XYZ Hospital  
e-Learning Storyboard for

Improving Performance Management Reviews

Unit #: SMART Goal-setting Lesson #: 3

| Screen Info | Text | Audio | Graphics | Programming Notes |
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| ID: [page ID] in increments of 10], C1\_1\_010  T: Intro Slide  H1: Course Overview  H2: Introduction | SMART Goal-setting | Narrator: Welcome to our learning experience on SMART goal-setting. I know, I know. You’ve been setting goals for years. But were they SMART goals? Let’s take a look at setting goals that | Graphic with up arrows for each letter SMART pointing to images | See sample template of slides attached for colors, navigation placement, fonts, graphics and text placement. ICON template of Udutu is being used.  Advance to next slide after narration or on click.  Include closed-captioning on all slides |
| ID: C1\_1\_020  T: Basic Text Slide  H1: Course Overview  H2: Objectives | Module Objectives:  At the end of this module you will be able to w**rite individualized SMART goals based on the employee’s job description, organization and department goals, and the individual’s development needs.**  **Navigation tips: To advance to the next slide, click “Next.”**  **To review previous slides, click “Back.”** | Narrator:  At the end of this module you will be able to w**rite individualized SMART goals based on the employee’s job description, organization and department goals, and the individual’s development needs.** | Magnifying glass with objectives written in lens. | Advance to next slide after narration or on click. |
| ID: C1\_1\_030  T: Basic Text Slide  H1: Course Overview  H2: Overview | Elements of a SMART goal   * Specific – What will be accomplished? * Measurable – What metrics (data) will measure the goal? * Achievable – Is the goal doable? What about the skills and resources you might need? * Relevant – How does the goal fit into the bigger picture such as the organization’s mission or larger goals? * Time-sensitive – What is the time frame for accomplishing the goal? | Narrator:  We will look in detail at the five elements of a SMART goal: specific, measurable, relevant, time-sensitive   * Specific – What will be accomplished? * Measurable – What metrics (data) will measure the goal? * Achievable – Is the goal doable? What about the skills and resources you might need? * Relevant – How does the goal fit into the bigger picture such as the organization’s mission or larger goals? * Time-sensitive – What is the time frame for accomplishing the goal? | Graphic with up arrows for each letter SMART pointing to images | Highlight each element in sync with the narration.  Advance to next slide after narration or on click. |
| ID: C1\_1\_040  T: Basic Text Slide  H1: S- Specific | Clearly defining what you ant to accomplish.  Goals are tangible, unambiguous and use action verbs.  Who – who needs to be involved  What – be detailed in describing exactly what you are trying to accomplish  When – this will apply in the “T” – time-sensitive element  Where – determine if the location or an event is relevant  Which – determine any roadblocks or pre-requisites to achieving the goal  Why – What is the reason for the goal? What will be different if the goal is achieved. | Narrator:  Specific goals are important as when goals are vague, they are not actionable. Think in terms of the “”Ws” – who, what, when, where, which, and why. | Cartoon character thinking in front of question mark. | Fade in each bullet synced to narration.  Advance to next slide after narration or on click. |
| ID: C1\_1\_050  T: Basic Text Slide  H1: S- Specific | Let’s look at a few goals.  Lose weight.  Win the lottery.  Write a fan fiction story based on Harry Potter.  Create an apple dessert for a baking contest. | Narrator: These are the kind of goals we see all the time – like New Year’s Resolutions. Which of these are specific? Which are not? What is missing?  The first two goals are vague and do not specifically tell enough to get started on an action plan.  The last two goals are more specific but still need some work to add the other elements to make a complete goal. | Bull’s eye target with dart/arrow in center. | Highlight the last two bullet points in bold/contrasting color text.  Advance to next slide after narration or on click. |
| ID: C1\_1\_060  T: Basic Text Slide  H1: S- Specific | Let’s practice. Select whether you want to try examples of clinical goals or support services/administrative goals |  | Bull’s eye target with dart/arrow in center. | Buttons with Branching options to Clinical or Support/Administrative Examples.  Clinical = C1\_1\_1\_061  Support/Administrative = C1\_1\_1\_062 |
| ID: C1\_1\_061  T: Assessment – Multiple choice  H1: S- Specific – Clinical Examples/Practice | From the list below, select the statements that you think meet the criteria of “S” – specific.   * Be on time for work. * Have a positive attitude. * Perform bedside handoff. * Attend all staff meetings * Set my alarm clock and do not hit snooze. * Use AIDET when assessing each new patient.   Pop-up feedback for correct responses: Good job! Remember specific should clearly address what you wish to accomplish. If your’re ready, let’s move on to M – Measurable. Click next to move to the next slide.  Pop-up feedback for incorrect responses: Not quite. Remember the goal needs to clearly state what actions you will take. Let’s try again. |  | Bull’s eye target with dart/arrow in center. | Assessment check-boxes multiple choice:   * Be on time for work. (Incorrect) * Have a positive attitude. (Incorrect) * Perform bedside handoff. (incorrect) * Attend all staff meetings and participate by asking questions (correct) * Set my alarm clock and do not hit snooze. (Correct) * Use AIDET when assessing each new patient. (Correct)   Pop-up feedback for correct responses: Good job! Remember specific should clearly address what you wish to accomplish. If your’re ready, let’s move on to M – Measurable.  Pop-up feedback for incorrect responses: Not quite. Remember the goal needs to clearly state what actions you will take. Let’s try again.  Clear responses for retake. |
| ID: C1\_1\_062  T: Interactive Slide  H1: S- Specific – Support/Administrative Examples/Practice | From the list below, select the statements that you think meet the criteria of “S” – specific.   * Be on time for work. * Have a positive attitude. * Complete a project * Attend all staff meetings * Set my alarm clock and do not hit snooze. * Use AIDET when meeting each new patient.   Pop-up feedback for correct responses: Good job! Remember specific should clearly address what you wish to accomplish. If your’re ready, let’s move on to M – Measurable. Click next to move to the next slide.  Pop-up feedback for incorrect responses: Not quite. Remember the goal needs to clearly state what actions you will take. Let’s try again. |  | Bull’s eye target with dart/arrow in center. | Assessment check-boxes multiple choice:   * Be on time for work. (Incorrect) * Have a positive attitude. (Incorrect) * Complete a project. (incorrect) * Attend all staff meetings and participate by asking questions (correct) * Set my alarm clock and do not hit snooze. (Correct) * Use AIDET when meeting each new patient. (Correct)   Pop-up feedback for correct responses: Good job! Remember specific should clearly address what you wish to accomplish. If your’re ready, let’s move on to M – Measurable.  Pop-up feedback for incorrect responses: Not quite. Remember the goal needs to clearly state what actions you will take. Let’s try again.  Clear screen for repeat testing. |
| ID: C1\_1\_070  T: Basic text slide  H1: M - Measurable | Involve the use of numbers or metrics.  Can be a numerical change, or a percent change.  How you measure progress and will know if you’ve achieved your goal.  Allows you set milestones along the way.  Identify the source of your information to measure such as reports, or machinery/equipment | Measurable goals involve the use of numbers or metrics. These can be a numerical change, or a percent change. This is how you measure progress and will know if you’ve achieved your goal. This also let’s you set milestones along the way.  You will want to identify the source of your information to measure your progress such as reports, or machinery/equipment | Weighing scales | Advance to next slide after narration or on click. |
| ID: C1\_1\_071  T: Interactive Slide  H1: M – Measurable - Examples | Lose weight.  Save more money.  Go to the gym.  Eat more healthy foods.  Improve customer satisfaction.  Lose 5 pounds.  Save $50 each payday.  Go to the gym 3 days a week for at least an hour.  Eat a salad with low-calorie dressing and a yogurt for lunch.  Reach the 50th percentile on patient satisfaction  Click “next” to move on. | Let’s look at these goals. They do have an element of measurement, but how do we know if we are meeting our goal? How can we revise these to more easily measure progress?  Here are some ways to make these goals more specific and measurable. | Weighing scales | Fade in each bullet.  Fade out bullets on click and  Fade in second set of bullets.  Advance to next slide after narration or on click. |
| ID: C1\_1\_072  T: Interactive Slide  H1: M – Measurable - Examples | Here are some sources to measure a goal:  Productivity rates  Customer satisfaction surveys  Audits  Budget reports  Scales and other instruments  Direct observation  In the box below, list some information sources you could use to measure a goal.  When you are finished, click next to move to the next slide. | There are many ways to measure a goal. What is important is selecting the tools that will provide the most accurate results. | Weighing scales | Text box open input. No correct answer.  Transition to next slide in 45 seconds or on click.  Advance to next slide on “next.” |
| ID: C1\_1\_080  T: Basic Text Slide  H1: A – Achievable or Attainable | Is your goal achievable? What resources do you have?  People  Budget/Finances  Goods or materials  Tools  Knowledge  Skills  Motivation  If not, what would it take to attain the needed resources? | The third element is writing goals that are achievable.  Here we have a list of possible resources. Be honest in evaluating what resources you have to achieve your goal.  You may need to develop new skills or change your outlook to make the goal achievable. | Business man holding briefcase jumping over hurdles | Bullet points:  Resources  Knowledge  Skills  Fade in each bullet  Advance to next slide after narration or on click. |
| ID: C1\_1\_081  T: Interactive Slide  H1: A – Achievable or Attainable | You have decided to host your family and friends for a home-cooked Thanksgiving dinner. You have been told you could be a contestant on Worst Cooks in America. You are determined to prove them wrong. How could you make your goal achievable?  When you are ready, click “Finished.” | You have decided to host your family and friends for a home-cooked Thanksgiving dinner. You have been told you could be a contestant on Worst Cooks in America. You are determined to prove them wrong. How could you make your goal achievable?  You might decide to take a cooking class or binge on cooking videos. You may need to invest in new cookware. Sometimes we need to create a new more manageable goal or scale your goal to ensure success. | Cartoon image of boy with chef’s hat holding spatula. | Open text box, no correct answer.  Click “finished” after answering.  Pop-up:  Possible resources: cooking class, online cooking videos, practice with a friend or family member, the right cookware and utensils.  Advance to next slide after narration or on click. |
| ID: C1\_1\_090  T: Basic Text Slide  H1: R – Relevant | Relevant goals are those that move you toward broader or more significant goals, such as changing your diet in order to lose weight. In business, we use terms such as “cascading” goals to ensure that the goals we set at any level of the organization are based in the mission, vision and values. | Narrator: It is important that any goal that we set is aligned with the “big picture.” Goals serve the purpose of changing the current state to the desired, future state. If goals are not relevant, we are spinning our wheels and wasting resources such as time, skills, money and materials. Take a few minutes to think about a goal you have set? How was that goal relevant? | Jigsaw puzzle pieces. | Advance to next slide after narration or on click. |
| ID: C1\_1\_091  T: Assessment Slide  H1: R – Relevant | The overall goal of many companies is to improve customer satisfaction regarding information inquiries. Which of these items are relevant or aligned with that goal?  Answering the phone by the third ring.  Sending out marketing materials monthly to potential customers.  Training staff in customer service skills through monthly in-services.  Redecorating the administrative offices.  New menu in the company cafeteria.  A new process for streamlining vacation requests. | While some of these goals are obviously connected to patient satisfaction, some may not be. We need to focus our energy on the most relevant goals to have the greatest impact. In our case, answering the phone and training staff will probably have the most direct impact on reducing customer complaints about getting information. | Jigsaw puzzle pieces. | Multiple choice assessment slide:  Answering the phone by the third ring. (correct)  Sending out marketing materials monthly to potential customers. (incorrect)  Training staff in customer service skills and product information through monthly in-services. (correct)  Redecorating the administrative offices.  New menu in the company cafeteria. (incorrect)  A new process for streamlining vacation requests.slide. (incorrect)  Highlight the correct answers in a contrasting font.  Advance to next slide after narration. |
| ID: C1\_1\_100  T: Basic Text Slide  H1: T – Time-sensitive | Time-sensitive goals have a set date for success. In addition to a deadline, having milestones in place can help you ensure you are on the right track. The time frame for goals helps to deploy the right resources at the right time for efficiency and effectiveness. The timeline for achieving a goal should be realistic as well. | Narrator:  The time element of a goal gives us a target for when we should achieve success. As you look at timelines, remember to consider holidays, vacations, and unexpected events. Milestones as checkpoints are also useful in setting a timeline for your goal. | Calendar. | Advance to next slide after narration or on click. |
| ID: C1\_1\_110  T: Basic Text Slide  H1: SMART – Putting it all Together | S- Specific  M – Measurable  A- Attainable  R – Relevant  T – Time-sensitive |  | Graphic with up arrows for each letter SMART pointing to images | Animation each item enters one at a time. |
| ID: C1\_1\_120  T: Assessment Slide  H1: SMART – Putting it all Together | Re-write each of the goals below into the SMART format.  Save money to go on vacation.  Build a new shed.  Buy a new car.  Go back to school.  Get better grades. |  | Graphic with up arrows for each letter SMART pointing to images | Text box for freeform response under each item.  Require all boxes to be filled in before advancing. Advance to next slide when finish is selected. |
| ID: C1\_1\_121  T: Assessment Slide  H1: SMART – Putting it all Together | True or False?  Tom and Sally both have full-time jobs and are planning to buy a house. They have set a budget to save $500 per month toward the down payment and closing costs of their home, which they wish to purchase by next summer. They have worked their budget out and the $500 monthly is within reason. Is this a SMART goal?  Click “finish” when you have typed in your response. |  | Graphic with up arrows for each letter SMART pointing to images | Correct answer: True  Correct response: Yes, the goal is specific, measurable, attainable (given they have a budget), relevant, and time-sensitive.  Advance to next slide when finish is selected. |
| ID: C1\_1\_130  T: Basic Text Slide  H1: SMART – Putting it all Together | Congratulations! You have successfully completed this module on SMART goals. To finish and record your score, press “Finish.” | Congratulations on completing this course! Your score will be recorded in your learner record. | Graphic with up arrows for each letter SMART pointing to images | Pop-up with navigation to return to main LMS page. |