

## Record of Completion

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|                | 3   | Setting and writing down specific goals helps you move closer to achieving them.<br><i>By Rocky Biasi</i>   |
|                | 4   | There is a certain amount and type of work you will have to do and there are ways to be efficient and effective in how you do it.<br><i>By Prue Salter</i>        |
|                | 5   | Making your study notes as you go throughout the year makes exam time much less stressful and helps improve your marks.<br><i>By Prue Salter</i>                  |
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## SECRET 3:

*Setting and writing down specific goals helps you move closer to achieving them.*

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*With motivation in place, it's time to decide what you are going to aim for.*

Hundreds of millions of people around the world know that setting and writing goals is an essential step in achieving what we want. Although this is common knowledge and something all successful people do, the majority of people fail to set and write down their goals.

 *As you read, highlight the key ideas on this page. Were you aware of this information?*

### THE POWER OF SETTING AND WRITING GOALS

Tony Robbins cited an old study conducted in 1953 at Yale University. The study interviewed the graduating class with a series of questions including, how many had a clear specific set of goals with a written plan for their achievement. Less than 3% had a specific goal with a written plan. 20 years later in 1973 the surviving class members of the class of '53 were interviewed again to find out what their lives were like. The 3% of people who had specific goals and a written plan for their achievement appeared to be happier, more well adjusted, more excited about their lives as a whole. While these attitudes and emotional responses are subjective, there was a response that was quantitative. The group of people who had written goals were worth more in financial terms than the other 97% of the class that did not have goals. This is just one of the thousands of examples and studies that illustrate the power of goal setting.

**Goal setting is a powerful process for thinking about your ideal future, and for motivating yourself to turn your vision of this future into reality.**

 *Can you think of 5 examples where you have set goals and attained them?*

### WHY SETTING AND WRITING GOALS WORKS

1. Regardless of who we are we all have goals we want to achieve no matter how big or small or how far away or soon we want to achieve them. You would NOT set out on a major journey with no real idea of your destination. Setting goals helps us become clear on our destination (what we want to achieve) and having a written plan gives us direction (how we are going to get there).

2. Dr. Maxwell Maltz in his book *Psycho-Cybernetics* points out that every creature on the planet has a goal-seeking mechanism. That is, when we know how to activate it (and this section will help you do that) our brains will drive us towards our goal. Napoleon Hill in *The Law of Success* wrote this about the power of goal setting: *'Any definite chief aim that is deliberately fixed in the mind and held there with determination to realise it finally saturates the entire subconscious mind until it automatically influences the body toward the attainment of that purpose.'*

So goal-setting - having a chief aim and fixing it in our minds - is an important part of achieving what we want and being successful.

## GOAL SETTING TIPS AND TECHNIQUES

It sounds easy to just say you really need to set goals and have a plan for achieving them. The reason why many people don't write goals is because they have not experienced success setting and writing goals. Here are some tips to help.

### **SMART Goals**

A useful way of making goals more powerful is to use the SMART mnemonic. While there are plenty of variants (some are in parenthesis), SMART usually stands for:

- **S** - Specific (or Significant).
- **M** - Measurable (or Meaningful).
- **A** - Achievable (or Action-Oriented).
- **R** - Realistic (or Rewarding).
- **T** - Time-sensitive (or Trackable).



*Have you heard of this concept before? As each component is explained below, highlight the main points to remember in each section.*

**SPECIFIC:** A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

\*Who: Who is involved?

\*What: What do I want to accomplish?

\*Where: Identify a location.

\*When: Establish a time frame.

\*Which: Identify requirements and constraints.

\*Why: Specific reasons, purpose or benefits of accomplishing the goal.

**EXAMPLE:** A general goal would be, "Get in shape." But a specific goal would say, "Join a gym and workout 3 days a week."

**MEASURABLE:** Create concrete criteria for measuring progress toward the achievement of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to the continued effort required to reach your goal. To determine if your goal is measurable, ask questions such as:


- How much? How many?
- How will I know when it is accomplished?

**ACHIEVABLE:** When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities and skills to achieve your goals.

**REALISTIC:** To be realistic, a goal must represent an objective which you are both *willing* and *able* to work toward.


**TIMELY** - A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you anchor your goal within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.

# TIME TO TAKE ACTION

 Use the table below to set 4 SMART goals for school. An example has been included.

| INTENTION                            | GOAL   |  |   |  |   |
|--------------------------------------|--|--|---|--|---|
|                                      | SPECIFIC   | Measurable   | Attainable  | Relevant   | Time Based  |
| What is it that you want to achieve? | Who?<br>What?<br>Why?<br>Where?<br>When?   | How Much?<br>How often?<br>How many?   | Achievable?   | Is it important to what you want to achieve ultimately?        | When?   |
| Increase my study.                   | I will increase my study by 5 hours a week because it will give me the best chance to achieve my personal best and help me enjoy and be prepared for Senior School. I will increase my study at school and home. I will start this week. | I will increase my home study by 5 hours a week and do an extra hour Monday to Friday. | I can achieve this goal because it is important to me and I have done it at times previously. | Yes, I don't want to have regrets at the end of Senior School. | Starting now for 3 months then I will review my goal. |
|                                      |  |  |   |  |   |
|                                      |  |  |   |  |   |
|                                      |  |  |   |  |   |
|                                      |  |  |   |  |   |

## **SEVEN COMMON GOAL SETTING MISTAKES**

 Read through the 7 common mistakes and rank them from 1 (one you make most often) to 7 (one you are least likely to make). Then check you have not made these mistakes on the previous page.

### **Mistake 1: SETTING UNREALISTIC GOALS** Rank .....

The key to setting goals is to make them realistic and challenging. Setting low or easy goals will not motivate or inspire you. On the other hand setting unrealistic goals that overwhelm you will lead to frustration and failure.

### **Mistake 2: FOCUSING ON TOO FEW AREAS** Rank .....

Many people focus solely on their work when they set goals. However, you can't neglect activities that bring you joy and happiness. Make your goal setting a balanced approach that includes several areas of your life.

### **Mistake 3: UNDERESTIMATING COMPLETION TIME** Rank .....

If you don't estimate goal completion time accurately, it can be discouraging when things take longer to achieve than you think they should. This can cause you to give up.

### **Mistake 4: NOT APPRECIATING FAILURE** Rank .....

No matter how hard you work, you will fail to achieve goals from time to time. We've all been there, and it isn't fun! However, your failures are what ultimately determine your character. They also contain lessons that can change your life for the best, if you have the courage to learn from them. So don't be too upset if you fail to achieve your goals - just take note of where you went wrong and use that knowledge to reach your goals next time around.

### **Mistake 5: SETTING "OTHER PEOPLE'S GOALS"** Rank .....

Some people (family, friends, or teachers) may want to influence the goals you set. Perhaps they feel that they know what's best for you, or maybe they want you to take a certain path or do certain things. It's important that you have a good relationship with these people and listen carefully to their advice. However, striving to achieve a goal that you don't want will not work!

### **Mistake 6: NOT REVIEWING PROGRESS** Rank .....

- It takes time to accomplish goals. And sometimes it can feel that you aren't making much progress. This is why it's important to take stock of everything that you've accomplished on a regular basis.
- Set small sub-goals, celebrate your successes, and analyse what you need to do to keep moving forward. No matter how slow things seem, you probably are making progress!
- You can also take this opportunity to update your goals, based on what you've learnt. Have your priorities changed? Or do you need to set aside extra time for a particular goal activity? Goals are never set in stone, so don't be afraid to amend them if you need to.

### **Mistake 7: SETTING "NEGATIVE" GOALS** Rank .....

How you think about your goal can influence how you feel about it, and whether you achieve it. For instance, many people have a goal to "lose weight". However, this goal has a negative connotation; it's focused on what you don't want - your weight. A positive way to reframe this goal is to say you want to "get healthy".

## SECRET 4:

**There is a certain amount and type of work you will have to do and there are ways to be efficient and effective in how you do it.**


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*Now you are feeling motivated and have some goals in place, time to think about what actions you need to take in order to maximise your chances of achieving these goals.*

### POINTS TO CONSIDER ABOUT TIME REQUIRED

The first thing to consider is how much work you will need to do in the senior years. A few points to consider:

- What you are about to go through is not really normal. It is not normal life to go to school all day, then have to work and study at night. And to have to do that over and over for a period of 2 years. Yes it is not fair. But everyone has to go through this in the senior years. Of course you'll still have fun times along the way, but here's the good news. It is unlikely you will ever have to study again with such prolonged intensity like you need to in the senior years. Even at university it is unlikely to be like this, you will have busy periods, but not this prolonged intensity. You need to keep reminding yourself, every day is 1 day less you have to study like this!
- There is usually a large gap between the work required up to Year 10 and the work required in the senior years. Many students have not had to work real hard up to Year 10, in fact many people have been cruising! The danger is that some students think they can take the same approach in the senior years, and by the time they realise that this is not the case, they are already behind in their work with a string of disappointing marks behind them. Don't let this happen to you. Accept right from the start of Year 11 that the amount of work needed is likely to be more than in Year 10.

 *How hard did you work in Year 10? Will you need to change your approach for the senior years?*

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- This does mean that life may need to be a little different in the senior years. Certainly keep the things you are passionate about, but you may need to cut back on your activities. See friends, play sport, work in a part-time job, but be realistic about how much you can handle in the senior years.



*What outside school activities or commitments will you have in the senior years? Do you think this is realistic? Can you foresee any issues or problems?*

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## **HOW MUCH WORK SHOULD YOU BE DOING?**

So how much time should you be spending on schoolwork? Many schools and teachers are reluctant to put a number on this as different schools and parents will have different expectations, different students work at different speeds, just to mention a few of the factors that affect the time required for school.

However if you have a rough idea of what might be 'normal', then you can adjust your approach accordingly.

So here's a guide. Remember your school and parents might say you need to do more (or less) and in that case their opinion (based on much more specialised knowledge of your personal situation) should take priority over these general guidelines.


***Absolute minimum amount of work per night: 1.5 hours (10 hours per week)***

***Average amount of schoolwork per night most students would do in Year 11: 2 hours (14 hours per week)***

***Students really keen to do well: up to 3 hours per night (20 hours per week)***

***During Year 12: 2-4 hours per night (14 to 30 hours per week)***

Note that there is both a per day amount of study time (and yes on the weekends too) and a weekly amount. People with busy lives will find it difficult to do a consistent amount of schoolwork each day, sometimes they will need to do less on one day and more on another day - for these people a weekly amount of study time to aim for is much more effective.

 So what do you think of the time guidelines given above? How do they compare to your own personal situation? How much time will you aim to spend on schoolwork each night or week?

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## WHAT DO YOU ACTUALLY DO DURING THAT TIME?

Some students say 'well our teacher doesn't give us 2 hours of homework'. That's because in the senior years there are two types of work. There is the compulsory stuff, the work you have to do. Homework, assessments, exams. Then there is the optional work. This is the stuff you choose to do when you don't have much homework. It is different from Year 10, you are not doing the work because your teachers or parents say so, you are working now for yourself, for your future. If you don't have homework, then you should use your home study time to work on things that will help you understand your subjects better.

*So, each afternoon:*

1. Do homework first. What is due tomorrow, what is most urgent, what work has been set?
2. Then work on any assessments that are coming up, assignments, tests, what do you need to start planning for or working on?
3. Once all of the compulsory work is done, if there is still time left out of your allocated time for schoolwork (between 1.5-4 hours per night, see above), then you begin the optional work to improve your learning in your subjects:
  - make study notes
  - review previous topics
  - do extra questions from your textbook
  - do questions from revision sheets or a study guide
  - practise writing essays
  - do extra reading or research on a topic
  - work on difficult areas of the subject
  - ask your teacher what else you could work on for this subject.

 Is this the approach you have taken in the past? Or do you need to make some changes to the way you think about your work in the senior years?

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For many students this is a real change in the way they approach their work. Many Year 10 students are used to just finishing the work as quickly as possible, so they can have as much free time as possible! The thought of doing 'extra' work is just something they would never have previously considered. This is another example of how the senior years are different. But for many students it is a real challenge to move into this mindset. They stay in denial for much of Year 11 until eventually they finally realise, yes, the senior years are different and yes, they have to do more than just the work the teacher sets for them. The sooner you can move into this mindset, the better.

## WORKING EFFECTIVELY AT HOME

So now you know how much work you should be doing, and you know what to do during that time. The challenge is now to do it as effectively and as efficiently as possible. You do after all want to still have a life in the senior years! Here are some tips to help you work better at home.



*Tick off the ones you already do:*

- Work in half hour blocks and keep schoolwork and personal life separate.
- Don't try and do work in front of the TV, or while Facebook is open, otherwise it will take you heaps longer to get the work done.
- Choose distinct blocks of time to focus on schoolwork. You may even like to draw up a study timetable.
  
- Plan your time.
- Have a term planner or calendar on the wall with your assessments on it.
- Use your diary to plan when you will do the work for your assessments.
- Each afternoon make a plan of what work you will do and in what order.
- Use your phone to set reminders for work to be done, assessments coming up.
  
- Manage your distractions effectively.
- Switch technology off.
- Put phones in another room.
- Ask your family to help if you have no willpower.
- Work in a different space like a school or public library.
- Use blocking software to help you if you don't have much discipline - check out 'Self Control' for MAC and 'Freedom' for PC and MAC.



*What are your main distractions? How well can you make yourself work at home? What else could you try?*

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