Developing and Achieving Goals

Unit: Developing Leadership Skills and Workplace Skills

Problem Area: Leadership and Personal Development

Lesson: Developing and Achieving Goals

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

1. Explain the purpose and importance of setting goals, and practice writing S.M.A.R.T. goals.
2. Demonstrate the ability to set short-, intermediate-, and long-term goals.
3. Develop a plan that outlines proposed steps used to reach goals.

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

- E-unit corresponding to this lesson plan. CAERT, Inc. [http://www.mycaert.com](http://www.mycaert.com).

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 printers and Internet access
- Classroom resource and reference materials
Key Terms. The following terms are presented in this lesson (shown in bold italics):

- goal
- intermediate goal
- interpersonal goal
- long-term goal
- personal goal
- professional goal
- short-term goal
- S.M.A.R.T.
- value

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.

Have students list two or three things that they want to achieve in their lives. Then explain that the items they listed are goals. Common goals may 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 that involves value being placed on future achievements.

CONTENT SUMMARY AND TEACHING STRATEGIES

Objective 1: Explain the purpose and importance of setting goals, and practice writing S.M.A.R.T. goals.

Anticipated Problem: Why are setting goals important, and how are S.M.A.R.T. goals determined?

1. A goal is an end result or outcome that a person or a group of people hope to achieve. When people describe what they want to accomplish in life, they are setting or developing goals.

   A. Six common reasons why goals are important:
      1. Goals provide clarity on what a person ultimately wants.
      2. Goals are the fuel that drives a person forward and keeps a person going when the going gets tough.
      3. Goals give a person a single focal point on which to place his or her attention.
4. Goals give a person clarity on whether he or she is living up to what he or she committed to do when first setting the goal.
5. Goals help a person achieve his or her highest potential.
6. Goals ensure a person gets the best out of life by becoming a better person and that he or she maximizes output and experiences throughout life.

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

1. It is important to create, review, and prioritize a list of personal values before establishing goals. A **value** is a belief or viewpoint that guides the behavior of individuals as well as groups of people and organizations. Values are reflected in behaviors.
2. Goals should be established by following the accepted goal-setting guidelines, known as S.M.A.R.T. **S.M.A.R.T.** is an acronym for specific, measurable, attainable, relevant, and timely goals to the person or people setting them.
   a. 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.”
   b. 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 “get stronger,” has the goal been achieved if one push-up is completed? In this case, the goal should be written to indicate how many push-ups will be done, so it is apparent when the goal has actually been met.
   c. 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, the goal is not attainable and should be revised.
   d. 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.
   e. Time-based—Every goal should have a deadline indicating when the goal is to be accomplished. For instance, “I will do 30 push-ups a day by December 1” is a S.M.A.R.T. goal. “I will do 30 push-ups” is not a S.M.A.R.T. goal.

3. 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.”

B. 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 instance, 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:** Lead a class discussion on why setting goals is important. Explain how S.M.A.R.T. goals are determined. Use VM–A and VM–B. Have the students take notes during class discussions. Assign the reading of the corresponding E-unit.

**Objective 2:** Demonstrate the ability to set short-, intermediate-, and long-term goals.

**Anticipated Problem:** How are short-, intermediate-, and long-term goals established?

II. Goals can cover varying periods of time. Some can be attained fairly soon, while others will take longer to achieve. They can be divided into different areas of life in which they are important.

A. Goal term or length can be differentiated by the amount of time and number of steps it takes to achieve them.
   1. A **short-term goal** is an aim that can be achieved within a year in just a few steps.
   2. An **intermediate goal** is an aim that can be achieved in one to five years. It may involve achieving short-term goals along the way.
   3. A **long-term goal** is an aim that will take five or more years to achieve and usually involves many steps. It usually includes short-term and intermediate goals along the way.

B. Goals can apply to different areas of life. They are based on what people judge as important in these areas of their lives.
   1. A **personal goal** is an aim that represents self-improvement. It can relate to things such as learning and physical fitness.
   2. A **professional goal** is an aim that represents success in a job or group activity. Examples of professional goals are becoming a manager and being elected the chair of a committee.
   3. An **interpersonal goal** is an aim that represents improved relations with other people. Such goals might include getting along better with family or friends.

**Teaching Strategy:** Lead a discussion on terms and types of goals. Display VM–C. Use supervised study followed by class discussion to reinforce content. Summarize the content on the classroom writing surface.
Objective 3: Develop a plan that outlines proposed steps used to reach goals.

Anticipated Problem: How is a plan developed to outline proposed steps used to reach goals?

III. Tell your students this series of steps may be followed to achieve goals:
   A. Be specific when identifying goals.
   B. Write a plan of action as to how you will go about achieving goals.
   C. Make a list of steps to be taken to achieve the goal. For example, you may need to attend college or take an entry-level job with plans to move up the career ladder.
   D. Take action, and follow the steps on your list.
   E. Educate yourself about your goal through reading and talking to others who can provide advice.
   F. Be prepared to make alternative plans to advance toward your goal should your plan develop a problem.
   G. Examine and reassess your goals periodically, and make adjustments if necessary.
   H. Reaffirm feelings for your goals to maintain desire and motivation.
   I. Visualize your goal to keep you motivated.
   J. Take action that is required to reach your goals.

Teaching Strategy: Lead a discussion on the series of steps that may be followed to achieve goals. Use VM–D. 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. If a textbook is being used, questions at the ends of chapters may be included 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. d
Part Two: Completion

1. Achievable
2. Time-based
3. Measurable
4. Realistic
5. values
6. Specific

Part Three: Short Answer

1. Personal goals are those that represent self-improvement.
   Professional goals are those that represent success in a job or group activity.
   Interpersonal goals are those that represent improved relations with other people.
2. • Goals provide clarity on what you ultimately want.
   • Goals drive you forward and keep you going.
   • Goals focus your attention.
   • Goals hold you accountable to what you committed yourself to do.
   • Goals help you achieve your highest potential.
   • Goals ensure you get the best out of life.
Part One: Matching

Instructions: Match the term with the correct definition.

a. goal  
d. S.M.A.R.T.

b. intermediate goal  
e. short-term goal

c. long-term goal  
f. value

1. An acronym for specific, measurable, attainable, relevant, and timely goals to the person or people setting them
2. An aim that can be achieved in one to five years
3. An end result or outcome that a person or a group of people hope to achieve
4. A belief or viewpoint that guides the behavior of individuals as well as groups of people and organizations
5. An aim that will take five or more years to achieve and usually involves many steps
6. An aim that can be achieved within a year in just a few steps

Part Two: Completion

Instructions: Provide the word defined by each S.M.A.R.T. goal-setting guideline.

1. _________________________—It is important to be sure that tools needed to reach a set goal are within reach.
2. _________________________—Every goal should have a deadline indicating when the goal is to be accomplished.
3. _________________________—If a goal is not measurable, it is nearly impossible to determine if it has been achieved.
4. _________________________—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. It is essential to evaluate the goal to determine if it is supported by personal _________________________.

6. _________________________—A goal should specify exactly what is to be achieved and by whom.

Part Three: Short Answer

Instructions: Answer the following.

1. How do interpersonal, personal, and professional goals compare?

2. What are six reasons why goals are important?
REASONS WHY GOALS ARE IMPORTANT

♦ Goals provide clarity on what you ultimately want.
♦ Goals drive you forward and keep you going.
♦ Goals focus your attention.
♦ Goals hold you accountable to what you committed yourself to do.
♦ Goals help you achieve your highest potential.
♦ Goals ensure you get the best out of life.
S.M.A.R.T. GOALS

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

♦ Measurable—If a goal is not measurable, it is nearly impossible to determine if the goal has been achieved.

♦ Achievable—It is important to be sure that tools needed to reach a set goal are within reach.

♦ 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.

♦ Time-based—Every goal should have a deadline indicating when the goal is to be accomplished.
TERM OR LENGTH OF GOALS

♦ A short-term goal can be achieved within a year and involves few steps.

♦ An intermediate goal can be achieved in one to five years and may involve the achievement of short-term goals along the way.

♦ A long-term goal takes more than five years to achieve and involves many steps. Short-term and intermediate goals are realized along the way.
STEPS USED TO REACH GOALS

1. Be specific when identifying goals.
2. Write a plan of action as to how you will go about achieving your goals.
3. Make a list of steps to be taken to achieve your goal.
4. Take action, and follow the steps on your list.
5. Educate yourself about your goal through reading and talking to others who can provide advice.
6. Be prepared to make alternative plans to advance toward your goal should your plan develop a problem.
7. Examine and reassess your goals periodically, and make adjustments if necessary.
8. Reaffirm feelings for your goals to maintain desire and motivation.
9. Visualize your goal to stay motivated.
10. Take action required to reach your goals.
Goal Setting

Purpose

The purpose of this activity is to set goals and plan how they will be accomplished.

Objective

Use the worksheet to record personal goals and the steps to achieve those goals.

Materials

♦ lab sheet
♦ writing utensil
♦ paper

Procedure

1. Write your goals below.

2. Follow each goal with a list of the steps to accomplish it as well as the ways and means for accomplishing each step. Use your paper if additional space is needed.

3. Indicate a deadline by which the ways and means are to be completed.

4. Regularly evaluate how well you are doing in achieving your goals.

5. Revise goals, steps, and ways and means as necessary.
Goal Number One:

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<th>Steps to Achieve Goal</th>
<th>Ways and Means for Steps</th>
<th>Date</th>
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### Goal Number Two:

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