Goal Setting

DEVELOPING SMART GOALS
Learning Objectives

By the end of this workshop you should be able to:

- Understand the purpose of goal setting
- Understand the relationship between goals and values
- List the characteristics of a SMART goal
- Identify the benefits of making SMART goals
- Name the steps of the goal setting process
- Create 1 academic and 1 non-academic SMART goal
- Develop a comprehensive plan for achieving your goal
What Are Goals, and Why Do We Set Them?

- What?

- Why?
Debunking “Success” Myths

- Successful people
  - Not an accident
  - Not just talent or intelligence either
  - Conscious choices & decisions
  - Working hard & learning to self-manage
    - Goals and motivation

Image from: [www.biography.com](http://www.biography.com)

Steps of the Goal Setting Process

Dembo & Seli (2008), p. 103-109:

- Identifying and Defining the Goal
- Generating and Evaluating Alternative Plans
- Making Implementation Plans
- Implementing the Plan
- Evaluating Your Progress
Laying the Foundation

Identify Your Values

- What are three things that you care about?
  - Write these down on your worksheet
Converting a Value to a Goal Statement

- **Value:** Giving back to the community/community involvement

- **Make it a Goal:** I will volunteer with JEP during my first semester at USC.
SMART Goal

- Specific
- Measurable
- Action-oriented
- Realistic
- Timely

• The Purpose: A higher likelihood of accomplishment

• The 5 W’s: Who, What, When, Where, Why, How
  - Plus Realistic

I want to get good grades.
Why do you want good grades?
  - Why is this important to you?
  - What do you value?

What do we really mean by this statement?
  - What is a “good grade”?
  - Every class? Just engineering classes?

How will I know I accomplished this goal?
  - Will my GPA be a certain amount? Grade on a specific test?

What is my motivation?
  - Why do I care about this?
  - Who am I doing this for?
Specific

- The Who, What, and (maybe) Where
- What exactly do I want to accomplish?
- The pertinent details
  - What is involved?
  - Who is involved?
  - What is the context?

- Make your Goal Specific
  - I want to get good grades in college
  - I want to earn a 3.5 GPA this semester

**Measureable**

- **The What and How**
  - What, but even more specific
  - How will I know that I’m on the right track?
  - How will I know I accomplished my goal?

- **Make it measureable**
  - I want to get good grades
    - I will turn in all of my assignments and have at least a 3.5 GPA in every class at midterms.
  - I want to study for my exam
    - I will read the textbook, review lecture notes, and make flashcards for one chapter each night.

**Action-Oriented**

- **The How**
  - Logistics: What is involved? What exactly will I need to do?
  - Should be specific actions that you will complete

- **An important part of Accountability**

- **Make it action-oriented**
  - I want to get good grades →
    - I want to earn a 3.5 GPA this semester by turning all of my assignments in, completing all readings before I attend lectures, and studying at least 3 hours each day.

Realistic

- What am I willing and able to do? (Seli, 2008, p. 102)
- Is this possible?
  - Aiming high, but taking care of yourself
  - Avoiding Perfectionism

- Make it realistic
  - I will earn a 3.5 GPA this semester by turning all of my assignments in, completing all readings before I attend lecture, and studying at least 2 hours per class each day.
    - Is this realistic?
    - I will earn a 3.5 GPA this semester by turning all of my assignments in, completing all readings before I attend lecture, and studying at least 3 hours each day.

The when

- Time as a motivating factor
- Completion Date
  - Balance: Enough time to accomplish, but close enough that you stay motivated
    - If goal is long-term, will need an intermediate goals

- I will study 7 chapters of biology tonight
  - I will study for two hours each night for the next 3 nights so that I am ready for my biology exam.

Practice Setting SMART Goals

- **I want to make good grades.**
  - I will earn a 3.75 GPA my first semester at USC by attending every class and spending 3 hours studying every day.

- **I want to be involved on campus.**
  - I will research engineering student organizations online, attend the involvement fair, and ultimately find a student organization to join before the end of September.

- **I want to be healthier.**
  - I will exercise for 1 hour 3 days a week in the Lyon Center and eat frozen yogurt in the dining hall only once per week.
Generating and Evaluating Alternative Plans

- How would I like to approach this?
- How do I want to accomplish my goal?
  - Questions to ask (Dembo & Seli, 2008, p. 107):
    - How have I achieved similar goals in the past?
    - How would other people achieve this goal?
    - Who can help me achieve this goal?

Generating and Evaluating Alternative Plans

- I want to get at least a B on my next CSCI 101 exam.
  - Study several hours a day starting three days before the exam.
    - Is this realistic? Will this help you obtain the result that you want?
  - I am going to attend the CSCI study group at least once per week and bring my questions with me.
  - I am going to complete all of the readings and projects on time, and work on practice problems every two days.
  - I am going to attend the professor’s office hours and ask questions.
  - I am going to create a study schedule and begin practicing/studying one week before the exam.
Who are your Supports?

- Who can help me achieve my goal?
  - Professor
  - Study group/partner
  - VARC tutoring
  - CED
  - The Writing Center
  - The Math Center
  - Student Organizations
  - Viterbi Career Services
  - Industry Professionals
Making Implementation Plans

- **Checklist:** List every step of the process and every task you need to complete.
  - Estimate how long each task will take to complete.
  - When do you need to have each task completed so that you stay on target for meeting your goal?

- **Break down tasks into small, manageable pieces**

Implementing the Plan

- **Stick with the Plan**
- **Check in with yourself every day**
  - Are you on track?
  - Make adjustments as necessary
    - Can you do more?
    - Do you need to do less & prioritize tasks and your time?

Evaluating Your Progress

- Checking in along the way (esp. if struggling)
  - What is and isn’t going well? Are any adjustments necessary?
- Evaluating at the end of the process so you can continue being successful
  - Questions to ask (Dembo & Seli, 2008, p. 108-109)
    - How well did the plan work?
    - How many tasks did I complete?
    - With which task(s) did I have the most trouble? Why?
    - What problems came up?
    - What strategies worked well?
    - What did I learn about myself?
    - What didn’t I plan for?
- Be honest with yourself. What would you do differently? What would you do the same?
