

## Module 4

### What Are My Goals?

*By the end of Module 4 you will be able to:*

- ✓ *Name your most important work, family, and personal goals.*
- ✓ *Make a plan to meet your long-term goals.*
- ✓ *Analyze the barriers you face in reaching your goals.*
- ✓ *Demonstrate your ability to plan ahead for problems.*
- ✓ *Manage your time and resources.*





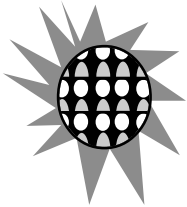
## ***Viewpoints:***

### ***Exploring What You Should Do***

*Make sure you know what you are looking for. If you're not happy with your job, get home from work, eat some dinner, and then go to school. It's never too late to learn. Watching TV is not the answer. Try to do more and it will pay off one day. You gotta prepare yourself. You've got to make it happen. It doesn't just come to you. You have to have a plan. I know what I have to do tomorrow at 9:00. Don't say, "I'll do that tomorrow." If you want to do it, you will do it.*

*Carrie Berry  
School Custodian  
Orange County*

*By now you should have some idea of the kind of job you would like. This module will help you set and keep goals that allow you to reach your dream of getting the right job for you.*



Arrange your chairs in a circle.  
Discuss the following questions with your class.

1. In Carrie Berry's words, "You've gotta make it happen. It doesn't just come to you. You have to have a plan." What do you think she means by "having a plan"?
2. Make the decision to change your life. "You've got to make it happen," Carrie says. Do you know anyone who has shown determination in making a change in his or her life?
3. Do you have a plan for *your* future? What do you think you can do now to become clearer about your plan?
4. "Try to do more and it will pay off one day," Carrie says. How does going back to school as an adult "pay off"?

# Teamwork 1:

## Setting Goals

Before I came to the program, life just happened to me. I met someone and just followed him. Now life doesn't do to me. I do to life. It's like a person driving a car. Now I'm in the front seat and I like where I'm going.

*Anonymous Adult Learner  
Even Start Family Literacy Program  
Tampa*

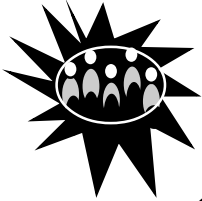


Experts say that one of the most important ways you can “get in the driver’s seat” is to learn how to set goals. A goal is something you hope to achieve in the future. It is something not just to dream about, but to work toward. A goal is a plan to get from where you are now to where you want to be. Even if you are not 100% sure of your long-term goals, it is important to begin setting and reaching goals. They can be a starting point that you can adjust as you go along. Experts say there are a few characteristics that make a good goal.

What does it take to “move into the driver’s seat” in your life? Most people would say it takes having some clear goals and a plan for reaching them. This activity will give you some of the tools you need to set your goals.

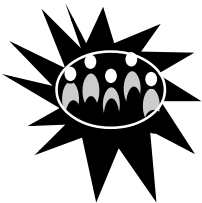
### A GOOD GOAL IS:

- **Clear** It is easy for anyone to understand exactly what your goal is.
- **Realistic** You don't aim too high, you don't aim too low. It is something you *can* do.
- **Well planned** You know what you will do.
- **Time limited** You have set a date when you'd like to reach the goal.
- **Measurable** You'll be able to know when you have reached the goal.



With your team, look at the goals listed below. Decide if each one meets the characteristics of a good goal.

<b>Good Goal</b>	<b>Not a Good Goal</b>	
<input type="checkbox"/>	<input type="checkbox"/>	To go to GED class twice a week between now and summer break
<input type="checkbox"/>	<input type="checkbox"/>	To start saving \$50 a month to pay for vocational school at Erwin Tech next fall
<input type="checkbox"/>	<input type="checkbox"/>	To start to feel better about myself
<input type="checkbox"/>	<input type="checkbox"/>	To get a good job
<input type="checkbox"/>	<input type="checkbox"/>	To start looking now for a better apartment so I can move by next fall
<input type="checkbox"/>	<input type="checkbox"/>	To get my GED and then become a rocket scientist within the next year
<input type="checkbox"/>	<input type="checkbox"/>	To spend more time with my family



With your team:

1. Decide what is wrong with the “not so good” goals using the five characteristics of a good goal. For example, do they lack a time limit? Are they unrealistic?
2. See if you can rewrite these goals so they are “good” goals.
3. Give each team member a chance to practice writing one goal of their own. It doesn’t have to be a “real” goal yet, just a sample one to show you know how to write a goal.
4. Review your team members’ goals. Make sure each team member has written one “good” goal.

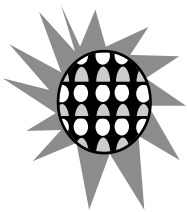
## Sample Goals from Our Team

**Team Member 1**

**Team Member 2**

**Team Member 3**

**Team Member 4**



### ***Reporting Back***

Report back to the class. Answer the following questions:

1. Which goals did your team decide were good ones?
2. How did you rewrite the other goals so they meet the characteristics of a good goal?
3. Share some of the goals your team members wrote. How are they “good” goals?



## Long-Range, Medium-Range, and Short-Range Goals



Many experts say to bring about real change you need not one but *three* kinds of goals.

**Long-Range Goals.** A *long-range goal* is something that will take some time, even years, to accomplish.<sup>1</sup> One planner suggests that you set a goal for what you can achieve in three years. This is long enough to make a real change in your life, but short enough that you can still see ahead a bit.

**Medium-Range Goals.** A *medium-range goal* is one that can be achieved in a few months. These goals may take different amounts of time depending on the goal. It may be finishing one course. It may be passing one part of the GED test. It may be getting an entry-level job that helps you move toward a long-term career you want. If your goal doesn't already have a built-in time limit, think about medium-range goals that will take about 3 months to reach. That's enough time to make some real progress. But it's short enough to be manageable. Then, at the end of 3 months you can re-evaluate your goal and make a new 3-month plan.

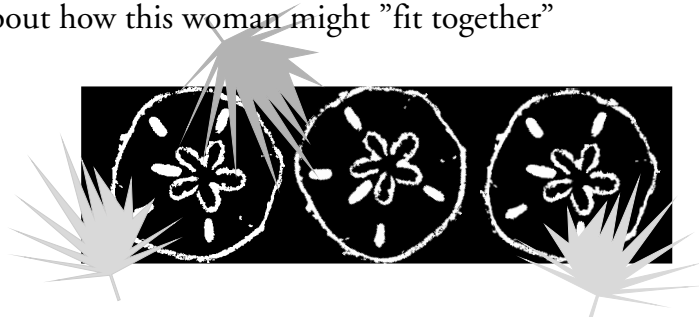
**Short-Range Goals.** Your *short-range goals* are the smallest steps. They are the things you plan to accomplish each week. To reach your short-range goals you have to make a weekly plan and keep to it. We'll learn more about how to make a weekly plan later in this module.



*Remember, your long-range goals can change. As you move toward meeting your goals you will learn more about yourself and your needs—and set new ones. The important thing is to start the process!*

## ***Fitting Together the Pieces of Your Life***

For most people, their work-related goals are only one piece of the puzzle that makes up their lives. Read this story and think about how this woman might "fit together" the pieces of her life.



### ***My Determination Got Me Here***

*I was living with my boyfriend but he was mean to my daughter so I had to get my own place. I wasn't gonna let anyone treat my kid that way.*

*I was scared. My daughter was on Medicaid. I was going through menopause. I had been raped. I had to prove to myself that I could do it. I was way down in my self-esteem, depressed, stressed out.*

*I've always been married. I've always depended on a man. That was the first time I was on my own. My dream was to provide for myself and my daughter.*

*You have to set a goal. You've got to be determined. I'm proud of myself. I feel good about what I've accomplished the last few years. I've been reliable. I've been there whenever someone needed me.*

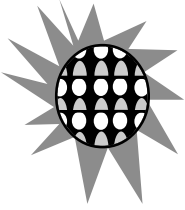
*My determination got me here. I think everybody has that. Write down what you want to do, what you want to spend, what you want to save.*

*I also write letters to people I need to say stuff to. I'll read it and reread it and then stick it in a drawer. It helps me get things off my chest. And I ask my friends for help.*

*My goal now is to get my GED and go higher. I'm studying hard. I'm in therapy so I can get past all these blocks.*

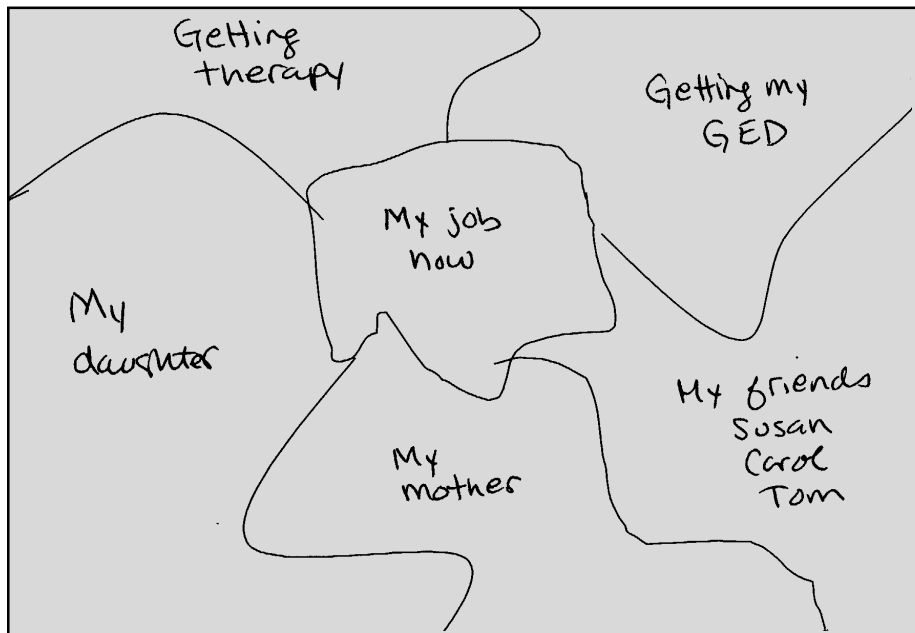
*I'd like to be a supervisor. I think I'd be a good one.*

*Anonymous  
GED Student  
Florida State Hospital  
Chattahoochee*



Look at the puzzle below. It describes some of the most important “pieces” of the life of the person in the story. With your class, discuss the following questions.

1. What are various pieces of this woman’s life?
2. How do her goals for work, for being a good mother, for being a daughter, and for helping herself get past the difficult feelings from the rape relate to each other?
3. Can you or anyone you know relate to what this woman has gone through?



Imagine you are asked to help this person decide on three long-range goals for the next three years. What do you think her most important goals might be?

1. (Job goal) \_\_\_\_\_

\_\_\_\_\_

2. (Personal goal) \_\_\_\_\_

\_\_\_\_\_

3. (Family goal) \_\_\_\_\_

\_\_\_\_\_

## ***Starting to Think About Your Own Goals***



Think about your own most important long-range goals, say for the next three years. These may be work-related goals, family goals, personal goals, spiritual goals, physical fitness or health goals, or any other goals that are most important to you.

You may want to talk over your goals with friends or family members. Practice writing down your goals as goals statements. Make sure they are clear, realistic, well planned, and achievable. Try to put a time limit for when you want to achieve the goals. For now, just do your best at getting a start on naming your goals. We'll work with them again later in this module.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

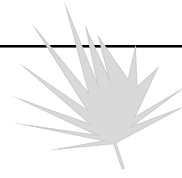
### ***Making a Commitment to Your Goal***



You can decide on a goal. But to really follow through and make it happen, you have to make a commitment. A commitment is a promise to yourself that you will do it.

Until we want to change, nothing different is going to happen. People may come to change for many different reasons. For the woman from Chattahoochee, the way things were was just too painful. She had to get out of a bad relationship. For others, the decision to change may come when they see that they have the power to change. They may have learned to read and write to the point where they feel confident to take on something new. They may realize they can do and be more than they are right now. There is a turning point. They may want to find a new purpose for their lives.

## **Floridians Speak Out: Give Yourself a Chance**



*You got to give yourself a chance. Peer pressure is a mind thing. No one can make you do anything. It's a choice. You have to deal with yourself. That's how I see it. I had never known anything different.*

*Inmate  
Brevard Correctional Institution*

*People can help you, but it's up to you. Nobody can mess you up but yourself. You can't let your friends drag you down. Have a talk with them. Tell them you have a new life. I did.*

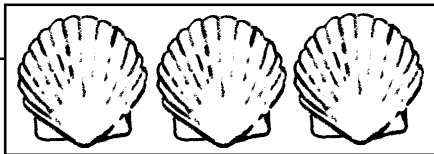
*Anonymous Student  
Florida State Hospital*

*Right now I'm looking through the keyhole and I see success. I want it so bad, but I need the key to unlock the door and set me free. That key lies with my knowledge, my will to learn, and my GED.*

*Freddie Redmond  
Brevard Correctional Institution*

*I ain't had no job, but when I went through this book, it makes me want to get out and get a job and do right.*

*Mr. Parker  
Brevard Correctional Institution*



**Checkpoint 4-1**  
**Name your most important work, family, and personal goals.**  
I completed the checkpoint on \_\_\_\_\_ date \_\_\_\_\_

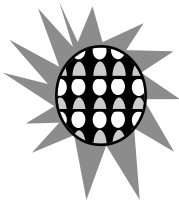
## Teamwork 2: Making a Goals Pyramid



This activity gives you an idea for a way to set your long-, medium-, and short-range goals. It is called a Goals Pyramid.<sup>2</sup> First you'll learn about how one worker created her Goals Pyramid. Then, you will start to create your own.

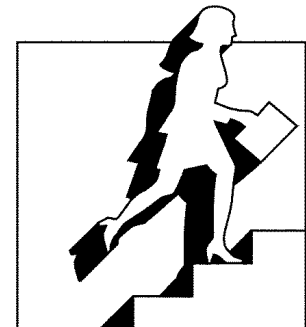
*In this activity, you will look at a model for setting long-, medium-, and short-range goals, called the Goals Pyramid.*

### Mary's Story



Look over the Goals Pyramid based on the goals of a woman named Mary (on the next page) with your class. Discuss the questions below.

1. What are Mary's two long-range goals?
2. Which of these two goals do you think will come first?
3. What are Mary's three medium-range goals?
4. What will she have to do if she doesn't meet her goal of getting her GED by summer?
5. What are Mary's short-range goals?
6. How can Mary break her short-range goals down into weekly tasks?



## Mary's Goals Pyramid

### Long-term goals (next 3 years):

Get a job as an LPN.

Move to White Springs when I have enough money to afford a good apartment for me and my daughter there.

### Medium-term goals (next 3 months):

Finish my GED.  
(Spring, Summer)

Get a part-time night job so I can go to school in the daytime. (Have job by fall.)

Get into vocational school at Erwin in the fall. (Register in summer.)

Find an apartment closer to the vo-tech school for now. Ask my mom and friends to start looking at where I could live in White Springs in the long run.

### Short-term goals (next 3 weeks):

Go to GED class 2 times per week this spring.

Study for my GED—a lot!

Find out what I have to do to register for the vocational class.

Talk to the people at Erwin about night nurse's aide jobs. Do they know anywhere I could apply?

Start looking now for someone really good to watch Suzanne at night while I go to work.

Save money to get my car fixed so I can drive to a night job.



## ***Personal Goals Worksheet***



Fill in one worksheet for each of your long term goals.  
Most people will have 2 to 3 worksheets.

**Long-term goal:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Date by which you want to reach this goal:** \_\_\_\_\_

**Medium-term goals:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Short-term goals:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## ***My Goals Pyramid***

***Long-term goals (next 3 years):***

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***Medium-term goals (next 3 months):***

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***Short term-goals (next 3 weeks):***

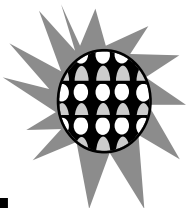
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**Checkpoint 4-2**  
**Demonstrate that you know how to plan and meet your goals.**  
I completed the checkpoint on \_\_\_\_\_ date \_\_\_\_\_

## What if I Can't Decide Between Different Goals?



Sometimes you may not have decided between different goals you could choose. In this case, you may have to do what is called *weighing the alternatives*. Alternatives are different choices you could make. To weigh your alternatives, you may want to make a chart like the one you see on the next pages. Draw three columns. In the middle column write down your possible choices. Then think about the good things (the “pros”) and the bad things (the “cons”) of each choice. Fill them in for each choice. Then decide which choice has the most “pros” and the fewest “cons” going for it.



With your class, read the following story. Then look at the *Weighing the Alternatives* worksheet on page 4-18 based on the story and discuss what you would do.

*Note: This is an optional activity. If many in your class have not yet decided what goals are right for them, you may want to do this activity. If most of you already have made your decision, you may decide to skip it. Or you can use the activity at a later date. For example, you may decide to use it in Module 5 to help you decide which jobs to apply for.*



## ***Then You Have to Start All Over Again***



*It's very hard being a teen parent. At first I was pregnant at age 16. I dropped out of school and went to a little pregnant school until I could get back into regular school. Then when I go back to school, it's like God, I need some money. Then you get a job and it's like, well who is gonna watch the baby? You can't watch the baby, have a job, and go to school.*

*See, I got expelled from school and I just stopped going. I was working and I was staying with her father. We was living together. He's like, you don't have to work, I'll work.*

*... When you and your boyfriend are living together, you really don't have that much money, 'cause you have a child. And then you want a car, then you go try to apply for assistance and they're like, "No you make too much." It's like God, you just want to quit everything. It ain't even worth it.*

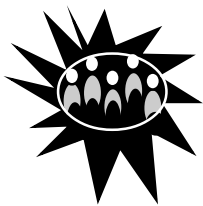
*Then you go back home to your Mom, and it's like, "When you gonna get a job?" Then you're back and you have to start all over again... Well, how can I get to and from school? ... Well, whose gonna watch the baby?*

*Like God, I don't even much want to go to school. I just want to work. But you can't be a cashier at Winn-Dixie for the rest of your life.*

*Anonymous Student  
Even Start Family Literacy Program  
Tampa*

## Weighing the Alternatives

<i>Possible Choices</i>	<i>Pros</i>	<i>Cons</i>
1. Go back to school.	I'd get my degree. Maybe I could even get some vo-tech training. Then I'd make more money.	I'd have to live with my Mom. She'd have to watch the baby. I'll have to do what she says. I'd have to take the bus to school.
2. Get a job.	I could get a car. I maybe could live on my own. I'd have more freedom.	How can I pay for good childcare with the kind of job I can get with no diploma?
3. Move back in with my boyfriend.	It would be more fun. He might help me with the baby.	He really doesn't want to take care of me and the baby. I'll just have one more person to take care of. I'll be back to ground zero if he leaves.



Meet with your team.  
Discuss what you would do if  
you were this young woman.

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## ***Weighing Your Alternatives***



Use this chart if you need to weigh different alternatives.

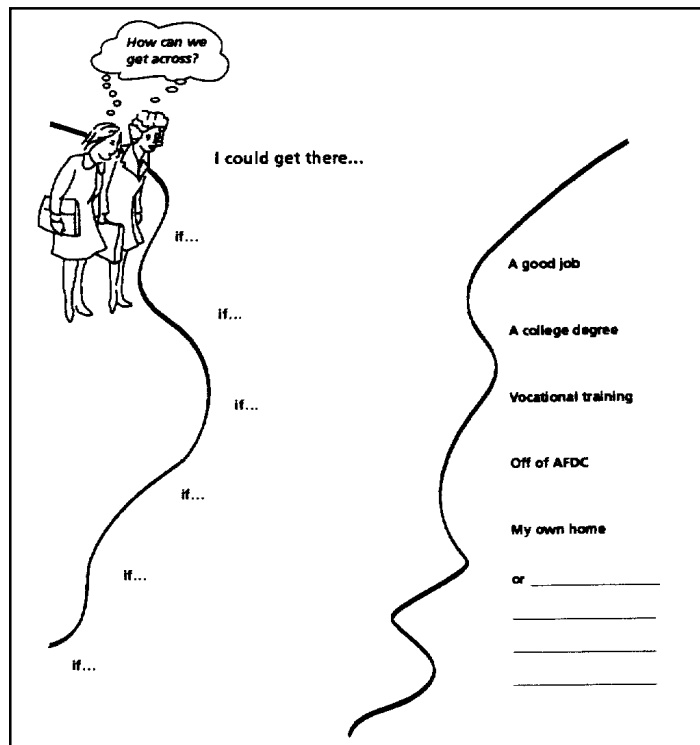
<b><i>Possible Choices</i></b>	<b><i>Pros</i></b>	<b><i>Cons</i></b>
1.		
2.		
3.		
4.		

## Teamwork 3: Overcoming Barriers to Change



Often, making a change in your life is not easy. Even if you are very determined, there may be many things that get in the way of changes. We call things that get in the way of changes *barriers*. Sometimes it may seem like there is a wide river standing between you and your goals.

*Many times, even if you know your goals, getting there is not easy. There may be many barriers you have to overcome. This activity will help you identify your barriers and to think about how to overcome them.*



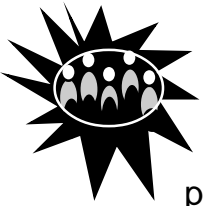
*This illustration was developed for a curriculum for welfare-to-work clients in Tennessee called Getting There. The authors have given us permission to use it for Florida Works. (Field-test pending permission.)*

Look at the illustration above. Discuss these questions.

1. Do you ever feel like the people in the illustration?
2. What are the barriers you have between you and your goals? (You may list many kinds of barriers, including: educational barriers, family or other social barriers, financial (money-related) barriers, or other kinds of personal barriers.)

## ***Kinds of Barriers***

In this activity, you'll use a **Jigsaw Exercise**. Each expert team will learn more about one of the four kinds of barriers listed below. Here are the steps to follow.



1. Start out in your home team. Look at the list of the four expert team topics below. Give each team member a chance to pick which expert team he or she would like to go to. (One team member must go to each of the four teams.)

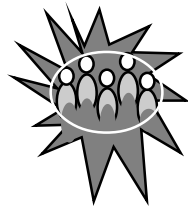
Expert team 1: Educational barriers

Expert team 2: Family or other social barrier

Expert team 3: Financial (money-related) barriers

Expert team 4: Personal barriers.

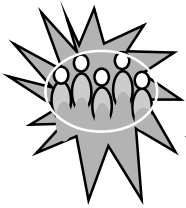
2. Go to the expert team you chose.
3. In your expert team, learn as much as you can about your topic. Prepare to teach what you have learned to your home team.
4. When you have finished, return to your home team. Complete the worksheet *Identifying Barriers*.



Note: A reminder that when you see this symbol, it stands for an Expert Team activity.



## Expert Team 1: Educational Barriers



1. Read the information below with your expert team.

For many adults in your class, not having a basic education or a GED is a giant wall between them and their goals. Without more education they may not be able to move up in their jobs. Without a GED they may not be able to get into the kind of vocational training they'd like.

If you dropped out of school early or never learned to read and write well, it may take going to school for many months or years to overcome this barrier. It may mean going to school at night after work when you are tired. Is going back to school worth it?

Read what some Floridians have to say:

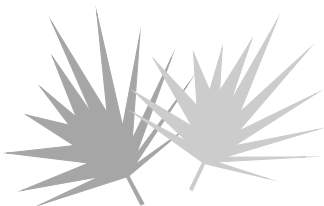
*I get along real good with my supervisor. I've known her a long time. She is leaving soon. I'd like to take her job but I can't be a supervisor 'cause I don't have a high school diploma. That's why I want to get my GED.*

*Gail Bright  
Supervisor, Florida State Hospital  
Chattahoochee*



*I've been with the county about ten years. I work hard. I have two full-time jobs. I'm a school custodian and I work for Mickey Mouse. It's not easy to work two jobs and go to school. But it's something I've wanted for a long time. I want to move up in the job I'm in. It's a little more money. I've been talking about it for a long time. I've got four kids, and only one is doing something with their life. My kids are already grown, but maybe if I learn I can pass it on to my grandkids. I didn't know any of this when I went to school. I didn't know anything about essays and all that stuff.*

*William Colquitt  
Lead Custodian, Orange County Public Schools  
Orlando*



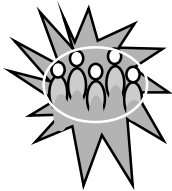
*You put aside a certain amount for a rainy day. What does that do to you? When things turn bad, that money you put aside has just given you an option.*

*It's the same with education. If you don't get your basic education, you have very few options. And not only will you pay the penalty, but your family and society as a whole pay.*

*There's a lot of people who have potential but don't know where to turn. They feel like they don't have options. Adult education centers should try to work with that person and show them that they can do it.*

*A lot of times, that's all people need, someone to say, 'You can do it.'*

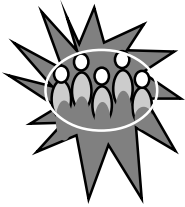
*Joseph Hurd  
Correctional Officer  
Quincy*



2. Discuss what you read. What did you think of what the people in the quotes above said about educational barriers? Do you agree or disagree with them?
3. Tell your expert team members whether education is or is not a barrier for you at the present time. What gets in the way of your overcoming this barrier? Is it lack of time, lack of money, or lack of confidence that you can do it?
4. Be ready to name at least two educational barriers a person might have and suggestions for overcoming them.

<b><i>Educational Barrier</i></b>	<b><i>Way to Overcome It</i></b>
1.	
2.	

## Expert Team 2: Family and Other Social Barriers



1. Read the information below with your expert team.

For many adults, families are a *reason to change*. We want to get an education to be a better role model for our children. Or, like Nicole Fussell from Quincy, we want to get a better job so our children can have a better life.

*I want to live happy. I don't want my kids to worry about getting picked on at school or being able to have a Mom and Dad they can talk to. I don't want them to have to keep everything inside them. I want them to grow up and have a successful job and get along with everybody. I like this job but nothing can say I'll be here for the rest of my life. At least when I leave this job, I will have a good reference.*

Nicole Fussell  
Counter Person  
China House  
Quincy

But families can also be barriers to change. If you work and also have young children, you may have very little time or energy left over in the day to think about getting a better job. Or, like the parent below, you may worry about finding childcare or about spending even more time away from your kids while you go back to school or take on a new, more demanding job.

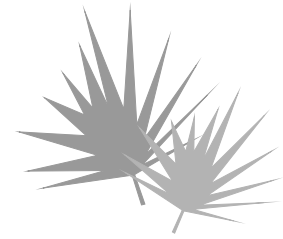


*I work all day and so does my husband. I don't want to leave my children, but I have to work. I don't want to leave them with just anyone. Sometimes children watch television 24 hours a day. It's not good to watch television all the time. Kids need to be creative. I'm thinking about different programs for my kids. You know, like dance or art or something to keep them busy until I get home.*


Anonymous  
Even Start Family Literacy Program  
Tampa

There may even be times when our family members—husbands, wives, or parents—may not really want us to change and better ourselves. They may be afraid that *they* will be left behind if we become independent.

2. Discuss what you read. What did you think of what the people in the quotes above said about family and other social barriers? Do you agree or disagree with them?
3. Tell your expert team members whether family or other social barriers exist for you at the present time.
4. Be ready to name at least two family or social barriers a person might have and give suggestions for overcoming them.

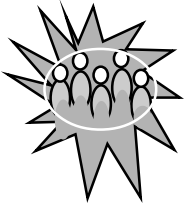


<b><i>Family or Social Barrier</i></b>	<b><i>Ways to Overcome It</i></b>
1.	
2.	



If you or a family member need help to overcome a barrier, ask your teacher. In the *Teacher's Manual* is information about how to reach community organizations—family service counseling services, domestic abuse counselors, alcohol support programs, and other organizations—that can help.

### Expert Team 3: Financial Barriers



1. Read the information below with your expert team.

Another kind of barrier may have to do with money. Things having to do with how much you earn, how much you save, and how much you spend are called your *finances*. Financial barriers are roadblocks that get in your way because you don't have enough money. You don't have a car to get to job interviews. You don't have the money to buy the right clothes or to pay for child care while you job hunt. Below are some quotes from adults in Florida who have found ways to overcome their financial barriers.

*I learned one thing from my father. If you want a job and need a job, take the job you can get even if you don't want it for a lifetime. When I wanted a job, I always found one. Even if I came here and looked for a job and they said come back next week, I'd go somewhere else and look for a job. Some people say if I had a car, I'd go here and look for a job. Once, I had a job in Ocala and I lived in Leesburg. I hitchhiked for a year and if I didn't catch a ride I walked the 31 miles. If I had to work at 3:00 in the afternoon, I would start walking at 9:00 in the morning.*

*William Colquitt  
Supervisor of Custodians  
Orange County Public Schools  
Orlando*

Sometimes overcoming financial barriers means taking a job you don't want for a while or even working two or three jobs. It may also mean making sacrifices to live within your means. Listen to the advice of one woman who has "been there."

*I work at Florida State Hospital. I've always wanted to work here and worked my way to where I am now. It's a good job. Before this I was on AFDC. Then I was working at a daycare. I was a single mom and working two jobs. I also took care of an elderly couple. Nobody helped me. I worked my way up because I didn't live above my means. I bought a car at a junkyard for \$800.00. I drove it for a year and traded it in. I used my income tax money to get a better car. I'm good with money.*

*Anonymous GED Student  
Florida State Hospital  
Chattahoochee*



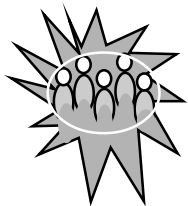
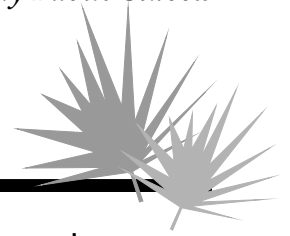
Overcoming financial barriers may also mean finding a way to save. Here's how other Floridians describe the importance of saving:

*Me and my husband have two savings accounts and a college fund for my daughter. I always think about the future. What if something happens? You have to look in the future. We never want to be in debt. We always look at bills first; food, utilities, child-care, everything. After all the bills are paid we put the rest in the bank. We make lists of things we need, things to do, and so on. We keep calendars. Our goal is to buy a house. It used to be to buy a car, but the house is more important.*

*Alexandra Blanco  
Even Start Family Literacy Program  
Tampa*

*"I don't put enough bills on me so I can't pay. Right now I'm not in debt. I know what I make. I save instead of giving my money to other people. I get two checks each month, sometimes three. The first check pays the rent and some food. The second check pays the rest of the bills and food, and I have some left over to save. If I get three checks, I save the third one.*

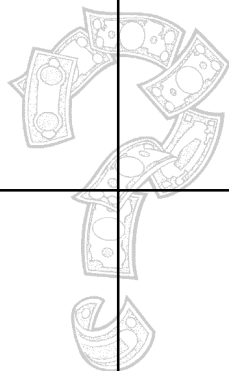
*Carrie Berry, School Custodian,  
Orange County Public Schools*



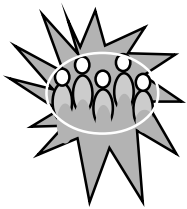
2. Discuss what you read. What do you think of what the people in the quotes above said about financial barriers? Do you agree or disagree with them?

3. Tell your expert team members whether financial barriers exist for you at the present time.
4. Be ready to name at least two financial barriers a person faces in their job search and suggestions for overcoming them.

<b>Financial Barrier</b>	<b>Ways to Overcome It</b>
1.	
2.	



### Expert Team 4: Personal Barriers



1. Read the information below with your expert team.

One of the biggest barriers to reaching goals for many people has to do with how they feel about themselves.

Many people are afraid to set goals because they are afraid they cannot succeed. They may not believe they can do it or feel they don't deserve to reach for certain goals. People who feel this way may be said to have *low self-esteem*. Low self-esteem is one of the biggest barriers to change.

One way to overcome self-esteem barriers is to set smaller goals and meet them. Plan one small step and achieve it. Then another step. Little by little, one day at a time, you can become more confident and improve your self-esteem. Here's how one woman from Tampa put it:

*Be open-minded about life and everything. It's nice to have friends, but they're not going to be there forever. They're not gonna pay your bills. It's not being selfish, but think about yourself and your future. Be independent. It will raise your self-esteem. When you know you can take care of yourself it feels really good.*

*Alexandra Blanco  
Even Start Family Literacy Program  
Tampa*

Some personal barriers come in the form of *self-defeating* thoughts and beliefs,<sup>3</sup> like the ones listed below.

*I'm too old to go to school.*

*I'd like to be a \_\_\_\_\_, but there aren't any jobs in that field.*

*That job is too hard for women.*

*My wife, husband, or boyfriend doesn't want me to.*

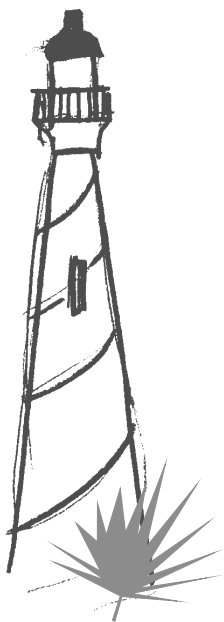
*What would my friends think if I did that?*

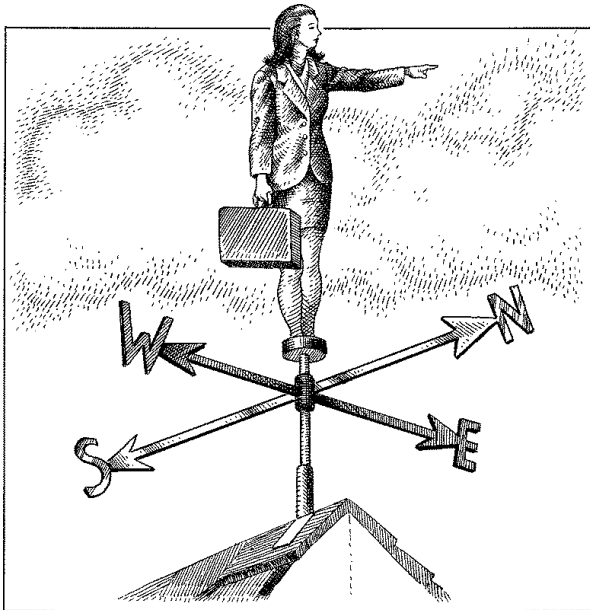
*I don't have the time.*

*I'll never get the money.*

*I'll never be able to pass the exam.*

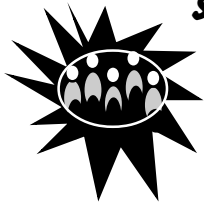
*It will be terrible if I make the wrong choice.*





2. Discuss what you read. Do you know people who have used the kind of self-defeating language described above to keep from reaching a goal?
3. Tell your expert team members about any personal barriers to reaching your goals you face at the present time.
4. Be ready to name at least two self-defeating statements people often use. Then, describe what they could do or say to be more self-supporting.

<b><i>Self-Defeating Personal Barrier</i></b>	<b><i>Ways to Overcome the Barrier</i></b>
1.	
2.	



### ***Sharing With Your Home Team***

After you have finished your work with your expert team, go back to your home team. Fill in the chart below, drawing on what each team member has learned in their expert team. Discuss how these barriers relate to one another.

<b><i>Example of Kinds of Barriers</i></b>	<b><i>Ways to Overcome Each Barrier</i></b>
Educational Barriers 1.	
2.	
Financial Barriers 1.	
2.	
Family or Social Barriers 1.	
2.	
Personal Barriers 1.	
2.	



### ***Naming Your Barriers***



Next, name and describe any barriers you may face in your efforts to reach your personal goals.

<b><i>Description of Your Barrier</i></b>	<b><i>How You Might Overcome It</i></b>
1.	
2.	
3.	

**Checkpoint 4-3**  
**Name the barriers you face in reaching your goals.**  
I completed the checkpoint on \_\_\_\_\_ date \_\_\_\_\_

## Teamwork 4: Getting Support from Your Social Network

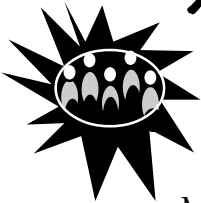


The important people in your life—the ones you depend on and who depend on you are sometimes called your *social network*.<sup>4</sup>

Deciding to make a change in your life and doing so often affect your social network. Once you have decided on your goals, you will need to talk your plan over with the important people in your life. How will new goals affect *their* lives?

*Making a change often affects not just you, but those close to you. In this activity, you'll think about how your goals may affect their lives.*

### Your Inner Circle



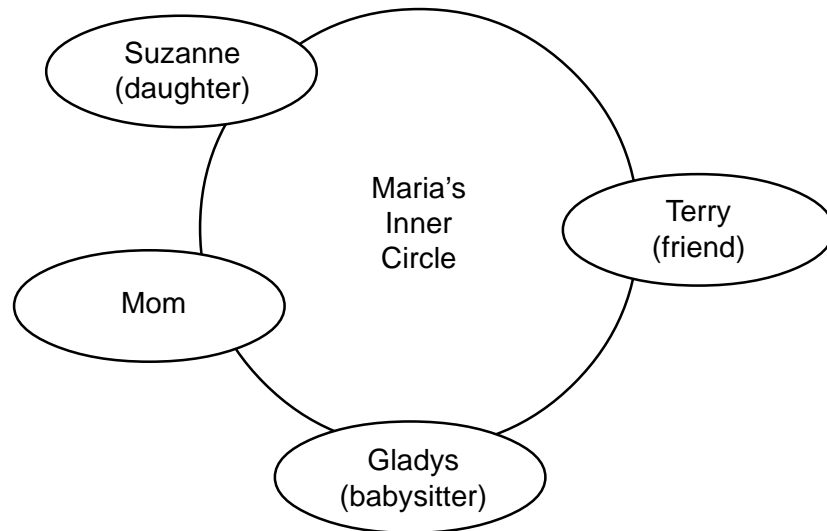
With your team, look at the chart labeled *Maria's Inner Circle* on the next page. In it Maria wrote down the names of the people who were closest to her—her *inner network*. Then she wrote about how her decision to go back to school and get a night job would affect each of them. Discuss the questions below.

1. What should Maria say to each of the people on her list?
2. How might these people help her to reach her goals?
3. What might they do to get in the way?



### ***Maria's Inner Circle***

1. First, Maria wrote down the people in her social network. She listed anyone who was important in her life and who might be affected by changes she made.



2. How do these people depend on Maria now? How does she depend on them? How will her relationship need to change for her to meet her goals?

*Suzanne—She'll have to be in daycare three nights a week. But she'll have a better life in the long run!*

*Mom—I won't be able to see her as much. I'm worried she's gonna be really upset.*

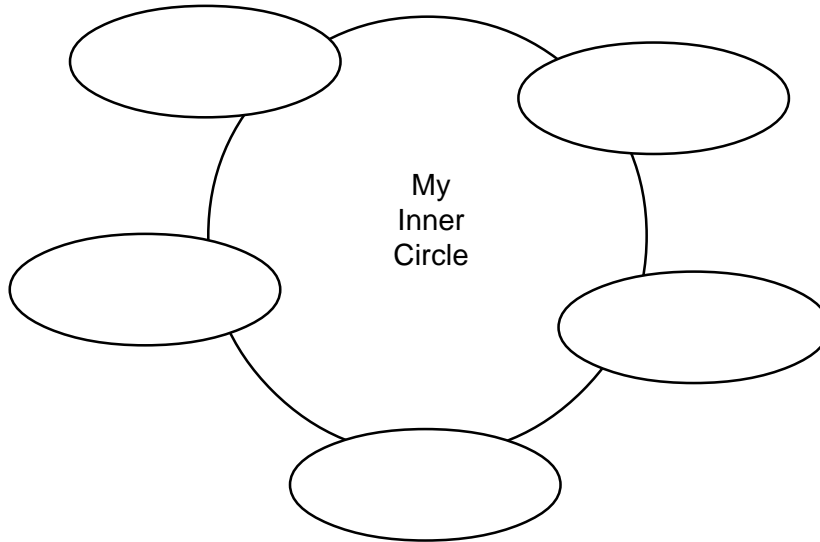
*Terry—Terry is really helping out. She helped me fill out the forms for school. I know she'll be there for me.*

*Gladys—She'll have to babysit more. Maybe I can sit for her kids on Saturday so she can have free time.*



***Your Inner Circle***

1. Next, write down around the circle the people in your social network. Write down anyone in your life who might be affected by your change.



2. Describe how these people can either help or get in the way of your reaching your goal. Name ways you can ask them to help you as you make your changes.

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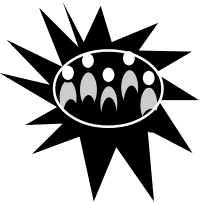
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**✓ Checkpoint 4-4**  
**Analyze how your social network can help you meet your goals.**  
 I completed the checkpoint on \_\_\_\_\_ date \_\_\_\_\_

### Planning Ahead for Problems



In order to achieve your goal, you have to have a plan. But often you also have to have a backup plan, in case things go wrong. In Maria's case, she had to have backup solutions in case her car broke down or her babysitter got sick.



Read the example below about how Maria made backup plans to help her achieve her goal of going to school at night. Discuss how Maria's inner network helps her when she has a problem.

<i><b>Problem</b></i>	<i><b>Solution</b></i>	<i><b>What if...</b></i>	<i><b>Another Solution</b></i>
What if Gladys gets sick?	Find a backup babysitter for nights.	She gets sick or can't do it?	Ask Mom if she will babysit in a pinch.
What if my car breaks down?	Find out the bus route to school.	The bus isn't running?	Ask Terry to give me a ride.
What if I have to work nights.	Tell my boss now about my plans.	I still have to cover for someone?	See if I can take make-up classes.



Start thinking now about how you might plan ahead for problems that might come up as you try to meet your goals. How could people in your inner network help you when problems come up?

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## ***Planning Ahead for Problems***



Think about problems that may come up as you try to meet your goals. The problems may have to do with transportation, childcare, money, health problems, or other situations. Think of backup solutions to get help with each problem.<sup>5</sup>

<b><i>Problem</i></b>	<b><i>Solution</i></b>	<b><i>What if...</i></b>	<b><i>Another Solution</i></b>



**Checkpoint 4-5**  
**Demonstrate your ability**  
**to plan ahead for**  
**problems.**

I completed the checkpoint  
 on \_\_\_\_\_ date

## Teamwork 5: Putting It All Together



Try again to write a new version of your Goals Pyramid using all that you have learned.

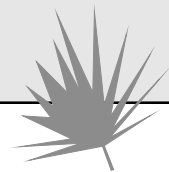
1. Write in your long-range goals at the top of your pyramid on page 4-38. Remember, your goals can change. But beginning to set some will get you started.
2. Next, try writing medium-range goals that will help you meet each long-term goal. Remember, medium-range goals are those you can meet in about 3 to 6 months.
3. Then, try writing some short-range goals. These may be things you plan to do within the next two or three weeks.
4. Finally, make 3 to 6 copies of the calendar on page 4-39. Try to start writing in things you need to do to meet your goals for the next 3 to 6 months.

*Note: Some people may have goals that are very personal which they don't want to share with the class. In this case you may want to make one set of goals for class with information you can share. You can then make another set at home that reflects your personal goals.*

*As you have now learned, setting goals is more than just listing your dreams on a piece of paper. It takes a lot of planning. Now you will put together all that you have learned to make your own plan.*

### Give Yourself Credit for Steady Progress

*If, as you work on these goals, you find you don't reach all your short-term goals, don't worry. Most people don't. The important thing is that you are moving forward toward your goals. As you begin to set and reach some short-term goals, you'll start to feel more self-confident. And, you'll get better at setting the next set of goals.*





## *My Goals Pyramid*

*Long-term goals (next 3 years):*

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*Medium-term goals (next 3 months):*

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*Short term-goals (next 3 weeks):*

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*Module 4*



Copy for  
Employment Portfolio

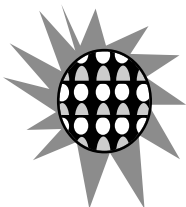


**Monthly Schedule**

Month \_\_\_\_\_ Year \_\_\_\_\_

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>

**Summing Up**



To finish up, you and your class may want to try this activity:

Look in your purse, wallet, or book bag for one thing that describes how you feel now after having set some goals. Go around the circle. Have each person describe the item they chose and why they chose it.

## ***Florida Facts: Finishing Your Education***



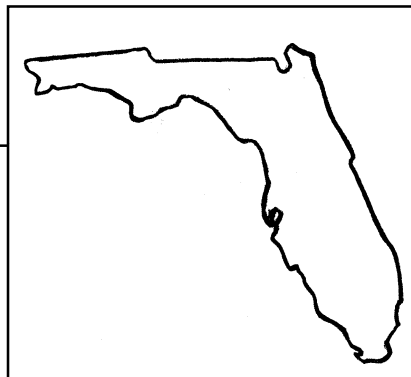
*If you do not have a high school diploma, you are not alone! In Florida, one in every four adults has not completed high school.*



*Each year, however, many adults go back to school to finish their education. In 1995, 37,000 adults in Florida got their GED or Adult High School Diploma. That is 29%, or almost one in three, of all the diplomas awarded in the state!*



*Special programs help adults who speak English as a second language, adults with disabilities, and adults in prisons to study for the GED or Adult High School Diploma.*



## ***Problem Solving on the Job: I Can't Always Please Everyone***

Working with a team of people, supervisors say, often means being willing to compromise. Not everyone can get their way all the time. This is especially true with scheduling work time. Everyone may want the weekend off, but someone will have to work. Most supervisors will try to help out with employees special scheduling needs. But employees' have to be willing to let the supervisor know in advance. In this activity you'll think more about how making your own personal scheduling can help.

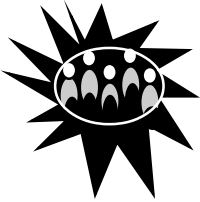


*Scheduling you work time can be a problem – both for supervisors and for workers. In this module, you'll help one supervisor and worker solve their scheduling problems.*

*Every time I put up the schedule someone gets mad. They don't understand that I can't please everyone all the time. I have to make sure there are enough nurses and nurse techs on every shift to take care of the patients. If one doesn't show up, it throws everything off. If they give me enough notice I can work with them, but they shouldn't expect to get the schedule they want every week.*

*Anonymous Head Nurse*

Ruth carries her personal calendar wherever she goes. She has it when she needs to make a date or appointment. It is handy when she needs to check her schedule for conflicts. This way she always knows when she's working. She can let her boss know ahead of time if she needs a particular day or time off. She also makes notes to herself about things she doesn't want to forget.



With your home team, look at Ruth's calendar on page 4-43 for September. Then answer the following questions.

1. What is the average number of hours Ruth works per week? \_\_\_\_\_  
(To get the average, figure out the total number of hours for each week. Add them together, and divide by four weeks.)
2. Look under the column for each day of the week. Are there any days that Ruth has off every week? \_\_\_\_\_
3. A split shift is when you work two shifts in a day with a break in between. How many split shifts will Ruth work in June? \_\_\_\_\_
4. There is one day when Ruth's work schedule conflicts with her other plans.

a. Which day is it? \_\_\_\_\_

b. What is the conflict? \_\_\_\_\_

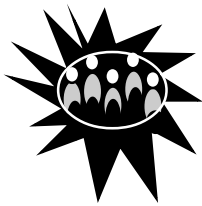
\_\_\_\_\_

c. What could she do to resolve the conflict? \_\_\_\_\_

\_\_\_\_\_

**Ruth's Calendar – September 1999**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
Work 3-11	<b>1</b> Volunteer at Amy's school  GED Class 6-9	<b>2</b> Work 8-4	<b>3</b> Work 8-4	<b>4</b> Work 9-1 and 5-9	<b>5</b> Work 1-5	<b>6</b>
<b>7</b> Off	<b>8</b> Work 8-4  GED Class 6-9	<b>9</b> Dr. Brown 1:00  Work 4-11	<b>10</b> Work 4-11  GED Class 6-9	<b>11</b> Work 8-1 and 4-7  Lunch with Mom	<b>12</b> Off	<b>13</b> Work 8-3
<b>14</b> Work 8-1 and 4-7	<b>15</b> Off Parent Teacher Conf. GED Class 6-9	<b>16</b> Work 8-1 and 4-11	<b>17</b> Work 8-4  Shop for Wedding	<b>18</b> Work 8-4  Teacher Planning Day—No School	<b>19</b> Gabe's Wedding 3:00	<b>20</b> Work 4-11
<b>21</b> Work 8-4	<b>22</b> Work 8-4  GED Class 6-9	<b>23</b> Work 8-4  Pickup TV	<b>24</b> Work 8-4  GED Class 6-9	<b>25</b> Off  Call Martha on her Birthday	<b>26</b> Work 8-1 and 4-9	<b>27</b> Father's Day  Work 5-11
<b>28</b>	<b>29</b> Work 8-4	<b>30</b>				



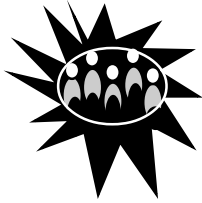
Look at Ruth's work schedule for the next two weeks.  
Then answer the questions on the next page.

### July 1999

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
29 Off	30 Work 8-4 GED Class 6-9	1 Work 4-11	2 Work 8-4 GED Class 6-9	3 Work 8-1 and 4-9	4 Work 8-4	5 Off
6 Work 8-4	7 Work 8-4 GED Class	8 Off	9 Work 8-4	10 Work 4-11	11 Off	12 Work 4-11

- Ruth needs to make a dentist's appointment as soon as possible. The office has several openings in the first two weeks of July. They are only open Monday through Friday from 8:00 a.m. to 4:00 p.m. Which days could Ruth possibly make her appointment for?
- There is a money management seminar that Ruth wants to attend. It is offered on Wednesdays or Fridays from 12 to 3. Will Ruth be able to attend it the first two weeks of July? Which dates could she attend?
- Ruth's cousin has invited her to dinner. They are trying to coordinate their schedules. Which dates during the first week of the July are good for Ruth?
- Ruth's coworker, Bryan, is trying to get someone to switch shifts with him on the 9th. His schedule that day is from 4 to 9. Can Ruth switch shifts?

1. June 29th, July 1st, 8th, 10th  
2. Yes, 1st, 8th, or 10th  
3. July 4th, or 5th  
4. Yes



Look at Ruth's work schedule for the next two weeks. Then answer the questions below.

**July 1999**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
13 Off	14  GED Class 6-9	15 Dr. Chaney (10:00 am)	16  GED Class 6-9	17	18	19
20	GED Class 6-9	22	23  GED Class 6-9	24 Amy's School Play (11:30 a.m.)	25	26

1. Ruth's supervisor can't always give everyone the schedules they want, but she tries her best. She has developed the form on the next page for people to hand in before the next schedule is put out. It tells her which shifts people prefer to work and what days off they would like to have. It doesn't mean they will get all of them, but if she gets the information early, she can usually give her employees a schedule they are happy with.

2. Look at Ruth's commitments for July 13th through the 26th. Fill in her scheduling request on the next page. Only fill it in for days when Ruth needs a particular schedule.

14<sup>th</sup>, 16<sup>th</sup>, 21<sup>st</sup> and 23<sup>rd</sup> prefers 8-4  
15<sup>th</sup>, 24<sup>th</sup> - needs 4-11



### ***Hospital Scheduling Request***

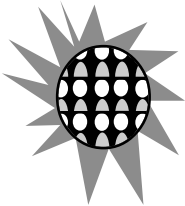
Check which shift you prefer.

<b><i>Date</i></b>	<b><i>Day Shift 8-4</i></b>	<b><i>Night Shift 4-11</i></b>	<b><i>Off</i></b>

## ***Reaching Out: Interviewing Others Who Have Met Their Goals***

Invite several people who have succeeded in meeting their goals to come to your class. These may be students who are now in vocational or other adult education programs, people who are working, or even classmates and teachers in your program. Explain to them that you will be interviewing them about how they are setting and meeting their goals.

*In this activity, you'll invite some people who have met their goals and interview them to see how they reached their goals.*

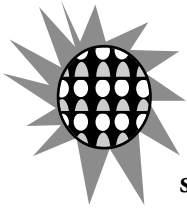


**Before the interview**, come up with a list of 5 to 8 questions you would like to ask the guests. You may want to ask them how they decided on their goals, how they set about reaching their goals, and how their goals have changed over time.

Decide who will ask the interview questions for each guest. If you can, give your guests a list of the questions ahead of time so they can be thinking about them.

### ***Questions for Our Guests***

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



On the day of the interview, **complete the following steps.**

1. Welcome your guests. You may want to bring some refreshments this day to “break the ice.”
2. Interview each guest one at a time. Ask each guest the same questions, but also allow class members to ask additional questions as you go along.
3. After all the interviews are done, be sure to thank the guests for coming.
4. After the guests have left, make a class list of some of the most important things you learned.
5. Be sure to write each guest a thank-you note!







## Winding Up

### Performance Checklist



1. Go to the *Book A Performance Checklist* at the end of this book. Date each checkpoint you finished from Checkpoint 4-1 to Checkpoint 4-5.

2. Next look at the Career-Building Skills on the Performance Checklist. Think about whether you improved in each skill area. Rate how much you improved.

### One-Sentence Summary

Finish the sentence below.

The most important thing I learned in Module 4 is:

The most important thing I learned in Module 4 is:



After you have finished, ask your teacher to initial each item on the Performance Checklist. If you didn't finish a checkpoint, decide on a plan to make up the work. If you gave yourself a low rating on a career-building skill, discuss with your teacher

how you might improve that skill. Share your one-sentence summary with your teacher. If you have completed all the performance checkpoints for Book A, your teacher will award you a Book A Certificate. Celebrate your success!



## **Team Assessment**

Think about how well your team worked together during this module. Answer the questions below. Then, share what you wrote with your team. Come to a group decision about how you can improve.

	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>
1. I was happy with the teamwork I did this module.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Everyone on our team helped one another set their personal goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Everyone on the team encouraged and helped each other in thinking about how to overcome the barriers we face.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. We took turns taking different roles on the team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Everyone on our team helped me learn skills I need to do well on the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The best part of working with our team during Book A was:

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## Getting Support



Think about who you went to for support while you were setting your goals and thinking about how to overcome your barriers. Did you go to a family member? A friend? A classmate? How did this person help you? Jot down your answers below.

<i>Support Person</i>	<i>How He or She Helped Me</i>

## Next Steps

Jot down the most important things you need to do next.

1.
2.
3.
4.
5.