

## CHAPTER 13

### SETTING GOALS FOR SUCCESS

#### 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.
  - **Metacognitive** - awareness of our cognitive processes.
  - **Self-regulation** - ability to manage our behavior and environment to improve learning.

#### 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.

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 our self, 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 goal 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 those who practice high self-efficacy in their lives and who have reached their goals despite hardships can provide great motivation to a person. Bandura notes that it is necessary to draw role-models from one's own social surroundings. In this age, internet and social media can be big source of employing role-models.

##### **3. Social Persuasion**

It is about finding the right mentor. Social Persuasion is about having other's (role model) directly influence one's self-efficacy by providing opportunities to master experience. These social persuasion may are mentors that are knowledgeable and practices what they preach.

##### **4. States of Physiology**

Our own emotions, moods and physical state can influence our interpretation of self-efficacy. Having feeling of tension, anxiety and weariness can lower our self-efficacy. Positive emotion can help build positive insight for high self-efficacy to a person.

#### **Dweck's Mindset Theory**

Another learning theory that explains persons acquiring of intelligence and realizing his/her goals is the Mindset 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 people hold for the nature and the cause of intelligence have several implications, specifically the way the person motivates himself to learn and practice. "Mindset" is a term used by Dweck to explain the assumptions, methods, or notations held by one or more people or group of people. It represents the cognitive processes activated in response to a given task.

There are two kinds of mindset, the fixed and growth mindset. Fixed mindset (before termed as entity mindset) is an innate or in-born personality of a person. It is basically "who you are", how God made you. And Growth Mindset (or the Incremental mindset), where people believe that training and an effort to learn can change one's qualities and traits. When a parent constantly attribute the child's success to inborn or innate ability, children will come to develop a fixed mindset. (e.g. Pedro failed the math exam because he finds the math subject as his weakness) Thus, praising his success to performance will be attributing the success to child's intelligence. However, when the child's success in school was particularly attributed to the child's effort to review to pass the test, it can be then be that the child has developed a growth mindset. (e.g. Pedro failed the math exam because he did not review for the test.)

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

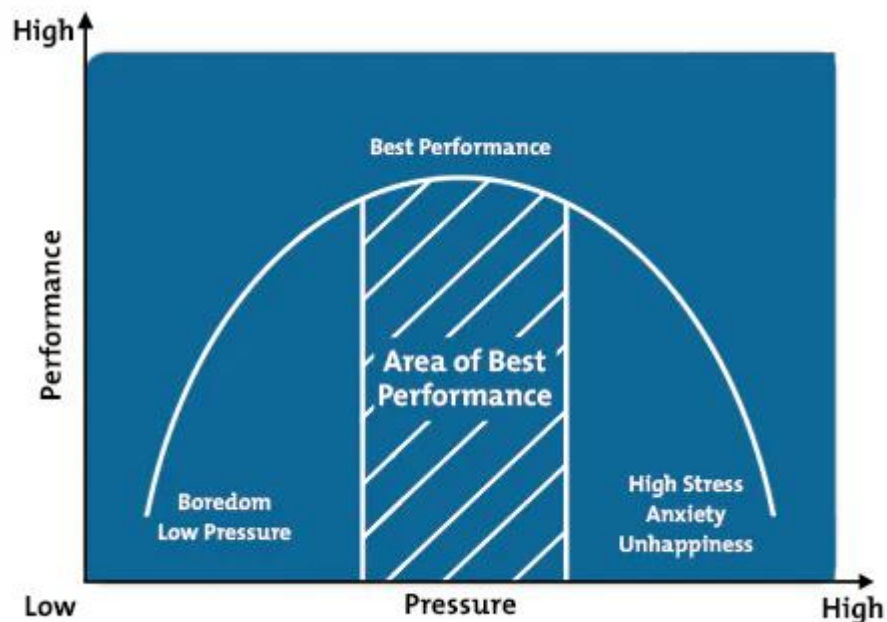
Most people would probably agree that goal setting is one of the main ingredient for a person to succeed. It is a powerful way of motivating people and motivating yourself. Dr. Edwin Locke pioneers a research in 1960s' about setting goals. This theory was more known to work or industrial setting, much from where the SMART goal originated. It was also then after several years he collaborated with Dr. Gary Latham to a seminal work "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.



- **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 hard by they're not so overloaded that they are starting to struggle.

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.