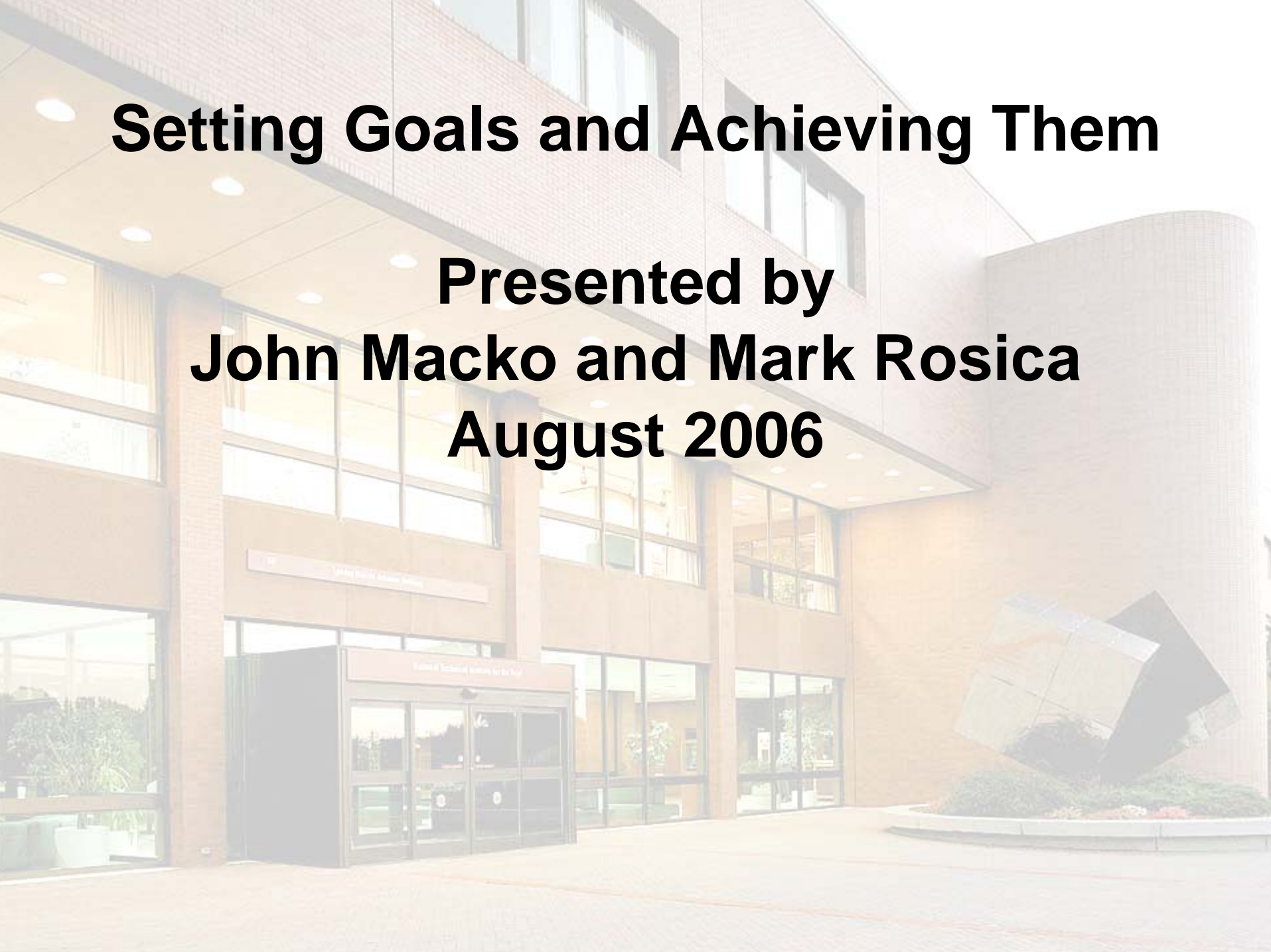


# **Setting Goals and Achieving Them**

**Presented by  
John Macko and Mark Rosica  
August 2006**

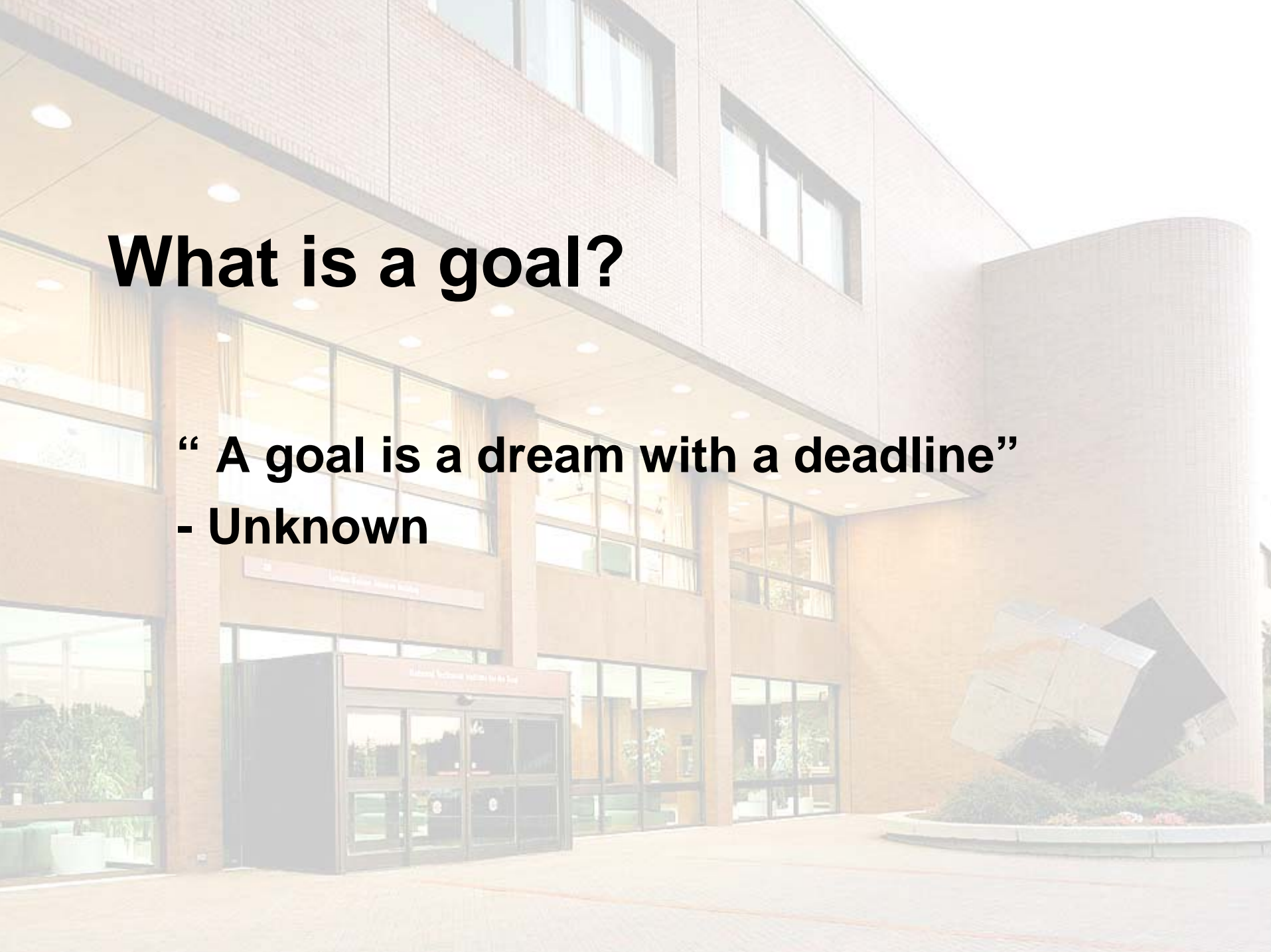


# How on Earth Did I Get in Here?



# **What is a goal?**

**“ A goal is a dream with a deadline”  
- Unknown**







**In the Success Magazine, researchers asked Yale's Class of 1953 three questions related to goals:**

- 1) Have you set goals?**
- 2) Have you written them down?**
- 3) Do you have a plan to accomplish them?**



---

# Results from the research

- Only 3% of Yale class had written down their goals
- 13% had goals but had not written them down
- Fully 84% had no specific goals at all, other than to “enjoy themselves”

# **In 1973, when the same class was resurveyed, here are the results**

- The 13% who had goals but had not written them down were earning two times as the 84% graduates who had no goals at all.**
- The 3% who had written down their goals were earning 10 times as much as the other 97% of graduates combined.**





**To achieve your goals in life –  
it doesn't matter:**

- 1) How smart you are**
- 2) How much talent you have**
- 3) Where you came from**
- 4) How much you started out with**

**All of above are important but they mean  
little if you don't understand one thing.**



# **What is the one thing you must understand?**

- You can't achieve your goals alone**

**“Success in any field is about working with people, not against them”**

**- Keith Ferrazzi**



# **Activity: How do you figure out your goal?**

## **Step One A: Look Inside**

- a) Develop a list of dreams and goals**
- b) Create a list of things that bring you happiness (clues can be found in hobbies, books, achievement, people, and things that move you)**

# **Activity: Continued**

## **Step One B: Look Outside**

**a) Ask your class peer who knows you the best**

**1) strengths vs weaknesses**

**2) what they admire about you?**

# **Activity: Continued**

**Step Two: Putting and Expanding Goals to Paper**

**Column I: What you would like to accomplish one to three years from today?**

**Column II: How will you accomplish these goals?**

**Column III: What is your target date to achieve them?**

**Column IV: What resources will you use to achieve them?**

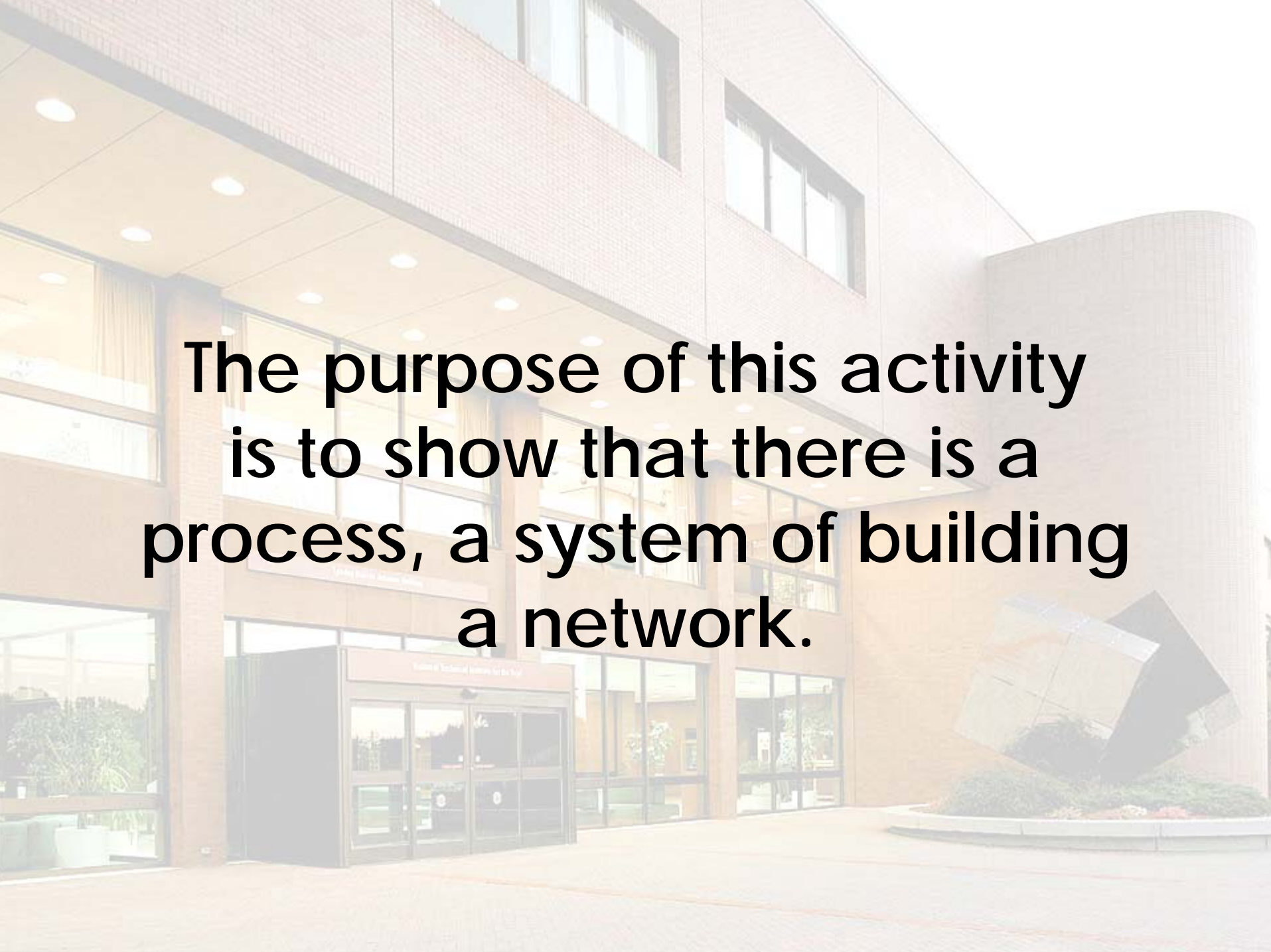


# **Activity: Continued**

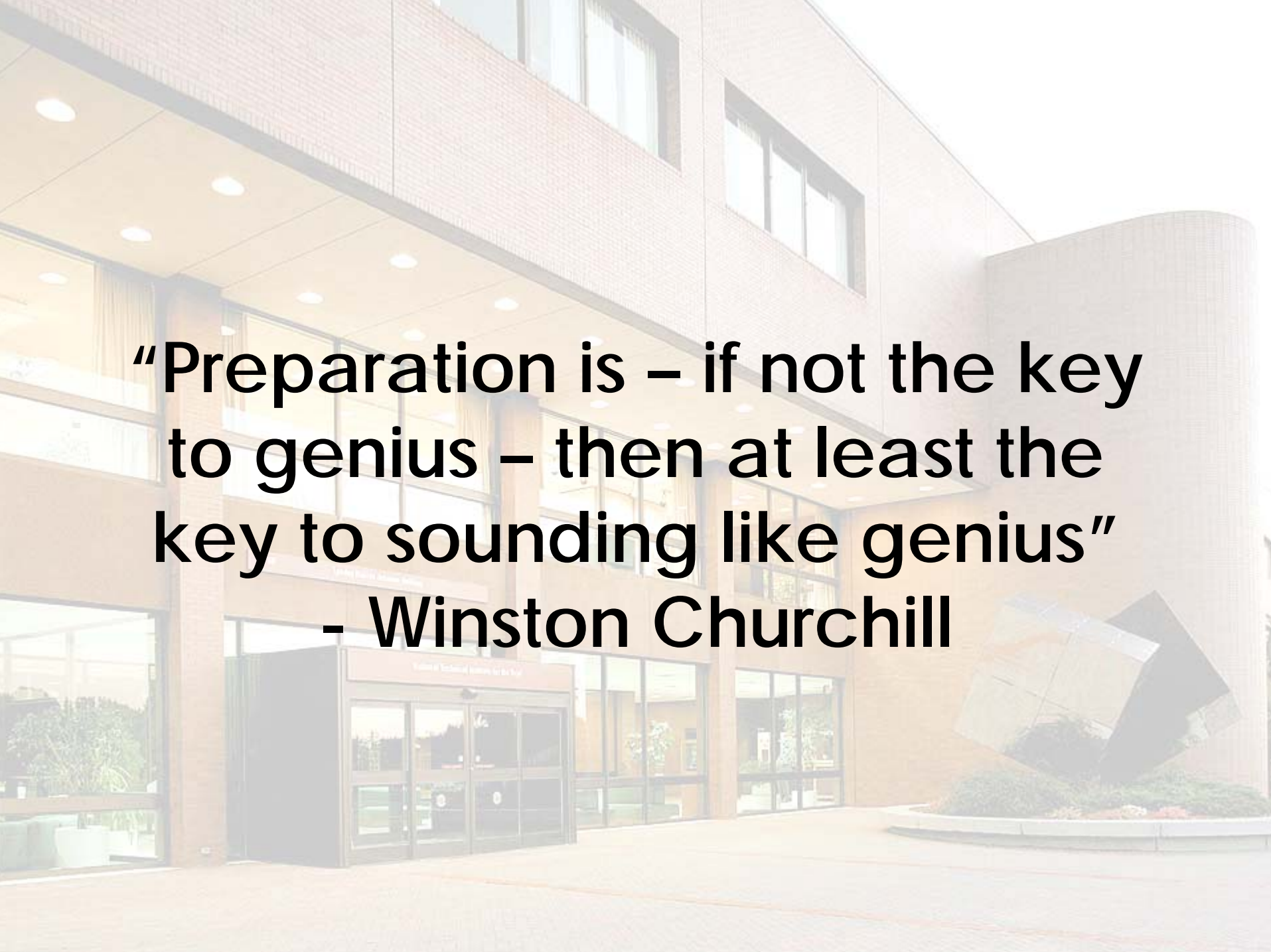
## **Step Three:**

### **Create a Personal “Board of Advisors”**

**They may be made up of family members, professors, and/or former supervisors. It helps to have someone to act as cheerleader and hold you accountable.**



**The purpose of this activity  
is to show that there is a  
process, a system of building  
a network.**

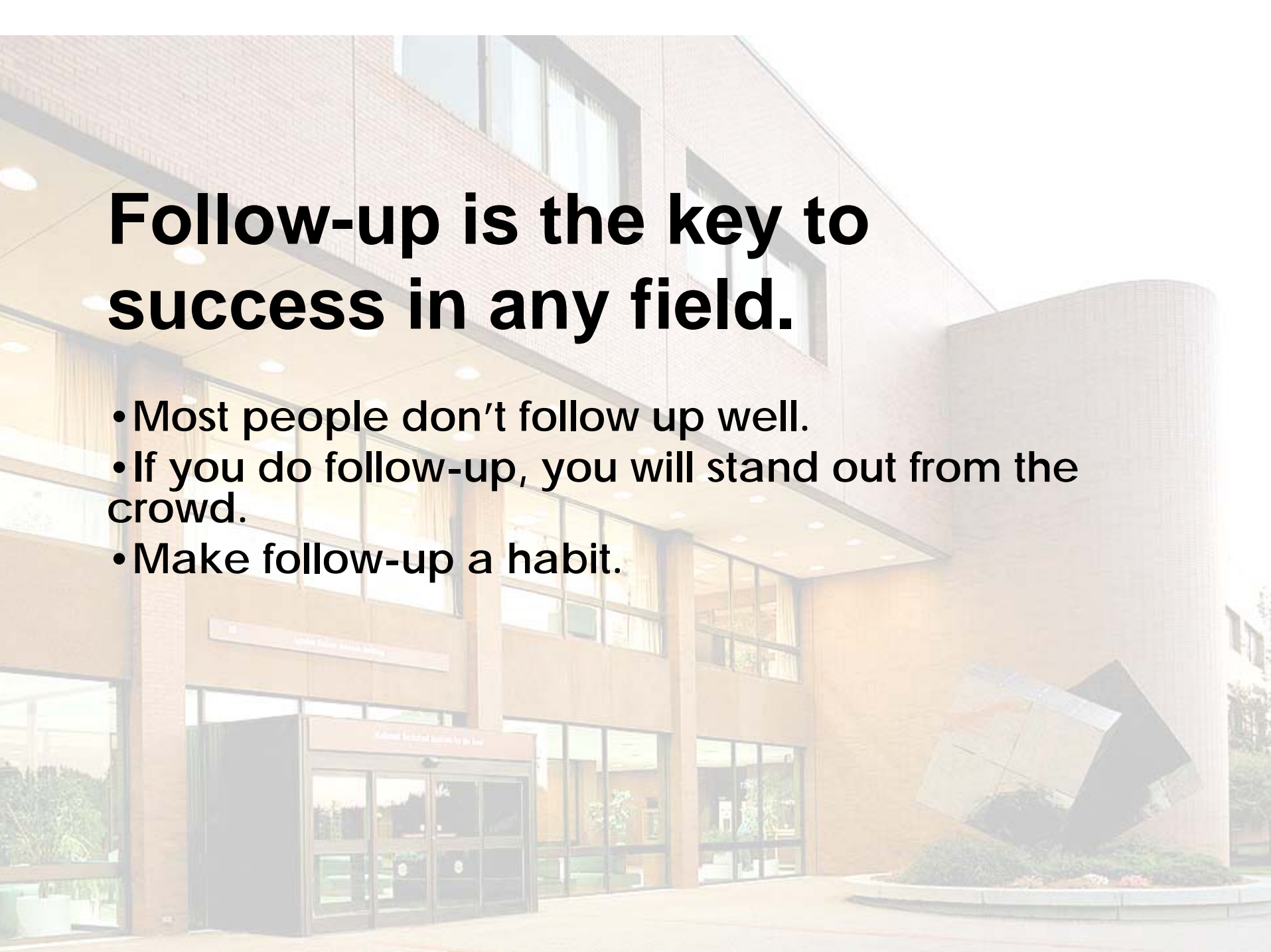
The background image shows a modern, multi-story brick building with large glass windows. The building has a curved section on the right side. In the foreground, there is a paved area and a small landscaped area with some plants. The text is overlaid on the building.

**“Preparation is – if not the key  
to genius – then at least the  
key to sounding like genius”  
- Winston Churchill**



# **Follow-up is the key to success in any field.**

- Most people don't follow up well.
- If you do follow-up, you will stand out from the crowd.
- Make follow-up a habit.





**“The deepest principle in  
human nature is the craving  
to be appreciated”  
- Unknown**

# Where Do We Go From Here?





## *Style Questionnaire*

**Instructions:** Read each item carefully and think about how often you (or the person you are evaluating) engage in the described behavior. Indicate your response to each item by circling one of the five numbers to the right of each item.

**Key:** 1=Never      2=Seldom      3=Occasionally      4=Often      5=Always

1.	Tells group members what they are supposed to do.	1	2	3	4	5
2.	Acts friendly with members of the group.	1	2	3	4	5
3.	Sets standards of performance for group members	1	2	3	4	5
4.	Helps others feel comfortable in the group.	1	2	3	4	5
5.	Makes suggestions about how to solve problems.	1	2	3	4	5
6.	Responds favorably to suggestions made by others.	1	2	3	4	5
7.	Makes his or her perspective clear to others.	1	2	3	4	5
8.	Treats others fairly.	1	2	3	4	5
9.	Develops a plan for action for the group.	1	2	3	4	5
10.	Behaves in a predictable manner toward group members.	1	2	3	4	5
11.	Defines role responsibilities for each group member.	1	2	3	4	5
12.	Communicates actively with group members.	1	2	3	4	5
13.	Clarifies his or her own role within the group.	1	2	3	4	5
14.	Shows concern for the personal well-being of others.	1	2	3	4	5
15.	Provides a plan for how the work is to be done.	1	2	3	4	5
16.	Shows flexibility in making decisions.	1	2	3	4	5
17.	Provides criteria for what is being expected of the group.	1	2	3	4	5
18.	Discloses thoughts and feelings to group members.	1	2	3	4	5
19.	Encourages thoughts and feelings to do quality work.	1	2	3	4	5
20.	Helps group members get along.	1	2	3	4	5

### *Scoring*

The style questionnaire is designed to measure two major types of leadership behaviors; task and relationship. Score the questionnaire by doing the following. First, sum the responses on the odd-numbered items. This is your task score. Second, sum the responses on the even-numbered items. This is your relationship score.

Total scores: Task \_\_\_\_\_ Relationship \_\_\_\_\_

### *Scoring Interpretation*

45-50 Very high range

40-44 High range

35-39 Moderately high range

30-34 Moderately low range

25-29 Low range

10-24 Very low range