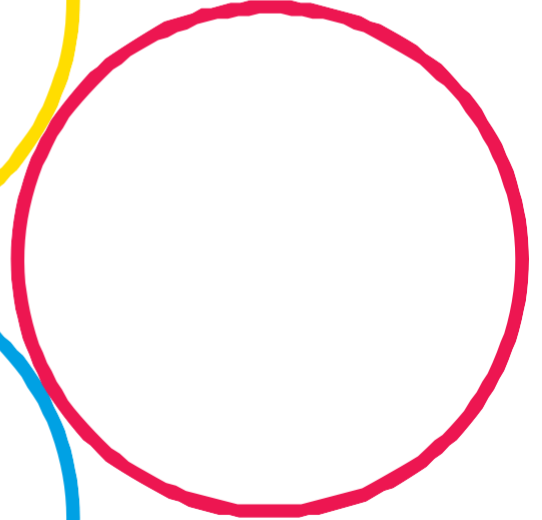
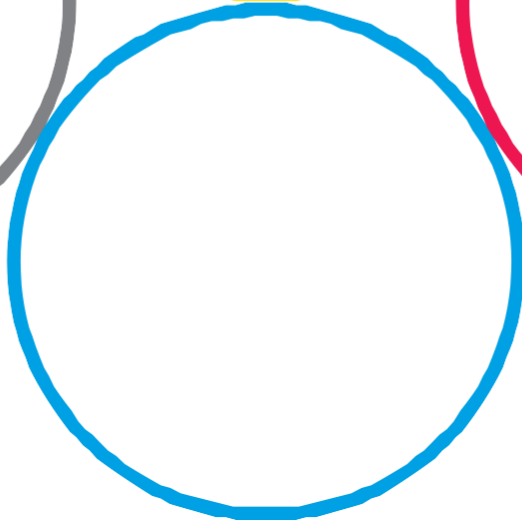
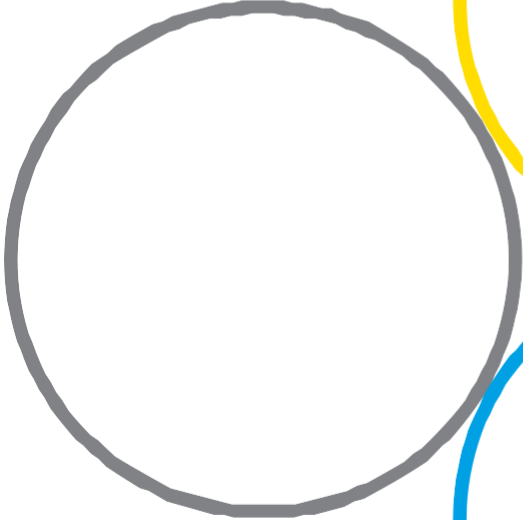
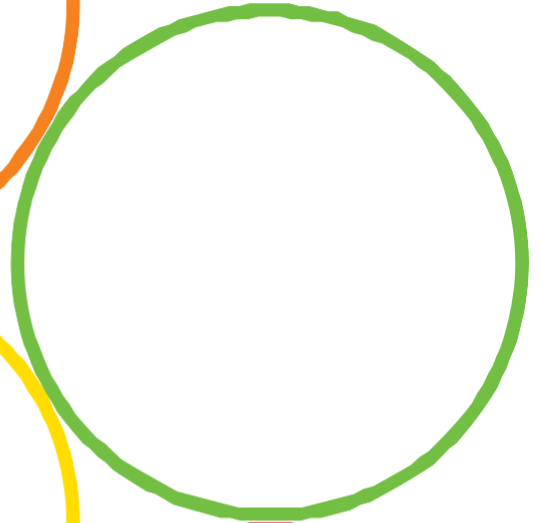
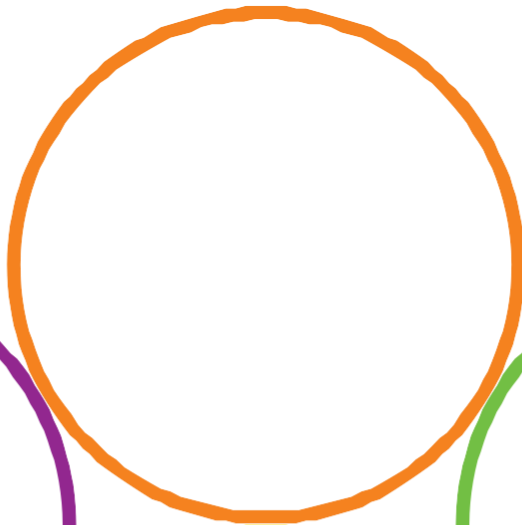
There are two main structures to use when creating a goal map the

This is the background model for the Life Mapping exercise. Fill in each section with a goal that corresponds to that subject matter. Pull your information from the draft life map you created





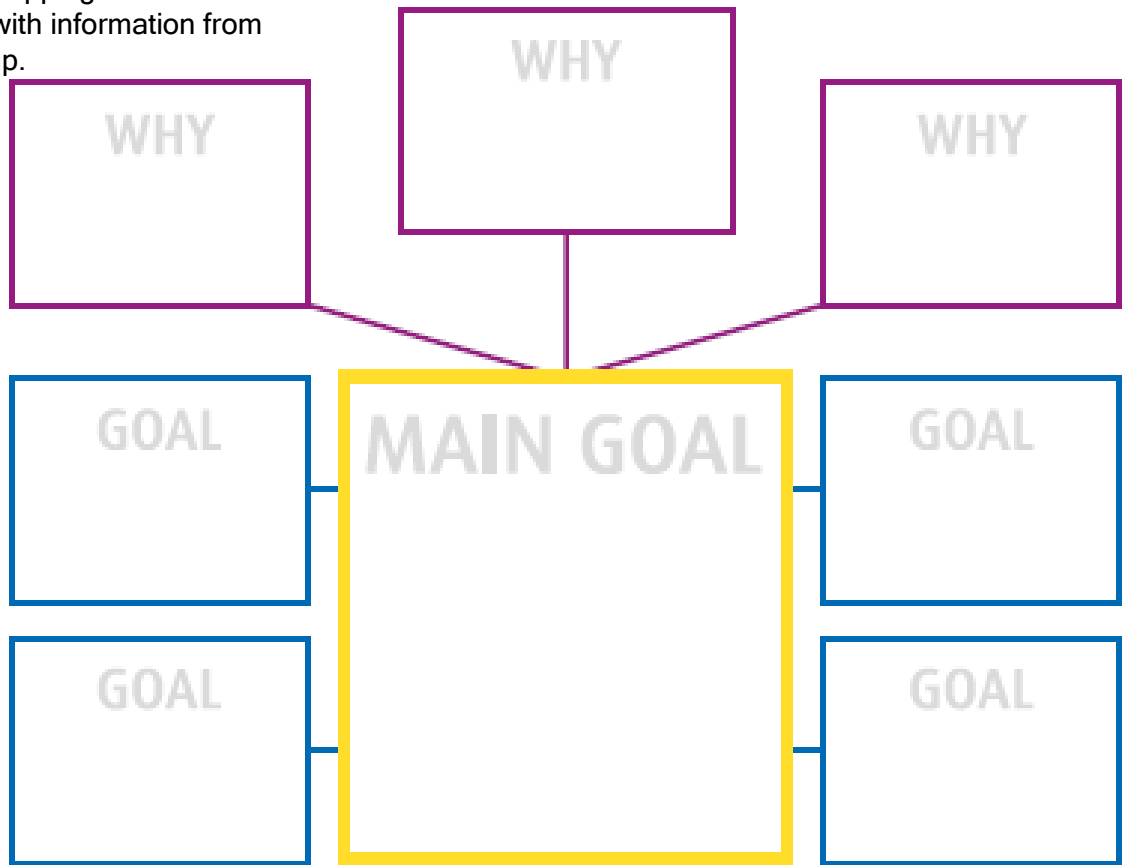
In this Section translate what you wrote above into a single image or collection of related images,



This is the goal mapping exercise.  
 Fill in the boxes with information from  
 Your draft life map.

You can do this  
 Either by replicating your whole  
 draft Life map as  
 a single goal, or  
 you can Pick out  
 specific goals to  
 map one at  
 A time.

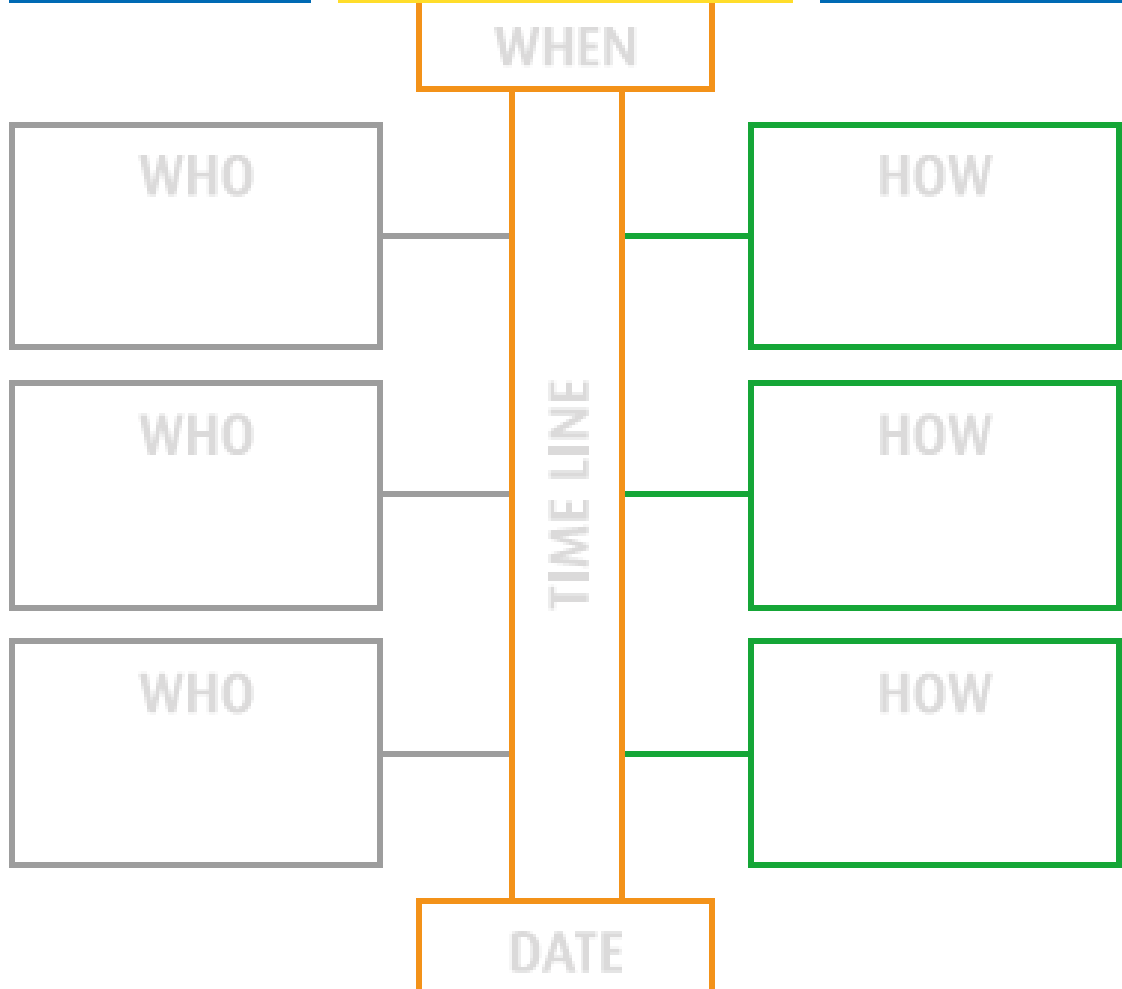
The “why”  
 Responds to  
 What motivates  
 You to achieve  
 The main goal.  
 Think the Heart  
 Part of Human  
 Capital in  
 Section 1.3



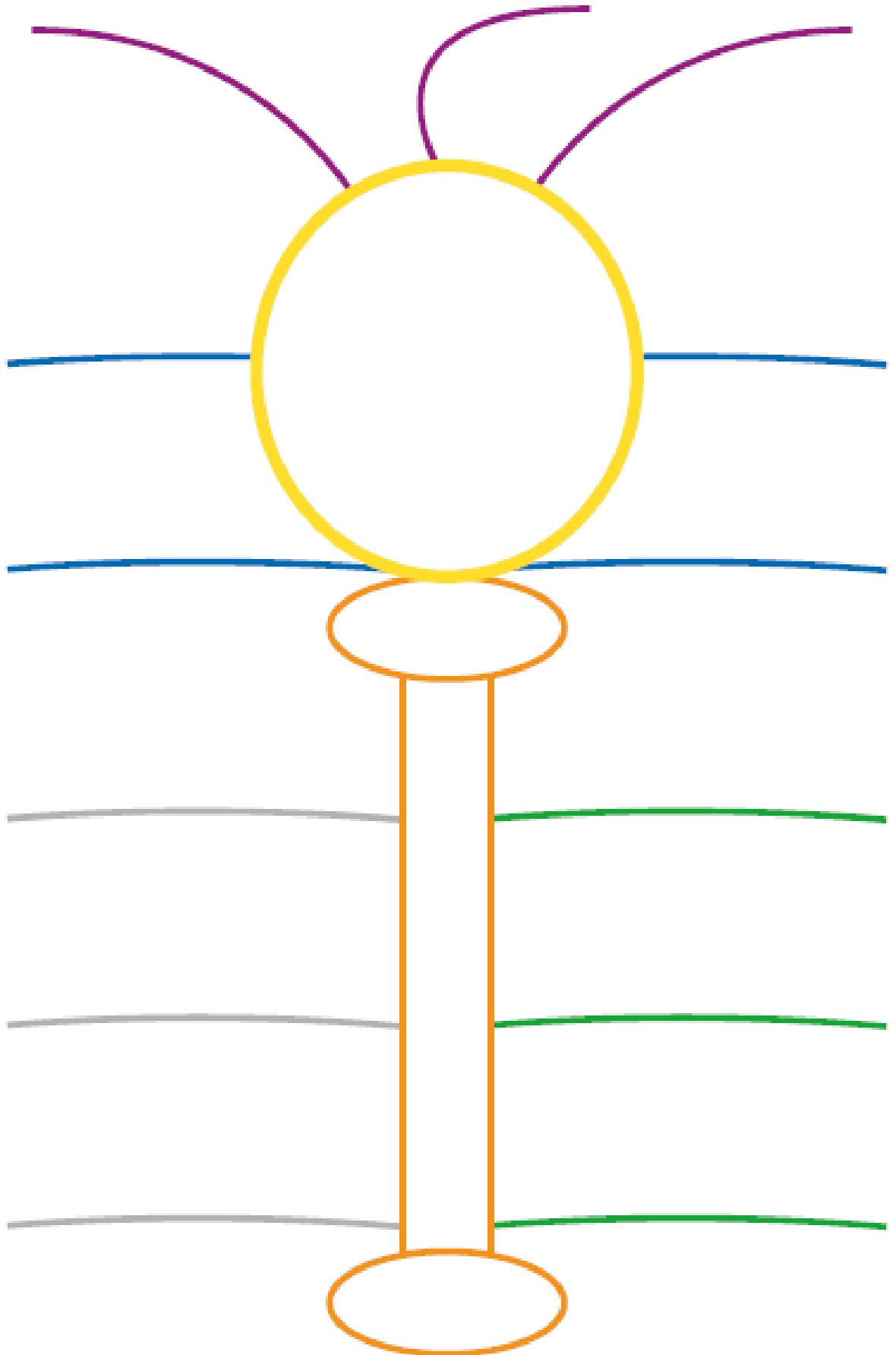
Using your draft  
 life map, create  
 a time line for  
 how you will  
 acheive your  
 overall goal

“Who” are the  
 main people or  
 Institutions you  
 will need along  
 the way?

“How” will you  
 acheive your  
 goals? Jot down  
 the actionable  
 steps you need  
 to complete in  
 order to reach  
 your overarch-  
 ing goal



In this section translate what you wrote in each box into a singular image. If you cannot think of a single image, think about a scene you can draw to represent what you wrote.



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