

Managing Time and Setting Goals

Lt General Arjun Ray, PVSM, VSM (Retd)

Introduction – The Cultural Challenge

Time is more precious than money because it is not renewable. You cannot step twice into the same river. Time is linear and is running out; it is finite. In India the challenge of time is also cultural.

For the past three millennia, our approach towards time has been non-linear. The Hindu psyche believes that time or *kaal* is cyclical because life does not cease with death. Existence is timeless. Death is an entry into the next cycle of birth, and is, therefore, not an end in itself. Philosophically, this explains why Indians in general are not time-conscious. Procrastination comes to us naturally, and no one seems to be in a hurry when going about their jobs. We think, everything will happen tomorrow.

Another significant cultural challenge is that Hinduism and even Buddhism preach that what matters is the present. The goal is here and now. Gurus and masters recommend that to be happy one should live in the present; for the past is an illusion, and the future is all about ego. The Western view is that time is linear – it has a past, a present, and a future.

Why is Time Management so Important?

We are living in an over-communicative society.

Our lives are governed by new ground rules:

Instant gratification – instant coffee, instant relationships, and instant intimacy.

The age of speed dial, speed read, speed dating, and even speed yoga.

“Hurry-sickness” that is responsible for anxiety and Type A personalities.

Work is fast forward and no longer in slow motion – everything is real-time analysis, real-time decision-making, and real-time auditing.

With our reducing attention-span, future lectures may be reduced to 40 seconds sound bytes.

On life’s speed track the rules are clear: On your mark, get set, Think!

Our senses are under severe assault by unprecedented information-overload.

Life is uncertain and chaotic.

Knowledge is becoming obsolete at an unparalleled rate. By 2015 it is expected that knowledge will become obsolete every twenty-four hours.

Our inability to manage time creates severe stress, adversely affecting our health as well as work output.

What is Time Management?

Time management is not about preparing TO DO lists, and time tabling, or how best to utilize available time into days, weeks, or a month. The secret of time management is managing oneself – seeking purpose in life, setting one’s vision, defining goals, and finding leisure to contemplate. In short, managing oneself is to empower oneself and to deliver happiness.

Life is in the fast lane. We are expected to deal simultaneously with several tasks at the same time with equal efficiency. There is limited time available. How do we get more time to get more things done? The only solution is to get more things done in less time.

To be happy we need time to manage ourselves, our jobs, our family, and our community. For women, time management is challenging, as unlike most men, they have additional domestic responsibilities. The entire family seems to depend on them. Their stress levels have escalated too.

How not to procrastinate?

How to delegate?

These questions dog a person 24x7.

If I have achieved more than several of my colleagues, it is not because I am more intelligent or hard working than them; it is because I used my time effectively. In other words, I have been able to manage myself better than most of them.

The secret of time management is managing oneself – seeking purpose in life, setting one’s vision, defining goals, and finding leisure to contemplate.

Challenges Teachers Face

By habit, teachers are not accustomed to time management on a structured basis, because traditional teacher-centric teaching does not place any real demands on managing time. Moreover, the overwhelming majority of teachers do not consider that they have any role except instructing students in the context of their subject. The only time management they do is to “deliver” and complete the year’s syllabus in time for examinations. The idea that

teachers are leaders, and are responsible for whole-child development, has still to take root. This is the first and most formidable challenge.

The second challenge is that mainly women comprise the teaching corps. While they are naturally inclined to teach, they have to take care of their homes, their children, and scores of other domestic responsibilities. Every home pivots around the woman of the house; and rightly so. This creates serious problems of how to manage **work-life balance**.

**“Great minds discuss ideas.
Average minds discuss
events.
Weak minds discuss
people.”**

The third challenge concerns the inherent motivation of a teacher. Why is a teacher a teacher in the first place? For most it is either a job or a career; very few look upon **teaching as a calling or vocation**. Jobs and careers are basically for money and advancement in life. When the pay is not good and promotions are few and far between, the alienation starts. Those motivated by a sense of calling or vocation see teaching as contributing to the greater good, to something larger than they are. For such teachers, work is fulfilling in its own right, and not merely because of money or advancement. To them, managing time comes naturally.

I once read this on Twitter:

*“Great minds discuss ideas.
Average minds discuss events.
Weak minds discuss people.”*

If one spends over 80 percent of the time available discussing events and people (a euphemism for trivia and gossip), we end up with mediocrity. This leaves very little time for oneself and for ideas and concepts. The bottom-line is clear: average minds and weak minds find time management difficult, and generally do not aspire to or insist on achieving excellence. The matter is further complicated by routine distractions of school and home life, procrastinations, the lack of personal discipline, and the acceptance that good is enough. That one need not bother about becoming “better” or “best”! This is the fourth challenge.

Agreement on a Common Manifesto for Teachers

There must be common consensus by teachers on fundamental premises before embarking upon the mechanics and processes of time management. Let us call it the common manifesto; only those who subscribe to it would want to manage their time. This is legislated below:

1. The teacher looks upon teaching as more of a calling (or vocation), and not a job or a career.
2. A teacher is a leader who aims at the whole development of the student, and not just academic performance. As a leader the teacher's prime responsibility is to:

Transform herself

Transform the child

Transform the school

Transform the community

3. The teacher empowers the student to become a lifelong learner by shifting the responsibility for learning from teacher to student.
4. Likewise, the teacher is the student's guru; she is primarily responsible for her own personal and professional development.
5. The teacher is an expert in her subject domain, and not just a specialist. Experts are persons who are trans-disciplinary.
6. It is equally important for students to be trained in time management. This becomes a teacher's responsibility, to be shared with parents, where possible.

Setting Goals

Most people are goal-less and this is one reason why they go through life miserable, cynical, and pessimistic. They constantly remain part of the problem. On the other hand, successful persons are ones who have been successful in goal-setting. This takes me straight into the great debate: what is success? While there are many definitions, simplistically put; to be successful is to be happy, to realize one's full potential, to be self aware, and attain one's goals.

A person confided that he had everything life could give – wife, children, job, and money; yet was lonely and miserable. Although he felt contented he had a deep vacuum within. His condition could be summed up in two words – unhappiness and loneliness. My diagnosis from a leadership perspective was straight forward: unhappiness arises when a person does not have a higher purpose in life and is goal-less. This individual was so caught up with work and family that he had no time to be alone with himself.

Another account of a middle aged teacher who has the best academic credentials any one can ask for – a graduate from one of India’s IITs and a doctorate from an Ivy League college in the United States. In the last twenty five years he has taught in college in the United States, and then back to India into schools. On inquiry whether this was all by design, the learned teacher replied that this was his karmic journey. According to him, Hinduism does not advocate having goals. Just do your job and leave the rest to karma.

I have recounted these two incidents to underscore the importance that if you want to be happy, you have to give meaning to life by reaching out, by taking charge of your destiny, by vision.

We often wonder how average persons have become rich, famous and successful, vis-à-vis those who are decidedly more intelligent than them, and endowed with great competencies. The reason is not difficult to find. Average people who pursue goals will always outstrip above average individuals who do not set goals. What differentiates average and above average persons is goal-setting.

If I asked you what is 3 into 3 all would say it’s 9. But if I asked you what 2487 multiplied by 1593 is, most of you will not be able to answer. On the other hand, if you took a paper and pencil and multiplied the two sets of numbers, each of you would get the answer right. Goals are similar. If you seriously and honestly follow the process of writing or typing them, (easier to reflect on each one and to revisit with the passing of time) you will be more successful and happier than you are now.

To be purposeful, the goal-setting process should go through four steps: an evaluation of one’s work-life balance, followed by a SWOT analyses of all key aspects of one’s life, a clear inspiring vision, and then the final act of goal-setting. Unless these three steps are done seriously and honestly, goal-setting is not possible.

Step 1: Work-Life Balance

While the essential content of leadership has remained constant, its context has changed. The pressures of increased connectivity, rising uncertainty, and a pace of life that is hurtling itself recklessly, there is an intense search for meaning and happiness. A new approach towards leadership is needed, a model that improves performance at work, home, community and the self, by integrating all parts of life, and all parts of an individual. This is my visualization of a whole-person.

We need a new kind of leadership that will harmonize all domains of one’s life – work, home, community and the self, as well as meet the expectations of all stakeholders who matter most in one’s life. Leadership in business isn’t just about business. It is life. Likewise, leadership in schools isn’t about curriculum; it’s about life.

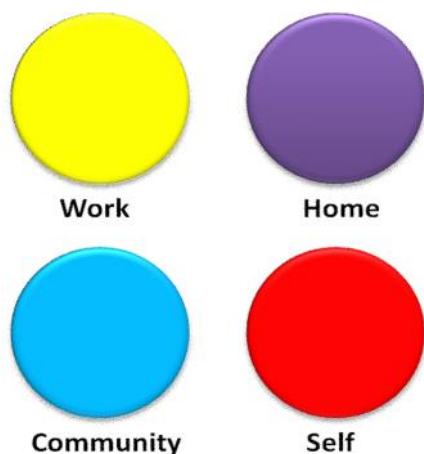
Life, leadership and self-management are inevitably a balancing act. Getting the right balance will always remain a formidable challenge, but its benefits are worth the effort – happiness, self-awareness, and identity.

There are two very significant aspect of work-life balance that deserves serious attention. First, most of the literature on the subject relates to work at a job and in the home. This is a very narrow perspective of work life balance. The balance comes when we invest quality time in all four circles of our life.

Second, and this the paradoxical and subversive part of my understanding of work-life balance. Excellence in any field of life requires sacrifice and dedication. To achieve excellence in any walk of life, and to realize your full potential and break a new path with a powerful vision, you will have to promote yourself to what you are capable of becoming – you must **imbalance yourself**. Walking the middle-path and trying to balance is reserved for mediocrity. Imbalance does not imply losing a foothold. Imbalance means a reevaluation of focus in your life, and varying it from time to time as the needs of other require.

If you desire mere contentment and mediocrity, go for ‘balance.’ If you want happiness, then go for ‘imbalance.’ This is the price tag that comes with excellence. Are you prepared to pay it?

On the surface this may appear contradictory to what has been said earlier in favour of ‘balance’. In this context leaders have to understand that they should seek balance at the tactical level but imbalance at the strategic level. Both can coexist; it is difficult, but it can be done. Remember the tight-rope walker; he is always imbalancing himself to achieve balance. See Figure 1 below.



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Figure 1: Work-Life Balance

There is no one-shoe-fits-all formula for getting work-life balance, but there are a few experiments that may help you.

- To begin with, ascertain how well you are balanced.
- Identify four or five most important people in your work life, family environment, and stakeholders in the community. Thereafter, list out their performance expectations from you, and then write down what are your expectations from them. The challenge will be how to strengthen the relationships and make them more compatible.
- The third experiment will aim at drawing four circles each being size appropriate; and then figuring out what has to be done to overlap them.

Domain	Importance %	Attention %	Satisfaction %
Work/Career			
Home/Family			
Community/Society			
Self : Mind, body and spirit			
Total	100	100	100

Step 2: SWOT Analysis

SWOT is an acronym for strengths, weaknesses, opportunities and threats, and is the first step in strategic planning and goal-setting. SWOT analyses aim at enabling individuals, teams, and organizations to get an insight into their capabilities, the opportunities that exist, and what strategies and goals they must, therefore, pursue. The SWOT analysis also helps in identifying areas for development, for present and future states.

A detailed and honest self appraisal enables a leader to identify internal and external factors that are favourable and unfavourable in achieving individual and organizational goals. This is explained schematically at Figure 2:

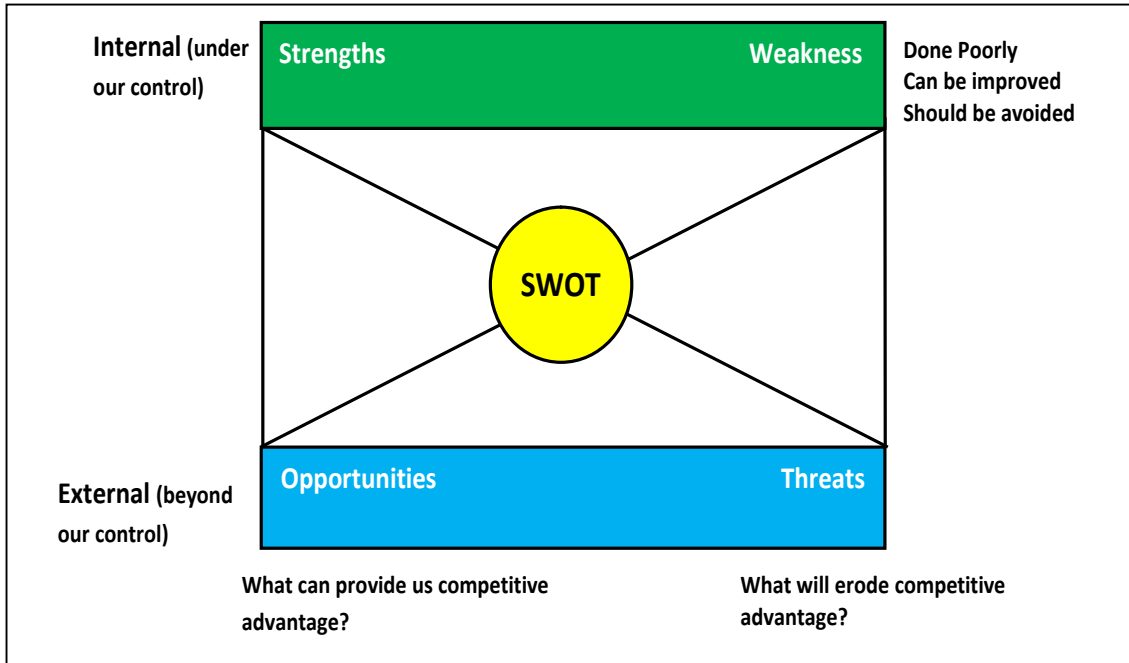


Figure 2: SWOT Analysis

In the case of individuals, the SWOT analyses should address four areas: work, home and family, community, and self development. Each element of the SWOT analysis is discussed below, in question form for ease in understanding.

Strengths

What do stakeholders, media, competitors and customers think are our strengths? In schools, the views of teachers and students must be ascertained. In classrooms, the feedback from students is what matters.

What are the strengths that provide the organization a competitive advantage over others?

What unique resources do we have?

Weaknesses

What do others consider to be our weaknesses?

What should be done better in the future?

What knowledge, skills and systems and processes are lacking?

Is there a lack of training opportunities?

Are there any barriers in achieving a competitive advantage?

Opportunities

If properly leveraged, what will give us a competitive advantage, for example, new technology and a new geographic location?

What additional services can be provided?

What new markets and trends should be investigated?

Threats

What factors could erode one's competitive advantage, for example, a new competitor, or government regulations? What specific regulation may cause harm, for example, a cap on fees?

What is the possible impact of what competitors are doing?

What threats do our weaknesses expose us to?

Do you visualize a leadership crisis in the next five years, either through lack of succession planning, or the absence of visionary leadership?

Strategic Plan and Goals

After careful consideration of the internal and external factors, an intense brainstorming session must follow to come up with strategies; areas of development and improvement, strengths to be leveraged, review of existing goals; writing down new goals; and preparation of detailed plans. In view of the volatility of markets and changing perceptions of stakeholders, I would recommend a six-month review of SWOT analysis.

In schools, once analysis has been completed, the teacher brainstorms the students on the areas of development, defines areas of improvement, lays down goals and prepares detailed plans. This is called co-construction, and is necessary if students are expected to have a buy-in for the success of the plan.

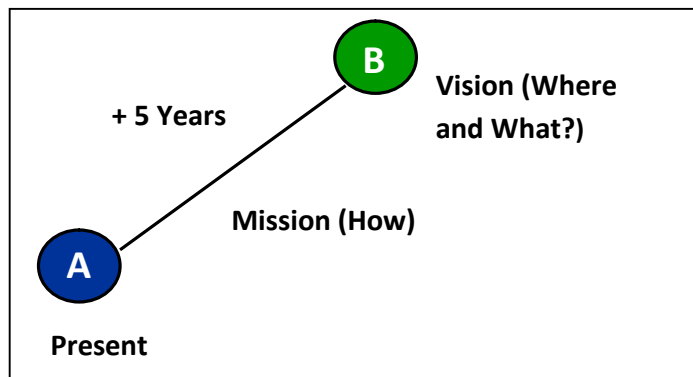
Step 3: Setting a Vision

Visionaries are in short supply in every organization and country – just about 9 percent. To make matters worse, senior executives spend as little as 3 percent of their time thinking about issues that may affect them beyond ten years.

Vision is what differentiates a leader from others. Visionary leaders work in the present but live in the future. Of the four greatest qualities people admire in a leader – honesty, visionary, inspiring, and commitment, vision receives a rating as high as 71% after honesty.

Goal-setting cannot be meaningful unless the organization or the individual has a vision. Most people lack vision; and that is worse than having no sight. Vision is an imagined future about oneself and one's organization – a 100 pixel picture of your future (individual or organization) destination (what you want to be) by a given time. To have a vision is to be empowered; to be able to make a public commitment that you are your destiny, that you are going to take charge of your life, that you will be responsible for what you ultimately become.

Many confuse a vision with the mission. The former is what you want to be, and mission is how you will become or realise your vision – what you will do to fulfill the vision.



The personal vision process is characterized by the following:

Vision is an imagined future about oneself and one's organization – a 100 pixel picture of the future.

- Can you identify what is your passion? Your element? Can you say what will make you happy? Most of us go through life without even knowing what we are passionate about. Your passion is your vision. Fulfilling your vision is really living out your passion.
- Project one's mind into the future at least ten years ahead. Even five years would be helpful. Anything less is not advisable because this is the minimum time that will be required to develop competencies and overcome weaknesses in oneself or one's organization. Five years is the lead time that will be needed. Skeptics will discourage vision-setters by saying that the world is fast-changing and the future is uncertain; so better to settle for a vision for three years. I do not agree. If the vision is correct it should cater for turbulence and corrections as the years go by. But if the vision is too short, then progress becomes slow, erratic, and is vulnerable to being derailed.

- Clear and visible, as if you are standing on a mountain top.
- Audacious – go Big. Look beyond what is conveniently possible. Apply your dreams!
- The wording must be inspirational and motivational, but clear and concise.

What is the **vision process**?

Business schools and You Tube videos recommend that leaders should involve their teams in developing the vision. I disagree completely. Visionaries are a rare species. They are distinguished by the following characteristics:

- Future-minded and a big-picture thinkers.
- Bold and risk-takers. They are prepared to walk down the road armed with nothing but their vision.
- They are men and women of destiny who seek a higher purpose and believe that they have a mission in life.
- They possess a passion to sustain and execute their vision.

Are we seriously saying that average team members are so characterized? The answer is a “No!” Leaders are lonely. In the quiet of their mind and heart they design the vision and then share it with the team. In turn, the team helps the leader in refining the vision.

The vision process is incomplete till it is shared periodically with the immediate leadership team. In turn, the team is expected to ensure that the vision is shared with every single person in the organization.

Inspiring a shared vision is one of the five best leadership practices; and is possibly the most difficult part of the vision process. The problem is compounded by the fact that younger people, especially those below the age 30, are concerned more about the present than the future.

The challenge for the leader is to explain to his team how the vision connects them to the future? How do they benefit? How will the vision enable their hopes to be realized? How their future success will be determined by their time perspective. How deep they can project into the future? This is what is meant by vision sharing, and this is what is expected from a leader at least once every six months.

Vision sharing ensures everyone’s commitment towards common goals; and is a constant reminder of the importance of the vision. In order to drive the vision forward, to translate vision into action, leaders ought to conduct a vision review at least once every quarter. This will include:

- A reiteration of what the vision means, why it has been chosen, and how it will benefit everyone.
- Monitoring the progress of implementation of each goal, and making mid-course corrections, if required.

However, what is more important than words and speeches is the leader's ability to walk the talk, to live the vision in letter and spirit. It ratifies his or vision repeatedly. It gives credibility to this vision. This is important for the team and for everyone who is to be affected by this vision.

In visioning, the challenge is how to develop long-term thinking abilities and how to be future-minded. This is not easy for the vast majority who prefer to live in the brief, present – the short now. Most people you meet talk about their present projects, but few, if any, will tell you about their life projects.

To be future-minded, the following are suggested:

- Goal-setting must become a habit, a key element of leadership development, and should start as early as in 3 year olds.
- Within organizations specific individuals should be tasked for studying the future, possible scenarios beyond ten years, and emerging trends especially in neuroscience, technology, and changing attitudes.
- The iphone in the last three years has created 30,000 apps already. Each trend must be brainstormed along with the likely needs they will generate for clients, competitors, and society; and what impact they may have on our unique selling propositions?

Step 4: Goal-Setting

To me success is happiness, and happiness arises when we achieve our full potential and fulfill our goals. We fail to achieve our goals not because of lack of time but because of lack of direction.

Advantages of Goal-Setting

Goal-setting bestows several advantages. It provides purpose and direction in life by enabling us to focus intensely on what we want. Deep and sustained focus

It is not what you get by achieving your goals, but what you become by pursuing your goals.

activates the subconscious mind to come up with ideas and strategies on how to be successful. The journey ultimately leads to happiness. Very often we are not able to reach our goals despite all the effort and commitment. This is very normal but should never deter us. It is not what you get by achieving your goals, but what you become by pursuing your goals. Often, the journey is the goal. Was it not R. L. Stevenson who said, *“It is better to travel than to arrive”!*

Why Goal-Setting is not Popular?

Of the 17 percent who set goals, just about 3 percent of people write down their goals; and even fewer – say 1 percent, review them regularly. It is not that the vast majority do not realize that goals lead to a richer and more fulfilling life. They are afraid of setting goals for a variety of reasons:

- The fear of failure and committing mistakes is daunting because it usually leads to disappointment and rejection. For those lacking in self-esteem, fear can quickly turn into phobia.
- The fear of criticism and discouragement can be debilitating.
- There is a growing category of persons who do not understand the importance of setting goals, and, therefore, are not confident or familiar with the entire mechanics and processes of goal-setting. There is seldom any formal teaching in goal-setting, even in corporations.
- Success does not happen by merely writing down goals. The difficult part is the enormous passion and discipline that a leader requires to execute goals in the face of heavy odds.
- There is another class of persons who are quite content with what they have. So why sweat? For them, pursuing goals comes with a price tag: discipline and ferocity of purpose that frequently demands sacrificing time, pleasure, and at times, even relationships.

Goals Must be SMART

On average, having **three goals** is the optimal; in very exceptional cases it can be four. Goals could be personal (relationships, what to learn, limitations to overcome, health care, or spiritual); career and business; organizational; and contributory i.e., making a difference in society.

Goals must be written, dated and visited every day to form part of one's psyche. Read out the goal aloud; and visualize the end state, thereby creating neuro-pathways from where you are to where you want to be. For every goal:

State reasons on why the goal has been selected by you.

Identify the obstacles that need to be overcome.

Name people and organizations you will have to work with.

Write down a detailed plan of action with firm deadlines.

Effective goals must be **SMART** – specific, measurable, achievable, realistic and tangible.

Specific

Leaders must speak the language of specificity in which there is complete clarity on what the goal means. The goal should be easy to understand without jargon, and well-defined. To say, *"I want to be happy,"* is not specific. However, if a teacher were to tell her pupils, *"I want each one of you to secure 80 percent marks in mathematics; that will make you and me happy!"* is specific.

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Measurable

A goal that is measurable enables the leader to know what progress has been made. To say that *"I will lose weight"* is not measurable. Better to say, *"I will lose ten kg by 31 December 2011."*

Achievable

Can you achieve the goals given the time, money, resources, and skills your team possesses? Goals have to be within the capabilities of the leader and her team. We must find ourselves in the situation of having 5-star ambitions with 2-star capabilities.

Relevant

Goals should be vertically aligned with the vision and mission of the leader. It should contribute towards achieving the aim and purpose of the organization.

Time-Bound

Put a date on each goal because that is the only way it can be measured, and is also one of the ways of keeping focus on the objective.

The journey is the goal.

I would like to add two additional features of a goal. One, the goal should be **challenging** and stretchable. To reach out beyond one's grasp; this is what heaven is all about. Only challenging goals can lead to transformation of the self or the organization. If they don't then the goals were not worthwhile. Very often the goal may not be achievable, and somewhere down the line one gives up in frustration. But that does not matter. What matters is how hard one tried because the journey itself can be the goal.

Second, there should be unanimity in what the goal means. Leadership has a **vocabulary** that is understood by one and all. For example, if the goal is to improve discipline; then everyone's understanding of what 'discipline' means should be similar. In one workshop I attended, there were ten different meanings of discipline. There were also ten different definitions of 'classroom management.'

Goals should **be shared with the entire team**. It needs to be explained to team members, why the goal has been selected, and how its achievement will contribute towards fulfilling the vision and mission of the organization. Why will I succeed? What happens if I choose not to do it?

Goal-Setting Exercise

So let us begin the exercise of goal setting through a session of questions and answers.

Step 1

What are the **five things that you have accomplished** that are distinctive and you are proud of? Answers to this question will give you an indication of how goal-minded you have been so far.

Write down a list of goals each in four areas of your life – work, personal development, home and family, community, and self, **in the next ten years**. Write whatever comes to your mind in the next five minutes. They could be varied: lifestyle, experiences you want, travel, possessions, savings, achievements you desire, habits you like to drop, benevolence goals, whatever. Andrew Carnegie once said, "*I will spend the first half of my life earning money, and the second part of my life giving it all away.*" He gave it all; \$ 400 million which by today's standards is indeed a lot of money.

When writing these goals keep in mind three principles. The first: write in *present tense*. Say, 'I earn so much money,' as if you are looking back. Goal writing believes in the language of now. Second, use *positive language*. Instead of saying "*I will give up smoking,*" write, "*I am now a non-smoker.*" Third, be *personal*. Use the word "I" followed with an action verb, e.g., "*I will achieve such and such goal by 31 December 2011.*"

Give each item on the list a number: 1 for 1 year, 3 for 3 years, 5 for 5 years, and 10 for 10 years.

Now that you have written down your goals, you have entered an elite club of 3 percent. Of 14 percent people only who set goals, just 3 percent write them down.

Step 2

Prioritize your top three 1-year goals (short-term) and 3-year goals (long-term) you have set by reducing them to one in each category. Anything more than three goals can lead to diffusion in focus. Prioritization also helps in time management by separating the major from the minor goals.

Step 3

Write one very short paragraph on each of your short and long term goals, as to **WHY it is your major goal**, i.e., why have you chosen a particular goal for yourself or the organization?

Step 4

Identify the possible obstacles between you and each of your goals. What are the choke points? What are the limiting factors that may prevent you from reaching the goal? 80 percent of these constraints are within you, such as skills, discipline, work knowledge and possibly focus. Concentrate intensely on overcoming these impediments. What if the plan is grounded? What contingency plan may be needed? Do you have a Plan B? Of the skills and competencies, select the one most important skill that has to be acquired. This can take anything up to five or seven years to master.

Step 5

Name the people and organizations whose help you will require to achieve these goals. At a personal level, it will have to be explained to the family why a particular goal has been selected. At work, it may be the boss, a mentor, or the customer. For example, what will have to be done to satisfy the customer?

Step 6

Write down the plan of action, to include tasks to be completed with datelines, skills and competencies to be developed and how, and specific responsibilities of you are with a team.

Step 7

Display the goals at a place where they can be read every day.

Read and visualize your goals once a day. Set up reminders so you do not forget.

Review the goals once every month or when change is necessitated.

Pre-requisites for Being a Visionary and Goal-Setter

Having the right vision and meticulously planned goals, is no assurance of success. Certain pre-requisites have to be in place. I have the following in mind:

1. The leader must build an effective **mindset against failures**, and develop coping strategies on how to overcome the fear of failure. Success is born out of failure. Failures are stepping stones. We should consider failure as something that is good and should be welcomed.
2. Very few are able to achieve all the goals one sets out. So one needs to be an optimist; that is what resilience is all about. **Optimism** looks upon failures as challenges, as temporary, and changeable. Optimism overcomes stress, depression, anxieties, and failures.
3. When embarking upon the leadership journey, we need to be aware of our **'destructive emotions'** like anger, intolerance, lust, fear and arrogance. Overcoming destructive emotions clear the path towards higher emotions. These negative emotions de-energise one's work/efforts and diffuse the focus. While we may not be able to conquer them, we can be mindful or aware of them.

Conclusion

History bears testimony that all great leaders seldom achieve all the goals they had set for themselves. The tragedy of life does not lie in not reaching your goals; the tragedy of life lies in not having any goals to reach. Moreover, despite all the passion and effort goals may never be within one's reach. For such people I say, the journey is the goal. We should feel miserable if we did not try. What matters is doing.

On return to earth after their successful landing on the moon on 20 July 1969, there was no great challenge left in the lives of the astronauts. They faced serious relationship and drinking problems in their personal lives. The lesson was oblivious: the journey of goals does not end once specific goal has been achieved. New and even more challenging goals must be set, or else, leaders will suffer the fate of Apollo 11 astronauts.

An experiment was carried out to determine when people sleep and dream. Those selected were hooked on to brain-wave machines to determine when they would sleep and dream. The

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experiment was so designed that as soon as the machine would detect that the person had started to dream, he would be awakened. The results were astounding. After the first night the group was found to be nervous. On the second night they were clearly irritable; and on the third night, the entire group experienced no dreams, and everyone was heading for a psychological collapse. The conclusions were obvious: When you are asleep you need your dreams to remain healthy and happy. But even when awake you too need to have your dreams.

As a result of creating visions and setting goals in my personal and work-life, I have arrived at three major life-lessons which I wish to share with you as a take-away from my presentation.

- What you get by achieving the goal is not as important as what you become by achieving your goals.
- The journey is the goal.
- The tragedy of life lies in not having a goal to reach.
- The most successful people are those who are good at Plan B.
- Re-recreate challenging goals otherwise loneliness and depression can get you. Remember the Apollo II astronauts.
- Like Generals have a battle plan and teachers have a lesson plan, leaders have goal plans. Without a plan you will be a dreamer.

Optimism, resilience and perseverance in the face of failure: don't ever quit. And above all you need passion.