

Personal Management

Course	Rationale
Practicum in Health Science Unit VII Career Preparation and Employability Essential Question <i>Why is it necessary to establish short-term goals and long-term goals?</i> TEKS 130.205(c) 1AB 3E 7B Prior Student Learning none Estimated time 3-5 days	<p>Setting goals provides a method for identifying, planning, and working towards personal and professional growth.</p> <p>Objectives</p> <p>Upon completion of this lesson, the student will be able to:</p> <ul style="list-style-type: none"> • Apply concepts of personal development using the goal-setting concept to create short-term goals and long-term goals for the current school academic year. • Understand what goal-setting is and its importance in Personal Management. • Identify the benefits of goal-setting. • Determine short-term goals and long-term goals. • Develop <i>S.M.A.R.T. Goals Planner</i>. • Sign a <i>Personal Development Mentor/Mentee Partnership Agreement</i>. <p>Engage</p> <p>Share with the students a goal that you had when you were in high school. Let them know what you did to achieve your goal and whether you were successful or not. Ask the students to share with you some of their goals for this year and for after they graduate from high school.</p> <p>Key Points</p> <ol style="list-style-type: none"> I. To achieve your goals, you must choose the best path and make a commitment to it, while remaining flexible enough to deal with changes and new opportunities. II. Personal Management <ol style="list-style-type: none"> A. What is Personal Management? <ol style="list-style-type: none"> 1. <i>Personal management</i> is about mapping a plan for your life that will involve setting <i>short-term</i> and <i>long-term</i> goals and investigating different ways to reach those goals. 2. Education, training, and experience all help make your goals become a reality. 3. To achieve your goals, you must choose the best path and make a commitment to it, while remaining flexible enough to deal with changes and new opportunities. B. What is Goal Setting? <ol style="list-style-type: none"> 1. Goal-setting is a powerful technique for helping you develop a solid foundation for future planning and organization. 2. Goal-setting helps you to know where you want to concentrate and what to improve. C. Benefits of Goals

1. Goals provide clarity and importance.
 2. Goals improve self-confidence.
 3. Goals increase the motivation to achieve.
 4. Goals help improve performance.
 5. Goals help increase pride and satisfaction in reaching achievements.
 6. Goals help decrease negative attitude.
 7. Goals provide challenges and standards.
 8. Students who use goal-setting effectively suffer less from stress, are better able to concentrate, show more self-confidence, and seem to feel happier.
 9. Successful students begin with goals, then set their priorities to accomplish their goals. Furthermore, successful students are able to manage their time according to their priorities.
- D. S.M.A.R.T. Goals
1. **S** = Specific Make your goal very precise. For example, a goal of graduating from high school is too general. Specify how this will be accomplished. (Study more in order to receive better grades.)
 2. **M** = Measurable Make your goal one that can be measured with numbers to see if you have hit it. Establish criteria for how a goal is to be achieved. Measurable does not refer to a timeline; it means determining a way to measure your success in completing the long-range goal.
 3. **A** = Achievable Make your goal something you can accomplish. Be proactive in taking action that will result in reaching the desired goal
 4. **R** = Realistic Make your goal something in the realm of possibility.
 5. **T** = Timely - Make your goal have a time limit or target. Allow reasonable time to complete each goal, but not so much time that you lose focus or motivation.
- E. Short-Term Goals
1. Short-Term Goals are goals you want to do in the *near future*. The near future can mean today, this week, this month, or even this year.
 2. Short-Term Goals are things you want to accomplish soon. Things that will take you a long time to accomplish are called long-term goals.
- F. Long-Term Goals
1. Long-Term Goals are something you want to accomplish in the *future*.
 2. Long-Term Goals require time and planning. They are not things you can do this week or even this year.
 3. Long-Term Goals are usually at least several years away.
 4. Sometimes it takes many steps to complete Long-Term Goals.
 5. Long-Term Goals are important for a successful career.
- III. Weekly S.M.A.R.T. Goals Planner A planner is used to manage your time, prioritize assignments, and track grades for every six weeks during the

academic school year.

A. How do you use your planner?

1. You will use your *S.M.A.R.T. Goals Planner* to record *monthly* activities.
 - a. Holidays and Birthdays
 - b. Important Events
 - c. Games/Activities
 - d. Goal Setting
 - e. Appointments, Meetings, etc.
2. You will use your *S.M.A.R.T. Goals Planner* to record *weekly* activities.
 - a. Weekly Goals
 - b. Homework Assignments
 - c. Tests and Quizzes
 - d. Projects
 - e. Tutoring
 - f. Work Time on Assignments
3. Planner Expectations
 - a. Planners are filled out each class period.
 - b. Write NO HW if no homework is given.
 - c. Feel free to color-code assignments, classes, days of the week, etc.
 - d. Place stars, highlight, or underline major assignments, as well as your plan for completing them.
 - e. Include times and dates you need to study/work on assignments.
 - f. Set S.M.A.R.T. Goals: Specific, Measurable, Achievable, Realistic, and Timely.
 - g. Check off assignments that have been completed, rather than cross them off.
 - h. Set new goals, plan, or get ahead on an upcoming assignment.
 - i. Keep this planner in your binder/backpack.
 - j. Check your planner for assignments and tasks every night and every morning.
 - k. Check in with your school mentor every Wednesday.

IV. Mentor and Mentee Partnership

- A. What is a mentor? A mentor is a wise and trusted counselor or teacher.
- B. A mentor is an influential senior sponsor or supporter.
- C. What is a mentee? A mentee is a person who is guided by a mentor.

Activity

- I. Determine short-term goals and long-term goals.
- II. Design Life Goals Collage.
- III. Establish Six Weeks S.M.A.R.T. Goals Planner.
- IV. Sign *Personal Development Mentor/Mentee Partnership Agreement*.
- V. Present *Life Goals Collage* to the class.

Assessment

Successful completion of all activities.

Materials

Handouts for each student

- *Personal Management Terms and Definitions*
- *Note Taking Form*
- *Short-Term Goals*
- *Long-Term Goals*
- *Life Goals Collage*
- *Six Weeks S.M.A.R.T. Goals Planner*
- *Personal Development Mentor/Mentee Partnership Agreement*

Supplies listed in each activity

Pencils and Pens

Computer and Internet access for teacher and students

Projector (for digital presentation)

Accommodations for Learning Differences

For reinforcement, the student will make an immediate goal, one to be accomplished within one week, then evaluate the process at the end of the week.

For enrichment, the student will make a goal map for their life, making goals for family, relationships, education, career, hobbies, and physical fitness.

National and State Education Standards

National Health Science Cluster Standards

HLC09.01 Employability and Career Development

Evaluate need for personal growth and development: Engage in continuous self-assessment and goals modification for personal and professional growth

TEKS

130.205(c)(1)(A) interpret data from various sources in formulating conclusions;

130.205(c)(1)(B) compile information from a variety of sources to create a technical report;

130.205(c)(3)(E) evaluate performance for continuous improvement and advancement in health science; and

130.205(c)(7)(B) Plan academic achievement for advancement in the health science industry.

Texas College and Career Readiness Standards

English Language Arts

II. B. Understand new vocabulary and concepts and use them accurately in reading writing and speaking.

Personal Management Terms and Definitions

1. **Goal Setting** - a powerful technique for helping you develop a solid foundation for future planning and organization.
2. **Short-Term Goals** - goals you want to do in the *near future*; the near future can mean today, this week, this month, or even this year.
3. **Long-Term Goals** - something you want to accomplish in the *future*; they require time and planning; they are not things you can do this week or even this year; they are usually at least several years away.
4. **Personal Management** - is about mapping a plan for your life that will involve setting short-term and long-term goals and investigating different ways to reach those goals; education, training, and experience all help make your goals become a reality.
5. **Mentee** - a person who is guided by a mentor.
6. **Mentor** - a wise and trusted counselor or teacher, an influential senior sponsor or supporter.
7. **Planner** - used to manage your time, prioritize assignments, and track grades for every six weeks during the academic school year.
8. **S.M.A.R.T.** - guidelines to help you set effective goals; S = Specific; M = Measurable; A = Achievable; R = Realistic; T = Timely.



Activity 1 - Short-Term Goals

- Project** Determine your short-term goals for the current academic school year.
- Activity** It is important to understand and determine your goals. In this activity you will understand the difference between short-term goals and long-term goals. You will determine your short-term goals for the current academic school year. Keep a copy of your *Activity 1 - Short-Term Goals* handout to remind yourself to stay focused on your goals during the current academic year.
- Supplies** *Activity 1 - Short-Term Goals* handout, pen or pencil
- Deliverable** *Activity 1 - Short-Term Goals* handout completed (including reflection)
- Reflection** Write a short paragraph listing your short-term goals and why it is important to set short-term goals.

How Your Grade will be Calculated

Graded Elements	Total Points
<i>Activity 1 - Short-Term Goals</i>	50
Difference Between Short-Term and Long-Term Goals Activity	15
Shows depth of thought	20
Reflection	15
Total	100

Part 1

Practice identifying short-term goals. *NOTE:* Sometimes accomplishing short-term goals may help you achieve one big long-term goal.

Directions

Place a checkmark next to the phrases you think are short-term goals.

Checkmark	Short-Term Goals
	1. Talk to a teacher after school concerning a class assignment.
	2. Go to a university or a community college.
	3. Get married and have a family.
	4. Apply for a job.
	5. Learn how to speak English fluently.
	6. Deposit a check into your bank account.
	7. Purchase healthy foods from the grocery store.
	8. Purchase a home within the next five years.
	9. Become a manager at your job.
	10. Raise your mathematics grade from 80% to 90% by the end of the semester.

Part 2

Directions

Determine your five short-term goals and list in the space provided below.

My SHORT-TERM Goals

Something Achievable in the Next Month!

1. My Short-Term Goal is
2. My Short-Term Goal is
3. My Short-Term Goal is
4. My Short-Term Goal is
5. My Short-Term Goal is

Actions to Take to Achieve My Short-Term Goals!

1.
2.
3.
4.
5.

Reflection

Directions

Write a short paragraph listing your short-term goals and why it is important to set short-term goals.



Activity 2 - Long-Term Goals

- Project** Determine your long-term goals for the current academic school year.
- Activity** It is important to understand and determine your goals. In this activity you will understand the difference between short-term goals and long-term goals. You will determine your long-term goals for the current academic school year. Keep a copy of your *Activity 2 - Long-Term Goals* handout to remind yourself to stay focused on your goals during the current academic year.
- Supplies** *Activity 2 - Long-Term Goals* handout, pen or pencil
- Deliverable** *Activity 2 - Long-Term Goals* handout completed (including reflection)
- Reflection** Write a short paragraph listing your Long-Term Goals and why it is important to set Long-Term Goals.

How Your Grade will be Calculated

Graded Elements	Total Points
<i>Activity 2 - Long-Term Goals</i>	50
Difference Between Short-Term and Long-Term Goals Activity	15
Shows depth of thought	20
Reflection	15
Total	100

Part 1

Practice identifying long-term goals. *NOTE:* Sometimes accomplishing long-term goals may help you achieve one big long-term goal.

Directions

Place a checkmark next to the phrases you think are long-term goals.

Checkmark	Long-Term Goals
	1. Talk to a teacher after school concerning a class assignment.
	2. Go to a university or a community college.
	3. Get married and have a family.
	4. Apply for a job.
	5. Learn how to speak English fluently.
	6. Deposit a check into your bank account.
	7. Purchase healthy foods from the grocery store.
	8. Purchase a home in within the next five years.
	9. Become a manager at your job.
	10. Raise your mathematics grade from 80% to 90% by the end of the semester.

Part 2

Determine your five long-term goals and list in the space provided below.

My LONG-TERM Goals

Something that will take longer than a month to achieve!

1. My Long-Term Goal is
2. My Long-Term Goal is
3. My Long-Term Goal is
4. My Long-Term Goal is
5. My Long-Term Goal is

Actions to Take to Achieve My Long-Term Goals!

1.
2.
3.
4.
5.

Reflection

Directions

Write a short paragraph listing your long-term goals and why it is important to set long-term goals.

S.M.A.R.T. Questions to Ask Yourself

Directions

Answer *YES* or *NO* to the following questions.

1. Is the goal achievable? _____
 - A. Can I accomplish my goal in the time-span I have set? _____
 - B. Does achieving this goal depend only on me and not on conditions outside of me? _____
2. Do I believe I can achieve this goal? _____
 - A. Are my skills and abilities equal to this goal? _____
3. Will I know when I have reached my goal? _____
 - A. Have I set my goal in specific terms? _____
4. Do I want to do what it takes to reach my goal? _____
 - A. Is the goal one that interests me? _____
5. Is the goal presented with an alternative? _____
 - A. Have I made a firm decision? _____
 - B. Am I focused on what I need to be doing? _____
 - C. Do I have an alternative if I cannot reach my goal? _____
6. Am I motivated to pursue my goal? _____
 - A. Do I have a support system? _____
 - B. Have I set up a timeline towards my goal? _____
 - C. Do I have a reward system in place? _____
7. Is the goal of value to me? _____
 - A. Is the goal compatible with my values? _____
 - B. Does my goal have longevity? Do I need to consider more education? _____

NOTE: If you have answered “YES” to the questions listed above, you have selected valid goals.



Activity 3 - Life Goals Collage

Project Create a collage depicting 10-12 Life Goals

Activity It is important to set goals and develop an action plan to achieve those goals. In this activity, think about 10 goals that you want to achieve in the next 10 years. Find photos that represent those goals. For example, if one of your goals is to graduate from college, find a photo of a person in cap and gown to represent that goal. Use a photo of something from the college of your choice, such as a banner or mascot, to identify the college. If one of your goals is to have a new car, find a photo of the car. Create a new 8.5"x11" document when you have all of your photos that represent your life goals. You can create this document in any photo editing software program for this project. Create the best arrangement and resize the photos as needed. Finally, add text to the collage. The text can be as simple as, "Elizabeth's Life Goals." Choose something meaningful.

Print your collage and keep it to remind you to stay focused on your goals.

Remember the action plan. If graduating from college is one of your life goals, take action in high school to prepare for college by taking more than the required classes and plan ahead. Good luck with the project and with achieving your goals.

Supplies Internet access, photo editing software, printer

Deliverable An 8.5"x 11" collage representing 10 life goals with text (including reflection)

Reflection Write a short paragraph listing your life goals and why it is important to set goals and develop an action plan.

How Your Grade will be Calculated

Graded Elements	Total Points
8.5"x 11" collage with 10 life goals	50
Descriptive text	10
Shows depth of thought	15
Creativity in design	15
Reflection	10
Total	100

Name _____ Date _____

Activity 4 - Six Weeks S.M.A.R.T. Goals Planner
MONTHLY Activities

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
2					
3					
4					
5					
6					
SIX WEEKS PRIORITIES					

Six Weeks S.M.A.R.T. Goals Planner

My #1 Weekly S.M.A.R.T. Goal is					
Signature _____	Monday	Tuesday	Wednesday	Thursday	Friday
English					
Math					
Science					
Social Studies					
Saturday	To-Do List				
Sunday					

Mentor Teacher Comments:

Six Weeks S.M.A.R.T. Goals Planner

My #2 Weekly S.M.A.R.T. Goal is					
Signature _____	Monday	Tuesday	Wednesday	Thursday	Friday
English					
Math					
Science					
Social Studies					
Saturday	To-Do List				
Sunday					

Mentor Teacher Comments:

Six Weeks S.M.A.R.T. Goals Planner

My #3 Weekly S.M.A.R.T. Goal is					
Signature _____	Monday	Tuesday	Wednesday	Thursday	Friday
English					
Math					
Science					
Social Studies					
Saturday	To-Do List				
Sunday					

Mentor Teacher Comments:

Six Weeks S.M.A.R.T. Goals Planner

My #4 Weekly S.M.A.R.T. Goal is					
Signature _____	Monday	Tuesday	Wednesday	Thursday	Friday
English					
Math					
Science					
Social Studies					
Saturday	To-Do List				
Sunday					

Mentor Teacher Comments:

Six Weeks S.M.A.R.T. Goals Planner

My #5 Weekly S.M.A.R.T. Goal is					
Signature _____	Monday	Tuesday	Wednesday	Thursday	Friday
English					
Math					
Science					
Social Studies					
Saturday	To-Do List				
Sunday					

Mentor Teacher Comments:

Six Weeks S.M.A.R.T. Goals Planner

My #6 Weekly S.M.A.R.T. Goal is					
Signature _____	Monday	Tuesday	Wednesday	Thursday	Friday
English					
Math					
Science					
Social Studies					
Saturday	To-Do List				
Sunday					

Mentor Teacher Comments:

Activity 5 - Personal Development Mentor/Mentee Partnership Agreement

A successful mentee and mentor relationship requires a commitment on the part of both partners. The following agreement is intended to provide a starting framework for the partnership. Either party should understand that they may withdraw from the relationship at any time by contacting each other. Each partner should keep a copy of this agreement and make every effort to fulfill the terms of the agreement.

Mentor _____ **Room Number** _____

Subject Taught _____ **Email Address** _____

Mentee _____ **Email Address** _____

Mentor and mentee are encouraged to share additional contact information as needed.

MENTEE GOALS

The mentee should establish with the mentor at least four personal development short-term goals and long-term goals. ***Goals should be Specific, Measurable, Achievable, Relevant, and Timely (S.M.A.R.T.).***

GOAL # 1 _____

GOAL # 2 _____

GOAL # 3 _____

GOAL # 4 _____

CONTACT AGREEMENT

The duration of the formal mentoring program is 10 months during the school session. Mentors are encouraged to continue the relationship on a voluntary basis. Contacts with mentee must be in person each Wednesday.

Mentee and Mentor agree to meet at least once each week for 10 months.

Mentee and Mentor to provide a final evaluation of the relationship at the end of the formal program.

Mentee Signature and Date

Mentor Signature and Date

MENTEE FINAL EVALUATION

Mentee _____ Mentor _____

Mentor Title _____ Email Address _____

Number of Mentee Contacts with Mentor _____ Type of Contacts _____

Overall, how would you rate the mentoring experience?

5 - Excellent 4 - Good 3 - Satisfactory 2 - Fair 1 - Poor

Comments

Rate the following statements on the scale of 1 - 5.

5 - Strongly Agree 4 - Agree 3 - Disagree 2 - Strongly Disagree 1 - Don't Know

_____ I feel that I have reached all or some of my short-term goals for personal growth.

_____ I feel that I have reached all or some of my long-term goals for personal growth.

_____ I feel more self-confident since completing the Mentor/Mentee program.

_____ My Mentor played an important part in my growth and development.

_____ I plan to continue my training and education.

_____ I plan to continue to work on reaching current and future career goals.

_____ I feel the training I received had a positive effect on my academic success.

My Mentor and I plan to continue our relationship. Yes _____ No _____ Don't Know _____

I would like to serve as Mentor in the future. Yes _____ No _____ Don't Know _____

Mentee's Signature and Date

MENTOR FINAL EVALUATION

Mentor _____ Email Address _____
School _____ Subject Taught _____
Number of Mentor Contacts with Mentee _____ Type of Contacts _____
Mentee _____ Email Address _____

Overall, how would you rate the mentoring experience?

5 - Excellent 4 - Good 3 - Satisfactory 2 - Fair 1 – Poor

Comments

Rate the following statements on the scale of 1 - 5.

5 - Strongly Agree 4 - Agree 3 - Disagree 2 - Strongly Disagree 1 – Don't Know

_____ I feel that the Mentee reached all or some of his/her goals for personal short-term goals and long-term goals growth.

_____ I feel better about his/her potential for professional growth after completing the mentoring program.

_____ I see in the Mentee a greater self-confidence since we began the mentoring relationship.

_____ I feel I played an important part in the academic and personal development of the Mentee.

_____ I think the Mentee will become a long-term productive student.

_____ I feel that I have gained from the mentoring relationship.

_____ I would encourage others to serve as mentors.

_____ I would like to mentor others in the future.

_____ I found the mentor role to be too demanding.

My Mentee and I plan to continue our relationship. Yes _____ No _____ Don't Know _____

Mentor's Signature and Date