

Setting Goals is the way to reach Personal Success!



Do it the SMART way

Achieving Success is about Setting Goals

Everyone can set goals and achieve them, but you must do it the **SMART** way!

There is no great secret to success. It does not happen by magic. It does not happen by luck.

Many successful people start out with a desire or a dream. The desire or dream becomes a goal. The goal becomes a plan.

Smart people make a list of the things they need to do to accomplish the goal. They make a commitment to themselves-because they deserve it. They get focused. They don't give up. They stay focused and work at it over time. They follow their plan . . . **o n e s t e p a t a t i m e !**

Facilitators Skills/Competencies Matrix

CASAS Competencies: 0.1.6, 0.1.7, 4.4.5, 5.6.2, 4.6.3, 4.6.4, 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.2.2, 7.2.6, 7.2.7, 7.3.1, 7.3.2, 7.3.4

NEDP Competencies: 3a, 3c, 3d, 4a, 5a, 5b, 59, 60, 61, 64

NRS Guidelines: 1, 2, 3, 4 and 5

Goals are dreams with deadlines (Diana Scharf Hunt)

FACILITATOR GUIDELINES

Student Goals and Personal Success Plans

1. As with most activities, the time required for this will depend on your students and their skill level. Facilitator should plan implementation of this according to the total timeframe and duration of your intake and orientation process...2 weeks? Maybe even 3 weeks?
2. It is recommended that you give students one page at a time and encourage them to take their time and be thoughtful about this activity. Encourage them to reflect and really think about their dreams without rushing through the activity. Reiterate the messages on the cover page about how goals are achieved.
3. Be sure to read the entire packet and be prepared to provide simple instructions for each page as distributed, providing adequate guidance and time for each page. Perhaps you will read each page aloud as a group and discuss new vocabulary words.
4. Suggested sequence for implementation of the goal-setting project:
 - a. On day one of the goal setting activity, distribute **only** the student's cover page and page 1 of the packet (the short goal statement).
 - b. The following day (or next scheduled class session) distribute page two of the packet (the complete goal statement).
 - c. The following day (or next scheduled class session (an extended class session is recommended for this step)) distribute page 3 (the action steps). The group will need guidance to break the goal down into small, manageable, achievable steps such as changes in behavior, making new commitments and identifying new/different priorities (these will address attendance, studying, completing tasks and homework, etc.), and help them to begin thinking ahead, anticipating their needs for help, meet with support people and so on.
 - d. The following day (or next scheduled class session) distribute page 4 (the action steps and timeline).

(There are two sets of action steps & timelines. You may provide either set based on student preference since some individuals may have trouble with the lined pages and prefer working in the boxes, or vice versa. Please give them the option to choose. I'm also happy to send you the electronic Microsoft word document and you can adjust the lines and/or boxes as-needed. You may also choose to provide students with a full monthly calendar or planner with space for writing daily notes/activities.

5. Toward the end of the Orientation period (perhaps the last 2 days) have each student give a 10-minute oral presentation about their Personal Goals Plan. Their timeline will not be complete. However, it gives them something to think about, talk about and feel excited about. This can be a strong motivator for the student and have a positive impact on attendance and persistence.
6. After Orientation is over and the regular program schedule begins (goals are identified and action steps and timelines are complete), it is essential to have students work on the goals in class on a regular basis. This should be done at least one day each week during a designated time for entire class – no exceptions. Even if this time is about monitoring and checking-in to see progress of independent work and/or activities outside of school. They may continue presenting and sharing or not, at the discretion of the facilitator. This is also when the group can (should) recognize and celebrate their progress and small accomplishments...they're really not that small at all. Even if they aren't actively working on their goals everyday they should be thinking about their **personal plan for success!**
7. At the discretion of the facilitator, follow up activities may also include on-line exploration of the ONET website to complete an interest inventory, assessment of skills and abilities, career planning, researching industries and career paths, etc. See www.onetcenter.org. This is a valuable and exciting learning experience. Part IV timeline may be adapted for extended activities or a calendar planner may be used instead.

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Student's Name: _____



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A Pearl of Wisdom for You

Setting goals is a lot like setting boundaries.

Saying "Yes" to something new may also require saying "No" to something old that no longer serves you.

Goals are dreams with deadlines!

My Personal Goals and Success Plan - PART I

Student Name: _____

Date: _____

Congratulations! Goal-setting is exciting and it shows that you care about yourself and have made a commitment to work toward something important that will change your life and make you happy. This activity is the start of your Personal Goals and Success Plan. If you take it seriously, it can help you stay focused on the action steps that will help you reach your goal. You must work at it and keep your commitment to yourself. If you do this, the reward for your work will be wonderful!

The first important thing to do is to be sure your goal is a SMART goal! Here is how you do this. First, write a short statement about the goal you wish to reach and be sure to begin with an "I" statement. For example: I want to get my GED.

My short goal statement is: _____

Now, as you think about your goal, spend some time also thinking about other things related to the goal that will help you stay focused and excited about really making it happen. To begin this, answer the questions below.

1. When I reach my goal, the ways in which my life will be better are _____

2. I will know I'm making progress toward my goal when I _____

3. I know this goal is within my reach because _____

4. This goal sensible and possible for me because _____

5. My deadline to reach this goal is _____

My Personal Goals and Success Plan - PART II

Student Name: _____

Date: _____

The reason **SMART** goals are important is because they help you stay focused and motivated as you work on the action steps. Having a SMART goal statement means that your goal is **Specific** and you can describe it clearly. It means that your goal is **Measurable** and you will be able to see and describe your progress. It means that your goal is **Attainable** because it is within your reach. It means that your goal is **Realistic** because it is possible for you based on your current life situation. And it means that your goal is **Time-limited** with a sensible deadline that says when the goal will be achieved. This keeps you focused and determined.

Because you have completed the sentences on page 1, you have already started your SMART goal statement! You can now write a complete goal statement that includes SMART details to help you begin thinking about your success plan. Use the sentences you wrote on page one to help you write your complete goal statement below. It's OK if the sentences are not in the same order as you wrote them. Here is an example:

I want my GED by the end of 2014. My life will be better in many ways but most important is that I'll be able to get better jobs and help my family while I attend college. I will know I'm making progress toward my GED as long as I stay in school, keep good attendance and do well on my practice tests. I can do this now because this is a good program and there are lots of people willing to support. It is really possible for me now that I've enrolled in this program and I also have family support.

My complete goal statement: _____

Later in the coming weeks and months, you may revise your goal statement based on things that you think about or that happen unexpectedly. This is normal and nothing to get upset or discouraged about. Your personal goal and success plan will become a dynamic part of your daily life. On the following pages you will begin writing a step-by-step plan for reaching your goal. Congratulations!

My Personal Goals and Success Plan - PART III

Student Name: _____

Date: _____

New habits and things I must **START** doing to help achieve my goal:

Put a check mark on your calendar each day that you do this action.

PEOPLE I might need support from with my personal success plan:

Old habits and things I must **STOP** doing that hurt block my goal:

Put a check mark on your calendar each day that you don't do this action.

THINGS I might need in order to work on my personal success plan:

My Personal Goals and Success Plan - PART IV

Student Name: _____

Date: _____

Things to complete in 1 to 30 days:

This is my 30-day deadline _____

Things to complete in 1 to 60 days:

This is my 60-day deadline _____
