

GOALS

Fast Facts on Goals

Source: *Manitoba Education Citizenship and Youth*

- Goals you set belong to you! Not to your mom or dad, not to your friends and certainly not to your teachers.
- Get your goals in writing. If you write it down you are more likely to achieve it.
- Goals can change. Goals are made to better yourself and if your present goal no longer fits for you, change it, rearrange it or just turf it!
- If something is standing in your way of achieving your goals, identify the barrier and figure out ways to overcome it.
- Don't get "goal logged". A few goals at a time are manageable. Also, break the long term goals into smaller steps so that you can see success along the way.
- Reward yourself for achieving a goal. Acknowledge your success and celebrate!

Something worth sharing...

Summary was taken from Lifemastering.com

In the book *What They Don't Teach You in the Harvard Business School*, Mark McCormack tells of a study conducted on students in the 1979 Harvard MBA program. In that year, the students were asked, "Have you set clear, written goals for your future and made plans to accomplish them?" Only three percent of the graduates had written goals and plans; 13 percent had goals, but they were not in writing; and a whopping 84 percent had no specific goals at all.

Ten years later, the members of the class were interviewed again, and the findings, while somewhat predictable, were nonetheless astonishing. The 13 percent of the class who had goals were earning, on average, twice as much as the 84 percent who had no goals at all. And what about the three percent who had clear, written goals? They were earning, on average, ten times as much as the other 97 percent put together.

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SMART Goal Setting

"To fail to plan is to plan to fail." — Benjamin Franklin

A SMART goal explains a behavior using the following components:

Specific

Be specific — "I want to work with animals" is too general but "I want to be a veterinarian specializing in small animals" is more specific.

Measurable

Break your goal down into small steps focusing on one step at a time. You need to be able to see successes along the way. For example, maybe while you are still in high school you want to do a job shadow with a veterinarian. You may also want to identify optional post secondary institutes and their admission requirements.

Achievable

A SMART goal should be reachable given available resources. For example, know the cost of the education, where you may go for the education and what education is needed. Know what you can do now to make this all a possibility.

Realistic

A SMART goal should require you to stretch beyond your normal routine and regular abilities, but allow for likely success. Ask yourself if this career choice suits you or does it pay enough to allow you to reach long term goals. Be honest with yourself!

Timely

A SMART goal should state the time period in which it will be accomplished. Deadlines may be set up along your path. Revisit these deadlines often to ensure that they are being met. Make adjustments if there is a need to do so.

Sample Goals for discussion:

What of the following are SMART goals? Indicate which of the SMART components are part of each goal.

GOALS M A R T

1. To study harder.
2. To get a 80% as a final mark.
3. To become a better student.
4. To maximize my study time each day before social activities.
5. To improve my next test grade in Math by 10%.

Revising a Goal to become a SMART goal

My Original Goal:

Specific

Can my goal be more specific? If yes, rewrite:

Measurable

Is my goal in measurable steps? If no, rewrite:

Achievable

Do I have the resources to achieve this goal? If not, rewrite:

Realistic

Is this goal realistic—within grasp but not too easy? If no, rewrite:

Timely

Do I have a specified time period for my goal? If no, rewrite:

This is your final goal!

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Report Card Follow Up Activity

The Bad News: You Got Your Report Card.
The Good News: It's Not Too Late!

Midterm Report Cards are a good predictor of final grades in a course...it's not too late to do something about it!

Now What Do You Do?

Set Goals

Take a hard look at the class and figure out what you want to get out of it. Break this long-term goal into smaller, more manageable short-term goals. Write your goals down and share them with others. By doing this you make your goals real and commit yourself to obtaining them. Also, the additional support you will have can make a big difference and help you stay motivated.

Get Organized

Now is the time to get organized and make a plan for how you are going to accomplish your goals. Take a look at your syllabus and create a calendar with all of your assignments on it, also include any co-curricular activities you may have. You can now take a look at this calendar and prioritize what needs to get done when. It is also a good way to avoid over committing yourself and to identify stressful times during the semester.

Stay Positive

Keep a positive attitude! Try not to get bogged down with the negative parts of a midterm. Think of this as a chance to start again, and to do better. When you have a positive attitude it is much easier to tell yourself that you can succeed.

Who Can Help?

Yourself

While all of these services and people are here to help you, you have to be the one to use them. Ultimately you are the only one that can help yourself. Some changes you can make include:

- Setting goals, or updating your current goals.
- Identify what is affecting your success, and make change!
- Clean-up your messes (literal and figurative)—the more clear your mind and physical spaces are, the easier it will be to concentrate.
- Limit yourself to essential academic activities, and use social opportunities as rewards for work well done.
- Prioritize!!!

Your Teachers

Most teachers are available in their rooms either before or after school, or at lunch time. This is a time that you can go in and talk to your teacher one on one to get some additional help. You can ask for clarification on class material, get help with a paper, ask about an upcoming or previous test, or anything else that he or she might be able to help you with. The teachers are there to help you and they want you to succeed.

Top Two Reasons To Stay Motivated!

1. You have half of a semester to go. You can still turn things around.
2. By staying motivated you will work harder. If you work harder you will improve. If you improve you will stay motivated. It is a happy circle.

*Academic Success Center
Iowa State University*

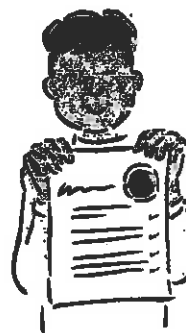


**ACADEMIC ACCOUNTABILITY PLAN
INDIVIDUAL GOAL SHEET**

Student:	
Class:	
Teacher:	
Current Average:	
MY GOAL IS TO INCREASE MY MARK TO _____ %	

I can reach my goal by doing the following:

- Completing assignments on time
- Completing undone/unfinished/incomplete assignments
- Increasing assignment quality
- Studying more effectively for tests
- Learning better study strategies
- Learning better note taking strategies
- Learning better test taking strategies
- Paying attention in class
- Using my class time wisely
- Asking the teacher for help
- Attending class regularly
- Being on time for class every day
- Improving organizational skills
- Improving my time management skills
- Attending study hall support on Mondays, Wednesday, and Fridays
- Using a student planner to write tests and assignment due dates
- Complete homework daily

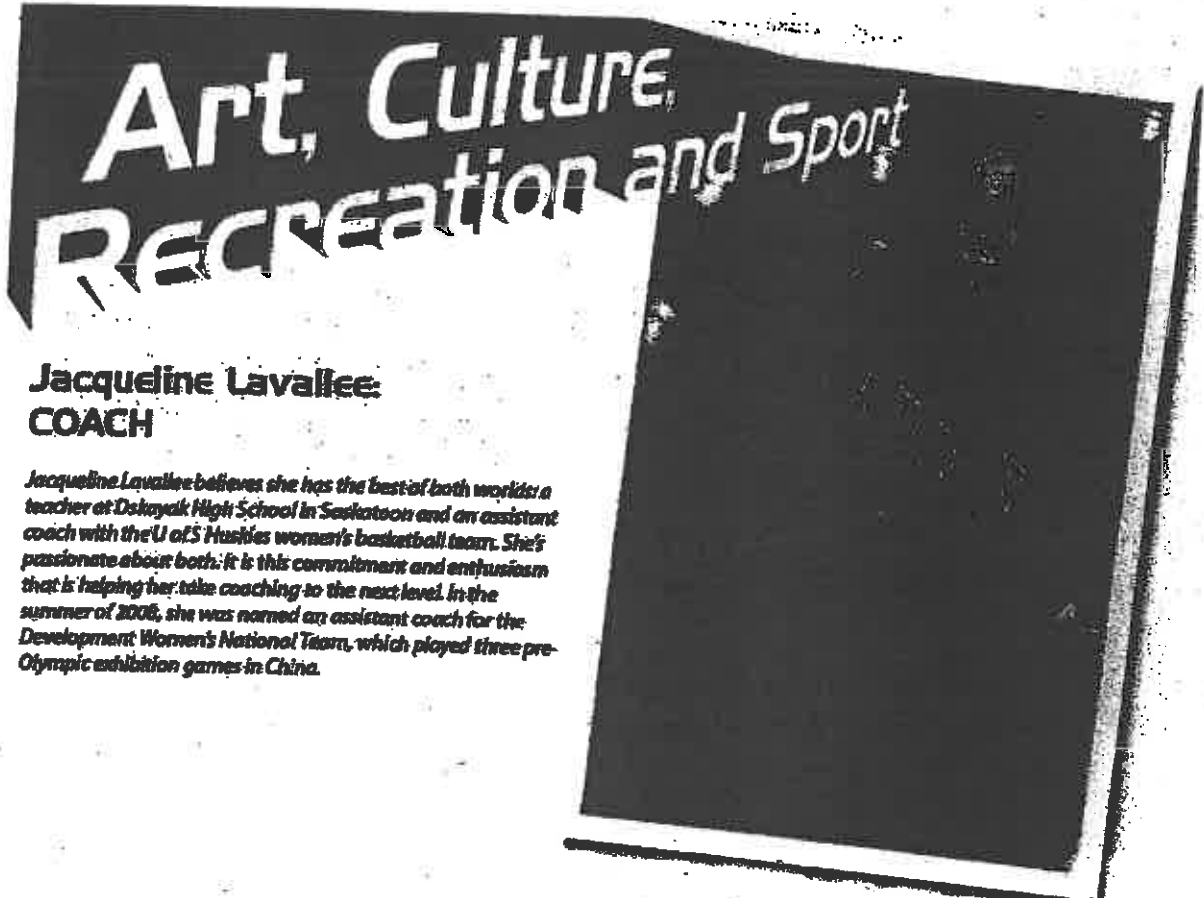


Student Signature _____ Date _____

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Relevance Sample Profile

Source: <http://www.relevancemag.ca>



Jacqueline Lavallee: COACH

Jacqueline Lavallee believes she has the best of both worlds: a teacher at Oskayak High School in Saskatoon and an assistant coach with the U of S Huskies women's basketball team. She's passionate about both: it is this commitment and enthusiasm that is helping her take coaching to the next level. In the summer of 2008, she was named an assistant coach for the Development Women's National Team, which played three pre-Olympic exhibition games in China.

Why did you choose to become a coach?

Growing up in Saskatoon I had some very influential teachers and coaches, and they had an important impact on my life. I grew up with an alcoholic father, sports were my outlet. I played soccer and basketball. Coaches challenged me to do things, but they also believed in me. I knew that's what I wanted to do.

How did you know this was the right career for you?

I played on the Huskies basketball team for six years, I played on the national team and I spent a year playing professional basketball in Germany. I came to a crossroads: should I continue playing or do something else? I decided to stop playing. I felt a little lost at first, but I have always been a student of the game so that helped me move from playing to coaching. Mostly, I just let things fall into place. I knew I wanted to work with Aboriginal youth. I had been doing research at Joe Duquette School, which is Oskayak now, so I took the initiative and put in an application. I've been here ever since.

What kinds of skills or personality do you need for your job?

You have to be flexible and understanding. The number one thing is to develop a relationship with the kids; they need to know you care, that you are there to help them achieve their goals. You have to be passionate about what you're teaching, because kids will know in a second if you're not. Coaching is the same: you have to be passionate and committed.

What training or education do you need?

I took a combined five-year program at the U of S. I have a Bachelor of Education with a minor in Native Studies and a Bachelor of Science in Kinesiology.

What do you love about your career?

In coaching, I love the tactics and the strategy. I also like being able to unify the team and get everyone working towards a common goal. I also love the challenge of teaching. Every year, you have different kids who challenge you in different ways.

What are the challenges?

In coaching, it goes back to unifying the group. Everyone has to buy in, because you really are only as strong as your weakest link. As a teacher, the time you have to put in outside of school hours is a challenge.

What are some of your proudest achievements so far?

Being able to coach at the national level is a big accomplishment. But mostly, I'm proud of the little things, like seeing kids finally believe in themselves.

Jacqueline's advice:

Don't let fear hold you back. I was always scared of public speaking. I almost didn't go into education because of it. But I promised myself I would never let fear stop me from going after what I wanted. If I had let, I wouldn't have the success I have today.

DID YOU KNOW?

Annual full-time income for coaches in Saskatchewan ranged between \$36,500 and \$74,600 in 2005.

Employment is equally divided between men and women, and about half of all Saskatchewan coaches are at least 45 years old.

There were 250 full-time coaches working in Saskatchewan in 2006 – a 31% decrease from 2001.

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Lifelong Learning

- 1) What do you feel you have learned since you were in grade three?

- 2) What do you feel you've learned since you were in grade eight?
 - socially
 - academically
 - emotionally

- 3) What three pieces of advice would you give someone in grade seven or eight in regards to entering high school?
 - a.
 - b.
 - c.

- 4) What three things do you hope to learn by the end of grade nine (academically, emotionally, or socially)?
 - a.
 - b.
 - c.

- 5) What do you hope to learn by the end of grade twelve?
 - a.
 - b.
 - c.

- 6) What major concepts do you expect to have to learn in your first five years out of high school?
 - a.
 - b.
 - c.

Peer/Adult Survey

Name: _____ Signature: _____

Ask another grade nine student...

The most fascinating thing they have learned at school this year.

Name: _____ Signature: _____

Ask a grade ten student...

The best advice they have regarding study habits.

Name: _____ Signature: _____

Ask a grade eleven student...

To describe the most interesting thing they have learned in high school.

Name: _____ Signature: _____

Ask a grade twelve student...

What they want to understand before they graduate.

Peer/Adult Survey

Name: _____ Signature: _____

Ask a high school graduate or parent.....

1. What they wished they would have learned in high school.
2. What advice they have for you about learning in high school?
3. What is the most important thing they feel they have learned since they graduated?
4. How important is learning in the workforce? Explain with an example.
5. How they expect to be learning when they are sixty?
6. Summarize the most frustrating learning experience since they graduated?
7. What has changed about learning since they were in high school?
8. Identify changes in the workplace since they graduated from high school?

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Lifelong Learning and Career Planning Anticipation Guide

Directions: Read the statements below. For each statement, write your initial response, and whether you agree or disagree with the statement. Be prepared to defend your response.

After the discussion, fill in your "After" response, and explain why your responses have or have not changed.

It is important to choose your lifetime career goals while you are in high school so that you can prepare accordingly.	Initial:
	After:
	Why:
It is important to be flexible about the occupation you choose.	Initial:
	After:
	Why:
You need to know yourself before you can make work-related decisions.	Initial:
	After:
	Why:
Chances are good that you will have to change your occupation approximately four to six times in your working life.	Initial:
	After:
	Why:
The way to survive in a changing world is to learn how to learn.	Initial:
	After:
	Why:

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Learning Goals

Name _____

Date _____

Fill out all that apply to you by checking the appropriate column. Be sure to fill in evidence.

	Yes	No	Other	Evidence
Example: English		<input checked="" type="checkbox"/>		My teacher suggested I practice topic sentences to improve my paragraph writing. Midterm report 70%
English				
Math				
Physical Education				
Science				
Social Studies				
Art, Drama, Music, Dance				
Computers and Commerce				

	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10
Industrial Art, Technology, Home Ec.					
Languages					
Career Education					
Study Skills					
Health Education					

Areas of Strength

- 1.
- 2.
- 3.

Goals for Improvement

- 1.
- 2.
- 3.

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Personal Goals Chart

Complete the following chart. Include this chart in your portfolio.

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2 short term goals are:			
2 long term goals are:			

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Factors Affecting Goal Attainment

Name: _____

Reflect on your previously written short and long term goals using the chart below. Re-state your goals in the space provided.

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Your Time Clock

Instructions:

A. Use a different color or shading for each area on the large clock face located on the back of this page which represents your life.

1. Indicate the amount of your life for education, in high school and post-secondary education.

2. Indicate the amount of your life that you expect to work. Part of this may overlap your education if you work part-time and in the summer.

3. Indicate the time you expect to live supporting yourself.

4. Indicate the amount of time of your life that you expect to be married or be involved in a long-term relationship.

5. Indicate the amount of time that you expect to have your children living at home with you.

6. Indicate when you plan to retire, and its length.

B. Finally, describe your life clock below. Give reason for your choices.

Your Time Clock

