

# Goal Alignment

## *Facilitator Guide*



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## Module Delivery

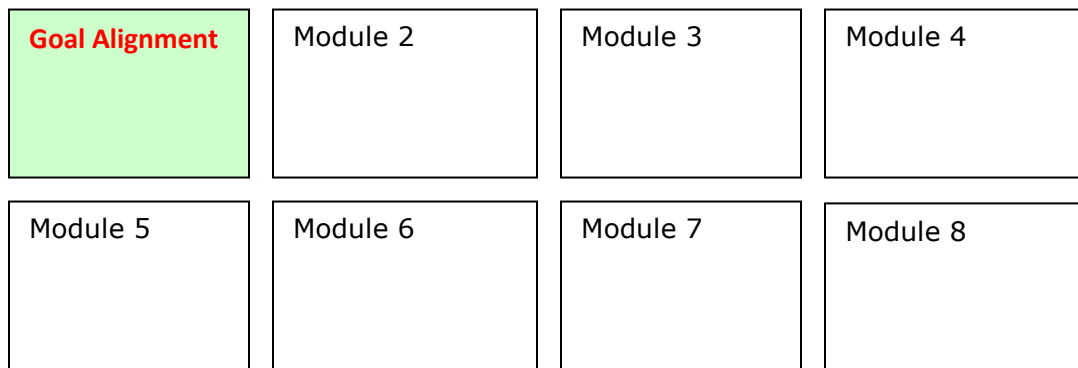
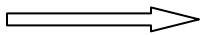
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### Purpose and Use of this Guide

This facilitator guide explains everything a facilitator / trainer needs to know in order to deliver the session on Goal Alignment. The aim of the guide is to ensure that you (facilitator) are prepared to deliver the session to achieve the stated objectives.

Currently you are here:

### Course Road Map



## **The Audience**
















This module is to meet the learning needs of a specific target audience. The exercises provided in this guide aim to support the learners, apply the learning in their roles / real life situations.

Before you begin, you must know your audience and understand why they are there:

| <b>Audience</b>  | <b>Aspiring to...</b>  |
|--|--|
| <ul style="list-style-type: none"><li>▪ Youth from 2 tier or 3 tier cities</li><li>▪ 12th pass or appearing</li><li>▪ Diploma holder</li></ul> | <ul style="list-style-type: none"><li>▪ Achieve the defined life goals</li></ul> |

## Icons and Terms used in this Guide

This facilitator guide contains icons to make it easier to use. Each icon acts as a prompt, telling you what to do when you are taking a session. Review the icons and ensure you can recognise them before you use the guide.

| Icon  | Description             | Icon  | Description           |
|---|-------------------------|---|-----------------------|
|    | Materials/equipment     |    | Evaluate participants |
|    | Ask a question          |    | Trainer notes         |
|    | Explain to participants |    | Play music            |
|    | Do an exercise          |    | Use whiteboard        |
|  | Say                     |  | Timecheck             |
|  | Trainer tip             |  | Break                 |
|  | PPT slide               |  | Fast track            |
|  | Summarise progress      |   |                       |

Besides these icons, the guide uses certain specific terms that describe what needs to be done. Below is a list of all such terms used in the module. You must review the terms and ensure that you can explain each before using the guide.

| <b>Term</b>     | <b>What it means...</b>   |
|-----------------|---|
| <b>Say</b>      | The concepts that need to be delivered verbatim   |
| <b>Explain</b>  | The concepts that can be delivered in your own words  |
| <b>Debrief</b>  | The questions / discussions held usually after an activity to bring out relevant learning                   |
| <b>Instruct</b> | The set of instructions to be shared with the participants as part of conducting an activity/quiz and so on |
| <b>Ask</b>      | The set of questions that need to be asked to facilitate a discussion or discover a particular concept      |

### **Trainer Pre-requisites**

In order to successfully conduct this module, you must have:

- Gone through relevant reference material provided to you along with this guide and undertaken self assessment checks, if any.
- Been trained in the content of this module yourself by having completed the Train-the-Trainer programme.

## Module Delivery

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### Before the session:

- Ensure attendance
- Set-up environment

### Duration and Material required for the module:

|                          |   |
|--------------------------|---|
| Name of the module       | Goal Alignment  |
| Duration of the module   | 65 mins   |
| Materials required       | <ul style="list-style-type: none"><li>▪ Training PPT</li><li>▪ Activity handouts</li><li>▪ Pens/markers</li><li>▪ Flipcharts</li><li>▪ Chocolates</li></ul> |
| Notes to the facilitator | Nil   |

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### During the session:

- Follow the facilitator guide
- Stay motivated
- Focus on achieving the objectives
- Monitor the group's progress – reinforce concepts where necessary
- Stay relaxed and engaging

## About the Module...

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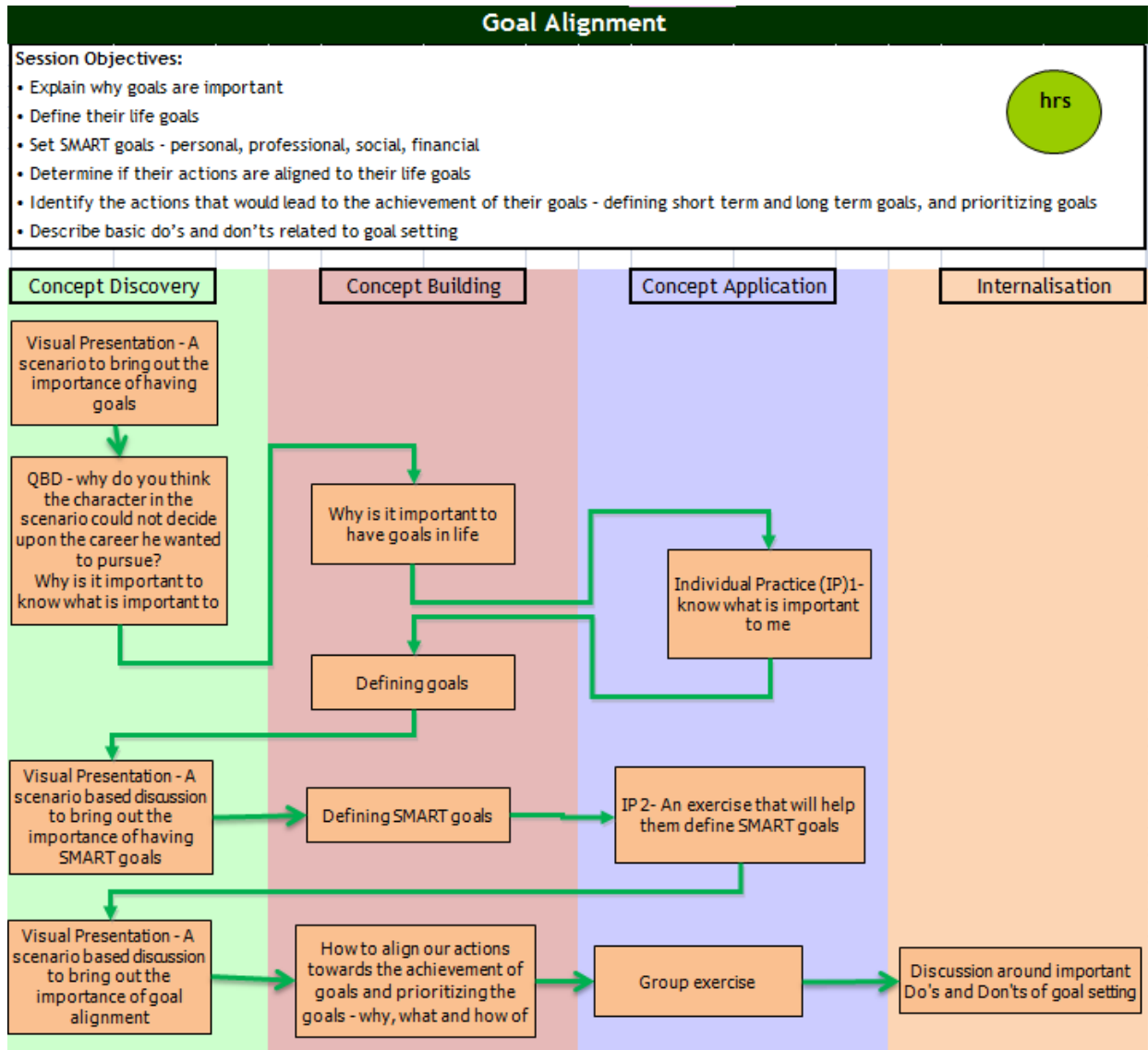
### Session Objectives

By the end of the session, the learners will be able to:

- Explain why goals are important
- Define their life goals



## Module Storyboard



## Detailed Design Document

| Sub-topic                              | Session details   | Methodology   | Material required   | Time (mins) |
|--|---|---|---|-------------|
| 1. Ice breaking & workshop contracting |   | 1. Trainer inputs and discussion  | 1. Handout – Human Bingo  | 20          |
| 2. Importance of goals setting         | 1. Why is it important to have goals in life?   | 1. Scenario<br>2. Question based discussion (QBD)<br>3. Trainer inputs & group discussion       | 1. QBD questions<br>2. Flipcharts<br>3. Markers<br>4. Chocolates  | 20          |
| 3. Defining goals                      | 1. What they are/ have, “what they will do”, and “what they want to be/ have”               | 1. IP 1 – what is important to me?<br>2. Trainer led discussion<br>4. Individual practice – IP1 | 1. Activity IP 1 - brief<br>2. Activity IP 1 - hand out<br>3. Flipcharts<br>4. Markers<br>5. Notebooks/ pens for learners | 25          |
| 4. Defining smart goals                | 1. Settings effective goals that specific, measurable, attainable, realistic and time-bound | 1. Scenario based discussion<br>2. Trainer inputs and discussion                                | 1. Scenario 2 brief<br>2. QBD questions<br>3. Flipcharts<br>4. Markers  |             |

**Facilitator Guide**

|                     |   |   |   |  |
|---------------------|---|---|---|--|
|                     |   | 3. Individual practice – IP2                          | 6. Activity brief – IP2<br>7. Activity hand outs<br>5. Notebooks/ pens for learners |  |
| 5.Aligning goals    | 1. How to align our actions towards the achievement of goals<br>2. How to prioritize the goals - why, what and how of the goals | 1. Trainer inputs and discussion<br>2. Group exercise | 1. Flipcharts<br>2. Markers<br>3. Activity brief                                    |  |
| 6.Goal setting tips | 3. Basic do's and don'ts related to goal setting  | 1. Trainer inputs and discussion                      | 1. Flipcharts<br>2. Markers   |  |

## Training Program – Goal Alignment

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### **Trainer Notes:**

- *Greet trainees, referred to as learners / participants in this guide, with enthusiasm and extend a warm welcome to everyone*
- *Introduce yourself briefly on your background, years of experience and something unique about yourself. Maximum time: 1-2 minutes*
- *Set the context for the workshop by informing learners that the purpose of this workshop is to provide inputs on how to set effective goals and align one's actions towards achieving the same*



### **Show Slide:**





**Say:**

“It is indeed a wonderful opportunity to have you all here together. So, let’s make the most of the time by adding value, learning and having fun at the same time.

In this session, we shall find answers to few important questions that we face in our lives..questions such as, What is that I really want in my life, What is it that is really important for me to have in my life..

*<take a pause>* Yes, today we will discuss our aspirations, desires and goals. We will also find out whether we are headed in the right direction, whether the direction we are on leads us to the achievement of our goals or not...

However, before we get into all of it let’s have a look at the learning objectives defined for this session today.”

## Session Objectives



**Show Slide:**

**Session Objectives**

By the end of the session, the learners will be able to:

- Explain why goals are important
- Define their life goals



**Trainer Notes:**

*Quickly take participants through each objective on the slide and proceed to conduct the icebreaker.*

*At this moment, also make them feel at ease, by telling them to lose all of their inhibitions and apprehensions regarding the learning process, by suggesting that the programme has been designed and developed by following a scientific process, based on various design theories and concepts. And that this process will ensure that the learning will take place.*

*Boost their morale, by sharing with them the following rules for the training session:*

- 1. Nobody is allowed to make fun of others*
- 2. One who takes initiative will always be rewarded*
- 3. Everyone has to feel encouraged to share his doubts and concerns with the others  
(Probably others are feeling the same)*
- 4. Cheer others so that they also cheer you*
- 5. Constructive Feedback (CF) is appreciated but Negative Criticism (NC) is not. There is a difference between the two. When the feedback offered, is meant to help the person improve is called the CF. But on the other hand, if it's meant to hurt the person it is offered to, it is called NC*



**Show Slide:**



**Say:**

“Since many of us may be meeting each other for the first time, it would be a good idea to get familiar with one another and know each other better. We will do that through an icebreaker activity called “Human Bingo”

**Icebreaker**




**Activity – Human Bingo**

|                       |   |
|-----------------------|---|
| Objective             | <ul style="list-style-type: none"><li>▪ The objective of this activity is to find people in the room with similar interests/traits/personal details</li></ul> |
| Time for the activity | 15 minutes  |

## Facilitator Guide

Instructions to the facilitator

- Ask participants to open “Human Bingo” exercise in their participant manuals
- Tell them that it contains 6 items of interest/traits/personal details written under each block
- First, they have to fill it up by writing “yes” or “no” and then later on, they have to get the total count of people in the room who match their entries in each grid. To mark entries they should use symbols like 
- The objective of this activity is to find people in the room who have similar interests/traits/personal details
- Tell them that they have 5-7 minutes to go around the room and fill up their sheet
- At the end of 7 minutes, ask each participant to come upfront and introduce themselves in maximum 2 minutes
- While they introduce themselves tell them to speak about their “Human Bingo” findings



**Trainer Notes:** Follow the above mentioned instructions to conduct the activity.

*Once the activity is completed*



**Say:**

“I am sure all of you had a lot of fun during this activity *<get approvals from participants>*. The objective of this activity was to help you people find others in the room who have similar



interests/traits/personal details and hence break the ice. Now, let's proceed to learn the importance of goal setting."


## Importance of Goal Setting

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Show Slide:

**Scenario 1**



Meet **Abhishek**..like many of you here, he is currently **dealing** with an **important question** of his life..

Let's **speak** to him and find out all about his **problem**..



Say:

"Well meet Abhishek, and as it can be seen on the slide he is in bit of a dilemma right now.. This dilemma is about choosing a career and I am sure all of you won't mind helping him out of the situation. Alright then, let's find out what Abhishek has to say on that!"



Show Slide:

**Scenario 1**

I have passed out my 12th standard and now my parents have asked me to choose a career or degree that I want to pursue

But the problem is I am clueless. I don't know what to do..I have discussed it with my friends.. but nothing seems to help

I guess I should go for CS.. all of my friends are going for it!

Would **agree** with **Abhishek**? Also, do you think his **decision making** approach is **appropriate**?



**Trainer Notes:**

Now move on to a question based discussion (QBD). The objective of this visual presentation is to:

- Bring out the significance of setting goals in life

The objective of using this methodology here is:

- To bring out participants' current level of understanding on importance of goal setting
- To facilitate a discussion wherein participants truly appreciate and understand the concept of setting goals



**Ask:**

- Why do you think Abhishek could not decide upon the career he wanted to pursue?
- Do you think it is important to know what is important to us in our lives? (after generating an affirmative response)
- Why do you think it is important to know what is important to us?



*Record responses on the flipchart / whiteboard*

**Trainer Tip:**

*Probe further with questions and facilitate a discussion. Clearly bring out participant's understanding of the concept. Some questions that could be asked are:*

- *What would they like to do in their lives.. (keeping the focus of the discussion on goal setting)?*

*Reward the participants for their contribution and correct responses shared.*



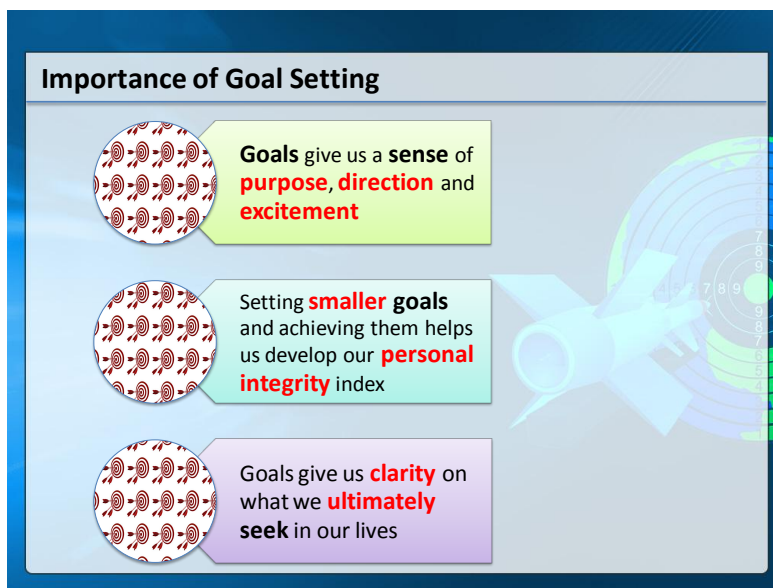
**Say:**

“Ok... all of us have shared our ideas to help Abhishek resolve his dilemma, I shall now summarise the discussion. Abhishek is not able to decide upon the career he wants to take up, simply because he is not sure of what he really wants in his life.. He does not have any goals, hence no sense of direction. Building on the same, now let's proceed to understand why it is important to have goals in our lives.”

## **Importance of Goal Setting**



**Show Slide:**



**Explain:**

- Without goals, it is like as we are floating around, meandering each day in our lives. The goals give us a sense of purpose, a direction to our life. When you are able to define where you want to go or what want you really want to achieve in your, it becomes easier to achieve the same. Also let's not forget that goals add excitement in our lives. They fuel our imagination and drive us forward and keep us going even when the going gets tough.
- Our goals help us reach our highest potential. All of us over a period of time define a comfort zone for ourselves. The same can be inferred from the statements such as, "*I can only study in late hours.. I can't wake up early morning..I feel sleepy!*" Goals motivate us to step out of our comfort zones and perform to the best of our abilities. They help us uncap the potential we hold inside ourselves, boosting our personal integrity.
- Finally, goals provide us clarity on what we ultimately seek in our lives. It helps us articulate our desires. It ensures that we stay focused and effectively channelise our time, energy and efforts into things that really matter to us.



**Trainer Notes:**

*Once the discussion on significance of goal setting is done, move on to the Individual practice - what is important to me*



**Trainer Tip:**

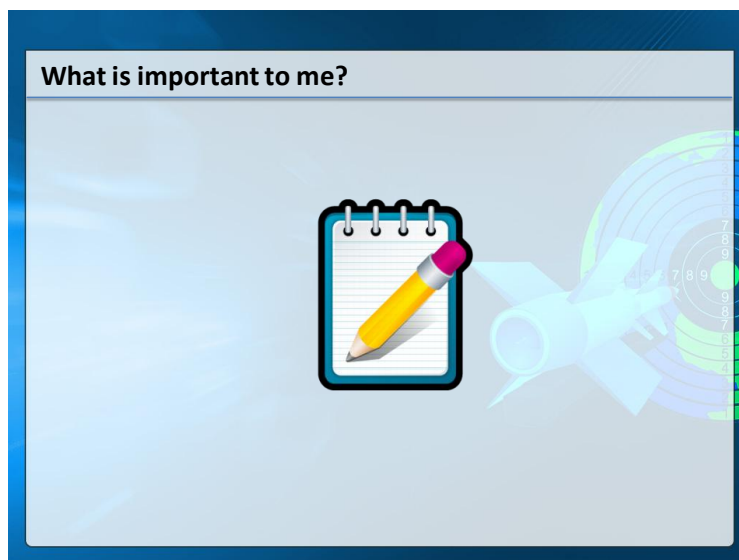
*Explain the concept using anecdotes / scenarios from daily life*

## Defining Goals

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**Show Slide:**



## Facilitator Guide



### Say:

“Let’s now discover what is really important to all of you in your lives. We shall do this with a help of an activity. Through this exercise you shall be introduced to your likes, desires, aspirations, and feelings.”



### Activity – What is important to me?

|                                 |   |                  |                  |               |
|---------------------------------|---|------------------|------------------|---------------|
| Objective                       | <ul style="list-style-type: none"> <li>To help participants explore their aspirations w.r.t. personal or professional lives</li> </ul>  |                  |                  |               |
| Time for the activity           | 15 minutes  |                  |                  |               |
| Instructions to the facilitator | <ul style="list-style-type: none"> <li>It is an individual practice</li> <li>Total time for the activity is 20 minutes</li> <li>Ask participants to open “What is important to me?” exercise in their participant manuals</li> <li>The exercise contains three columns, labeled as follows: <table border="1" data-bbox="625 1262 1382 1398"> <tr> <td style="text-align: center;"><b>I am/have</b></td> <td style="text-align: center;"><b>I will do</b></td> <td style="text-align: center;"><b>I want</b></td> </tr> </table> </li> <li>All the participants are required to fill up each column in a specific order, as given below: <ul style="list-style-type: none"> <li>3<sup>rd</sup> column</li> <li>1<sup>st</sup> column</li> <li>2<sup>nd</sup> column</li> </ul> </li> <li>The participants must fill up the 2nd column after introspecting and analysing the details entered in other two columns</li> </ul> | <b>I am/have</b> | <b>I will do</b> | <b>I want</b> |
| <b>I am/have</b>                | <b>I will do</b>  | <b>I want</b>    |                  |               |



**Trainer Notes:** After all the participants complete their exercise, move on to debrief the activity.



**Ask:**

*Can you see any connection between the three columns?*

**Expected response**

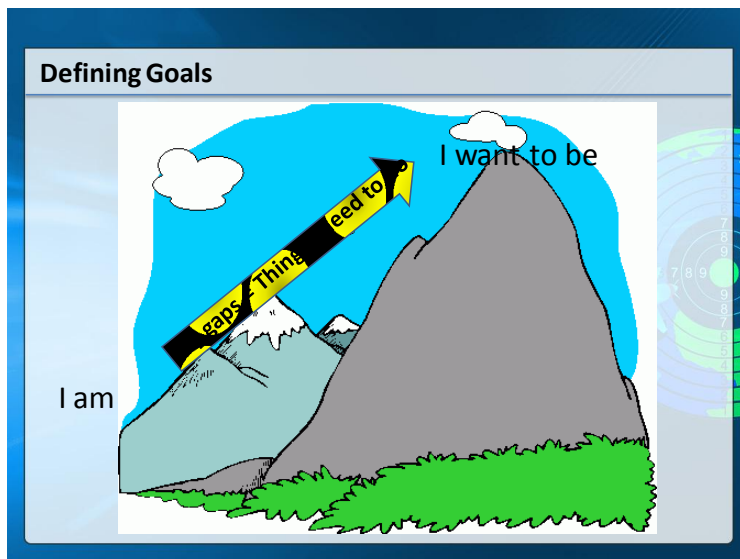
There is a kind of journey to achieve what I want, from what I have, and what I need to do to achieve those things in life.

**Probable responses (to be listed on flipchart)**

The journey takes us from what I have to what I want.



**Show Slide:**



## Facilitator Guide

### Explain:

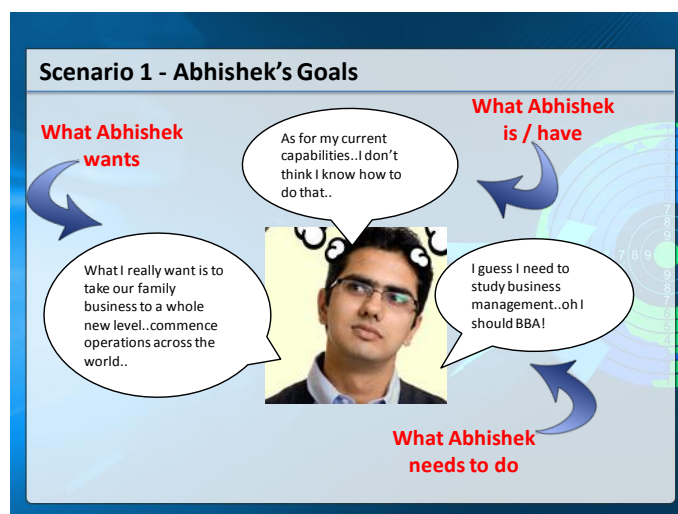
There are some gaps in the route from what I am or have to what I want to be or have. They signify a journey that we must embark upon to diminish the gaps by performing the need to do activities.

So, in our life if we are able to analyze these wonderful thoughts of “What I need to do” from “What I am or have” and “What I want to be”, and channelise our energies in the same direction, our life will become more focused and we will get a definite purpose in life.

Let’s now go back to Abhishek to learn what is that he really wants and also, the things he needs to do in order to achieve the same.



### Show Slide:



### Explain:

After introspecting, Abhishek realised that for him scaling up and taking his family business to a whole new level would really make him happy. So, considering the same as his “want” and “lack of required knowledge and skills” as “what he is or have”, Abhishek finally decided to study management. For him, enrolling himself in a BBA degree actually qualifies as “things he needs to do” to diminish the gap in the route from what he is or has to what he wants to be or have.



**Note: The rest of the sessions as given in the detailed design document (page no. 10) will be dealt with, in a similar fashion.**

## Summary of Learning

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Show Slide:

A presentation slide with a blue header and a light blue background. The title "Summary of Learning" is in bold. Below it, the text "At the end of the session, the learners are able to:" is followed by two bullet points, each with a checkbox. The background features a stylized rocket ship and a target graphic with numbers 7, 8, 9.

**Summary of Learning**

At the end of the session, the learners are able to:

- Explain why goals are important
- Define their life goals



**Trainer Notes:**

*Close and summarize the discussion taking participants through the slide.*

## Thanking Participants for their Active Participation

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Show Slide:



**Trainer Notes:** Finally close the session by thanking the participants for their active participation.