

## Lesson D3–1

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# Developing Goals

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**Unit D.** Employability in Agricultural/Horticultural Industry

**Problem Area 3.** Gaining Employment

**Lesson 1.** Developing Goals

### **New Mexico Content Standard:**

**Pathway Strand:** Leadership and Teamwork

**Standard: XI:** Use leadership skills in collaborating with others to accomplish organizational goals and objectives.

**Benchmark: XI-G:** Embrace goal-setting, planning, respect, dependability, loyalty, trustworthiness to develop personal growth.

**Performance Standard:** 1. Plan and implement professional goals and set priorities. 2. Demonstrate professional ethics. 3. Demonstrate exemplary employability skills.

**Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

1. Explain the process of goal setting.
2. Describe the terms and types of goals.
3. Explain seven aspects of effective goals.

**List of Resources.** The following textbooks may be useful in teaching this lesson:

Hunter, Sharon, et al. *Developing Leadership and Personal Skills*. Danville, Illinois: Interstate Publishers, Inc., 1997.

Lee, Jasper S., et al. *AgriMarketing Technology*. Danville, Illinois: Interstate Publishers, Inc., 1994.

**Other Resources.** The following resources will be useful to students and teachers:

Morgan, Elizabeth M., et al. *AgriScience Explorations*, Second Edition. Danville, Illinois: Interstate Publishers, Inc., 2000.

Ricketts, Cliff. *Leadership: Personal Development and Career Success*, Second Edition. Albany, New York: Delmar Publishers, 2003.

## List of Equipment, Tools, Supplies, and Facilities

Writing surface  
Overhead projector  
Transparencies from attached masters  
Copies of student lab sheet

**Terms.** The following terms are presented in this lesson (shown in bold italics):

Goal  
Goal identification  
Intermediate goal  
Interpersonal goal  
Long-term goal  
Personal goal  
Professional goal  
Short-term goal  
Ways and means

**Interest Approach.** Use an interest approach that will prepare students for the lesson. A possible approach is included here.

*Have students list two or three things that they want to achieve in their lives. Explain that the items they list are goals. Common goals students identify might include getting an education, having a family, getting a good job, or buying a nice car. Ask students to list what they need to do to accomplish these goals. Let this lead to a discussion around the fact that accomplishing a goal is a series or process. It involves value being placed on future achievements.*

# Summary of Content and Teaching Strategies

**Objective 1:** Explain the process of goal setting.

**Anticipated Problem:** How are goals set?

- I. A **goal** is something a person wants to achieve. When people describe what they want to accomplish in life, they are setting or developing goals.
  - A. Developing goals involves two important steps.
    1. **Goal identification** developing a list of the things to accomplish in life. Individuals need to look inward at their values and their personal situations to determine what is realistic for them. They need to determine what is important and realistic.
    2. **Ways and means** the strategies for achieving goals. A goal is of little value if it doesn't have a strategy for being achieved. During this step, individuals often determine that their final goals may be unrealistic and revise the goals to make them more realistic.

*Provide students with resource materials. Have them read the appropriate sections in *Developing Leadership and Personal Skills* or in *AgriMarketing Technology*. Use TM: D3–1A to illustrate the important steps in developing goals. Have students complete LS: D3–1A *Guide to Goal Setting*. Use supervised study followed by class discussion to reinforce lesson content. Summarize the content on the classroom writing surface.*

**Objective 2:** Describe the terms and types of goals.

**Anticipated Problem:** What are the different terms and types of goals?

- II. Goals can cover varying periods of time. Some can be attained fairly soon while others will take longer to achieve. They can also be divided into different areas of life in which they are important.
  - A. Goal term or length goals can be differentiated by the amount of time and number of steps it takes to achieve them.
    1. A **short-term goal** can be achieved within a year in just a few steps.
    2. An **intermediate goal** can be achieved in one to five years. Intermediate goals can involve achieving short-term goals along the way.
    3. A **long-term goal** will take five or more years to achieve and usually involves many steps. Long-term goals usually include short-term and intermediate goals along the way.
  - B. Goals can apply to different areas of life. They are based on what individuals judge as important in these areas of their lives.
    1. **Personal goals** are those that represent self improvement. Personal goals can relate to things like learning or physical fitness.

2. **Professional goals** are those that represent success in a job or group activity. Examples of professional goals include becoming a manager or being elected the chair of a committee.
3. **Interpersonal goals** are those that represent improved relations with other people. Such goals might include getting along better with family or friends.

*Provide students with resource materials. Have them read the appropriate sections in Developing Leadership and Personal Skills. Display TM: D3–1B to illustrate that goals involve various lengths of time. Display TM: D3–1C to illustrate the different areas of life in which goals apply. Use supervised study followed by class discussion to reinforce content. Summarize the content on the classroom writing surface.*

**Objective 3:** Explain seven aspects of effective goals.

**Anticipated Problem:** What are the aspects of good goals?

- III. When setting goals, individuals need to consider seven aspects that relate to effective goals.
  - A. Clarity—the goals being set should be clear and easy to picture. If a person cannot imagine achieving the goal, it lacks clarity.
  - B. Optimistic—the belief that the goal will have a desired outcome. The outcome should be one that is important and represents an improvement over the current situation.
  - C. Challenging—a goal should require the individual to strive to achieve it. The challenge of a goal needs to be high but obtainable. When challenging goals are achieved, a sense of accomplishment is realized.
  - D. Prioritized—placing values on which goal is most important, second most important, and so on. Prioritizing allows individuals to consider the relevant importance of activities.
  - E. Flexible—as people and conditions change, so must goals. Having flexible goals allows people to cope with the changes that are constantly occurring around them.
  - F. Measurable—there should be no doubt as to whether or not the goal has been met. The goal should be specific in what it is going to achieve.
  - G. Ways and means—plans for achieving goals. Deadline dates may be included to insure that progress is being made.

*Provide students with resource materials. Have them read the appropriate sections in Developing Leadership and Personal Skills. Display TM: D3–1D to illustrate the seven qualities of effective goals. Review LS: D3–1A (completed earlier), to determine if the goals identified meet the criteria of effective goals. Use supervised study followed by class discussion to reinforce content. Summarize the content on the classroom writing surface.*

**Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or retaught using a different approach. Ques-

tions at the end of each chapter in the recommended textbooks may also be used in the review/summary.

**Application.** Application may involve one or more of the following student activities:

LS: D3–1A—Guide to Goal Setting

Have students complete the appropriate activities in the “Exploring” section at the end of the chapters in *Developing Leadership and Personal Skills*.

**Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is attached.

## Answers to Sample Test:

### Part One: Matching

1=b, 2=e, 3=d, 4=c, 5=a

### Part Two: Fill in the Blank

1=clarity

2=flexible

3=developing (setting) goals

4=interpersonal goal

### Part Three: Short Answer

1.
  - a. short-term—can be achieved in less than one year.
  - b. intermediate—can be achieved in one to five years.
  - c. long-term—can be achieved in five or more years.
2.
  - a. personal goals—represent self improvement.
  - b. professional goals—involve success on the job.
  - c. interpersonal goals—involve improved relations with other people.
3. Any five of the following seven may be listed:
  - a. clarity
  - b. optimistic
  - c. challenging
  - d. prioritized
  - e. flexible
  - f. measurable
  - g. ways and means

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# Test

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## Lesson D3–1: Developing Goals

### Part One: Matching

*Instructions.* Match the term with the correct response. Write the letter of the term next to the definition.

- |                   |                       |         |
|-------------------|-----------------------|---------|
| a. personal goals | c. intermediate goals | e. goal |
| b. ways and means | d. prioritization     |         |

- \_\_\_\_\_ 1. Strategies for achieving goals.
- \_\_\_\_\_ 2. Something a person wants to achieve or accomplish.
- \_\_\_\_\_ 3. Placing value on the relative importance of goals.
- \_\_\_\_\_ 4. Involves things that can be achieved in one to five years.
- \_\_\_\_\_ 5. Relate to self improvements like increased physical fitness.

### Part Two: Fill in the Blank

*Instructions.* Complete the following statements.

- 1. A goal that is easy to picture is said to have \_\_\_\_\_.
- 2. Being \_\_\_\_\_ allows a person's goals to change.
- 3. Describing what an individual wants to achieve is known as \_\_\_\_\_.
- 4. Improved relations with a sibling is an example of an \_\_\_\_\_.

### Part Three: Short Answer

*Instructions.* Use the space provided to answer the following questions.

- 1. List and describe the three terms or lengths of time that goals can cover.
  - a.

b.

c.

2. List and describe the three areas of life to which goals can apply.

a.

b.

c.

3. List five of the seven aspects an effective goal possesses.

a.

b.

c.

d.

e.

## **STEPS IN GOAL-SETTING**

- 1. Goal identification—listing the things you want to accomplish in life.**
- 2. Ways and means—listing of the strategies and techniques for achieving your identified goals.**

## **TERM OR LENGTH OF GOALS**

- **Short-term goal—can be achieved within a year and involves few steps.**
- **Intermediate goal—can be achieved in one to five years. May involve the achievement of short-term goals along the way.**
- **Long-term goal—takes more than five years to achieve and involves many steps. Short-term and intermediate goals are realized along the way.**

## **DIFFERENT AREAS OF LIFE IN WHICH GOALS APPLY**

- **Personal goals—represent self improvements such as increased physical fitness.**
- **Professional goals—represent success in a job or group activity.**
- **Interpersonal goals—represent improved relations with other people.**

## **SEVEN ASPECTS OF EFFECTIVE GOALS**

- 1. Clarity—goal is easy to picture.**
- 2. Optimistic—the belief that the goal will have the desired outcome.**
- 3. Challenging—individuals must strive to achieve the goal.**
- 4. Prioritized—involves deciding which goal is most important, second most important, and so on.**
- 5. Flexible—goals must be able to change as individuals change.**
- 6. Measurable—eliminates doubt as to whether the goal has been achieved.**
- 7. Ways and means—plans for achieving the goal.**

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# Lab Sheet

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## Guide for Goal Setting

**Procedure:**

1. Write your goals below.
2. Follow each goal with a list of the steps to accomplish it and the ways and means for accomplishing each step.
3. Indicate a deadline date by which the ways and means are to be completed.
4. Regularly evaluate how well you are doing in achieving your goals. Revise goals, steps, and ways and means as necessary.

Name \_\_\_\_\_ Date \_\_\_\_\_

Goal Number One: \_\_\_\_\_

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Steps to Achieve Goal	Ways and Means for Steps	Date
1. _____ _____	a. _____ _____	_____
	b. _____ _____	_____
2. _____ _____	a. _____ _____	_____
	b. _____ _____	_____

3. \_\_\_\_\_ a. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ b. \_\_\_\_\_  
 \_\_\_\_\_

Goal Number Two: \_\_\_\_\_

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Steps to Achieve Goal	Ways and Means for Steps	Date
1. _____ _____	a. _____ _____ b. _____ _____	_____ _____ _____
2. _____ _____	a. _____ _____ b. _____ _____	_____ _____ _____
3. _____ _____	a. _____ _____ b. _____ _____	_____ _____ _____