

## Activity 4.4: Setting SMART targets

### *Materials needed*

Handout 4.4 listing un-SMART targets.

A flip chart displaying the characteristics of SMART targets and/or use Handout 3.1 that describes SMART targets.

Observations and assessments made about James (page 37).

### *Instructions*

1. Remind participants that they started to draft SMART targets for James or their own learners in a previous session, Activity 3.2. In the feedback session tutors need to be prepared to help learners develop and agree the SMART targets that will make a real difference to their progression.
2. Invite participants to get into groups of two to three.
3. Give each person a copy of Handout 4.4 and invite them to write a SMART version for each item on the list.
4. Depending on the amount of time you have available, and the speed at which the groups work, you may curtail the exercise, and confine attention to a selected number of items.
5. When you see that most groups have completed the task, ask each group in turn to offer you their version of an item. Invite other groups to comment on whether the new version meets the SMART criteria.
6. If it becomes obvious that participants have understood the concept of SMART targets, you may choose to curtail the number of items on which you seek 'translation'. On the other hand, if there

are signs of misunderstandings, then you may want to go through each item in detail.

7. Finally, return to the priority areas identified for James in Stage 3, Activity 3.2 (page 40), and invite each group to draw up one SMART target for one area.

### **Self-study suggestions: activity 4.4**

1. Write your own SMART version of each of the items on Handout 4.4 (page 54).
2. Compare your 'translations' with those suggested in Handout 4.5 (page 55).