








Setting SMART, Motivating Goals

	Objective: To create and set goals which follow SMART principles and motivate action.
	Time Requirements: a. Preparation: 0-5 minutes b. Activity: 10-15 minutes
	Items: a. Setting SMART, Motivating Goals Handout b. Setting SMART, Motivating Goals Example Handout
	Learning Outcomes: a. Enhanced ability to set goals which follow SMART (specific, measurable, achievable, relevant and time-bound) principles, and motivate action (EI Subskill 4: Using Emotions)
	Key Learning Point: Setting SMART goals is an effective way of motivating oneself towards a desirable outcome.
Self-Disclosure: ***	
Difficulty: Intermediate	

Instructions

1. Introduce the idea of setting goals to participants as a way to motivate action. You can also ask them if they have set any goals for themselves. If participants mention that they do not set goals, ask them why. The refusal to set goals may lead to a fruitful discussion about how goals can be demotivating if not set properly.
2. Distribute the Setting SMART, Motivating Goals Handout to participants. Ask participants to think of a short-term goal they wish to achieve. These short-term goals should be achievable within the next six months to two years. Ask participants to first complete the top column of the diagram, stating their goal broadly, e.g. "I wish to complete a professional certification in emotional intelligence training."
3. Get student to complete the rest of the diagram, listing the specific parts of their goal (specific), how they are going to measure their goal progress (measurable), evaluating whether the goal is achievable (achievable), explaining why the goal is relevant for their own development (relevant) and finally, how long it would take for them to complete the goal (time-bound). Set aside about 10-15 minutes and help the participants work through their goal-setting. You can use the Setting SMART, Motivating Goals Example Handout as a reference for how to complete the diagram.

	Reflection Questions: a. Did setting a SMART goal and make you feel a short burst of excitement and anticipation? If so, why do you think your goal made you feel this way?
	Further Reading and References: a. Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. <i>American Psychologist</i> , 57(9), 705. doi: 10.1037/0003-066X.57.9.705