

SMART GOAL WORKSHEET

Goal-setting is one of the strongest predictors of academic success¹. To make the most of your study time, we recommend making goals that are SMART: Specific, Measurable, Achievable, Rewarded and Timely.

Specific and Measurable:

Instead of saying, “I’m going to work on math,” try saying, “I’m going to do one of my problem sets.” This decision means you’re less likely to procrastinate or give up. You’ll also have a better sense of when you’ve completed the task you have to do.

What exactly will you do, and how will you know when you’re done?

Achievable:

While it’s great to be ambitious, part of goal-setting is learning about what is realistic to expect of yourself in your current situation. Instead of hoping that you’ll finish a research essay in an evening, set a reasonable goal that takes all your resources—physical and mental—into account.

Do you have the energy, motivation and resources to meet your goal? If not, how can you get them?

Rewarded and Timely:

Study Hubs run for two hours because it’s often more effective to work toward a deadline—especially when there’s a good reason to finish. Instead of expecting yourself to act like a good student in every waking hour, think about what you’ll do when you’re done your work, even if it’s only a chance to relax, guilt-free.

What reward will you get when you finish your goal? When will that be?

Especially for larger projects, estimating time can be quite difficult. To help break down these steps, search online for the “UTSC Assignment Calculator” and adjust its output to suit your situation.

Want to know more?

Academic Success has resources, workshops, events and appointments to support you:

- find us in the [Student Success Centre \(214 College Street, main floor\)](#),
- look us up online at uoft.me/AcademicSuccess,
- or give us a call at [416.978.7970](tel:416.978.7970)

¹Cheon-woo Han, Susan P. Farruggia & Bonnie J. Solomon, “Latent Profiling University Students’ Learning Strategies Use and Effects on Academic Performance and Retention,” *Higher Education Research & Development* 37.7 (2018): 1409-23.