# Personal Values and Goals

**Unit:** Professional Development—Individual

**Problem Area:** Develop Career Plan

**Lesson:** Personal Values and Goals

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

**1** Demonstrate the ability to identify personal values.

**2** Identify three personal goals that support and reinforce personal values.

■ **Resources.** The following resources may be useful in teaching this lesson:

Bachel, Beverly K. *What Do You Really Want? How to Set a Goal and Go for It: A Guide for Teens*. Free Spirit, 2001.

"Creating S.M.A.R.T. Goals," *Top Achievement*. Accessed Nov. 6, 2010. <http://www.topachievement.com/smart.html>.

Posner, Ray. "The Power of Personal Values," *Growth Online*. Accessed Nov. 6, 2010. <http://www.gurusoftware.com/gurunet/personal/topics/values.htm>.

## ■ Equipment, Tools, Supplies, and Facilities

✓ Overhead or PowerPoint projector
✓ Visuals from accompanying masters
✓ Copies of sample test, lab sheet, and/or other items designed for duplication
✓ Materials listed on duplicated items
✓ Computers with printers and Internet access
✓ Classroom resource and reference materials
✓ Whiteboard or flipchart

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

► business values
► goals
► personal values
► S.M.A.R.T.
► societal values
► values
► work values

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

*Hand out a list with five words on it. The first four words will represent career choices (e.g., doctor, electrician, teacher, and aviation engineer). The fifth career choice should be "undecided." Instruct students to use the Internet to choose a college that specializes in each of the five careers. Next, have students investigate salary opportunities for each of the careers. Students may question the fifth career choice, but simply instruct them to do their best.*

*Once the exercise is over, conduct a classroom discussion. Prompt students by asking them about their level of certainty with regard to their answers for each of the choices. Students will be fairly confident in their first four answers, but they will be uncertain about the fifth answer. Explain that this exercise shows that without clear goals in place, it is difficult to make plans for the future. If you do not know where you are going, you do not know how to get there.*

# CONTENT SUMMARY AND TEACHING STRATEGIES

**Objective 1:** Demonstrate the ability to identify personal values.

**Anticipated Problem:** How does one identify personal values?

I. *Values* are beliefs or viewpoints that guide the behavior of individuals as well as groups of people and organizations. Values are reflected in behaviors.

   A. *Personal values* are viewpoints held by an individual that motivate him or her to engage in activities that support such viewpoints. If an individual values truth, he or she is less likely to lie. If a personal values non-violence, he or she is not likely to seek a job with a gun manufacturer. If someone believes that being actively involved in the community is important, he or she is more likely to volunteer to participate in community service projects.

      1. *Work values* are an extension of personal values as they reflect an individual's work ethic and, therefore, work behavior. If a person values promptness, he or she is likely to arrive to work on time. If a person values hard work, he or she is likely to be productive and efficient. It is important for an individual to list and reflect upon personal values. Understanding personal values provides energy and motivation to behave in a manner that supports those beliefs. In turn, setting and reaching personal goals becomes much easier because goals are based on a foundation of ideas that are believed to be important and true.

      2. Personal values can be identified. Have your students make a list of 10 (or more) values that reflect personal beliefs and philosophies. Tell them to rely on personal viewpoints and attitudes toward each value listed to prioritize the values in order of importance from most to least important. The list of values should serve as a guide in helping them establish personal goals.

   B. Company or *business values* are beliefs held by an organization, reinforced throughout the staff, and reflected in most or all organizational activities.

      1. A company may value employee health and wellness. As a result, a company fitness room may be available to employees before work, after work, and during the lunch period.

      2. A company may value customer satisfaction. In support of that belief, the organization may allow customers to return any merchandise at any time for a full refund, without any questions.

   C. *Societal values* are beliefs held by the vast majority of a community of people. These values shape the laws of a society, and they are reflected in societal norms that are not dictated by law. For example, most cultures value life. Therefore, murder is against the law. Even if murder were not against written law, most members of a society in which life is valued would not commit murder.

## Objective 2: Identify three personal goals that support and reinforce personal values.

**Anticipated Problem:** What are three personal goals that support and reinforce personal values?

II. Setting meaningful goals can be done by reviewing personal values, establishing goals, and evaluating the goals.

   A. It is important to create, review, and prioritize a list of personal values before establishing goals.

   B. *Goals* are end results or outcomes that a person or a group of people hope to achieve. Goals should be established by following the accepted goal-setting guidelines (known as S.M.A.R.T.) believed to have been first expressed by Peter Drucker in 1954 in *The Practice of Management*. **S.M.A.R.T.** are specific, measurable, attainable, relevant, and timely goals to the person or people setting them. Goal statements do not need to indicate how the goals are to be accomplished. Finally, goal statements should be stated using positive, strong, and meaningful language. They should begin with the phrase "I will" (rather than "I want to") followed by the goal. For example, "I will get a B in geometry this semester" is a much more powerful statement than "I want to get a B in geometry this semester."

   1. Specific—A goal should specify exactly what is to be achieved and by whom. For instance, a goal written as "Do a better job at work" does not specify exactly what is to be achieved and by whom. This goal may be better written as "I will handle at least 20 case files each day."

   2. Measurable—If a goal is not measurable, it is nearly impossible to determine if the goal has been achieved. For example, if a goal is written to "lose weight," has the goal been achieved if one pound is lost? The goal should be written to indicate how much weight is to be lost so it is apparent when the goal has actually been met.

   3. Achievable—It is important to be sure that tools needed to reach a set goal are within reach. For instance, if a goal requires a large sum of money, but the goal setter cannot possibly obtain the money, then the goal is not attainable and should be revised.

   4. Realistic—The goal setter should consider whether the goal is something that he or she really wants to obtain and if the goal is challenging, not impossible.

   5. Time-based—Every goal should have a deadline indicating when the goal is to be accomplished. For example, "I will lose 20 pounds by December 1" is a S.M.A.R.T. goal. "I will lose 20 pounds" is not a S.M.A.R.T. goal.

C.  It is essential to evaluate the goal to determine if it is supported by personal values. If a goal is in conflict with personal values, it is unlikely that the goal will be accomplished. If the goal is achieved, the person is not likely to feel fulfilled. For example, if a person values time with family more than anything else, setting a goal to be the CEO of a fast-growing game development company would be in direct conflict with the person's attitude that family time is important. If the goal is met, unhappiness and discontent may follow. A goal must align with personal values for an individual to be motivated to engage in behaviors to achieve the goal.

**Teaching Strategy:** *Use VM–B to reinforce the connection between values and goals. Use VM–C to reinforce the concept of S.M.A.R.T. goal setting. Assign LS–A.*

■ **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.

■ **Application.** Use the included visual masters and lab sheet 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. c
3. e
4. a
5. f
6. d

### Part Two: Short Answer

When a goal reflects personal values, an individual is motivated to behave in ways that will help the individual to achieve the goal.

### Part Three: True/False

1. T
2. T
3. T
4. F
5. T
6. F

Name _____

# Personal Values and Goals

## ▶ Part One: Matching

*Instructions:* **Match the term with the correct definition.**

    a.  personal values            d.  business values
    b.  goals                       e.  societal values
    c.  work values              f.  S.M.A.R.T.

_____ 1.  End results or outcomes that a person or a group of people hope to achieve

_____ 2.  An extension of personal values as they reflect an individual's work ethic and, therefore, work behavior

_____ 3.  Beliefs held by the vast majority of a community of people

_____ 4.  Viewpoints held by an individual that motivate him or her to engage in activities that support such viewpoints

_____ 5.  Specific, measurable, attainable, relevant, and timely goals to the person or people setting them

_____ 6.  Beliefs held by an organization, reinforced throughout the staff, and reflected in most or all organizational activities

## ▶ Part Two: Short Answer

*Instructions:* **Answer the following.**

Why is it important to consider personal values when setting goals?

*Instructions:* **Write *T* for true or *F* for false.**

_____1. It is believed that Peter Drucker first expressed the concept of S.M.A.R.T. goal setting.

_____2. An individual's work values are reflected in his or her behavior on the job.

_____3. Every goal statement should include a time commitment indicating when the goal is to be accomplished.

_____4. It is not important that a goal reflect a person's personal values.

_____5. A goal must be measurable so it can be determined if the goal has been met.

_____6. Each and every value held by a society is reflected in written law.

# WHAT ARE PERSONAL VALUES?

♦ Personal values are viewpoints held by an individual that motivate him or her to engage in activities that support the viewpoints.

♦ Someone who values the experience and wisdom of older people is likely to engage in activities that involve spending time around the elderly. For example, a person may choose a career that offers opportunities to work with the elderly in some fashion or volunteer at a local retirement village.



♦ Someone who values peace and tranquility is not likely to live in a large, congested city. He or she is more likely to live somewhere that provides an escape from noise and intrusive neighbors.

# VALUE GOAL CONNECTION

- A goal must align with personal values for an individual to be motivated to engage in behaviors to achieve the goal.

- When goals are not in line with personal values, there is less motivation to achieve the goals. Even if the goals are achieved, happiness and satisfaction rarely follow.

- Which of the following individuals has set a goal that supports his or her personal values? Who is likely the happiest at work and at home?



- This person values family. He has achieved his goal of obtaining a job as an executive in an expanding financial firm. He has to work late each night and many weekends to keep up with the demands of the job.

- This person values family. She has achieved her goal of obtaining a job that allows her to be home each evening and weekend.
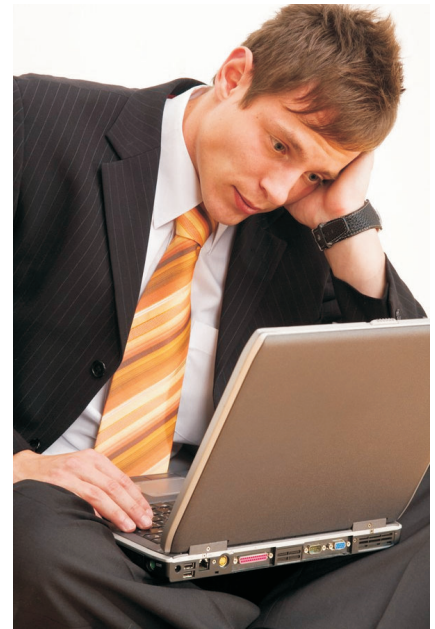
# S.M.A.R.T. GOALS

**S** Specific—A goal should specify exactly what is to be achieved and by whom.

**M** Measurable—The goal must indicate a measurable outcome or it is impossible to determine if the goal has been met.

**A** Achievable—Tools and conditions needed to reach the set goal must be available and accessible.

**R** Realistic—The goal must be realistically possible to achieve and something that the goal setter is willing to work toward achieving.

**T** Time-based—Every goal should have a deadline indicating when the goal is to be accomplished.

Name _____

# Personal Values and Goals

## Purpose

The purpose of this activity is to identify personal values and practice setting supportive goals.

## Objective

Write three goals that support personal values.

## Materials

♦ lab sheet

♦ writing utensil

## Procedure

1. a. Review the list of values below. Circle 10 values that best describe what is important to you. Put a line through each value that you have not selected.

   ♦ accuracy
   ♦ adventure
   ♦ beauty
   ♦ challenge
   ♦ cleanliness
   ♦ commitment
   ♦ community
   ♦ courage
   ♦ dependability
   ♦ education/learning
   ♦ equality
   ♦ fairness
   ♦ faith

- ♦ fame
- ♦ family
- ♦ freedom
- ♦ free time
- ♦ friendship
- ♦ fun
- ♦ generosity
- ♦ health
- ♦ helping others
- ♦ honesty
- ♦ honor
- ♦ inner peace
- ♦ independence
- ♦ leadership
- ♦ love
- ♦ loyalty
- ♦ nature
- ♦ public service
- ♦ privacy
- ♦ promptness
- ♦ quality
- ♦ respect
- ♦ security
- ♦ sports
- ♦ status
- ♦ strength
- ♦ teamwork
- ♦ technology
- ♦ trust
- ♦ wealth
- ♦ working alone

b. Narrow down the list of important values to five by drawing a line through five of the circled values.

c. Review the five remaining values. Prioritize them from most important (number 1) to least important (number 5). Write them below, in order.

(1)

(2)

(3)

(4)

(5)

d.  Write three S.M.A.R.T. goal statements below that reflect the personal values chosen. It is not necessary for every goal statement to reflect all five of the values chosen, but most goal statements will likely reflect at least two personal values.

*Example:*

♦ Values: education/learning, nature, public service, fun, technology

♦ Goal statement 1: I will volunteer at the city library two nights a week during the school year.

♦ Goal statement 2: I will obtain a job in the video game industry within six months of graduating from college.

♦ Goal statement 3: I will join and participate in two outdoor sporting clubs while I am in college.

Goal statement 1:

Goal statement 2:

Goal statement 3:

e.  Evaluate the goal statements written above. Do the statements meet the guidelines established by S.M.A.R.T? Do the statements support personal values? If not, rewrite the goal statements.