

Accessibility Services Workshop Series



Goal Setting and Time Management

<https://federalnewsnetwork.com/facilities-construction/2015/08/open-office-trend-worries-disabled-federal-employees/slide/1/>

START HERE. GO ANYWHERE.



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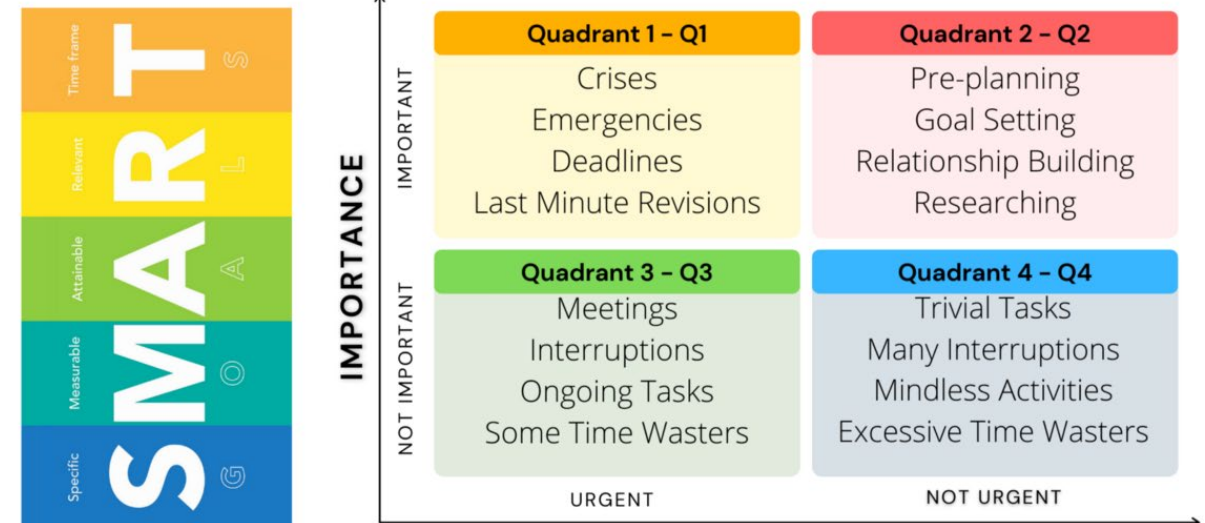
Topics

- Why set goals?
- Goal setting
- SMART goals
- Term planners
- Time Management
- Creating an effective study schedule



Time Management Matrix &

SMART Goals Reminders by Synthia Satkuna



Why set goals?

A goal without a plan is just a dream

- Helps you realize what's important to you
- Goals can guide you
- They give you something to work towards
- Setting goals can help you stay motivated
- Increase your self-confidence
- Will bring a sense of achievement and accomplishment



Goal Setting

Share your goals with someone else. Why?

- It will greatly increase the likelihood of you meeting your goals
- Their encouragement can give you a boost when you're feeling unmotivated
- They can help make sure your goals are realistic and achievable
- When you reach your goal you have someone to celebrate with!

Try software/apps to keep you on track

- Goal-Buddy
- Goalscape
- Google Goals
- Goal Enforcer
- Lifetick
- Strides



Setting SMART Goals

<https://www.youtube.com/watch?v=i0QfCZjASX8>



SMART Goals

SMART Goal Setting!

S

Specific

* explained in detail.

Not Specific - I want to make good grades
Specific - I want to have a 93 average in science by May 27, 2014

M

Measurable

* can show evidence.

Not Measurable - I want to make a lot of free throws.
Measurable - I want to make 9/10 free throws in tonight's game.

A

Attainable

* can be reached if you put forth the effort.

Not Attainable - I want to learn to speak Spanish by Friday.
Attainable - I want to learn 30 new Spanish vocab words by the end of 2nd quarter.

R

Relevant

* it relates to the area you want to improve.

Not Relevant - I will dance for 20 minutes to become a better reader.
Relevant - I will read for 25 minutes per night for 1 month to build my reading stamina.

T

Time Bound

* has a date of completion.

No Time - I want to learn to play the piano.
Time - I to learn to play Chopsticks by June 3, 2014.



SMART Goals

STUDENT LEARNING SERVICES

Goal Setting Handout

1. **Reflect:** Use the space below to brainstorm any short-term or long-term goals you have.

Short-Term Goals	Long-Term Goals
Ex) Obtain a mark of 75% or above in Sociology 112.	Ex) Complete a Biology degree in four years.

2. **Set Goals:** Choose one short-term goal from the list above and transform it into a SMART goal.

S	Specific: What am I trying to accomplish? Why is this goal important to me? How will I achieve this goal?
M	Measurable: How will I know when I've achieved this goal?
A	Attainable: What potential challenges may I need to overcome?
R	Relevant: How does this relate to my long-term goals?
T	Time-bound: What is the target date for completing this goal?

3. **Re-evaluate:** On _____ I will evaluate my SMART goal and complete the checklist below.
(Target completion date)

I have accomplished this goal

I need to make some adjustments to accomplish this goal:

- Reasons why my goal was not accomplished _____

- The following people or things can help me to accomplish this goal _____

- New target completion date _____

Reflect, Set, and Re-Evaluate!

library.usask.ca/studentlearning

For more information on study skills, please visit our website.



engage enlighten explore



Name: _____

SMART Goal Setting Worksheet

1. What is the goal? _____

2. Why is the goal important? _____

3. SMART goal checklist

Specific

Is the goal clearly written, with no ambivalence? Is it clear who needs to accomplish the goal, and any support they might expect?

Measurable

Does the goal answer the questions of how many, how much and/or how often?

Achievable

Can you get the support needed to achieve the goal by the target date? Do you have all the resources needed to achieve the goal? Are the results expected realistic?

Relevant

Does the goal make a difference in your career? Is it going to make an improvement in your personal life? Is it going to significantly make a difference to your business?

Time-bound

Does the goal state a clear and specific completion date?

4. List potential problems that might keep you from completing your goal.

5. Goal Completion date _____

ACTION ITEM _____ WHO _____ WHEN _____

ACTION ITEM _____ WHO _____ WHEN _____

ACTION ITEM _____ WHO _____ WHEN _____

ACTION ITEM _____ WHO _____ WHEN _____

ACTION ITEM _____ WHO _____ WHEN _____

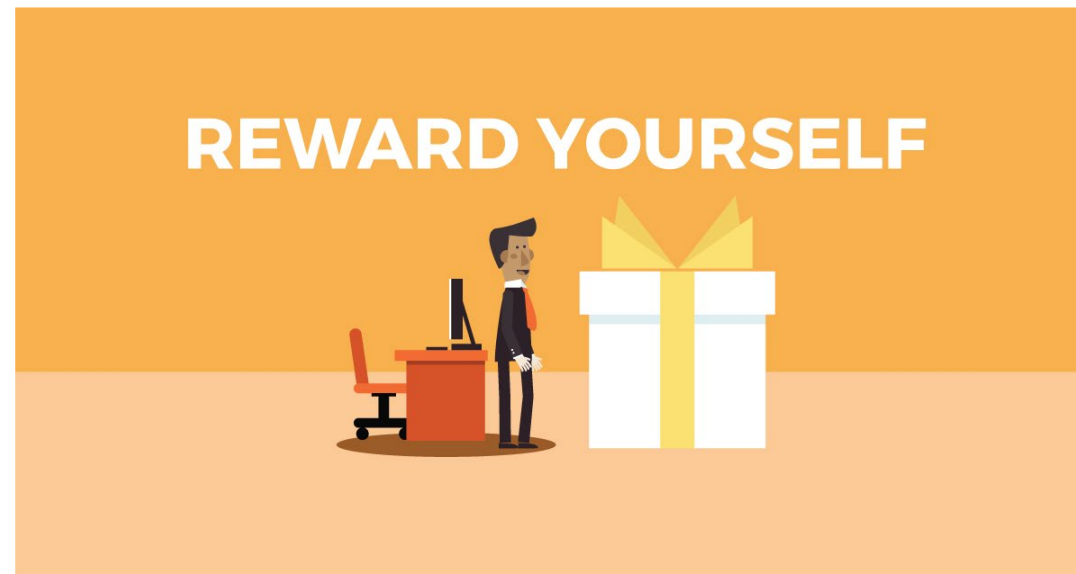
ACTION ITEM _____ WHO _____ WHEN _____

ACTION ITEM _____ WHO _____ WHEN _____

ACTION ITEM _____ WHO _____ WHEN _____

How to set goals and be accountable

1. Create some SMART goals for yourself – they need to be YOUR goals, not someone else's
2. Write your goals down
3. Share your goal with a friend or family member so that they can hold you accountable
4. Create a 'check-in system'
5. Reward yourself when you reach your goals



SMART Goals

Algonquin College

- Great worksheets on how to figure out your goals
- “My Goals Map”

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My Goals Map

Chart your course with long-term, lifetime goals. Then, take small steps to achieve them.

This self-guided activity will ask you to come up with some short-term and long-term goals.

- Answer the questions honestly.
- There are no right or wrong answers!
- You will be able to print your answers at the end of the activity.

What are your lifetime goals? Think big!

E.g. Run a marathon



SMART Goals

Algonquin College

- Great worksheets on how to work through barriers you face in reaching your goals
- “Navigating Through Barriers”

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Navigating Through Barriers

Facing a challenge? Feeling lost? Reflect on your goals and your action plan by asking yourself a few questions.

This self-guided activity will ask you some questions about your goals, so make sure you have your completed Goals Map handy.

- Answer the questions honestly.
- There are no right or wrong answers!
- It's possible that not every question will apply to you.
- You will be able to print your answers at the end of the activity.

At the end of the activity, you will be able to print your answers so that you have a customized plan for pushing through barriers to your goals.

Before you start this activity, it might be helpful to review a few terms:



Time Management

Queen's University

- Excellent series of info sheets in the areas of Time Management, Procrastination, and Motivating Yourself

Managing your time at university

Managing time well is an important part of university life. Undergraduate and graduate students alike want to do well at school, stay healthy, and do many other things—all within a 168-hour week.

University has its own challenges for managing time: the workload is demanding, there are plenty of distractions, and days are often unstructured. It's easy to let time slip by.

Stay in charge of your time and your success! Being clear about what's important to you and using your time intentionally will help you have a satisfying, successful, less stressful university experience.

Prioritizing

Prioritizing is difficult to do well at first, but it's essential for planning your time effectively; if you don't prioritize you might miss important deadlines, or spend time on one task at the expense of a more important or urgent task. It's also a skill you can improve with practice. Here are a few methods; try different ones until you find one that suits you.

Matrix method: Use the [time management matrix](#) to help you identify which tasks you should do first.

Try to accomplish some important, non-urgent goals every week. This habit will keep you out of last minute, crisis mode.

A-B-C method

Categorize your tasks into:

- A: must do today or tomorrow
- B: might do today if there's time, but can delay for a few days or a week
- C: can delay for more than a week

Prioritize:

- the hardest tasks
- the tasks due first
- the assignments worth the most marks
- the tasks that support your goals
- work *before* you relax. Reward yourself each day after solid, sustained effort.

Mark each task with an A, B, or C, then schedule the tasks accordingly.

Where does your time go?

Start by figuring out how you currently spend your time. Try filling in our [weekly time use chart](#). Take a look at your results; are you surprised by how little or how much time you have left over, or how you spend some of your time? Do you wish you had more time for some activities? Keep reading for



Planning your time

- How will you organize your time?
- Will you make daily/weekly to-do lists?
- What are the main assessments (assignments and tests) in class?
- When is everything due? What are the test dates?
- How much are the assignments / tests worth?
- What supports are available?



Planners / Journals

- Planners are an excellent way of organizing your time
- Allows you to see when things are due/when tests are scheduled
- Helps to prioritize your tasks
- Keeps you accountable



Winter 2022 Term Calendar

January 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2022

March 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21 FAMILY DAY	22 READING WEEK	23 READING WEEK	24 READING WEEK	25 READING WEEK	26
27 MIDTERM WEEK	28	1	2	3	4	5



Winter 2022 Semester Plan

Winter 2022 Semester Plan Test/Assign Due Dates

Step 1: Write the name of each of your courses in the colored row at the top of the table. Take your test/assignment schedule from each class and vertically put due dates with value amounts under each class.

Step 2: Each week look horizontally across the table to see everything that you have due.

Step 3: Look at this as a way to see how much time you need to spend on each course each week – when you do this, you will be able to do more in less time, and maybe even have items done ahead of time. “We don’t plan to fail...we fail to plan” so if you do this it can really help you to be successful!

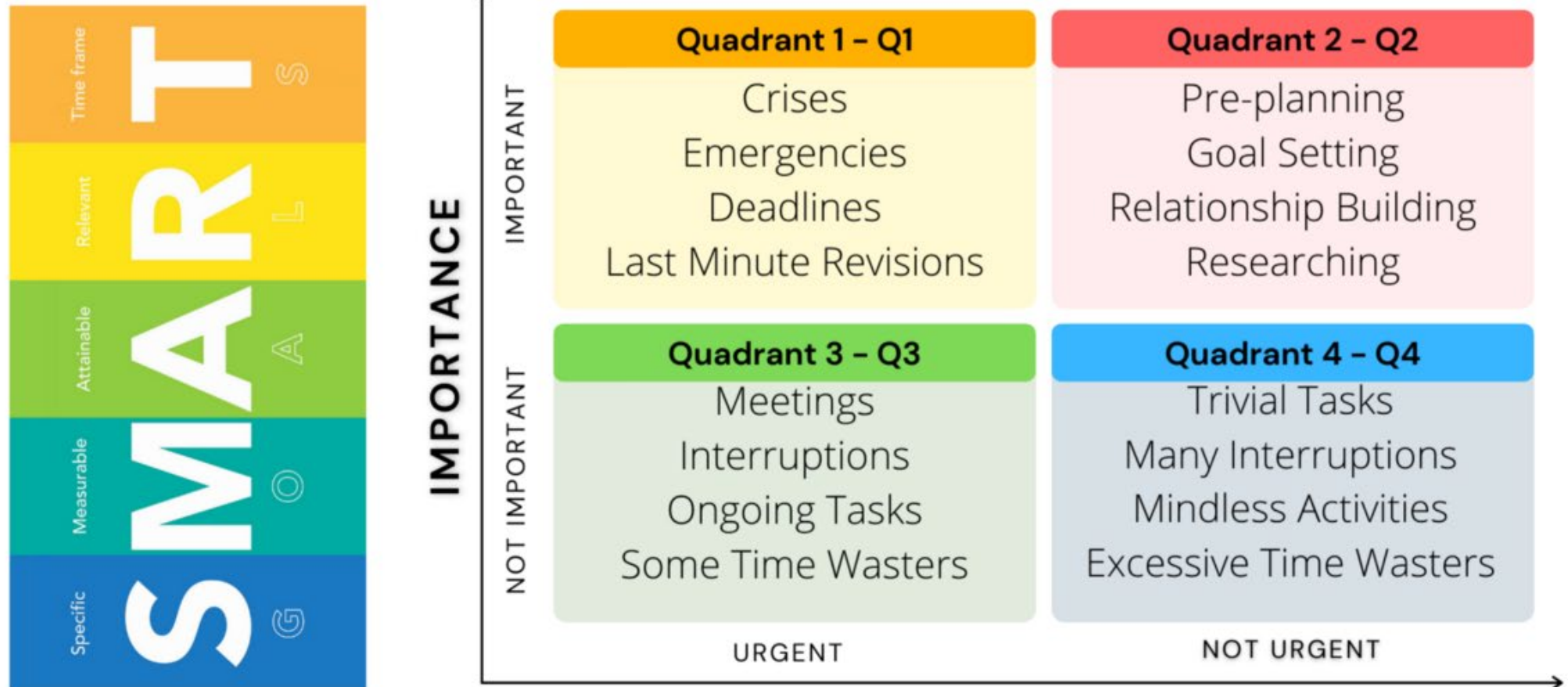
	Course Title						EXAMPLE ENGLISH 1000
w							
1	Jan 4 – 7						
2	Jan 10 – 14						
3	Jan 17 – 21						Essay #1 Due Jan 19 10%
4	Jan 24 – 28						
5	Jan 31-Feb 4						Test #1 Feb 2 15%
6	Feb 7 – 11						
7	Feb 14 – 18						
8	Feb 21 – 25	Family Day Feb 21			Reading Week Feb 22 - 25		
9	Feb 28-Mar 4 MIDTERMS						



Time Management Matrix

Time Management Matrix &

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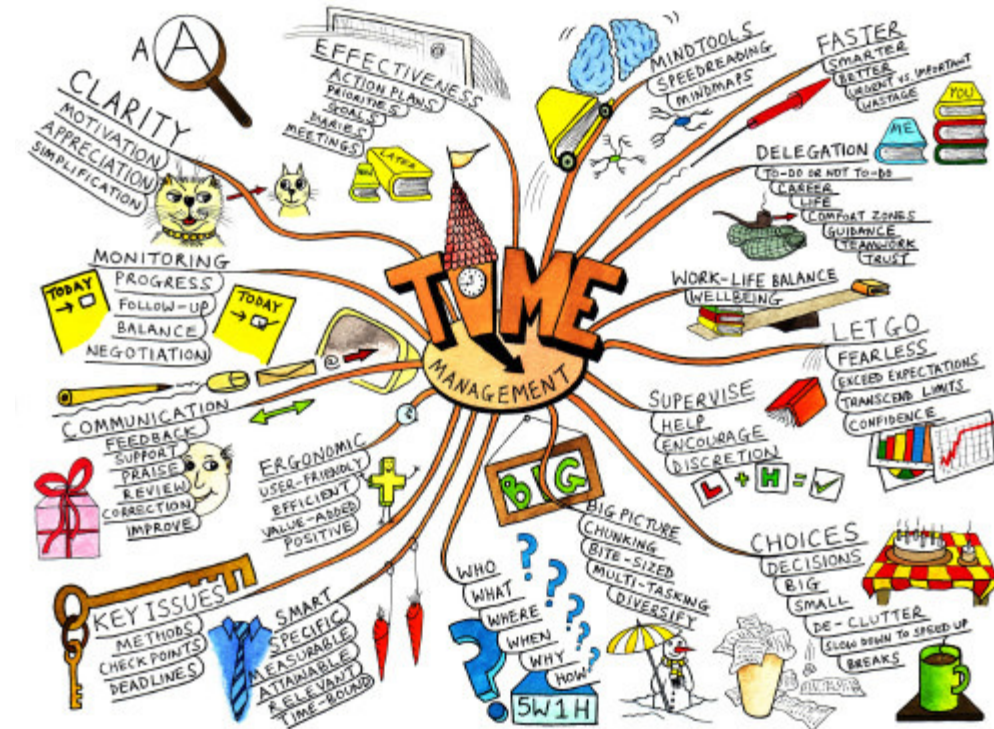
Time Management

<https://www.youtube.com/watch?v=HxjnKL4Hhgo>



Time Management

- Identify time wasters and set goals
 - How often do you check your phone???
- Plan ahead by creating a To-Do list
 - Recording all due dates and test dates
- Prioritize your list
- Tackle small tasks first
- Only do one thing at a time
- Establish routines
- Use breaks wisely
- Take time off
- Learn to delegate or ask for help
- Reward yourself



Motivation

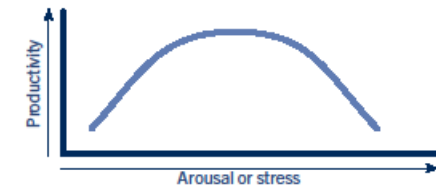
Ways to motivate yourself:

- Start small
- Start with one goal
- Really, really want it
- Tell others your goal
- Get excited!
- Get started
- Build anticipation
- Print it out, post it up
- Find like-minded friends
- Reward yourself (often)

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MOTIVATION AND PROCRASTINATION

People don't always mean the same thing when they talk about procrastination. Sometimes, they mean that they are unmotivated to do something they find trivial. Other times, they mean that they're too overwhelmed to do a good enough job on an important project or projects. More than a century ago, psychologists Robert Yerkes and John Dodson found that performance is affected by what most of us call "stress".



To use the Yerkes-Dodson Law, we have to figure out two things: what we need to do to be productive and what we need to do to manage our stress. The following suggestions can be applied to multiple situations, but are grouped in response to different types of work and feelings.

For small, "trivial" tasks:

- **Think long term.** If the task at hand supports your long-term goals (even if only to earn a credit to get your degree), you have a good reason to do this work. Keep this in mind! If it does not support your long-term goals, it's worth considering why you're doing this in the first place. What you're doing right now should relate to your long-term dreams.
- **Use the five-minute strategy.** Make yourself a deal: you'll work on the task for at least five minutes, even if it's only brainstorming and recording your ideas, and then set a timer. More often than not, you'll find the momentum you need to continue.
- **Make it a habit.** If this is a weekly task, plan to do it at a time when you have a reason to finish it quickly. For instance, if you have an hour between classes and want to have more time for other parts of your life, make it part of your weekly schedule. With repetition, it can become a habit to use these small bits of time.

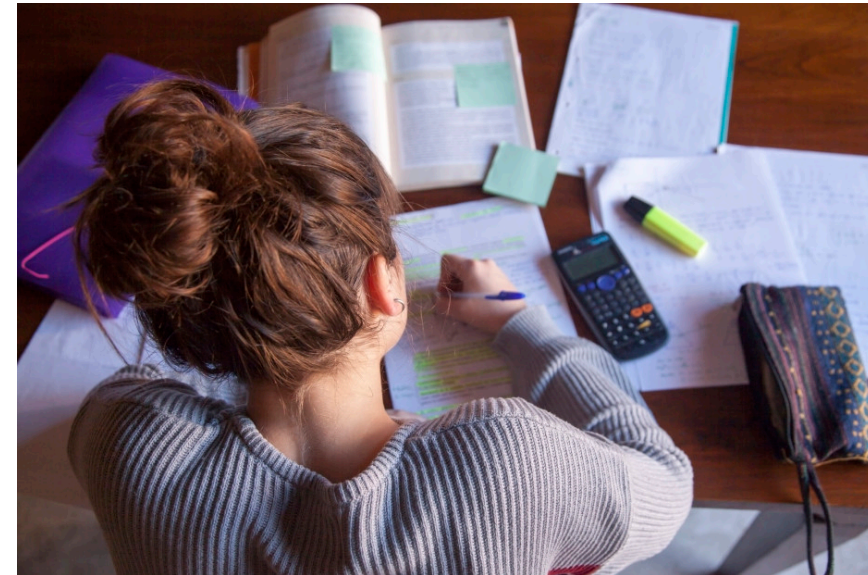
For big tasks:

- **Break them down!** You can't do everything at once, so give yourself some time to make a long-term strategy. The UTSC Assignment Calculator offers a great model for this: instead of trying to finish a big project the weekend or night before a deadline, write out the steps you need to complete the job, estimate the amount of time it takes to do each one, and take care of them one by one.
- **Don't expect yourself to be perfect.** Putting too much pressure on yourself is a frequent cause of procrastination. Allow yourself to experiment, make mistakes and fix them in subsequent steps. A bad first try is still better than not trying at all.
- **Ask for help.** Many students at U of T feel like they "should" know something already—but everyone is here to learn! Professors, TAs, subject-specific aid centres, peers and friends, and learning strategists are just some of the resources out there.



Creating an Effective Study Schedule

- Review material immediately after class
- Write everything you need to do down in a planner
- Prioritize (use the Time Management Matrix)
- Create a schedule – when will you study? For how long?
- Find ‘hidden time’ to study
- Use the ‘Study Plan’ for nightly studying / homework
- Remove distractions
- Take breaks



Studying plan

PLAN

Decide what you will accomplish in your study session and get started.

(Suggested time: 1 - 2 minutes)

STUDY

Interact with material: organize, concept map, summarize, process, read, work problems.

(Suggested time: 30 - 50 minutes)

BREAK

Step away from material to clear your head.

(Suggested time: 5 - 10 minutes)

RECAP

Go back over, summarize, wrap-up and check what you studied.

(Suggested time: 5 minutes)

CHOOSE



- Should I continue studying?
- Should I take a break?
- Should I change tasks or subject?



Next session:

Getting the Most From Your Textbooks

Thursday, February 17

12:00 pm – 1:00 pm

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accessibilityservices@northernlakescollege.ca

<https://federalnewsnetwork.com/facilities-construction/2015/08/open-office-trend-worries-disabled-federal-employees/slide/1/>

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