Soft Skills Module 6

Goal Orientation
# Soft Skills Module 6

## Goal Orientation

### Summary

| Goal: Develop and write a reasonable and attainable goal-directed plan. |
|---|---|
| Instructor: |
| SMART Objectives: *Specific, Measurable, Achievable, Realistic, and Time-sensitive* |
| By the end of this module, students should be able to: |
| Objective SS6.1: Identify and define goal-orientation behaviors. |
| Objective SS6.2: Understand the elements required to set realistic, effective goals. |
| Objective SS6.3: Create a goal-based plan and implement it. |
| Objective SS6.4: Monitor and evaluate their goal-based progress, adjusting the goal plan as needed. |
| Instructor: |
| Delivery Method(s): Discussion, handout/worksheets, guidance |
| Length: Four Lessons Total of 3.5 hours with goal implementation over a one or two week period |
| Any Applicable Business and/or Soft Skills?  |
| Business Skills  |
| • Professionalism Pays  |
| • Writing a Business Plan  |
| Corresponding NLS Lesson # |

### Take Away Message(s):

The focus of the module is for students 1) to understand the need for and advantage of a goal orientation approach to life, particularly in training and working activities; and 2) to be able to clearly develop and write measurable goals compatible with a goal-directed plan.
Title of Module: Goal Orientation

Instructor:

The focus of this module is to help students see the connection between effective, realistic goal planning and achievement of success. Goals summarize and articulate the student’s purpose.

It is important that as the instructor, you lead the goal orientation discussion to eventually center on the outcomes established and goals related to being an expert braille transcriber and a micro-entrepreneur. Inherent in goal development and implementation is the ability to have time management skills, know how to prioritize, be logical, understand part-to-whole and cause/effect relationships and to be flexible. These elements are covered in other soft skills modules.

Another essential element is the concept of monitoring and adjustment of goals. Goals provide a plan and direction but the actions accomplished create the outcome. The focus should be based on a model that helps students continually strive to articulate a desire or want leading to a goal orientation or direction.

Be prepared to celebrate goal accomplishments, not just at the finish line, but also at multiple points during goal achievement.

Agenda – topics to be covered in the module and length of each item

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time Allocated</th>
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<tbody>
<tr>
<td>A. Goal Orientation Behaviors</td>
<td>(1 hour)</td>
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<tr>
<td>B. Elements Needed to Set Realistic, Effective Goals</td>
<td>(1 hour)</td>
</tr>
<tr>
<td>C. Creating and Implementing a Plan</td>
<td>(45 minutes)</td>
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<tr>
<td>D. Monitoring, Evaluating and Adjusting the Goal</td>
<td>(45 minutes)</td>
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Materials & Supplies – items needed in order to carry out the agenda and classroom activities

2. Computer access with clip art/pictures

3. Flip chart stand/pad with markers or board/markers

4. Construction paper to paste/tape pictures or draw on

5. Paste/tape; scissors/ruler; markers/colored pencils

Classroom Preparation — *steps to follow when setting up the learning environment*

1. Flip chart/pad with markers or board/markers for instructor

2. Classroom configuration conducive to group discussion and interaction
A. Goal Orientation Behaviors (1 hour)

Objective SS6.1: Identify and define goal-orientation behaviors.

CONTENT PRESENTATION AND LEARNER PARTICIPATION

Instructor:

Hold a discussion about goal setting, beginning with the concept that all students at all levels of education and training can and should learn to set goals. Goals promote self-worth and self-esteem.

Ask students:

What is a goal?

Answer: It is an outcome, result or accomplishment where specific effort is directed. It is an obvious and measurable end result having one or more points to be achieved within a more or less fixed timeframe.

How would you define the phrase “Goal Orientation?”

Answer: Being motivated to set plans that assist in providing a framework that regularly generates desired outcomes. Goal orientation behaviors can foster self-efficacy, learning strategies, feedback, and resiliency.

What type of behaviors does it take to have a strong goal orientation?

Answer: Self-knowledge, wants, desires, motivations, ability to control, etc.

When do we set goals?

Why do we set goals?

During the discussion, guide responses so all students gain a deeper understanding of the concepts and importance of a goal, goal orientation, and the behaviors required to identify, establish, implement and evaluate goals.

Activity
Have students complete the **Thinking about Goals (6.A.1)** handout.

**Note:** During this activity, instructors may need to assist students in brainstorming, especially in regard to what they have accomplished. It is somewhat common for offenders to believe they have not accomplished anything, let alone anything they would equate with goals.

After they have completed the exercise, give some general and specific comments about their abilities and accomplishments.

After students are finished with the **Thinking about Goals (6.A.1)** worksheet, divide several pieces of flipchart paper or a large board into two sections. Write the word **WISH** on one-half and the word **GOAL** on the other half. Have learners get up and write or draw pictures of one to three personal goals and one to three wishes.

Discuss the differences and similarities between a goal and a wish. Ask:

- Can a wish become a goal?
- How many times is a goal actually a wish?

**Activity - Personal Goal Brainstorming**

Each student makes a large circle in the middle of a piece of paper. For three to five minutes students fill the circle with personal goal/vision statements using only two-three words for each one.

Encourage students to say “I want...” or “My vision is...” to start the brainstorming activity.

After brainstorming is complete, ask students to draw branches or lines off the sides of the circle and assign headings to each branch (e.g. vocational training, work, life skills, wellness, family, etc.).

Students then highlight the word phrases (personal goal/vision statements) inside the circle and write them under one of the branches, continuing until all phrases are highlighted (some branches may have several goal/vision statements of the same theme).

Students should be encouraged to add more ideas to headings that have one or less goals/visions to help achieve a balance between goals/visions and subject matter.
B. Elements Needed to Set Realistic, Effective Goals (1 hour)

Objective SS6.2: Understand the elements required to set realistic, effective goals.

**CONTENT PRESENTATION AND LEARNER PARTICIPATION**

Introduce Goal Development – *Four Steps to Writing a Goal (6.B.1)* handout.

Activity -Create a Vision or Goal Board.

Have students select an item from one of the branches of the circle to create a personal goal/vision statement using the handout as a guide. Help students identify and define the four steps in a realistic and measurable plan to accomplish the selected goal to help illustrate the goal or outcome desired.

Create a computer-generated representation of the goal or vision using pictures, icons, drawings, images, clip art, photos, scanned photos, or computer generated pictures/sketches and words (word art, various fonts, etc.) and print out. An alternative design could be done on a large piece of construction paper or poster board by affixing the same elements.

Items selected should directly relate to what the desired outcome of the goal or vision looks like as well as the various random steps to achieve the selected personal goal or vision.

Order and organization is in the eye of the student so long as the steps of the goal/vision lead to the outcome goal/vision picture.

Goals Setting Tips:
- Be specific.
- Do not limit goals/vision because of being unsure how the outcome will turn out.
- Always write the goal in the present tense.
- Write goals for self, not for others.
- Revisit the vision/goal board as needed.

C. Creating and Implementing a Plan (45 minutes)

Objective SS6.3: Create a goal-based plan and implement.
CONTENT PRESENTATION AND LEARNER PARTICIPATION

Using the handout Designing Effective Goals (6.C.1), have students write a goal that they want to accomplish within a one or two week period. (NOTE: all students should have the same time period set to accomplish the goal).

As students are writing their goal plan, have them use the questions on the handout Questions to Facilitate My Goal Setting Process (6.C.2) as a help or guide.

After writing their goal, students should check and validate their steps using the SMARTS (6.C.3) handout.

D. Monitoring, Evaluating and Adjusting the Goal (45 minutes)

Objective SS6.4: Monitor and evaluate their goal-based progress, adjusting the goal plan as needed.

CONTENT PRESENTATION AND LEARNER PARTICIPATION

At the end of the time period established, have students report how they did in accomplishing their goal.

Sample questions to pose:

What outcomes did they achieve?

Did they have to adjust their goal or the steps to complete?

Did they forget about their goal?

What did they learn?

What would they do differently?

NOTE: Having students look back at the Designing Effective Goals (6.C.1) and SMARTS (6.C.2) handouts will help them with the self-evaluation process.
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Goal Orientation Handouts
## Thinking About Goals (6.A.1)

<table>
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<tr>
<th>What kinds of things have you done that were successful?</th>
<th>How did you do them?</th>
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6.A.1
Four Steps to Writing a Goal (6.B.1)

Goal Development

1. Write the goal
   Choose one personal goal.
   Address what about the goal makes it important to you, not to anyone else.
   Identify what the goal looks like when completed.

2. Outline all the steps to achieve the goal
   Break each step into small manageable tasks that can be accomplished.
   Identify elements such as reading something, talking to someone, etc.

3. Note stumbling blocks that might get in the way of completing the goal
   Identify and chart what might get in the way.
   Write or draw how to address each issue.

4. Time frame
   Identify an approximate timeframe for completion.
   Identify small successes on the road to the end result or outcome.
   Look to reduce and remove frustration.

Goals Setting Tips:

- Be specific.
- Do not limit goals/vision because of being unsure how the outcome will turn out.
- Always write the goal in the present tense.
- Write goals for self, not for others.
- Revisit the vision/goal board as needed.

Instructor Tip: As students are writing, read their goal but do not imply that the goal is unattainable or silly; students can be given tools later to make the goal attainable if it is truly their goal.

6.B.1
Designing Effective Goals (6.C.1)

Goal Statement

Goals provide direction. They are a desired state of outcomes that an individual or business is trying to reach. Goals summarize and articulate the developer's purpose.

Keys to writing effective goals:
- clearly define what needs to be accomplished
- determine levels of accomplishment
- state the desired outcome
- reasonable and realistic for time frame
- compatible with personal visions or program and organization mission

Goal (description):

________________________________________________________________________
________________________________________________________________________

Objectives (outcomes):

________________________________________________________________________
________________________________________________________________________

Process (steps):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Accountability (who is responsible):

________________________________________________________________________
________________________________________________________________________

Timeframe (when will it be done):

________________________________________________________________________
________________________________________________________________________

Barriers (what might get in the way):

________________________________________________________________________
________________________________________________________________________
Questions to Facilitate My Goal Setting Process (6.C.2)

My Goal is to ____________________________________________________________

What is the desired **outcome**?

What **skills** do I need to achieve this goal?

What **information** and **knowledge** do I need?

What **help**, assistance, and collaboration do I need?

What **resources** do I need?

What **attitude** do I need to have?

What or who can get **in the way** of my progress?
  - Me
  - Others

What **assumptions** am I making?

Is there a different or better way of addressing this goal?

Am I ready to pursue my goal?  

Lesson 6.C.2

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SMARTS Goal Sheet (6.C.3)

**Specific**
Is your goal well defined?
Do you have short-term goals to help you reach your long-term goals?

**Measurable**
Do you have steps you can check off on your way to your goal?
Did you set a "score" for yourself (80% of the time, twice a week)?

**Action Oriented**
Is this something you can work toward?
Will you be able to track your progress toward this goal?

**Realistic**
Is this something you can actually achieve?
Have you looked at your past successes to decide if this goal is realistic?

**Timeframe**
Do you have enough time to complete your goal?
Did you set a time limit to have your goal completed?

**Stumbling blocks**
What might get in the way of accomplishing your goal?
Are there things you should pay attention to in order to move forward?