

## ***IV. VISION, MISSION, and GOALS***



***Great leaders are excellent at creating a vision and strategy, and motivating their troops toward fulfilling that vision into tangible realities.***

**Lars G. Harrison**

## UNIT IV: VISION, MISSION, and GOALS

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### Questions for Discussion

#### *Goals:*

- Why are goals important?
- Does writing down a goal make it more likely that you will accomplish it?
- How do goals differ from wishes and dreams?
- What can a person do if he or she is uncertain about goals?
- What are some pitfalls of goal accomplishment?

#### *Vision:*

- How does vision differ from a plan?
- Why should you lead with a vision?

#### *Mission:*

- Why do organizations produce mission statements?
- What is the value in having a personal mission statement?
- Does a person's mission statement change throughout his or her life?

### ***Objectives:***

- To understand the importance of vision, mission, and goals as a leader.
  - To formulate personal vision, mission, and goals.
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Try and think back to when you were five years old. You probably had a dream of what you wanted to do when you grew up. Did you want to be a police officer? A firefighter? A doctor? The President? This was your first experience with a vision. Then you probably decided you wanted to be the best police officer in the country and serve everyone in need. This became your mission. But first, you needed a plan. You knew that you had to have a combination of higher education and plenty of experience. As you became older, you decided to study hard in school so you would be accepted to college and you even volunteered with the local police department. These plans were your goals. You set attainable goals for yourself and kept raising the standards until your mission was complete. But even then, you continued to be the best police officer in the world and still serve everyone in need. You became a leader.

# VISION

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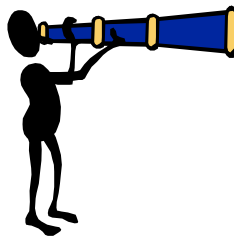
Leaders must have a solid vision in order to be effective. A leader must know what makes his/her followers tick and then use that knowledge to create a vision that will inspire. Furthermore, a leader has an obligation to not only formulate a specific vision but also to make sure that the followers have a clear understanding of that vision. Their vision should *transform* their followers. Visions empower followers. If followers feel that there is true potential in the vision, they will be eager to become part of it. If the vision seems unrealistic, followers are bound to feel alienated and lose all motivation to contribute to the vision.

As a leader, you yourself have to “walk the talk”. If you set forth a vision, then you have to be its chief supporter. You have to be the one who “lives the vision” from the word “go.” In this way, the followers see that you have faith in the vision and that you are willing to work towards it. Most likely, your attitude will rub off on your followers.

Kouzes and Posner claim that a vision is an *ideal and unique image of the future*. Moreover, a vision is the image of the possibilities of the future. Within organizations, the vision jump-starts everyone's energy. However, these groups need to have a shared vision by which they are bound together by a common aspiration. Organizations simply cannot function with multiple visions. A *shared vision* is created through the compilation of many separate personal visions from the different views of the followers.

## Guidelines for Constructing a Vision

1. Make it EXCITING!
2. Challenge yourself and others to reach new heights.
3. Put a deeply held value or feeling into words.
4. Portray a realistic future.



## Developing A Personal Vision Statement

Organizational visions are influenced greatly by our assumptions about people and the world in which we live. No matter how grand the opportunity, if a leader is not open to it, the vision for developing that opportunity will be constrained. Ultimately, the benefits from that particular experience will prove to be relatively few in number and will not leave a very lasting impression. With this in mind, consider developing your own personal vision. We have already defined vision as “an ideal and unique image of the future”. In creating your own vision, you are encouraged to think freely and idealistically. The following steps have been created to act as a guide in developing your vision. They can be adhered to as much or as little as one would like, but in no way should they inhibit your creative process or final product.

### ***Step 1. Think about your past.***

- Before you attempt to write your vision statement, we recommend you write down significant past events. Consider Shepard and Hawley's “lifeline” approach:
- Draw your lifeline as a graph, with the peaks representing the highs in your life and the valleys representing the lows. Start as far back as you can remember and stop at the present time.
- Next to each peak, write a word or two identifying the peak experience. Do the same for the valleys.
- Now go back and think about each peak, making a few notes on why each was a high point for you.
- Analyze your notes. What themes and patterns are revealed by the peaks in our life? What important personal strengths are revealed? What do these themes and patterns tell you about what you're likely to find personally compelling in the future?

### ***Step 2. Determine what you want***

Are you in school *to do something* or are you in school *for something to do*? If your answer is “to do something,” take out a sheet of paper and at the top write, “What I want to accomplish.” Now make a list of all the things that you want to achieve in school. For each item, ask yourself, “Why do I want this?” Keep on asking why until you run out of reasons. By doing this exercise, you're likely to discover those few times that are the idealized ends for which you strive to reach. Here are some additional questions you can use to help clarify your vision:

- How would I like to change the world for my peers and myself?
- If I could invent the future, what future would I invent for my peers and myself?

- What mission in life absolutely obsesses me?
- What is my dream about my school and my education?
- What do I do that I find absorbing, involving, enthralling, exciting, etc.? What will happen in ten years if I remain absorbed, involved, enthralled, excited, etc.?
- What does my ideal life look like?
- What is my personal agenda? What do I want to prove?

### ***Step 3. Write an article about how you've made a difference***

Your responses to the questions just posed should give you some clues to what you would like to accomplish in your life (and why). Now take it a step further. Imagine that it's the year 2005 and you've been selected to receive an award as one of the fifty people who have made a difference in this century. Imagine that a national magazine has put together an article about the difference you've made to your school, family, or community. Write that article. Don't censor yourself. Allow this opportunity to record your hopes and dreams even if you find the process somewhat embarrassing. The more comfortable you are in discussing your innermost wishes, the easier it will become to communicate a vision to others. In writing your article, ask yourself the following questions:

- What are you most proud of?
- What's your greatest contribution to your community's growth?

Then, once you've answered these and similar questions, project your answers into the future. Writing an article like this- and then reading it to your peers - is a very powerful way to clarify what is important to you. By looking back at your life and its potential, you can decide your own "legacy" - what you want the world to remember about you when you leave it. Your article should try and bring this legacy into clearer focus.

### ***Step 4. Write a short vision statement***

Taking all of the information and ideas you have just gathered, write your own ideal and unique image of the future for yourself and for your peers/ community. We recommend that this statement be short, because you ought to be able to tell it to others in about 5 to 7 minutes.

Once you have written it, try drawing it, finding a picture that resembles it, or creating a symbol that represents it! Finally, create a short slogan of five to nine words that captures the essence of your vision. A brief slogan is very useful in communication. It's not a substitute for a complete statement, but it should help others to remember the main theme of your vision.

*WARNING: In order to create the perfect vision statement, you must be willing to spend a lot of time thinking about your lifelong goals. Remember to consider your personal goals and not just your professional goals. Be creative and most importantly, HAVE FUN!!!!*

**DO ALL THIS IN YOUR JOURNAL!!!!!!**

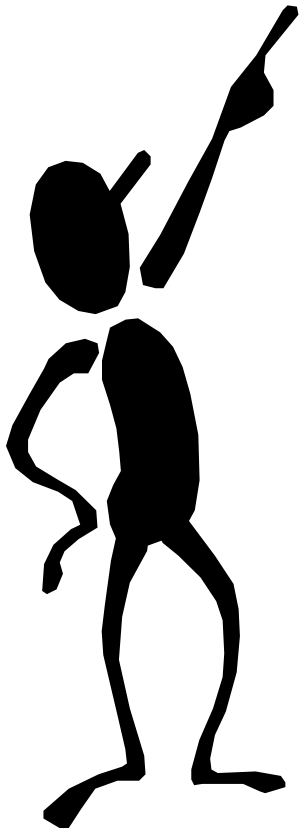
## MISSION

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Members of every organization in existence are bound together by a shared vision. They work as a group to carry out a mission. Organizations have goals that focus on improving themselves as well as the lives of others. Therefore, they create a philosophical statement of the human and societal needs and problems the organization exists to serve. This is referred to as a **mission statement**.

SAMPLE MISSION STATEMENT: The ASPIRA Association, Inc.

*To empower the Puerto Rican and Latino Community through advocacy and the education and leadership development of its youth.*



# GOALS

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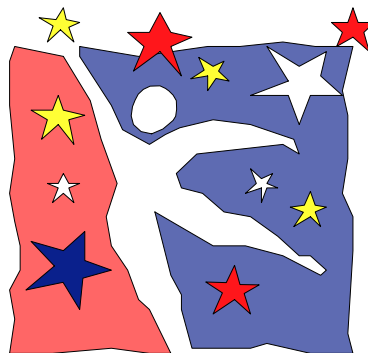
*The difference between a goal and a dream is the written word.*

Gene Donahue

Goals are the plan of action needed to reach a vision. Goals establish the framework of your vision. When developing your goals, you should remember to keep them realistic and attainable. Furthermore, goals should fulfill the mission statement.

## THE 7 STEPS TO CREATING POWERFUL WRITTEN GOALS

1. Make sure that the goal you are working for is something you really want, not just something that sounds good.
2. A goal cannot contradict any of your other goals.
3. If you need help from someone in achieving your goal, make sure you will have their cooperation.
4. Write down your goal in the positive instead of the negative. Work for what you want, not for what you want to leave behind.
5. Write your goal out in complete detail.
6. By all means, make sure your goal is high enough. Shoot for the moon, if you miss you'll still be in the stars.
7. This is the most important: write your goal as though it is already accomplished.



First of all, unless someone is critical to helping you achieve your goal(s), keep your goals to yourself. The negative attitude from friends, family and neighbors can drag you down quickly. It's very important that your self-talk (the thoughts in your head) are positive.

Reviewing your goals daily is a crucial part of your success and must become part of your routine. Each morning when you wake up read your list of goals that are written in the positive, already accomplished form, out loud. Visualize the completed goal. Then each night, before you go to bed, repeat the process. This process will start both your subconscious and conscious mind on working towards the goal. This will also begin to replace any of the negative self-talk you may have and replace it with positive self-talk.

Every time you make a decision during the day, ask yourself this question, "Does it take me closer to, or further from my goal?" If the answer is "closer to", then you've made the right decision. If the answer is "further from," you know what to do.

If you follow this process every day you will be on your way to achieving unlimited success in every aspect of your life.

Taken from Gene Donohue, Gap Mtn. Technologies

## CLASS 13: DEVELOPING A VISION AND MISSION

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### Objectives:

- To acknowledge the importance of having a vision
- To recognize the characteristics of a visionary leader, i.e. Antonia Pantoja
- To be able to construct a powerful mission statement

### Materials Needed:

- Antonia Pantoja information packet
- Computers with Internet access

### Be Prepared to Discuss:

- Article by Marshall Sashkin, "Visionary Leadership"
- Article by Steven B. Covey, "A Personal Mission Statement"

### Activities:

- Antonia Pantoja information packet activities
- Construct a personal mission statement
- Construct a mission statement for the class and post it on the ASPIRA Intranet

### For Next Time:

- Construct a personal vision statement in journals

## CLASS 14: GOALS WORKSHOP

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### Objectives:

- To build within the *Aspirantes* a better understanding of where they want to go and what things they would like to accomplish.
- To motivate students to set and accomplish their goals.

### Activities:

- Understanding Where You Are Right Now
- The Areas That Let You Operate By Accident

## GOAL SETTING

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### Workshop Timeline

Activity A:	<b>Introductions</b>	5 minutes
Activity B:	<b>Icebreaker</b>	15 minutes
Activity C:	<b>Guided Discussion:</b> What is a goal?	30 minutes
Activity D:	<b>Guided Exercise:</b> Setting and Reaching Goals	30 minutes
Activity E:	<b>Wrap-Up</b>	10 minutes
Total Time:		<hr/> 90 minutes

# ICEBREAKER

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## Time Limit:

15 minutes

## Objective:

- Introductions
- To learn what an icebreaker exercise is meant to accomplish.
- To put the group members at ease.

## Directions:

1. Advise the group that the first exercise will be an **icebreaker exercise**. Explain that an icebreaker exercise is an activity that makes the members of the group feel more comfortable with each other. It is usually done at the beginning of a meeting and is a fun activity in which everyone can participate.
2. Ask the student to take 5 minutes to write down the following:
  - a. *Your biggest wish in life*
  - b. *The one thing that might keep you from realizing this wish*
  - c. *The one thing that can help you reach this wish*
3. At the end of 5 minutes, have each student verbally introduce themselves and share their notes. This activity serves as a positive beginning to the workshop.

## GUIDED DISCUSSION: WHAT IS A GOAL?

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### **Time Limit:**

30 minutes

### **Preparation:**

Have a flip chart and colored pens ready.

### **Directions:**

1. Advise the group that this will be a guided discussion. This is a learning process that encourages full participation.
2. Sitting in a circle, so that everyone can see each other's face when they are speaking, ask, **what is a goal?** While the students give their answers, the facilitator should record key words on the flip chart. Add any missing elements and construct a group definition. Next, ask the group what the difference between short-term and long-term goals is.
3. Now that you have a definition of a goal, it is time to start identifying goals. Take about 5 minutes to have the group write down one goal. When time is up, have each student read them aloud, following with the question "Is this goal a short-term or long-term goal?" The key here is to have the group answer as many of these questions as possible to see if they really understand the concepts you have already discussed.

## GUIDED EXERCISE: SETTING AND REACHING GOALS

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**Time Limit:**

30 minutes

**Preparation:**

Make sufficient copies of the exercise to hand out to the class.

**Directions:**

1. Provide paper and pencil to each student.
2. Take the first 5 minutes to have each student complete the handout entitled "Understanding Where You Are Right Now."
3. Ask the students to share and explain their answers by calling on different students for each question. Ask a couple students the same question.
4. After this exercise is finished, distribute the handout entitled "The areas that let you operate by accident . . ." and have the group complete the worksheet by focusing only in one area that was mentioned in the previous exercise.
5. Have a couple of students share their answers.
6. Point out the elements that lead towards the achievement of a goal and the consequences that can be expected if such a goal is achieved.



## **THE AREAS THAT YOU LET OPERATE BY "ACCIDENT"**

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1. Why are they hard to control?
2. What are the positive consequences of not having control over them?
3. What are the negative consequences of not having control over them?
4. What could be a positive outcome if you have control over them?
5. What can you do to have control over them?

## WRAP-UP

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### Time Limit:

10 minutes

### Objectives:

- To summarize what was discussed during the workshop.
- To allow group members to share what this process was for them.
- To encourage setting more goals and achieving them.

### Directions:

1. Explain that a wrap-up is when the person conducting the workshop summarizes:
  - a) *What happened during the meeting*
  - b) *What was accomplished*
  - c) *What, if any, are the groups next steps*
2. Summarize the accomplishments of the activities. Ask the group what they learned about themselves. Be sure to include:
  - The definition of Long-term and Short-term goals.
  - The importance of setting goals.
  - The importance of setting *realistic* goals.

## HOW DO I ACHIEVE MY GOALS?

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We all have dreams about the future and what we want. A dream is something you think about. A goal is realistic, it's something you are willing to work toward achieving.

### What Is A Goal?

- ◆ A goal is something you want: So you have to be willing to work towards it!
- ◆ A goal is something realistic: So you can do it!
- ◆ A goal requires a time frame: So you can determine by when you will achieve it!
- ◆ A goal is concrete: So you will know when you have achieved it!

### MORE DEFINITIONS OF **GOAL**:

- ◆ The end **RESULT** of you efforts
- ◆ An **ASPIRATION** or **DREAM**
- ◆ A clearly directed **INTENT** or **PURPOSE**

### Goals can be short-term:

- ◆ Sometimes they can be achieved in the near future: **SOON!**

### Goals can be long-term:

- ◆ Sometimes they may require a longer time period and a set of short-term goals to be achieved.

### Why are goals important?

- ◆ Goals give direction to your life, shaping who you are and who you will become.
- ◆ Goals determine what you will do with your life, they help to channel and direct your energy and enthusiasm.
- ◆ Goals provide a purpose - they give you a reason to get out of bed every morning.

By being positive, believing in yourself, and setting goals, you can have what you want. You can make things happen just the way you want. Reaching goals does not just happen. You must prepare yourself to do it. The actions that you take will determine whether you reach your goals or not.

### When Setting Goals:

- ◆ **Choose goals you can picture yourself achieving.**

Most people will not start a project unless they believe it can be finished. If you can't imagine yourself reaching a particular goal because it is too complex or too time-consuming, then select another one; maybe one that will help you reach the higher goal at a later time.

- ◆ **Pick goals that are concrete and measurable.**

Ask yourself:

1. Will I know when I have achieved my goal?
2. How will I know?

If you have specific goals you are more likely to have a specific result.

- ◆ **Set goals that will point you in the right direction.**

Choose goals that lead to setting higher goals, and to meeting your aspirations. Short-term goals should help you achieve longer-term goals and allow you to succeed.

- ◆ **Select a time frame for the completion of your goal.**

Setting a deadline for the completion of your goal will help you avoid putting it off and your task will seem less demanding. It will also encourage you to achieve your aspirations and experience success.

### To Achieve Your Goals:

- ◆ **Develop an action plan.**

Determining the steps that you will take to achieve your goal will help you get started and make achieving that goal easier. Your action steps must also be concrete. Clearly state what you are going to do, and by when, in order to achieve your goal.

- ◆ **Attack your goal with enthusiasm.**

Adding enthusiasm to a task will help you accomplish it more quickly, easily, and with less frustration. Develop visual and written support, write messages to yourself that will support and encourage you.

◆ **Learn to make your goals a top priority.**

Keep your mind focused on where you want to go. Write your goals down and read them every day. Play your goals back in your mind over and over again. Soon you will be able to focus completely on achieving them.

◆ **Find ways to enjoy working on your goals.**

Reward yourself for your progress and accomplishments. Treat yourself to something you enjoy or share your enthusiasm with someone supportive.

◆ **Evaluate your performance.**

Constant evaluation is one way to make short-term goals work for you. On a regular basis, ask yourself if you are consciously following your action steps, working towards your goals, and giving it your best shot.

**When Developing Your Action Plan:**

◆ **Determine your action steps.**

List concrete activities and/or attitudes you will use to reach your goal and establish a time frame in which to fulfil them.

◆ **Identify activities that you will not put off.**

If it will be difficult for you to commit for one hour, try half an hour, or twenty minutes a day. The pace will be slower, but it will be an improvement from not doing anything.

◆ **Choose to replace negative attitudes.**

Identify others in your plans. Let your family and friends know what your goals are and ask for their support. Let them know how they can help, ask for their feedback, and share your progress with them.

**Remember that change does not happen overnight. Your goals may include areas of your life that you want to change, things that you may have never done before. Achieving your goals takes time, so be patient.**

**If your first plan doesn't work, come up with a new one as soon as possible.**

