

Ethiopian TVET-System



**Adama Polytechnic
College**



**Information Technology
Hardware and Network
Servicing Level IV
Learning Guide #LG1**

Unit of Competence :	Plan and Organizing Work.
Module Title :	Planning and Organizing Work.
LG Code :	EIS ICT HNS4M01

	0820_LO1_LG#1_V1
TTLM	EIS ICT HNS4TTLM01
Code :	0820_LO1_LG#1_V1

LO1: Set Objectives

Instruction Sheet	Learning Guide #1
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This learning guide is developed to provide the trainees to the necessary information regarding to the following contents coverage and topics based on the **ICT HNS Level IV Curriculum Guide:**

- **Linking Consistent objectives with work activities in accordance with organizational aims.**
- **Stating Objectives as measurable targets with clear time frames.**
- **Reflecting team members in the Support and commitment in the objectives.**
- **Identifying Realistic and attainable objectives.**

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, you will be able to understand:

- **Objectives are consistent with and linked to work activities in accordance with organizational aims.**
- **Objectives are stated as measurable targets with clear time frames.**
- **Support and commitment of team members are reflected in the objectives.**
- **Realistic and Attainable objectives are identified.**

Learning Activities

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1. Read the **specific objectives** of this Learning Guide.
2. Read the information written in the **“Information Sheets 1”** in **pages 3-13**.
3. Accomplish the **“Self-check 1”** in **pages 15**.
4. Read the information written in the **“Information Sheets 2”** in **pages 16-25**.
5. Accomplish the **“Self-Check 2”** in **pages 27**.
6. Read the information written in the **“Information Sheets 3”** in **pages 28-42**.
7. Accomplish the **“Self-check 3”** in **pages 43**.
8. Read the information written in the **“Information Sheets 4”** in **page 44-48**.
9. Accomplish the **“Self-check 4”** in **pages 50**.
10. Your Trainer/Instructor will evaluate your output either satisfactory or unsatisfactory. If unsatisfactory, your Trainer/Instructor shall advise you on additional work. But if satisfactory you can proceed to the next topic.
11. Do the **“LAP Test”** on **Page 53-54** (if you are ready) and show your output to your Trainer/Instructor or teacher. Your Trainer/Instructor or teacher will evaluate your output either satisfactory or unsatisfactory. If unsatisfactory, your Trainer/Instructor teacher shall advise you on additional work. But if satisfactory you can proceed to Learning **Guide #2**.

Information Sheet 1	Linking Consistent Objectives With Work Activities In Accordance With Organizational Aims.
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Definition of Basic Concepts

Plan:

- A detailed proposal for doing or achieving something.
- Decide on and arrange in advance.
- Make preparations for an anticipated event or time.

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- **Work:** Activity involving mental or physical effort done in order to achieve a result.
- **Objectives:** is something that you plan to achieve.
- **Resources:** is something that you can use to achieve objective.
- **Objective Setting refers to the activity of setting objectives for an organization. Objectives refer to the end results which are to be accomplished by an organization through their plan or strategy over a specific period of time.**

Distinctions between goals and objectives

Goals are broader, more general statements of what you intend to achieve. They are pursued over a longer term than objectives are. A goal might be to sell your products nationally within three years. To accomplish this goal, you need short-term goals to measure your progress toward the long-term goal. Goals and objectives help drive business growth and profitability. They focus each individual's efforts on what is most important to achieve. Create objectives for each department and assign the responsibility for achieving them to each department manager. This accountability is critical to ensuring all the important work of the company gets done and departments coordinate efforts. Objectives are also milestones of achievement that you can share with your team, which motivates employees and gives them a feeling of pride in the organization

Goals define a company's purpose, assist its business growth and achieve its financial objectives. Setting specific organizational goals can also help a company measure their organization's progress and determine the tasks that must be improved to meet those business goals.

General objective versus Specific objective

Specific Objectives are statements that describe: results in terms of knowledge, attitude, skill, aspiration, and behavior. participant performance, rather than trainer performance or instructional procedure. expected performance change at the job site. Specific objective: Statement which describes the trend of the

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learning activity. It is formulated in terms of observable behavior. (It is an interpretation of the general objective from which it derives.)

Specific Objectives are statements that describe:

- results in terms of knowledge, attitude, skill, aspiration, and behavior
- participant performance, rather than trainer performance or instructional procedure
- expected performance change at the job site

The general objective of your study states what you expect to achieve in general terms

Business Objectives

Business objectives are the goals, aims or purpose of the business. The business tries to achieve these goals. Profit is the main objective of business. However, the business cannot have only one objective. This is because it has to satisfy different groups such as shareholders, employees, customers, creditors, etc. So, it has to fix objectives for each group.

Types of Business Objectives

There are five types of business objectives:-

- Economic Objectives,
- Social Objectives,
- Organic Objectives,
- Human Objectives, and
- National Objectives

Nature and Characteristics of Business Objectives

Business objectives are multiple in character. That is, a business does not have only one objective. It has many or multiple objectives. This is because a business has to satisfy different groups, i.e. shareholders, employees, customers, creditors, vendors, society, etc. The business has to fix different objectives for each group.

Hierarchy of Objectives

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Hierarchy means to write down the objectives according to their importance. The most important objective is written first, and the least important objective is written last. All objectives are important. However, some objectives are more important than others. Some objectives need immediate action while others can be kept aside for some time.

Periodicity of Objectives

Based on period, business objectives can be classified into two types, viz.,

- Short-term objectives, and
- Long-term objectives.

The short-term objectives are made for a short-period, i.e. maximum one year. Short-term objectives are more specific.

The long-term objectives are made for a long-period, i.e. for five years or more. Long-term objectives are more general. They are like a Master Plan.

Flexibility of Objectives

The business is flexible. Therefore, the business objectives must also be flexible. If the objectives are rigid, the business will not survive. This is because the business environment keeps on changing. There are continuous changes in the technical, social, economic and political environment. The business has to change its objectives according to the changes in the business environment. The hierarchy of objectives must also be changed from time to time.

Qualitative and Quantitative Objectives

There are two types of objectives, :- **Quantitative and Qualitative objectives.**

- **Quantitative objectives** are easy to measure. It is expressed in numbers. For e.g. in Dollars, Rupees, Percentage, etc. Quantitative objectives are visible, tangible and countable.
- **Qualitative objectives** are not easy to measure. It is not expressed in numbers. For e.g. Employee performance, employee satisfaction, etc. These objectives cannot be measured. Qualitative objectives are invisible, intangible and uncountable.

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Today modern methods are used to measure qualitative objectives. A business must have both quantitative and qualitative objectives.

Measurability of Objectives

The objectives must be clear and specific. It must be easy to measure. For e.g. Each salesman must sell 100 units of water purifier per month. This is a clear and specific objective. It is easy to measure the performance of the salesman. If a salesman sells 200 units of water purifier in a month then his performance is good. He can be given bonus and promotion. However, if a salesman sells only 10 units of water purifier in a month then his performance is bad. He needs more training. Measurable objectives motivate the employees to work hard. This is because they know their target clearly. Their performance can also be measured easily.

Network of Objectives

Network means an interconnection between different objectives. A business has many different objectives, viz., corporate objectives, departmental objectives, sectional objectives and individual objectives. It also has objectives for shareholders, customers, employees, etc. All these objectives must be interconnected. They must support each other. They must not clash with each other. They must move in the same direction. If not, the business will not survive. Similarly, the objectives of all the departments, must support each other. They must not clash or conflict with each other.

An objective describes a change a project, programmed or organization wants to achieve or influence. They can be set at many different levels from broad strategic objectives to very specific project objectives. They can range from simple deliverables that are under the control of a project or programmed to long-term goals which may be dependent on many different factors. Setting good objectives makes monitoring and evaluation easier and more effective. Broadly, an objective describes what a project, programmed or organization wants to achieve or influence. Objectives are known by many different names. These include goals,

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aims, purposes, outcomes, overall objectives, specific objectives, results and (sometimes) outputs. However, whatever terminology is used, an objective should be more than an activity. It represents what an organization is trying to achieve or change, not what it does. Objectives may be set at many different levels within an organization. They can range from broad strategic objectives at international, national or sector level down to very specific project objectives.

While setting objectives they should be stated as measurable target with clear time frame. Team members should reflect support and commitment in the objective. Organizations need to identify realistic and attainable objectives.

In [general](#), objectives are more specific and easier to [measure](#) than [goals](#). Objectives are basic [tools](#) that underlie [all planning](#) and [strategic activities](#). They serve as the [basis](#) for creating [policy](#) and evaluating [performance](#). Some examples of [business](#) objectives [include](#) minimizing [expenses](#), expanding internationally, or [making](#) a [profit](#).

Vision, Mission Values, Work Activities

The Vision

The first step is to develop a realistic **Vision** for the business. This should be presented as a pen picture of the business in three or more years' time in terms of its likely physical appearance, size, activities, structure, scale offerings etc. Consider its future products, markets, customers, processes, location, staffing etc.

The Mission

The nature of a business is often expressed in terms of its **Mission** which indicates in a factual way the purpose and activities of the business in terms of operations, (unique) characteristics, functions, customers, offerings, sectors/segments, scale/scope/penetration, methodologies, technologies, resources etc. Just answer the questions as to what the business *really* is and does in qualitative terms. If planning for a startup, base the mission statement on the business as it would be once operational - be realistic and practical rather than as operational.

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For example, "to design, develop, manufacture and market specific product lines for sale on the basis of certain features to meet the identified needs of specified customer groups via certain distribution channels in particular geographic areas". A statement along these lines indicates what the business is about and is infinitely clearer than saying, for instance, "we're in electronics" or worse still, "we are in business to make money"

Intel's original plan is an excellent example of a *mission* statement:

When drafting a mission statement, critically examine every noun, adjective and verb to ensure that they are focused, realistic and justified.

The Values

The next element is to address the **Values** governing the operation of the business and its conduct or relationships with society at large, customers, suppliers, employees, local community and other stakeholders.

Work Activities

The systemic entity of purposeful, cooperative human action, where several actors work in an organized way upon a shared object of work to transform it into an intended outcome, by using different kinds of means of work and means of cooperation and coordination

work objective

A work objective is a mutually understood agreement about a specific work outcome that a staff member is expected to achieve.

It **is not** a list of all the activities (often action items)/ responsibilities of the staff member's role.

It **is** a direct link between the work the employee performs and the faculty/centre's operational plan,

1:5 Examples of setting General and Specific objectives from the given Work Activities In Accordance With Organizational Aims.



Guidelines for writing learning objectives in librarianship, information science and archives administration



Preface

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document
-  Part 1 - Objectives in the
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 -  1.1.1 Objectives improve communication between the teacher and the
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 -  1.1.2 Objectives help in the choice of instructional and
learning activities
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-  2.2 Worksheet no. 2 - Aim and general objective
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-  2.3.1 Objective of worksheet no. 3
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- 2.4.10 Follow-up test
 - 2.4.11 Answers to the follow-up test
- 3. Conclusion
- 4. Bibliographical references
 - 4.1 Learning objectives (general works)
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 - 4.3 Documents consulted for the drafting of the examples in the four worksheets
 - 4.4 Course planning
- Annex I: Correspondence between levels of training
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- Annex III: Instrumentation of bloom's taxonomy for the cognitive and affective domains¹
- Glossary

Examples of general objectives and of specific objectives deriving from them

Several specific objectives may be deduced from a general objective; they may be organized in a sequence which is conducive to learning.

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Here are some examples of general objectives and of specific objectives which may derive from them. We suggest that you write your own example in the space given before reading our suggestions.

(a) The student will be capable of producing an audio-visual document of some ten minutes in length promoting a particular type of documentation service.

Specific objective: _____

Examples of specific objectives

- The student will be able to choose a medium appropriate for the context and to justify his choice.
- The student must be capable of planning all stages in the production of the types of audio-visual document chosen.
- The student will be capable of choosing or writing an appropriate text.
- The student must be capable of dividing up the text.
- The student will be able to plan the shooting of the film.
- The student will be capable of shooting the film as necessary.
- The student must be able to assemble the document.
- The student will be capable of drafting accompanying documentation for the audio-visual document he has produced.

Note:

The objectives might be enumerated by stating once only at the head of the list 'the student will be capable of'. It must also be noted that it would be an advantage if some of the objectives were more specific. For example, the criteria for assessing whether the text is appropriate might give rise to as many specific objectives as there are chosen criteria.

(b) To make the student capable of using one of the three main methods of data collection in order to identify the information needs of a specific clientele (questionnaire, interview, detailed case-study).

Specific objective: _____

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Examples of specific objectives

The student must be able:

- To choose the most appropriate method of data collection for a specific clientele;
- to prepare the corresponding data collection instrument;
- To modify the instrument prepared on the basis of a trial run;
- To draft the survey questionnaire and to use it in accordance with the rules;
- To process the data using appropriate software;
- To decide on the form in which the results of the survey are to be presented;
- To analyze and interpret the results obtained;
- To present the results of the survey in a way which is comprehensible to non-specialists?

(c) To make the student capable of informing users in a given economic sector of the main primary and secondary sources of information for that sector.

Specific objective: _____

Examples of specific objectives

The student will be capable:

- Of describing the main primary and secondary sources relevant to the textile industry;
- Of drawing up a guide for users of the main secondary sources relating to a given economic sector;
- of identifying the periodicals relevant to the agriculture of a given country;
- Of writing a selective dissemination of information (SDI) profile for a commercial user.

-

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Column “A”

The activity of setting objectives for an organization.

Broader, more general statements of what you intend to achieve.

Statements that describe: results in terms of knowledge, attitude, Skill, aspiration, and behavior. Participant performance, rather than Trainer performance or instructional procedure.

Something that you can use to achieve objective.

The end results which are to be accomplished by an organization through their plan or strategy over a specific period of time.

A mutually understood agreement about a specific work outcome that a staff member is expected to achieve

Activity involving mental or physical effort

Column “B”

Specific Objectives.

Goal.

Work.

Objective Setting.

Plan.

General objective.

Objectives.

Work objective.

Resource.

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**Information
Sheet 2**

**Stating Objectives As Measurable Targets
With Clear Time frames.**

Measurable SMART Objectives



Fig 1:2:2:1 steps to set smart objectives (examples)

Setting smart goals will help you clarify your ideas, focus your efforts, use your time and resources more productively and increase your chances of achieving what is proposed in your professional or personal life.

In this article, we will explore the definition of Smart Objectives, how to set those objectives and some examples to have a clearer vision of the operation of the Smart methodology.

WHAT ARE SMART OBJECTIVES?

There are endless methodologies, but the **SMART** type has gained greater credibility and popularity for its results in recent years, according to which the objectives must have the ***following characteristics:***

S (Specific) **SPECIFIC**

M (Measurable) **MEASURABLE**

A (Achievable) **REACHABLE**

R (Relevant) **RELEVANT**

T (**Timely**) **OPPORTUNITY - BOUNDED IN TIME**

Steps to Setting SMART Objectives

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Setting effective objectives to guide your team and organization is very important for a leader to get right. Badly formulated objectives will steer an organization in the wrong direction.

1. Sort out the difference between objectives and aims, goals and/or targets before you start. Aims and goals relate to your aspirations, objectives are your battle-plan. Set as many objectives as you need for success.
2. SMART stands for Specific, Measurable, Achievable, Realistic and Timely.
3. Don't try to use that order M-A/R-S-T is often the best way to write objectives.
4. Measurable is the most important consideration. You will know that you've achieved your objective, because here is the evidence. I will know too! Make sure you state how you will record your success.
5. Achievable is linked to measurable. Usually, there's no point in starting a job you know you can't finish, or one where you can't tell if or when you've finished it. How can I decide if it's achievable?
 - You know it is measurable.
 - Others have done it successfully (before you, or somewhere else.)
 - It's theoretically possible (i.e. clearly not 'not achievable'.)
 - You have the necessary resources, or at least a realistic chance of getting them.
 - You've assessed the limitations.
6. If it's achievable, it may not be realistic. If it isn't realistic, it's not achievable.
You need to know:
 - Who's going to do it?
 - Do they have (or can they get) the skills to do a good job?
 - Where's the money coming from?
 - Who carries the can?Realistic is about human resources, time, money, opportunity.
7. The main reason it's achievable, but not realistic is that it's not a high priority. Often something else needs to be done first, before you'll succeed. If so, set up two (or more) objectives in priority order.

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8. The devil is in the specific detail. You will know your objective is specific enough if:
 - Everyone who's involved knows that it includes them specifically.
 - Everyone involved can understand it.
 - Your objective is free from jargon.
 - You've defined all your terms.
 - You've used only appropriate language.
9. Timely means setting deadlines. You must include one, otherwise your objective isn't measurable. But your deadlines must be realistic, or the task isn't achievable. T must be M, and R, and S without these your objective can't be top-priority.
10. It is worth this effort! You'll know you've done your job well, and so will others.

These are the five points to set goals intelligently with the SMART rule.



Fig 1:2:2:2 The five points to set goals intelligently with the SMART rule

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Examples of smart objectives

#1 Example of smart objective: increase traffic to web page

Specific: Increase the traffic of our website by increasing the frequency of weekly publications from 5 to 10 times a week. Our content writers will increase their workload from 5 to 10 posts per week.

Measurable: Our goal is a 9% increase in traffic.

Achievable: Our website traffic increased 4% last month when we increased our weekly publication frequency to 5 times per week.

Relevant: By increasing the traffic of our website, we will increase brand awareness and generate more potential customers, generating more sales opportunities.

Time: End of this month.

Smart Objective: At the end of this month, our website will see a 9% increase in traffic by increasing our weekly publication frequency from 5 publications per week to 10 publications per week.

#2 Example of smart objectives: start an e-commerce business

Specific: I will sell handmade bracelets through Shopify.

Measurable: I will be ready to take my first order in Shopify within two weeks and my goal will be to sell a minimum of 10 bracelets per week.

Achievable: I will first install in Shopify and then make an [inventory](#) of 50 handmade b. racelets to sell. Finally, I will promote my business and develop relationships with customers through social networks and a blog.

Relevant: Selling handmade bracelets will allow me to benefit financially from my favorite hobby.

Time: My shop in Shopify will be operational within two weeks, and will have an inventory of 50 bracelets to sell within five weeks.

Smart Objective: In two weeks I will have my online store in Shopify, which will allow me to benefit financially from my favorite hobby. Within five weeks, I will

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have an inventory of 50 handmade bracelets to sell and the goal is to sell a minimum of ten bracelets.

#3 Example of smart objective: improve customer telephone care

Specific: We will answer all customer questions immediately and solve the problems within 24 hours of receipt.

Measurable: Calls will be answered within the first three whistles of the phone. Support tickets will be closed within 24 hours of being received.

Achievable: We will have a trained and available team to meet the response and resolution metrics.

Relevant: Consumer service is one of the pillars of our business; therefore, we must exemplify that characteristic of the company by improving response rates and customer service.

Time: Response and resolution metrics will be reviewed every month to verify compliance. If the objectives are not achieved, we will implement improvement measures that will restore service levels before the next monthly review.

Smart Objective: We will improve the telephone service of our customers by increasing the telephone response rate. The response rate will be increased because the phone will be answered immediately and the solution will be provided to the customer within 24 hours. Positive metrics (improvement) are expected during the first month.

Do you need to improve your objectives?

Now you can check how your goals for this year are set, do they comply with the SMART rule? If not, check them because they are in danger of not being fulfilled. In practice, it is very common to meet companies where the objectives are defined with their goal to be achieved, responsible and the deadline to achieve them. However, strategies to achieve these objectives are rarely defined, that is, what, when and who is defined, but “how are we going to achieve it” is not defined. The objectives have to be determined within an Action Plan. “As long as we don’t have an Action Plan, nothing can happen; a good plan has SMART objectives.

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Establishing correct objectives provides the plan with the necessary support for its fulfillment”.

Why use SMART objectives?

- To provide a structured approach to developing and designing a work plan.
- To systematically monitor progress towards a target
- To set the stage for measuring performance and identifying opportunities for improvement
- To succinctly communicate intended impact and current progress to stakeholders
- To concretely describes how goals will be met

Devoting time and resources early on to intentionally writing SMART objectives is an investment in the future of a plan, program, or service. By starting out with SMART objectives, a program or plan can systematically and meaningfully measure progress, show achievements and identify opportunities for improvement.

How to Make a Smart Goal

1. Use specific wording.
2. Include measurable goals.
3. Aim for realistically attainable goals.
4. Pick relevant goals that relate to your business.
5. Make goals time-bound by including timeframe and deadline information.

How to Write SMART Objectives

In order to understand how the parts of SMART objectives flow together, the order of the SMART components listed below will go out of order—**SMTRA**. This is because the Specific, Measurable and Time-Bound parts are clearly visible in the standard written format for objectives. The Achievable and Relevant pieces are more abstract and require reflection. Each of these parts will include an example objective that will be re-written to be SMART.

SMART objectives should:

- Include all components of SMART
- Relate to a single result

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- Be clearly written

Specific

Objectives should be well-defined, and clear to other team members and to stakeholders who also understand the program or plan.

Consider these prompts:

What:

- What exactly will you do?
- What is the action?
- What do you intend to impact?

Who:

- Who is responsible for carrying out the action?
- What are you intending to impact or who is your target population?

Note that not all of these questions will apply to every objective.

Example Objective

Original Objective	How Can We Fix?	SMART-er Objective
Staff will be trained in Quality Improvement.	We need to clarify the WHO and WHAT to make this objective "smarter."	USA County management will offer Quality Improvement training opportunities to staff.

Table 1:2:2:1 Example Objective

Measurable

This involves selecting what will be measured to show improvement, impact or success. There may be existing measures and targets that are required for a

specific program or grant. Try to pick a measure that is meaningful. The easiest things to measure may not be the most meaningful.

Consider these prompts:

- How much and in what direction will the change occur?
- What data will be used to prove the target is met?
- Where will this data come from?
- Is there a stand-in or proxy measure to use if this objective cannot be directly measured, or is there another measure that would be more appropriate to use instead?

Key Terms

Measure: Show success or impact over time. It is the number, percent or some standard unit to express how you are doing at achieving the goal or outcome.

Target: The desired level of performance you want to see that represents success.

Example Objective

Original Objective	How Can We Fix?	SMART-er Objective
USA County management will offer Quality Improvement training opportunities to staff.	We need to clarify the MEASURE and TARGET to make this objective "smarter."	USA County management will offer Quality Improvement training opportunities resulting in 75% of staff completing Quality Improvement 101.

Table 1:2:2:2 Example Objectives

Time-Bound

Objectives should be achievable within a specific time frame that isn't so soon as to prevent success, or so far away as to encourage procrastination.

Consider these prompts:

- When will this objective be achieved?
- Is this time-frame realistic?

- Should it be closer or further in the future?

Example Objective

Original Objective	How Can We Fix?	SMART-er Objective
USA County management will offer Quality Improvement training opportunities resulting in 75% of staff completing Quality Improvement 101.	We need to clarify the TIME to make this objective "smarter."	USA County management will offer Quality Improvement training opportunities resulting in 75% of staff completing Quality Improvement 101 by December 31, 2019.

Table 1:2:2:3 Example Objectives

Achievable

Objectives should be within reach for your team or program, considering available resources, knowledge and time.

Consider these prompts:

- How can this objective be accomplished?
- Given the current time frame or environment, can this objective be achieved? Should we scale it up or down?
- What resources will help us achieve this objective? What limitations or constraints stand in our way?

Example Objective

SMART-er Objective	How Can We Fix?
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USA County management will offer Quality Improvement training opportunities resulting in 75% of staff completing Quality Improvement 101 by December 31, 2019.	To clarify achievability, it may be helpful for management to explain who is conducting the training, identify any related costs in the budget and consider whether it is possible to complete in the time frame.
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Table 1:2:2:4 Example Objectives

Relevant

Objectives should align with a corresponding goal. Consider if and how successfully completing an objective will be relevant to achieving the goal. Consider if an objective relates to the larger program, plan or organization's mission, vision and goals. It should also be considered whether an objective is relevant or important to the team and other stakeholders. Objectives related to your organization's mission and guiding principles are more likely to be approved by your organizational leadership; objectives supported by other stakeholders will lead to a greater level of buy-in.

Consider these prompts:

- Will this objective lead to achieving this organization's goals?
- Does it seem worthwhile to measure this objective? Does it seem reasonable to measure this objective?

SMART-er Objective	How Can We Fix?
USA County management will offer Quality Improvement training opportunities resulting in 75% of staff completing Quality Improvement 101 by December 31, 2019.	To clarify relevance, it may be helpful to think about how many staff have already completed the training, if any. If there has already been a high number of staff who have completed this training, maybe they should be offered a higher level training or re-write the objective to include

	attending any QI training.
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Table 1:2:2:5 Example Objectives

Different Ways to Write SMART Objectives

There are multiple approaches and ways to explain how to write SMART objectives.

Here are some other sentence structures for objectives:

[**Who**] will do [**what**] resulting in [**measure**] by [**when**].

By [**when**], [**who**] will do [**what**] resulting in [**measure**].

By [**when**], [**measure - includes who and what**].

[**Measure - includes who and what**] by [**when**].

Additional Examples of SMART-er Objectives

Original Objective	SMART-er Objective
Reduce obesity rates for children and adolescents.	By December 31, 2019, reduce the percent of 9th graders in Awesome County who are obese from 8% baseline to 7%.
Meet with colleges to inform them about tobacco-free grounds.	Public Health Staff will meet with key stakeholders at all colleges in our jurisdiction resulting in 3 out of 4 colleges committing to work on tobacco free grounds policies by June 2016.
Use technology to increase department communications.	Communications and IT staff will pilot and evaluate two new communication technologies targeted to external customers resulting in a 25% increase in traffic to the Community Family Health webpage by December, 2016.

Table 1:2:2:6 Example Objectives

SMART Objectives

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Specific – What type of company do you want to be the best at? On what scale do you want to compete? Do you want to be the best company in your area or in the world?

Measurable – How will you know when you have achieved your objective? What benchmarks are you going to use to measure your success?

Attainable – Is this objective achievable given your resources? What are the obstacles that you are going to encounter and can you get past the hurdles?

Relevant – How relevant is this objective to the company and its employees? Will it benefit your organization?

Time bound – When do you want to achieve this objective by?

Reference

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- <https://goodandhealthysd.org/wp-content/themes/GoodAndHealthySD/communitytoolkit/files/CoreProcesses/Step7/GHCommunityToolKit-Step7-SettingSMARTObjectives.pdf>
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- <https://blog.kevineikenberry.com/leadership-supervisory-skills/build-greater-team-member-commitment/>

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- <https://www.socialmediatoday.com/content/top-5-ways-build-team-commitment>.
- <https://www.socialmediatoday.com/content/top-5-ways-build-team-commitment>.

<u>Column “A”</u> Are specific statements expressing the desired qualities of key services; and the expected results of the services/experience. What type of company do you want to be the best at? On what scale do you want to compete? Do you want to be the best company in your area or in the world? How will you know when you have achieved your objective? What benchmarks are you going to use to measure your success? Is this objective achievable given your resources? What are the obstacles that you are going to encounter and can you get past the hurdles? How relevant is this objective to the company and its employees? Will it benefit your organization?	<u>Column “B”</u> Measurable. Measurable objectives Attainable. Specific Time bound Relevant.			
	<u>“A” With Column “B”</u> <table border="1" data-bbox="894 1812 1563 1965"> <tr> <td data-bbox="894 1812 1203 1923" rowspan="2">ICT HNS Level IV</td><td data-bbox="1203 1812 1563 1923">Date: August 2020</td></tr> <tr> <td data-bbox="1203 1923 1563 1965">Version: 1</td></tr> </table>	ICT HNS Level IV	Date: August 2020	Version: 1
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Information Sheet 3	Support And Commitment Of Team Members Are Reflected In The Objectives.
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3.1 Support and Commitment of Team Members

Commitment to a common goal is one of the cornerstones of teamwork. It occurs when each member of the team focuses on achieving the team's purpose over and above their individual objectives. Commitment **to** team **goals is created**

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when: All team members **contribute to and agree on objectives.** They discovered that the more individuals ranked their goals as “**attainable,**” **the greater their cognitive and affective well-being.** While those who saw their goals as unrealistic or unattainable were more likely to suffer and be de-motivated. We all have goals in life whether it’s advancing our career, improving our relationships, building a healthier lifestyle, or just enjoying life more and being happier. But how we set these goals plays a huge role in our ability to achieve them and make progress. According to a new study published in the *European Journal of Personality*, one big factor in healthy goal-setting is to choose goals that we see as attainable and realistic. Researchers asked participants to rank the importance and attainability of life goals in ten different areas: health, community, personal growth, social relationships, fame, image, wealth, family, responsibility for younger generations, and work.

Team Choice

Do team members want to participate on the team? Do they perceive that they had a choice about working on a particular team? Tapping into an employee's commitment is much easier if they are participating by choice. When possible, voluntary team participation is strongly recommended. On all social teams and work teams that are ancillary to an employee's core job, employees should choose to participate. Even participation on a mandatory team that is part of an employee's core job description garners more commitment when the employees on the team are empowered to set direction, establish goals, and make choices.

Work Is Mission Critical

Do team members believe the team mission is important? Are members committed to accomplishing the team mission and expected outcomes? Is accomplishing their mission critical to their organization achieving its mission? Team members need to see and make a connection.

Team members want to feel as if they are part of something bigger than themselves. They need to understand where their team mission falls into the bigger organizational scheme, the overall leadership vision. All employees want to feel as

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if their work is important in the total scheme of the business. No employees want to work on a team that they do not feel has a valued customer, an important task, and a business-critical reason for existing. Team commitment comes from team members knowing the expected outcomes and where the outcomes fit into the whole organization's strategic plan.

Team Members Feel Valued

Do team members perceive that their service on the team is valuable to the organization and to their own careers? Do they feel that their participation is advancing their career opportunities and bringing positive attention to their contributions? A double win is accomplished if team members find themselves valued by the organization and also receiving ancillary benefits. These ancillary benefits can include growing and developing their skills and career by participating in the team. Making new contacts and perhaps, finding new mentors who are committed to their growth is a plus, too. Attracting attention from departments and senior leaders with whom the employee does not usually interact will also add to the employee's feeling valued by the organization. Additional ancillary benefits to the team members can also occur if the member has the opportunity to lead the team, perform as the note taker, lead the team meetings, lead brainstorming sessions, and facilitate meetings. These are all skills which will further the team member's career possibilities. Thus, learning them is worth their time.

The Challenge, Excitement, and Opportunity

Are team members excited and challenged by the team opportunity? Do they see and understand that it is an opportunity to grow, contribute, attract attention, and shine? If so, the chances of their commitment to the process and the outcomes are magnified. Employees want to wake up every morning and feel excited and optimistic about what they will tackle at work that day. This is so much better than waking up hating their job and dragging themselves into the workplace. How the organization approaches, frames, and assigns the opportunity can have a huge impact on the challenge and excitement experienced by team members.

Recognition

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Does your organization have a track record of providing recognition for successful teams and their projects? Almost everyone likes some form of recognition. Make sure recognition is available at successful milestones, too. This question is asked repeatedly in organizations. With so many employees contributing good, and even great work, why is recognition supplied so sparingly? Employees want and need to feel that their best work is recognized and appreciated.

If their manager recognizes successful milestones in the team's progress, the employees' commitment to their team and project will increase accordingly. These five main questions have a lot of cross-over characteristics in their answers but it is worth shining the spotlight on each of them separately because of the role that they play in team commitment. Pay attention to these areas and to the additional recommendations in all of the components suggested for successful team building. The more you can foster the appropriate environment for team success, the better your teams will perform, and they will wallow less in dysfunctional behavior that drags your whole organization down.

Top 5 Ways to Build Team Commitment

A committed team treats the project like their own garden or pet - they obsess over it, they care for it, they own it. They are thinking ahead of how to do it better, already solving the next three problems that haven't been discovered. The project just 'clicks.' It's much easier to go from a committed team to a compliant one. A couple of poorly managed challenges can easily break the chain, and it's much harder to go from a compliant team to a committed one.

How do you get a team together that 'clicks'? How do you transform your team into a high performing one?

1. Roles and Responsibilities

It's important to know your team members and their skill sets to make sure each is in the right role, and it's even more important for the team members to know what their responsibilities are. Often times expectations aren't laid out for teams up front that are in line with a project's expected outcomes or objectives.

2. Empowerment and Ownership

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Once you have roles that are clearly defined for your team members and expectations set, empower them - let them "do their thing" - and hold them accountable for the success and outcomes of their role. Set expectations that "you own it," with some guidance and parameters on what they need to do. Support them, back them up. One example I often use: "I don't really care which hours of the day you work, so long as you can make sure we meet our commitment on the deadline. What do you think and what's your plan?"

3. Trust

Trust needs to be earned, but also requires some faith. In a leadership position you need to grant some trust in order to start the chain. With follow-through and execution, trust will build. It's only a matter of time until you can finish each other's sentences.

4. Recognition

When a job is well done, don't skimp on recognizing the team. Highlight small wins and big wins all along the way. Look for those folks who aren't inclined to shout about their accomplishments. Make sure the management team stays in touch with what is happening and shares good news - not just the crises.

5. A Sense of Humor

Stress affects people differently. I, for one, need an environment where laughter exists. If everyone is so heads down focused without time for a good practical joke, to laugh at ourselves or share some good project humor, I'm not interested. Projects can be tedious, lighten up!

What other means would you recommend for building a solid and committed team? What things do you remember most about good teams you have been a part of? What made them "click"?

3.3 Build an effective Team to achieve your goals and objectives

What is a team?

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The label is often used interchangeably with 'group' and yet team as we understand it has a very specific meaning. The difference very largely lies in the direction of action. A group can exist and yet not achieve much. A team, on the other hand, is **ACTION ORIENTATED**. It has a clear purpose and it is a purpose which is shared by its members.

There are a number of features of a team which make it different from a group:

1. In an effective team, members share a high level of commitment to achieving the common objective.
2. Members of an effective team experience a high level of satisfaction from being part of and working with the team.
3. In an effective team, members work well together in an integrated way, with a high level of awareness and appreciation of each others' strengths.
4. An effective team shows a high capability for solving its own problems. The skills exist and there is a willingness to act.
5. Most important from the organization's point of view is that an effective team is one producing high quality results. High quality results, it could be reasonably argued, are the outcome from the other characteristics of the effective team.

The qualities of an effective work team are, therefore, identifiable, quite specific and measurable. Although any group can possess any or all these characteristics, an effective team must display them all.

What conditions make a team effective in Team Commitment?

Clear Objectives: The team's overall objective needs to be identified and defined in terms which allow each member to understand the same goal. The leader has an important role in communicating a clear picture of what the organization expects from the team. A style which encourages a questioning approach is likely to reveal any members' doubts, misunderstandings or resistances which need to be positively managed.

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Appropriate Leadership: Leadership is a shared function based on the need of the task rather than through consideration of formal role or position-based power. This requires considerable flexibility in recognizing and allowing other team members to exercise real leadership when a member's skills are more appropriate to the team at that time. There is an important leadership function. It is one of using skills to develop the team and making sure that time is allocated appropriately for team-building activities.

Suitable membership: For a team to be able to work productively, its members must display the range of skills, knowledge and experience and the right 'mix' of these for the task it is undertaking. Members are valued for what they can contribute and are encouraged to develop. Little time is wasted on considerations of what members cannot do. The emphasis is on strengths, on the positive.

Commitment to the team: Team members experience real strength from their membership and the sharing of goals. They are willing to invest considerable energy in the interests of the team. Membership is highly valued and member behavior is strongly influenced by considerations of team success. This is very different from the rather simple and (from the work effectiveness point of view) rather unproductive 'WE' feeling that is part of the experience of simply being with a group of people who get on well together and enjoy each others' company.

A supportive team climate: The order of the day is participation and personal responsibility. Members are trusted to contribute in a mature fashion. Self-control replaces imposed control. Responsibility is widely shared throughout the team on a rational basis, given the skills and other strengths among members. Members are encouraged to contribute ideas, take risks and question the team and its activities openly without fear of censorship, disapproval or reprimand. The only condition is that the members' behavior is with the best interest of the team and its performance at heart.

Getting things done: The successful team not only knows where it is going, it knows when it has arrived. It sets performance targets and milestones and establishes ways in which the team's movement toward achieving the targets can

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be measured. It is important that performance targets are ones that represent something of a challenge to the team and its members without being unrealistic and consequently demoralizing. When the right performance standards are set, the team's energy is directed towards achieving results. Team performance is constantly being appraised, in order to identify any problems in the team's path or being experienced by members. This is an important responsibility for the team leader.

Working techniques: The team needs to invest time and effort into developing working techniques, methods, procedures and ground rules to move the team toward its goal in the most efficient way consistent with preserving those other qualities associated with effective teams. These include techniques for making decisions, solving problems and generally coping with anything which gets in the way of progress.

Learning: The team and its members learn from their experiences, including their mistakes. Mistakes made in good faith do not lead to heavy penalties, but are incorporated into expectations about the team and its members maturing over time.

Problems are analyzed for what they can contribute to the individual and collective maturing process. Constructive criticism, based on logic and rationality and intended to help the team and its members grow in competence is welcomed. These places a premium on fact-to-face skills associated with coaching and giving feedback. They will be particularly highly valued skills when used effectively by the team leader.

New members: New team members are quickly integrated into the team, their strengths identified, and contribution defined. Every effort is made to help the new member prove his/her value to the team quickly.

Managing the group: An effective work team recognizes the importance of monitoring the team itself and the way in which it is working. Understanding something of 'group dynamics' is an area of knowledge and skills which is highly developed in effective teams. Allocating time and energy to understanding and

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managing relationships is an important investment. The team leader should be able to display considerable competence in this respect. Responsibility for monitoring events is not invested in the team leader alone. It is shared among members, although some will be more competent than others and show preferences in the direction of 'team maintenance'.

Relationships with other teams: An effective team also invests time and energy into developing ground rules for managing its relationships with other teams in a positive and productive way. This includes identifying areas of work where collaboration would clearly help one or both teams achieve results more efficiently or effectively. It includes maintaining open contact and frequently reviewing tasks priorities. Resources are shared where this will help progress toward a broader, but understood and shared, organizational objective. Joint problem solving is widely adopted and the tendency to 'blame others' is replaced in effective team working with a direction of effort toward understanding problems and finding solutions.

Success: The effectiveness of a team grows. All the conditions set out above develop more extensively and readily to the extent that the team meets with early, continued and acknowledged success. The cliché, "Nothing succeeds like success," is entirely applicable to the development of effective teams and in the process of developing and reinforcing the conditions underpinning demonstrated effectiveness. Two possible problems exist for very successful teams. First, they may be seen as so competent that they attract more work than they are able to handle resulting in overload and decline in performance. They may have to learn to say "no". Even if they attract more resources of money and people to handle the extra work, they may suffer from problems of "bigness" and will almost certainly need to restructure into smaller satellites if they are to continue successfully.

The second problem for the successful group is one of complacency. They can become fat cats. Their very success and cohesion becomes their own worst enemy, and they find it difficult to respond to new circumstances. Some groups guard

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against this by ensuring that they get a fairly regular turnover of people to keep them on their toes.

Team leadership / What makes an effective team leader?

Although it is likely that the leadership role will shift one team member to another, determined by task demands on skills and other resources, the fact remains that there is normally a team leader designated by the organization and considered responsible for the outcomes from his/her team's performance.

Setting values: The effective team leader is instrumental in establishing a set of values from which standards of performance, acceptable methods and member behavior emerge in a consistent way.

Clarifying objectives: The team leader is in a crucial listening role and communicating between the organization and the rest of the team. An important factor in the link man role is that of helping team members understand expectations held by the organization concerning the team's goals. This will often require the translation of ideas into operationally useful information.

Provide a model: In many respects, especially in managing relationships and setting the kind of group climate conducive to meeting many of the conditions already discussed, members will regard the leader's own behavior as an appropriate model. The effective team leader is a trend setter in relation to many of those behaviors which effective team members display.

Identifying members' strengths: The effective team leader has considerable responsibility for ensuring optimum use of resources. This includes knowledge of individual member's strengths, and ensuring opportunities are made available for their use.

Delegation: A key characteristic of the effective team leader is a willingness to genuinely delegate. The delegate trusts the people he is delegating to and encourages team members to push existing skills on further and to take reasonable risks in doing so. The team leader is a front runner in providing a supportive, positive, building climate within which team members can experience maximum personal achievement, growth and contribution to the team.

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Getting help: The leader knows when the team needs help from outside and communicates the group's needs to those who can provide the appropriate resources. This means being aware of realistic limits to existing team competences and recognizing that seeking help under the right conditions is a sign of strength rather than weakness.

Flexibility of approach. Different styles suit different task conditions. Given an atmosphere of participation and personal responsibility, team members will look for a leadership style that 'fits' the prevailing circumstances. It is perfectly reasonable for an effective team-leader to be highly controlling and autocratic under difficult or critical circumstances where a quick response is essential. Team members will not only accept it but expect it.

Represent the team: In managing its affairs with other teams and other parts of the organization, the team leader is a front runner. The team leader operates in this respect from a consideration of the team's objectives, standards, resources and the importance of maintaining a mutual respect and collaborative climate between teams, protects team members against unjustified or irrational attack, ensures that outside influences do not impose unreasonable or excessive demands on the team or its members, negotiates with outside bodies on behalf of the team and with the interest of performance paramount. The team leader also develops and encourages his/her members to develop a wide network of useful contacts both within and without the organization.

Develops team members: Makes sure that team members experience opportunities for achievement through personal growth. This requires special skills from the team leader, especially in coaching (identifying performance-related and development needs, and helping team members identify means of satisfying them). Counseling skills to deal with performance related problems is another crucial skill area.

Feedback: The team leader is one of the most important and credible sources of feedback to the team and its members on performance. The emphasis should be on

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positive feedback. Even when performance related problems occur, the emphasis is on seeking solutions rather than witch hunting.

Is available: The team leader is there to collect ideas and information and to sell ideas and influence people. He is also there to involve people, where realistic, in decision making, especially that relating to decisions likely to influence the team's goals, methods or performance targets/standards. The effective leader also encourages feedback from the team as the basis for monitoring personal effectiveness.

Team roles

The characteristics of team roles have been the subject of Dr Meredith Belbin's research for many years (*see Belbin M. Management Teams: Why they Succeed or Fail, 1981 Heineman*)

He has attempted to identify and isolate the characteristics of a number of roles. These at present number nine. Since the original research with teams of managers, continuous revision has taken place ensuring a remarkable study of teams with evidence to support the findings. As well as providing information on team roles, Belbin and his colleagues used a range of psychometric tests to determine if a personality type was allied to certain roles. There was strong evidence that this was so.

The team types

Implementer, coordinator, shape, plant, resource investigator, monitor-evaluator, team worker, completer finisher, specialist. *A brief description of each role is as follows:*

Coordinator (was chairman) - Critical thinking only just above average. A relaxed but fairly strong and dominant character who is non-aggressive, but can assert himself. Has a good deal of trust and belief in people. Sees their talents as resources rather than as a competitive threat to himself. Outwardly enthusiastic, but inwardly more reserved and objective. More concerned with practicalities than creativity. Does not over-react to pressure. High concern for duty and doing things properly.

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Shape - Leads from front with 'all guns blazing'. Likes action, quick results and willing followers. Pushes himself and others to get the job done as the main priority. Not always popular, but more often than not, gets results. Usually very assertive, can be aggressive. High degree of nervous energy and relentless tension rather than self-assurance. Hates to be constrained by rules and regulations.

Plant (Ideas Man) - Advances new thoughts very often independent of his own specialism. Usually high intelligence. Has self-confidence but often with uninhibited self expression. Ideas often come before people. Radical views may override pragmatic considerations. Can opt out if ideas not accepted. May find routine of organizational life hard to take.

(**Innovator** - Sometimes referred to as **plant**)

Monitor-Evaluator - Good critical thinker and evaluator of ideas. Serious attitude, cautious, usually objective and very perceptive. A strategist who may require input of ideas and knowledge from others before he shows his best. Very self-critical and may be seen as negative with low persuasive and motivational powers. Enjoys knocking others' ideas down. He identifies key issues that could and would go wrong with a project. May feel intellectually superior to group and show it. Can stifle debate if he does not control over zealous, if correct, criticism.

Implementer (was Company Worker) - Usually accepts rules and conventions of the organization. Works to do a good job within the system. Makes things happen by translating general concepts and plans into practical working brief. Thorough, determined and full of common-sense working on practical level. Dislike too much theory and ideas. Unhappy in situations requiring lots of flexibility, adaptability and expediency where quick changes required. Scores high on sincerity, integrity, self-discipline, conscientiousness and strength of character. Often likes leadership position, but may have problems in unstable situations requiring vision. Basically conservative, solid, reliable completer of tasks requiring a logical approach.

Team worker - Perceives feelings, needs and concerns of the people in the group. Observant of people's strengths and weaknesses. Can hold team together in a quiet way with his concern for others. Usually stable but not over-competitive. May be

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seen as low in decisiveness and toughness. He puts emphasis on understanding others, situations and himself. Can delegate well if given a senior position. Develops staff well. Often behind the scenes helper. May not get credit for good results. May go for cosy atmosphere rather than face conflict. Overall, seeks harmony and co-operation.

Resource investigator - People orientated team member. Usually restless, enquiring attitude to life. A driving force and always going out to find new things and ideas - has a wide range of contacts. Within team, helps people, encourages, and is a positive influence for developing others. Usually cheerful, but may lack self-discipline, being somewhat impulsive. Will drop one task in favor of another if it interests him more. Needs constant variety, challenge, stimulation. Does not raise ideas himself so much as raise them in others. Helps team look outwards, but needs to be focused, otherwise he wastes his time on too many things.

Completer/finisher - Often tense, sometimes anxious and has a compulsive concern to finish. High nervous energy, put to productive use. Translates worries and fears into energy for getting jobs done on time to a standard. Good on detail. Known to nag colleagues. Brings sense of urgency to the team. Has sense of purpose, is self-controlled. Often hard to live with. May get bogged down in detail. Can irritate people with his rigour. Does not allow procrastination, carelessness, over-confidence or slackness.

Specialist - Typically dedicated individuals who pride themselves on acquiring technical skills and specialized knowledge. Show great pride in their own subject but often lack interest in other peoples'. Mainly interested in furthering their own field. Usually self starters who are quite single minded. However, will usually only contribute on a very narrow front.

Team development

Groups go through various stages as they develop to effective team working. A common model used to track the development of groups was suggested by B W Tuckman and outlines four stages of team development.

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Forming - Characterized by polite and mannerable greeting. Members also check out their feelings regarding membership of the group, what roles they may take and what the purpose of the group is.

Storming- Typically this can be an uncomfortable time for groups where members are often testing the limits and exploring what is possible. Rebelliousness, competition and the setting up of cliques are all features of this stage.

Norming - At this stage the group is beginning to work through its conflicts and agree on ways of functioning towards effective performance.

Performing - Now the team is working together towards a common goal.

All teams will develop at different speeds and some may get stuck in one of the phases. The important thing is to be aware of the subtle and intricate dynamics of the group development process.

Task and relationship functions

When working in a team certain functions or behaviors contribute to either the task in hand or the relationship between the team members. A balanced mix of both task and relationship functions are necessary for effective team performance.

High performing teams

In their book, "The One Minute Manager Builds High Performing Teams", Blanchard, Carew & Carew suggest that effective teams must have certain important characteristics. These are:

Purpose

- Clear, challenging and relevant goals.
- Clear strategies for achieving goals.
- Role clarity.
- Commitment to a common purpose.

Empowerment

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- Personal and collective sense of power.
- Access to skills and resources.
- Team objectives supported by policies and practices.
- Mutual respect.
- Willingness to help each other.

Relationships and communication

- Open and honest expression.
- Expression of acceptance.
- Active listening.
- Different perspectives and opinion valued.

Flexibility

- Ability to perform different roles.
- Shared responsibility for leadership.
- Adaptable to change.
- Ideas are explored.

Optimal productivity

- Output high.
- Excellent quality.
- Effective decision making.
- Clear problem solving process.

Recognition and appreciation

- Contributions are recognized and appreciated.
- Team accomplishments are recognized.
- Respect for group members.
- Organization values the team.

Morale

- Members feel good about their team.
- Members are confident and motivated.
- Members are proud and satisfied.
- Good team spirit.

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3.5 Five factors that influence commitment to team goals

It's important for managers and leaders to understand several factors that influence whether or not a team achieves its goals.

1. Commitment

Challenging goals produce the best results, yet they require a high level of focus and effort, thus driving a need for higher commitment.

2. Frequency Of Setting And Reviewing Goals:

Writing clear, effective goals takes practice. Collaborating in that process helps drive the quality of goals. The more frequently individuals and teams review goals, the better they get at creating them. Some companies set quarterly goals and evaluate progress every two weeks. Other organizations set 6-month or annual goals with a monthly or quarterly evaluation cycle.

3. Feedback On Progress

Closely related to the frequency of setting and reviewing goals, individuals and teams need feedback on progress and action strategy (i.e., how they're working to achieve their goals). Feedback from leaders and colleagues is an opportunity for recognition and, when necessary, course correction. If a team doesn't understand how well they're tracking on their goals, it's impossible to adjust the level or direction of effort to accomplish the goal. Keep in mind: The level at which you provide feedback is a shortcut for employees to figure out what is important to your organization. If team-level performance is important, it's critical to evaluate progress and provide feedback at the team level.

4. Satisfaction And Goal Difficulty

People rarely derive satisfaction from achieving something that is easy. Elevating the difficulty of attaining a goal (within reason) not only improves performance but drives greater satisfaction when the team succeeds. We don't cherish what we don't work hard for.

5. Recognition And Rewards

Goals and the key milestones along the way act as a tangible reflection point for recognition and, when appropriate, rewards. Recognition and rewards act as

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motivators for sustaining effort and focus when things get challenging. Rewards don't always have to be monetary in nature; they can include incentives like team-level recognition, time off, celebratory off sites, fun team-building opportunities, or better yet: something that the team chooses. Ever heard of the “high-performance cycle”? It's a term referring to [the upward cycle where high goals lead to high performance](#) which in turn leads to rewards, which then results in higher satisfaction and confidence, which in turn leads to setting even higher goals on future challenges. This is the kind of cycle nobody complains about getting stuck in.

How can leaders elevate commitment to goal outcomes in their teams? **Here are five science-based tips:**

1. **Alignment and importance:** Leaders should not only set a good example by sharing their own goals, but they also need to set an inspiring vision and communicate how important each team's goals are in helping achieve that vision. Alignment of team goals to company-wide goals is critical to establish how each team's efforts contribute to the organization's success. Teams with goals that are not organizationally-aligned often suffer from a lack of sense of purpose and impact in the long-term. Likewise, alignment of employee-level goals with their team's goals is equally important: when individuals' goals are aligned with their group's goals, team performance improves.
2. **Transparency and visibility of goals to others:** Sharing goals publicly enhances commitment by establishing a virtual social contract and making action and follow-through a matter of integrity in the eyes of the team members and others. Therefore, leaders should ensure that their team's goals are visible and have been communicated to relevant parts of the organization.
3. **Participation in setting goals:** Employees who are involved in the goal-setting [process](#) set higher goals and have higher performance than those whose goals were assigned by their manager. Though it's easy to assume these performance outcomes are strictly a result of improved motivation, much of the performance increase actually comes from [the cognitive impact of the information](#)

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[exchange](#) that happens while collaboratively establishing goals. Participative development of goals not only results in greater clarity around expectations but also produces more effective strategies for how to achieve them.

4. **Ownership and accountability:** Each team must take full accountability for their goals (participation in goal setting helps). Yet it's still critical that a single individual takes ownership of the process and outcomes to keep the team on track.
5. **[Documenting the goals](#):** It may sound old-fashioned, but there's research to prove it: detailing your goals in writing or in some reviewable, visible way increases commitment to [achieving goals](#)

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**Self-Check
Information
Sheet 3**

Matching

Column "A"

People rarely derive satisfaction from achieving something that is easy.
Challenging goals produce the best results, yet they require a high level of focus and effort, thus driving a need for higher commitment.
Writing clear, effective goals takes practice.
Feedback from leaders and colleagues is an opportunity for recognition and, when necessary, course correction.
Recognition and rewards act as motivators for sustaining effort and focus when things get challenging
Clear, challenging and relevant goals.
Personal and collective sense of power.
Open and honest expression.
Ability to perform different roles.
Contributions are recognized and appreciated.

Column "B"

Commitment.
Empowerment.
Relationships and communication.
Flexibility.
Satisfaction and Goal Difficulty.
Goals
Recognition and Rewards.
Feedback on Progress.
Recognition and appreciation.
Frequency Of Setting And Reviewing
Purpose.

**Information
Sheet 4**

**Realistic and Attainable objectives
are identified.**

4:1 Realistic and Attainable objectives

our goal also needs to be realistic and attainable to be successful. In other words, it should stretch your abilities but still remain possible. When you set an achievable goal, you may be able to identify previously overlooked opportunities or resources that can bring you closer to it.

Objectives can be set which are demanding but not so much that the chance of success is small. Realistic objectives take into account the available resources such as, skills, funding, and equipment.

Attainable - 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 reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

A SMART goal must be realistic in that the goal can be realistically achieved given the available resources and time. A SMART goal is likely realistic if you believe that it can be accomplished.

First consider what you want to achieve, and then commit to it. Set SMART (specific, measureable, attainable, relevant and time-bound) goals that motivate you and write them down to make them feel tangible. Then plan the steps you must take to realize your goal, and cross off each one as you work through them.

Steps to Make Attainable Goals

1. Specific -- Be as precise as possible. ...
2. Measurable -- Come up with a way to measure **your** success. ...
3. **Attainable** -- If there's no way you can reach **your goal**, you're setting yourself up for failure. ...
4. Realistic -- **Your goal** should stretch you, but not necessarily be **easy**.

Steps to Make Attainable Goals

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4. Realistic -- **Your goal** should stretch you, but not necessarily be **easy**.

4:2 Why We Set SMART Work Objectives?

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Setting SMART work objectives allows you to understand exactly where your role fits within the University and what your responsibilities are. You gain a better understanding of the value and contributions you bring to the University.

What is a SMART Goal?

SMART work objectives focus on outcomes rather than activities and allow you to measure your own success. With clear work objectives in mind, you are in a better position to review and revise these objectives as work demands change during the Management For Performance (MPS) cycle. SMART work objectives also enable your supervisor to focus your MPS discussion on measurable performance outcomes and facilitate the discussion of your development and career plans as part of the meeting. You can also seek ways to improve effectiveness, efficiencies and outcomes of the faculty/centre and to the overall performance outcomes of the University. Goals are part of every aspect of business/life and provide a sense of direction, [motivation](#), a clear [focus](#), and clarify importance. By setting goals for yourself, you are providing yourself with a target to aim for. A SMART goal is used to help guide goal setting. SMART is an acronym that stands for **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**imely. Therefore, a SMART goal incorporates all of these criteria to help focus your efforts and increase the chances of achieving your goal.

What is SMART?

SMART work objectives are:

Specific

Measurable

Achievable

Realistic

Timely

Staffs are strongly encouraged to be familiar with and utilize the SMART principles when setting their work objectives, indicators and targets. As a guide, consider the following statements:

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Specific

- Is it clear and well defined
- Is it clear to anyone that has a basic knowledge of the work area

Measurable

- Know if the goal is obtainable and how far away completion is
- Know when it has been achieved

Achievable

- Agreement with all the stakeholders what the goals should be
- Is there a realistic path to achievement

Realistic

- Within the availability of resources, knowledge and time

Timely

- Enough time to achieve the goal, is there a time limit
- Not too much time, which can affect work performance

4:3 Understand Organizational and/Or Program Goals

The difference between objectives and goals, this is pretty (embarrassingly) clear if you go back and look at the "objectives" set for the Drupal migration project I worked on with Greenpeace UK that year. Those weren't objectives; those were goals. Goals and objectives are different¹:

- Goals are **broad**; objectives are **narrow**
- Goals are **general**; objectives are **specific**
- Goals are **long term**; objectives are **short term**
- Goals cannot be **measured**; objectives are **measurable**

Objectives map onto goals. And once met, objectives contribute to the achievement of goals. So before you set project objectives, you should really understand the over arching goals of the organization undertaking the project, or the goals of the program of which the project is a part. Right?

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The project I'm working on right now with Concern is part of its "Next-Generation Web"(NGW) program (i.e. it is one of many projects to be undertaken by Concern as part of the NGW program), which has the following goals:

- To create a world-class NGO web presence; and
- To continuously meet or exceed the needs of Concern supporters.

To contribute to the achievement of these goals by a certain date and for a certain amount of money, we've set some narrow, specific, short term and measurable objectives for our project:

Define SMART objectives

Narrow, specific, short term and measurable objectives are good, but SMART objectives are even better. **SMART** objectives are objectives that are:

Specific — they describe a specific outcome

Measurable — they are linked to a rate, number, percentage or frequency

Achievable — with a reasonable amount of effort, they can actually be achieved

Relevant — the people involved have the necessary knowledge, authority and skill

Time based — they include clearly defined finish and/or start dates

4:5 Test SMART objectives

Once you've written your SMART project objectives, it's good to test them as a team, or even better, with stakeholders on the project but external to the core team (i.e. those who may influence outcomes but who are not part of the day-to-day). Get them in a room or on the phone with you and test each objective one by one. Is each objective specific? Ask these questions:

What exactly are we going to do, with and for whom?

Is it clear who is involved?

Is the intended outcome clear?

- Is each objective measurable? Ask these questions:

How will we know the intended change has occurred?

Can these measurements be obtained?

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- Is each objective achievable? Ask these questions:
 - Can we get it done in the proposed timeframe?
 - Can we do this with the resources we have?
 - Is this even possible?
- Is each objective relevant? Ask these questions:
 - Can the people with whom the objective has been set make an impact on the situation?
 - Do they have the necessary knowledge, authority and skill?
- Is each objective time-based? Ask this question:

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Self-Check for Information Sheet 4	Matching
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Name: _____

Date: _____

Instruction: Answer all the questions listed below, if you have some clarifications- feel free to ask your teacher. Please ask your trainer for the questionnaire for this Self-Check.

Instruction: Match **Column “A”** With **Column “B”**

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<u>Column "A"</u>	<u>Column "B"</u>
Is it clear and well defined Know if the goal is obtainable and how far away completion is. Agreement with all the stakeholders what the goals should be. Within the availability of resources, knowledge and time . Enough time to achieve the goal, is there a time limit.	Realistic Achievable. Measurable. Specific. Timely.

Operation Sheet 1	For Set Objectives
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Name: _____

Date: _____

Time started: _____

Time finished: _____

Instructions: You are required to perform the following individually with the presence of your instructor.

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Your teacher will evaluate your output either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advice you on additional work. But if satisfactory, you can proceed to the next topic.

Procedures/ Steps/ to Setting SMART Objectives

Setting effective objectives to guide your team and organization is very important for a leader to get right. Badly formulated objectives will steer an organization in the wrong direction. I found this ten step approach to setting SMART objectives from the National Primary and Care Trust:

1. Sort out the difference between objectives and aims, goals and/or targets before you start. Aims and goals relate to your aspirations, objectives are your battle-plan. Set as many objectives as you need for success.
2. SMART stands for Specific, Measurable, Achievable, Realistic and Timely.
3. Don't try to use that order M-A/R-S-T is often the best way to write objectives.
4. Measurable is the most important consideration. You will know that you've achieved your objective, because here is the evidence. I will know too! Make sure you state how you will record your success.
5. Achievable is linked to measurable. Usually, there's no point in starting a job you know you can't finish, or one where you can't tell if or when you've finished it. How can I decide if it's achievable?
 - You know it is measurable.
 - Others have done it successfully (before you, or somewhere else.)
 - It's theoretically possible (i.e. clearly not 'not achievable'.)
 - You have the necessary resources, or at least a realistic chance of getting them.
 - You've assessed the limitations.
6. If it's achievable, it may not be realistic. If it isn't realistic, it's not achievable. You need to know:
 - o Who's going to do it?

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- o Do they have (or can they get) the skills to do a good job?
- o Where's the money coming from?
- o Who carries the can?

Realistic is about human resources, time, money, opportunity.

7. The main reason it's achievable, but not realistic is that it's not a high priority. Often something else needs to be done first, before you'll succeed. If so, set up two (or more) objectives in priority order.
8. The devil is in the specific detail. You will know your objective is specific enough if:
 - o Everyone who's involved knows that it includes them specifically.
 - o Everyone involved can understand it.
 - o Your objective is free from jargon.
 - o You've defined all your terms.
 - o You've used only appropriate language.
9. Timely means setting deadlines. You must include one, otherwise your objective isn't measurable. But your deadlines must be realistic, or the task isn't achievable. T must be M, and R, and S without these your objective can't be top-priority.
10. It is worth this effort! You'll know you've done your job well, and so will others.

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Lap Test 1**For Set Objectives**

Name: _____

Date: _____

Time started: _____

Time finished: _____

Instructions: You are required to perform the following individually with the presence of your instructor.

Your teacher will evaluate your output either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advise you on additional work. But if satisfactory, you can proceed to the next topic.

Q1. The student will know the main implications of participation in a documentary information network.

Specific objective: _____

Answers:

The student will be capable:

- Of identifying the main functions that may be influenced by participation in a documentary information network;
- Of describing the impact of participation in a documentary information network on each of the functions identified;
- Of providing justification for standardizing the operation of documentary information networks;
- Of identifying structures suited to the management of a documentary information network;

- Of identifying the main legal implications of participation in a documentary information network;
- Of identifying the problems with which the various types of documentary information networks have to contend.

Q2. *The student will know various models of human communication.*

Specific objective: _____

Answers:

The student will be able:

- To describe the mass communication models developed by Lasswell, on the one hand, and by Katz and Lazarsfeld, on the other;
- To compare these two mass communication models;
- To identify the limitations of each of these two models.

Q3. *The student will be capable of listening attentively to the client expressing his needs during a reference interview.*

Specific objective: _____

Answers:

- The student will be capable of decoding the non-verbal messages conveyed by the client during a reference interview.
- The student will be capable of reformulating in his own terms the request of the user without omitting any major detail.

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