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**M1 Lesson 4: Ultimate Guide to Goal Setting**

Core Competencies:

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| * Communication
 | * Thinking
 | * Personal & Social
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Big Ideas:

* Career life choices are made in a recurring cycle of planning, reflecting, adapting and deciding.

Curricular Competencies:

* Communicate with the intent to highlight personal strengths, talents, accomplishments and abilities
* Explore and connect experiential learning both inside and outside of school with possible and preferred career-life pathways
* Explore and reflect on career-life roles, personal growth, and initial planning for preferred career-life pathways

In this lesson, students will learn the steps needed to set and achieve SMART goals. They will follow the lesson up with a goal setting assignment using the tools in myBlueprint.

For students:

Let’s develop your plan and planning skills in order to reach your goals.

# ****Developing Your Plan****

Developing an effective plan involves a number of steps in order to ensure that it is manageable and achieves what you want it to achieve. When developing a plan, you want to know the BIG picture first. The BIG PICTURE includes the '**ultimate goals'** you identified in your first assignment. Your ultimate goals identify what you are trying to achieve, in turn, the result or outcome that you are seeking.

In order to achieve your 'Ultimate Goals' you need to develop a plan on how to get there. Your plan will be your roadmap to your ultimate goals.

EXAMPLE: Let's use an ultimate goal of "obtaining an academic scholarship by January 2020" as an example for us to develop a list of subgoals.

Your plan will involve identifying areas that you need to address (subgoals) in order to achieve your ultimate goals. For example, if your ultimate goal is to acquire an academic scholarship by January 2020, then one of the subgoals should be SKILL DEVELOPMENT. You have to be a skilled athlete to get an athletic scholarship.

Can you think of any other subgoals that are important in your quest to acquire an academic scholarship? What else is important for you to look after in order to gain the attention of a potential university or college?

The roadmap to your ultimate goal of acquiring an academic scholarship by January 2020 requires that you do a great job in a number of areas. When college and university admission representatives were surveyed about the things that they felt were important in prospective student they identified the following subgoals. In other words, in order to achieve your ultimate goal of getting a scholarship, college and university admission representatives identified the following areas of importance**.**

These subgoals are critical elements to do a great job in if you want to achieve your ultimate goal of acquiring an athletic scholarship.

Your Plan now includes:

**• ULTIMATE GOALS** - academic listed in SMART goal form. i.e.: I will earn an academic scholarship by January 2020.

**• REASONS WHY**- why do you want to achieve your ULTIMATE GOALS?

**• SUBGOALS**- areas that you must do a great job of in order to achieve your ULTIMATE GOALS?

\*\*\*SUBGOALS are stepping stones to your ULTIMATE GOALS\*\*\*

Now that we have identified the major areas (subgoals) that universities and colleges are looking for in prospective students, it is important to really determine what each subgoal entails.

## **POTENTIAL SUBGOALS TO INCLUDE:**

**1. EDUCATION:**You are a ***student****seeking an academic scholarship.*You must do the best you can with your academics if your ultimate goal is to get a scholarship at a college or university.

How does your performance in high school influence your chances of getting a scholarship? What do you need to achieve in high school to increase your chances of getting a scholarship?

**2. INDEPENDENT WORKING SKILLS**: Your independent working skills can be a contributing factor in determinant of whether you will be a candidate for an academic scholarship. How are you able to manage and organize your time and meet all expected deadlines and commitments?

**3. COMMUNITY INVOLVEMENT:**Some academic scholarships are paired with a necessary community involvement component. This is an area to consider if the scholarships in which you are applying require communicating how you have volunteered, worked or participated in your local community.

**4. “MAKEUP”:**Makeup refers to your “character” or what type of person you are.

**5. LIFE:**What other things are happening in your life that can impact your chances of getting a scholarship?

**So, now it is your turn to start thinking about your own goals.**

College and university recruiters are experts with a keen eye for identifying your strengths and weaknesses in each of the subgoals. It is therefore important for you to...

• Identify the key things within each subgoal that recruiters value
• Develop a plan to become outstanding in those areas

For example, we have identified EDUCATION as one of the important subgoal that recruiters are looking at. Your job in this assignment is to identify all the variables you can that pertain to you doing an outstanding job in EDUCATION.

What are the key things that recruiters are looking for in the EDUCATION subgoal?

The EDUCATION subgoal is done for you in the diagram above. Recruiters from universities are looking at the grades you get in your core courses at school and your mark on the SAT or ACT tests if you want to go to university in the United States.

Your grades are expressed in letter grades (A, B, C+, etc), percentage and/or Grade Point Average (GPA usually on a 4 point scale; 4.0 is an A(+) in all of your courses).

## **What is S.M.A.R.T. Goal Setting?**

### **What is a goal?**

A goal is a desired outcome that will make a difference in your life as a result of achieving it. There are many types of goals, including academic, extracurricular, community, education, career, and learning skills goals. A goal requires effort and focus to achieve it. To help keep track of your progression towards a goal, you need to set a timeframe and an action plan. An action plan consists of specific tasks or steps that you will follow to achieve your end goal.

### **How can I set S.M.A.R.T. goals?**

Goal setting helps you focus on what you want to achieve, and also helps you gain self-confidence.  S.M.A.R.T. goals are specific, measurable, achievable, realistic, and time framed.

**Specific**

Your goals should be specific rather than general. This means the goal is clear and you understand your objective. A specific goal will answer the five “W” questions:

* What. What do I want to accomplish?
* Why. Specific reasons, purpose or benefits of accomplishing the goal
* Who. Who is involved?
* Where. Identify a location (e.g., school)
* Which. Identify requirements and constraints

**Measurable**

You should be able to measure your progress toward reaching your goals. A measurable goal will answer questions such as:

* How much?
* How many?
* How will I know when my goal is accomplished?

**Attainable**

Your goals should be realistic and attainable. When you identify goals that are most important to you, you begin to figure out ways you can make them come true. An attainable goal will answer the question:

* How can the goal be accomplished?

**Relevant**

You should choose goals that matter. A bank manager’s goal to ‘make 50 peanut butter and jelly sandwiches by 2:00 pm’ may be specific, measurable, attainable, and time-bound, but isn’t very relevant. A relevant goal can answer yes to the question:

* Does this seem worthwhile?

**Timely**

Your goals should have a time frame or target date. A time framed goal will usually answer questions such as:

* When do I plan on working towards accomplishing this goal?
* What can I do this year?
* What can I do before I graduate?
* What can I do this semester?

One way to answer these questions is to select a time frame for your goal:

* Short-term (this school year)
* Medium-term (before graduation)
* Long-term (after high school)

### **What is an example of a S.M.A.R.T. goal?**

Goal: I will raise my grade from 62% to a 70% in math by June 29, 2020.

Timeframe: Short-term - June 29, 2020.

Action Plan:

1. Spend two hours each week preparing for math quizzes and tests
2. Spend an extra hour each week to complete my math homework
3. Attend math tutorials offered by my teacher at lunch time
4. Participate in class and ask questions

### **How can I learn from my goals?**

Don’t forget, an essential part of goal setting is to self-assess and reflect on your goals.

As you work towards your goal, ask yourself the following questions:

* How could I modify this goal to make it more attainable?
* How could I modify this goal to make it more measurable?
* How is this goal important to me?
* Who can support me and help me achieve this goal?
* How could I use my skills and strengths to help me accomplish this goal?
* Do I need to add more steps to my action plan?

Once you have accomplished your goal, ask yourself the following questions:

* What did I do well?
* What am I most proud of?
* What barriers did I run into and how did I overcome them?
* What have I learned?

Assignment:

## **Goal Setting Assignment**

**For this assignment, you will be using myBlueprint. In myBlueprint, find the "Goals" area.**

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**Once you are in myBlueprint in the "Goals" section, your task is to add three new goals:**

**1. Short Term Goal**

* include five specific tasks to complete this goal
* follow SMART goal format through your tasks
* goal must be completed by the end of the school year

**2. Medium Term Goal**

* include five specific tasks to complete this goal
* follow SMART goal format through your tasks
* goal must be completed by your graduation date

**3. Long Term Goal**

* include five specific tasks to complete this goal
* follow SMART goal format through your tasks
* goal must be completed within four years after high school

**You may copy and paste or screenshot these goals once completed to submit them here. These goals will also need to be added to your ePortfolio. Do this by clicking the three dots in the top right corner of your goal then selecting "Add to Portfolio," as seen in the image below.**

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Assessment;

(see next page)

