

# 18 Write a Growth Goal For Keeping a Job

## TRANSITION OBJECTIVE

Students will identify, write and monitor a "Keeping a Job" growth goal for the next six weeks.

## RELEVANCE TO SUCCESSFUL TRANSITION

Working toward accomplishing a personal growth goal is an important self-determination skill. Research shows that the most effective way to reach a goal is to write it down, post it in a familiar place and evaluate your progress regularly. In this lesson, students have the opportunity to write a growth goal specifically related to their future job-keeping skills.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

I am ready to choose a career because . . .

### ❑ STEP 2: Convene Roundtable

"One way I am growing is \_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will learn about and write your **Keeping a Job Growth Goal**, using the information you now know about careers."

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CAREER MANAGEMENT: Unit 3 LESSON 18

KEEPING A JOB  
GROWTH GOAL CONTRACT

An area I will work on to learn how to keep a job:  
\_\_\_\_\_

I will work on this goal for this amount of time:  
From: \_\_\_\_\_ To: \_\_\_\_\_

I will evaluate and record my progress on the chart below.

I am committed to this career growth goal.  
Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Daily Goals Chart

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
WEEK 1							
WEEK 2							
WEEK 3							
WEEK 4							
WEEK 5							

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a goal, write it down, read over it or think about it often, you will reach that goal. Read through the **Keeping a Job Growth Goal Contract**. Using a screen image, share your **Keeping a Job Growth Goal Contract** with the class. Talk about how and why you came to your goal decision.

Students share results from the handout **Getting a Job Growth Goal Contract**, from Unit 2. Using their completed **Daily-Goals Chart**, students share their progress with a partner. On the board, graph their results by comparing the number of days with "yes" responses vs. days with "no" responses. Have students figure their percentage of success by dividing the number of "total" days into the number of "yes" days. Ask pairs to analyze the results and share their conclusions. Discuss the reasons for success and lack of success with the class.

### ❑ STEP 5: Activity - 30 Minutes

Give students time to complete the handout **Keeping a Job Growth Goals Contract**. Remind them that they may refer to other lessons in the unit to choose their growth goal. Help students determine an appropriate goal and provide assistance with spelling and vocabulary to complete the contract. Assure students that this goal is personal and will not be shared with others. After students have completed their growth goals, explain

### ❑ STEP 4: Activity - 15 Minutes

Explain again how important it is to set goals for yourself. Research shows that if you set



that the next step is to keep track of their progress on a daily basis.

Go over the handout **Daily Goals Chart** with students. Tell students that they will mark a “yes” or “no” related to their progress on a daily basis before class starts.

#### ❑ **STEP 6: Evaluate Outcomes**

Checking my progress on my growth goal each day is important because “\_\_\_\_\_.”

#### ❑ **STEP 7: Connecting Activity**

Students select a person they feel is successful and ask about the goals that person has set throughout his/her life.

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### KEY WORDS

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**growth**

**goal**

**contract**  
**confidential**

**decision**

**personal**

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#### **MATERIALS AND PREPARATION**

- Student Handouts: **Growth Goals Contract and Daily Goals Chart**, page 178.
- Make a screen image of the handout and prepare your own example to share with the class.
- Prepare sample of daily growth goals chart.

#### **SCANS FOUNDATION SKILLS**

- Basic Academic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Decision Making
- Personal Qualities: Responsibility, Self-Management, Integrity/Honesty