BUILDING HUMAN RESOURCE MANAGEMENT SKILLS
Achieving an Effective Food Service System

DEVELOPING TEAM GOALS

National Food Service Management Institute
The University of Mississippi
University, Mississippi
www.nfsmi.org
2001
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This project was developed under contract between the National Food Service Management Institute and The Steritech Group, Inc., Charlotte, North Carolina.

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INTRODUCTION

The National Food Service Management Institute developed this series of modules on human resource management to meet a need for relevant materials that would provide directors and supervisors the tools to teach managers effective management skills. Learning to work with and lead employees is a never-ending journey. These materials were designed to assist the learner in developing effective people skills in the Child Nutrition Programs. A task force of state agency personnel, food service directors, and university faculty identified the topics to include in this resource.

Building Human Resource Management Skills was designed by a team of experienced child nutrition and adult learning professionals. A group of volunteer reviewers from the task force also made significant contributions to the development of this project. We are most grateful to them for sharing their time and expertise.

All of the human resource modules have been approved for continuing education credits by the American School Food Service Association.

Steps to follow in using materials:

Step 1. Review the entire module and think about its relevance to the participants. There may be resources within the community that you may want to use to enhance the learning experience. A lesson plan template has been provided for your use to facilitate teaching the human resource module content.

Step 2. Check the Trainer’s Toolbox section in the modules for a list of materials planned for the session. The modules may require the use of policies and procedures, job descriptions, form, or standards specific to Child Nutrition Program personnel.

Step 3. Review the Suggested Time Frames and Comments to determine time allotted for each topic in the modules.

Step 4. Ensure that the learning environment, media center, classroom, cafeteria, or auditorium is comfortable for adults and conducive to learning and discussions.

Step 5. The purpose of the videotapes provided in the kits is to model practices, inspire discussion, and stimulate thoughts about personal practices. Always review videotape at least once before using in class to be familiar with the content and to determine how to use it with the group. Consider the following options:

Use the tape to focus on a specific point during the session.

Encourage interaction by showing all or part of the tape, and divide the group into comfortable discussion groups of no more than 6-7 per group.

The tapes were created to provide real-life practice situations and to precipitate discussion. There are no right or wrong answers, but better and best ways to handle human relations in Child Nutrition Programs.
### HUMAN RESOURCE MODULE LESSON PLAN

<table>
<thead>
<tr>
<th>Date:</th>
<th>Module No.: 2.2</th>
<th>Estimated Time: 2 Hours, 15 Minutes</th>
<th>Certification Credits: 2</th>
<th>Category: Achieving an Effective Food Service System</th>
</tr>
</thead>
</table>

**Module Title:**
Developing Team Goals

**Instructor:**

**Module Content:**
What is to be taught? At the completion of the module, participants will be able to meet the following objectives:

1. ____________________________
2. ____________________________
3. ____________________________

**Instructional Aids, Materials, or Tools Needed:** Check Trainer’s Tool Box

**Instructional Procedures:**
- Personal Check-In
- Icebreaker
- Video Segment (if applicable)
- Group activities and role playing
- Checking Out

**Suggested Readings:** Use *Suggested Readings* to increase knowledge base concerning a given module topic.

**Evaluation Procedures:** How the instructor will determine if the material has been learned. Participants can complete evaluation form included in handout packet.

**Notes:** Insert notes as to revisions, additions, and deletions. What went wrong/right with the module lesson plan?
# Developing Team Goals

## Table of Contents

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## Developing Team Goals

### Overview

In most organizations, teams are created because certain tasks need to be accomplished or objectives need to be fulfilled. Goals define the team’s reason for being. The development of team goals is a key managerial responsibility. Participants may find peers, employees, or association committee members do not want to be team members. Some people prefer isolation or individual work activities. It is important that such an obstacle be overcome. This module is designed to help managers develop team goals through and with the employees in the Child Nutrition Program.

### Objectives

At the completion of this module, participants will be able to:
- Identify the steps for goal setting.
- Apply steps to work-site team.
- Establish goal action plan for work-site team.

### Trainer’s Notes

As a facilitator of this learning process, be prepared to share your experiences to clarify the key learning points. This module may be paired with the module “Getting the Most from Your Workday.”

### Ground Rules

- Share from own experiences.
- Listen to understand, not to judge.
- Speak one at a time.
- Value differences of opinion, emotion, or insight.
- Be concise and to the point.
- Participate at your highest level.
- Keep the option to pass.
Developing Team Goals

**Definitions**

*Team* - an energetic group of people who are committed to a common purpose and who enjoy working well together to produce high-quality results with respect for each other’s personal growth and success.

*Mission* - the purpose or reason that a team exists.

*Focus areas* - broad areas of the work which are important to the team.

*Goals* - the specific and measurable performance outcomes to be accomplished.

*Activities or strategies* - the actions necessary to accomplish the goals.

---

**Trainer’s Toolbox**

*Materials:*
- Flip Chart and Stand
- Paper and Markers
- Overhead Projector
- Transparencies and Markers
- Handouts
- Copy of Child Nutrition Program
- Mission Statement and/or Formal Goals
# Developing Team Goals

## Suggested Time Frames and Comments

**Total Time = 2 hours 15 minutes**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Comments</th>
<th>Time Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Purpose and Objectives</td>
<td>Set the stage by emphasizing key points in the overview.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Personal Check-In</td>
<td>Let participants reflect and write. Debrief only the important areas for team focus. Other responses will be used later in the session.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Icebreaker: Fortune Cookies</td>
<td>Give participants the opportunity to write their responses and to share them with each other first in pairs and then with the large group.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Definitions</td>
<td>Review the significant definitions to ensure participant understanding.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Step-by-Step: Developing Goals</td>
<td>Use the handout to review the steps for identifying goals.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>From Issues to Goals</td>
<td>Take time to focus on the second and third steps. Lead the teams through the process of identifying key issues and goals.</td>
<td>60 minutes: focus areas (10)* + goals (25) + consensus (25)</td>
</tr>
<tr>
<td>Goal Action Plan</td>
<td>Let participants self-select into groups, one group for each goal. Have them draft a Goal Action Plan using the handout. If time allows, let them share with large group. The facilitator or leader can compile the work of the different groups after the session or follow-up later.</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Checking Out: Individual Connection</td>
<td>Have individuals reflect on their part of accomplishing the team goals. If intact work teams attend, include time to share individual responses.</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

* Note: The numbers in parenthesis ( ) refer to the estimated number of minutes.*
### Developing Team Goals

<table>
<thead>
<tr>
<th>Outline</th>
<th>Trainer’s Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Check-In</strong></td>
<td><strong>Personal Check-In</strong></td>
</tr>
<tr>
<td>Please respond to the following questions about the goals of your team:</td>
<td>Give participants a few minutes to respond on their own. The purpose of this activity is to get them thinking about the relationship of their team to the team goals. Debrief as follows:</td>
</tr>
<tr>
<td>2. Describe the purpose of your team. Why does your team exist?</td>
<td>2. Compare and notice the similarities and differences of responses.</td>
</tr>
<tr>
<td>3. What are the most important focus areas for your team to work on in the months ahead?</td>
<td>3. Quickly list the focus areas without a lot of discussion. It may be necessary to coach participants through an understanding of how goals will benefit the program. For example, student participation, teacher participation, reduction of waste, improved taste of food. Let participants create the list without suggestions.</td>
</tr>
<tr>
<td>4. What two goals, if accomplished, would significantly impact your team in a positive way?</td>
<td>4. Discuss this question later in the session in Working Toward Goals.</td>
</tr>
</tbody>
</table>

Use the handout on page 14.
## Developing Team Goals

<table>
<thead>
<tr>
<th>Outline</th>
<th>Trainer’s Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Icebreaker: Fortune Cookie</strong></td>
<td><strong>Icebreaker: Fortune Cookie</strong></td>
</tr>
<tr>
<td>Consider your team, and respond to these prompts:</td>
<td>• Provide thin strips of paper. Have participants complete fortunes as indicated on the transparency or flip chart. Share results first in partners and then with the large group. The purpose of this quick activity is to get the team thinking about the team’s strengths or what it does well and about its wishes for the future of the team. Have the participants enjoy the fortune cookies.</td>
</tr>
<tr>
<td>• List as many current good fortunes for your team as you possibly can.</td>
<td>• Use the handout on page 15.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>• Write a desirable fortune for your team’s future.</td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td><strong>Examples:</strong></td>
<td></td>
</tr>
<tr>
<td>• We always get the job done.</td>
<td></td>
</tr>
<tr>
<td>• We work well together in a crisis.</td>
<td></td>
</tr>
<tr>
<td>• We support each other’s efforts.</td>
<td></td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td></td>
</tr>
<tr>
<td>• This year will be our best year for working together.</td>
<td></td>
</tr>
<tr>
<td>• Our working relationships will enhance our productivity.</td>
<td></td>
</tr>
<tr>
<td>• We will serve more meals than ever before.</td>
<td></td>
</tr>
<tr>
<td>• We will increase student participation.</td>
<td></td>
</tr>
</tbody>
</table>
# Developing Team Goals

<table>
<thead>
<tr>
<th>Outline</th>
<th>Trainer’s Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definitions</strong></td>
<td><strong>Definitions</strong></td>
</tr>
<tr>
<td>A <em>team</em> is an energetic group of people who are committed to a common purpose and who enjoy working well together to produce high-quality results with respect for each other’s personal growth and success.</td>
<td>Review definitions to ensure understanding.</td>
</tr>
<tr>
<td><em>Mission</em> is the purpose or reason that a team exists.</td>
<td>Facilitators may review definitions earlier in the module if it seems more helpful. These definitions may be found on page 13.</td>
</tr>
<tr>
<td><em>Focus areas</em> are broad areas of the work which are important to the team.</td>
<td></td>
</tr>
<tr>
<td><em>Goals</em> are the specific, and measurable performance outcomes to be accomplished.</td>
<td></td>
</tr>
<tr>
<td><em>Activities or strategies</em> are the actions necessary to accomplish the goals.</td>
<td></td>
</tr>
</tbody>
</table>
### Developing Team Goals

<table>
<thead>
<tr>
<th>Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step-by-Step: Developing Goals</strong></td>
</tr>
<tr>
<td><strong>Review mission/purpose.</strong> Why does the team exist? What is our reason for being?</td>
</tr>
<tr>
<td><strong>Explore team focus areas.</strong> What are the issues facing us? Where do we need to be spending our energy to be our best?</td>
</tr>
<tr>
<td><strong>Identify goals.</strong> What are the most important things we need to do in the next year to be effective? What do we want to improve? How will we measure our progress?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trainer’s Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step-by-Step: Developing Goals</strong></td>
</tr>
<tr>
<td>Using the handout, review the five steps of goal setting.</td>
</tr>
<tr>
<td><strong>Review mission/purpose.</strong> The first step for team goal development is to ensure that all team members agree on the purpose of the team. If a formal mission statement is available, make certain that all participants have a copy. When everyone is clear about the reasons for the team’s existence, the team has a better chance of being effective.</td>
</tr>
<tr>
<td><strong>Explore team focus areas.</strong> When the team explores team focus areas, the members discuss what areas of work are significant at this time. Taking time to identify all issues and discuss the causes and ramifications of them provides the team with a general and uniform understanding of the current reality of the team.</td>
</tr>
<tr>
<td><strong>Identify goals.</strong> In identifying the goals, a team commits to focus on key areas for improved productivity or effectiveness. It is essential that the group reach consensus. These goals set the agenda for the team for an agreed upon time. The goals support the mission and allow each member to direct her energies toward the identified task.</td>
</tr>
</tbody>
</table>

Use the handout on page 16.
Developing Team Goals

Outline

Step-by-Step: Developing Goals

- Identify resources.
  Who do we need to help us? What costs will we incur to accomplish our goals? What materials do we need?

- Develop action plan.
  Who will do what when? What activities or strategies do we need to implement? What is our timeline?

Trainer’s Tactics

Step-by-Step: Developing Goals

- Identify resources.
  Each goal requires certain human, financial, and material resources. When these resources are identified early in the goal-setting process, teams can avoid unnecessary conflicts and obstacles.

- Develop action plan.
  Once the goals are established, define tasks so that each person knows what to accomplish. Having a plan ensures that time and energy of the team is spent wisely.

  Use the handouts on pages 16 and 17.
## Developing Team Goals

<table>
<thead>
<tr>
<th>Outline</th>
<th>Trainer’s Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Working Toward Goals</strong></td>
<td><strong>Working Toward Goals</strong></td>
</tr>
<tr>
<td>Share your ideas from the Personal Check-In worksheet.</td>
<td>Lead the team through the identification of key focus areas and goals. Use the Personal Check-In responses for questions #3 and #4 to begin team discussions.</td>
</tr>
<tr>
<td>□ The most important focus areas for our team to work on in the months ahead are…</td>
<td>□ In teams, share and discuss the individual lists of important focus areas for the team (#3).</td>
</tr>
<tr>
<td>□ The two goals, if accomplished, which would significantly impact our team in a positive way are…</td>
<td>□ Ask team members to share the two goals they think are most important for the team to accomplish (#4).</td>
</tr>
<tr>
<td></td>
<td>□ Share with the large group. Capture all goals on flip chart or transparency.</td>
</tr>
<tr>
<td></td>
<td>□ Facilitate discussion of the team reports and gain consensus of the most important three to five goals. Choose the one which best reflects the team’s perspective or combine the wording of groups with similar goals.</td>
</tr>
<tr>
<td></td>
<td>□ Option: You may want to use sticky dots to let team members “vote” for the goals. Write goal choices on flip chart paper. Give each member three dots to place beside the goals she selects as most important. If time permits, ask participants to indicate why they made the choice they did. This process helps identify the team’s choices.</td>
</tr>
<tr>
<td></td>
<td>□ Review the selected list of goals one last time. Get final agreement.</td>
</tr>
<tr>
<td></td>
<td>□ Use the goal action plan to map out the activities, responsibilities, and timelines.</td>
</tr>
<tr>
<td></td>
<td>□ Be certain participants understand how to do this with their respective program staff.</td>
</tr>
<tr>
<td></td>
<td>Use the handout on page 18.</td>
</tr>
</tbody>
</table>
## Developing Team Goals

<table>
<thead>
<tr>
<th>Outline</th>
<th>Trainer’s Tactics</th>
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</thead>
<tbody>
<tr>
<td><strong>Checking Out: Individual Connections</strong></td>
<td><strong>Checking Out: Individual Connections</strong></td>
</tr>
<tr>
<td>Our team goals are:</td>
<td>As participants close this session, let them connect to the team goals and identify their own part in accomplishing the goals. The movement from individual reflection to team focus to individual responsibility is critical to the success of a team.</td>
</tr>
<tr>
<td>□</td>
<td>Use the handout on page 19.</td>
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<tr>
<td>□</td>
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<td>□</td>
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</tbody>
</table>

Here is what I need to do to contribute to the team’s ability to accomplish these goals:

I want to meet these goals because…

I will know we have accomplished our goals when…
Handouts: Table of Contents

- Objectives and Definitions ................................................................. 13
- Personal Check-In ............................................................................. 14
- Icebreaker: Fortune Cookies ............................................................. 15
- Step-by-Step: Developing Goals ......................................................... 16
- Goal Action Plan ............................................................................... 17
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Objectives

At the completion of this module, participants will be able to:

- Identify the steps for goal setting.
- Apply steps to work-site team.
- Establish goal action plan for work-site team.

Definitions

*Team*- an energetic group of people who are committed to a common purpose and who enjoy working well together to produce high quality results with respect for each other’s personal growth and success.

*Mission*- the purpose or reason that a team exists.

*Focus areas*- broad areas of work which are important to the team.

*Goals*- the specific and measurable performance outcomes to be accomplished.

*Activities or strategies*- the actions necessary to accomplish the goals.
Personal Check-In

Please respond to the following questions about the goals of your team:

1. Who is on your team?

2. Describe the purpose of your team. Why does your team exist?

3. What are the most important focus areas for your team to work on in the months ahead?

4. What two goals, if accomplished, would significantly impact your team in a positive way?
Icebreaker: Fortune Cookies

Consider your team and respond to these prompts:

- List as many current good fortunes for your team as you possibly can.
  Examples: We always get the job done. We work well together in a crisis. We support each other’s efforts.

- Write a desirable fortune for your team’s future.
  Examples: This year will be our best year for working together. Our working relationships will enhance our productivity. We will serve more meals than ever before. We will increase student participation.
Developing Team Goals
Handout: Step-by-Step: Developing Goals

Step-by-Step: Developing Goals

- **Review mission/purpose.**
  Why does the team exist? What is our reason for being?

- **Explore team focus areas.**
  What are the issues facing us? Where do we need to be spending our energy to be our best?

- **Identify goals.**
  What are the most important things we need to do in the next year to be effective? What do we want to improve? How will we measure our progress?

- **Identify resources.**
  Who do we need to help us? What costs will we incur to accomplish our goals? What materials do we need?

- **Develop action plan.**
  Who will do what when? What activities or strategies do we need to implement? What is our timeline?
## Goal Action Plan

**Goal:**

<table>
<thead>
<tr>
<th>Strategies/Activities</th>
<th>Responsible Party</th>
<th>Time Frames</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Developing Team Goals
Handout: Working Toward Goals

Working Toward Goals

Share your ideas from the Personal Check-In worksheet.

- The most important focus areas for our team to work on in the months ahead are…

- The two goals, if accomplished, which would significantly impact our team in a positive way are…
Checking Out: Individual Connections

Our team goals are:

- 
- 
- 
- 

Here is what I need to do to contribute to the team’s ability to accomplish these goals:

- 
- 
- 
- 

I want to meet these goals because…

I will know we have accomplished our goals when…
Please check the response below that best describes your feelings about this program:

<table>
<thead>
<tr>
<th>Question</th>
<th>Agree</th>
<th>Unsure</th>
<th>Disagree</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Topic</strong> is of interest to me as a manager.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Topic</strong> is important to my job.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Content</strong> is useful in my job as a manager.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Handouts</strong> help me understand the topic better.</td>
<td></td>
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</tr>
</tbody>
</table>

5. List one or more things you can do to develop team goals in your job after attending this in-service:


6. My supervisor can help me develop team goals in my workplace by:


General Comments:

Thank you for taking the time to complete the evaluation form. Have a great day!
Suggested Readings


Transparency Masters

Transparencies are available in two formats. Landscape formatted transparencies are provided using Microsoft Word™. A PowerPoint™ presentation format is also available.

1. Objectives
2. Definitions
3. Definitions
4. Personal Check-In
5. Icebreaker: Fortune Cookies
6. Step-by-Step: Developing Goals
7. Step-by-Step: Developing Goals
8. Step-by-Step: Developing Goals
9. Step-by-Step: Developing Goals
10. Step-by-Step: Developing Goals
11. Goal Action Plan
12. Working Toward Goals
13. Checking Out: Individual Connections