

## Setting Goals

*“True greatness consists of being great in the little things.”*

---

### DIRECTIONS

1. The first step in goal setting is to dream a little.
2. Write down some ideas on a separate piece of paper. One word is enough. This word should remind you of your dream.
3. Copy the work sheet below. You may need to make several copies of this form. Fill in the blanks.
4. After you are finished, add to the list of goals. This list is not complete. You are the only person who can complete it.
5. When the goal setting sheets and the other forms are complete, share them with you mentor, counselor and parents.
6. When other students laugh and tell you it is impossible, remind yourself of the success stories. You may be a success story that everybody talks about in ten years.

### KEY QUESTIONS

- My current area of interest is \_\_\_\_\_.
- My interest could be turned into a project entitled: \_\_\_\_\_.
- A brief description of this project would be:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- A community mentor that could help me with this project is named \_\_\_\_\_.
- If I had to make a choice today regarding a college to attend it would be \_\_\_\_\_.
- If I had to choose a career given my current interests, it would be \_\_\_\_\_.
- My major in college will be in one of three areas:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_



# Attitudes

*“The people who properly discipline themselves to do those things that they do not especially care to do become successful.”*

*Frank Leahy*

---

## DIRECTIONS

1. Examine each characteristic listed below.
2. Put a star by three characteristics that college admissions counselors will look for in students in your opinion.
3. When you have finished the entire list, go back to the top of the list and rate yourself on a scale of 1 to 10 in pencil.
4. Go back to the beginning again. Examine each category carefully and ask yourself whether you want to change.
5. If you want to change in every category, something is wrong. Pick one or two categories at the most to work on at one time.
6. Share your conclusions with your mentor. Ask for help in organizing a program to change that particular trait.

CHARACTERISTIC	RATING
TEACHABLE	_____
MOTIVATED	_____
LISTENS WELL	_____
SUPPORTS OTHERS	_____
ENTHUSIASTIC	_____
KNOWS WHEN TO HAVE FUN	_____
DISCIPLINED	_____
BALANCED PERSPECTIVE	_____
DISTINCTIVE	_____
DEALS WELL WITH FAILURE	_____



# High School Goals

*“Champions must have the desire for perfection and the will to persevere”*

---

## DIRECTIONS

1. Set realistic goals based on what it takes for college admissions and financing. Don't try and accomplish your goal in one year.
2. Recognize that a big jump in progress may occur initially. There will be plateaus later. These are long periods when you appear not to be making any progress at all. Do not become discouraged, you will probably have another big gain again.
3. Discuss your program and progress periodically with your mentor and parents.

Name: \_\_\_\_\_

High School: \_\_\_\_\_

	GPA	SAT or ACT
<b>FRESHMAN</b>	_____	_____
<b>SOPHOMORE</b>	_____	_____
<b>JUNIOR</b>	_____	_____
<b>SENIOR</b>	_____	_____



# ACADEMIC COURSE & GPA GOALS

## DIRECTIONS

Set a realistic goal for each course based upon your ability, past record and work load. Calculate your GPA for each semester and a final total.

Name: \_\_\_\_\_

High School: \_\_\_\_\_

	FALL	SPRING	TOTAL
<b>FRESHMAN</b>			
Math.....	_____	_____	_____
Science.....	_____	_____	_____
English.....	_____	_____	_____
Social Science..	_____	_____	_____
Other.....	_____	_____	_____
Total GPA.....			_____
<b>SOPHOMORE</b>			
Math.....	_____	_____	_____
Science.....	_____	_____	_____
English.....	_____	_____	_____
Social Science..	_____	_____	_____
Other.....	_____	_____	_____
Total GPA.....			_____

	FALL	SPRING	TOTAL
<b>JUNIOR</b>			
Math.....	_____	_____	_____
Science.....	_____	_____	_____
English.....	_____	_____	_____
Social Science..	_____	_____	_____
Other.....	_____	_____	_____
Total GPA.....			_____
<b>SENIOR</b>			
Math.....	_____	_____	_____
Science.....	_____	_____	_____
English.....	_____	_____	_____
Social Science..	_____	_____	_____
Other.....	_____	_____	_____
Total GPA.....			_____
<b>GRAND TOTAL FOR 4 YEARS</b>			_____

# CLASS PREPARATION FORM

NAME: \_\_\_\_\_

HIGH SCHOOL: \_\_\_\_\_

SEMESTER: \_\_\_\_\_

CLASS: \_\_\_\_\_

	Beginning	Quarter	Final
GRADES	_____	_____	_____

## TERM PAPER

Title: \_\_\_\_\_

Subject: \_\_\_\_\_

## SPECIAL PROJECT

Title: \_\_\_\_\_

Description: \_\_\_\_\_

## EXTRA CREDIT

1. \_\_\_\_\_

2. \_\_\_\_\_

## REQUIREMENTS FOR AN "A" OR "B" IN THE CLASS

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## CLASS PREPARATION

*“Some people are confident they could move mountains if only somebody would just clear the foothills out of the way.”*

---

### Directions

1. For many high school students, the foothills are not easy to climb. Often we hear the statement, “But I thought I knew what the teacher wanted!”
2. As a “C” student would you like to improve your grade by one entire point? Make a copy of the form on the next page for each class. Usually, if you talk to each teacher privately at the beginning of every course and fill out the class preparation form on the next page, it can significantly improve your performance.
3. Share with teachers your goals and the programs to reach them.
4. Ask for their help.
  - Use the class preparation form as a guide.
  - Ask if you can do extra credit.
5. When you discover you are not getting the grades you need for college, talk with the teacher quickly. If you wait too long, it will be harder for your teacher to give you the benefit of the doubt. Teachers don’t change grades after the completion of a course.

---

### HINT TO STUDENTS

Make six copies of this form for each semester. At the beginning of each semester bring the form to your mentors and review each course with them.

---

2007

**Personal Data**

Birth:  
Single

**Address**

**Goals**

- 
- 

**Accomplishments**

2003  
2004  
2005  
2006  
2007

**Special Skills**

- 
- 

**Work Experience**

2007

2006

2005

Summer, 2003-2004

**Education**

2007  
2011

# Current Resume

You need to be coached during high school on how to build a resume of who you are today. We understand that most high school students will not build a resume during their high school years. It will be late in their college experience that they first begin the process of developing their resume. This is a critical time usually when they are applying for their first job. Much is at stake.

What is at stake is a \$30,000 to \$60,000 per year decision for your future career. Rather than waiting until you are a senior in college, we believe that students should practice developing a resume much earlier. Remember, recruiters will interview hundreds of potential employees for one position each year for their organization. They are very skilled at sorting out the average from the above average candidates. A distinctive resume can truly be a "foot in the door" for the right career opportunity. Like with so many skills practice makes you better.

# Future Resume

We think that the resume building process can also be used creatively to set goals and alter significantly how you spend your time over the next four years. You can accomplish this by asking yourself, parents, friends, mentors, teachers, counselors and professionals over the next several weeks to help you develop a resume for what you might look like in four or five years. You can use the form on the opposite side of these instructions or the form that follows on the next two pages. Here are a few questions you can ask them to help you identify qualities and experiences that will make you distinctive.

- What will make me an attractive candidate for admissions or financial aid?
- What extra-curricular activities will reflect true leadership?
- What kind of portfolio of experiences and projects do I need as a senior?
- What careers are consistent with my passions and talents?
- Who should be part of my "network?"

You may think this is a waste of time at first. Here are some ways that you can use both resumes during high school and college. By the way, very few students will have a resume that describe who they want to become over the next four years. You can apply for:

- Summer jobs at higher than minimum wage.
- International educational experiences.
- Admission to colleges and universities.
- Various scholarships.
- Better part-time jobs during college
- Internships in your major
- International college study experiences.

---

**6/1/2007**

**Personal Data**

Birth: 2/19/85—Chicago, Illinois

**Address**

(517) 678-9950  
jsmith@netscope.com

**Skills and Perspectives**

- Training \_\_\_\_\_
- Teaching \_\_\_\_\_
- Creating \_\_\_\_\_
- Leading \_\_\_\_\_
- Computer literacy: Adobe PageMaker, Photoshop or Front Page
- Coaching \_\_\_\_\_

**Benchmark/Life Changing Experiences**

- 2003 Implemented \_\_\_\_\_
- 2004 Completed \_\_\_\_\_
- 2004 Implemented \_\_\_\_\_
- 2005 Implemented and evaluated \_\_\_\_\_
- 2005 Taught workshops \_\_\_\_\_ during the summer
- 2006 Studied abroad at \_\_\_\_\_ for one semester
- 2006 Mentored \_\_\_\_\_
- 2006 Incorporated \_\_\_\_\_
- 2007 Conducted \_\_\_\_\_ in San Paulo, Brazil

**Professional Experiences**

October, 2006-Present **Title, "Company,"** Lansing, MI

Description:

Accomplishments (include what you learned from each experience):

February, 2006-October, 2006 **Title, Company Name,** Lansing, MI

Description:

Accomplishments:

June, 2005-August, 2005 **Title, Company Name**, Tainjin, China

Description:

Accomplishments:

June, 2004-August, 2004 **Title, Company Name**, Kenya, Africa

Description:

Accomplishments:

June, 2002-August, 2003 **Title, Company Name**, Mt. Pleasant, MI

Description:

Accomplishments:

### **Education**

High School Degree    Mt. Pleasant High School, 2003

BS                        University of Michigan, 2007

MBA                     Harvard University, 2010

### **Hobbies**

- Water Skiing
- Tennis
- American History
- Workshop Facilitator

## Keys To Becoming Distinctive

- I. List two areas in which you presently excel.
  - A.
  - B.
- II. List two areas of passion. They need not relate to school.
  - A.
  - B.
- III. List two topics that no one else will think of for an essay.
  - A.
  - B.
- IV. List two issues that will be topical in the early 21st century.
  - A.
  - B.
- V. From the eight items listed above, select one that meets the following conditions:
  - A. No one in your world is presently doing it.
  - B. It would be challenging.
  - C. It appeals to you.

Share your idea with other people, i.e., counselors, teachers, college admissions staff, etc. If your topic is **not** truly distinctive, start over. Use some of your productive thinking skills by focusing on the many, varied and unusual things you might select as a topic. You should also talk to mentors, peers, parents and leaders of your community.

Some quick ideas that might help include:

- Write actual legislation on an emerging issue of consequence.
- Attack a real but invisible problem.
- Create a unique solution to an emerging problem.
- Write about a personal or traumatic experience.

