Personal Goal Setting and Quality of Life:

A Mixed Methods Study of Adult Professionals

Dissertation Presentation

FRANK INGRAHAM

Goal Setting Impact–Introductory Example

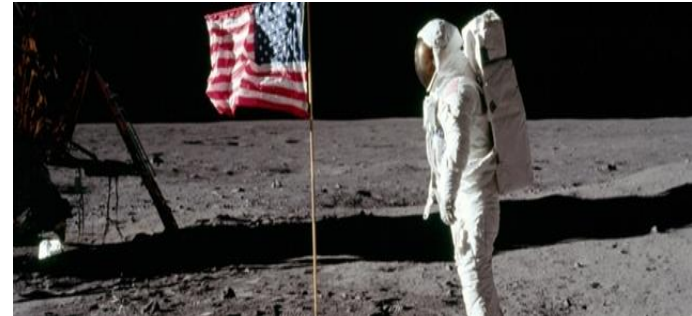John F. Kennedy - <u>GOAL TO LAND A MAN ON THE MOON BEFORE END OF DECADE.</u>

National Aeronautics and Space Administration
NASA History Office

The Decision to Go to the Moon:
President John F. Kennedy's May 25, 1961 Speech
before a Joint Session of Congress

http://history.nasa.gov/moondec.html

On July 20, 1969, the **Apollo 11** astronauts—Neil Armstrong, Michael Collins, and Edwin "Buzz" Aldrin Jr.—**realized President Kennedy's dream**.

At 8:18 p.m. ET, **Neil Armstrong and Buzz Aldrin** became the first two individuals to ever land on the moon. Six hours later, **Neil Armstrong became the first to step** onto the lunar surface.
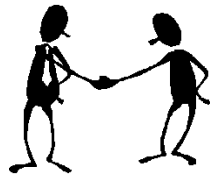
https://www.jfklibrary.org/JFK/JFK-Legacy/NASA-Moon-Landing.aspx

Primary Terms - Acronyms

- **GS = Goal Setting**

- **GST = Goal Setting Theory**

- **PGS = Personal Goal Setting**

- **QOL/QLS = Quality Of Life Satisfaction**

- **SWB = Subjective Well-Being**

- **W-B = Well-Being**

Frank Ingraham Background

- Human Resource **career and volunteerism** advocate
  - Chose HR profession to learn and help others

- Recognized **workplace/community stressors**
  - Interest showing way toward experiencing a more fulfilling life

- **Topic = Examine relationship between PGS and QOL**
  - Research study can help fill non-workplace void relating PGS and QLS experience

- Will share more about **my GS journey later today**

Workplace & Non-Workplace

- **Organizations rely on workers** to achieve objectives

- **Bulk of scholarly research** focuses on business world

- **Focus is on** the non-workplace **personal environment**

- **Linking goal achievement to life satisfaction** (**GST**)

- **Leverage GS benefits** (e.g., motivation, commitment, achievement for greater growth, personal W-B, & fulfilling QOL)
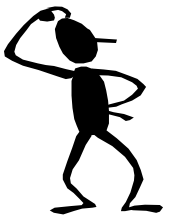
Statement of the **Problem**

It is _unknown how_:

- **QOL satisfaction <u>varies with</u> PGS activities**

- **PGS activities & QOL <u>varies with</u> demographics**

(NOTE: QOL/QLS used interchangeably in this study)

Purpose of the Study

Learn from existing workplace GS research

The development and evolution of staff competence [is] a crucial growth factor…, plays an **important role** in building [a] **competitive advantage**, and can contribute significantly to both a **firm's growth** and its [**prosperity**] **profitability**. **(Capece & Bazzica, 2013)**

and also

Expand available non-workplace GS research

Research shows **personal and work goals** frequently intertwine and **contribute toward worker job satisfaction**. **(Doest et al., 2006)**

Need for the Research Study
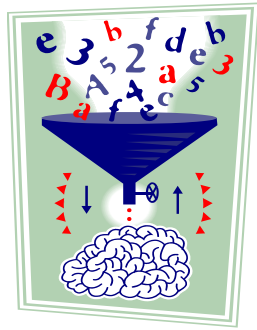
- **Study examines how QOL can vary with the influence from PGS activities AND from their personal characteristics**

  o **Research** evidence **links** meaningful **goal pursuit to** healthy psychological functioning and **positive life outcomes**, including subjective well-being. **(Boudreaux & Ozer, 2013)**
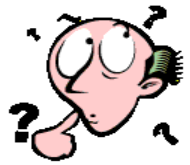
Research Questions (PGS/QOL related)

- **RQ1 - How does quality of life satisfaction vary with personal goal setting activities?**
  - **Hypothesis one**: Quality of life satisfaction is positively related to personal goal setting behaviors.

- **RQ2 - How does personal goal setting activity and quality of life satisfaction vary with personal characteristics?**
  - **Hypothesis two**: Personal characteristics influence goal setting activities and quality of life satisfaction.

Concept Map = can refer to presentation handout*

A key foundation: Goal Setting Theory* describes what causes some people to perform better goal-directed *actions*, making survival possible and helps *satisfy* their *needs*.

Dreams

Aspirations

Goals

Process: Stating goals > progressive actions toward > goal attainment

Focused Direction / Burning Desire	Incremental Action Steps	Intentional Daily Activity	Review Progress	Celebrate Successes

Linking personal goal setting activities with the encountering of a greater life experience. (A change in the independent variable can influence a change in the dependent variable.)

Demographic Characteristics
Independent Variables
- Gender
- Age Group
- Ethnicity
- Education
- Profession
- Employment Status

Quality of Life Satisfaction (QLS)
Dependent Variables
- Fulfillment
- Personal Growth & Accountability
- Self-efficacy
- Accomplishment
- Happiness
- Well-Being

[Note: QLS dependent variables>will learn from Interviewees. Self-efficacy=power to produce and effect.]

04/07/2017 *Source: Locke, E. A., & Latham, G. P. (2013). New developments in goal setting and their task performance. New York, NY: Routledge.

Foundational Theory

- **Goal Setting Theory** – decades of research, widely accepted as foundational GS standard, focuses primarily on work environment

- **Educators** Edwin Locke & Gary Latham - **credit** person's goal **behavior as a determinant of task performance** and indicator of motivation

- Explains what causes some people to perform better on work-related tasks, affecting their focused intensity and commitment

- **Goal behavior > activity > performance > results > satisfaction**

- **Reviewed a significant amount of literature**, concluded not much known about **how related PGS is to QLS**, decided to research this GS topic, mapped process **& interviewed colleagues to learn more**

Literature Review – **Major Elements**

Citations
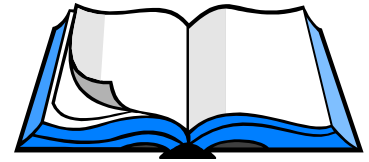
GST	Workplace	Personal
- **Goals increase performance** (Corgnet, 2015)	- **Goals have** a pervasive **influence on** employee **behavior and** performance (Lunenburg, 2011)	- **Goals reveal what people want in life** and how they intend to get it (Mauer & McAdams, 2004)
- Conscious goal setting **affect actions** (Locke & Latham, 2002)	- Goals improve **performance** through behavior **&** encourage **innovation** (Doerr & Gue, 2013)	- Keeping goals visible and reviewing them regularly result in experiences **realizing more sustainable outcomes** (Ephenus, 2007)
- Goals function: **motivation & behavior** (Madera, 2012)		
- Goals **influence efforts** (Sorrentino, 2006)		

Literature Review – Tools & Processes

Citations
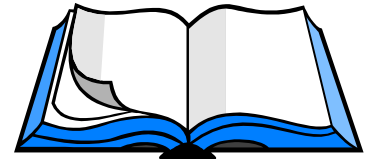
SMART	Achieving W-B	Future Focus
- Goals are tools with which **people** engage in volitional behavior (decide) (Dijksterhuis & Aart, 2010) - **Write** meaningful **objectives** (Specific, Measureable, Achievable, Relevant, Time-bound – George Doran, 1981) **by framing targeted achiev.** (Haughey, 2014)	- Knowing your why (life's purpose) is important first step that helps **create** a **life you enjoy** living (Warrell, 2013) - Links between goal attainment **and outcomes** show an association with SWB (Doest et al., 2006)	- Key part of personal **success is mastering everyday habits** of thought/action, taking small, consistent action steps routinely (Success Foundation, 2008) - Achieving important life goals requires intense **effort** that is sustained over time in order **to overcome difficulties** (Ntoumanis et al., 2013)

Research Approach - Overview

Mixed Methods

- **Topic** selected, WU **Protocol packet** drafted/**approved**

  - **Contents**: Communications, Populations, Instruments

- **Literary resources** accessed, **Methodology** studied/selected

- **Interviews** conducted, **Data** coded/formatted/analyzed

- **Findings** evaluated/interpreted/summarized

Study captured the essence of PGS influence on QLS

Data Collection Process–Each Session

Approach utilized: **Email-Consent-Questionnaire-Protocol-Record Interviews**

- **Face-to-face** interviews **(questionnaire & interview protocol) - no phone**

  - **Interview lasted ~60 minutes total time/declined phone interviews**

  - **Library/personal office preferred environment/coffee house not good**

- **Consented**: **Audio recorded & hardcopy field notes at each session**

  - **Interviews primarily held at the WilmU NCC Library Team Room location (very conducive/friendly & inviting atmosphere) during the JAN-JUN2016 timeframe**

  - **Not uncommon to have scheduled/hosted multiple interviews in a day**

Participant Description - Actual

**Four Delaware-based adult professional organizations**

Participation/Invitation **(83/719) = 11.54%**

DDHR (25/29), SHRM (23/631), WUAA (20/27), ESGR (10/32), and OTHER (5/5) [3=DDHR/2=WUAA]

Demographic Composite: (68% **female**, 64% **full-time job**, 64% **Caucasian**, 80% **born between 1941 & 1976**, 82% completed **either four-year or masters**)

Demographic Description of Participants (N = 81)		
Characteristics	**n**	**Percent of Participants**
Gender		
Female	55	68%
Male	26	32%
Ethnicity		
Asian	3	4%
African American/Black	21	26%
Caucasian/White	52	64%
Hispanic	3	4%
Native American	1	1%
Other	1	1%
Birth Year Range		
1925 – 1940	1	1%
1941 – 1960	32	40%
1961 – 1976	33	41%
1977 – 1999	15	19%
Highest Education Level Completed		
High School / GED	2	2%
Some College	4	5%
2-year Degree	3	4%
4-year Degree	31	38%
Master's Degree	35	43%
Doctoral Degree	4	5%
Professional Degree	2	2%
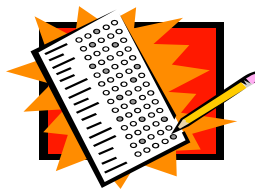
Instrumentation & Interviews

o _**Created/piloted/utilized**_ **self-designed data gathering** _**tools**_

- **Pilot validity = first (14) respondents** to invitation, **good insight (e.g., 3-ring)**

- **Interview protocol responses helped to answer Concept Map DV** (growth, fulfillment, well-being, accomplishment, happiness) **without asking**

- _**Learned about**_ **participants PGS** _**behaviors and**_ **QLS outcome** _**experiences**_

o **Qualitatively**: **Interview protocol** (**life experiences [DV]**) ***handout**

- **Ten questions** **covering**: background, QOL meaning/rating, goal achievements, motivation/performance relationship, satisfaction influence, tactical/strategic goals, utilize GS, goal influence

o **Quantitatively**: **Demographic questionnaire** (**characteristics [IV]**)

- **Six items**: Gender, age group, ethnicity, education, profession, job status

Cross Sectional Approach

The **QUALquan** **study approach**: interviews covered IV (GS) & DV (QLS), collecting data at **one point in time**, analyze data, compare/relate, and then interpret outcome/findings

- **More Qualitative (QUAL)**
  - **Interview protocol (questions extracting PGS activities & QOL experiences)**
  - **Talked with 83 people** about their PGS activities and examined their various individualized QLS experiences **(Dependent Variables [DV]) > enriched interviews**
    - Professional adults (**DDHR/SHRM/WUAA/ESGR**) > participation **11.54% (83/719)**
  - Recognized sharing could be influenced by how participant felt on interview day

- **Less Quantitative (quan)**
  - **Questionnaire (targeted individual characteristics > *can possibly influence PGS/QLS*)**
  - **Independent Variables (IV) > personal demographic factors/conditional outcomes**

Data Analysis (*more QUAL, less quan*)

Qualitative (Interview Protocol)

Interviews helped determine how related PGS was to the participants' QOL satisfaction experience (**key themes** identified)

Responses analyzed against their stated **QOL rating** (**scale** 1 [low]-10 [high]) > max. variation > **15 e.g.**

Participant QLS experiences revealed through their PGS activities within interviews

Quantitative (Questionnaire)

Data coded for statistical analysis

Coding based on key words/phrases verbalized by each interviewee

SPSS ANOVA (Analysis of Variation) **& Independent Samples T-Test** evaluations

Significant **values measured** with baseline threshold of $p < 0.05$ (Confidence Interval)

Demographics evaluated with respondents' QOL rating to **determine how IV (GS) may influence DV (QOL)**

Qualitative – Key Themes

High Value (*meaning person's QLS*):

- Family/friend *relationships*

- Always have a *plan*

- Give back/leave a *legacy*

- Health & finances *focus*

- *Academic* achievement > 80%

- Embrace *spirituality/faith*

- Grateful/*thankful* outlook

- Self-aware/love self/*happy life*

Three stories highlighted/focused on the **impact** that **PGS** has had **on** their **QLS, revealing** the following: an impactful GS awareness, growing into **life's many lessons**, and mapping a future direction for **greater** personal **achievement**

2 to **1 in favor** of the **GS process**; **blend of tactical/strategic goals**; **motivation/commitment** to attain goals (determination, GS **achievement** attacked differently, with age comes precision; all utilize some type of GS process/reminders/to-do lists/etc.)

Highlighted – Three Stories
Personal Sharing
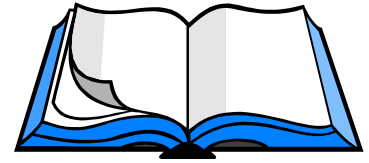
Person 1	Person 2	Person 3
- Divorced parents - Avid **volunteer** - College GPA 3.96 - **Mentee/Mentor** - L/T goals/**Vision board** - S/T goals/daily activities - Constantly evaluating - Keep faith - Definitely use to-do lists - Lot more room to grow - **Journey sometimes stressful but drive is totally worth it** - Proud of my accomplishments - Reflection was a good experience today	- Family oriented growing up - Learned value systems - Leading people to Jesus Christ is my passion - **Am living a fulfilling life** - Greatest life learning is being a parent - Proud of my children - Experienced military career - Leadership starts at home - **Mentee/Mentor** - **Goal process is where we learn** - Keep learning/growing - **Understand 'why' and then establish the 'how'** - Helping others is important	- Early **life of hard work/** college/having a son - Took every training available at work - Goals focused on providing good life for my son - Spirituality instrumental - **Able to see beyond today** - Mastermind group impactful - **Have benefitted from powerful women in my life** - What you go through, you grow through - **Celebrate life's lessons** - Absolutely use To-Do lists - **Can't live life looking in rearview mirror**

Quantitative – Statistical Results

Category groupings collapsed for improved data analysis results

SPSS analysis included ANOVA & Independent Samples T-Test

Collapsed categories for purpose of statistical analysis (e.g., <u>female, F/T employ, non-minority, born 1961 & after</u>)

<u>Statistical significance value revealed influence on satisfaction from GS process</u> (p < 0.005)

Note 81 vs. 83 point of clarification

Differences in QLS related to PGS Variables (n=81)

Goal Setting Variables	N	M	SD	t-test	df	Sig.
Which Influences Satisfaction the most						
GS Process	55	8.33	1.17	2.88	79	.005
Goal Itself	26	7.48	1.38			
Goals						
Strategic Long-term	51	8.04	1.18	-.14	78	NS
Tactical Short-term	29	8.09	1.52			
Motivation to Attain Goals Change						
Yes	46	8.08	1.17	.18	79	NS
No/Blank	35	8.03	1.47			
Utilize Goal Setting Process						
Yes	36	8.22	1.41	-.97	79	NS
No	45	7.93	1.20			
Create to-do Lists						
Yes	55	8.13	1.31	.74	79	NS
No/Blank	26	790	1.28	.74		

Note. Frequency (N), Mean (M), Standard Deviation (SD), t-test for Equality of Means (t), degrees of freedom (df), 2-tailed (Sig.), and Not Significant (NS) of population surveyed.

Implications – Interview Findings

- **<u>Outcomes based on what the Participants shared:</u>**

  - **<50%** stated they **utilized GS process** (*<u>although</u>* **68% use To-Do Lists**)

  - **>50%** rated their **QOL** as being an **8 or better** (on scale 1-low to 10-high)

  - **>85%** noted **their QOL was influenced by PGS**

- **Setting goals can occur either formally or informally**

- **<u>Many</u> engage in <u>GS, not recognize</u> activity (e.g., <u>To-Do Lists</u>)**

- **<u>Use of Findings</u>: Researchers seeking to expand GST studies focused on PGS influence on QLS with <u>other group variables</u>**

Discussion of Results & Citations

- **Research Question 1 -** Respondent' ***goal setting process influence* on their QLS** > null hypothesis rejected

- **Research Question 2 - No** identifiable PGS/QOL **relationship due to** person's **characteristics** > null hypothesis not rejected

- ***Outcome supports known research*** studying GS influence:

  - **PGS emphasis can complement workplace** GS activities (Doest et al., 2006)

  - **GS process is significant to motivation & commitment** (Klein et al., 1999)

  - **Goals can lead to better performance** levels (self-satisf.) (Doerr & Gue, 2013)
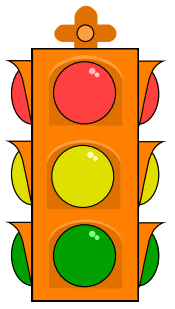
Limitations of Study

Results may not be reflective of participants in other geographic **regions**, organizational **settings**, or demographically diverse pool of professional adults with different research variables. **Biased** limitations may be due to existing **network of relationships** between researcher and self-selected participants.
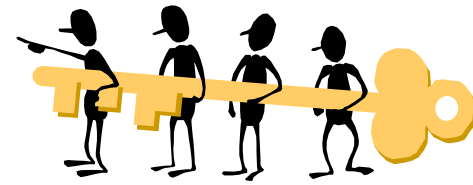
Validity measurement and Reliability

◦ **Internal** – **Questionnaire & protocol** relied upon each **interviewee response**

- **Bias potential** from researchers' involvement/organizational leadership role

  (past or current) with each of the organizations (*unlikely and so noted*)

- Participation may have been influenced by relationship of researcher

◦ **External** – Generalizable outcome of participative **volunteer population**

- Regional and organizational impact of **self-selected participants**

- **Current life situation** (personal and/or professional) **may influence interview**

◦ **Reliability** – **Consistent manner** and solicitation of outcome at **each interview**

Ethical Issues
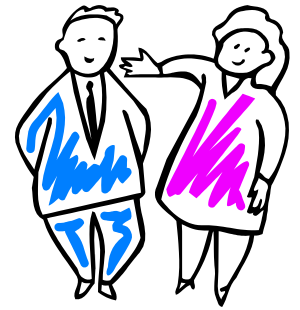
- **Protection of interviewee confidentiality definitely assured**

- **Informed Consent completed (signed/dated) prior to each interview (audio-recorded and field note written response highlights for purposes of Researcher transcriber accuracy requirements) with forms on file**

- **Secured storage of all (e.g., raw interview) data – in place**

Recommendations for Future Research focused on other Independent Variables

- **Additional independent variables** (e.g., first generation college degree, **family structure** impact, level of PGS with **varying stations in life**)

- Access other **geographic** (e.g., U.S., global) regions, large, medium, or small sized organizations, larger survey population

- **Enhance protocol instrument** using **less leading/more open** QLS questions

- Evaluate influence on PGS with population varying in level of higher education (e.g., > 4 year degree, or no college)

- **Define and determine impact of adult motivation**
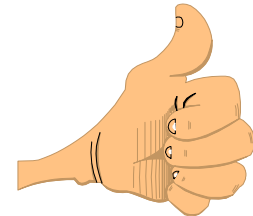
Closing Remarks

- **Study revealed PGS can influence QLS**, Participant' **stories shared**

- **Research shows personal lives can complement workplace**

- **Opportunity to grow QOL understanding and influence from PGS**

- **Evidence-based research can further spotlight potential benefits with non-workplace GS performance and assist other researchers**

- **EDD Journey: Completing all coursework this block; product of the PGS/QLS environment; timetable example >**

Frank's EDD Timetable

EDD OL Cohort 24	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG

Begin Prep
- Application submitted
- Acceptance letter rec'd.
- New Student Orientation
- E-Folio Lab

09JAN2014

21FEB2014

12AUG2014
EDD6102

Year One (SEP2014-AUG2015)
- Fall I
- Fall II
- Spring I
- Spring II
- Summer I
- Summer II

EDD7000
Experiential Learning: Ldrshp. Issues

EDD7106 DI-I

EDD7107 DI-II

EDD7204 Art of Leadership

EDD7202 Ldrshp. Dynamics & Data Driven Decision Making

EDD8102 Ldrshp. Practicum
Draft Pilot

Year Two (SEP2015-AUG2016)
- Fall I
- Fall II
- Spring I
- Spring II
- Summer I
- Summer II

EDD7209 Innovation & Ldrshp. Draft Study Q's & Host Comm. Mtg.

EDD7210 Ldrshp. & Comm. Shape Study

EDD7211 Culture, Structure & Ldrshp. Succession Submit HSRC Appl. Pkt., Conduct & Evaluate Pilot

**Exploratory research: completed pilot interviews transcribed/coded, themes/findings identified, shared.

**EDD7402 PCR-I Begin Formal

EDD7403 PCR-II Continue Survey

EDD7212 Org. Learning & Ldrshp. Continue Survey

Year Three (SEP2016-AUG2017)
- Fall I
- Fall II
- Spring I
- Spring II
- Summer I
- Summer II

EDD7200 Supervisory Behavior Continue Survey

EDD7101 Pluralistic Communities: Administrative Close Survey

EDD7201 Managing Human & Material Resources Data Analysis

EDD8104 Field Experience Assessment Data Analysis

EDD9000 Dissertation Project ID Data Story

EDD9001 Dissertation Project Lit. Review Draft

Final Prep
- Literature Review
- Mock Defense
- Present
- Graduate

EDD9002 Dissertation Project

Λ

EDD OL Course Sequence REV 29NOVT2015

Sincere Thank You for Your Support

- **_Committee_**

  ◦ **Chair – Dr. Lynne Svenning**

  ◦ **Members – Dr. Jason James and Dr. Stefanie Whitby**

- **_Family, Friends, and Colleagues_**

  ◦ **_Johna-Lee, Jamie, Jake, Alex_**

  ◦ **WU Faculty, Staff, Adjunct, Cohort 24, Survey Participants**

  ◦ **Ann Gibason, Bryan Steinberg, Dr. Sande Caton**