



IDS 104 Module Four Activity Guidelines and Rubric

Overview

Life is filled with transitions—new academic programs, changing jobs, or shifting personal responsibilities. Whether you're managing a move, starting a new semester, or adjusting to a new job, learning to adapt your goals thoughtfully will help you navigate life's twists with greater confidence and clarity. During these periods of change, setting rigid goals can sometimes create pressure and disappointment. This assignment invites you to explore an alternative: flexible goal setting. You will map out a set of adaptable goals that evolve with your experiences and discuss how you can support yourself through change using thoughtful, reflective strategies.

Directions

In this activity, you will create a **Flexible Goal Map** based on a real-life change using the template provided in the What to Submit section. You'll outline at least two flexible goals relevant to your change and respond to reflection prompts that guide how you will adjust your goals over time. This process will help you develop skills in self-awareness, growth mindset, and adaptability—skills critical for personal, academic, and professional success.

Specifically, you must address the following rubric criteria:

1. Identify a personal, academic, or professional **change** you've experienced or are currently facing.
 - A. As a reminder, this change will be the foundation for your flexible goals.
2. Outline at least two **goals** that support the change you have identified. Consider the following as you draft your goals:
 - A. Can this goal change based on new information or experiences?
 - B. Does this goal encourage trying or improving rather than achieving a specific result?
 - C. Is it written using process-focused, growth-oriented language?
 - D. Will I revisit this goal and potentially revise it?
 - E. Does it reflect something real that I am experiencing?
3. Describe **what makes each goal flexible**. Consider the following:
 - A. What tools or habits can help you remain open-minded?
4. Discuss one example of an **obstacle** that might require you to be flexible. Include the following:
 - A. What obstacles can you predict might impact you achieving your goal?
 - B. How would you adjust your goal based on the situation you described?
5. Reflect on how you might **monitor progress** on your goals. Include the following:

- A. What signs might tell you it might be time to pivot your goal?
- B. What signs might tell you that you have accomplished the goal?

What to Submit

Using the [Module Four Activity Template](#), create a flexible goal map and submit it for grading.

AI Usage

If you use gen AI tools to support your work on this assignment, be sure to follow [these AI usage guidelines](#). You must acknowledge your use of these tools in your work. Guidelines on how to cite AI tools can be found in [this Shapiro Library guide](#).

Module Four Activity Rubric

Criteria	Meets Expectations (100%)	Partially Meets Expectations (75%)	Does Not Meet Expectations (0%)	Value
Change	Identifies a personal, academic, or professional change they've experienced or are currently facing	Shows progress toward meeting expectations, but with errors or omissions; areas for improvement may include identifying a personal, academic, or professional change that is appropriate to be the foundation of the flexible goals	Does not attempt criterion	18
Goals	Outlines at least two goals that support the change identified	Shows progress toward meeting expectations, but with errors or omissions; areas for improvement may include outlining goals that specifically support the change identified	Does not attempt criterion	18
What Makes Each Goal Flexible	Describes what makes each goal flexible	Shows progress toward meeting expectations, but with errors or omissions; areas for improvement may include describing what makes each goal outlined flexible	Does not attempt criterion	18

Criteria	Meets Expectations (100%)	Partially Meets Expectations (75%)	Does Not Meet Expectations (0%)	Value
Obstacle	Discusses one example of an obstacle that might require them to be flexible, including predicting obstacles that might impact achieving the goal, and explaining how to adjust the goal based on the situation described	Shows progress toward meeting expectations, but with errors or omissions; areas for improvement may include discussing an example of an obstacle that might require flexibility, predicting obstacles that might impact achieving the goal, or might impact achieving the goal, and explaining how to adjust the goal based on the situation described	Does not attempt criterion	18
Monitor Progress	Reflects on how they might monitor progress without being rigid, including signs it might be time to pivot their goal and signs that they have accomplished the goal	Shows progress toward meeting expectations, but with errors or omissions; areas for improvement may include reflecting on how they might monitor their progress without being rigid, identifying signs that indicate it might be time to pivot the goal, or identifying signs that indicate that the goal has been accomplished	Does not attempt criterion	18
Clear Communication	Consistently and effectively communicates in an organized way to a specific audience	Shows progress toward meeting expectations, but communication is inconsistent or ineffective in a way that negatively impacts understanding	Shows no evidence of consistent, effective, or organized communication	10
Total:				100%