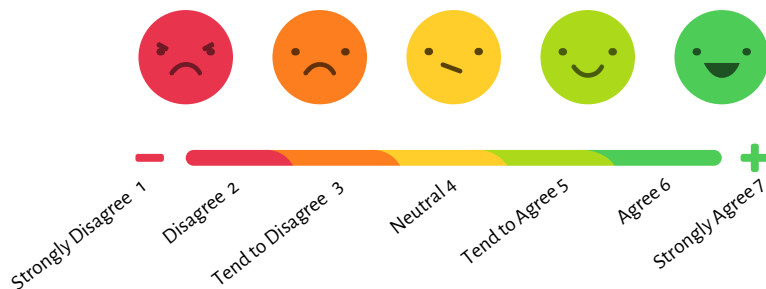


# Executive Function Skills Questionnaire

**Step 1: Read each item below and then rate** that item based on the extent to which you agree or disagree with how well it describes you. Use the rating scale below to choose the appropriate score.

**Step 2:** Next **add the 3 scores in each section**. Use the Key that follows to determine your executive skill strengths (3 highest scores) and weaknesses (3 lowest scores). and **write what you got on the scales**.



## ITEM

1. I don't jump to conclusions. SCORED: \_\_\_\_  
2. I think before I speak. SCORED: \_\_\_\_  
3. I don't take action without having all the facts. SCORED: \_\_\_\_

**YOUR TOTAL SCORE:**

4. I have a good memory for facts, dates, and details. SCORED: \_\_\_\_  
5. I am very good at remembering the things I have committed to do. SCORED: \_\_\_\_  
6. I seldom need reminders to complete tasks. SCORED: \_\_\_\_

**YOUR TOTAL SCORE:**

7. My emotions seldom get in the way when performing on the job. SCORED: \_\_\_\_  
8. Little things do not affect me emotionally or distract me from the task at hand. SCORED: \_\_\_\_  
9. I can defer my personal feelings until after a task has been completed. SCORED: \_\_\_\_

**YOUR TOTAL SCORE:**

10. No matter what the task, I believe in getting started as soon as possible. SCORED: \_\_\_\_  
11. Procrastination is usually not a problem for me. SCORED: \_\_\_\_  
12. I seldom leave tasks to the last minute. SCORED: \_\_\_\_

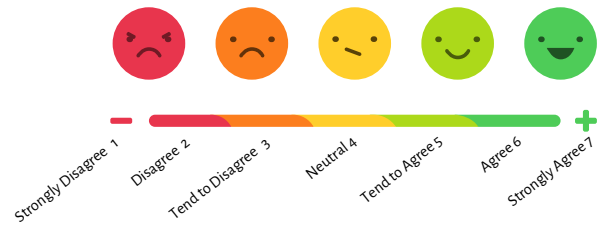
**YOUR TOTAL SCORE:**

13. I find it easy to stay focused on my work. SCORED: \_\_\_\_  
14. Once I start an assignment, I work diligently until it's completed. SCORED: \_\_\_\_  
15. Even when interrupted, I find it easy to get back and complete the job at hand. SCORED: \_\_\_\_

**YOUR TOTAL SCORE:**

16. When I plan out my day, I identify priorities and stick to them. SCORED: \_\_\_\_  
17. When I have a lot to do, I can easily focus on the most important things. SCORED: \_\_\_\_  
18. I typically break big tasks down into subtasks and timelines. SCORED: \_\_\_\_

**YOUR TOTAL SCORE:**



19. I am an organized person. **SCORED:** \_\_\_\_
20. It is natural for me to keep my work area neat and organized. **SCORED:** \_\_\_\_
21. I am good at maintaining systems for organizing my work. **SCORED:** \_\_\_\_

**YOUR TOTAL SCORE:**

22. At the end of the day, I've usually finished what I set out to do. **SCORED:** \_\_\_\_
23. I am good at estimating how long it takes to do something. **SCORED:** \_\_\_\_
24. I am usually on time for appointments and activities. **SCORED:** \_\_\_\_

**YOUR TOTAL SCORE:**

25. I take unexpected events in stride. **SCORED:** \_\_\_\_
26. I easily adjust to changes in plans and priorities. **SCORED:** \_\_\_\_
27. I consider myself to be flexible and adaptive to change. **SCORED:** \_\_\_\_

**YOUR TOTAL SCORE:**

28. I routinely evaluate my performance and devise methods for personal improvement. **SCORED:** \_\_\_\_
29. I am able to step back from a situation in order to make objective decisions. **SCORED:** \_\_\_\_
30. I "read" situations well and can adjust my behavior based on the reactions of others. **SCORED:** \_\_\_\_

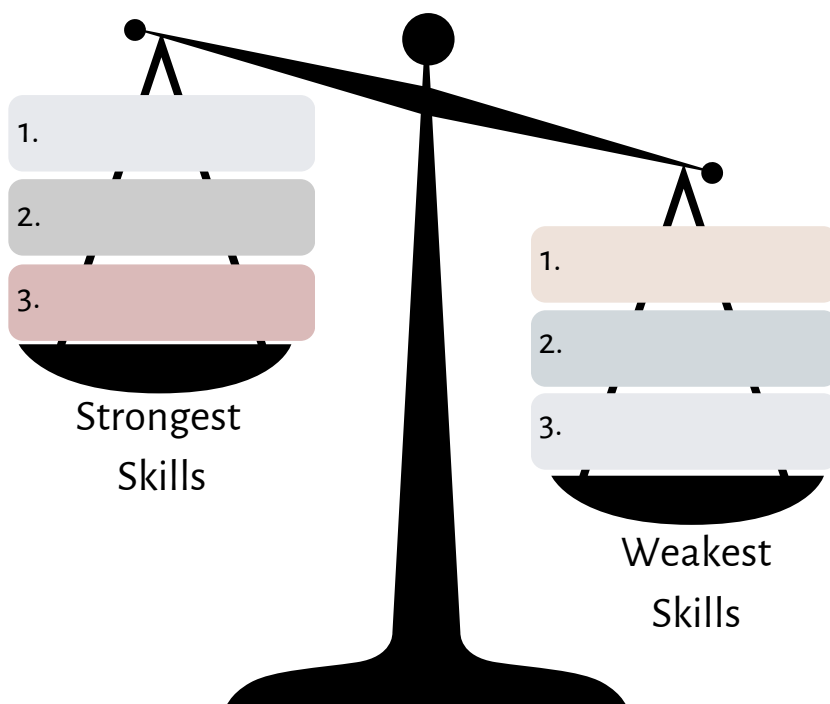
**YOUR TOTAL SCORE:**

31. I think of myself as being driven to meet my goals. **SCORED:** \_\_\_\_
32. I easily give up immediate pleasures to work on long-term goals. **SCORED:** \_\_\_\_
33. I believe in setting and achieving high levels of performance. **SCORED:** \_\_\_\_

**YOUR TOTAL SCORE:**

34. I enjoy working in a highly demanding, fast-paced environment. **SCORED:** \_\_\_\_
35. A certain amount of pressure helps me to perform at my best. **SCORED:** \_\_\_\_
36. Jobs that include a fair degree of unpredictability appeal to me. **SCORED:** \_\_\_\_

**YOUR TOTAL SCORE:**



## Key

ITEM	EXECUTIVE SKILL
1-3	Response inhibition
4-6	Working memory
7-9	Emotional control
10-12	Task initiation
13-15	Sustained attention
16-18	Planning/Prioritization
19-21	Organization
22-24	Time management
25-27	Flexibility
28-30	Metacognition
31-33	Goal-directed persistence
34-36	Stress tolerance

# *Executive Function Skill Definitions*

## **Response Inhibition:**

The capacity to think before you act – this ability to resist the urge to say or do something allows us the time to evaluate a situation and how our behavior might impact it.

People who are strong in response inhibition know how to hold their fire. They are the voice of reason in an argument, and before they say something they stop to consider whether what they have to say will improve the situation or make it worse.

People who are weak in response inhibition are frequently guilty of putting their foot in their proverbial mouth. They blurt out things without thinking, make decisions without considering all the ramifications, and make snap judgments that may lead them down the wrong path.

## **Working Memory:**

The ability to hold information in memory while performing complex tasks. It incorporates the ability to draw on past learning or experience to apply to the situation at hand or to project into the future.

People who have strong working memories have no trouble keeping track of things they have to do, promises they have made, or appointments they have to keep. They remember details from conversations and important information.

People who have weak working memories are forgetful. When they're focused on a particular thing, they may lose track of critical competing information, or they may lose track of details or minor obligations.

## **Emotional Control:**

The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior.

People who are strong in emotional control are able to keep their emotions in check, even in stressful situations.

People who are weak in emotional control tend to fly off the handle at minor provocations. They are easily stressed and find it hard to manage their feelings, particularly in emotionally charged situations.

**Task Initiation:**

The ability to begin projects without undue procrastination, in an efficient or timely fashion.

People who have strong task initiation skills get started right away on projects and obligations. They don't need deadlines as a motivator.

People who are weak in task initiation put things off. They tend to think to themselves, "I'll do it later" or "I'll get to it tomorrow," and when the deadline looms they find themselves backed up and forced to ask for extensions. Sometimes they delay because their perfectionism leads them to doubt they'll be able to produce to their own high standards, and sometimes they delay because the task appears too daunting or to require too much effort. The end result is the same: procrastination.

**Sustained Attention:**

The capacity to keep attention on a situation or task in spite of distractibility, fatigue or boredom.

People with a strength in sustained attention have no trouble persisting long enough to complete the task—even if it's something they find tedious, effortful, or boring. They are able to screen out distractions and delay gratification in their drive to get tasks done.

People with a weakness in sustained attention may be able to start tasks quickly, but they struggle to finish them. They are susceptible to interruptions and find it hard to get back to work after them.

**Planning/Prioritization:**

The ability to create a roadmap to reach a goal or to complete a task. It also involves being able to make decisions about what's important to focus on and what's not important.

People with strong planning and prioritization skills excel at multi-step tasks. They can visualize what the final outcome should be, and they can easily sequence the steps they need to follow to achieve the outcome. In the face of a complex task or too much information, they can zero in on the critical information and discard the rest.

People with weak planning and prioritization skills, when confronted with complex or multi-step tasks, have a difficult time sifting through all the information and identifying where to start. They may become bogged down in minor details and forget where they are heading.

**Organization:**

The ability to create and maintain systems to keep track of information or materials.

People with strong organizational skills have neat and tidy work and living spaces. They have a place where things should go, and they dislike clutter.

People with weak organizational skills accumulate clutter effortlessly and it piles up quickly (unopened mail, paper that needs to be sorted, emails demanding decisions). Cleaning it up and attending to it is painful. They often struggle to find things, whether it's on their desk, their laptop, or in their cabinets or garage.

**Time Management:**

The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. It also involves a sense that time is important.

People with strong time management skills meet deadlines, arrive on time for appointments or meetings, and can judge how long it takes to do any task thrown at them.

People with weak time management skills tend to have a particularly hard time with time estimation. They routinely underestimate how long it takes to do something, and so they are sure they have time to "just do one more thing" before leaving work at the end of the day, or heading off to an appointment.

**Flexibility:**

The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. It relates to an adaptability to changing conditions.

Flexible people make easy adjustments when something unexpected happens. In addition to being able to "go with the flow," they are often creative, nonlinear thinkers.

People who struggle with flexibility are easily thrown for a loop when plans change or something unexpected happens.

**Metacognition:**

The ability to stand back and take a birds-eye view of oneself in a situation. It is an ability to observe how you problem solve. It also includes self-monitoring and self-evaluative skills (e.g., asking yourself, "How am I doing?" or "How did I do?").

People who are strong in metacognition are able to see the forest and rather than just focusing on individual trees. They are good at making connections between disparate concepts and experiences.

People who are weak in metacognition tend to focus on isolated details. They focus on the immediate and concrete and may have trouble "connecting the dots."

**Goal-Directed Persistence:**

The capacity to have a goal, follow through to the completion of the goal, and not be put off by or distracted by competing interests.

People with a strength in goal-directed persistence are people who set long-term goals for themselves and pursue them, pulling themselves back on track and working around obstacles when they arise.

People for whom goal-directed persistence is not a strength tend to be less future oriented. They're happy with how things are unfolding and may not be driven to "take it to the next level."

**Stress Tolerance:**

The ability to thrive in stressful situations and to cope with uncertainty, change, and performance demands.

People who are high in stress tolerance usually prefer a lifestyle that builds in some variety and unpredictability. They like jobs where every day is different and opportunities to develop new skills or explore new options present themselves.

People who are low in stress tolerance like to know what's coming next, and preferably, it's familiar and they've had lots of practice with it. They prefer jobs they can perform competently without undue pressure being placed on them.