

Training Module 4

Action Plan

- Goal Setting
- Action Plan
- Time Management
- Leadership

OBJECTIVE

- To set personal / professional goals using SMART guide
- Devising a plan to reach goals
- To understand tips and tools for time management
- To articulate good leadership

Training Module 4 Contents

T4.1. Goal Setting

T4.2. Action Plan

T4.3. Time Management

T4.4. Leadership

T4.1. Goal Setting

How to create our personal and professional goals using sMART strategies

Adapted from Peace Corps Lifeskills and Leadership Manual

What's your goal / dream?

- How much do you think about the future?
- Can a person influence what their life will be like in the future?
- Is the future a matter of fate / in the hands of God?
- What role does 'luck' play in determining what happens in your life?

In some cultures, people believe they can influence the future.

For example, in the United States, most people believe they can make their life happier by working hard, learning to be a better person, or communicating better with other people.

Even if some things may be out of our control, remember **GROWTH MINDSET!** Things can change for the better.

Think about what you would like for your future. Even if this seems like a foreign idea, perhaps you can at least think about what makes you happy.

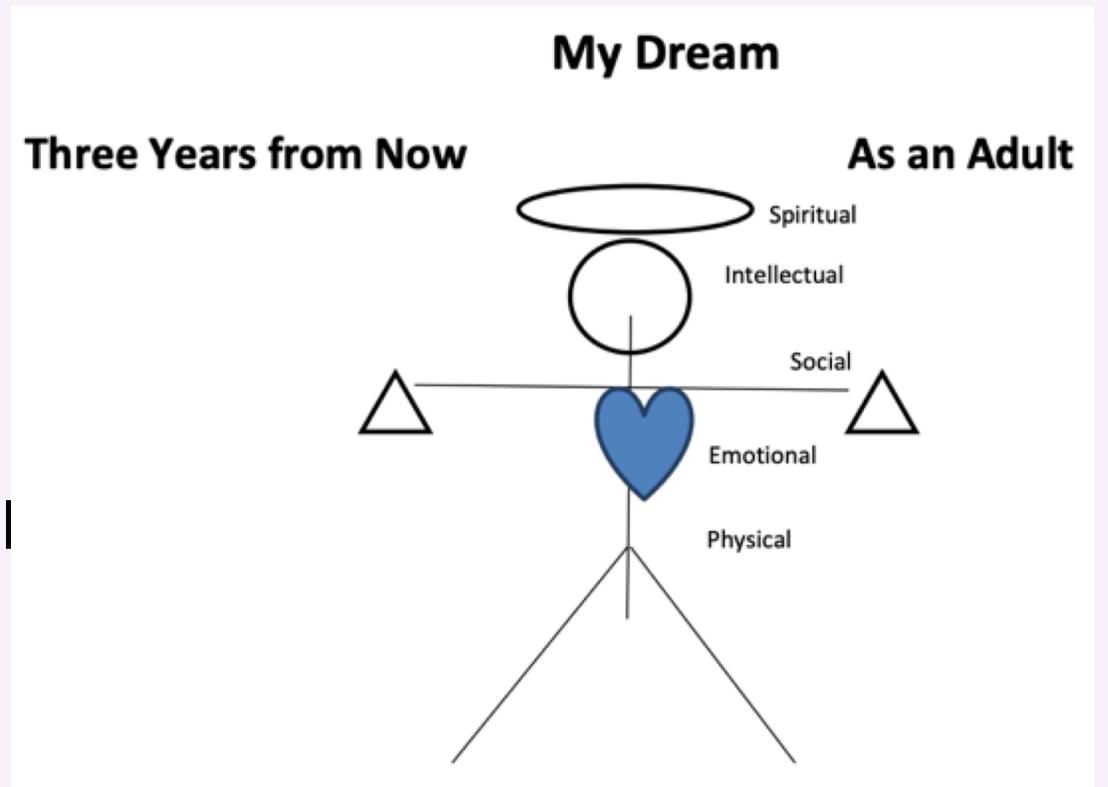
Your Goals

Take a look at the diagram and **imagine** your life 3 years from now.

3 years from now...

- **Intellect:** what skills do you have?
- **Social life:** what friends and relationships do you have? (family, significant others)
- **Emotional:** how are you feeling?
- **Physical:** are you healthy? Do you have what you need?
- **Spiritual:** do you have hope during difficult situations?

Now, how about as an adult? How do you envision these things for your adult life?



Goals with a Plan

- It is easy to think and dream of our hopes and goals but then forget to put our ideas into action so that the goals become a reality
- In order to come up with a plan, let's learn about **SMART Goals**

Good goals are SMART!

Specific : says exactly what will happen

Measurable : says how much of the thing will happen

Achievable : help the person think big, make a stretch, and become inspired while still being possible

Realistic : meaningful to the person who wrote them

Time-bound : they say when they will be finished

		Example 1	Example 2	Example 3
S	Specific What will happen?	Improve my English writing skills	Weave a new blanket	Become an Internet expert
M	Measurable How much will happen?	Earn 10 more points on the English examination	Weave it by myself	Take computer lessons two times a week
A	Achievable Big but possible!	So I can travel abroad	So I can have my own business	So I can get a job as a social media expert
R	Realistic Important to me!	I like speaking other languages	I want to work for myself	I enjoy using the computer
T	Time-bound When will the goal be finished?	By the end of this term	Within two months	By next year

Practice on making goals SMART

Fix these goals to make them SMART!

- I will have better English skills
- I am going to be an engineer
- I am going to be an artist
- I will be a star football player
- I am going to get better grades in school
- My dream is to have a lot of friends
- I will start a business as a tailor
- I am going to have excellent computer skills

Making YOUR goal SMART

- Let's take one of your goals (from Slide 6 exercise) into a SMART goal. Fill in the blanks below

Specific: I will do what? _____

Measurable: How? _____

Achievable? Yes or No (check one)

Realistic? Yes or No (check one)

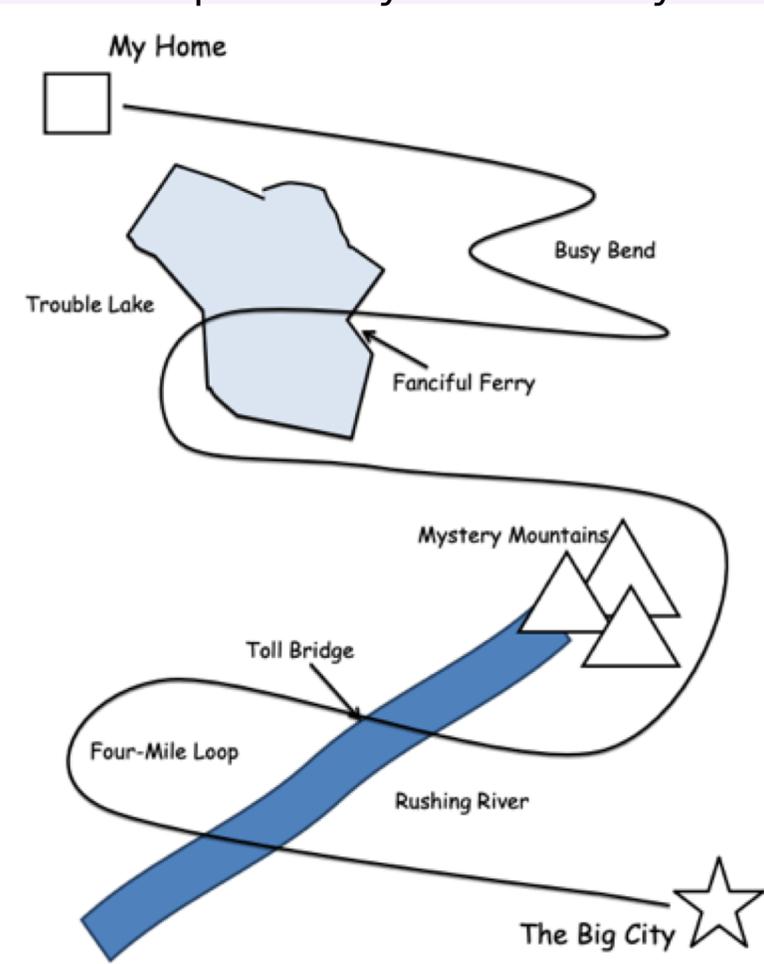
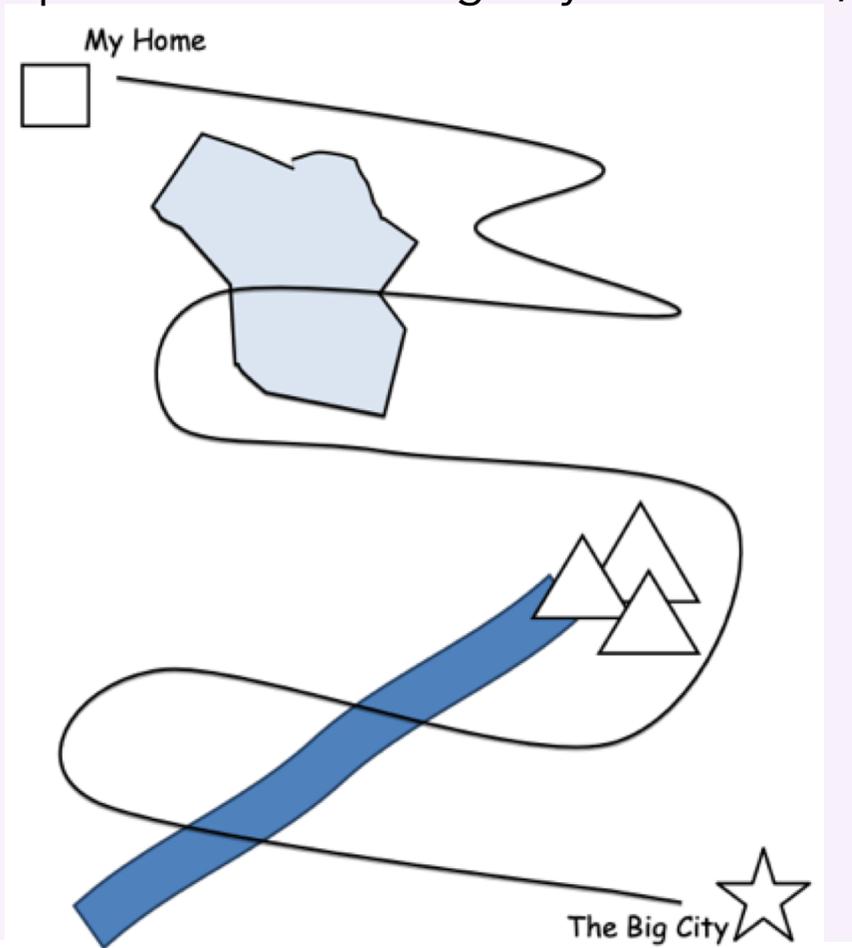
Time-bound: By when? _____

T4.2.Action Plan

Become aware of taking goals and dreams into actionable plans

A better map

These two maps show the same thing. But what do you notice? If you were to use this map to travel to the Big City destination, which map would you use? Why?



“Mapping” Action

- To get to your destination (your goals), you need some level of detail (like the map with some details), so that you can **plan** accordingly.
- For example, based on what you see on the map (which helps you to know how to get to the destination), you can plan, gather supplies, save money, find people to help you, etc.

Action Plan “map” for your goal

Some goals may seem difficult to achieve, but if we can focus on a few specific changes, (like what to learn or who can help), we can make progress toward our goal.

Recording all this in an [Action Plan](#) gives us a handy reminder of what we wanted to achieve and how we can get there.

Pick one of your goals, and let us take some time to go over the table for your goal.

1) My Goal:	2) Is my goal SMART? <input type="checkbox"/> Specific (What will happen?) <input type="checkbox"/> Measurable (How much will happen?) <input type="checkbox"/> Achievable (Big but possible!) <input type="checkbox"/> Realistic (Important to me) <input type="checkbox"/> Time-bound (When will the goal be finished?)
3) My Assets (Things I know and skills I have):	4) My Needs (Things to learn and skills to practice):
5) Steps to Take (Ways to learn and practice):	6) People Who Can Help:
7) Did I Reach My Goal? (I'll know I've been successful when ...)	

Sample of Action Plan

<p>1) My Goal:</p> <p><i>I will be accepted to study agriculture at City University by September 1 of next year.</i></p>	<p>2) Is my goal SMART?</p> <ul style="list-style-type: none"><input type="checkbox"/> Specific (What will happen?)<input type="checkbox"/> Measurable (How much will happen?)<input type="checkbox"/> Achievable (Big but possible!)<input type="checkbox"/> Realistic (Important to me)<input type="checkbox"/> Time-bound (When will the goal be finished?)
<p>3) My Assets (Things I know and skills I have):</p> <p><i>Good grades</i> <i>Good study habits</i></p>	<p>4) My Needs (Things to learn and skills to practice):</p> <p><i>Practice for the interview</i> <i>How to apply for a scholarship</i></p>
<p>5) Steps to Take (Ways to learn and practice):</p> <p><i>Set a time to ask the principal about scholarships</i> <i>Ask my science teacher to practice the interview with me</i></p>	<p>6) People Who Can Help:</p> <p><i>My parents,</i> <i>Leader of the youth club</i> <i>My science teacher,</i> <i>School principal</i> <i>My friends</i></p>
<p>7) Did I Reach My Goal? (I'll know I've been successful when ...)</p> <p><i>I receive an acceptance letter from the University</i></p>	

C4.3 Time Management

As individuals, leaders and team members, how to be aware of using time effectively and efficiently

Reflection...

If you knew that you had only a **set amount** of money in the bank to last 10 years...
How would you be using that money?

Our time is the same. Especially in that we have limited time in our life time to do all the things we need and want.

So how can we use our time wisely?

Ways to use time effectively

- You can't do all things at all times...this means:
 - Do more of some things
 - Do less of some things
 - Do things for future goals regularly
 - Make choices (to the degree you can), about when & how to do the things that HAVE/NEED to be done

Do you **NEED** to? **HAVE** to? or **WANT** to?

NEED to	HAVE to	WANT to
Activities for my future or to reach my dream	Activities I'm told to do or must get done	Activities that I like and choose for myself
Studying for a test at school Learning a skill	Eating Sleeping Caring for family members	Spending time with friends Taking a nap

Setting Priorities



TOP TIME MANAGEMENT SKILLS



Prioritizing



Scheduling



Keeping a To-Do List



Resting



Delegation

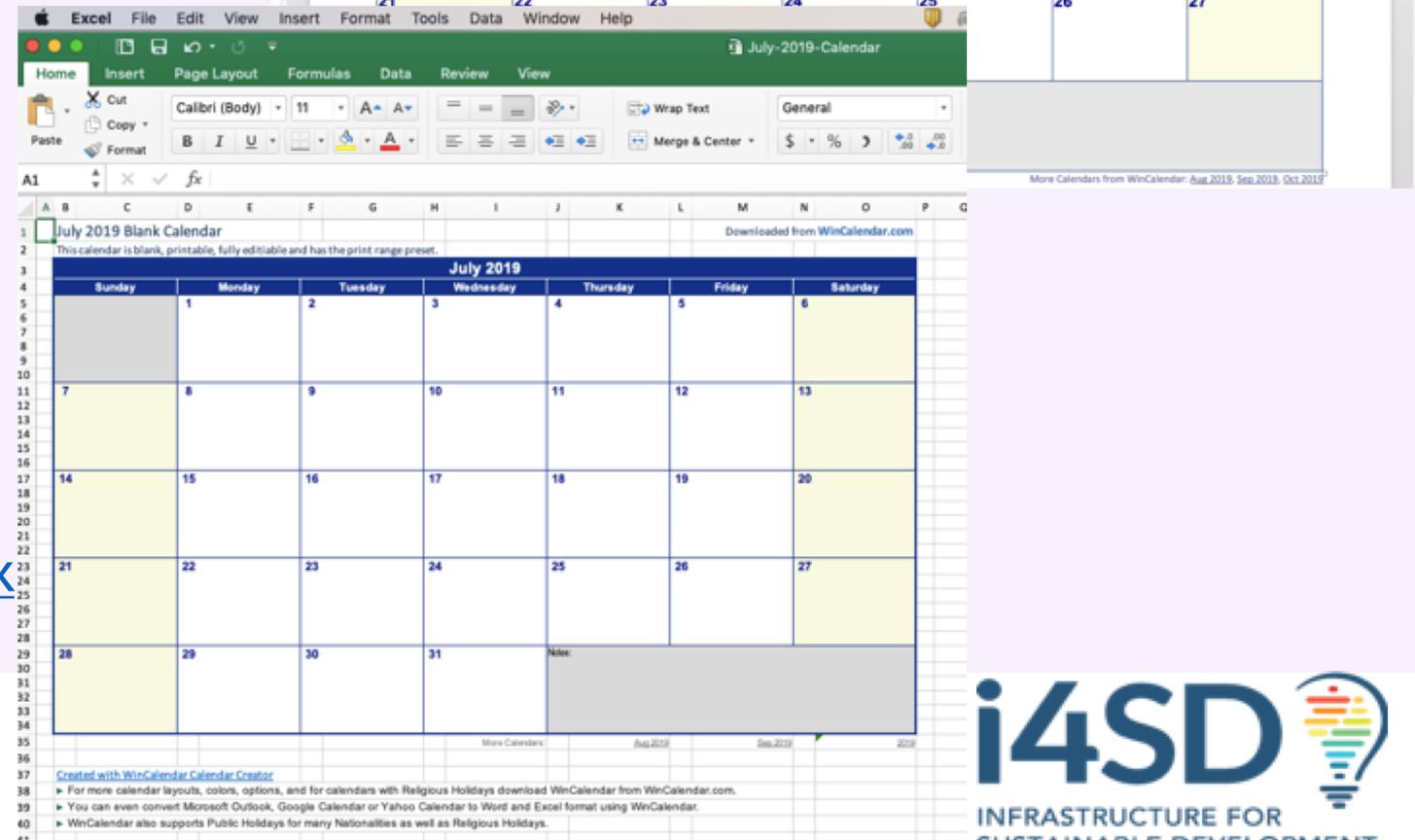
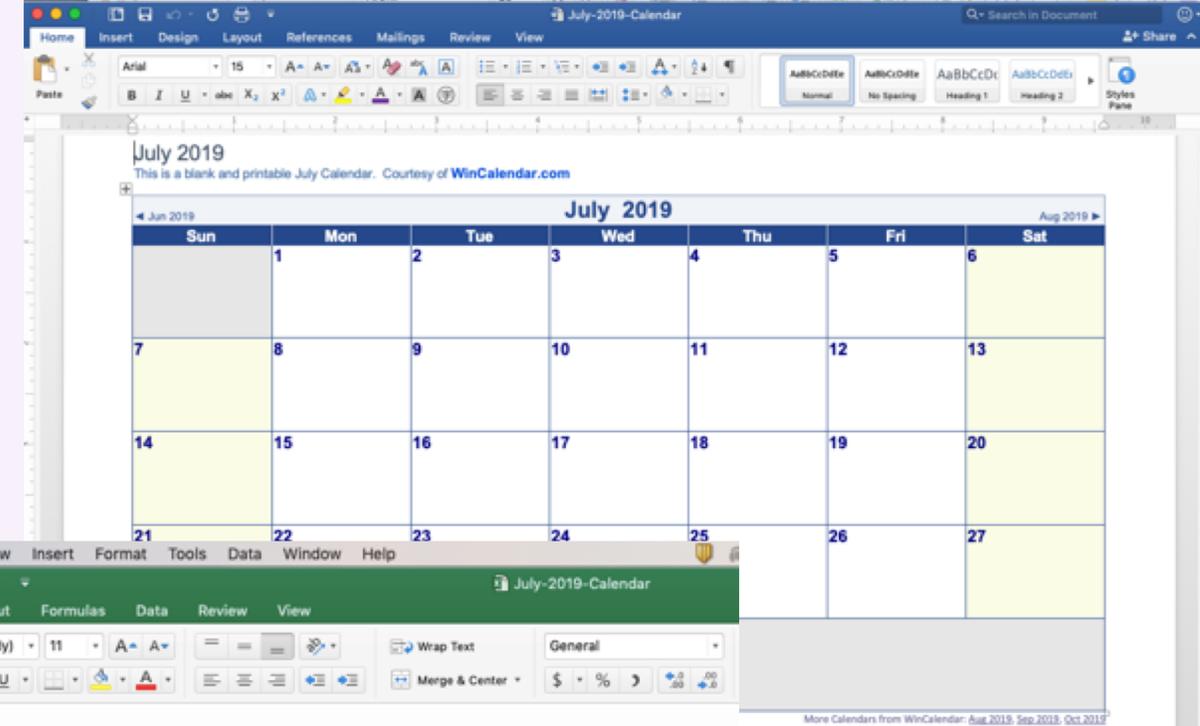
 the balance

[More tips:](https://www.thebalancecareers.com/time-management-skills-2063776)

<https://www.thebalancecareers.com/time-management-skills-2063776>

Your computer skills for calendar / schedule

- Now that you know how to use **Microsoft Word & Excel**, you can try to create a calendar to use for your daily, weekly and monthly plans
- You can also download templates from the Internet
 - www.wincalendar.com/word-calendar-templates
 - <https://www.wincalendar.com/excel-calendar-template>



T4. Leadership

Learn different leadership qualities from leaders around the world through their experiences and thoughts. Identifying the leadership we see in our lives.

Adapted from Peace Corps Life Skills and Leadership Manual

What does a good leader look like?

- There are many qualities and examples of good leaders.
- Please read the quote (next slide) by famous leaders and share with other trainees (move around the class).
- If you like someone else's quote more, you can ask them to trade.
- If you like your quote, keep the quote, but get opinion from others about why the quote is particularly good.

Handout 1: Leadership Quotations

Facilitators to print and cut each quote into slips

Cut the quotes apart into individual slips of paper, one for each participant. If you have more participants than quotes, make duplicate quotes. If you have more quotes than participants, be sure to include a mix of quotes from various cultures.

"Leadership is the art of getting someone else to do something you want done because he wants to do it." — Dwight D. Eisenhower

"It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership." — Nelson Mandela

"I suppose leadership at one time meant muscles; but today it means getting along with people." — Mahatma Gandhi

"You cannot be a leader and ask other people to follow you, unless you know how to follow, too." — Sam Rayburn

"You don't lead by pointing and telling people some place to go. You lead by going to that place and making a case." — Ken Kesey

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader." — John Quincy Adams

"Leadership should be born out of the understanding of the needs of those who would be affected by it." — Marian Anderson

"A leader is one who knows the way, goes the way, and shows the way." — John C. Maxwell

"A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves." — Lao Tzu

"Leadership and learning are indispensable to each other." — John Fitzgerald Kennedy

"Nothing so conclusively proves a man's ability to lead others as what he does from day to day to lead himself." — Thomas J. Watson Sr.

"He that cannot obey, cannot command." — Benjamin Franklin

"A leader is a dealer in hope." — Napoleon Bonaparte

"Leadership does not always wear the harness of compromise." — Woodrow Wilson

"For us in Jemez [Pueblo], we are *leaders among equals* ... at some point you are called and given certain responsibilities as a leader. People respect that. But, when your time is done, you are among equals again." — Benny Shendo

"Leadership happens at every level of the organization and no one can shirk from this responsibility." — Jerry Junkins

"Nothing is so potent as the silent influence of a good example." — James Kent

"Cooperation with others. Perception, experience, tenacity. Know when to lead and when to follow." — Deng Ming-Dao

"The leader is a teacher who succeeds without taking credit. And, because credit is not taken, credit is received." — Lao Tzu

"If he works for you, you work for him." — Japanese proverb

"The path to leadership is through service." — Samoan proverb

Group Discussion

In a group of 3-5, please:

1. Make sure everyone shares their leadership quotes
2. Study all quotations in the group
3. Make a list of qualities of a good leader

Leaders in your life

- Now on your own, think about people you know, who you consider to be good leaders. Can be:
 - people in your country (politicians, athletes, military personnel, social figures)
 - community (mayor, business owners, nongovernmental organization professionals)
 - school (principal, counselors, teachers, coaches, students)
 - place of worship (cleric, lay leader, youth leader)
 - your family (parent, older sibling, aunt)
- Think of 4 people and write their names on paper (4 names on 4 slips of papers, 1 name on each paper)

Name of Leader: _____

Leadership Qualities: _____

Important Accomplishment (if possible): _____

Leaders in your life

- Now, you may think that some of the leaders you listed are better than others you listed. You can go around the room and share your leaders and hear what others wrote.
- Trade your names for names of others that you think are better leaders.
- You must make at least 1 trade!
- Try to have 3 in your hand that you think are **outstanding leaders** (either the ones you wrote or the ones you got from a trade).

Group Discussion

- Which people are you surprised to see listed as leaders?
- What **common leadership qualities** do you see among the leaders?
- What **new leadership qualities** should we add to our list?
- Which leaders do you find **most inspiring** and why?
- If you could ask any of these leaders a question, **what would you ask?**

Think for 2 minutes about the leadership qualities you personally have now. Think also about the qualities they would like to strengthen. Would anyone like to share?

Contact



For questions, concerns, suggestions on curriculum, contact Center for Sustainable Development (CSD)'s **education team**:

Center for Sustainable Development
The Earth Institute, Columbia University
475 Riverside Drive, New York, NY 10115

Email: Haein Shin, Education Technical Adviser
hshin@ei.columbia.edu