Teaching 3

**Goal Setting, Motivation, and Character**

Key Chapter Objectives (Intended Learning Outcomes)

 The primary goals of this chapter are to empower students to set meaningful long-range, mid-range and short-range goals, and to equip them with self-motivational strategies for achieving their goals.

Learning *Exercises & Assignments*

***Brainstorming Characteristics of Successful People***

In small groups or as a whole class, have students brainstorm ideas in response to the question, “What makes people successful?” (Or, “What personal qualities characterize successful people?”) If your students completed the Activate Your Thinking Exercise at the very beginning of Chapter 3, or answered the question, “What would it take for you to feel they were successful?” (p. 64), have them flash back to their answer and compare/contrast it with their answer to the current question about what personal qualities characterize successful people.

***Quote Interpretations & Reactions***

Have your students respond with their interpretation of and level of agreement/disagreement with the following quotes:

(1) “You were born to win, but to be a winner you must plan to win, prepare to win, and expect

 to win.”

 —Zig Ziglar, author, salesperson and motivational speaker

(2) “Patience and tenacity of purpose are worth more than twice their weight in cleverness.”

 —Thomas Huxley, 19th-century English biologist

(3) “A man’s errors are his portals of discovery.”

 —James Joyce, Irish writer and poet

(4) “I think the foremost quality—there’s no success without it—is really loving what you do. If

 you love it, you do it well.”

 —Malcolm Forbes, founder of *Forbes Magazine*

(5) “If you don’t know where you are going, you might wind up someplace else.”

 —Yogi Berra, hall of fame baseball player

***Self-Assessment of Hope-Producing Behavior***

Studies of “high hope” people who’ve produced positive change in their lives indicate that they engage in certain behaviors which enable them to find the will and the way to reach personal goals. These behaviors are listed in the box below. Assess yourself on these behaviors, using the following scale:

1 = Never

2 = Rarely

3 = Frequently

4 = Almost Always

Behavior Exhibited by People Possessing High Levels of Hope

\_\_\_ I practice positive self-talk about succeeding.

\_\_\_ I think that difficulties I encounter are usually the result of using a wrong strategy or making

 a poor decision, rather than lack of talent or ability on my part.

\_\_\_When I think of goals, I think of challenges, rather than setbacks and failures.

\_\_\_When I struggle, I remember past successes and things I did that worked.

\_\_\_ I reward myself when reaching smaller, short-term goals that I accomplish along the way to

 larger, long-term goals.

\_\_\_ I seek out stories about how other people have succeeded to inspire me and give me new

 ideas on how to be successful.

\_\_\_ I find role models whom I can emulate or who can advise, guide, or mentor me.

\_\_\_ I tell my friends about my goals and seek their support to help me reach my goals.

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Adapted from:

Snyder, C. R. (1995). Conceptualizing, measuring, and nurturing hope. *Journal of Counseling*

 *and Development, 73* (January/February), 355-360.

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*Reflections on Self-Assessment of Hope-Producing Behaviors*

For any item that you rated “1” or “2,” explain:

(a) *why* you “rarely” or “never” engaged in the practice,

(b) *how likely* it is that you’ll engage in the practice more frequently in the future,

(c) *if* you’re planning to engage in the more frequently, and

(d) *when* you plan to engage in the practice.

***Long-Term Goal Clarification***

Either as an in-class exercise or take-home assignment, have your students respond to the 12 questions listed in the box below to self-assess the effectiveness of their behavior in college thus far. This exercise may be expanded into a narrative report by asking students to reflect on their survey responses and write a short paper that identifies: (a) what they think they *are doing well* thus far in college, (b) what they think they *should be doing better*, and (c) what specific plans they have in mind *for improving* their current behavior before the end of the term.

Identify a ***long-term goal*** that’s most important to you, i.e., a goal that would take you at least two years to reach, and answer (honestly) the following 12 questions about your goal.

1. *Why* do you want to achieve this goal? (What’s your primary reason or motive for choosing

 it?)

2. How *passionate* are you about reaching this goal? (How intense or serious are you about it?)

3. Will you need to really *stretch or push* yourself to reach this goal?

4. What *changes* (if any) in your attitude or behavior would you have to make in order to reach

 this goal?

5. What about yourself, or your current circumstances, *might interfere or hold you back* from

 reaching this goal?

6. What’s likely to be the major *obstacle* that you will encounter on the path toward your goal,

 and how hard it will be for you to overcome this obstacle?

7. What would be your most valuable *resource* for helping you reach your goal?

8. *Who* would you inform about your goal to hold you accountable for continuing to pursue it

 and not give up until you’ve achieved it?

9. What would be the major *steps* or *milestones* that need to be reached along the way to your

 long-term goal and what’s your *timeline* for reaching them?

10. When will you *start* (or when did you start) taking steps toward achieving your long-term

 goal?

11. If you reach your goal, what *positive consequences and feelings* are you likely to experience?

12. If you don’t reach your, what *negative consequences and feelings* are you likely to

 experience?

***Application of Virtues to Life in College and Beyond***

Ask your students, either in small groups or as a whole class, to generate a list of specific actions that would demonstrate the three key *virtues* discussed in this chapter (wisdom, integrity, and civility) in each of the following situations?

(1) class discussions

(2) study groups

(3) group projects

(4) career(s) they are considering

(5) personal life experiences beyond college.

***Assessing Behavior with Respect to the “Checklist Summary of Key College-Success Principles and Practices”***

Assess the effectiveness of your behavior thus far in college by rating yourself on the items contained in the box below, using the following scale:

**5 = Consistently**

**4 = Most of the Time**

**3 = Sometimes**

**2 = Rarely**

**1 = Never**

**Checklist of College-Success Principles & Practices**

**1. ACTIVE INVOLVEMENT**

 *Inside* the Classroom:

 □ I *attend* class—I treat it like a job; I show up to class like I would show up for work.

 □ I get *involved* in class—I come prepared, listen actively, take notes, and participate.

 *Outside* the Classroom:

 □ I *read* *actively*—I take notes while I read to increase my attention and retention.

 □ I spend about two hours of time outside of class working on my courses for every one hour

 I spend in class, thus making it a 40-hour academic work week.

**2. UTILIZING CAMPUS RESOURCES**

 I have taken advantage of the following *support services*:

 □Learning Center

 □Writing Center

 □College Library

 □Academic Advisement

 □Career Development

 □Personal Counseling

 □ Health Center

 I have capitalized on the following *experiential learning* opportunities:

 □Co-curricular experiences on campus

 □Volunteer experiences and internships off campus

**3. INTERPERSONAL INTERACTION & COLLABORATION**

I have*interacted* with:

 □*Peers*—by joining campus clubs and student organizations.

 □*Faculty*—by connecting with my instructors immediately after class, in their offices, or via

 e-mail.

 □*Academic Advisors*—I see them for more than just a signature to register, and I’ve found

 an advisor I can relate to and with whom I can develop an ongoing relationship.

 □*Mentors*—I’ve found an experienced person on campus who can serve as a trusted guide

 and role model for me.

 I have *collaborated* with my peers by forming *learning teams* for the following purposes:

 □ taking lecture notes

 □ completing reading assignments

 □ editing writing assignments

 □ conducting library research

 □ reviewing results of exams and course assignments.

**4.SELF-REFLECTION & SELF-AWARENESS**

 □ I’ve taken *self-assessment* tests or inventories to gain greater awareness of my personal

 interests, values, abilities, learning habits, learning styles, self-concept, or personality traits.

 □ I *self-monitor* my learning and remain aware of *how* I’m learning, *what* I’m learning, and *if*

 I’m learning it effectively.

 □ I reflect on *feedback* that I’ve received from others (professionals and peers) about the

 quality of my performance and what specifically I can do to improve it.

 □ I’ve reflected on *my future* by taking time to project ahead, set long-term goals, and

 develop plans for exploring and deciding about my major, my career, and my future life.

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*Reflections on Checklist Responses*

For any item that you rated “1” or “2,” explain:

(a) *why* you “rarely” or “never” engaged in the practice,

(b) *how likely* it is that you’ll engage in the practice more frequently in the future,

(c) *if* you’re planning to engage in the more frequently, and

(d) *when* you plan to engage in the practice.

***Recommendations for Next Year’s Entering Class***

Based on your personal successes and struggles thus far this in college, write a short letter or “tip sheet” of strategies that you’d recommend to next year’s entering class of students. Be sure to include recommendations on each of the following aspects of college life:

(1) the classroom

(2) course assignments

(3) exams

(4) campus life outside the classroom.

Additional Material Excised from the *First Edition* of the Textbook that May be Used in Lectures or as Reading Assignments

Character

In addition to pursuing educational excellence, people of character pursue *ethical* excellence. They do only what's smart; they do what's *good* or *right*. People with character possess a strong set of personal values, which serves to guide them in the right moral direction.

"Our character is what we do when we think no one is looking."

—Henry David Thoreau, American philosopher and lifelong abolitionist who championed the human spirit over materialism and conformity

The term *value* derives from the Latin root “valere,” which means to be of “worth” or to be “strong” (as in the words, “valuable” and “valor”). This is a particularly important virtue for you to possess because college presents you with new freedoms, choices and decisions about what life path to pursue and what people to associate with, which are likely to test your true priorities and values.

 Student Perspective

“The freedom. It really tests your values.”

—First-year college student’s answer to the question: “What most surprised you during your first year?” (Bates, 1994)

Integrity

People with integrity embody *honesty*. They admit when they’re wrong or if they haven’t done what should have been done. They don’t look for excuses, play the role of victim, or look for something or someone else to blame. They “take the heat” when they’re wrong and accept the responsibility for making it right. They feel remorse or guilt when they haven’t lived up to their own ethical standards, and they use this feeling productively to motivate them to do what’s right in the future.

Student Perspective

“I understood what I did was morally wrong and now I have to overcome it and move on living morally and ethically. It’s really amazing that integrity is in everything we do in our lives.”

—First-year student’s reflection on academic integrity violation

People with integrity also possess *authenticity*—they're genuine or “real”—i.e., what they appear to be is who they really are. It’s noteworthy that the word "integrity” comes from the same root as “integrate.” This captures the idea that people with integrity have an integrated or unified sense of self. Their “outer” self—how they appear to others, is in harmony with their inner self—who they actually are. Said in another way, people with integrity have “got it together”; they are individuals whose inner character and outer personality come together to form an integrated and unified person.

"Happiness is when what you think, what you say and what you do are in harmony."

—Mahatma Gandhi, non-violent civil rights leader who led struggle to free India from colonial rule

People with integrity also integrate their professed or stated values and their actual behavior. Their actions and commitments are aligned (are "in sync") with their ideals and convictions. They model consistency rather than hypocrisy; they say what they mean and they mean what they say. They don’t give lip service to their values by simply stating or espousing them; they embody them and enact them in their day-to-day life.

Unlike a chameleon that changes its color to fit whatever environment it happens to be in, people with integrity do not let their behavior or values be influenced by their immediate social environment—by the reactions or approval of others around them. Instead, they have a sense of self-respect, self-worth, and self-satisfaction that comes from within—from an internal feeling of pride that comes from knowing what they did was right or what should have been done.

"Be who you are; say what you feel; because those who mind, don’t matter, and those who matter, don’t mind."

—Theodore Seuss Giesel (a.k.a., “Dr. Seuss”), famous author of children’s books such as, *The Cat in the Hat*

How *you* see yourself is your *self-concept* or *personal identity--*which derives from the Latin “identitas” for “being the same” (as in the words “identical” and “identify”). In contrast, your *personality* is how *others* see you. Personality originates from the Latin “persona”--which derives from the mask worn by ancient Greek and Roman actors who portrayed fictional characters. People of integrity don’t wear masks or play roles. Their public persona or outer personality matches their private self or inner identity.

Student Perspective

“I value authenticity in people’s actions. I believe in genuine motives [and] none of that ulterior or deceitful stuff.”

—First-year student

Individuals with integrity not only “talk the talk,” they also “walk the talk” by practicing what they preach and remaining truthful to their values.

"Put your creed into your deed."

—Ralph Waldo Emerson

Civic Character

Civic character is demonstrated by civility, civic responsibility and civic engagement. Civically minded and civically responsible people are actively engaged in their community, trying to make it the best it can be (e.g., by partaking in the democratic process and participating in its ­governance).

"Get involved. Don’t gripe about things unless you are making an effort to change them. You can make a difference if you dare."

—Richard C. Holbrooke, former Director of the Peace Corps and American Ambassador to the United Nations

People with civic character also demonstrate civic responsibility by stepping beyond their individual interests to actively promote the welfare of others in their community. They show kindness and commitment by selflessly *volunteering* their time, energy, and income to help fellow citizens, particularly those who are in need.

"No act of kindness, no matter how small, is ever wasted."

—Aesop, ancient Greek author of *Aesop’s Fables,* such as “The Fox & the Grapes” and “The Boy Who Cried Wolf”

When people give to others and contribute to the good of the larger group of which they are a part, they experience a sense of self-satisfaction and personal reward. Studies show that individuals who go beyond themselves to focus on the needs of others report higher levels of happiness or satisfaction with life (Myers, 1993). Furthermore, when individuals contribute to the lives of others, they're more likely to feel that they're doing something meaningful with their own life.

"We make a living by what we get; we make a life by what we give."

—Winston Churchill, English Prime minister, Nobel prize-winning author