SESSION NINE
S.M.A.R.T. GOAL SETTING

`Would you tell me, please, which way I ought to go from here?'
`That depends a good deal on where you want to get to,' said the Cat.
`I don't much care where--' said Alice.
`Then it doesn't matter which way you go,' said the Cat.

*Alice’s Adventures in Wonderland*
Lewis Carroll
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**Goal Setting** is the process of deciding what you want to accomplish and devising a plan to achieve the result you desire. This goal setting definition emphasizes that goal setting is a two part process. For effective goal setting, you need to do more than just decide what you want to do; you also have to work at accomplishing whatever goal you have set for yourself. For many people, it's the second part of the goal setting definition that's problematic. They know what they want to do but have trouble creating a plan to get there. Goals without action plans are just words.

**Rational for Goal Setting Training**
Communication skills are multi-faceted and patient encounters bring up many issues. Effective goal setting helps focus attention on particular areas where you want to work. In small group settings, asking learners to set goals can cue observers for areas to watch and focus on for feedback. Having clear goals, as a teacher or a learner, helps you recognize when you might be heading off track and need to either re-examine your goals or re-direct your course so that you can achieve them. Goal setting helps us become more intentional about our work as student leaders.

**Learning Objectives:**
As a result of this training, students in leadership positions will be able to:
- defend the principle that to be effective, leaders must set “smart” goals.
- appreciate the idea that a team will support the leader’s goals only if the team has some say in what those goals are.
- explain how “multi-voting” can be used to reach a consensus.
- describe the five characteristics of “smart” goals.
- create two “smart” goals that are relevant to them personally.