

Attitude, Goal Setting, and Life Management

chapter 1



*The future belongs to those who believe in the
beauty of their dreams.*

Eleanor Roosevelt (1884–1962)

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Objectives

- Define *professionalism*
- Define and describe *personality* and *attitude* and their influence in the workplace
- Identify individual personality traits and *values*
- Identify the influences of *self-efficacy*
- Identify and develop a strategy to deal with past negative experiences
- Define *locus of control*
- Identify primary and secondary *learning styles*
- Describe the importance of *goal setting*
- Identify the impact setting goals and objectives have on a life plan
- Set realistic goals
- Define goal-setting techniques
- Create *short-term* and *long-term goals*
- Describe the importance of setting *priorities*

How-Do-You-Rate

Are you self-centered?		Yes	No
1.	Do you rarely use the word “I” in conversations?	<input type="checkbox"/>	<input type="checkbox"/>
2.	When in line with coworkers, do you let coworkers go ahead of you?	<input type="checkbox"/>	<input type="checkbox"/>
3.	Do you keep personal work accomplishments private?	<input type="checkbox"/>	<input type="checkbox"/>
4.	Do you rarely interrupt conversations?	<input type="checkbox"/>	<input type="checkbox"/>
5.	Do you celebrate special events (e.g., birthdays, holidays) with your coworkers by sending them a card, a note, or small gift?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered “yes” to two or more of these questions, well done. Your actions are more focused on the needs of others and you are most likely not self-centered.

All About You

Congratulations! You are about to embark on a self-discovery to identify how to become and remain productive and successful in the workplace. The first step in this self-discovery is to perform a simple exercise. Look in a mirror and write the first three words that immediately come to mind.

1. _____.
2. _____.
3. _____.

These three words are your mirror words. **Mirror words** describe the foundation of how you view yourself, how you view others, and how you will most likely perform in the workplace.

This text is all about professionalism in the workplace. The goal of both your instructor and the authors is to not only help you secure the job of your dreams, but more importantly to keep that great job and advance your career based upon healthy, quality, and productive work habits that benefit you, your coworkers, and your organization. **Professionalism** is defined as workplace behaviors that result in positive business relationships. This text provides you tools to help you experience a more fulfilling and productive career. The secret to healthy relationships at work is to first understand you. Once you understand your personal needs, motivators, and irritants, it becomes easier to understand and successfully work with others. This is why the first part of this chapter focuses on your personality, your values, and your self-concept.

An individual’s personality and attitude dictate how he or she responds to conflict, crisis, and other typical workplace situations. Each of these typical workplace

situations involves working with and through people. Understanding your own personality and attitude makes it much easier to understand your reactions to others' personalities and attitudes.

The workplace is comprised of people. **Human relations** are the interactions that occur with and through people. These interactions create relationships. Therefore, you theoretically have relationships with everyone you come into contact with at work. For an organization to be profitable, its employees must be productive. It is difficult to be productive if you cannot work with your colleagues, bosses, vendors, and/or customers. Workplace productivity is a result of positive workplace interactions and relationships.

Personality is a result of influences, and there are many outside influences that affect workplace relationships. These influences may include immediate family, friends, extended family, religious affiliation, and even society as a whole. This means that your experiences and influences outside of work affect your workplace behavior. It also means that experiences and influences at work affect your personal life. Therefore, to understand workplace relationships, you must first understand yourself.

Personality and Values

Behavior is a reflection of personality. **Personality** is a stable set of traits that assist in explaining and predicting an individual's behavior. Personality traits can be positive, such as being caring, considerate, organized, enthusiastic, or reliable. However, personality traits can also be negative, such as being rude, unfocused, lazy, or immature. For example, if your personality typically reflects being organized at work and suddenly you become disorganized, others may believe something is wrong because your disorganized behavior is not in sync with your typical stable set of organized traits. An individual's personality is shaped by many variables, including past experience, family, friends, religion, and societal influences. Perhaps a family member was incredibly organized and passed this trait on to you. Maybe someone in your sphere of influence was incredibly unorganized, which influenced you to be very organized. These experiences (positive or not) shape your values. **Values** are things that are important to you as an individual based upon your personal experiences and influences. These influences include religion, family, and societal issues such as sexual preference, political affiliation, and materialism. Note that you may have good or bad values. You may value achievement, family, money, security, or freedom. For example, one individual may not value money because he or she has been told that "money is the root of all evil." Contrast this with an individual who values money because he or she has been taught that money is a valuable resource used to ensure a safe, secure future. Since values are things that are important to you, they will directly affect your personality. If you have been taught that money is a valuable resource, you may be very careful in your spending. Your personality trait will be that of a diligent, hardworking person who spends cautiously. A more in-depth discussion of values and how they relate to business ethics is presented in chapter 4.

Here is an example of how one's past experience shapes one's values. Cory's parents were both college graduates with successful careers. Cory worked hard to secure a new job. Cory continues to go to college and achieve success at work because the influences from the past impact Cory's values and beliefs in the ability to perform successfully at work. However, many of Cory's friends are

Talk It Out

What cartoon character best reflects you?

not attending college, and many have a hard time securing and/or maintaining employment. For this reason, Cory gets no support from these friends regarding earning a degree and securing employment.

As explained in the example of Cory's values, those values are affecting both career and life choices. These are positive choices for Cory, but negative choices for some of Cory's friends.

Attitude

An **attitude** is a strong belief toward people, things, and situations. For example, you either care or do not care how your classmates feel about you. Your past success and failures affect your attitude. Your attitude is related to your values and personality. Using the previous money example, if you value money, then your attitude will be positive toward work, because you value what you get in return for your work effort—a paycheck. Attitude affects performance. An individual's performance significantly influences a group's performance. A group's performance, in turn, impacts an organization's performance. Think about a barrel of juicy red apples. Place one bad apple in the barrel of good apples, and, over time, the entire barrel will be spoiled. That is why it is so important to evaluate your personal influences. The barrel reflects your personal goals and your workplace behavior. Your attitude affects not only your performance, but also the performance of those with whom you come in contact.

Does this mean you avoid anyone you believe is a bad influence? Not necessarily. You cannot avoid certain individuals, such as relatives and coworkers. However, you should be aware of the impact individuals have on your life. If certain individuals have a negative influence, avoid or limit your exposure to the negative influence (bad apple). If you continue to expose yourself to negative influences, you can lose sight of your goals, which may result in a poor attitude and poor performance.

Self-Efficacy and Its Influences

Let us review your “mirror words” from the beginning of this chapter. What did you see? Are your words positive, or negative? Whatever you are feeling is a result of your **self-concept**. Self-concept is how you view yourself. Thinking you are intelligent or believing you are attractive are examples of self-concept. **Self-image** is your belief of how others view you. If your self-concept is positive and strong, you will reflect confidence and not worry about how others view you and your actions. If you are insecure, you will rely heavily on what others think of you. While it is important to show concern for what others think of you, it is more important to have a positive self-concept. Note that there is a difference between being conceited and self-confident. Behaving in a conceited manner means you have too high an opinion of yourself as compared to others. People are drawn to individuals who are humble, display a good attitude, are confident, and are consistently positive. If you believe in yourself, a positive self-image will follow without effort. It is easy to see the tremendous impact both personality and attitude have in the development of your self-concept and

self-image. One final factor that influences self-concept and performance is that of self-efficacy. **Self-efficacy** is your belief in your ability to perform a task. For example, if you are confident in your math abilities, you will most likely score high on a math exam because you believe you are strong in that subject. However, if you are required to take a math placement exam for a job and you are not confident in your math abilities, you will most likely not perform well. The way you feel about yourself and your environment is reflected in how you treat others. This is called **projection**. If you have a positive self-concept, this will be projected in a positive manner toward others.

Envision a hand mirror. The handle of the mirror (the foundation) is your personality. The frame of the mirror is your personal values. The mirror itself is your attitude, which is reflected for you and the world to see. The way you view yourself is your self-concept; the way you believe others see you is your self-image.

Exercise 1-1 All About You

Describe yourself. Include your personality traits, personal values and attitude toward achieving career success.

Dealing with Negative “Baggage”

Many of us have experienced a person who appears to have a “chip on his or her shoulder” that negatively influences his or her behavior. This is reflected in the individual’s personality. More often than not, this “chip” is a reflection of a painful past experience. What many do not realize is that our negative past experiences sometimes turn into personal baggage that creates barriers to career success. Examples of negative past experiences may include traumatic issues such as an unplanned pregnancy or a criminal offense. Other times, the negative experience involved a poor choice or a failure at something that had great meaning. These experiences are the ones that most heavily impact one’s personality, values, and self-esteem. In turn, this will affect your attitude at the workplace, which will eventually affect your performance. Consider the following example concerning Cory. In high school, Cory made a poor choice and got in minor trouble with the law. Cory paid the dues, yet is still embarrassed and sometimes still feels unworthy of a successful future. Cory is trying to climb the mountain of success carrying a hundred-pound suitcase. The suitcase is filled with the thoughts of previous poor choices and embarrassment. From others’ perspective, Cory does not need to carry this unnecessary baggage. In fact, because of Cory’s motivation to complete college, most friends and acquaintances are unaware of Cory’s past mistake. Cory’s current self-efficacy leads Cory to believe success cannot be attained. Cory needs to learn from and forgive the past mistake and move forward. As self-image improves, Cory’s belief in the ability to succeed will increase.

If you are one of these individuals who have had a negative experience that is hindering your ability to succeed, recognize the impact your past has on your future. Although you cannot change yesterday, you can most certainly improve your today and your future. Begin taking these steps toward a more productive future:

1. *Confront your past.* Whatever skeleton is in your past, admit that the event occurred. Do not try to hide or deny that it happened. There is no need to share the episode with everyone, but it may help to confidentially share the experience with one individual (close friend, family member, religious leader, or trained professional) who had no involvement with the negative experience. Self-talk is the first step toward healing. Verbally talk through your feelings, reminding yourself of your positive assets.
2. *Practice forgiveness.* Past negative experiences create hurt. A process in healing is to forgive whoever hurt you. This does not justify what was done as acceptable. The act of forgiveness does, however, reconcile in your heart that you are dealing with the experience and are beginning to heal. Identify who needs forgiveness. Maybe it is a family member, perhaps it is a friend or neighbor, or maybe it is you. Your act of forgiveness may involve a conversation with someone, or it may just involve a conversation with yourself. Practice forgiveness. In doing so, you will begin to feel a huge burden being lifted.
3. *Move forward.* Let go of guilt and/or embarrassment. Once you have begun dealing with your past, move forward. Do not keep dwelling on the past and using it as an excuse or barrier toward achieving your goals. If you are caught in this step, physically write the experience down on a piece of paper and the words “I forgive Joe” (replace the name with the individual who harmed you). Then take the paper and destroy it. This physical act puts you in control and allows you to visualize the negative experience being diminished. As you become more confident in yourself, your negative experience becomes enveloped with the rest of your past and frees you to create a positive future.

This sometimes painful process is necessary if your goal is to become the best individual you can be. It is not something that happens overnight. As mentioned previously, some individuals may need professional assistance to help them through the process. There is no shame in seeking help. In fact, there is great freedom when you have finally let go of the “baggage” and are able to climb to the top of the mountain unencumbered.

Exercise 1-2 Letting Go

How should Cory deal with the negative baggage?

Locus of Control

The reality is that you will not always be surrounded by positive influences and you cannot control everything that happens in your life. Your attitude is affected by who you believe has control over situations that occur in your life, both personally and professionally. The **locus of control** identifies who you believe controls your future. An individual with an *internal* locus of control believes that he or she controls his or her own future. An individual with an *external* locus of control believes that others control his or her future.

Extremes on either end of the locus of control are not healthy. Realize that individual effort and a belief in the ability to perform well translate to individual success. However, external factors also influence your ability to achieve personal goals. Take responsibility for your actions and try your best. You cannot totally control the environment and future. Power, politics, and other factors discussed later in the text play an important part in the attainment of goals.

Learning Styles

Another element of personality is one's **learning style**. Learning styles define the method of how you best take in information and/or learn new ideas. There are three primary learning styles: visual, auditory, and tactile/kinesthetic.

To determine what your dominant learning style is, perform this simple exercise. Imagine you are lost and need directions. Do you:

- a. want to see a map,
- b. want someone to tell you the directions, or
- c. need to draw or write down the directions yourself?

If you prefer answer *a*, you are a visual learner. You prefer learning by seeing. If you selected *b*, you are an auditory learner. You learn best by hearing. If you selected *c*, you are a tactile/kinesthetic learner, which means you learn best by feeling, touching, or holding. No one learning style is better than the other. However, it is important to recognize your primary and secondary learning styles so that you can get the most out of your world (in and out of the classroom or on the job). As a visual learner, you may digest material best by reading and researching. Auditory learners pay close attention to course lectures and class discussions. Tactile/kinesthetic learners will learn best by performing application exercises and physically writing course notes. Recognize what works best for you and implement that method to maximize your learning experience. Also recognize that not everyone learns the same way you do and not all information is presented in your preferred method. With that recognition, you can become a better classmate, team member, coworker, and boss.

Your Personal Handbook

The main idea of this discussion is that personality and attitude affect performance both personally and professionally. If you can honestly say that you have no concerns regarding personal confidence, attitude, and external influences (friends and family), congratulations. You have just crossed the

first big hurdle toward workplace success. If you are like the majority of the population and can identify opportunities for improvement with either internal or external influences, a bigger congratulation is extended to you. Identifying areas for improvement is by far one of the most difficult hurdles to jump but certainly the most rewarding.

This book is designed as a personal handbook that leads you on an exciting journey toward creating both personal and career plans. On this journey you will also develop a respect and understanding of basic personal financial management and the influence finances have on many areas of your life. Self-management skills including time, stress, and organization will be addressed, as well as professional etiquette and dress. Workplace politics, their implications on performance, and how to successfully use these politics in your favor will be discussed, as will your rights as an employee. These newfound workplace skills will improve your ability to lead, motivate, and successfully work with others in a team setting. Finally, you will learn how to handle conflict and work with difficult coworkers.

As we move through key concepts in this text, begin developing a positive attitude and believe in yourself and your abilities. Equally important is that you learn from your past. Little by little, you will make lifestyle changes that will make you a better individual, which will make you an even better employee. It all translates to success at work and success in life.

The Importance of Personal Goal Setting

Everyone has dreams. These dreams may be for a college degree, a better life for loved ones, financial security, or the acquisition of material items such as a new car or home. Goal setting is the first step toward turning a dream into a reality. This important process provides focus and identifies specific steps that need to be accomplished. It is also a common practice used by successful individuals and organizations. A **goal** is a target. Think of a goal as a reward at the top of a ladder. Goals typically come in two forms: short-term goals and long-term goals. To reach a long-term goal, you need to progress up each step of the ladder. Each step contributes to the achievement of a goal and supports your personal values. More difficult goals typically take longer to achieve. Goals provide focus; increase self-concept; and help overcome procrastination, fear, and failure.

Influences of Goals

When you set and focus on goals, career plans become more clear and meaningful. They motivate you to continue working to improve yourself and help you achieve, not just hope for, what you want in life.

Consider Cory's goals. At twenty-two years of age, Cory had only a high-school education. After working as a service clerk since graduating from high school, Cory decided to go to college to become a Certified Public Accountant (CPA). Cory's long-term goal is to finish college in five years. Self-supporting and having to work, Cory set a realistic goal to obtain an associate degree in accounting within three years. After achieving that goal, Cory found a good job, has a good income, and has more self-confidence. Still committed to becoming

a CPA, Cory needs to earn a bachelor's degree and has set a goal to do that within two years. This is motivating Cory to perform well.

In Cory's example, as one goal was reached, Cory became more motivated and self-confident enough to set a higher goal. Achieving goals results in continually striving for improvement.

Goals can and should be set in all major areas of your life, including personal, career, financial, educational, and physical. Goals help maintain a positive outlook. They also contribute to creating a more positive perception of you and will result in improved human relations with others.

Talk It Out

Discuss one goal that can be set for this class.

How to Set Goals

As explained earlier, achieving short- and long-term goals is like climbing a ladder. Imagine that there is a major prize (what you value most) at the top of the ladder. The prize can be considered your long-term goal, and each step on the ladder is a progressive short-term goal that helps you reach the major prize.

Set short-term and long-term goals and put them in writing. **Long-term goals** are goals that will take longer than a year to accomplish, with a realistic window of up to ten years.

To set a goal, first identify what you want to accomplish in your life. Write down everything you can think of, including personal, career, and educational dreams. Next, review the list and choose which items you most value. In reviewing your list, ask yourself where you want to be in one year, five years, and ten years. The items you identified are your long-term goals. Keep each goal realistic and something you truly want. Each goal should be challenging enough that you will work toward it but it should also be attainable. There should be a reason to reach each goal. Identify why each goal is important to you. This is a key step toward setting yourself up for success. Identify both opportunities and potential barriers toward reaching these goals. Remember Cory's goal to be a CPA? Cory believes becoming a CPA represents success. It is important to Cory, and it is a realistic goal that can be reached.

Exercise 1-3 Long-Term Career Goal

Write your long-term career goal.

Short-term goals are goals that can be reached within a year's time. Short-term goals are commonly set to help reach long-term goals. Businesses often refer to short-term goals as **objectives**, because they are short-term, measurable, and have specific time lines. Short-term goals can be achieved in one day, a week, a month, or even several months. As short-term goals are met, long-term goals should be updated.

Just like long-term goals, short-term goals (objectives) must be realistic, achievable, and important to you. They need to be measurable so you know when you have actually reached them.

An additional long-term goal for Cory is to buy a car one year after graduation. Cory has set several short-term goals, one being to save a specific amount of money each month. To do this, Cory needs to work a certain number of hours each week. Cory also needs to be specific about the type of car, whether to buy used or new, and whether he needs to take out a loan. The answers to these questions will determine if the time frame is realistic and how much Cory needs to save every month.

Exercise 1-4 Short-Term Goals

Using your long-term career goal from Exercise 1-3, identify at least three short term goals.

A popular and easy goal-setting method is the SMART method. SMART is an acronym for “specific, measurable, achievable, relevant, and time-based.” Clearly identify what exactly you want to accomplish and, if possible, make your goal quantifiable. This makes your goal specific. Also, make your goal measurable. Identify how you know when you have achieved your goal. Keep your goal achievable but not too easily attainable nor too far out of reach. A good achievable goal is challenging, yet attainable and realistic. Relevant personal goals have meaning to its owner. The goal should belong to you, and you should have (or have access to) the appropriate resources to accomplish the goal. Finally, **SMART goals** are time-based. Attaching a specific date or time period provides a time frame for achieving the goal. For example, instead of writing, “I will become a manager in the future,” write, “I will become a manager with a top accounting firm by the beginning of the year 2018.” After you have written a goal, give it the SMART test to increase its probability for success.

Exercise 1-5 SMART Goals

Rewrite the goals from Exercise 1-4 into SMART goals.

After you have written your goals in a positive and detailed manner, there are a few additional aspects of goal setting to consider. These include owning and being in control of your goals.

Owning the goal ensures that the goal belongs to you. You should decide your goals, not your parents, spouse, significant other, friends, relatives, or anyone else who may have influence over you. For example, if Cory goes to college because it is a personal dream to be a CPA, that goal will be accomplished. However, if Cory becomes a CPA because it was Cory’s parents’ idea to be a CPA, this would not be Cory’s goal and it would make it harder to accomplish this goal.

Control your goal by securing the right information necessary to accomplish it. Know what resources and constraints are involved, including how you will be able to use resources and/or get around constraints. If your goal is related to a specific career, identify what attaining it will require in regard to finances, education, and other matters. Clarify the time needed to reach these goals by writing them as short-term or long-term goals. Referring back to the concept of locus of control, remember that not every factor is within your control. Therefore, be flexible and maintain realistic control over your goal.

Creating a Life Plan

Identifying goals contribute to the creation of a **life plan**. A life plan is a written document that identifies goals in all areas of your life, including your career and personal life (social, spiritual, financial, and activities).

Consider the following life issues:

- *Education and career:* Degree attainment, advanced degrees, job titles, specific employers.
- *Social and spiritual:* Marriage, family, friends, religion.
- *Financial:* Home ownership, car ownership, investments.
- *Activities:* Travel, hobbies, life experiences.

Create goals for each of these major life areas and note that some of your goals may blend into two or more areas. Some younger students are uncertain of their career goals. Others may feel overwhelmed that they have a life goal but perhaps lack the necessary resources to accomplish a goal. Goals can change over time. Stay focused but flexible. What is important is that you establish goals that reflect your values.

Just as your personal life goals and career goals are important, education is an important key to achieving your life plan. Consider the degrees/certificates required, the time frame, the financial resources, and the support network you will require for educational success.

No one can ever take your knowledge away from you. Make college course choices based upon your desired educational goals. Choose courses that will benefit you, help you explore new concepts, and challenge you. To be successful in your career, it is important to enjoy what you do. Select a career that supports your short-term and long-term goals.

When planning your career consider:

- Why your selected career is important to you.
- What resources are needed to achieve your career goals.
- How you will know you have achieved career success.

People choose careers for different reasons, including earning power, status, intellect, values, and self-satisfaction. If there is a career center available at your college, take time to visit and explore the various resources it offers. There are also several personality and career interest tests you can take that will help you determine your potential career. One popular and useful career assessment is the Golden Personality Type Profiler. The Golden Profiler is a well-respected personality assessment that assists users in identifying behaviors that support specific careers. Additional career assessments are offered at many college career centers and online. These useful assessments help identify interests, abilities, and

Web Quiz

Discover your personality

Take the Golden Personality Type Profiler or search for another online personality test to take.

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personality traits to determine which career will suit you best. Use all resources available and gather information to assist you in making the best career decision. Conduct Internet searches, interview people who are already working in your field of interest, perform an internship, volunteer, or job shadow in a field that interests you. Doing so will help clarify your goals and life plan. An additional discussion on career exploration is presented in a later chapter.

Consider the type of personal relationships you want in the future. Goals should reflect your choice of marriage, family, friends, and religion. Identify where you want to be financially. Many people dream of becoming a millionaire, but you need to be realistic. Think about what kind of house you want to live in and what type of car you want to drive. If a spouse and children are in your future, account for their financial needs, as well. Also identify what outside activities you enjoy, including hobbies and travel. The personal financial plan you create will be a part of achieving these goals. This will be discussed in more detail in the next chapter. Think about what results and rewards will come from achieving your goals.

Intrinsic rewards include such things as self-satisfaction and pride of accomplishment. These come from within you and are what you value in life. **Extrinsic rewards** include such things as money and praise. These rewards come from external sources. Intrinsic and extrinsic rewards are needed to achieve satisfaction in your future. Both are equally important and should be recognized. They motivate you and help you maintain a positive outlook when working toward goals.

Talk It Out

Share common rewards that are important to you. Identify these rewards as intrinsic or extrinsic.

Priorities

Priorities determine what needs to be done and in what order. Properly managing priorities is the key to reaching goals. Not only is it important in your personal life, but it will be necessary at work.

You may need to adjust priorities to reach your goals. Before priorities can be placed in order, determine what they are. Sometimes your first priority is not necessarily what is most important in life; it is just that a particular activity demands the most attention at a specific point in time. For example, if Cory has a young child, that child is one of the most important things in Cory's life. However, if Cory is attending college to become a CPA and needs an evening to study for a big exam, the priority will be to study for the exam. That does not mean the exam is more important than the child. However, passing the exam is a step toward a better future for Cory and the child.

Cory's decision is called a **trade-off**. A trade-off is giving up one thing to do something else. Another example involving Cory is the decision to purchase a car in one year; Cory needs to save a certain amount of money each month. In order to do this, Cory may have to give up going to the coffee shop each morning and instead make coffee at home in order to set aside enough money to meet the savings goal to purchase the car.

Life plans require flexibility. When working toward goals, be flexible. Times change, technology changes, and priorities may change, which influence your goals. Reevaluate goals at least once a year. You may need to update or revise your goals and/or time lines more frequently than once a year because a situation changed. If that is the case, be flexible and update the goals. Do not abandon your goals because the situation changed.

Talk It Out

Identify priorities and trade-offs for successfully completing this course.

Workplace Dos and Don'ts

<i>Do</i> realize the impact your personality has on overall workplace performance	<i>Don't</i> assume that everyone thinks and behaves like you
<i>Do</i> believe that you are a talented, capable human being. Project self-confidence	<i>Don't</i> become obsessed with how others view you. Be and do your best
<i>Do</i> let go of past baggage	<i>Don't</i> keep telling everyone about a past negative experience
<i>Do</i> set goals in writing	<i>Don't</i> set goals that are impossible to reach
<i>Do</i> set long-term and short-term goals	<i>Don't</i> give up on goals
<i>Do</i> make your goals attainable	<i>Don't</i> wait to create goals
<i>Do</i> have measurable goals	<i>Don't</i> create unrealistic goals
<i>Do</i> set priorities. Include trade-offs and flexibility when setting goals	<i>Don't</i> give up when working to reach your goals

Concept Review and Application

Summary of Key Concepts

- How you view yourself dictates how you treat others and what type of employee you will be
- Your views of yourself, your environment, and your past experiences comprise your personality, values, attitude, and self-efficacy
- Negative past experiences create unnecessary baggage that either delays or prevents you from reaching your goals. Acknowledge and begin dealing with these negative experiences

- There are three primary learning styles: visual, auditory, and tactile/kinesthetic (sight, sound, and touch). Individuals must recognize how they best learn and also be aware that others may or may not share their same learning style
- Goal setting is important in helping you keep focused. It will increase your self-concept and help you become more successful in all areas of your life
- As goals are reached, motivation and self-confidence will increase
- Goals need to be put into writing. They need to be realistic and measurable. Know who owns the goals and who controls the goals. A time frame is needed to know when you plan on reaching these goals
- Long-term goals are set to be achieved in five to ten years
- Short-term goals are achieved within a year's time and are needed to reach long-term goals
- When creating a life plan, consider all aspects of your life, including personal, career, and education
- Flexibility and properly managing priorities are needed to successfully achieve goals
- As you begin a new job, establish a relationship with a mentor

Key Terms

attitude	extrinsic rewards	goal
human relations	intrinsic rewards	learning style
life plan	locus of control	long-term goals
mirror words	objectives	personality
priorities	professionalism	projection
self-concept	self-efficacy	self-image
short-term goals	SMART goal	trade-off
values		

If You Were the Boss

1. How would you deal with an employee who displays poor self-efficacy?
2. How would recognizing different learning styles help you be a better boss?
3. Why does an employer need to set goals?
4. Why is it important that an employer ensure that employees set personal and career goals?

Web Links

<http://www.humanmetrics.com/cgi-win/JTypes1.htm>
<http://www.colorquiz.com>
<http://personality-project.org/personality.html>
<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2locus.htm>
http://www.mindtools.com/pages/article/newHTE_06.htm
<http://www.topachievement.com/goalsetting.html>
<http://www.mygoals.com/helpGoalsettingTips.html>
<http://www.gems4friends.com/goals/index.html>

Activities

Activity 1–1

Apply the learning styles discussed in this chapter and complete the following statements.

In the classroom, I learn best by

In the classroom, I have difficulty learning when

How will you use this information to perform better?

Activity 1–2

Write down four words to describe your ideal self-concept.

1. _____

2. _____

3. _____

4. _____

What steps are necessary to make your ideal self-concept a reality?

Activity 1–3

What outside experiences and/or influences affect your educational behavior?

Outside Experiences and/or Influences.
1.
2.
3.
4.

Activity 1–4

Share the following information to introduce yourself to your classmates.

1. What is your name?

2. Where were you born?

3. What is your major (if you don't have one, what interests are you pursuing at school)?

4. What is your favorite color?

5. What is your favorite thing about attending school?

6. If you could be any animal, what would it be and why?

7. What else would you like us to know about you?

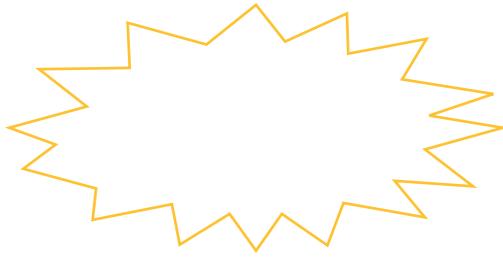
Activity 1–5

Create three long-term goals in each section of your life plan. Make them realistic.

Personal	Career	Education
1.	1.	1.
2.	2.	2.
3.	3.	3.

Activity 1–6

Using the previous activities in this chapter, set long- and short-term goals. The star is your long-term goal. The steps are your short-term goals. Write positively and in detail. Set one personal goal and one career goal. Keep short-term goals specific, measurable, and realistic. Include what (the goal), when (specific time you plan to achieve it), and how to get there (be specific). Hint: Refer back to Cory's goal to obtain a car.



Year 5

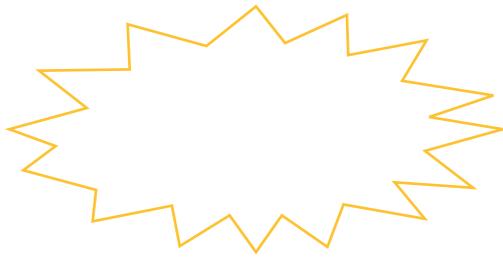
Year 4

Year 3

Year 2

Year 1

Personal Specifics



Year 5

Year 4

Year 3

Year 2

Year 1

Career Specifics



Sample Exam Questions

1. The _____ identifies who you believe controls your future.
2. _____ is an individual's perception of how he or she views himself or herself, while _____ is one's belief of how others view him or her.
3. When one understands one's own _____ and _____, it is much easier to understand reactions to others' actions.
4. A/An _____ affects group performance, which, in turn, impacts organizational performance.
5. Dealing with negative baggage involves _____ your past, _____, and moving _____.
6. Past influences shape our _____.
7. Goals need to be set so you can become _____.
8. Long-term goals are set to be reached after _____.
9. Short-term goals should usually be reached _____.
10. _____ help you reach long-term goals.
11. When setting a goal, there must be a time frame; it must be _____ and _____.
12. _____ will help you decide what needs to be done and in what order.
13. To give up one thing for another is known as a/an _____.
14. Goals should be challenging but _____.
15. It is important to put goals into _____.
16. When creating a life plan, consider the following three areas:

This writing assignment guides you through the process of creating goals. Remember that these goals must be realistic, attainable, important to you, and measurable. Be as specific as possible in every paragraph.

Identify and write your five-year and one-year career goals here. Identify what kind of job and what title you want, in what city you want to work, whom you want to work for, and why you chose this goal. Use the SMART method.

Five-Year Goal

Paragraph 1:	<i>In five years, I want to be . . .</i>

One-Year Goal(s)

Paragraph 2:	<i>In order to reach my five-year goal, I need to set the following short-term goals:</i>
	Identify necessary steps to reach your five-year goal. Be specific with activities, resources, and time frames.
Paragraph 3:	<i>I am currently...</i>
	What are you currently doing to reach these short-term goals? Be specific with activities, resources, and time frames.
Paragraph 4:	<i>I will know I have reached these goals when...</i>
	Goals must be measurable. How will you know when you have reached each short-term goal? Be specific with activities, resources, and time frames.
Paragraph 5:	<i>I need the following resources to reach my goal:</i>
	Identify physical, financial, emotional, and social resources and where they will come from.
Paragraph 6:	<i>My priorities for reaching my goals are:</i>
	Have priorities set for reaching your goals. Include your trade-offs and the areas where you may need to be flexible.