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Be SMART and Set Goals

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Be SMART and Set Goals

Section: COR 101-035

Instructor: Beth Pennell

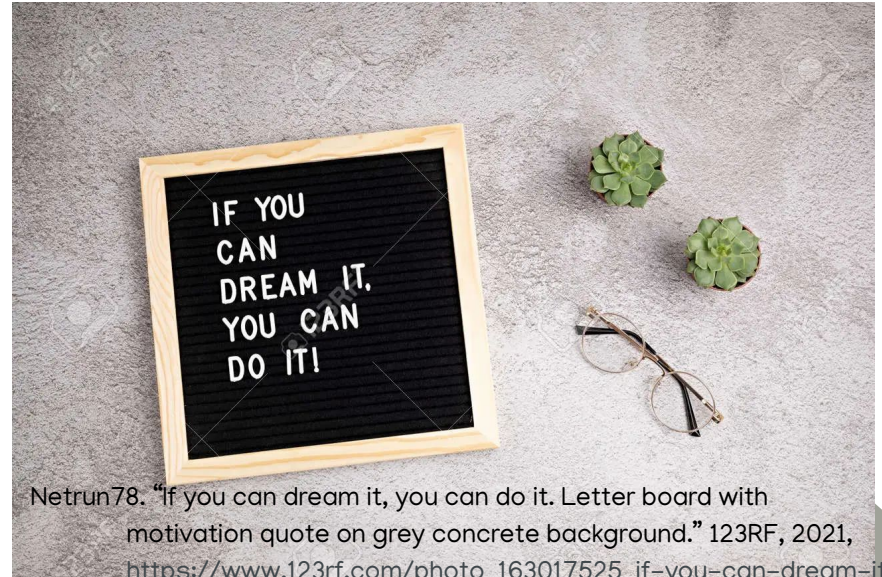
Student Facilitator: Julianna Sambone

Topic: Goal Setting

- For this topic, I discussed with the first year students the importance of setting goals in college.

Ideas Covered:

- ⇒ S.M.A.R.T. Goals
- ⇒ Short-Term Goals
- ⇒ Long-Term Goals



Netrun78. "If you can dream it, you can do it. Letter board with motivation quote on grey concrete background." 123RF, 2021, https://www.123rf.com/photo_163017525_if-you-can-dream-it-you-can-do-it-letter-board-with-motivational-quote-on-grey-concrete-background-n.html

Importance of Goal Setting

Quotes about Goal Setting

1. “Individuals with clear goals appear more able to direct attention and effort toward goal-relevant activities and away from goal-irrelevant activities, demonstrating a greater capacity for self-regulation.” (Morisano, 256)
2. “Goal clarity increases persistence, making individuals less susceptible to the undermining effects of anxiety, disappointment, and frustration.” (Morisano, 256)

Importance of Goal Setting



The reason I chose goal setting as one of my topics was because everyday we set goals without even realizing it. As a freshmen, it is so easy to get overwhelmed with all the work you have to do, so having a plan for how you are going to accomplish everything you want to achieve will help relieve some of that stress. I also wanted the students to start thinking about what they want to achieve by the time they have complete college and make short term goals now to set them up for their future.

Preparation

I learned about goal setting in a health class I took, in the fall of my sophomore year, and the biggest thing I remembered was S.M.A.R.T. goals. I immediately started to do research to regain my memory. I found an article from the university of California that gave me all the information I needed to know about S.M.A.R.T. goals. I also refreshed my memory on the duration of short-term and long-term goals. Then I started to work on a presentation.

What are SMART Goals?

- Statements of the important results you are working to accomplish
- Designed in a way to foster clear and mutual understanding of what constitutes expected levels of performance and successful professional development

What is the SMART criteria?

S	Specific	What will be accomplished? What actions will you take?
M	Measurable	What data will measure the goal? (How much? How well?)
A	Achievable	Is the goal doable? Do you have the necessary skills and resources?
R	Relevant	How does the goal align with broader goals? Why is the result important?
T	Time-Bound	What is the time frame for accomplishing the goal?

University of California. "SMART Goals: How to Guide." *Ucop.edu/Local-Human-Resources*, 2017, https://www.ucop.edu/local-human-resources/_file/s/performance-appraisal/How%20to%20write%20SMART%20Goals%20v2.pdf.

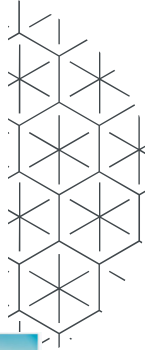
Methods

- I made a Powerpoint Presentation where I discussed the aspects of setting S.M.A.R.T. Goals, and how to set short-term and long-term goals.
- I had the students do two activities where they set their own goals.
- On the right are a few of the slides from my presentation



SMART Goals

S	Specific What am I going to do? Why is this important to me?
M	Measurable How will I measure my success? How will I know when I have achieved my goal?
A	Attainable What will I do to achieve this goal? How will I accomplish this goal?
R	Relevant Is this goal worthwhile? How will achieving it help me? Does this goal fit my values?
T	Time-Bound When will I accomplish my goal? How long will I give myself?



Example
of
a vision
board

Activities

- Setting short-term goals
 - I gave the students a template to fill out where they set short-term goals for finals.
- Setting long-term goals
 - For long-term goals I had the students think about where they saw themselves in 10 years. They then created a vision board based of it.
- On the left is the template and an example of a vision board I made.

Feedback from Students

- The students knew about setting goals, but when I asked questions like “Does anyone know what S.M.A.R.T. stands for?” no one knew.
 - I then was able to explain what the acronym stood for and the students learned something from the lesson.

Feedback from Students

- The students seemed to like when I gave them my own example.
 - When I came up with the 10 year vision board activity, I decided to make my own to give the students an idea on what to include in it.
 - I saw a lot of the students had included visions that I saw for myself and they kept looking at the board for inspiration.



Reflection



Class Engagement

While presenting, the students in my class looked bored, but once I showed examples and let them work by themselves they were more interested.



Participation

The students participated the most when they were able to work by themselves. They worked quietly until I asked them to turn and talk. When they discussed their goals, they were extremely talkative.



Future Advice

When doing a lesson, have the students work together or discuss, it keeps them more engaged. Also, have examples prepared and let them do more than just sit and listen.

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Thanks

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