



Stronger Economies Together

Strategies for Building New Economic Opportunities

Module Four: Developing Your Vision and Goals

Lionel J. Beaulieu, Southern Rural Development Center



Module Four: Developing Your Vision and Goals

This instructor's guide outlines the content, activities and handouts that should be used to teach this section. Refer to this document for detailed guidance on how to deliver this module.

Using the *Participants' Guide*

The *Participants' Guide* contains handouts designed to assist participants in planning their economic development effort.

Group Exercises

There are a number of group exercises in this module. Do each exercise – they not only help the participants understand the materials, but also provide a break from listening to the presenter while allowing the participants to get to know each other.

A summary of the group discussions and exercises:

- Slide 1: Group introductions; use ice-breaker if desired
- Slide 8: Evaluating the Vision Statement of a Regional Organization
- Slide 10: Steps in Building a Vision Statement
- Slide 19: Is This Goal SMART?
- Slide 21: Our Team Goals
- Slide 22: Final Reflections



References

Birbaum, B. (2008). Developing your organization's vision. Adapted from *Strategic Thinking: A Four Piece Puzzle*. Costa Mesa, CA: Douglas Mountain Publishing. Retrieved from <http://www.birnbaumassociates.com/developing-vision.htm>

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McNamara, C. (2007). Basics of developing mission, vision and values statements. Adapted from the *Field Guide to Nonprofit Strategic Planning and Facilitation*. Minneapolis, MN: Authenticity Consulting. Retrieved from http://managementhelp.org/plan_dec/str_plan/stmnts.htm

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Quigley, J. V. (1994). Vision: How leaders develop it, share it, and sustain it. *Business Horizons*, September/October. Retrieved from http://findarticles.com/p/articles/mi_m1038/is_n5_v37/ai_15859244/

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Instructions:

Show this slide and indicate to the participants that Module Four will focus on how to create a regional vision and key goals. Use ice breaker if desired.

Script:

“Our session today is going to address the important ingredients for creating a regional vision and goals.

It’s pretty natural for groups to say something along these lines: ‘Why do we need to fuss with developing a regional vision? And what’s the big deal about defining regional goals?’ All I can say is that both represent your team’s calling card – it communicates what your team is focused on achieving in the region.”

[Move to the next slide.]



Slide: 1

Time: 15+ Minutes. Have this slide showing as people enter the meeting room.

Instructions:

Read each of the statements on this slide – one at a time. Then ask the participants to share their reactions to the two statements. Can they identify with either (or both) of these statements? Call on a small number of people to share their thoughts on the slide.

Script:

“I’d like to share with you a Japanese proverb that really hits at the heart of why having a vision is so crucial to the work of your regional team. The first portion of the proverb states:

‘Vision without action is a daydream.’

I’m sure you’ve worked with people, or have served on committees, that have done a superb job coming up with great ideas, but they struggle in getting things off the ground. They may be great thinkers, but they’re not great doers. Having a vision is great, but if you’re paralyzed in your ability to get things off the ground, then there’s little hope you’ll ever achieve your vision. You are simply daydreaming.

Now, let’s look at the second portion:

‘Action without vision is a nightmare.’

Wow, another profound statement. Again, many of you have had experiences when you carried out activities but were frustrated because you didn’t know where these efforts were going or what they intended to achieve. Without a vision in place, it’s easy for your actions to lead to chaos. When that happens, you have a nightmare on your hands.”

Something to Think About

Vision without action is a daydream.

Action without vision is a nightmare.

Japanese Proverb



Slide: 2

Time: 3 Minutes

Instructions:

Briefly share what Module Four will cover.

Script:

“We want to focus on two main topics in this module. The first is your team’s vision. Do you have a regional vision that is being communicated through a vision statement? Second, do you have regional goals in place? If the answer to both of these questions is ‘no,’ then this module should prove very valuable to you because it offers guidance on both topics.

On the other hand, if your team already has a vision statement AND/OR goals developed, our module gives you the chance to assess whether they incorporate the crucial elements of strong vision and goal statements.”

Outline of Module Four

- What’s This Thing Called “Vision”?
- Features of a Strong Regional Vision Statement
- Developing a Vision Statement for Your Region
 - Building a shared vision: A step-by-step process
- Elements of Good Regional Goals



Slide: 3

Time: 2 Minutes

Instructions:

Read the statement by Jonathan Swift about vision. Then share with your participants the characteristics of a vision.

Script:

“So what’s this thing we call vision? According to Jonathan Swift, it refers to the art of seeing the invisible.

A number of books written over the past several years highlight some of our nation’s most effective and successful public, private and not-for-profit sector leaders. A common theme associated with many of these individuals is that they seem to be visionary – they see things that others oftentimes cannot see. Even in your own experiences, you may feel energized when you work with someone who seems to have a vision about the direction of his company, organization or agency.

Some important characteristics of a vision:

- It focuses on the future – something that we hope to achieve someday in the region;
- It expresses the hopes, aspirations and dreams you have for the region;
- It delineates what you want your region to be – not so much now, but in years to come.”

What’s This Thing Called “Vision”?

Vision is the art of seeing the invisible

Jonathan Swift

- Describes the future situation you want to achieve
- Responds to these key questions:
 - What do you want your region to be?
 - What are your dreams for the region?



Slide: 4

Time: 2 Minutes

Instructions:

The quote from Rick Pitino, a highly respected and successful college basketball coach, helps show the importance of a vision as a rallying point to get everyone working from the same game plan. Read the quote highlighted on this slide.

Script:

“Let me share with you an excerpt from Rick Pitino’s book published in 2000 that shares his views on the important traits of great leaders. He says. . . [Read the quote on the slide].

What words in this paragraph really hit home for you?”

[Ask for comments from the participants. Try to get 3-4 people to comment and then move on to the next slide.]

The Words of a Famous Coach

All the great leaders have been people of great vision, men and women able to provide insight into what is possible. Vision is your view of the group’s future, the place you want to be after the transformation is complete. For the people you are leading, vision is their belief in the overall game plan, their belief that this plan is in their best interest. Without this, all your dreams, all our ideas, can easily be derailed.

Rick Pitino (2000). *Lead to Succeed: 10 Traits of Great Leadership in Business and Life*



Slide: 5

Time: 3 Minutes

Additional Comments:

Some words the group is likely to highlight include:

- insight into what is possible
- place you want to be after the transformation
- belief in the overall game plan
- plan is in their best interest
- without this...all your dreams... can be derailed”

Source:

Pitino, R. (2000). *Lead to Succeed: 10 traits of Great Leadership in Business and Life*. New York, NY: Broadway Books.

Instructions:

Having discussed what we mean by a vision, the next step is to put that vision into words – words that provide local people, organizations and communities with an understanding of the team’s hopes and aspirations for the region. The slide identifies the various elements that should be incorporated into a strong vision statement. Don’t worry if your participants struggle with this topic, as writing a strong regional vision statement is tough work. However, it’s important for the team to prepare a vision statement.



Slide: 6

Time: 3 Minutes

Source:

Killam, D. (2003). Vision, mission, goals and objectives . . . Oh my! *Group Works: Getting Things Done in Groups Bulletin (#6107)*. University of Maine Cooperative Extension, Orono, ME. Retrieved from <http://www.umext.maine.edu/onlinepubs/PDFpubs/6107.pdf>

Script:

“Let me say from the outset that preparing a vision statement is not easy. It requires some careful thought and discussion on the part of your team (and others). Fortunately, we have five core elements that should be captured in a vision statement noted in our slide. As you begin to develop a vision statement for your regional team – or consider ways to refine your existing vision statement – try to make sure the vision statement:

1. Focuses on the future;
2. Gives attention to the nature and direction of the change you envision for the region;
3. Highlights the purpose of your efforts and includes the values to which you subscribe in the region;
4. Is written in such a way that it inspires people, groups and communities in your region;
5. Represents something that won’t soon become outdated; it remains relevant for many years.

No doubt, it may seem difficult to incorporate all these dimensions in your vision statement, but it’s important to try to capture as many of these components as possible.”

Instructions:

This slide provides SET participants with a good road map for developing a vision statement. One important point to convey to the group is that a vision statement is not something that should be developed in isolation from the people, groups and communities likely to be most impacted by the efforts of the regional team. Thus, it's important for the team to reach out to others in the region because they'll want their vision statement to be one that others (outside of the team) have had some role in helping create.

Walk the team through the five steps of developing a vision statement. The key steps are noted in the yellow boxes. The grey boxes, located below each major step, provide additional information on completing that specific step.



Slide: 7

Time: 5 Minutes

Source:

Mind Tools, LTD. (2011). Mission statements and vision statements. Unleashing the power of purpose. *Mind Tools, Essential Skills for an Excellent Career*. Retrieved from http://www.mindtools.com/pages/article/newLDR_90.htm

Script:

“I’d like to walk you through the step-by-step process for developing a vision statement. Our slide highlights five important steps.

Step 1: Determine the central focus of your vision statement. For example, will the focus be on the economic vitality of the region, on efforts to build strong and lasting working relationships among local governments in the region, on advancing the region’s overall quality of life, or something else?

Step 2: Seek input from all members of the regional team, colleagues, local leaders and groups, and a diversity of residents. Ask them, ‘What are your future hopes and aspirations for this region with regard to _____ (insert the focus of your vision statement)?’

Step 3: Look for common themes and ideas from the inputs you’ve received. Study these inputs and prioritize the ideas/themes. As a team, decide which ones to retain and which ones to remove from the list if they don’t align with the team’s focus from Step 1.

Step 4: Take a stab at drafting a vision statement from the core ideas and themes you’ve retained. When you feel you have a good draft of your vision statement, share it with others. These could be the same groups or individuals you tapped in Step 2.

Script (Cont.):

Step 5: Develop a polished version of your vision statement. Let this be something your team uses time and time again to inspire others to join or support your efforts in the region.”



Slide: 7 continued

Time: 5 Minutes

Source:

Mind Tools, LTD. (2011). Mission statements and vision statements. Unleashing the power of purpose. *Mind Tools, Essential Skills for an Excellent Career*. Retrieved from http://www.mindtools.com/pages/article/newLDR_90.htm

Instructions:

The slide highlights the vision statement of an existing regional organization. Ask the group to carefully study the statement and determine its strengths and weaknesses. If you want, divide the group into teams of 4-5 individuals and have them work together on this activity. Critically analyzing this vision statement will serve as a valuable activity for the team since they will be asked to create or fine tune their regional vision statement later in this module.

Participants will use Worksheet One to help evaluate this vision statement.

Let's Try It !

VISION STATEMENT: WEEDC will be the business-driven, business-led organization focused on creating prosperity and recognized for generating economic value and a high quality of life throughout the Windsor-Essex Region.

| Key elements | Your comments |
|-------------------------------------|---------------|
| What's the focus or main theme? | |
| What are the hopes and aspirations? | |
| Does it focus on the future ? | |
| Does it express purpose and values? | |
| Does it inspire? | |
| Is it relevant for many years? | |

Slide: 8

Time: 10-15 Minutes

Worksheet One:

Evaluating the Vision Statement of a Regional Organization

Script:

“I want to share with you a vision statement of an existing regional organization. Below the vision statement is a series of questions you can use to evaluate the quality of the vision statement. I would like for you to prepare a response to each of the questions posed under the Key Elements column. Space has been provided to the right of each question for you to write your comments.

Work as a small group with three or four others to develop a unified response to each question.

[NOTE: After the small groups have completed this activity (about 10 minutes), ask for comments from the participants.]

Let me ask for some feedback from you about the vision statement. Based on the key elements provided in the worksheet (and on our slides), what would you say are the strong points and weak points of the vision statement?”

[Ask for brief comments, then move on to the next slide.]

Instructions:

Now that the group has had the opportunity to evaluate the pros and cons of an actual vision statement, the participants can begin developing their own vision statement as a regional team. Again, if they already have a vision statement, we want them to refine it based on the core elements a strong vision statement should contain. This slide simply introduces them to the next group activity.



**Group Activity:
Developing a Vision Statement**



Script:

“The small group work you’ve just completed on an actual vision statement is great preparation for this next assignment. We’re going to work together on creating a vision statement for your regional team – or refining your vision statement if you have one already developed.”

Slide: 9

Time: 1 Minute

Instructions:

The team has the opportunity to begin developing their vision statement. The slide outlines the steps, consistent with the step-by-step process presented in an earlier slide.

Step 1: Have each person think through the questions outlined in item one. The key is to have individuals consider their long-term aspirations for the region. In 20-30 years, what does this region look like? What will be the key components of the economy? Are there quality of life factors the group wants to include in its vision? Get them to think long-term.

Step 2: Ask the participants to work in small groups (4-5 persons) so each person can share his/her ideas with others in the group. Have each small group agree on common themes/ideas. Assign someone from the group to write their final list of themes/ideas on a flip chart and place the list on the wall. [Make sure each paper is labeled by group, and ask them to number the ideas/themes they generate.]

Step 3: When each group's poster has been taped to the wall, have the participants study the list of ideas/themes and jot down on Worksheet Three the THREE ideas/themes they feel should be incorporated into a vision statement. Collect the completed forms.

Step 4: Ask for 4-5 volunteers to serve as members of the Vision Statement Committee, who will be responsible for studying the recommendations recorded on the SET team members' worksheets and determining areas of commonality and clear-cut differences. The group will prepare a solid first draft of the vision statement and share it at the beginning of the regional team's next meeting or email it to SET regional team members prior to the next meeting to get feedback ahead of time.

Script:

"It's time to focus on a vision statement that aligns with the long-term hopes and aspirations you have for the region. Our slide outlines the four steps I'd like for you to work through over the next 30 minutes or so. Give some thought to the questions listed under step one. Jot down your ideas on the Vision Statement Worksheet (Worksheet Two) you've been provided.

Steps in Building a Vision Statement

1. **Each Person – Reflect on the Following (5 minutes):**
What does this region look like in 20-30 years? How and where do people live? What do they do for work? What are your hopes/aspirations for the region?
2. **In Small Groups – Share Your Ideas (10 minutes)**
Discuss ideas; determine common themes; agree on key ideas/themes most important for your region or for your group's work
3. **Report Your Small Group's Key Themes with the Whole Group (8 minutes)**
Identify common themes and opportunities; select most important themes and opportunities
4. **Develop an initial draft of a vision statement (10 minutes) or assign to a Vision Statement Committee**



Source: Adapted from *The Power of Appreciative Inquiry 2nd Edition*.
Diana Whitney and Amanda Trosten-Bloom (2010)

Slide: 10

Time: 30 Minutes

Worksheets:

Two-Vision Statement
Three-Vision Statement Selections

Additional Comments:

If the group already has a vision statement, urge them to still work through this activity. They can determine if the ideas/themes they brainstorm as part of this exercise are consistent with, or are different from, the major ideas/themes incorporated in their current vision statement. Ask them to consider making changes to their vision statement in light of the results of this small group activity.

Source:

Adapted from: Whitney, D. & Trosten-Bloom, A. (2010). *The Power of Appreciative inquiry: A Practical Guide to Positive Change (2nd ed.)*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Script (Cont.):

[Give them five minutes.]

Okay, let's get in groups of 4-5 people. I'd like for each of you to share your thoughts and ideas with the members of your small group. See if your group can agree on some common ideas or themes. Please write your small group's ideas/themes on the flip chart you've been given. Please number each of the major ideas/themes you identify.

[After 10 minutes, ask each group to report to the rest of the participants. Have them post their information on the wall for all to see as they present their major ideas/themes. When all reports are completed, ask for some overall comments and reactions. Try to limit this to about 5 minutes.]

Now, I would like for each of you to select the THREE ideas/themes from the various group reports that you believe are most important to include in your region's vision statement. Write them on Worksheet Three, and turn your completed worksheet in to me.

[Once you collect the worksheets:] Do we have 4-5 people willing to serve on the Vision Statement Committee? Your role is to study the input of the SET members (found on the worksheets) and develop a good working draft of a vision statement. You should plan to report back to the team at the next SET meeting (or email the statement to the team members for them to react to prior to the next meeting).

[If you get people to volunteer, then say:]

Great, thanks for agreeing to do this. We look forward to seeing the results of your committee's assignment."

[If the team does the next Module right after this one, you may want to ask the Vision Statement Committee to meet during the break to continue working on the vision statement. If this is not feasible, ask them to present the revised vision statement at the next scheduled team meeting.]

Steps in Building a Vision Statement

1. **Each Person – Reflect on the Following (5 minutes):**
What does this region look like in 20-30 years? How and where do people live? What do they do for work? What are your hopes/aspirations for the region?
2. **In Small Groups – Share Your Ideas (10 minutes)**
Discuss ideas; determine common themes; agree on key ideas/themes most important for your region or for your group's work
3. **Report Your Small Group's Key Themes with the Whole Group (8 minutes)**
Identify common themes and opportunities; select most important themes and opportunities
4. **Develop an initial draft of a vision statement (10 minutes) or assign to a Vision Statement Committee**



Source: Adapted from *The Power of Appreciative Inquiry 2nd Edition*.
Diana Whitney and Amanda Trosten-Bloom (2010)

Slide: 10 continued

Time: 30 Minutes

Worksheets:

Two-Vision Statement

Three-Vision Statement Selections

Additional Comments:

If the group already has a vision statement, urge them to still work through this activity. They can determine if the ideas/themes they brainstorm as part of this exercise are consistent with, or are different from, the major ideas/themes incorporated in their current vision statement. Ask them to consider making changes to their vision statement in light of the results of this small group activity.

Source:

Adapted from: Whitney, D. & Trosten-Bloom, A. (2010). *The Power of Appreciative inquiry: A Practical Guide to Positive Change (2nd ed.)*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Instructions:

This transition slide sets the stage for the next section on writing SMART goals.

Script:

“When a pilot takes off from an airport, she has to have a flight plan in place that indicates where she is going and what route she will use to get to her destination. In many respects, you are serving as the pilots for this region. As such, you should have a flight plan – an idea of where you want to take this region. This is where goals come into play.

Let’s take a few minutes to capture your thoughts and ideas on what this regional team should be trying to work on in the months ahead.”



Slide: 11

Time: 3 Minutes

Instructions:

We want to begin outlining some possible goals the team might wish to pursue. This allows you, as the SET trainer, the opportunity to detect whether some team members may have “hidden agendas” or “preconceived ideas” as to what the team should be pursuing. Hopefully, the group is open to moving in whatever direction needed to move the region forward.

CAUTION: It is not our intent to have the team develop and embrace certain goals at this time. Rather, this module is designed to give them the tools they will need when they develop their specific regional goals in Module Eight.

Script:

“Now that you have a working draft of your region’s vision statement, let’s begin thinking about possible directions the team might pursue for its regional goals. It’s too early to settle on what your regional team will be doing since you still have to collect and study important information that could help shape your team’s ultimate regional goals – something you’ll be doing in Modules Five, Six and Seven. However, it doesn’t hurt to begin generating some ideas regarding these goals.”



Slide: 12

Time: 1 Minute

Instructions:

Over the next few minutes, guide the team through a brainstorming activity to help determine the potential directions they are interested in pursuing. Make sure they understand the basic concepts of brainstorming outlined on this slide. It is not the time to debate the merits of each possible direction, but rather an opportunity to generate preliminary ideas.

Ask the participants to take a minute to jot down one or two ideas they would like the region to pursue. After everyone has had a minute to think, go around the room and ask each person to read one of his/her goals. List these on the flip chart as you go. If some individuals say goals that are already listed, simply add a check mark by that goal and move on. Continue around the room until all potential goals are listed.

NOTE: Keep this flip chart and add to it as other ideas surface throughout the coming modules. When you get to Module Eight, you will use this list as a starting point in the development of the team's regional goals.

Script:

“Now we want to capture your ideas of the potential goals your team might pursue in this region. Please take a minute to think about goals you would like to see your regional group consider. Write down one or two ideas. This is a brainstorming process so there are no ‘bad’ ideas. Also, don’t get bogged down in the details of what you are proposing. A simple statement is fine. We will work out the details later, if necessary. Don’t worry about who will or will not agree with your ideas at the moment. Right now it is important to simply generate a variety of ideas. [Allow the group time to gather their thoughts and ideas regarding goals.]

Let’s go around the room to see what ideas you’ve come up with. I will ask for ONE suggestion from each person. If someone has already offered an idea similar to yours, just let me know and I’ll make a note that the idea was suggested by more than one person. [Continue around the room until all potential directions are listed.]

We will hold on to this list and re-introduce it when we get to Module Eight, when your team will develop a list of your priority regional goals.”

Let’s Brainstorm Some Ideas

Rules for Brainstorming:

- No ideas are “bad.”
- Don’t get bogged down in detail.
- Consensus is not necessary at this point.



Slide: 13

Time: 5 Minutes

Instructions:

We want the team to delay developing its regional goals because there's a good bit of homework we want them to do before settling on goals. The diagram showcases some components of that homework. Several of these items will be covered in upcoming modules.



Script:

“Regional goals do not happen in a vacuum. Instead, they are developed after a careful analysis of a number of factors that can either help or hinder the realization of these goals. The funnel found on this slide highlights several elements that can give shape to your regional goals. It’s important to have a good handle on these items before settling on a set of goals. Let’s take a quick look at these elements:

Past History: How well have people, groups and counties located in the region worked together in the past? Do they trust one another? What efforts have been pursued in the past and how successful have they been – why or why not?

Population Features: What’s happening to the region’s population? Is the region growing, declining or stable? Who’s leaving the region? Who’s moving in?

Workforce Skills: What is the education and skill levels of your regional labor force?

Economic Strengths: What are the major drivers of the economy? Are they likely to grow or decline over time? Do you have economic clusters that can be strengthened and expanded? Are there economic opportunities being missed?

Regional Assets: What assets do local people, groups and communities have that can contribute to the region’s community and economic development plans?

Barriers: Are there factors that might impede your regional efforts? What are they and how can you overcome these barriers?

As you can see, there is a good bit of groundwork to complete before your team can develop goals that make sense for the region. A logical first step is to share with you some valuable information about the process for building good goals.”

Slide: 14

Time: 3 Minutes

Instructions:

Read the quote from BusinessDirect.com

Script:

“Here is what BusinessDirect.com offers as a definition of a goal:

[Read the statement.]

The notion that a goal is a dream with a deadline is very interesting. When we talked about a vision statement, you were urged to dream big. Goals are a different version of a dream – they have to be observable, definable, measurable and capable of being met within a reasonable period of time. They’re not things likely to take 20 or 30 years to achieve. The time span for achieving goals is much shorter.”

A Goal is a . . .

Dream with a Deadline

It is an *observable* and *measurable* end result having one or more objectives to be *achieved* within a certain *timeframe*.



Source: BusinessDirect.com

Slide: 15

Time: 1 Minute

Instructions:

Let the group know that developing goal statements is demanding and thus, cannot be completed in short-order. Taking time to develop strong and clear goals can pay dividends down the road. Share with the group the importance of creating SMART goals.

Script:

“Some of you may have had past experiences developing goals – personal goals, ones related to your own business or ones you’ve prepared for your employer. Developing solid goals is indeed tough work. The more people you involve in creating goals, the more demanding the process becomes (although getting others involved is certainly important if we want their buy-in). Your team has a real challenge ahead – preparing strong, concise goals that offer you (and others) a clear road map of where your team is heading over the next few years (just like the pilot who needs a flight plan in order to know how to get to his or her destination). In the reminder of this session, I hope to provide you with a better understanding of how to develop SMART goals for the region.”



Developing a SMART Goal

Vague Goals = Vague Results

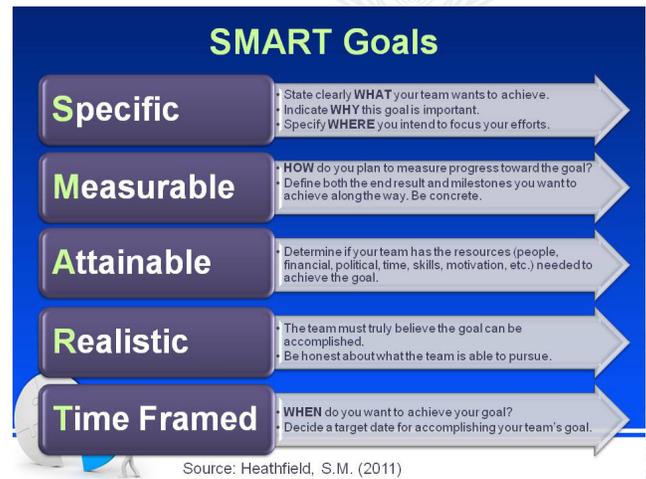
Prepare a goal that's crystal clear, concise:
SMART!

Slide: 16

Time: 1 Minute

Instructions:

Explain to the participants what the SMART acronym means, and then present the key elements associated with each SMART component. For example, the first letter refers to the need for each regional goal to be SPECIFIC. Listed to the right of the word SPECIFIC are ideas on how the team can address this first element. In particular, they can state what they want to achieve, why it's important to do so, and where they intend to focus their efforts. Please make sure you highlight each of the five dimensions of the SMART goals, including a brief description of each.



Slide: 17

Time: 6 Minutes

Worksheet Four:
SMART Goals

Source:
Heathfield, S. M. (2011). Beyond smart goals. *About.com Human Resources*. Retrieved from <http://humanresources.about.com/cs/performance/a/goalsetting.htm>

Script:

“SMART refers to the five components critical to the development of sound goals.

S means Specific: It's very important to know what your team wants to achieve and where you plan to pursue some of your goals. It's possible some goals will be region-wide in focus, while other goals will be targeted to a smaller geographic area or to a certain segment of your region's population. As you develop specific goals, take time to think through why these goals are important to the advancement of your region. (We will explore this in greater detail in Module Eight.)

M means Measurable: Given the increasing attention to accountability, it's in your team's best interest to develop measures that will allow you to document whether you are moving in the right direction in terms of achieving your goals. Think about the ultimate outcomes you want to achieve and the measures you want to use to document your progress along the way. (We will explore more of this in Module Nine.)

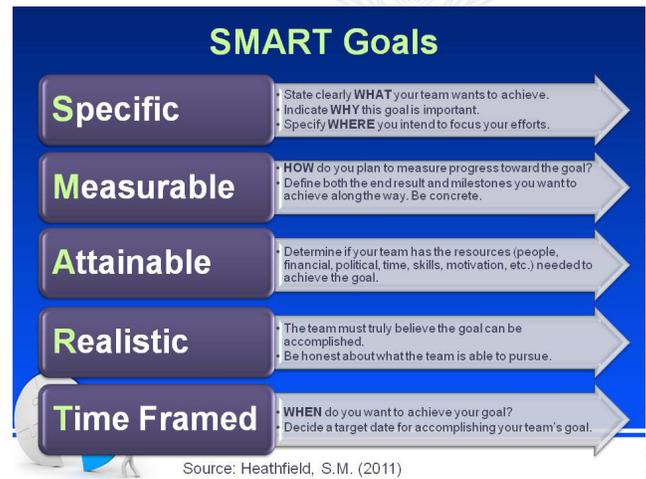
A means Attainable: Avoid embracing goals that are at odds with the current or anticipated resources available in your region. Consider goals that align with the assets and comparative advantages your region enjoys. (These will be explored in greater depth in Module Seven.)

R means Realistic: Pursue goals your team honestly believes it can accomplish; avoid wishful thinking or 'pie in the sky' types of goals (those that are unlikely to ever be realized). (Modules Five and Six will provide key data likely to offer useful information you can use to guide the development of realistic goals.)

Script (Cont.):

T means Time-Framed: It's important to have timelines for each of your goals. Let's face it, if you don't have target dates you're shooting for, then you're likely going to muddle along, having no clear sense of what key actions need to be undertaken and within what time periods. In order to keep things on track, build a realistic timeline of when goals are likely to be realized. (During Module Eight, you will write a timeline that will help keep you on track.)

If you work hard to use the information you gather over the next few modules, you will have everything you need to build regional goals using SMART principles. You'll find that the work of your team will go smoother and your ability to communicate your plans to others in the region will be more effective and persuasive.”



Slide: 17 continued

Time: 6 Minutes

Worksheet Four:
SMART Goals

Source:
Heathfield, S. M. (2011). Beyond smart goals. *About.com Human Resources*. Retrieved from <http://humanresources.about.com/cs/performance/a/goalsetting.htm>

Instructions:

SMART goal examples appear on this slide. Use the script below to demonstrate how the goals meet the conditions of a SMART goal. It is important to ensure the team realizes that a SMART goal is not intended to describe the detailed strategies and activities, but rather to provide overall direction.

Script:

“Here’s an example of two SMART goals. Let’s analyze the first goal statement to see if it truly meets all the conditions we’ve been discussing.

Let’s see if it’s **specific**. Yes, it focuses specifically on business start-ups in the Big Coast Region.

Is it **measurable**? It says the team wants to enhance the survival rate of new business start ups, which it defines as those less than five years old, from 50 to 75 percent. There are some clear overall metrics incorporated into the goal.

As to whether the goal is **attainable**, let’s assume the regional team has, in preparation for the development of this goal, provided information that indicates they plan to conduct a survey of all new business starts ups to determine the educational support and technical assistance these businesses feel they may need. Then the regional team will work in partnership with Cooperative Extension educators and the community college’s small business development center staff to help deliver the needed programs and technical assistance activities. In this case, it appears the team has identified some valuable resources it has available to help support its goal.

Is the goal **realistic**? That’s an issue that might generate different responses from you. Certainly, this is a judgment call, but what if you discover in your background research that educational programs tailored to the needs of businesses, along with technical assistance activities, constitute two key factors found to significantly improve the survival rates of new business start-ups? That kind of information can be invaluable in helping determine if your goal is realistic. The best way to ensure that you have a sensible goal is to do some research – delve into relevant research articles, speak with knowledgeable people in the Cooperative Extension Service,

Example of a SMART Goal

Goal 1: Increase the survival rate of new business start-ups (less than 5-years-old) from 50% to 75% in the Big Coast Region by Dec. 2014

Goal 2: Establish a public/private funded business incubator center in the Big Coast Region by Dec. 2013; House 15 business incubator firms in this center by Dec. 2015



Slide: 18

Time: 5 Minutes

Script (Cont.):

the state office of USDA Rural Development, community colleges, small business development centers, chambers of commerce, state commerce department, etc. Doing some solid homework can help you build realistic goals.

Finally, is the goal **time-framed**? You'll notice the Big Coast Region states it wants to move from a 50 percent to a 75 percent survival rate of business start-ups by December 2014. Let's assume there are several markers along the way the team wants to achieve. In 2011, a survey will be completed. By 2012, educational and technical assistance activities will be launched. By the end of 2013, some positive movement in the survival rates of businesses will begin to take hold, moving up to 60 percent, and finally, by the end of 2014, the ultimate goal will be achieved, a 75 percent survival rate among start up businesses of under five years old in the Big Coast Region."



Example of a SMART Goal

Goal 1: Increase the survival rate of new business start-ups (less than 5-years-old) from 50% to 75% in the Big Coast Region by Dec. 2014

Goal 2: Establish a public/private funded business incubator center in the Big Coast Region by Dec. 2013; House 15 business incubator firms in this center by Dec. 2015

Slide: 18 continued

Time: 5 Minutes

Instructions:

We want the group to review one goal statement to determine whether the goal meets, or fails to incorporate, the five elements of a SMART goal. This goal statement was actually included in a Phase I regional team's application. Let the participants evaluate the statement. Have them use the Goal Statement Evaluation Worksheet to complete this activity.

| Is this Goal SMART? | |
|--|---------------------------|
| GOAL: Develop a business environment that encourages entrepreneurs and supports emerging entrepreneurs through training and shared marketing efforts | |
| | Write Your Comments Below |
| Specific | |
| Measurable | |
| Attainable | |
| Realistic | |
| Time Framed | |
| REVISION OF THIS GOAL? | |

Script:

“This slide contains a goal statement prepared early on by one of our Phase I SET regional groups. We’re going to take a few minutes to critique this goal statement using the guidelines associated with a SMART goal. Find Worksheet Five, titled ‘Goal Statement Evaluation Worksheet.’ Read the goal and then examine how well the goal meets each of the five components of a SMART goal. Refer back to Worksheet Four, if needed. Write your comments in the right hand column of the worksheet. I’m going to give you about five minutes to do this.

[After five minutes, if it appears that everyone is finished, open it up for discussion.]

Okay, let’s see what your thoughts are about this goal statement. Who wants to begin?”

[Try to get the participants to share their reactions to the goal, and when you feel the main weaknesses have been identified, move to the next slide.]

Slide: 19

Time: 10 Minutes

Worksheet Five:
Goal Statement Evaluation
Worksheet

Instructions:

Use this slide to introduce a group activity. The details of this activity are specified in the next slide.

Script:

“You will develop your region’s major goals in Module Eight, but there is one type of goal worthwhile for you to begin working on – your team’s goal as an organization.”

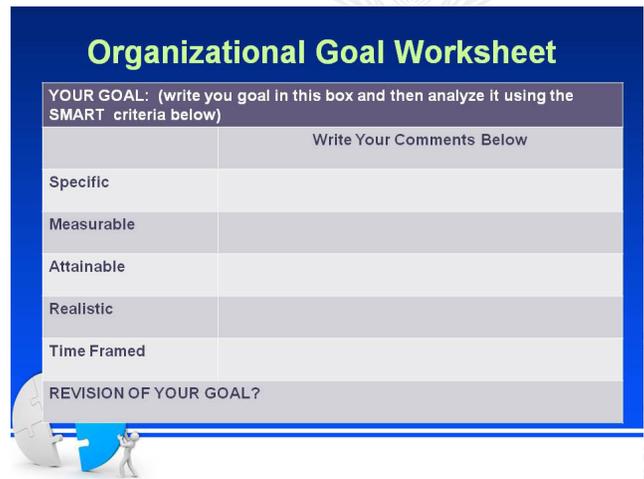


Slide: 20

Time: 1 Minute

Instructions:

As we stated earlier, it is important to prevent the regional team from getting too carried away with the development of regional goals until several of the upcoming modules have been completed. However, in order provide the team with a valuable activity at this point, have them identify a goal that relates specifically to the manner in which they want to organize themselves as a team. Do they want to remain organized as an informal group, become a formal organization or pursue some other type of organizational identity? If they are already a formal organization, do they want to adjust its membership? Hopefully, this segment of Module Four will allow them to think through these issues in a systematic manner.



Organizational Goal Worksheet

YOUR GOAL: (write you goal in this box and then analyze it using the SMART criteria below)

| | Write Your Comments Below |
|------------------------|---------------------------|
| Specific | |
| Measurable | |
| Attainable | |
| Realistic | |
| Time Framed | |
| REVISION OF YOUR GOAL? | |

Slide: 21

Time: 10-15 Minutes

Worksheet Six:
Our Team Goals

Script:

“Let’s take a minute to focus on a pretty important matter for your team. As I’ve mentioned earlier, you will be exposed to a good bit of new information in our upcoming modules. I’m pretty confident the additional information you will collect and analyze, such as demographic and economic data and regional assets, will likely result in rethinking some of your initial ideas regarding regional goals. While it may be premature for you to build goals relating to your region, it’s not too early to discuss the goal you have with regard to the continuity and sustainability of your team – that is, the type of organization you would like to become in the future. Do you want to establish a formal organization that helps advance the work reflected in SET, or are you content to operate in an informal manner? Is there some other type of structure that you would like to consider for your group?”

To help get this discussion off the ground, I’d like to ask you to complete the following statement:

“To strengthen the organization and continuity of our regional team, we will within the next nine months . . . [*state what you would like to see happen*].”

Working in pairs [or small groups of 3-4], use the elements of a SMART goal to build the goal you have for your team in terms of its organization. You can use the Team Goals Worksheet to help you create a goal statement that measures up to the key attributes of a SMART goal.

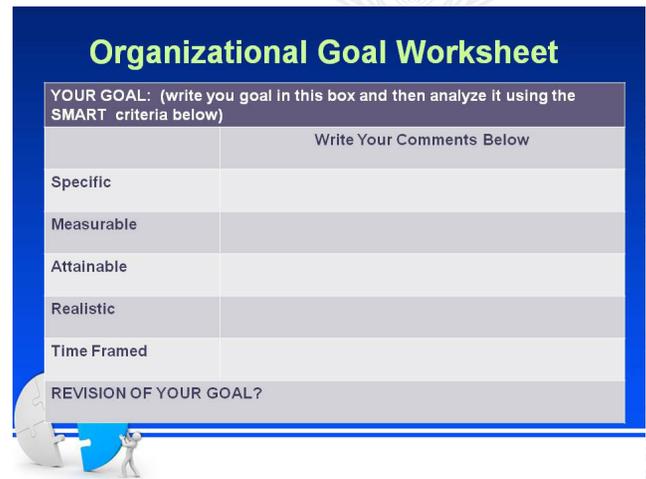
Script (Cont.):

[Allow time for the groups to work.]

Let's hear what you had to say about the proposed organizational goal of your team. Let's start off with the first pair/group.

[Let each pair/group respond. Have the others provide feedback on their SMART goals.] Given what you've heard from our various groups, what is the goal of your team in terms of its long-term organizational structure?

Let's make sure we reintroduce this organizational goal in the discussions that will take place in Module Eight."



Organizational Goal Worksheet

YOUR GOAL: (write your goal in this box and then analyze it using the SMART criteria below)

| | Write Your Comments Below |
|------------------------|---------------------------|
| Specific | |
| Measurable | |
| Attainable | |
| Realistic | |
| Time Framed | |
| REVISION OF YOUR GOAL? | |

Slide: 21 continued

Time: 10-15 Minutes

Worksheet Six:
Our Team Goals

Instructions:

Take a few minutes at the end of Module Four to ask individuals what they felt were the major takeaways. What did they find most valuable and what remains a bit unclear to them? Take time to clarify these items, as appropriate.

Script:

“Let’s take this time to reflect for a few minutes about Module Four. Tell me what you found most useful or valuable? What, if anything, remains a bit fuzzy to you? What needs to be clarified? Any other thoughts or observations about this module?”

Final Reflections

- What did you find most helpful and valuable in this module?
- Are there any items that need to be clarified?



Slide: 22

Time: 2 Minutes

Instructions:

Review with the team some specific activities that might need to be completed prior to their next meeting.

Script:

“You did excellent work in this session, but there are some items you need to continue working on before our meeting. Some possibilities are listed. Let’s agree on the items we want to make some good progress on before our next meeting.”

Homework Ideas

- Finalize the Vision Statement
- Ask 2-3 locals for reactions to the vision statement (if it's completed)
- See if your goal as an organization needs to be fine-tuned
- Other items?



Slide: 23

Time: 2 Minutes

Instructions:

Briefly review what will be covered in Module Five.

Script:

“In Module Five, we will examine population, education, workforce, social and other types of data specific to your region.”

What's Ahead

Module Five:

- Examine a variety of regional data:
 - Population
 - Education
 - Workforce
 - Social
 - More



Slide: 24

Time: 1 Minute

Acknowledgements

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- The Economic Development Administration, U.S. Department of Commerce for granting us permission to use selected portions of its *Know Your Region* training products.



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