REGISTERED
NATIONAL STANDARD

UNIT OF COMPETENCY

Title:	Set goals and complete tasks				
TQF Level:	3	**Credits:**	8 credits	**Version:**	1
National standard code:	NS071-03				
Associated qualification (and code):	National Certificate in Work-Readiness and Employability Skills Level 3				
Approval date:	TBC		**Review date:**	TBC	
Purpose:	A graduate of this unit will be able to: 1. understand the benefits of setting goals and creating SMART goals; 2. realize and adopt self-motivational tools to stay focused on goals; 3. recognize and utilize tools for managing and completing tasks; 4. identify methods to improve personal and professional productivity; 5. understand the importance of *To do lists* and how to use them to accomplish tasks; 6. identify strategies to learn from challenges and move forward.				

Learning Outcome 1 (LO1)	Demonstrate understanding of the benefits of goal setting and how to create SMART goals
Performance standards	1.1 Identify the benefits of setting goals; 1.2 Identify the challenges of not setting goals; 1.3 Identify values and desired accomplishments; 1.4 Describe the 4Ps of goal setting (*Positive, Personal, Possible* and *Prioritized*); 1.5 Describe the *Specific Measurable Attainable Realistic Timely* (SMART) criteria for effective goal setting; 1.6 Set SMART goals.
Learning Outcome 2 (LO2)	Demonstrate understanding of the importance of *self-motivation*
Performance Standards	2.1 Define 'self-motivation'; 2.2 Differentiate between 'self-motivation' and 'external motivation'; 2.3 Use examples from one's life experiences to describe what *positive memories* are; 2.4 Describe how 'positive memories' can be utilized as a motivator in one's life; 2.5 Describe why self-motivation is important to one's life (personal or professional).
Learning Outcome 3 (LO3)	Demonstrate how to stay motivated towards achieving goals
Performance standards	3.1 Use examples to describe what *gamification* is; 3.2 Create a game matrix for self-motivation; 3.3 Outline the importance of keeping track of progress; 3.4 Describe how one can effectively track his/her own progress.
Learning Outcome 4 (LO4)	Demonstrate understanding of methods for following through and completing tasks
Performance standards	4.1 Describe the *one-minute rule* and how it can be used to follow through and complete a task; 4.2 Describe the *five-minute rule* and how it can be used to follow through and complete a task; 4.3 Describe the method of *breaking up large tasks* and how it can be used to follow through and complete a task;

	4.4 Outline how technology such as telephone applications, computer programmes and other equipment can be used to manage and complete tasks
Learning Outcome 5 (LO5)	Demonstrate ways to improve one's personal and professional productivity
Performance standards	5.1 Describe the meaning of *productivity*; 5.2 Describe why it is important to improve one's productivity at work; 5.3 Describe the method of *repeating what works* and how it can be used to improve one's productivity (either personal or professional); 5.4 Demonstrate ways to speed up the completion of regular tasks; *[Range ways include but not limited to: games, regular tasks, apps, and computer programmes]* 5.5 Describe the concept of *building on successes* and provide examples from one's own life.
Learning Outcomes 6 (LO6)	Demonstrate understanding of a *To do list*
Performance standards	6.1 Describe the purpose of a 'To do list'; 6.2 Describe the importance of focusing on important tasks in a 'To do list'; 6.3 Describe the *Chunk, Block and Tackle* concept and its application in a 'To do list'; 6.4 Outline the importance of using 'To do lists' on a regular basis; 6.5 Suggest ways one can take to make the use of a 'To do list' a habit over time; 6.6 Plan one's day using a 'To do list'; 6.7 Develop a 'To do list' that includes characteristics that would make it effective in accomplishing tasks.
Learning Outcomes 7 (LO7)	Demonstrate how to handle challenges
	7.1 Describe (orally or in writing) the problem from all angles, as if explaining it to a friend;

	7.2 Outline how a mistake can be turned to an opportunity in order to adapt and learn; 7.3 Describe how to take responsibility for one's own actions or attitudes; 7.4 Brainstorm possible solutions (in a group discussion or seminar); 7.5 Assess the pros and cons of recommended solutions and determine best way forward; 7.6 Identify the importance of asking for help and basic etiquette of seeking assistance.
Pre-requisites	N/A
Co-requisites	N/A
Underpinning skill and knowledge	Knowledge • Significance of goal setting to success • SMART goals • Methods for improving motivation • Gamification in self-motivation • Tips for completing tasks • Utilization of technology to manage tasks • Productivity in the workplace • Methods to increase personal and professional productivity • To-Do Lists and its importance to managing tasks • Characteristics of an effective To-Do List • Strategies to Manage Mistake/Failures Skills • Development of SMART goals • Utilization of self-motivation tools to focus on achieving goals • Adoption of methods to manage and complete tasks • Use of technology to manage tasks • Utilization of strategies to increase productivity • Development and use of an effective To-Do List • Adoption of methods to effectively handle challenges (mistakes/failures)

Assessment requirements	**<u>Assessment methods:</u>**
	A diverse range of assessment methods is recommended, including the following:
	
	  i. Observation
	  ii. Scenarios/Case-studies
	  iii. Quiz (both oral and written)
	  iv. Group activities
	  v. Written assignment
	
	<u>Suggested assessment conditions</u>:
	
	1. Students to be assessed in the training classroom but allow opportunities for interactive learning outside of the classroom;
	2. Students must provide effective evidence of their attainment of all Learning Outcomes;
	3. Use a Portfolio of evidence to assess Performance Standards 1.6, 2.5, 3.1, 3.2, 4.4, 5.4, 5.5, 6.4, 6.7, and any three from 7.1 – 7.6.
	4. To demonstrate competence in this unit, a student must achieve all learning outcomes to fulfill the requirements of the unit standard

Moderation arrangements	Training providers are required to: 1. use their existing moderation processes to moderate the assessment in this unit; 2. plan their assessment and moderation and submit these plans to TNQAB for approval before they are implemented.

Resource requirements	1. Relevant printed resources such as:
	    i. Columbus Technical College, Goal Setting and Getting Things Done. Available at: <u>Training Manual(1).pdf (columbustech.edu)</u>
	    ii. SMART Goal Worksheet. Available at: <u>SMART Goal Worksheet (mcckc.edu)</u>
	    iii. KnowledgeCity.Com, Goal Setting Manual. Available at: <u>Goal Setting Manual - · PDF file Motivation SMART . Goal Setting Manual Objectives Identify your goals based on values Understand the</u>

	benefits of goal setting Learn to set SMART Goals (dokumen.tips) 2. Relevant Power Point presentations 3. Chalkboard, White board & Markers 4. Relevant video clips 5. Student and staff computers with internet access 6. Student and staff work stations (Tables and chairs) 7. Student and staff stationery (Books, Pens, Chart, blue tack)
Requirements to complete this unit	Demonstrate attainment of all learning outcomes A candidate is eligible for 3 attempts on their assessments. Should the first attempt be unsatisfactory, re-assessments must be completed within 14 days of the completion of the first assessment.
Important notes and definitions	**Definitions:** 1. *Goal* – objective or desired result 2. *Goal setting* – process of taking active steps to achieve desired outcome 3. *Self-Motivation* – initiative to undertake/continue a task without another's prodding or supervision 4. *Productivity* – how efficiently one can complete tasks on a consistent basis 5. *To-Do List* – a list of tasks that need to be completed
Public comments on unit	Please contact TNQAB National Qualifications Unit (email EnquireNQ@tnqab.to or Telephone 28136) if you like to discuss or suggest changes to the details of this unit.