

SMART Examples Table

The following tables provide examples of SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals for each of the ten professional skills and one corresponding behaviour.

Personal skills and behaviours		
<i>It is important to demonstrate personal skills such as the ability to take initiative and to be responsible.</i>		
Skill	Example behaviours	SMART Students Set Achievable Goals
Initiative	<p>You exercised personal initiative when you...</p> <ul style="list-style-type: none"> took action that went beyond requirements in order to achieve objectives demonstrated a readiness to try new things implemented new ideas or potential solutions without prompting introduced improvements to the way things are done used feedback to improve your performance looked for opportunities to improve your work practices anticipated potential problems and took action took immediate action when confronted with a problem <p>You also demonstrated initiative with others when you exercised</p>	<p>Specific: Describe the specific behaviour that demonstrates initiative from the list of Example Behaviours in Column Two.</p> <p>E.g. I want to demonstrate initiative by exercising leadership skills.</p> <p>Measurable: How will you track your progress?</p> <p>E.g. I will volunteer to take the lead on one group project in this course this term.</p> <p>Achievable: What steps will you take to meet your goal? What resources will you need?</p> <p>E.g. I will research or use what the instructor provides to ensure I know what responsibilities the lead role has to fulfill. I will ask the instructor or a mentor for help as required.</p> <p>Relevant: Why does this goal matter to you?</p>

	<p>leadership skills.</p>	<p>E.g. My goal is to graduate with a degree in management. The sooner I learn these skills, the better it will be for my career.</p> <p>Time: Have you given yourself enough time to meet this goal?</p> <p>E.g. Yes. Taking the lead role in one team project this term is doable given my current course load and work schedule.</p>
<p>Responsibility</p>	<p>You exercised responsibility independently when you...</p> <ul style="list-style-type: none"> ● planned ahead and managed your time/resources to achieve goals ● accepted responsibility for mistakes/wrong decisions ● followed through on deadlines and commitments ● remained self-motivated even when things went wrong <p>You exercised responsibility with another person or in a team when you...</p> <ul style="list-style-type: none"> ● showed accountability to the team and followed through on your commitments ● agreed to the division of work ● took advice and acted on it ● came to team meetings prepared and on time ● completed your share of the work in a timely manner ● did a fair share of the work ● did work that was complete and accurate 	<p>Specific: Describe the specific behaviour that demonstrates responsibility from the list of Example Behaviours in Column Two.</p> <p>E.g. I want to accept responsibility when I make a mistake and see it as a learning opportunity rather than a failure.</p> <p>Measurable: How will you track your progress?</p> <p>E.g. On my work term I will share this goal with my employer and faculty sponsor. I know I will be making mistakes as I will be learning in a new environment and applying new knowledge and skills.</p> <p>Achievable: What steps will you take to meet your goal? What resources will you need?</p> <p>E.g. At the end of each day I will make a list of the mistakes I made and what I learned. At the end of the week (or when it seems most appropriate) I will go over my mistakes with my employer or faculty sponsor to discuss what happened and what I can do differently next time.</p> <p>Relevant: Why does this goal matter to you?</p>

		<p>E.g. While I know we all make mistakes, I find it scary so I hold back and don't take positive risks that lead to growth. I don't want to limit myself this way anymore.</p> <p><i>Time: Have you given yourself enough time to meet this goal?</i></p> <p>E.g. Yes, this first work term gives me lots of time to achieve this goal. At the end of the term I will work with my employer and faculty sponsor to see if I should continue to work on this at my next placement.</p>
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Interpersonal skills and behaviours <i>Leadership, teamwork, and conflict management are examples of interpersonal skills, i.e. the ability to get along with others</i>		
Skill	Example behaviours	SMART Students Set Achievable Goals
Leadership	<p>You exercised leadership skills when you...</p> <ul style="list-style-type: none"> took responsibility for the direction and actions of a team introduced improvements to the way things were done provided constructive feedback to others on the team motivated others on the team to do their best made sure that everyone on the team understood important information made sure that everyone was helping with the project helped the team to plan and organize its work delegated tasks and responsibilities that leveraged others' strengths 	<p>Specific: Describe the specific behaviour that demonstrates leadership from the list of Example Behaviours in Column Two. E.g. I want to demonstrate leadership by providing constructive feedback to others on the team.</p> <p>Measureable: How will you track your progress? E.g. As part of my mechanical engineering capstone I am expected to provide constructive feedback to members on my project team and to the other teams in the program. This is done on a weekly basis and I will receive feedback on my progress from my peers and the instructors.</p> <p>Achievable: What steps will you take to meet your goal? What resources will you need? E.g. I am not sure how to determine what constructive feedback looks like so I will conduct some research on my own. I will consult with my instructors and mentors and ask for help as required.</p> <p>Relevant: Why does this goal matter to you? E.g. My goal is to transfer to university and become a professional engineer. The ability to provide constructive feedback is a skill I will have to master to be proficient in my work.</p> <p>Time: Have you given yourself enough time to meet this goal? E.g. Yes. The capstone project is the focus for my final term in the program and there will be many opportunities to practice this leadership and communication skill.</p>
Teamwork	<p>You worked effectively as part of a team when you...</p> <ul style="list-style-type: none"> shifted between a leading and supporting role to help team dynamics and goals responded constructively and respectfully to the opinions/ideas/differences of others worked effectively with different personalities in a team collaboratively adjusted to changing requirements/goals/deadlines collaborated by sharing information virtually/in person that supported the success of the team helped improve communication among team members and facilitated the exchange of ideas 	<p>Specific: Describe the specific behaviour that demonstrates teamwork from the list of Example Behaviours in Column Two. E.g. I want to begin to develop teamwork skills by first developing my knowledge base for working effectively with different personalities in a team.</p> <p>Measurable: How will you track your progress? E.g. I am interested to learn how tests such as the Myers-Briggs Personality Test impact group dynamics for a psychology research paper I am writing this term.</p> <p>Achievable: What steps will you take to meet your goal? What resources will you need? E.g. I will take the Myers-Briggs Type Indicator self-report questionnaire and research case studies to begin to understand the impact of different personalities on a team. I will ask the instructor or a mentor for help as needed.</p> <p>Relevant: Why does this goal matter to you? E.g. I plan to become a social worker so understanding how to work in diverse groups in the</p>



		<p>workplace and in community will be important.</p> <p>Time: Have you given yourself enough time to meet this goal? E.g. Yes. I have already had this assignment approved by my instructor and will have time to complete the research this term.</p>
<p>Conflict management</p>	<p><i>You began to develop the skills necessary to manage conflict when you:</i></p> <ul style="list-style-type: none"> • Managed stress while remaining alert and calm • Regulated your emotions and behaviour • Paid attention to the feelings being expressed by others as well as yourself • Were aware of and respectful of differences <p>You managed team conflicts when you...</p> <ul style="list-style-type: none"> • listened carefully to the arguments of both parties and assessed the logic of their reasoning • negotiated differences of opinion so all parties felt respected and heard • listed all the issues important to both sides and identified the key concerns • distinguished between points that could and could not be compromised • understood any outside forces that were affecting the problem • used tact and diplomacy to diffuse tension 	<p>Specific: Describe the specific behaviour that demonstrates conflict management from the list of Example Behaviours in Column Two.</p> <p>E.g. I want to improve my conflict management skills by regulating my emotions and controlling my behaviour while listing all the issues important to both sides and identifying the key concerns.</p> <p>Measureable: How will you track your progress?</p> <p>E.g. I will volunteer to lead conflict resolution at my work placement at the Boys and Girls Club next term.</p> <p>Achievable: What steps will you take to meet your goal? What resources will you need?</p> <p>E.g. I will take the training offered through the Boys and Girls Club, research conflict resolution, and set up information interviews with specialists in conflict management, and I will ask the instructor or a mentor for help as needed.</p> <p>Relevant: Why does this goal matter to you?</p> <p>E.g. Conflict arises in many social and work-based situations. I am interested in learning to be calm and helpful in these situations. I am considering a career in diplomacy and this is a good first step.</p> <p>Time: Have you given yourself enough time to meet this goal?</p> <p>E.g. Yes. I have already done some research and have determined when the training is available. Everything is lined up for next term.</p>



Communication skills and behaviours		
Communication skills are critical to interacting with others. These include written and oral forms of communication		
Skill	Example behaviours	SMART Students Set Achievable Goals
Written communication	<p><i>You communicated effectively in writing when you...</i></p> <ul style="list-style-type: none"> Planned what you were going to write (clarified your thoughts and the purpose of your communication) communicated ideas clearly and concisely wrote persuasively to build an argument or defend a thesis statement wrote and edited documents using appropriate grammar, punctuation, and structure decided on a logical order for what you had to say wrote in a style appropriate to the audience 	<p>Specific: Describe the specific behaviour that demonstrates written communication skills from the list of Example Behaviours in Column Two.</p> <p>E.g. I want to demonstrate written communication skills by writing in a style appropriate to the audience.</p> <p>Measureable: How will you track your progress?</p> <p>E.g. This skill is a requirement in my political science paper this term, so I will be getting ongoing feedback on my writing from my instructor and will also be doing self- and peer-assessment.</p> <p>Achievable: What steps will you take to meet your goal? What resources will you need?</p> <p>E.g. I will book an appointment with the Writing Centre to ensure I get the guidance and resources I need.</p> <p>Relevant: Why does this goal matter to you?</p> <p>E.g. I enjoy writing and demonstrating adaptability to a variety of audiences is a strength. It is also an important skill for the field I want to go into: marketing communications.</p> <p>Time: Have you given yourself enough time to meet this goal?</p> <p>E.g. Yes. By focusing on one term paper with the help of the Writing Centre staff I'll have the time and resources I need.</p>
Oral communication	<p><i>You communicated effectively in speaking when you...</i></p> <ul style="list-style-type: none"> clearly expressed your thoughts orally to persuade and hold the attention of an audience varied your tone, pace and volume to enhance communication and encourage questions listened actively and asked questions to understand other people's viewpoints reflected back what the speaker said in other words to clarify understanding encouraged the speaker to elaborate and to define their problems 	<p>Specific: Describe the specific behaviour that demonstrates oral communication skills from the list of Example Behaviours in Column Two.</p> <p>E.g. I want to practice and improve my oral communication skills during presentations because I get nervous and struggle to clearly express my thoughts to persuade and hold the audience's attention.</p> <p>Measureable: How will you track your progress?</p> <p>E.g. I will join a Toastmasters group this term and commit to weekly attendance.</p> <p>Achievable: What steps will you take to meet your goal? What resources will you need?</p>



		<p>E.g. I will check for a Toastmasters group that meets on campus or in my neighborhood so the meeting is easy to get to. I will check my course outlines to see when I have to present and aim to be ready by then.</p> <p>Relevant: Why does this goal matter to you?</p> <p>E.g. I want to be prepared for times I have to speak in front of a group as I'm nervous speaking in front of people. I've heard that Toastmasters can help ease people's nerves when it comes to public speaking. Also, some interviews require a presentation.</p> <p>Time: Have you given yourself enough time to meet this goal?</p> <p>E.g. Yes. Joining Toastmasters this term is doable given my current course load and work schedule. I may invite a friend for moral support so it can be fun and social as well as good for my career.</p>
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Thinking skills and behaviours

These skills are a type of higher order thinking, i.e. “thinking about thinking”, which include

decision-making, problem solving, and critical thinking

Skill	Example behaviours	SMART Students Set Achievable Goals
Decision making	You made an effective decision when you... <ul style="list-style-type: none"> ● clarified the nature of the problem before deciding a course of action ● collected and summarized the information needed to make a decision systematically ● produced a list of all the courses of action you could think of ● outlined clear decision criteria ● separated practical solutions from impractical solutions ● evaluated each of your shortlist of options, considering their advantages and disadvantages ● evaluated options by considering what could happen, and who or what may be impacted, as the result of a decision 	<p>Specific: Describe the specific behaviour that demonstrates decision making skills from the list of Example Behaviours in Column Two. E.g. I want to demonstrate effective decision making skills</p> <p>Measureable: How will you track your progress? E.g. I will volunteer to take the lead on one group project in this course this term and keep a record of decisions that I make or make with the team. I will also reflect on how I – or the team – arrived at each decision.</p> <p>Achievable: What steps will you take to meet your goal? What resources will you need? E.g. I will research or use what the instructor provides to ensure I know what responsibilities the lead role has to fulfill. I will ask the instructor or a mentor for help as required.</p> <p>Relevant: Why does this goal matter to you? E.g. My goal is to graduate with a degree in management. The sooner I learn these skills, the better it will be for my career.</p> <p>Time: Have you given yourself enough time to meet this goal? E.g. Yes. Taking the lead role in one team project this term is doable given my current course load and work schedule.</p>
Problem solving	You solved a problem when you... <ul style="list-style-type: none"> ● examined a problem from a variety of perspectives ● clarified the nature of a problem ● defined the desired objective of solving a problem ● broke down a problem into smaller, more manageable parts ● decided on further information to be gathered before taking action ● evaluated solutions to a problem through feedback/reflection to make improvements ● adapted decisions and created possibilities to adjust to changing requirements 	<p>Specific: Describe the specific behaviour that demonstrates problem solving from the list of Example Behaviours in Column Two. E.g.. I want to demonstrate problem solving skills by breaking down the problem into smaller, more manageable parts.</p> <p>Measureable: How will you track your progress? E.g. A project consists of a number of problems to solve and tasks to complete. I will work with the project manager at the non-profit organization where I volunteer. I will take a beginning course on project management.</p> <p>Achievable: What steps will you take to meet your goal? What resources will you need? E.g. I will shadow the project manager and use her project as my real life project in the project management course.</p> <p>Relevant: Why does this goal matter to you? E.g., I am interested in completing the professional certificate in project management and I want to</p>



		<p>ensure it's something I enjoy. Time: Have you given yourself enough time to meet this goal? Yes. It is part of existing volunteer work and part of a 12 week course.</p>
<p>Critical thinking</p>	<p>You thought critically when you...</p> <ul style="list-style-type: none"> ● synthesized and organized information from a variety of sources, perspectives and/or frameworks ● identified key concepts/ideas/assumptions and provided evidence to support or refute them ● compared and contrasted information to make connections between new and existing information ● considered the context of sources when analyzing and evaluating information ● evaluated and applied new information/ideas to a different situation/context ● sought out and considered alternative explanations ● distinguished between weak and strong evidence ● distinguished fact from opinion ● assessed your assumptions/those of others to determine whether those assumptions were based in sound reasoning and evidence 	<p>Specific: Describe the specific behaviour that demonstrates critical thinking from the list of Example Behaviours in Column Two.</p> <p>E.g. I want to build critical thinking skills by synthesizing and organizing information from a variety of sources and perspectives.</p> <p>Measurable: How will you track your progress? E.g. I am enrolled in an introductory philosophy course next term and I know this will be a big part of what I'm going to have to do in writing assignments and projects.</p> <p>Achievable: What steps will you take to meet your goal? What resources will you need? E.g. I am going to ask my instructor and the research librarian for advice on resources and I will book appointments with the Writing and Study Skills Centre at the beginning and midway point in the term to ensure I'm making progress.</p> <p>Relevant: Why does this goal matter to you?</p> <p>E.g. I am intrigued by the human mind and I want to hone my thinking skills while at college. I also know critical thinking is an important skill both in life and in the workplace.</p> <p>Time: Have you given yourself enough time to meet this goal? E.g. Yes. This is a good first step and is manageable given that I will meet it within the context of a course</p>