

Lesson 5

Goal Setting

This lesson introduces the students to goal setting, the idea that effective leaders know how to set specific and measurable or “smart” goals for themselves and their teams.

Overall Goal

Students will construct two “smart” goals that are relevant to them personally.

Objectives

1. Students will defend the principle that to be effective, leaders must set “smart” goals.
2. Students will appreciate the idea that a team will support the leader’s goals only if the team has some say in what those goals are.
3. Students will explain how “multi-voting” can be used to reach a consensus.
4. Students will describe the five characteristics of “smart” goals.
5. Students will create two “smart” goals that are relevant to them personally.

Instructor Prep

Prior to the class, the cadet instructor should review *Learn to Lead*, Volume 1, pages 32-24, and Volume 2, pages 60-61. See capmembers.com/L2L. Also review pages 10-11 in the Cadet Staff Handbook. See capmembers.com/library.

Set-Up

To save time, list the pizza choices of Main Point #2 on the white board prior to class.

Lesson Outline

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| 1. Attention: Cadet Psycho | 2 min |
| 2. Main Point #1 Leaders Need Goals | 2 min |
| 3. Main Point #2 Leaders Need to Develop Consensus | 5 min |
| 4. Main Point #3 Anatomy of Smart Goals | 10 min |
| a. Anatomy of smart goals | |
| b. Possible examples of smart goals | |
| 5. Exercise: Creating Smart Goals | 10 min |
| a. Individual work & tutoring | |
| b. Sharing of smart goals | |
| 6. Conclusion: Eric’s Story | 2 min |

Estimated Duration 30 – 35 min

LESSON PLAN

Attention

Have three cadets pose questions to a fourth cadet who plays Cadet Psycho. It may be helpful to have the cadet who played Cadet Psycho in the earlier lesson reprise his or her role here.

CADET A: "Hey, Cadet Psycho, what will we do in our squadron this year?"

CADET PSYCHO: "I'm not sure. We'll figure something out."

CADET B: Is it true you want to become a fighter pilot?

CADET PSYCHO: Yes. I want to fly the F-22 Raptor, the most state-of-the-art fighter.

CADET B: How will you reach that goal?

CADET PSYCHO: Oh, when I grow up, I figure I'll just become a fighter pilot.

CADET C: Cadet Psycho, you volunteered our squadron to proofread the New York City phonebook?

CADET PSYCHO: Yep, sure did.

CADET C: But that's incredibly boring and stupid. And it's 2,000 pages long!

CADET PSYCHO: But it's my goal. And we have to get it done by Friday.

CADETS A, B, & C: Well, it's not our goal.

Main Point 1. Leaders Need Goals

Leaders need to know how to set goals. And not just vague goals, but smart goals, dreams with deadlines.

Why is that?

Two quotes make this point clear:

(1) "If you don't know where you're going, you might not get there."
Yogi Berra

(2) `Would you tell me, please, which way I ought to go from here?'

`That depends a good deal on where you want to get to,' said the Cat.

`I don't much care where--' said Alice.

`Then it doesn't matter which way you go,' said the Cat.

Alice's Adventures in Wonderland
Lewis Carroll

Main Point 2. Leaders Need to Develop Consensus

From our earlier example where Cadet Psycho set a goal of proofreading the New York City phone book, that goal failed because the other cadets were against it. As a leader, Cadet Psycho failed to develop a consensus.

What does it mean to develop a consensus?

Why do politicians, in particular, need to develop a consensus?

What are some things leaders do to build a consensus? (*List on white board.*)

Examples include:

Be a good listener

Invite people to share their ideas

Explain how your idea is good for you, the team, and your teammates

Look for “win / win” situations, not “I win / you lose” situations

Suppose we were to have pizza together. Raise your hand to vote for the type of pizza you’d like to eat. (*Allow everyone in the room to vote; tally the votes on the board.*)

Pepperoni, thin crust

Veggie

Pepperoni, deep dish

Veggie, hold the onions

Cheese, thin crust

Veggie, hold the mushrooms

Cheese, deep dish

Veggie, extra peppers

Meat Lover’s

White

Meat Lover’s, with anchovies

Supreme, thin crust

Meat Lover’s, with Canadian bacon

Supreme, deep dish

Hawaiian

Other

It’s assumed that there will be no clear consensus. The votes will be all over the map.

When you have only one vote, it’s hard to build a consensus. Therefore, leaders sometimes use a technique called multi-voting to make decisions and reach a consensus.

Allow everyone to vote again, but this time give each person two votes.

It’s assumed that a consensus will emerge or at least start to emerge. Perhaps the pizza that was the #3 most popular in the first vote will emerge as the consensus choice.

What implications do multi-voting create in goal-setting?

Next time your club is debating what activities and projects to set as goals, multi-voting can help your group figure out which project emerges as the consensus choice.

Main Point 3. Anatomy of Smart Goals

Goals are dreams with deadlines. How do you set goals? What process should you follow? One approach is called "S.M.A.R.T. Goals." *Have the students use their Smart goals worksheet in their student guide to take notes as you work through each part of the acronym.*

Specific

A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

Who:

What:

Where:

When:

Which:

Why:

Who is involved? What do I want to accomplish?

Identify a location. Establish a time frame. Identify requirements and constraints.

Identify specific reasons or the benefits of accomplishing the goal.

Example: A general goal would be, "Get in shape." But a specific goal would say, "Join a health club and workout 3 days a week."

Measurable

Establish concrete standards for measuring progress toward the attainment of each goal.

When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort.

To determine if your goal is measurable, ask questions such as How much? How many? How will I know when it is accomplished?

Attainable

When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals. You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps.

Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them.

When you list your goals you build your self-image, you see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Realistic

To be realistic, a goal must represent an objective toward which you are both willing and able to work.

A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished seemed easy simply because they were a labor of love.

Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past, or ask yourself what conditions would have to exist to accomplish this goal.

Timely

A goal must be timely. After all, goals are dreams with deadlines. The deadline is what makes a goal timely. Without deadlines or checkpoints along the way, you are apt never to reach your goal. You'll succumb to the "I'll get there someday" mindset.

Potential Smart Goals

Read through each potential smart goal together as a group. Ask students to say if the goal is "smart" or not and explain why.

(1) By devoting more time to homework and studying for tests, I will raise my average grade from a C to a B.

Not specific. Exactly what does "devoting more time to homework" mean?

(2) I'm a runner and I want to win a 1-mile race next weekend. I'll train by running 1-mile a day, everyday for the next week. As a result of my training, I'll lower my 1-mile run time from 11 minutes to 6 minutes.

Not realistic. The training plan is specific and measurable, but over just one week, a 5 minute reduction in time is unrealistic.

(3) I want to be elected class president. The day before the election, I will mail a letter to each of my classmates' home addresses describing in detail my 10-point plan for making our class the best ever. When my classmates see this outstanding 10-point plan, they will want to cast their vote for me.

A very “smart” plan, except that it’s not timely. If you mail something the day before the election, kids won’t get the letter until they come home from school on election day.

(4) Our gym teacher is awesome at free-throws in basketball. Any kid who can beat him in a contest of 100 free-throws wins a trophy and bragging rights. To defeat our gym teacher, I will practice free-throws at my house from 4:30 to 5:00 pm every day for at least the next two weeks. When I am able to sink 80 free-throws out of 100, I will know I am ready to challenge my teacher.

A very “smart” goal. Smart in every regard.

(5) My parents promised to buy me a PlayStation5 Super Gee Wiz Gaming System if I make the honor roll this term. I usually earn A’s and B’s in every subject except math. To meet my goal, I will continue my homework and study habits as usual, except for math I will see my teacher on Mondays and Fridays after school for 15 minutes to get extra help with my homework. Half-way through the term, when progress reports come out, I expect to have a B average or better. If not, I will increase my tutoring sessions to three times a week.

A very “smart” goal. Smart in every regard.

Workshop: Creating Smart Goals

Have the students come up with two smart goals. The goals can be about anything, just so long as they are important to the individual. When the students are ready, have cadets work one-on-one them to check if the goal is “smart.” When all students have completed the exercise, read some of the best examples of smart goals aloud to the class (check with the affected students before doing this).

Conclusion. Eric’s story

(refer to slides)

What’s the moral of the story? Set smart goals for yourself and your team. And once again, steer clear of drugs because they’ll only sidetrack you from your goals. You can accomplish anything if you set your mind to it and have a plan to get there.