

Goal Setting, Problem Solving and Learning

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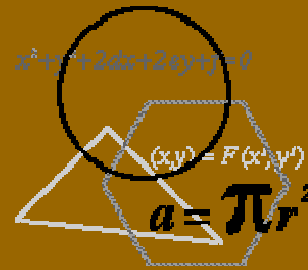
Influences on Academic Success

- ✓ Academic success is influenced by your use of effective learning and study methods.
- ✓ Academic success is influenced by your effective management of your time.
- ✓ Academic success is influenced by you having concretely stated goals and strategies to accomplish the goals.
- ✓ Academic success is influenced by you effectively solving academic, personal and social problems.

Influences on Academic Success

- ✓ Academic success is influenced by your effective management of anxiety and stress.
- ✓ Academic success is influenced by your use of effective listening and communication skills.
- ✓ Academic success depends on your use of effective decision making skills.

The purpose of this presentation is to introduce you to **Effective Goal Setting and Problem Solving**. You will profit the most if you are actively involved. Do each exercise while thinking of your personal situation.



Set goals as you realize the importance of an idea to you.

Goal Setting and Problem Solving (RBM)

A Goal should, at the least, be
Reachable, Believable and
Measurable

Beyond the Basics – Setting Successful Goals

- *In order to reasonably expect to achieve a goal, it must be stated so as to be:*
- 1. **Conceivable** - *stated so those involved understand it*
- 2. **Believable** - *in terms of your values*
- 3. **Achievable** - *with your strengths or those you can draw on*
- 4. **Controllable** - *involvement of others require their permission*
- 5. **Measurable** - *in terms of a time table and deadlines*
- 6. **Desirable** - *something you really want to do*
- 7. **Stated with no alternatives**
- 8. **Growth facilitating**

Academic goal setting occurs within time limits and deadlines.

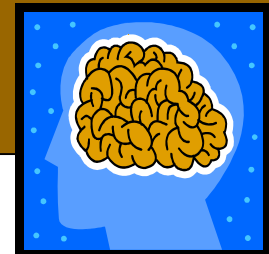


Goal Setting and Problem Solving

- ✓ Think of the clock's face as representing the total amount of time for a week. Your goals are accomplished within the 168 hours for each week, the 24 hours of each day.
- ✓ A goal cannot be efficiently accomplished without consideration of your daily use of time and the priorities of your life.

Ways to Improve Daily Decision Making

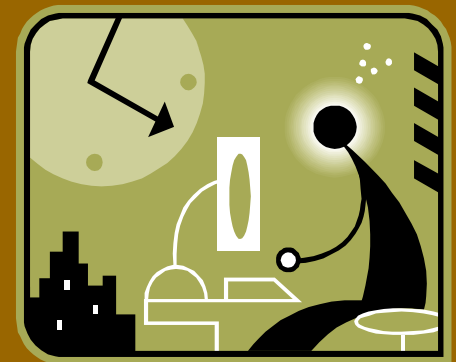
- ✓ Long range projects should be divided into smaller units or parts.
- ✓ The smaller units or parts should be broken into activities that are clearly specified.
- ✓ Remember that many decisions make the whole.
- ✓ Following are several decision making models that will help in daily decision making.



Decision Making Using SOCS

- ✓ **S**ituation - What is the problem area, stated in realistic (objective) terms?
- ✓ **O**ptions - What choices do I have; good and bad/positive and negative?
- ✓ **C**onsequences - Which of my choices will hurt either me or someone else. Cross them out of your list.
- ✓ **S**olution – Solutions will come from the choices you have left, after the consequences have been removed.
- ✓ **SOCS = Situation, Options, Consequences & Solutions**

Students set goals best when they have a sense of personal need or relevance.



Seven (7) Goal Setting Areas

Goals should at least address the following areas:

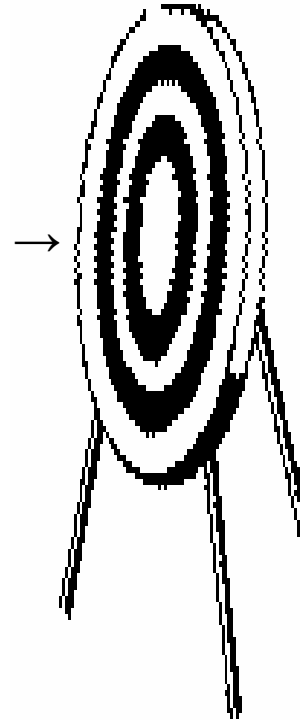
- ✓ 1) Goals which help you understand the institutional structure and rules;
- ✓ 2) Goals which help you manage your time;
- ✓ 3) Goals which help you communicate effectively in class and academic situations;
- ✓ 4) Goals which help you understand your textbook and improve your note taking skills;

Seven (7) Goal Setting Areas

- ✓ 5) Goals which improve your test preparation and test taking skills;
- ✓ 6) Goals which help you control and reduce anxiety and stress due to academic rigor; and,
- ✓ 7) Goals which improve your problem identification and problem solving skills.

Bull's Eye Analogy

A clearly stated academic goal defines the expected outcome clearly. A clearly stated goal specifies behavioral actions and/or areas for thought control or modification that support goal accomplishment. →



Self-Discipline, Attitude and Motivation (SAM)

- ✓ To stay on target academically depends upon visualizing your goals and follow through schemes. Follow through schemes should focus on behavioral and/or attitudinal areas. You might think of your behavioral and attitudinal goals as interwoven circles as seen in the illustration in the previous slide.
- ✓ To hit the Bull's Eye, which is academic success, you must focus your behaviors and thoughts, your arrows, so that you are academically successful.
- ✓ Remember **SAM** , Self-Discipline, Attitude and Motivation. An analogy would be that **SAM is your backbone and it supports your academic success.**

Using Your Thoughts and Actions

- ✓ **Self-regulation** is the process of students using their own thoughts and actions to reach academic learning goals. **Self-regulated learners identify goals and adopt and maintain their own strategies for reaching the goals.**
- ✓ Schmuck, Richard A., :Group processes in the classroom [by] Richard A. Schmuck [and] Patricia A. Schmuck. **Series:** Issues and innovations in education, Dubuque, Iowa, W. C. Brown [1971]

Four Aspects of Self-Regulation

- ✓ Goal Setting – Concrete measurable goals
- ✓ Self-Observation – Recording progress
- ✓ Self-Assessment – Measuring progress
- ✓ Self-Reinforcement – Rewarding progress

Personalize Your Goals



- ✓ You will set goals best when you have a sense of personal need or relevance.

Goal Setting and Problem Solving

- ✓ Goal setting has an end result of regulating or changing behavior.
- ✓ Identifying areas for change involve problem solving.
- ✓ Defining goals should take into consideration at least 7 dimensions.

Defining Problems for Goal Setting

- ✓ According to Arnold Lazarus's modalities for problem definition, problems that impact behavior may impact 7 areas of behavior.
- ✓ The behavioral areas for problem definition can be recalled by using the **BASIC ID** mnemonic.
- ✓ Lazarus, Arnold A, Brief but comprehensive psychotherapy : the multimodal way, New York : Springer Pub., c1997

Modalities of Behavior Problem Definition

- ✓ 1. **B**ehavior - What things do you do or what habits do you have that reduce your academic, social, or interpersonal performance?
- ✓ 2. **A**ffect - These are your emotional states. What feelings and emotions do you have that are troublesome, that you believe interfere with your performance?
- ✓ 3. **S**ensation - These are physical states - headaches, muscle tension aches, etc. that affect your performance. What physical reactions interfere with your performance?

Modalities of Behavior Problem Definition

- ✓ 4. **I**magery - These are imaginative states - daydreams, images, and the like - that are unpleasant and hamper your performance. Do you have any?
- ✓ 5. **C**ognition - These are your beliefs, values, thoughts, and truths. Are there any that contradict your academic and social goals?

Modalities of Behavior(BASIC ID): Problem Definition

- ✓ 6. **I**nterpersonal -These are your relationships with family and friends, which can be helpful or detrimental (supportive or unsupportive) to your performance. Do you have any relationships that are unsupportive?
- ✓ 7. **D**rugs -This would reflect your physical and mental health and the drugs and medicines you may take to modify the state of your health. If you are drowsy or high a large part of the time, this would interfere with your performance. Are drugs that interfere with your performance?

Using BASICID

- ✓ Scenario 1
- ✓ John is a freshmen student with 15 hours of course work for the Fall semester. He works 20 hours. John had an ACT composite of 18. He ranked in the top 10 percent of his class and was the Vice President of his class. John will major in Business. John will live in the freshmen dorm.
- ✓ Using a piece of paper write a goals plan for John.

John's Goal Plan

- ✓ Check you plan against the list of possible goals that John might have indicated.
- ✓ I will study a minimum of 30 hours outside class.
- ✓ I will plan to sleep at least 56 hours each week.
- ✓ I will get up early enough to shower, eat breakfast and arrive at class on time.
- ✓ I will take notes for each class in a three holed binder.

John's Goal Plan

- ✓ I will use the office hours and tutors to clarify any area of confusion.
- ✓ I will correct all returned exams.
- ✓ I will spent at least 15 minutes for review my notes daily and perform a 30 minute on topics covered during the week for each subject.
- ✓ I will place a visible calendar of long range assignments and tests in my room or apartment.

John's Goal Plan

- ✓ I will work for a 2.75 GPA for the term
- ✓ I will learn how to calculate my term and overall GPA.
- ✓ I will attend study with a friend or group prior to each test or quiz.
- ✓ I will reward my study effort according to my list of rewards.
- ✓ I will use the gym to reduce my anxiety and stress.

John's Goal Plan

- ✓ The goals listed on the previous slide are very general and apply to almost each academic term.
- ✓ It will be your job to personalize goals and work to be concrete, believable and find ways to measure or check yourself.
- ✓ Be creative and committed to yourself.

Using BASICID

- ✓ Scenario 2
- ✓ James' roommate and his friends smoke marijuana during the evening. They do not appear to be interested in their grades. James has avoided talking with his roommate and the friends of his roommate. James cannot get enough sleep and goes late to his early morning class. His grades are slipping. James has decided to meet with the group. What should James do?
- ✓ Write a goal setting plan for John.

James's Goal Plan

- ✓ Check you plan against the list of possible goals that James might have indicated.
- ✓ James should become aware of the schools drug policy.
- ✓ James should practice or role play possible assertive statements he plans to say to his roommate and his friends.
- ✓ James should speak in confidence with a school Counselor or Official about the drug use in his dorm room.

James' Goal Plan

- ✓ James should learn how to change his dorm room. Normally there is a policy for changing rooms.
- ✓ James should request his roommate to be quiet and not invite friends during the sleeping hours.
- ✓ James should request that the drug usage stop when he is present.

James' Goal Plan

- ✓ James should arrange an appointment with his instructors to discuss a plan for improvement.
- ✓ James should set his alarm clock and get up when it goes off.
- ✓ James should find time to sleep.
- ✓ James should revise his study plan including the number of hours for weekly study.
- ✓ James should use the SOCS approach when deciding on what changes need to happen.

James' Goal Plan

- ✓ James should monitor his internal conversations, feelings and thought about his situation.
- ✓ James should have a deadline for speaking with the school officials, counselors and his roommate and/or his friends.
- ✓ James should note deadlines for withdrawal and assess his ability to be successful.

James' Goal Plan

- ✓ James should write out his plan with deadlines and follow his plan.
- ✓ James should do something.
- ✓ The above list is not complete or exclusive. The important point is that working on this problem requires consideration of issues beyond the drug use.
- ✓ Most real academic problems are multi-dimensional.

Using BASICID

- ✓ Theresa is on Academic probation. Theresa needs to maintain a C average for the current semester. Theresa has a part-time job for 35 hours and is enrolled in 12 credit hours for the semester. After 4 weeks of the 15 week semester she has three C and is at the D or F level in one class. What should Theresa do?
- ✓ Write a goal plan for Theresa.

Theresa's Goal Plan

- ✓ Check you plan against the list of possible goals that Theresa might have indicated.
- ✓ Theresa should become aware of the withdrawal policy and related deadlines.
- ✓ Theresa should meet with all of her instructors to discuss her grades and possible future grades.
- ✓ Theresa should evaluate her study plan and make sure she is studying at least 24 hours each week.

Theresa's Goal Plan

- ✓ Theresa should withdraw from the D grade course and work to improve the C's in the remaining courses.
- ✓ Theresa should reduce her work hours on her part-time job to 20 hours, possibly.
- ✓ Theresa should use study groups, tutors and instructor offered help.
- ✓ Theresa should become aware of the school policy for Academic probation.

Theresa's Goal Plan

- ✓ Theresa should review all exams and quizzes and correct any misunderstandings.
- ✓ Theresa should evaluate her anxiety and stress levels and take appropriate actions, if needed.
- ✓ Theresa should evaluate her study routines and discuss her study routines with her Academic counselor or Instructor.

Theresa's Goal Plan

- ✓ Theresa should find old test and quizzes that are on file or available at the school.
- ✓ The above list of possible areas for behavioral goals for Theresa are not exhaustive.
- ✓ Acting in ones best interest is not always evident or done. Be your best advocate.

Best wishes as you grow and develop. If you need additional information contact your Academic Counselor, Instructor or the EST team.

