

Task Title: Create a Flow Chart

# OALCF Cover Sheet – Practitioner Copy

**Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Started: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Goal Path:** | Employment | Apprenticeship |
| Secondary School | Post Secondary | Independence |

**Successful Completion:**  Yes No

**Task Description:** The learner will identify a goal and create a flowchart to outline the steps to achieve this goal.

**Main Competency/Task Group/Level Indicator:**

* Find and Use Information/Read continuous text/A1.2
* Communicate Ideas and Information/Complete and create documents/B3.3b

**Materials Required:**

* Pen/pencil and paper or computer or digital device

# Learner Information

Goals are a road map or a personal guide to the future. Setting goals for a day, week, month and year allows you to envision what you want to do and how you will get there.

Look at the “S.M.A.R.T. Goal Setting” description, “Flowcharts” description, and “Patient Flowchart” example.

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

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

To make your goal S.M.A.R.T., it needs to be: Specific, Measurable, Attainable, Relevant and Timely.

**Specific**

What exactly do you want to achieve? The more specific your description, the more likely you are to reach your goal. Specific goal setting is the difference between “I want to be rich” and “I want to make $5,000 a month for the next ten years by creating a new software product”.

Questions you may ask yourself when setting your goals are:

* What exactly do I want to achieve?
* Where?
* How?
* When?
* With whom?
* Why exactly do I want to reach this goal?

**Measurable**

Measurable goals mean identifying exactly what it is you will see, hear and feel when you reach your goal. This means breaking your goal down into steps that can be measured. For example, “being healthier” is not something that can be easily measured. “Not smoking everyday” is something that can be measured and tracked.

Measurable goals can go a long way in refining what exactly it is that you want, too. Defining how you will measure progress towards your goal will make it easier to reach.

**Attainable**

Is your goal attainable?

If you don't have the time, money or commitment to reach a certain goal, it may not be attainable right now. You may want to identify a smaller goal that is reachable at this point in your life.

**Relevant**

Do you actually want to achieve this goal? Why do you want to reach this goal? What is the objective behind the goal, and will this goal help you achieve that?

**Timely**

Make a tentative plan of the deadlines and timeline you will need to achieve your goal. Ask yourself what a realistic timeframe would be for reaching each step. If you have a goal, but do not set deadlines, it is much harder to make progress. Most people will commit to acting when there is a clear deadline for completing a task.

**Flow Charts**

Flow charts are an effective way to plot out your goals one step at a time. You can make a flow chart by breaking your goal down into small steps. Once you identify the steps required, draw boxes with arrows or lines connecting them. These can be vertical or horizontal. Place them in order from the first step to the last step.

**Patient Flowchart**

Patient arrives at reception desk

Yes

No

Receptionist asks patient to fill out new patient information form and return it to the desk

Receptionist asks for patient name and searches office database for it

Nurse takes patient to exam room

Ask patient to be seated in the waiting room

Is the patient in the system?

# Work Sheet

**Task 1: Write down a goal you have that could be broken down into at least four smaller steps. Use the “S.M.A.R.T. Goal Setting” description to help define a goal.**

Answer:

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**Task 2: Using the “Flowcharts” description and “Patient Flowchart” example, create a flowchart for your goal. You may use additional paper if required.**

Answer:

# Answers

Answers will vary.

Performance Descriptors

| Levels | Performance Descriptors | Needs Work | Completes task with support from practitioner | Completes task independently |
| --- | --- | --- | --- | --- |
| A1.2 | scans text to locate information |  |  |  |
|  | locates multiple pieces of information in simple texts |  |  |  |
|  | makes connections between sentences and between paragraphs in a single text |  |  |  |
|  | reads more complex texts to locate a single piece of information |  |  |  |
|  | follows the main events of descriptive, narrative and informational texts |  |  |  |
| 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 (print):

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