

College and Adult Activity

Back Up!

During the course of our education and work life, we learn more about who we are, what we want to do in our life, and where our dreams connect with options and opportunities. Hopefully, your children (and you) have been setting goals and making plans. To succeed in career development in adult life, they must continue to set personal and career goals and implement plans of action. This activity is designed to help do that.

1. Ask your child to complete the worksheet, starting with **REVIEWING MY GOALS**. To facilitate sharing, you may want to complete the worksheet for yourself as well.
2. Review each others worksheets. Starting with **BACK UP**, explain your own goals and steps.
3. Discuss the barriers and positive forces you have listed under **WRITING OBJECTIVES**. Talk about how you can help each other reduce any barriers or increase the positive forces.

REVIEWING MY GOALS

Your goals reflect your vision for your life and career. Over time you have gained a lot of insight about who you are and you have discovered new opportunities in the world of work. Take some time to look back at your personal and career goals. Use the space below to reflect on those goals by answering the questions. This analysis will help you refine your goals for your next steps.

What do I think I want out of life and my career?

What do I now think are my greatest strengths and talents? Has this changed? How?

What do I value? Which career option(s) seems to fit my values best? Has this changed? Why?

Which career option(s) match me best? Why?

RESTATING MY GOALS

A well-written goal statement is achievable, believable, specific, compatible with your values, and presented without an alternative. In earlier goal setting activities, you didn't spend time evaluating your goal statements. However, the more specific your goals are, the more helpful they will be.

A goal should be measurable; it needs to have a timeframe (states "when") and be specific (states "what" in measurable terms). The goal in the example is measurable. However, you also want it to be achievable and you need to be motivated to accomplish it.

Example: During the next six months, I will take a least two desktop publishing classes at the community college to help me gain new skills to advance in my current job.

Looking at your earlier goal statements in **MY PLAN** and the analysis you did above, rewrite your goal statements:

1. Underline or highlight what will be accomplished
2. Circle the timeframe.
3. Answer the questions.

GOAL #1: _____

Is this goal achievable?	<input type="radio"/> Yes	<input type="radio"/> No
Am I motivated to achieve it?	<input type="radio"/> Yes	<input type="radio"/> No
Is it	<input type="radio"/> Short-term (less than one-year)	<input type="radio"/> Long-term

GOAL #2: _____

Is this goal achievable?	<input type="radio"/> Yes	<input type="radio"/> No
Am I motivated to achieve it?	<input type="radio"/> Yes	<input type="radio"/> No
Is it	<input type="radio"/> Short-term (less than one-year)	<input type="radio"/> Long-term

GOAL #3: _____

Is this goal achievable?	<input type="radio"/> Yes	<input type="radio"/> No
Am I motivated to achieve it?	<input type="radio"/> Yes	<input type="radio"/> No
Is it	<input type="radio"/> Short-term (less than one-year)	<input type="radio"/> Long-term

GOAL #4: _____

Is this goal achievable?	<input type="radio"/> Yes	<input type="radio"/> No
Am I motivated to achieve it?	<input type="radio"/> Yes	<input type="radio"/> No
Is it	<input type="radio"/> Short-term (less than one-year)	<input type="radio"/> Long-term

WRITING OBJECTIVES

Achieving goals requires developing objectives, specific actions or steps you must take to reach your goals. One way of writing objectives is to look at what will help you achieve your goals and what may prevent you from achieving them. (This process is known as Force Field Analysis. It is useful for many types of decisions.)

1. Write one of your goals below.
2. Analyze the goal in terms of the forces that will drive you toward your goal and the forces that could block you. Record these in the table.
3. Develop a list of action steps that will help you overcome the blocks and take advantage of the positive forces.
4. If you have several goals, complete a Force Field Analysis for each goal.

GOAL # __: _____

DRIVING OR POSITIVE FORCES	→	←	RESTRAINING FORCES

OBJECTIVES:

ACTION STEPS	DATE OR TIMEFRAME
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

BACK UP!

As a final step, put your goals and objectives together, in the order of the timeframes you set. Start with your longest-range goal (if it is longer than ten years from now, change ten to the correct number of years) and write it into the Goals column. Then write your objectives into the last column. Look over your table to see if the goals and objectives make sense in terms of the timeframes you have set. See if any action steps are missing. Modify you goals and objectives to correct any problems.

TIMEFRAME	GOALS	OBJECTIVES (ACTION STEPS)
Ten years from now I will:		
Nine years from now I will:		
Eight years from now I will:		
Seven years from now I will:		
Six years from now I will:		
Five years from now I will:		
Four years from now I will:		
Three years from now I will:		
Two years from now I will:		
One year from now I will:		
This year I will:		

Adapted from *Back Up (My Plan)*, Oregon Career Information System

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