



SETTING S.M.A.R.T. GOALS

FRATERNITY VALUE: PERSONAL AND INTELLECTUAL GROWTH

SUGGESTED FACILITATOR: VICE PRESIDENT OF MEMBER DEVELOPMENT

Goals:

- Members will learn and apply the five characteristics of S.M.A.R.T. goals.
- Members will practice the S.M.A.R.T. goal-setting process by developing goals that encourage living out Pi Beta Phi core values and improving their academics.

Room setup/materials needed:

- The room should be large enough for members to spread out and talk in small groups.
- Members will need blank pieces of paper and a writing utensil. A sample worksheet, “Setting S.M.A.R.T. Goals,” has been provided at the end of these notes.
- Equipment to utilize a PowerPoint presentation (optional). A PowerPoint has also been provided for you, or you can create your own.

Getting Started

Talking points are indicated with a callout bullet (☛). Please use these as speaking guidelines, but be sure to jazz up the presentation with your own personality. Facilitation instructions are indicated with an arrow (➔) and serve as hints you might find helpful when administering the material. Most importantly, have fun!

➔ Introduce the seminar by opening with the following questions and discuss why S.M.A.R.T. goals are important:

- ☛ How many times have you set a goal and then completely given up on it? Why did you give up on it?
- ☛ Usually, we give up on goals that seem overwhelming, unattainable or unrealistic. Today we will discuss how to use, which will provide a tool to help us accomplish our goal!

➔ Educate chapter members on what S.M.A.R.T. goals are with a short presentation. You can make your own, or use the one provided. The following is a short summary.

➔ Facilitator Tip: When working through the examples of each step of the S.M.A.R.T. goal setting process, engage chapter members by asking why the first example is not as strong as a S.M.A.R.T. goal and how they would fix it.

➔ S-Specific

- ☛ The “S” stands for specific and is the first step in setting a S.M.A.R.T. goal. A specific goal should be able to answer the following questions: who, what, where, why and how.
- ☛ The following is an example of how to improve your goal by making it specific:
 - Non-specific: I will enhance my personal and intellectual growth.
 - Specific: I will increase my GPA this year.
- ☛ Can you think of any other ways we might fix the first non-specific goal listed by making it more specific?

→ M–Measurable

- The “M” stands for measurable and is the second step in setting a S.M.A.R.T. goal. A measurable goal should be able to answer the following questions: How much? How many? How will I track my progress?
- The following is an example of how to improve your goal by making it measurable:
 - Non-measurable: I will increase my GPA.
 - Measurable: I will increase my GPA by .20 this semester.
- Can you think of any other ways we might fix the first non-measurable goal listed by making it more measurable?

→ A–Attainable

- The “A” stands for attainable and is the third step in setting a S.M.A.R.T. goal.
- Can you actually achieve the goals you’re setting? Goals should push you to work hard for them. However, you aren’t likely to stick with something that has a one in one million chance of attaining it.
 - Tip: If your goal seems daunting, break it up into individual levels or steps. Doing this will make them more attainable. Before you know it, you’ll have achieved something that once seemed unattainable.
- An attainable goal should be able to answer the following questions: What action steps will I need to take to complete this goal? What complications or problems will I need to overcome?
- The following is an example of how to improve your goal by making it attainable:
 - Non-attainable: I will increase my cumulative GPA from a 1.5 to a 3.5 in one semester.
 - Attainable: I will increase my cumulative GPA by at least .20 each semester until I reach my end goal of a 3.5.
- Are there any other ways we could make the first non-attainable goal presented here more attainable?

→ R–Relevant

- The “R” stands for relevant and is the fourth step in setting a S.M.A.R.T. goal. Think of this as the step where you review your action plan. A relevant goal should be able to answer the following questions: is this really the best approach to achieve it? Is this going to help me achieve my ultimate goals? Should this goal be my priority right now, or is there something more important I should be investing my time and energy in first?
- The following is an example of how to improve your goal by making it relevant:
 - Non-relevant: I will study with at least nine different Pi Phi sisters each week in order to increase my GPA. This is not relevant. Spending so much time trying to coordinate studying with a certain number of other people may or may not help you. Also, it is not relevant to increasing your GPA.
 - Relevant: I will study at least three hours for every hour of class in which I am currently enrolled. Doing so will ensure I am adequately prepared for each class by setting aside time to read, finish homework and study for tests.
- What are some other ways we can fix the first non-relevant goal presented here by making it more relevant? What are some resources or materials that would help you achieve this goal?

→ T–Timely

- The “T” stands for timely and is the fifth and final step in setting a S.M.A.R.T. goal. You’re more likely to accomplish things when there is a deadline. Without a deadline, you’re more likely to just keep pushing it off into “someday.” A timely goal should be able to answer the following questions: Is there a deadline? Are there any other time constraints that I need to be aware?
- The following is an example of how to improve your goal by making it timely:
 - Not timely: I will increase my cumulative GPA.
 - Timely: I will increase my cumulative GPA by at least .20 by the end of the semester.
- What are some other examples of how to make the first non-timely goal presented here timely? Of what time constraints should the goal-setter be aware?

→ Engage members in an activity allowing them to practice setting S.M.A.R.T. goals. Members should set a values-based goal and an academic goal. They will create short and long-term goals for both categories. In the end, members should have developed four total goals.

- Now it’s your turn! Let’s practice setting some short and long-term goals. Choose someone you feel comfortable will help keep you accountable. This could be your big sister or little sister, your roommate or a close friend. Just make sure it’s someone who you know will hold you to accomplishing your goals!
- Using the S.M.A.R.T. model, we’re going to set both values-based goals and academic goals.
- Values-based goals will relate to one of our six core values. This goal should push you to integrate that value into your life through an everyday activity.
- Don’t forget to set academic-based goals as well. A few examples of these types of goals could include increasing your GPA, committing to study more or utilizing one of our campus’ many academic resources.
- Remember — short-term goals are something that can be accomplished within the year, and long-term goals take longer than one year.
- The four total goals produced should be:
 - 1 short-term, values-based goal
 - 1 long-term, values-based goal
 - 1 short-term, academic goal
 - 1 long-term, academic goal

→ If members are struggling to think of values-based activities, brainstorm in a large group before splitting up to work on individual goals. Here are some suggestions you can offer to get them thinking:

- Integrity: fulfilling their personal responsibility to the chapter — attending more sisterhood events, more chapter meetings, etc.
- Lifelong Commitment: research alumnae involvement opportunities; write a letter to an alumna
- Honor and Respect: read something about our history; ask your VPFD for stories from the unique history of your own chapter
- Personal and Intellectual Growth: improve GPA; try a new study trick; develop a new hobby; try a new campus activity

- Philanthropic Service to Others: begin volunteering on a regular basis; educate themselves on one of Pi Phi's philanthropic efforts; attend a fellow Panhellenic chapter's philanthropy event
- Sincere Friendship: take a New Member out for coffee; offer to tutor someone; leave a kind note on a sister's door

Final Wrap-Up

→ Close the seminar by asking if anyone would like to share their goals.

☛ Would anyone be willing to share one of their goals?

→ Answer any questions and encourage members to check in with their accountability partners.

→ Thank everyone for coming.

Evaluation: Don't forget to help the Fraternity assess this program. The program facilitator, as well as a member of each class, should be asked to visit the *Leading with Values*® pages on the website, www.pibetaphi.org/leadingwithvalues, to fill out a quick survey. Remember, the name of this seminar is **Setting S.M.A.R.T Goals**.

The chapter's Vice President of Member Development should remember to record the presentation of this program in the chapter's monthly regional report.

Setting S.M.A.R.T. Goals: Short-Term Goal, Values-Based

Which of the six core values does your goal focus on? _____

Write your values-based, short-term goal here: _____

Who will hold you accountable for achieving this goal? _____

Check your goal — is it S.M.A.R.T.?

S: (Describe the specific details of your goal) _____

M: (How will you track your progress? What other amounts/numbers are involved in your goal?)

A: (Describe the steps you will take to achieve it. What steps do you foresee being most problematic?)

R: (Are the goals you're setting relevant to your ultimate goal? Who else will you depend on to help you achieve it?) _____

T: (What's the deadline? Are there any time constraints? Map out when you'll need to accomplish each action step.) _____



Setting S.M.A.R.T. Goals: Long-Term Goal, Values-Based

Which of the six core values does your goal focus on? _____

Write your values-based, long-term goal here: _____

Who will hold you accountable for achieving this goal? _____

Check your goal — is it S.M.A.R.T.?

S: (Describe the specific details of your goal) _____

M: (How will you track your progress? What other amounts/numbers are involved in your goal?)

A: (Describe the steps you will take to achieve it. What steps do you foresee being most problematic?)

R: (Are the goals you're setting relevant to your ultimate goal? Who else will you depend on to help you achieve it?) _____

T: (What's the deadline? Are there any time constraints? Map out when you'll need to accomplish each action step.) _____



Setting S.M.A.R.T. Goals: Short-Term Goal, Academic

Write your academic short-term goal here: _____

Who will hold you accountable for achieving this goal? _____

Check your goal — is it S.M.A.R.T.?

S: (Describe the specific details of your goal) _____

M: (How will you track your progress? What other amounts/numbers are involved in your goal?)

A: (Describe the steps you will take to achieve it. What steps do you foresee being most problematic?)

R: (Are the goals you're setting relevant to your ultimate goal? Who else will you depend on to help you achieve it?) _____

T: (What's the deadline? Are there any time constraints? Map out when you'll need to accomplish each action step.) _____



Setting S.M.A.R.T. Goals: Long-Term Goal, Academic

Write your academic long-term goal here: _____

Who will hold you accountable for achieving this goal? _____

Check your goal — is it S.M.A.R.T.?

S: (Describe the specific details of your goal) _____

M: (How will you track your progress? What other amounts/numbers are involved in your goal?)

A: (Describe the steps you will take to achieve it. What steps do you foresee being most problematic?)

R: (Are the goals you're setting relevant to your ultimate goal? Who else will you depend on to help you achieve it?) _____

T: (What's the deadline? Are there any time constraints? Map out when you'll need to accomplish each action step.) _____

