SETTING GOALS FOR SUCCESS

CHAPTER 13

OBJECTIVES

01. UNDERSTAND GOAL TYPES AND BENEFITS

Students will be able to differentiate between short- and long-term objectives and comprehend how self-regulation is improved and motivation comes from setting goals.

02. SET EFFECTIVE GOALS

In order to ensure strong commitment, students will learn how to set clear "why" and "how" plans for their goals and to make them detailed, demanding, and reachable.

03. ENHANCE SELF-EFFICACY AND GROWTH MINDSET

The course will teach students how to use mastery experiences, social modeling, and emotion management to increase their sense of self-efficacy and develop a growth mindset.

WHAT IS GOAL?

It refers to the future valued outcomes that we plan and hope to achieve.

OUTCOMES MAY BE SET FOR:

Short Term - Within a week or span of several months

Long Term - Take years

WHY DO WE SET GOALS?

- Stir us to do something and give direction to our course of action.
- Serve as our motivation that push us to exert more effort and persistence to achieve it.
- Enhance one's metacognitive and self-regulation.

HOW TO SET GOALS?

1. Set specific goals - People benefit much from specific goals rather than from vague, general goals. It is also suggested that we write down the "why" and "how" of the goal.

2. Set mastery goals rather than performance - Goal theory identifies two goal orientations: a task-focused orientation or mastery goal and an ability-focused orientation of performance goal.

a) Mastery goal - It has an intrinsic focus on learning and on acquiring the abilities needed to master a challenging task or situation.

b) Performance goal - It aims to exhibit our ability and competence. It focuses on validating our competence through external rewards, such as praise and admiration from some other people.

3. Make difficult but attainable goals - We should not limit ourselves when setting goals; we should explore how much we can do. Setting difficult goals, which are not based on abilities may be too risky and may likely lead to failure.

HOW TO SET GOALS?

4. Setting goals should be interested with commitment – Setting goals comes with the commitment that will really exert effort to achieve it. Once we consider a goal important to ourself, the more we will engaged in pursuing the steps necessary to attain the goal.

5. Goals come with a deadline – Deadlines serve as a time-control mechanism that improves the effectiveness of goals. Setting a target date or time for completing a goal can contribute to one's motivation and persistence.

6. Provide feedback upon goal-attainment – The process of setting goals and attaining them benefits a lot from feedback. Feedback provides an evaluation of how well we are doing. This motivates us to continue the good work or cautions us to make necessary adjustments to foster goal attainment.

7. Goals have an affective component – Both the process of setting and achieving goals can be determined by the person's emotional state.

BANDURA'S SELF-EFFICACY

Albert Bandura, one of the most renowned psychologist. He has made significant contributions to all branches of psychology. Self-Efficacy Theory is part of his Social Cognitive Theory (or Social Learning Theory) which is a fundamental to positive psychology. Self-Efficacy is commonly defined as the **belief in one's capabilities to achieve a goa**l or an outcome. It is the ability to influence events that affect one's life and control the way these events are experienced (Bandura, 1994).

Students with **high self-efficacy** may more likely to challenge themselves with difficult tasks and be highly motivated to achieve the task. They put high degree of effort and will do everything in their power to meet their commitments. **Self-efficacious students** may more likely recover quickly from setbacks and ultimately are to achieve their personal goal. However, student with **low self efficacy**, believe that they cannot be successful and will less likely to make extended effort and may consider challenging task to be avoided. They have low aspirations and may result from poor academic performances.

FOUR WAYS TO BUILD SELF-EFFICACY

1. Mastery Experience

Every experience is not always positive outcome. It may also bring failure. This experience's will help us build resilience thru treating failure as learning opportunity and chance to reach our goal with different approach.

2. Social Modeling

Observing role models with high self-efficacy who overcome hardships can greatly motivate individuals, as Bandura suggests drawing inspiration from one's social surroundings.

3. Social Persuasion

Finding the right mentor who provides opportunities to build self-efficacy through their guidance and example.

4. State of Physiology

Emotions, moods, and physical state influence self-efficacy. Tension and anxiety lower it, while positive emotions boost it.

DWECK'S MINDSET THEORY

Another learning theory that explains persons acquiring of intelligence and realizing his/her goals is the Mindet Theory by **Carol S. Dweck.** She is a psychologist from Stanford University that tries explain the way to understand the effects of learning and education to a person.

Dweck proposed that beliefs about the nature of intelligence affect motivation and learning. She uses "mindset" to describe these beliefs and the cognitive processes they activate in response to tasks.

There are two kinds of mindsets: fixed and growth. A **fixed mindset** (Entity mindset) sees abilities as **innate**, while a **growth mindse**t (Incremental mindset) believes effort and learning can improve traits. For example, if a child's success is attributed to innate ability (Pedro failed math because it's his weakness), they develop a fixed mindset. If success is attributed to effort (Pedro failed because he didn't study), they develop a growth mindset.

It is then said that acquiring a Growth Mindset is much better kind of mindset because it attributes success to learning and continuous practice. Thus, the individual is not afraid of failure, it only directs the person to need to practice more, pay attention, invest on effort, and master new learning. The person then be more confident to face challenges and believe in him/herself that he will improve his performance.

GOAL SETTING THEORY

Most agree that goal setting is crucial for success, serving as a powerful motivator. **Dr. Edwin Locke** pioneered research in the 1960s on goal setting, which led to the **SMART goal concept.** Later, he collaborated with Dr. Gary Latham on "**A Theory of Goal Setting and Task Performance."**

Goal Setting Theory states that there is a relationship between how difficult and specific a goal was and the people's performance task. He found that specific and difficult goals led to better task performance than vague or easy goals.

Motivating words such as "Try Hard" or "Do your best" is less effective than phrases such as "Try to get more than 80% correct" or "Try beating your best score" Having goal that is too easy is not motivating force than hard and specific goals.

Five Principles of Goal Setting

1. Clarity – Clear, measurable and unambiguous (specific) goals.

SMART (Specific, Measurable, Achievable, Realistic, Time-Bound).

a. Specific - Precise with a single focus per goal.

b. Measurable - It can be measured so that you know when you hit them.

c. Achievable - Make sure that the goal you set is achievable.

d. Relevant - Should be relevant to the direction you want your life and career to take.

e. Time bound - Your goal should have deadline.

2. Challenge –Set a level of challenge to beat yourself with. Finding the best balance between pressure and performance when setting a goal using Inverted U Model.

Five Principles of Goal Setting

U MODEL

- **Low Pressure** – shows the situation where people aren't being challenged.
- **High Stress** – where they're starting to fall apart under pressure.
- **Best Performance** – where people work at peak effectiveness, they're sufficiently motivated to work had by they're not so overloaded that they are starting to struggle.

FIVE PRINCIPLES OF GOAL SETTING

3. Commitment – The more harder the goal, the more commitment is required Use visualization techniques to imagine how your life will look once you've achieved your goal.

4. Feedback – Listen to feedback from people to provide opportunities to clarify expectations, adjust goal difficulty and gain recognition.

5. Task Complexity – The more complicated and demanding the role would give high level of motivation to a person.

THANK YOU