

Develop Goals

Unit. World of Work Skills

Problem Area. Map Career Paths

Lesson. Develop Goals

- **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Explain the process of goal setting.**
- 2 Describe the terms and types of goals.**
- 3 Explain seven aspects of effective goals.**

- **List of Resources.** The following resources may be useful in teaching this lesson:

“Curriculum Resources. Lesson B7–1” Illinois Agricultural Education. 2006. Illinois State Board of Education. 15 June 2006. <<http://www.agriculturaleducation.org/curriculum/default.asp>>.

Hunter, Sharon, et al. *Developing Leadership and Personal Skills*. Danville, IL: Interstate Publishers, Inc., 1997. (Textbook, Chapter 7)

Kimbrell, Grady, and Ben S. Vineyard. *Entering the World of Work*. Woodland Hills: Glencoe/McGraw Hill, 2006.

Millikin. 15 June 2006. <<http://www.millikin.edu/exploratorystudies/documents/goal-settingsheet.doc>>.

Ricketts, Cliff. *Leadership: Personal Development and Career Success*. Albany, NY: Delmar Publishers, 1997. (Textbook)



United States. National Endowment for Financial Education. "NEFE High School Financial Planning Program." Greenwood Village: National Endowment for Financial Education, 2001. pp 5–7.

■ **List of Equipment, Tools, Supplies, and Facilities**

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with Internet access
- ✓ Classroom resource and reference materials

■ **Terms.** The following terms are presented in this lesson (shown in bold italics):

- ▶ goal
- ▶ goal identification
- ▶ intermediate goal
- ▶ interpersonal goal
- ▶ long-term goal
- ▶ personal goal
- ▶ professional goal
- ▶ short-term goal
- ▶ ways and means

■ **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

Have students list two or three things that they want to achieve in their lives. Explain that the items they list are goals. Common goals students identify might include earning a college degree, having a family, finding a good job, or buying a certain car. Ask students to list what they need to do to accomplish these goals. Let this lead to a discussion about how accomplishing a goal is a series or process, which involves value being placed on future achievements.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Explain the process of goal setting.

Anticipated Problem: How are goals set?

- I. A **goal** is something a person wants to achieve. When people describe what they want to accomplish in life, they are setting or developing goals.
 - A. Developing goals involves two important steps.
 1. **Goal identification** involves developing a list of the things we want to accomplish in life. Individuals need to look inward at their values and their personal situations to determine what is realistic for them. They need to determine what is important and realistic.
 2. **Ways and means** involves the strategies for achieving goals. A goal is of little value if it does not have a strategy for being achieved. During this step, individuals often determine that their final goals may be unrealistic; then they revise the goals to make them more realistic.

Use VM–A to illustrate the important steps in developing goals.

Objective 2: Describe the terms and types of goals.

Anticipated Problem: What are the different terms and types of goals?

- II. Goals can cover varying periods of time. Some can be attained fairly soon while others will take longer to achieve. They can also be divided into different areas of life in which they are important.
 - A. Goal term or length will vary due to the amount of time and number of steps involved in achieving them.
 1. A **short-term goal** can be achieved within a year in just a few steps.
 2. An **intermediate goal** can be achieved in one to five years. Intermediate goals can involve achieving short-term goals along the way.
 3. A **long-term goal** will take five or more years to achieve and usually involves many steps. Long-term goals usually include short-term and intermediate goals along the way.
 - B. Goals can apply to different areas of life. They are based on what individuals judge as important in these areas of their lives.
 1. **Personal goals** are those that represent self-improvement. Personal goals can relate to areas like education or physical fitness.

2. **Professional goals** are those that represent success in a job or group activity. Examples of professional goals include becoming a manager or being elected the chair of a committee.
3. **Interpersonal goals** are those that represent improved relations with other people. Such goals might include getting along better with family or friends.

Display VM–B to illustrate that reaching goals involves various lengths of time. Display VM–C to illustrate the different areas of life in which goals apply. Use supervised study followed by class discussion to reinforce content. Summarize the content.

Objective 3: Explain seven aspects of effective goals.

Anticipated Problem: What are the seven aspects of effective goals?

- III. When setting goals, individuals need to consider seven aspects that relate to effective goals.
 - A. Clarity means the goals being set should be clear and easy to picture. If a person cannot imagine achieving the goal, it lacks clarity.
 - B. Being optimistic involves believing that the goal will have a desired outcome. The outcome should be one that is important and represents an improvement over the current situation.
 - C. Challenging means a goal should require the individual to strive to achieve it. The challenge of a goal needs to be high but obtainable. When challenging goals are achieved, a sense of accomplishment is realized.
 - D. Prioritizing involves placing values on which goal is most important, second most important, and so on. Prioritizing allows individuals to consider the relevant importance of activities.
 - E. Flexibility is important because as people and conditions change, so must goals. Having flexible goals allows people to cope with the changes that are constantly occurring around them.
 - F. The goal should be measurable; there should be no doubt as to whether or not the goal has been met. The goal should be specific in what it is going to achieve.
 - G. Ways and means involves the plans for achieving goals. Deadline dates may be included to ensure that progress is being made.

Display VM–D to illustrate the seven qualities of effective goals. Use supervised study followed by class discussion to reinforce content. Summarize the content. To effectively meet your goals, you should always record them and they should be meaningful to you. It is helpful to define your goals in a “SMART” way. Have the students complete LS–A (Set Goals). Use supervised study followed by class discussion to reinforce lesson content. Summarize the content.

- **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. Questions at the ends of chapters in the textbook may also be used in the review/summary.
- **Application.** Use the included visual master(s) and lab sheet(s) to apply the information presented in the lesson.
- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

■ **Answers to Sample Test:**

Part One: Matching

1. b
2. e
3. d
4. c
5. a

Part Two: Fill-in-the-Blank

1. clarity
2. flexible
3. developing (setting) goals
4. interpersonal goal

Part Three: Short Answer

1.
 - a. short-term—can be achieved in less than one year.
 - b. intermediate—can be achieved in one to five years.
 - c. long-term—can be achieved in five or more years.
2.
 - a. personal goals—represent self-improvement.
 - b. professional goals—involve success on the job.
 - c. interpersonal goals—involve improved relations with other people.
3. Any five of the following seven may be listed:
 - a. clarity
 - b. optimistic
 - c. challenging
 - d. prioritizing
 - e. flexibility
 - f. measurable
 - g. ways and means

Develop Goals

► Part One: Matching

Instructions: Match the term with the correct definition.

- | | |
|-----------------------|-------------------|
| a. personal goals | d. prioritization |
| b. ways and means | e. goal |
| c. intermediate goals | |

- ____ 1. Strategies for achieving goals
- ____ 2. Something a person wants to achieve or accomplish
- ____ 3. Placing value on the relative importance of goals
- ____ 4. Involves things that can be achieved in one to five years
- ____ 5. Relate to self-improvement like increased physical fitness

► Part Two: Fill-in-the-Blank

Instructions: Complete the following statements.

1. A goal that is easy to picture is said to have _____.
2. Being _____ allows a person's goals to change.
3. Describing what an individual wants to achieve is known as _____.
4. Improved relations with a sibling is an example of an _____.



STEPS IN GOAL SETTING

1. Goal identification involves listing what you want to accomplish in life.
2. Ways and means involves listing the strategies and techniques for achieving your identified goals.



TERM OR LENGTH OF GOALS

- ◆ Short-term goals can be achieved within a year and involve few steps.
- ◆ Intermediate goals can be achieved in one to five years. They may involve the achievement of short-term goals along the way.
- ◆ Long-term goals take more than five years to achieve and involve many steps. Short-term and intermediate goals are realized along the way.



DIFFERENT AREAS OF LIFE IN WHICH GOALS APPLY

- ◆ Personal goals represent self-improvement such as increased physical fitness.
- ◆ Professional goals represent success in a job or group activity.
- ◆ Interpersonal goals represent improved relations with other people.



SEVEN ASPECTS OF EFFECTIVE GOALS

1. Clarity involves being able to visualize a goal.
2. Optimistic means believing that the goal will have the desired outcome.
3. Challenging means individuals must strive to achieve the goal.
4. Prioritizing involves deciding which goal is most important, second most important, and so on.
5. Flexibility involves being able to change goals as individuals change.
6. Measurability eliminates doubt as to whether the goal has been achieved.
7. Ways and means involves plans for achieving the goal.



Set Goals

Purpose

The purpose of this activity is for students to estimate the amount of money they will need to save in order to meet their goals.

Objective

1. Identify individual short-, intermediate- and long-term goals.

Materials

- ◆ lab sheet
- ◆ writing utensil

Procedure

Have students complete LS-A (Set Goals).

Set Goals

Instructions

1. Discuss the “SMART” way of defining goals.
2. Write your goals below.
3. Follow each goal with a list of the steps to accomplish it and the ways and means for accomplishing each step.
4. Indicate a deadline date by which the ways and means are to be completed.
5. Estimate the cost of your goal.
6. State the amount of money you need to save per week in order to meet your goals.

The SMART way of defining your goals is to think of it like this:

- ◆ Specific: “I want to spend my entire Spring break at Daytona Beach.” Not “I want to do something fun over spring break.”
- ◆ Measurable: “I need \$120 for my share of the gas, hotel room, and food for the week.” Not “I need some money for my trip.”
- ◆ Attainable: “I’ll save \$15 a week from Thanksgiving until Spring Break.” Not “I’ll win a weekly radio call-in contest to get the money to pay for my trip.”
- ◆ Realistic: “I plan to drive from Omaha to Daytona in about 24 hours by using four drivers.” Not “I want to drive from Omaha to Daytona in about half a day.”
- ◆ Time-bound: “I’ll have the \$200 for my trip expenses saved up by March 5,” Not “I want to save up enough money by early spring.”

From: United States. National Endowment for Financial Education. “NEFE High School Financial Planning Program.” Greenwood Village: National Endowment for Financial Education, 2001. pp 5–7.



My “SMART” Goals

1 Specific Goal	2 Achievement Date	3 Timeline (short-, intermediate-, or long-term goals)	4 Estimated \$ Cost	5 \$ Amount to Save Per Week
			Total:	Total: