Task-based Activity Cover Sheet

Task Title: Create a flowchart to achieve a goal

Learner Name:
Date Started: **Date Completed:**
Successful Completion: Yes___   No___
Goal Path: Employment___ Apprenticeship___ Secondary School ✓ Post Secondary ✓ Independence___
Task Description:
Identify a goal and create a flowchart to outline steps to achieve goal

Competency: B: Communicate Ideas and Information	**Task Group(s):** B3: Complete and create documents

Level Indicators: B3.3b: Create more complex documents to sort, display, and organize information
Performance Descriptors: see chart or click here
Skill Building Activities: see the last page or click here
Materials Required: • Pen • Paper • Computer • Teaching of SMART Goals (see the notes after the Performance Descriptors)
ESKARGO: B3.3 • Draws from multiple sources as required (i.e., other documents and texts) • Manages unfamiliar elements (vocabulary, context, topic) to complete the task • Uses layout to determine where to make entries • Makes inferences to decide what, where, and how to enter information if fields are not clear and how to interpret icons and text • Follows directions to complete a more complex document • Follows conventions to display information in more complex documents (e.g., use of abbreviations, symbols) • Sorts entries into categories and subcategories • Displays many categories of information

- Organizes information in a variety of ways
- Identifies parts of documents using titles, row and column headings, sub-headings, and labels
- Creates documents using titles, row and column headings, sub-headings, or sub parts
- Creates more complex forms, tables, timelines and flow charts
- Tries a variety of displays of the same data using computer applications, and selects the type of graph that best represents the data D3
- Manages unfamiliar elements (vocabulary, context, topic) to complete tasks
- Identifies sources, evaluates and integrates information
- Discriminates between trustworthy and untrustworthy online information (i.e., current, accurate and reliable
- Uses a wide range of MS Word functions and commands in multi-page documents
- Discriminates between information that is or is not current, accurate and reliable
- Discriminates re: the sharing of personal information online
- Uses Google Images, Videos, Maps, News, YouTube, Groups, Gmail, and Documents etc.
- Uses toolbar features; adds and deletes bookmarks and favourites
- Prints documents and selected text from the Internet; uses print preview and print options
- Performs advanced searches (e.g., refines search terms, uses advanced search features, cross-refers between websites)

Attitudes:
Practitioner,
We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:
□ Attitude is not important   □ Attitude is somewhat important   □ Attitude is very important

Task Title: Create a flowchart to achieve a goal

Goals are a road map or a personal guide to the future; setting goals for a day, week, month and year allows for individuals to have a vision of what they want to do, where they want to go and thus the questions of how to get to the end result, the daily, weekly, monthly or yearly goal(s).

Create a SMART Goal and look at the example Flowchart.

Learner Information and Tasks:

Task 1:   Create a flowchart to show the steps to achieving your SMART Goal.
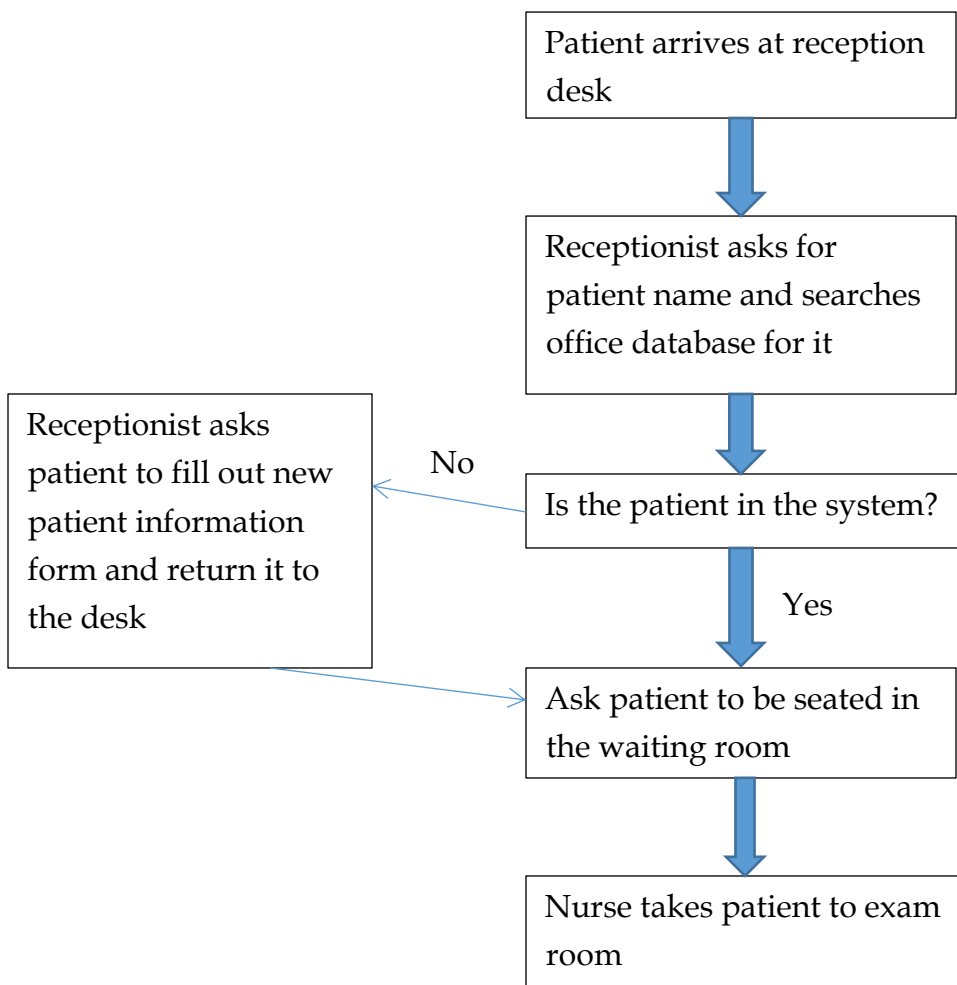
Flowcharts

Flow Charts

- Flow charts are an effective way to plot out your goals in a step-by-step manner. You can make a flow chart by breaking your goal or target down into identifiable steps. Once you identify the steps required to complete a series of tasks to reach your goal, you then draw boxes with arrows or lines connecting them one-after-another. These can be vertical or horizontal. Write down the steps you came up with and place them in order from the first step to the last step in the boxes.

From: http://www.ehow.com/info_8049808_visual-use-goal-target-setting.html

Patient Flowchart

```
┌─────────────────────────────┐
│ Patient arrives at reception │
│ desk                         │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│ Receptionist asks for        │
│ patient name and searches    │
│ office database for it       │
└─────────────────────────────┘
              │
              ▼
┌──────────────────┐   No   ┌─────────────────────────────┐
│ Receptionist asks │ ◄───── │ Is the patient in the system?│
│ patient to fill out│        └─────────────────────────────┘
│ new patient        │                    │ Yes
│ information form    │                    ▼
│ and return it to    │        ┌─────────────────────────────┐
│ the desk            │ ─────► │ Ask patient to be seated in  │
└──────────────────┘          │ the waiting room             │
                              └─────────────────────────────┘
                                          │
                                          ▼
                              ┌─────────────────────────────┐
                              │ Nurse takes patient to exam  │
                              │ room                         │
                              └─────────────────────────────┘
```

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Answer Key

Task 1:   Answers will vary.

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	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
B3.3b	• follows conventions to display information in more complex documents (e.g. use of abbreviations, symbols)			
	• sorts entries into categories and subcategories			
	• displays many categories of information			
	• organizes information in a variety of ways			

This task: was successfully completed_____   needs to be tried again_____

Learner Comments

_____   _____

Instructor (print)   **Learner Signature**

S.M.A.R.T. Goal Setting

What does S.M.A.R.T. goal setting stand for?

Why not think of a small goal you want to set right now, personal or professional. To make your goal S.M.A.R.T., it needs to conform to the following criteria: Specific, Measurable, Attainable, Relevant and Timely.

S.M.A.R.T. goal setting: Specific

What exactly do you want to achieve? The more specific your description, the bigger the chance you'll get exactly that. S.M.A.R.T. goal setting clarifies the difference between 'I want to be a millionaire' and 'I want to make €50.000 a month for the next ten years by creating a new software product'.

Questions you may ask yourself when setting your goals and objectives are:

- What exactly do I want to achieve?

- Where?

- How?

- When?

- With whom?

- What are the conditions and limitations?

- Why exactly do I want to reach this goal? What are possible alternative ways of achieving the same?

S.M.A.R.T. goal setting: Measurable

Measurable goals means that you identify exactly what it is you will see, hear and feel when you reach your goal. It means breaking your goal down into measurable elements. You'll need concrete evidence. Being happier is not evidence; not smoking anymore because you adhere to a healthy lifestyle where you eat vegetables twice a day and fat only once a week, is.

Measurable goals can go a long way in refining what exactly it is that you want, too. Defining the physical manifestations of your goal or objective makes it clearer, and easier to reach.

S.M.A.R.T. goal setting: Attainable

Is your goal attainable? That means investigating whether the goal really is acceptable to you. You weigh the effort, time and other costs your goal will take against the profits and the other obligations and priorities you have in life.

If you don't have the time, money or talent to reach a certain goal you'll certainly fail and be miserable. That doesn't mean that you can't take something that seems impossible and make it happen by planning smartly and going for it!

There's nothing wrong with shooting for the stars; if you aim to make your department twice as efficient this year as it was last year with no extra labour involved, how bad is it when you only reach 1,8 times? Not too bad...

S.M.A.R.T. goal setting: Relevant

Is reaching your goal relevant to you? Do you actually want to run a multinational, be famous, have three children and a busy job? You decide for yourself whether you have the personality for it, or your team has the bandwidth.

If you're lacking certain skills, you can plan trainings. If you lack certain resources, you can look for ways of getting them.

The main questions, why do you want to reach this goal? What is the objective behind the goal, and will this goal really achieve that?

You could think that having a bigger team will make it perform better, but will it really?

S.M.A.R.T. goal setting: Timely

Time is money! Make a tentative plan of everything you do. Everybody knows that deadlines are what makes most people switch to action. So install deadlines, for yourself and your team, and go after them. Keep the timeline realistic and flexible, that way you can keep morale high. Being too stringent on the timely aspect of your goal setting can have the perverse effect of making the

learning path of achieving your goals and objectives into a hellish race against time – which is most likely not how you want to achieve anything.

SMART+ goals

Another thing that's very important when setting SMART goals, is formulating it POSITIVELY. Remember that what you focus on, increases. So when you focus on NOT doing something, all you think about is that thing. And it will increase. So don't 'stop procrastinating', but 'achieve a daily discipline'.

From: http://www.yourcoach.be/en/coaching-tools/smart-goal-setting.php

Skill Building Activities

Links to online resources:

- **http://www.bbc.co.uk/skillswise/factsheet/en13styl-l1-f-flow-charts** (A short one-page introduction to flow charts that can be printed out or read online)
- **https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxsaXRlcmFjeW9ubG luZXxneDo2MzY0ODFmYWQxYjUxZjNl** (A 3-page worksheet that can be printed off or read online and contains important goal-setting questions pertaining to Reading/Writing/Math skills)
- **https://www.youtube.com/watch?v=d6o5PyJM3bY** (An informative Youtube video about setting SMART goals, takes a broad general goal and uses the SMART acronym to break it down step-by-step into a more specific/attainable goal)

LearningHUB online courses available:

- **Reading & Writing, Independent Study (assigned by practitioner following assessment):**

    o Document Use Level 3 Assignment 1 ("Forms 3 + Complex Charts and Graphs 3")
    o Document Use Level 3 Assignment 2 ("Charting and Graphing 3")
    o Document Use Level 3 Assignment 3 ("Constructing Charts and Graphs 3")

- **Independent Study Short Courses (Moodle) -** Goal Setting: Discovering Your Goals + Understanding Your Learning Style

*To access LearningHUB courses, learners must register for the LearningHUB e-Channel program by completing the registration form on their website and completing the course selection (page 2 of the registration form): https://www.learninghub.ca/get_registered.aspx

*To Access LearningHUB Course Catalogue:
http://www.learninghub.ca/Files/PDF-files/HUBcoursecatalogue,%20December%2023,%202014%20revision.pdf