

Student name: _____ Date: _____

MODULE 36

Establish long-term goals.

Objectives:

- A. Explore values that will develop meaningful long-term goals.**
- B. Provide information that will help to set individual long-term goals.**
- C. Establish long-term goals and objectives for reaching these goals.**

MODULE 36: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activities at the end of this module.

What is long-term goal setting?

Before you can achieve any long-term goals in life, you have to set them. The purpose of this module is to help you examine your personal values in order to set some realistic long-term goals.

Some of your possessions and activities are more important than others, and you will find the same to be true as you grow older. Your personal values may place extra importance on possessions, religion, friendship, marriage, work or any number of other things. Until you have a clear sense of what is important to you, it will be difficult to attain any long-term goal.

<p><i>"Nothing is really work unless you would rather be doing something else."</i></p>

James M. Barrie, Author of Peter Pan

There is really no right or wrong value system to determine goal setting; however, you need to be sure that the values are "yours" and not those of a friend or the star of your favorite television show.

Activity 1 contains an exercise that will help you to recognize where your priorities are now. By taking a good, honest look at these, it may help you to work toward long-term goals in the future.

What is a goal setting objective?

Have you ever stopped to wonder what makes people successful? Talents and abilities are certainly important, but an equally important aspect of success is "knowing" what you want. When you do, you can choose actions that will lead toward your goal.

Most business and industrial people define what they want and where they are going by setting long-range goals. Their plans for meeting these goals are called "objectives." Objectives, in other words, are the measurable steps you will need to reach your long-range goals.

The more specific you can be in stating a goal and the steps for reaching it, the better your chance for success. General long-range goals ("I want to be happy" or "I want to be successful") need to be broken down into smaller attainable parts. This process is called goal objectives.

"The harder you work, the luckier you get."

Gary Player, professional golfer

An example of a specific goal may be to save \$100,000 by the time you are 30 years old. With this goal, objectives could be:

1. Open a savings account while you are on your co-op job.
2. Start a systematic habit of saving at least \$5 of each paycheck.
3. By graduation time, research continued education through community college or post-high school trade schools.
4. Research investment options that you could afford upon graduation.

MODULE 36: STUDENT ACTIVITIES

TO THE STUDENT: After reading the Information Sheet above, complete the following activities.

Activity 1: What do I enjoy doing?

List ten things you enjoy doing. Take some time to think about each activity. You may consider such things as bike riding, skiing, hobbies, working your co-op job, etc.

ACTIVITIES	(*see instructions below)								
	1	2	3	4	5	6	7	8	9
1. _____	_____	_____	_____	_____	_____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____	_____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____	_____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____	_____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____	_____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____	_____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____	_____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____	_____	_____	_____	_____	_____
9. _____	_____	_____	_____	_____	_____	_____	_____	_____	_____
10. _____	_____	_____	_____	_____	_____	_____	_____	_____	_____

* To the right of each activity:

In column 1: Write a P if the activity is usually done with people.
Write an A if it is usually done alone.

In column 2: Write a \$ if the activity costs more than \$5.

In column 3: Write an O if the activity is usually done outdoors.
Write an I if it is usually done indoors.

In column 4: Write an F or M if your father or mother would probably have the activity on his/her list.

In column 5: Write a W or H if it is very important that a future wife/husband include this activity on her/his list.

In column 6: Write an O if you now do this activity often.
Write an ST if you do it sometimes.
Write an R if it is done rarely.

In column 7: Write a 2 if you would have listed the activity two years ago.

In column 8: Write an A if the activity requires you to be physically active.
Write a P if the activity is physically passive.

In column 9: Rank the 5 activities you like best in the order of importance from 1 to 5 (1 = most important; 5 = least important).

Applying the Value Categories

Now that you have completed the value survey, let's look at your profile.

If column number 1 shows you are more "people" oriented, you may want to plan long-term goals that involve "others" as opposed to goals that are more self-centered. The opposite may be true if this column contains a majority of A's.

If column number 2 contains more than \$5 in each category, it may require you to start a systematic savings plan. We will cover more on this later in our objectives exercise.

If column number 3 indicates that you are a more "outdoor" person, your long-term goals may center around such occupations as an athlete, flight attendant, mail carrier, carpenter, etc. On the other hand, if this column shows your values are more "indoor" oriented, you may consider such occupations as teacher, cook, secretary, artist, printer, etc.

If column number 4 indicates your father or mother may have these values on his/her lists, it would be a positive step in your direction to set long-term goals. Either or both parents could help you to attain your goals.

By now you have the idea and can analyze the remainder of the column responses. Continue studying your responses.

Activity 2: Writing goals and objectives

After reviewing the objectives on the preceding page, you should be able to project some long-term goals and their objectives. You may want to use a couple of those top five value categories that you completed on page 4, column 9.

1. Write one long-term goal and two objectives that relate to your achieving success in some area of your life.

Goal:

Objective:

Objective:

2. Write one long-term goal and two objectives that involve a learning or educational plan.

Goal:

Objective:

Objective:

3. Write one goal and two objectives for a long-term financial plan.

Goal:

Objective:

Objective:

MODULE 36: STANDARDS ADDRESSED IN THIS MODULE**Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)****1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

Secretary's Commission on Achieving Necessary Skills (SCANS)**PERSONAL QUALITIES**

Responsibility: Exerts a high level of effort and perseverance toward goal attainment. Works hard to become excellent at doing tasks. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism.

Self-Management: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; self-starter.