

TOPIC: ATTITUDE, GOAL SETTING, AND LIFE MANAGEMENT**SUMMARY:**

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. Your personality and attitude will attribute to your goals. Goal setting is the first step toward turning dreams into a reality. This important process provides focus and identifies specific steps that need to be accomplished. Determining; goals will lead to life management.

OTHER RESOURCES:**POTENTIAL GUEST SPEAKERS**

- CAREER COUNSELOR or SCHOOL CAREER CENTER EMPLOYEE to conduct a personality assessment on your students and provide tips on how to set goals.

POTENTIAL FIELD TRIPS

- LOCAL (or SCHOOL) CAREER CENTER and take the Meyers-Briggs personality assessment and so students will be comfortable going there and using the tools available to set career goals.
- CAMPUS HEALTH CENTER and see what type of psychological assistance is available.

LEARNING OUTCOMES: *After studying these topics, you will benefit by:*

- Discovering the influence professionalism and positive human relations have on personal, academic, and career success
- Knowing how individual personality, attitude, and values affect the workplace
- Recognizing how self-efficacy and personal branding affects your confidence
- Developing a strategy to deal with past negative experiences and other barriers to success
- Examining the impact goal setting has on creating a life plan in today's economy
- Choosing priorities to support your goals

You are a successful student if you:

1. Explain the importance of professionalism
2. Create a strategy to enhance your personal brand
3. Write a life plan

OVERVIEW OF ACTIVITIES:

The following chart provides a quick overview of the activities for Attitude, Goal Setting, and Life Management. A complete description of each activity follows these tables. In the full description, you will find the activity title, instructions, and how to conclude/evaluate the activity. As you review which of these activities to use, consider the following:

- None of the activities are meant to be prescriptive. Pick, choose, and adapt. You know your students and what they need better than anyone else.
- We have denoted the format in which the activities can be used. Note the column below titled “Applications.” Most of the activities can be easily replicated from the classroom to the online environment. For example, reflection papers and case studies could be posted on discussion boards or chat rooms and students could respond there. Where appropriate, additional suggestions have been included in the activity section below.
- We have included all worksheets needed to complete the activities for this topic.
- You may want to suggest means by which your students can save, retrieve, and send their activities. This is usually determined by you and the LMS used at your institution.
- The activities provided for this module are intended to give you suggestions that may assist you in providing students with activities, journal writing, thought-provoking situations, and group activities. You probably have many activities in addition to the ones found here. Use them to your best advantage. You and your ideas bring the class to life.
- TALK IT OUTS are found throughout the chapters and are set up to be used as in-class activities or may be assigned for homework.
- ACTIVITIES are found at the end of each chapter and are set up to be used as homework (some may be used as in-class activities).
- SELF-QUIZ is used as a review of key terms.

Activity	Description	Related Skill and/or Learning Outcome	Applications
Talk It Out	Think about their personalities. Introduce short-term goals.	personality, attitude, and values affect the workplace; goal setting	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Topic Situation	Overcome the effects of negative baggage. Introduction to a real goal setting situation	dealing with past negative experiences; goal setting	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Think Like a Boss	Critical thinking for students to apply to management scenario	self-efficacy and personal branding; effects of your confidence; personality, attitude, and values affect the workplace; goal setting	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #1	Identify personality	personality, attitude, and values	<input checked="" type="checkbox"/> Traditional

Define Your Personal Brand	characteristics	affect the workplace	<input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #2 Learning Styles	Discover personal characteristics	influence professionalism and positive human relations have on personal, academic, and career success and personality, attitude, and values affect the workplace	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #3 Life Dreams	Think about goals	goal setting	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #4 Resources for Dreams	Think about goals and resources	goal setting and priorities to support your goals	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #5 Personal Brand	Express personal characteristics in ideal self-concept (personal brand)	personality, attitude, and values affect the workplace	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #6 Factors Toward Success	Evaluate positive/negative factor for success in school	influence professionalism and positive human relations have on personal, academic, and career success	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #7 Long-Term Goals	Create long-term goals that are specific, measurable, achievable, realistic, and have a time frame.	goal setting	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #8 Short-Term Goals	Create short-term goals that are specific, measurable, achievable, realistic, and have a time frame.	goal setting	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Writing Exercises	Expand on personal brand. Report on an interview. Set goals by	Personality; professionalism, career interests; goal setting	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended

	creating a life plan.		<input checked="" type="checkbox"/> Online
Additional Activity #1 Tell Us about Yourself	Introduce students to each other in pairs and to the class.	Personality	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Additional Activity #2 Characteristics of Positive and Negative People	List characteristics of positive and negative people. Talk about what qualities earn respect.	Influence of professionalism and positive human relations, attitude	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Additional Activity #3 Discussion Questions	Ideas for further discussion.	All	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Self-Quiz	Key terms	All	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online

MyStudentSuccessLab ASSESSMENTS and ACTIVITIES

MyStudentSuccessLab (www.mystudentsuccesslab.com) is an online solution designed to help students acquire and develop the skills they need to succeed. Here students can access peer-led video presentations and develop core skills through interactive exercises and projects. Rich assessments based on Bloom's Taxonomy and tied to learning outcomes provide students with the opportunity to identify their strengths and weaknesses and to communicate them more effectively. MyStudentSuccessLab helps students develop academic, life, and career skills that will transfer to ANY course or experience

Self-Management Skills at Work

MSSL Topic	MSSL Activity	Description	Related Learning Objective	Time on Task	Suggested Use
Self-Management at Work	Topic Pre-Test	20 Multiple Choice questions targeting various levels of Bloom's taxonomy. Auto grading	All topic learning objectives (see Overview in the Learning Path)	30 min	Homework or in-class quiz
Self-Management at Work	Videos: (1) Goal Setting at Work (4:14 min) (2) Time & organization at Work (4:20 min)	Two videos illustrate how to set goals and better manage your time at work	<ul style="list-style-type: none"> Analyze characteristics of effective career goals Explain the value of career goals Identify time-management tools for the workplace Recommend ways to avoid time-management pitfalls at work 	25-30 min	Homework, including viewing video and answering discussion questions
Self-Management at Work	Practice 1: Workplace Goal Setting	In this multimedia activity, students identify the characteristics of effective career goals and create short and long-term career goals	<ul style="list-style-type: none"> Analyze characteristics of effective career goals Explain the value of career goals Recommend strategies for attaining career goals 	20 min	Extra practice or homework
Self-Management at Work	Practice 2: Time Management at Work	In this multimedia activity, students learn how to work more efficiency using time-management tools	<ul style="list-style-type: none"> Identify time-management tools for the workplace Describe useful workplace time-management tools Prioritize tasks to improve your time management at work Recommend ways to avoid time-management pitfalls at work 	20 min	Extra practice or homework

Self-Management at Work	Practice 3: Work-Life Balance	In this multimedia activity, students learn the importance of balancing all aspects of their lives-work, family, friends, and personal health	<ul style="list-style-type: none"> Describe elements of a balanced life Recommend ways to attain work-life balance 	20 min	Extra practice or homework
Self-Management at Work	Activity 1: Set a Workplace Goal	Students use a template to create long and short-term SMART workplace goals. Can submit via LMS or document sharing for grading. (See Appx A for grading rubric)	<ul style="list-style-type: none"> Create a short-term goal that supports a long-term career goal 	30-45 min	Graded homework
Self-Management at Work	Self-Mgt at Work: Journal Writing Assignment	Short e-journal activity to reflect on achieving balance in the student's life.	<ul style="list-style-type: none"> Recommend ways to attain work-life balance 	15-20 min	Reflection activity
Self-Management at Work	Self-Mgt at Work: Goal Setting Writing Assignment	Students set a goal to improve work-life balance.	<ul style="list-style-type: none"> Recommend ways to avoid time-management pitfalls at work 	15-20 min	Goal setting activity
Self-Management at Work	Extra Practice	Test items with feedback for correct and incorrect answers. Test items cover all topic learning objectives (see Overview in the Learning Path)	Over 170 additional Extra Practice items assess all topic learning objectives	Self-paced so time is variable	Extra practice or homework
Self-Management at Work	Topic Post-Test	20 Multiple Choice questions targeting various levels of Bloom's taxonomy. Auto grading	All topic learning objectives (see Topic Overview in the Learning Path)	30-45 min	Graded in-class test (can compare Pre- and Post-test results)

TALK IT OUT

1. What cartoon character best describes you?

The purpose of this activity is to get your students to be more comfortable in a class discussion using a fun way to make them think about their own personalities.

2. Share one goal you have set for this class.

The purpose of this discussion is to get your students thinking about how to set short-term goals, such as passing the class with a specific grade, creating a usable résumé, being on time to class every day, being in class every day, getting homework done on class night, etc.

TOPIC SITUATION RESPONSE***1. Effects of negative baggage: What steps should Keira take to help her achieve her goals?***

Students should answer this exercise using the three steps mentioned in this section: (1) Confront the past—Keira needs to realize that the fact that she broke the law in the past cannot be changed; (2) Practice forgiveness—the forgiveness is for Keira to realize that the past is the past and she must forgive the fact that this mistake was made; and (3) Move forward—the first two steps lead to being able to move forward and improve life by learning from your mistakes and not repeating them.

2. Setting and achieving goals: What are specific steps Austin can take to ensure he reaches his goal of becoming a CPA?

As one goal was reached, Austin became more motivated and self-confident enough to set a higher goal. Achieving goals will continually help Austin strive for improvement. Austin needs research schools and enroll school, apply for financial aid and/or save money, purchase supplies for school, research jobs in his career, determine days and times for classes, etc.

THINK LIKE A BOSS***1. How would you deal with an employee who displays poor self-efficacy?***

A supportive attitude and positive encouragement from the boss will increase self-image for the employee. Encourage the employee to get rid of negative baggage; help the employee identify who controls his or her behavior. Remind students that the boss's job is not to become a psychologist. His or her job is to increase job performance.

2. How would recognizing different learning styles help you be a better boss?

It's important to match the employee with the appropriate job function. This will improve productivity and job satisfaction. It is also important for the boss to understand how employees digest information for training, communication, and customer service issues. With different learning styles it is important to know your employees so you can help them learn new ideas the best they can.

3. Why is it important that an employer ensure that employees set personal and career goals?

Goals will help keep employees more focused, increase their self-esteem, motivate them to learn new skills, and help them overcome procrastination, fear, and failure. People with these characteristics will help the company maintain long-term success and profit by being productive.

Text Activity #1: Define Your Personal Brand (Exercise 1-1)***All About You – Describe yourself.***

Answers will vary. Dominant Personality Traits may include descriptions such as loud, shy, or friendly. Personal Values may include descriptions such as family, religion, or financial success. Attitudes toward working full time may include fear or excitement. The main purpose of this exercise is for students to begin identifying their personality characteristics.

Brand	
Appearance	
Personality	
Values/Attitude	

Text Activity #2: Learning Styles (Exercise 1-2)

Apply the learning styles discussed in this chapter and complete the following statements: (1) In the classroom, I learn best by_____, and (2) In the classroom, I have difficulty learning when _____. (3) How will you use this information to perform better?

The answers to this exercise are based on personal assessment and will vary. The purpose of is for students to begin identifying their personal characteristics.

In the classroom, I learn best by
In the classroom, I have difficulty learning when
How will I use this information to perform better?

Text Activity #3: Life Dreams (Exercise 1-3)

Identify five educational, personal, and professional accomplishments you would like to achieve in 5–10 years.

This exercise is to get students to start thinking about where they want to be in the future and what they want so the exercise answers will vary. Let student know they will use this information to create goals.

	Personal	Educational	Career
Year 1			
Year 5			
Year 10			
Year 15			

Text Activity #4: Resources for Dreams (Exercise 1-4)

Using the goals you identified in Exercise 1-3, identify how you can turn each dream into a reality.

Since the students have different dreams, the exercise answers will vary. Be sure the resources are identified for the dream.

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Text Activity #5: Personal Brand (Activity 1-1)

Write four words to describe your ideal self-concept (personal brand). What steps are necessary to make your ideal self-concept a reality?

The answers to this exercise are based on personal assessment and will vary. The purpose of is for students to begin identifying their personal characteristics.

1	3
2	4

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Text Activity #6: Factors Toward Success (Activity 1-2)

What factors affect your attitude toward educational success? List positive and negative factors.

The answers to this exercise are based on personal assessment and will vary. The purpose of is for students to begin identifying what can help or hinder their success in school.

Positive Factors	Negative Factors
1	
2	
3	

Text Activity #7: Long-Term Goals (Activity 1-3)

Identify and write your long-term personal, educational, and career goals (giving each the SMART test).

Students will create three long-term goals in each section of their life plan (Personal, Education, and Career). By using the SMART test, they can verify the specific, measure, achievability, realistic, and time frame.

Personal	Education	Career

Text Activity #8: Short-Term Goals (Activity 1-4)

Write three short-term goals to support each long-term goal identified in Activity 1-3 (give each the SMART test.)

Students will short-term goals to support the long-term goals in each section of their life plan (Personal, Education, and Career). By using the SMART test, they can verify the specific, measure, achievability, realistic, and time frame.

	Personal	Education	Career
Long-term Goal:			
Short-term Goal 1:			
Short-term Goal 2:			
Short-term Goal 3:			

WRITING EXERCISES

1. Write a paper describing your self-concept (personal brand).
2. Have students interview a professional in their chosen career and provide a written report on the interview. This interview should reveal what personal and educational steps the professional took to reach his/her current position.
3. Write a goal-setting paper. (Use the following guide).

Career Goal Setting: This writing assignment guides you through the process of creating goals. Use the SMART test when writing goals to make them realistic, attainable, important, and measurable. Identify and write five-year and one-year career goals. Be specific: 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. The following are guidelines; write your paper in report format.

Five-Year Goal

Paragraph 1: In five years, I want to be...

One-Year Goal(s)

Paragraph 2: In order to reach my five-year goal, I need to set the following short-term goals... Identify necessary steps to reach your five-year goal

Paragraph 3: I will know I have reached these goals when . . .

Make goals measurable. How will you know when you have reached each short-term goal?

Paragraph 4: I am currently . . .

What are you currently doing to reach these short-term goals? *Paragraph 5:* I need the following resources to reach my goal:

Identify physical, financial, emotional, and social resources and where they will come from.

Paragraph 6: My priorities for reaching my goals are...; My trade-offs include...; I must be flexible...

- Have priorities set for reaching your goals. Include your trade-offs and the areas where you may need to be flexible.
- Be specific with activities, resources, and time frames with all goals.

Additional Activity #1: Tell Us about Yourself

This can be done in pairs by having one student interview another and then introducing that student to the class.

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 do you like best 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?

Additional Activity #2: Characteristics of Positive and Negative People

List characteristics of positive people and characteristics of negative people. (Sample answers are provided below.)

Positive	Negative
Understanding, help you do well, support others, patient, giving, truthful, make you feel good	Find bad in situations, rude, angry, know it all, criticize, make you feel bad, uncaring

List at least five ways you can earn respect from others. (Sample answers are provided below.)

Showing respect. Communicating, not placing blame on others, helping, listening, being honest, being fair, being willing to learn, own up to your mistakes
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Additional Activity #3: Discussion Questions

1. Discuss how you have seen someone's personality affect his or her behavior (no names please).
2. Discuss how a good or bad attitude has affected others around you.
3. What learning style is best for you? Why is important to know your learning style?
4. Identify a cartoon character that best reflects your personality. Explain why you selected this character.
5. Discuss the importance of having goal and why you should put them into writing.
6. Discuss priorities, why are they important. Give an example.
7. While most individuals know that it is important to identify and document goals, few actually set and follow goals. Explain why you feel many individuals fail to practice goal setting and life management.

Self-Quiz

In the blank column, match the key term to the definition using the identifying number.

Key Term	Answer	Definition
Attitude		1. Your belief in your ability to perform a task
Extrinsic rewards		2. Identifies who you believe controls your future
Goal		3. An individual's perception of himself or herself
Human relations		4. A strong belief about people, things, and situations
Intrinsic rewards		5. Giving up one thing to do something else
Learning style		6. An individual's perception of how others view him or her
Life plan		7. A target in your life plan
Locus of control		8. How you best take in new information and/or learn new ideas
Long-term goals		9. Describe how you view yourself and how you believe others view you
Mirror words		10. Rewards that come from within and may include self-satisfaction and pride of accomplishment
Personal brand		11. Determine what needs to be done and in what order
Personality		12. Things that are important to an individual
Priorities		13. Rewards from external sources such as money and praise
Professionalism		14. Workplace behaviors that result in positive business relationships
Projection		15. Interactions occurring with and through people
Self-concept		16. A target that takes longer than one year to accomplish
Self-efficacy		17. The way you feel about yourself is reflected in how you treat others
Self-image		18. Set of traits that assist in explaining and predicting an individual's behavior
Short-term goals		19. Reflects traits you want others to think of when they think of you
Smart		20. Goals that can be reached within a year's time
Trade-off		21. Acronym for goal setting method
Values		22. A written document that identifies goals in all areas of your life

Self-Quiz Answer Key

Key Term	Answer	Definition
Attitude	4	1. Your belief in your ability to perform a task
Extrinsic rewards	13	2. Identifies who you believe controls your future
Goal	7	3. An individual's perception of himself or herself
Human relations	15	4. A strong belief about people, things, and situations
Intrinsic rewards	10	5. Giving up one thing to do something else
Learning style	8	6. An individual's perception of how others view him or her
Life plan	22	7. A target in your life plan
Locus of control	2	8. How you best take in new information and/or learn new ideas
Long-term goals	16	9. Describe how you view yourself and how you believe others view you
Mirror words	9	10. Rewards that come from within and may include self-satisfaction and pride of accomplishment
Personal brand	19	11. Determine what needs to be done and in what order
Personality	18	12. Things that are important to an individual
Priorities	11	13. Rewards from external sources such as money and praise
Professionalism	14	14. Workplace behaviors that result in positive business relationships
Projection	17	15. Interactions occurring with and through people
Self-concept	3	16. A target that takes longer than one year to accomplish
Self-efficacy	1	17. The way you feel about yourself is reflected in how you treat others
Self-image	6	18. Set of traits that assist in explaining and predicting an individual's behavior
Short-term goals	20	19. Reflects traits you want others to think of when they think of you
Smart	21	20. Goals that can be reached within a year's time
Trade-off	5	21. Acronym for goal setting method
Values	12	22. A written document that identifies goals in all areas of your life

ATTITUDE, GOAL SETTING, AND LIFE MANAGEMENT**ASSIGNMENT SHEET**

Assignment	Points	Notes
Read Chapter 1		
Exercise 1-1		
Exercise 1-2		
Exercise 1-3		
Exercise 1-4		
Topic Situation Response: Baggage		
Topic Situation Response: Goal Setting		
Self-Quiz		
Think Like A Boss #1		
Think Like A Boss #2		
Think Like A Boss #3		
Activity 1-1		
Activity 1-2		
Activity 1-3		
Activity 1-4		