Building Success – Setting Goals for Focus (and Impact)

In this handout

1. Understand why goals help us be successful
2. Understand the difference between a goal and objective
3. Know 3 steps & 3 tools to help us set goals
4. Know how to check the consistency of our logic flow?

This handout goes with the online presentation.

1. Why goals help us be successful?

1. **Fill in the missing word**

   Goals are like a _____ on a ship (See picture at right)

2. **Fill in the missing word**

   Note: all word options are possible.
   Which do you think are best?

Goals are a statement of our program's purpose. They are like a rudder on a ship; guiding us in the direction we want to go.

| **Goals** | **provide** | _____ | **helps you have** | _____ |

Word options: efficiency, focus, impact, relevance

| **Clear themes and goals set direction - they provide focus for our work.** | **Clear focus means we can better plan our pathway forward (our course to impact).** | **Impact is our "so what". It's why people care about what we do.** |

2. The difference between a goal and objective

Goals & objectives are often confused. Here's definitions for **our** purposes.

	Goals	Objectives
Timeframe	often >2-3 years	Shorter (often <1 year)
Scope	Large in scope	More focused
Contributors	Something you (and others) contribute to	Something you (with others) can achieve (Clear outputs)

Examples

Use the above comparisons to determine if the following are correctly defined:

Goal: Eliminate citrus greening in California

Objective: Assess the effectiveness of dogs in identifying infected trees

Activities, Objectives and Goals

Objectives have clear achievable changes in mind (Changes that will contribute to our goal).

Activities are selected to help us achieve those changes (for each objective).

3. Three steps & 3 tools to help us set goals

Three steps

Fill in the missing words using the options below the table

1. Address a need people care about?	2. Identify the opportunity	3. Identify the change we can make
• What do people need and_____? • What need, if solved, will make a significant difference?	• What can I_____? • What's my/our comparative advantage? (Note: Not all needs have an opportunity)	• When we do solve it what _____will it make? (This is the impact, the change, the condition changes)

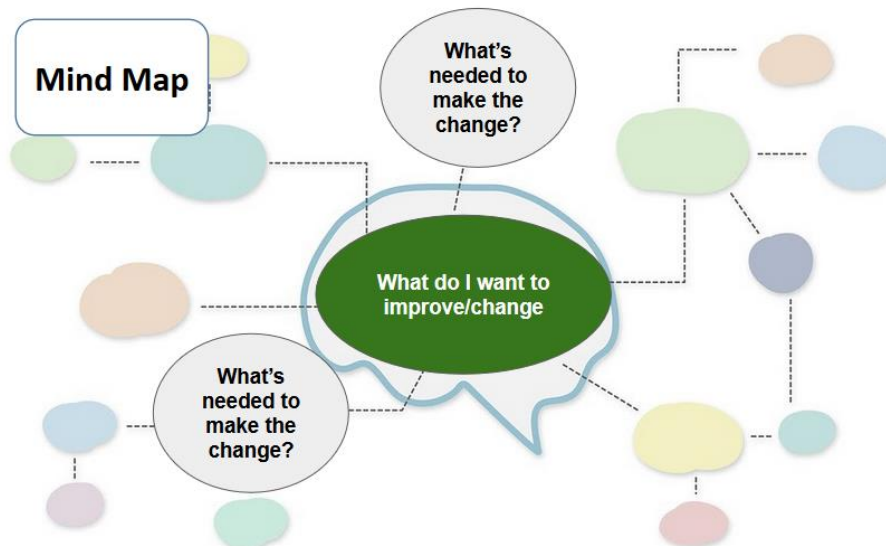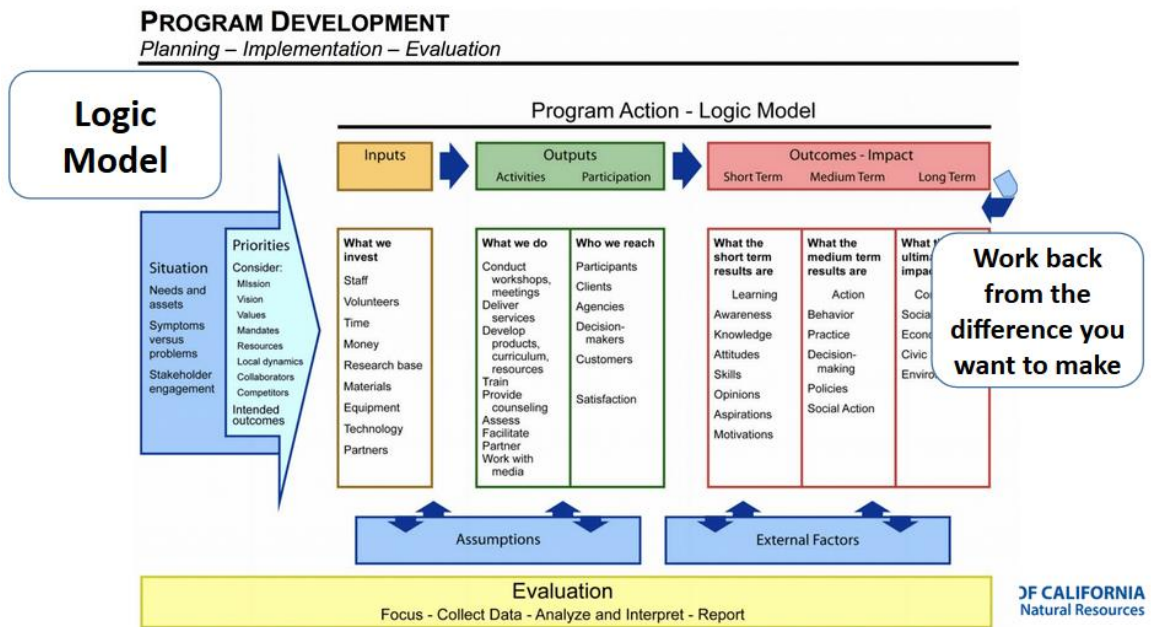**Word choices:** want or earn   change or describe   difference or end

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Remember
1. Setting goals is a collaborative process
   Get input from clients, colleagues, supervisor, etc.
2. Goals may change over time

Three common tools used to help set goals

1. **Logic model**
2. **Mind mapping**
3. **Logframes**

Learn more about these on the UC ANR "Learning and Development" site

LogFrame	PROJECT SUMMARY	INDICATORS	MEANS OF VERIFICATION	RISKS / ASSUMPTIONS
Goal	10% increase in the number of Grades 5-6 primary students continuing on to high school within 3 years.	Percentage of Grades 5-6 primary students continuing on to high school.	Comparison of primary and high school enrolment records.	N/A
Outcome	Improve reading proficiency among children in Grades 5-6 by 20% within 3 years.	Reading proficiency among children in Grades 5-6	Six monthly reading proficiency tests using the national assessment tool.	Improved reading proficiency provides self confidence required to stay in school.
Outputs	500 Grade 5-6 students with low reading proficiency complete a reading summer camp	Number of students completing a reading summer camp	Summer camp attendance records.	Children apply what they learnt in the summer camp at school.
Activities	Run five summer reading camps, each with capacity for 100 Grades 5-6 students.	Number of summer camps run.	Summer camp records.	Parents of children with low reading proficiency are willing to send them to the camp.

THEN IF AND

4. Check the consistency of the our logic flow

- **Goals** will have a desired impact.

- Each goal has (typically) **3-4 objectives**
- And each objective has target changes (specific outputs)

- Each objective has **activities** designed to produce the target changes.

So you ask yourself

1. If I do these **activities** will I **achieve** the **objective** I want?

2. If I achieve the **objectives** I want, will they **contribute to** my **Goals?**

3. If I've set the **right goals and target outputs,** then I will be **contributing to the impact wanted!**

Example

If I contribute to improved water savings at the state level, then we have the desired impact!

If I improve improve water use efficiency at the field level will I contribute to improved water savings at the state level?

Start here

If I educate my audience on improved irrigation techniques, will it improve water use efficiency at the field level?

Goals - Water savings at the state level

⬆

Objectives - improved field water use @ the farm level

⬆

Activities - demonstration & education

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Quiz & practice?

Click here to check your understanding of the module

Practice on the next page.

Exercise – practice for yourself

Three steps to start

1. Address a need people care about? • What do people need and want • What need, if solved, will make a significant difference?	**What's the need?**
2. Identify the opportunity • What can I change? • What's my/our comparative advantage? (Note: Not all needs have an opportunity)	**What's the opportunity?**
3. Identify the change we can make • When we do solve it what difference will it make? (This is the impact, the change, the condition changes)	**What's the change you can make?**

Now defining your activities objectives and goals

Use a logic model, Mind map or Logframe to help you.

What is your goal? what's the change you want to make and contribute to?	
What are the 3-4 objectives What will help; you contribute to that goal (what are the outputs)	
Activities What are the major activities that will provide the outputs you want?	