



SMART GOALS *Worksheet*

WHAT IS YOUR GOAL?

[Blank space for goal description]

SPECIFIC

WHAT EXACTLY DO YOU WANT TO ACHIEVE?

[Blank space for specific goal]

MEASURABLE

HOW WILL YOU MEASURE PROGRESS/SUCCESS?

[Blank space for measurable goal]

ACHIEVEABLE

WHAT DO YOU NEED IN ORDER TO ACHIEVE THIS GOAL?

[Blank space for achievable goal]

RELEVANT

WHY IS THIS GOAL IMPORTANT RIGHT NOW?

[Blank space for relevant goal]

TIMELY

WHEN CAN YOU EXPECT TO SLAY THIS GOAL?

[Blank space for timely goal]

KEEPING ON TRACK CAN BE DIFFICULT,
DON'T FORGET R & R WHILE WORKING ON YOUR SMART GOALS

REMINDERS FOR
SMART GOALS

[Blank space for reminders]

REWARDS FOR
SMART GOALS

[Blank space for rewards]



SMART Goals & Time Management

Goal setting: the 'SMART' way

The 'big WHY':

Using SMART goals helps to ensure that goals are concrete, specific, and well-structured, leading to higher completion and success rates.

In this mentoring session, you will work with your mentee/s to set at least 1 academic SMART goal for themselves to achieve by the end of the academic year.

Take 5/10 minutes before this session to review SMART goals so you can confidently break down the acronym with your mentee/s.

Goals for this session:

You have 3 main goals as a mentor for this session:

1. Reinforce previous session by first talking about what you spoke about on your last visit.
2. Help mentees understand what SMART goals are, and how to apply them towards their own goals.
3. Encourage mentees to consider how they manage their time, and ways how they can improve

Activity 1: SMART Goals

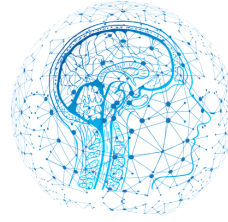


25 mins for activity

(15 mins left)

Materials Needed:

- Mentee Toolkits
- Chart Paper
- Markers



Step 1 SETTING A GOAL 5 min

Mentees will need to select a goal that they would like to complete by the end of the academic year, and in the space provided at the top of their **SMART Goals Worksheets**, write it down.



This activity works best if it is an academic goal

Step 2 DISCUSS HOW TO MAKE IT SMART 10 min

Have someone volunteer their goal and write it on the chart paper. As a group, go through each letter, asking the students if the goal is:



Specific?

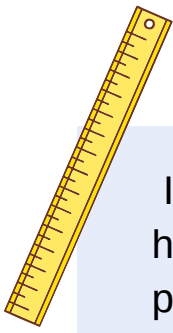
Is your goal easy to understand? Is it clear what you are hoping to achieve?

Consider the following 2 example goals:

- I want to be a better swimmer.
- I want to swim 100 metres per minute by the end of August.

Try having the mentees explain the difference!

WHY does it matter? *Option b) is much more specific, making it easier to track your progress and hold yourself more accountable!*



Measurable?

Is your goal easy to measure? How will you know when you have achieved your goal? What can you do to check your progress along the way?

*Hint Success can be measured by timing yourself and recording your increased speed per length (25m) at the end of each week.



Achievable?

Is your goal achievable? For example, if you currently cannot swim, it is not likely you will swim 100m per minute by the end of August.



Relevant?

Why does your goal matter to you? Are you training for a big race or a Sea swim? Whatever your reasoning is, your goal should be important to you!



Timely?

Is your goal time-oriented? Your goal needs to have a time constraint on it: If there is no sense of urgency, you are less likely to achieve it!