

**Goal Setting Café Overview**

The Goal Setting Café is a short blended learning experience oriented around the concepts and skills found in the Harvard ManageMentor Goal Setting topic. The Goal Setting topic will help managers:

* *Set unit and employee goals*
* *Foster successful goal achievement*
* *Evaluate goals and the process for achieving them*

The learning experience has three components:

*60 to 90 minutes 60 minutes Ongoing*

Part 1: Pre-work (self-paced, individual)

Before the live Café session, participants are expected to complete the following assignments:

* Review the following online lessons from the Harvard ManageMentor Goal Setting topic:
  + Why Set Goals?
  + Set Goals
  + Accomplish Goals
  + Evaluate Goals
* Complete the online assessment from the Harvard ManageMentor Goal Setting topic
* Complete the tool: “Worksheet for Setting Effective Goals” from the Harvard ManageMentor Goal Setting Topic. Participants will be asked to identify two or three potential goals for their unit or team.
* Complete the tool: “Worksheet for Writing SMART Goals” from the Harvard ManageMentor Goal Setting Topic, focusing on one potential unit or team goal.

Part 2: Café session (live, group)

The Café session represents the core element of the learning experience. The session provides an opportunity for managers to:

* Exchange ideas and questions with others
* Discuss the context of how concepts and skills apply in the workplace
* Practice and begin application of those concepts and skills
* Build momentum and support for applying the concepts and skills in the workplace

The Café session focuses specifically on the following concepts and tasks from the Goal Setting topic:

* Identify potential unit goals
* Prioritize unit goals
* Identify and address obstacles to goal achievement
* Avoid common pitfalls while working on goals
* Identify the impact of goals achieved
* Capture lessons learned from working on goals

Facilitating the Café session as outlined should take approximately 60 minutes. If the facilitator prefers a shorter session or wishes to spend more time on a specific concept or activity, he or she may want to cover only those concepts and activities that are most relevant to the group.

| SECTION | ACTIVITY | TIME |
| --- | --- | --- |
| **Introduction** | Show icebreaker question while participants are arriving to the session (WHAT PART OF GOAL SETTING SEEMS ESPECIALLY CHALLENGING FOR OUR ORGANIZATION?  A: SETTING THE RIGHT GOALS  B: REACHING OUR GOALS  C: EVALUATING GOALS AND CAPTURING LESSONS)  Introduce facilitators.  Review tips for using technology during the session.  Debrief icebreaker question.  Set context: By establishing clear goals and then having the discipline to reach them, you help instill a culture of achievement in your team and organization.  Review session objectives. | 8 minutes |
| **Skill focus:**  **Set the right goals** | Facilitate practice activity: Complete a “What would you do?” practice scenario about identifying and prioritizing team goals. Participants:   * Identify steps needed to develop the right set of goals   Facilitate debrief activity; “Worksheet for Setting Effective Goals.” Participants:   * [Having reviewed the goal setting process via the scenario] Reflect on whether there are any additional steps they need to take before deciding to pursue the goals they developed as part of pre-session work. * Discuss how they plan to proceed with goals identified.   Facilitate practice activity: Writing SMART goals. Participants:   * Discuss the value of SMART goals * Review examples of goal statements and discuss how well they satisfy SMART goals criteria * Share examples of SMART goals they developed for their teams during pre-session work.   Facilitate practice/reflection activity: Set stretch goals. Participants:   * Discuss how stretch goals could contribute to their team’s effectiveness * Review goals proposed in the two completed worksheets and consider whether any of them are stretch goals * Decide whether one of their existing goals could be reframed to provide more stretch; alternatively, think about a new goal which would positively challenge their team | 27 minutes |
| **Skill focus:**  **Accomplish goals** | Facilitate practice activity: Identify obstacles to goal achievement. Participants:   * Recall experiences of having difficulty accomplishing a goal or observing situations in which goals were not achieved * Analyze and share reasons for difficulties in achieving those goals * Propose approaches that could have increased likelihood of achieving the goals   Facilitate reflection activity: Anticipate obstacles and propose solutions. Participants:   * Individually select one goal they’ve previously identified * Use the tool “Worksheet for Identifying Obstacles and Solutions” [in real time—not pre-work] to document their ideas about a potential obstacle to achieving the selected goal and potential ways to overcome that obstacle | 12 minutes |
| **Skill focus: Evaluate goals** | Facilitate practice activity: Complete a “What would you do?” practice scenario about identifying the impact of a goal that was completed. Participants:   * Discuss what questions to consider in evaluating impact * Discuss changes that could strengthen impact of a goal that was accomplished   Facilitate reflection activity: Capture lessons. Participants:   * Think of a recent goal their team has accomplished, reflect on lessons learned, and note how they could apply those lessons to future work on goals * Discuss lessons learned from experiences of being unable to accomplish a goal | 10 minutes |
| **Applying what you’ve learned** | Review session objectives and skill areas discussed.  Review directions for completing the On-the-Job section of the online Harvard ManageMentor topic, including the action plan.  Close the session. | 3 minutes |

Part 3: Application (self-paced, individual)

After the live Café session, participants are expected to complete the following assignments:

* Complete the online On-the-Job section in the Harvard ManageMentor Goal Setting topic. The section provides learners with an opportunity to choose a skill to focus on and create an action plan for applying and developing the skill. *Note:* If your organization does not include the On-the-Job section in your configuration of Harvard ManageMentor, ask participants to think of two things they can do over the next 90 days to further apply and develop their skills in this area.
* Execute their action plan over a specified time frame (e.g., 60 or 90 days).
* After the specified time frame (e.g., 60 or 90 days), access the online On-the-Job section in the Harvard ManageMentor Goal Setting topic to update the action plan and reflect on the experience.