

Mapping Your Journey

4

GOAL SETTING AND MOTIVATION



“Far better is it to dare mighty things, to win glorious triumphs even though checked with failure, than to take rank with those poor spirits who neither enjoy much nor suffer much because they live in the gray twilight that knows neither victory nor defeat.”

- Identify your fears that could hinder you in reaching your goals
- Define internal motivation and external motivation
- Define long-term goals and short-term goals
- Understand what you value most in life and where you are going
- Write down your long-term and short-term goals
- Write specific steps or objectives to reach your goals
- Identify barriers that destroy goals and decrease motivation

hakespeare once said, “nothing will come of nothing.” This statement rings true, doesn’t it? If there are no plans, there will be no action. If there is no action, there can be no success. This chapter is intended to help you visualize the places where you hope to be in 1, 5, and even 10 years. The exercises in this section are designed to examine your abilities in goal setting and determining your motivational level. Many people in this world have plans and goals, but they do not have the most important things to achieve success—they do not have clear objectives and they do not have motivation. After reading this chapter and completing the exercises, you will be able to:



—FROM BITS AND PIECES (V:1)

In the earlier part of this century, a friend’s grandfather came to America from Europe. He arrived by ship in the harbor of New York, passing by the Statue of Liberty. After being processed at Ellis Island, he went into a cafeteria in New York City to get something to eat. He sat down at an empty table and waited for someone to take his order. Nobody ever came to his table. Finally, a man with a tray full of food sat down opposite him and told him how things worked in a cafeteria setting. “Start at the end of the line,” he said to the old man, “and just go along and pick out what you want. At the end of the line, they’ll tell you how much you have to pay for it.” “I soon learned that’s how everything works in America,” Grandpa told his friend. “Life is a cafeteria here. You can get anything you want as long as you’re willing to pay the price. You can even get success. But you’ll never get it if you sit at a table and wait for someone to bring it to you. You have to get up and get it yourself.”



MILESTONES

Using the Milestones checklist, take a few moments to determine where you stand in relation to goal setting and motivation.

If you would like to turn more of your “No” and “Sometimes” answers into “Yes” answers, consider some of the following activities to help you with goal setting and motivation:

- Take some quiet time or uninterrupted time to think about what you value most in life.
- During this quiet time, think also about where you want to go in life and how you are going to get there.
- Once you know what is important to you, where you want to go, and how you are going to get there, you need to develop specific steps to take you there.

If you are not sure how to start these activities, do not be overly concerned. This chapter will help you understand what you value most in life. Your focus or direction in life will be explored and your goals and objectives will be developed. Finally, this chapter will help you learn how to develop motivation.

WHAT DO THESE PEOPLE HAVE IN COMMON?



Albert Einstein was four years old before he could speak and seven before he could read a word.

A newspaper fired Walt Disney because he had “no good ideas.”

Lorraine Hansberry was raised in a very poor, run-down part of Chicago. She and her family later moved to an upper-class white neighborhood when she was in her teens. She and her family were threatened and called names. Lorraine was almost killed by a concrete slab that was thrown through her window by an angry mob that did not want her family to live in the neighborhood. As a playwright, she went on to become the first black female to have a Broadway show (*A Raisin in the Sun*) and the first black female ever to win the New York Drama Critics’ Circle Award.

Abraham Lincoln dropped out of grade school; ran a country store and went broke; took 15 years to pay off his bills; lost a race for the state legislature at the age of 32; failed in a second business; ran for the State House, lost twice; ran for the Senate, lost twice; finally ran for president and won, but was hated by half of the country. Eventually, he became one of the most famous leaders in the world.

Winston Churchill was a poor student who stuttered. He won a Nobel Prize at the age of 24 and became one of the most powerful leaders and speakers in the world.

WHERE ARE YOU NOW?

Answer each statement by checking “Y” for Yes, “N” for No, or “S” for Sometimes.

- | | |
|------------------------------------------------------|-------------------------------------------------------------------------|
| 1. I use goals to guide my actions. | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> S |
| 2. Goals are important to me. | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> S |
| 3. I often set goals. | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> S |
| 4. I write down objectives that shape my goals. | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> S |
| 5. I face my fears head-on. | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> S |
| 6. I take responsibility for my life. | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> S |
| 7. I know where I want to be in three to five years. | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> S |
| 8. Having more than one goal is important to me. | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> S |
| 9. When I reach a goal, I celebrate. | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> S |
| 10. I internalize my goals. | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> S |

Malcolm X was abandoned as a child, was very poor, and spent time in prison as a young adult. He later became one of the most powerful speakers and leaders for the Civil Rights Movement of the 1960s.

What did these people have in common? Luck? A tooth fairy? A genie in a lamp? No. They had . . .

Goals! Objectives! Motivation!

ELIMINATING FEAR

Two Fears That Hinder Growth And Stifle Motivation:

The Fear of Failure • The Fear of Change

Beginning your journey means realizing that every fear you have is learned. That's right, learned! You are born with only two fears: the fear of loud noises and the fear of falling; the rest are learned. Many times, your progress and success are limited because you are afraid to move forward, afraid to take chances, or afraid to set goals beyond what you already know how to do.

Every person has a "comfort zone." You can say that the comfort zone is the "little box" in which you live and feel safe. This is the small space where you feel comfortable and secure. The reason for goal setting, writing objectives, and developing motivation is to *expand* your comfort zone so that you will feel safe and secure in more activities, with more people, doing more things, and traveling to more places. The famous artist Vincent Van Gogh once said, "The best way to know life is to love many things." The best way to love many things, and in the end, know life better, is to take chances, set goals, be motivated, and expand your comfort zone.

This sounds easy, doesn't it? Actually, many people have goals, but they are afraid to move forward, or they do not know how to move forward. Often, your fears rest on very weak ground. If you examine why you are afraid to leave your comfort zone, you realize that the reasons are simple

and the solutions to these fears can be even simpler. The first fear that you should conquer is the fear of failure. Goals are meaningless if you are afraid to go after them. Many times, you may have said to yourself, "I could never do that—I'd fail and I don't want to fail." Now you have to ask yourself, "Is it better to try and fail or never to try at all?" The answer, once again, is quite simple. You know in your mind that it is always better to try and fail than never to try at all. Think about where our civilization would be if we had been afraid to deal with fire, afraid to build the first town, afraid to fly, or afraid to build a building with more than one story. Failure is a part of growth.

Think about it. You learn a great deal from your failures, don't you? Remember when you were young and you tried to ride your bicycle for the first time without training wheels? It was scary and you probably wrecked a few times before you were able to ride with success. But you overcame your fear and learned how to ride without training wheels. You mastered your fear.

Some of your strength comes from difficult situations in which your comfort zones were stretched. It is a guarantee that if you take chances beyond your

*"Come to the edge," he said.
They said, "We are afraid."
"Come to the edge," he said.
They came. He pushed
them . . . and they flew.*

GUILLAUME APOLLINAIRE

comfort zone, you may get knocked down a few times. You may have a few failures. We've all been there, haven't we? However, it is also a guarantee that if you do not take chances beyond your comfort zone, you may not grow. Remember the old saying, "That which does not kill us, makes us stronger."

The fear of change is another thing that can rob you of your hopes and dreams. Humans are creatures of habit, and in that light, change is neither natural nor desired. Change causes a great deal of frustration and physical reaction. Change can make you feel nervous, tense, afraid, guilty, tired, depressed, and even angry. However, when planning your goals, it is helpful to realize that change is one of the few things in this world that is guaranteed. You can't stop it. The most successful people in this world are those who have learned how to deal with change and accept it as a part of life.

Just as change can be frustrating and trying, change can also be exciting and rewarding. Change keeps us alive. For us to learn how to communicate with new people, feel comfortable in new situations, and develop new ideas, change must occur. In order to deal with change, remember the words in the box above.

In the questions below, take a moment to reflect on your life and what situations cause you fear and possibly hinder you from growth.

List five activities that you feel comfortable doing:

1. _____
2. _____
3. _____
4. _____
5. _____

List three activities that you would like to do but are afraid to try. Explain why you are afraid to try them. Explain what would encourage you to do this activity.

1. _____

I am afraid because

What would make you do this activity?

2. _____

I am afraid because

Change is never easy.

Change is almost always met with resistance.

The person who brings about change is usually not liked very well.

Change creates unfamiliar ground.

Change takes courage.

What would make you do this activity?

3.

I am afraid because

What would make you do this activity?

List three people with whom you feel comfortable and indicate why.

1.

Because

2.

Because

3.

Because

List three people with whom you would not feel comfortable. Explain why you are uncomfortable and what it would take to make you spend time with this person.

1.

Because

What would make you spend time?

2.

Because

What would make you spend time?

3.

Because

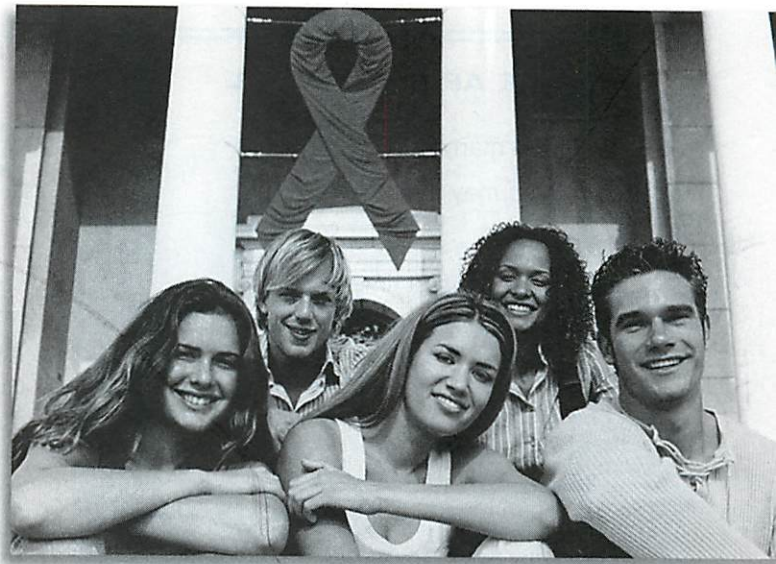
What would make you spend time?

Review your answers. If you spend some time reviewing your responses to the second and fourth questions, you will find that your fears are probably rooted in family traditions or that you could not come up with many reasons. You may have even written statements like, “I’ve never done it before,” or “I just don’t know them very well.”

A major part of your education is learning how to expand your horizons through people, places, and things with which you are not familiar. Fear can play a major role in keeping your comfort zone small and stagnant.

- Don’t be afraid to fail.
- Don’t be afraid to change.
- Don’t be afraid to take chances.
- Don’t be afraid to go beyond what you know and feel at this moment.

You’ll be amazed at how quickly your comfort zone will grow once you overcome your fears, learn how to set goals, and discover your motivation.



A major part of your education is learning how to expand your horizons through new people, places, interests, and activities.

WHAT IS A GOAL?

Webster’s *New Collegiate Dictionary* defines a goal as “the end toward which effort is directed.” Have you ever wanted a new car, a CD player, or a new outfit? If you have, then you have had a goal—the goal of getting one or all of these physical, material things. Goals are simply what you want and what you are willing to do to get them.

There are two types of goals that we must discuss—obtainable and unobtainable. We can also call these goals “realistic” and “unrealistic.” The obtainable or “realistic” goal is well-defined, well-planned, well-organized, and mapped out carefully. The unobtainable or “unrealistic” goal is one that is not clearly defined, is open-ended, poorly organized, and unmapped. It is a goal that you might say you want, but one to which you have not committed yourself. In other words, you have not developed a plan to reach this goal.

Goals also have timelines. You can have short- and long-term goals. Short-term goals may be things such as:

- I want to purchase a new CD player.
- I want to make an A on my next English test.

Years ago Dr. Albert Einstein was traveling on a train headed west. During the early part of the trip, Dr. Einstein looked up and saw the train’s conductor coming down the aisle asking passengers for their tickets. Dr. Einstein began looking for his ticket. He looked in his coat pockets, he looked in his pants pockets, and he looked around his seat but was unable to find his ticket. When the conductor approached him, Einstein stated that he could not find his ticket, at which point the conductor said that he knew who he was and it was no problem. Nevertheless, Dr. Einstein continued to look for his ticket. The conductor assured him several times that he knew who he was and that it was okay if he could not find his ticket. Finally, Dr. Einstein said to the conductor, “Young man, I know who I am, but I don’t know where I am going.”

DON'T BE AFRAID TO FAIL

You've failed many times,
although you may not
remember.

You fell down the first time
you tried to walk.

You almost drowned
the first time you tried to
swim, didn't you?

Did you hit the ball the first time
you swung a bat?

Heavy hitters,
the ones who hit the
most home runs,

also strike
out a lot.

R. H. Macy

failed seven times

before his store in New York
caught on.

English novelist John Casey

got 753 rejection slips

before he published 564 books.

Babe Ruth struck out 1,330 times,

but he also hit

714 home runs.

Don't worry about
failure.

Worry about the
chances you miss

when you don't even try.

unknown

Long-term goals are more elaborate and planned:

- I want to be a doctor.
- I want to get married and have three children.

Both long-term and short-term goals are important. Today's generation has been accused of having no long-term goals, seeking instant gratification. Goals take sacrifice, planning, and a great deal of hard work; without goals, your life becomes rudderless. A well-known athletic ad states, "No Pain, No Gain!" In other words, if you do not set your goals, sacrifice what is needed to achieve them, and work hard, there will be no gain.

WHY ARE GOALS IMPORTANT?

How do you feel about goal setting? Studies, research, professionals, friends, family, and foes will tell you that goals are one of the most important aspects of life. But why? Why must you have them? Why are they so important? Perhaps nowhere can you find a more powerful answer than that given in a study conducted in 1953 by Yale University. Though the study is old, it is important to look at it because it reveals a very important fact about goal setting.

A survey was given to the senior class. They were asked several questions, three of which dealt with goals. The questions were: "Have you set goals?" "Have you written them down?" and "Do you have a plan to accomplish these goals?" Very few seniors answered "yes" to these questions; only about 3 percent of the entire senior class.

Twenty years later, many members of this class were surveyed again. The research showed that the 3 percent of the class who set goals were happier and more successful than those who did not have goals. However, the most astonishing fact was that the 3 percent who set

goals had 97 percent of the wealth of the entire class. In other words, these *goal setters were wealthier than the entire rest of the class combined!* We do *not* want to suggest that money equals success; we do, however, want to suggest that setting goals, for any outcome, can lead to accomplishment.

TYPES OF GOALS

Goals come in a variety of packages. There are as many goals as there are people who set them. People can have many goals in many different parts of their lives. Goals may be in such categories as:

1. Social well-being
2. Academic/mental well-being
3. Physical well-being
4. Spiritual well-being
5. Family/friends
6. Financial well-being

Some examples of the basic goals are listed below.

SOCIAL WELL-BEING GOAL: I will learn how to meet new people by attending two school functions per month.

ACADEMIC/MENTAL WELL-BEING GOAL: I will make an A on my research paper in history by doing the research early, writing a rough draft, and making an appointment with my instructor.

PHYSICAL WELL-BEING GOAL: I will lose 25 pounds by December 31st by watching my fat grams and exercising.

SPIRITUAL WELL-BEING GOAL: I will spend 30 minutes a day in prayer and meditation.

FAMILY/FRIENDS GOAL: I will spend more time with my family by devoting two Saturdays per month to them.

FINANCIAL WELL-BEING GOAL: I will save \$1,000 in one year by opening a savings account and contributing \$19.23 per week.

Your goals do not have to fall into one of these categories used as examples. In addition to the goals listed, there could be self-improvement goals, career goals, community service goals, artistic goals, etc. The most important thing is that your goal should be your own; it should be internalized.

HOW TO WRITE A GOAL

Goal setting seems rather easy, doesn't it? Actually, it may take some time and thought and preparation for them to come true. An obtainable and realistic goal statement should have the following in order to work:

1. An action statement
2. Objectives
3. Target date (deadline)

Goals Work!

“You are never given a wish without the power to make it come true.”

RICHARD BACH

“Where there is no vision, the people perish.”

PROVERBS 29:18

“The greater danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.”

MICHELANGELO

However, the goal statement is the third part of a four-part process. This four-part process is as follows:

- Values: What do you value most in life?
- Purpose/Focus/Direction: Where are you going in life?
- Dreams/Goals: How are you going to get there?
- Objectives/Activities: What specific steps are you taking to achieve your goals?

You must start with values and focus before you can get serious about writing goals and objectives. Once you have defined your values and your focus or direction in life you can start writing down goals. Exercise 4.2, the Goal Setting sheet on page 98, is a valuable tool to help you plan for your future. The two examples that follow illustrate how this process moves from life values to direction to goals to specific objectives with deadlines. Your values and direction can, but do not need to, be repeated each time you complete a Goal Setting sheet. Each Goal Setting sheet should begin with one value, something that you value most in life. This value should be followed by one direction or focus for your life. The focus leads to one obtainable, realistic goal that is followed by a very specific list of objectives or steps that you need to take to reach your goal within a specific deadline.

Goal Setting: Example One

VALUES. What do you value most in life?

A meaningful, professional career in a health profession.

PURPOSE/FOCUS/DIRECTION. Where are you going in life?

I will focus on becoming a successful registered nurse.

DREAMS/GOALS. How are you going to get there?

Obtain a college degree in nursing.

OBJECTIVES/ACTIVITIES. What specific steps are you taking to achieve your goal?

SEQUENCE	OBJECTIVE/ACTIVITY	DEADLINE
1.	Register for college	August 8
2.	Meet academic advisor	August 9
3.	Select courses to take	August 9
4.	Obtain financial aid	August 11
5.	Attend first class	September 5

Goal Setting: Example Two

VALUES. What do you value most in life?

A meaningful, professional career in a health profession.

PURPOSE/FOCUS/DIRECTION. Where are you going in life?

I will focus on becoming a successful registered nurse.

DREAMS/GOALS. How are you going to get there?

I will get a grade of A in my English class.

OBJECTIVES/ACTIVITIES. What specific steps are you taking to achieve your goal?

SEQUENCE	OBJECTIVE/ACTIVITY	DEADLINE
1.	Develop a study plan for English	August 5
4.	Prepare for presentation	August 12
2.	Report due from John Smith	August 25
3.	Report due from Jane Jones	August 25

Remember that a goal must be one that can be measured. In other words, you must be able to prove that it was completed. See below for an example.

GOAL 1: I will save (*the action statement*) \$100 by putting back \$10 a week (*the objective*). I will have \$100 dollars by January 31 (*target date*).

Some goals will be more complicated and have more steps to complete. See another example below.

GOAL 2: I will lose (*the action statement*) 25 pounds by December 31st (*target date*).

OBJECTIVES:

- Eat the proper number of calories
- Consume less fat
- Walk four miles five days per week

Both goals, however, are obtainable and measurable. You can measure them by having \$100 in the bank and by using scales to weigh yourself.

Goals should be written in a positive fashion using action verbs. A poorly written goal might read like this:

I want to try to lose 10 or 15 pounds this summer.

This goal will never be obtained. Why? It has no purpose, it has no action, it has no target date, and it has no objectives.

WHAT IS AN OBJECTIVE?



Objectives can be called the road map to achieving a goal. They are the strategic plans by which you can get the new DVD player, the iPod, the new wardrobe, or the new car. They are the means by which you can graduate from college.

Let's look at several goals and work through a few objectives for achieving the goal.

SHORT-TERM GOAL

GOAL: I want to purchase a new DVD player.

OBJECTIVE(S):

1. Find a part-time job
2. Save \$10.00 a week
3. Save my income tax refund
4. Shop around for an affordable DVD player
5. Buy the DVD player

LONG-TERM GOAL

GOAL: I want to be a nurse.

OBJECTIVE(S):

1. Enroll in a nursing degree program
2. Study at least three hours per night
3. Maintain at least a 3.5 GPA
4. Complete my degree
5. Pass all national and state boards
6. Begin to practice nursing as a profession

Although some of your goals may not be this big, all goals require objectives and plans. DVD players are never purchased and nurses never practice without goal setting, planning, sacrifice, and hard work.

ROADBLOCKS TO SUCCESS: BARRIERS TO ACHIEVING YOUR GOALS

Regardless of how hard we try, how much we struggle, how many objectives we plan, there are going to be times when roadblocks or speed bumps arise that threaten to destroy our goals and motivation.

Create a list of barriers that could possibly keep you from achieving your goals.

1. _____
2. _____
3. _____
4. _____
5. _____

You may have listed things like money, time, family, transportation, child care, lack of basic skills, peer pressure, alcohol/drug addiction, or lack of motivation.

Using your list, talk with the group assigned by your professor and create some ideas of where you can go to find assistance in overcoming these barriers. Often, we can easily point out to ourselves and others why we *cannot* do something, but we less often take the time to try to resolve the problems and eliminate the barrier.

Create a list of college and community resources that can assist you in overcoming your barriers.

1. *I can find help*

2. *I can find help*

3. *I can find help*

4. *I can find help*

5. *I can find help*

You may have listed some of the places identified in the following box. Review this list because it may give you some ideas of where to find help that you and your group may not have thought of.

CAMPUS AND COMMUNITY RESOURCES

Financial Aid Office

Veterans' Office

Mature Student
(Nontraditional) Services

Minority Student Services

Disabled Student Services

Career Counseling Office

Academic Assistance Center

Peer Tutoring Center

Personal Counseling Center

Computer Assistance Center

Campus Religious
Organization

Student Organizations

Hall or Residence Counselors

Professors

Staff Members

The Campus Library

Campus Health Services

Community Drug and
Alcohol Center

Community Organizations

Churches, Synagogues,
Mosques, Temples

Family and Friends

Former High School Teachers
or Counselors

TRAVELING THE ROAD ON YOUR OWN . . . MOTIVATION

What Is Motivation?

Motivation is a *force*, the driving force that causes you to do something . . . to *act!* Without motivation, you achieve little. You can have all the goals and objectives in the world, but without motivation, not much will happen. You not only have to write goals and set objectives, but you have to work at becoming a motivated person. You have to actually do something with your plans and goals.

“It ain’t enough to get the breaks, you gotta be willing to use ’em.”

HUEY P. LONG

For many of you, this is the first time in your life that you are on your own. It may be a strange experience for some of you. For others, it may be one of the most exciting things you have ever done. You may be living at school, living in an off-campus apartment, or have a home of your own. Some of you may be completely on your own for the first time in your life. Others of you may have your first full-time or part-time job. Many of you maintain families, relationships, and outside commitments while going to school full time.

For some students, this may be the first time that you have left your child in the care of someone else. Many students today have many things “pulling” at them from many directions.

At this point in your life, there may be many people pulling at you but no one is *pushing* you. No one to wake you up and put you on a bus or drag you to the car so that you can make it on time. If you go to class, fine. If you don’t go to class, that’s okay too! Or is it? You will have some teachers who do not care if you are there or not. You will have some teachers who never take attendance. It may be that you are in a class so large that the instructor never knows your name. More often than not, however, your professors *will* care if you come to class. Many professors *do* take class roll, and lots of professors, regardless of the size of the class, *know* your name. So, it is very important that you not adopt the attitude that it is okay not to attend class. The motivation to go to class and do well in school will have to come from within.

Nothing in this world can take the place of persistence.

Talent will not;

nothing is more common than unsuccessful people with talent.

Genius will not;

unrewarded genius is almost a proverb.

Education will not;

the world is full of educated derelicts.

Persistence and determination alone are eternal.

The slogan “press on” has solved and always will solve the problems of the human race.

Calvin Coolidge

List the things that motivate you in your life.

You may have listed such things as:

Family

Friends

Learning

Religion or Spirituality

Money

INTERNAL VS. EXTERNAL GOALS AND MOTIVATION

Internal (adj.) Existing within the limits or surface of something; situated inside of the body.

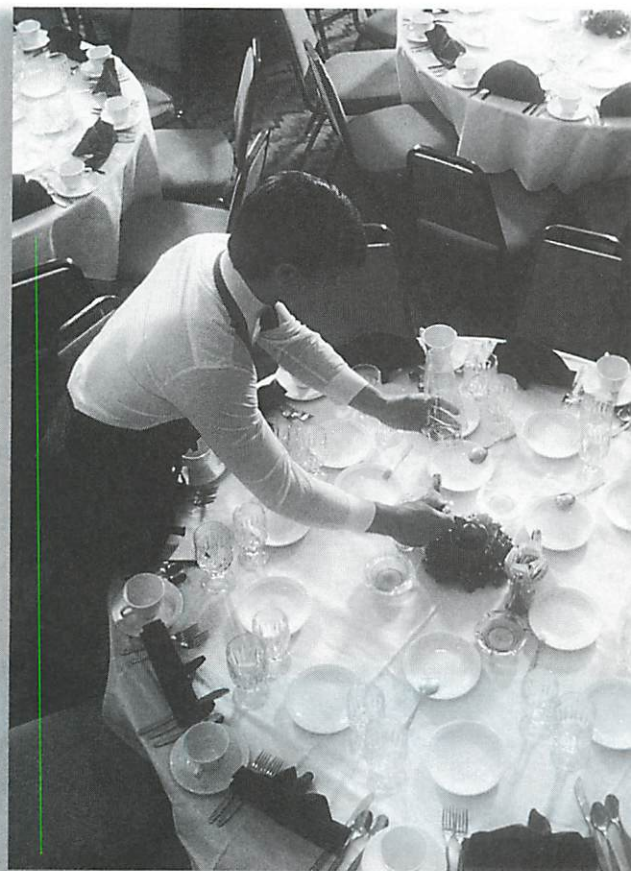
External (adj.) Having the outward appearance of something; situated outside of the body.

The most important step in goal setting and objective writing is to determine if your goals and objectives are internal or external. There comes a point when you have to stop, take a moment, reflect, and ask yourself, “Am I doing this for myself or for someone else?” Whether you are setting goals, striving to find motivation, or simply stepping along from day to day, you should develop a clear picture of what you want, why you want it, and *why* you are performing the action to get it. In other words, “Why are you in college?” “Why are you working at that job of yours?” So often, you push yourself from day to day feeling unhappy, dissatisfied, frustrated, and even angry because you have to do certain things. Usually, you are most unhappy or unsatisfied when you are doing something that you do not enjoy or something that someone is making you do.

Realizing that every person must do certain things that are unpleasant or not fulfilling is the first step in finding motivation. However, the happiest person in the world is one who has discovered how to internalize these unpleasant tasks and set additional goals based on internal motivation.

Example: When Ben was going to college, he had to pay all of his tuition. His parents were unable to assist him. He worked in a factory for seven years while working his way through his bachelor’s and master’s degrees. However, there were two summers after his sophomore and junior years during which he found an additional part-time job with a local sewer district. The hourly pay rate was the highest he had ever made in his life at that time. However, you can imagine how he hated that job. Hot! Nasty! Horrible odors! Disgusting! He dreaded getting up each morning because he knew what the day would bring. He worked in the sewers from 8:00 A.M. until 2:00 P.M. and then went to work in the factory from 4:00 P.M. until 12:00 A.M. It was not an easy or satisfying life.

It was during this time in his life that he learned how to internalize this activity and look at it as a



When completing daily tasks and jobs that may seem unpleasant or boring, internalize your goals to help you maintain motivation to achieve those goals.

stepping-stone. Soon, his bank account grew, he was able to pay off his used car, and finally, he saw enough money in his account to pay for his fall and spring tuition! The days of working in the sewer and the factory were not as hard for him because he internalized his goals. He saw this as an opportunity to get what he eventually wanted, not as a horrible life unfit for living. He began to work for his future and not look at each day as a tragedy. He embraced the fact that he had a job that paid well and that he would use this job to make a better life for himself and his family.

Had Ben looked at it as just a job, he would have never been able to live through it. He often said that he would have quit the sewer job and would have left the factory shortly thereafter had he not internalized those tasks. By quitting, however, he would have robbed himself of a college education. When he internalized this job and looked at it from the perspective of his future, it made the situation bearable.

This is how you should look at your daily tasks that are unpleasant or boring and how you must set your goals. You should look at them in terms of “the end result”—what you eventually want. Internalizing your goals will help you develop motivation and eventually reach your goal.

From the list that you generated previously, divide your motivators into:

INTERNAL MOTIVATORS

EXTERNAL MOTIVATORS

Now that we have discussed goal setting, objectives, roadblocks, and motivation, you are ready to begin planning a goal and working toward it. Exercise 4.1 is a goal-setting exercise that will assist you in plotting your course and setting goals. Use this exercise to develop the skill of goal setting. Once you are comfortable with this process, use the Goal Setting sheet and the tracking system to file and track your goals to their successful completion.

EXERCISE 4.1

Goal Setting

For practice, in the spaces provided below, describe a short-term and a long-term goal. Once you are comfortable with this process, use copies of the Goal Setting sheet found in Exercise 4.2 to record and track your progress on each of your goals.

Write a short-term goal.

Why is the goal important to you?

List the objectives:

Target date: _____

Barriers to overcome:

Write a long-term goal.

Why is the goal important to you?

List the objectives:

Target date: _____

Barriers to overcome:

MILESTONES

Now that you have had the opportunity to think about what you value most in life, to determine where you are going in life, to write goals and specific steps or objectives for reaching your goals, and to internalize motivation, complete the Milestones checklist again to see how much you have improved.

How did you do this time on the self-analysis? You should have more "Yes" answers this time and should be more self-confident and more motivated. In addition, you should have a written plan of where you are going and how to get there.

NOW THAT YOU ARE HERE. . .

Answer each statement by checking "Y" for Yes, "N" for No, or "S" for Sometimes.

- | | |
|------------------------------------------------------|-------------------------------------------------------------------------|
| 1. I use goals to guide my actions. | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> S |
| 2. Goals are important to me. | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> S |
| 3. I often set goals. | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> S |
| 4. I write down objectives that shape my goals. | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> S |
| 5. I face my fears head-on. | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> S |
| 6. I take responsibility for my life. | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> S |
| 7. I know where I want to be in three to five years. | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> S |
| 8. Having more than one goal is important to me. | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> S |
| 9. When I reach a goal, I celebrate. | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> S |
| 10. I internalize my goals. | <input type="radio"/> Y <input type="radio"/> N <input type="radio"/> S |

ROADWAYS

TO REACHING YOUR GOALS

- Carefully *examine* your life to determine what you value most.
- Determine where you are *going* in life.
- Seek *advice* from people who have achieved your goal. Ask them how they got it and if it was worth going through what they had to endure.
- Set your goals *high*, but be realistic.
- Set goals that can be *measured*.
- Set *both* long- and short-term goals.
- Develop a plan to *achieve* your goals or objectives.
- Write clear *objectives* that can be reached in steps.
- Look at your goals and objectives *one step* at a time.
- *Internalize* your goals so that they become your own.
- Find something that *motivates* you and stick with it.
- Tell people about your goals, ask for their *help* in reaching them.
- Don't let setbacks cripple you. Look at it as a lesson and *move on*.
- Don't let *others* dictate your goals to you. Set your own goals.
- Write your goals and objectives utilizing the Goal Setting sheet and *Track* them until successfully obtained.
- Use a *planner* to track your goals.
- Think *positively*. Good things come to those who wait . . . and work hard.

Applying What You Know



Goal setting is a difficult task for many people. There is some fear involved as well as a commitment of time and energy to accomplish a realistic goal. Goal accomplishment in many cases involves the whole person: mind, body, and spirit. Now that you have finished this chapter on goal setting and motivation, refer back to the Case Study about Gwen at the beginning of this book. Based on her situation, answer the following questions:

1. What goal-setting and motivational strategies or techniques should Gwen utilize?

2. What internal and external motivators should Gwen rely upon to inspire her to address her new challenge that going to college creates?

3. How can Gwen use the Goal Setting sheet presented in Exercise 4.2 to assist her in achieving her goals?

Observations

CHARTING YOUR COURSE



The remaining chapters in this book will be useless to you if you have not mastered the art of goal setting, objective writing, and motivation building. The most important aspect of this chapter is that it can't really be taught to you. Your instructor can show you how to write down a goal and how to construct an objective list, but beyond that, your instructor has no control or power. *You are in control!*

No one can write your goals for you. No one can live your life for you. No one can finish your education for you. No one can motivate you except yourself. Remember that you are never given a wish without the power to make it come true.


DETOUR

Getting There on Time

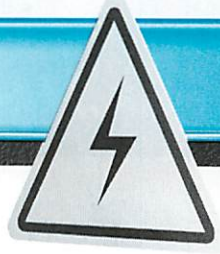
A logical and effective way to track your goals and your Goal Setting sheets is to file and reference them to your planner. Please refer to the sections on using a time planner in Chapter 2 for a review of this process. Once you have completed a Goal Setting sheet, you can file this sheet and reference it in your planner. However, please understand that this is only the first step in effectively tracking your goals.

It is very important to complete all four sections of the Goal Setting sheet. Once you have determined what you value most, where you are going, and what goals and means to achieve those goals you have, then you must add specific objectives and set deadlines for the accomplishment of each objective. The deadlines are used to record the objectives or activities in sequence in your planner. Where do you record these objective deadlines? The best place to record and track your deadlines is on an “Assignments Due” section in your planner. Naturally, you need to write this objective on the date that it is due. For example, in Chapter 2 in the sections on “Daily Planning” and “Priorities and To-Do Lists,” two teammate reports for a joint presentation are discussed and recorded in the “Assignments Due” section on August 25th. Please refer to the two “Goal Setting” examples in this chapter to understand where these two objectives originated.

In the first “Goal Setting” example, it was stated that a meaningful, professional career in a health profession was one thing of greatest value in life. The focus of this value was to become a successful registered nurse. The goal that was listed was to obtain a college degree in nursing. Finally, in the objectives section, registering in a college, meeting with an academic advisor, selecting specific courses, obtaining financial aid, and attending classes were listed as objectives with specific deadlines. The second example of goal setting was more specific and detailed. In this example, a specific course grade was the goal with several objectives. Two of these objectives were the reports from John Smith and Jane Jones.

Where is the best place to record and track the reports due from John Smith and Jane Jones? This question has already been answered. “Report from John Smith” and “Report from Jane Jones” are recorded on the date due, August 25th, in the planner on the “Daily Schedule” page. This systematic approach will ensure that you stay on track, that you do not forget any reports, projects, papers, etc., and that your objectives and final goals are met.

Exploring Technology



In Chapter 2, Time Management, you had an opportunity to experiment with the Microsoft Outlook calendar and task pad. Some of the tasks that you must accomplish each day are really objectives or activities that support the accomplishment of your goals. Review one of your major goals and its objectives/activities, look at the month that you chose in the Microsoft Outlook calendar and task pad, and record your objectives for this goal on the various days that you feel you will be able to address them. Update the task pad at the end of each day and carry forward any tasks that were not completed to another day. At the end of the month, assess where you are in achieving your goal and carry forward to the next month those objectives or tasks that can be accomplished in that month. By participating in this activity, you are taking your time-management and goal-setting skills to the next level; that is, the electronic or computerized level.

Web Connections

TRAVELING THE INFORMATION SUPERHIGHWAY



Numerous websites deal with goal setting and motivation. Check out the following Web addresses to assist you in achieving your goals and motivating yourself to excellence.

www.mygoalmanager.com

www.selfgrowth.com/

www.topachievement.com

www.mindtools.com/page6.html



Journal

As a result of this chapter, and in preparing for my journey, I plan to . . .