Worked SMART examples for different roles

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Each fictional example names an output, check and review point. Achievability comes from checking the stated resources with the person; relevance comes from the actual task. Replace the example dates and quantities rather than copying them as a required workload. A teacher or employer may have additional criteria.

Role	Example goal	Feasibility and quality check
College student	By Friday, produce a one-page comparison of two assigned sources and explain one disagreement.	Sources are available; a tutor’s criteria and one peer review guide the check.
School student	By Friday, solve five percentage problems independently and correct the reasoning.	Three available sessions and a worked model; understanding is checked, not videos watched.
Employee	Within two weeks, prepare one reusable instruction and test it on one agreed work case.	The manager confirms scope; a colleague reports unclear steps.
Teacher	Before next week’s lesson, rewrite three task instructions and check whether a colleague can explain the expected outputs.	Existing lesson material and an agreed review slot; pupil results are not guaranteed.
Early-years educator	By the next planning meeting, write one activity outline with a start, action and finish, then discuss its clarity with a colleague.	Use the setting’s requirements and available materials; this is the educator’s planning goal.
Small business team	Over four weeks, test two service descriptions in five agreed customer conversations and record actual objections.	Permission and time are agreed; conversations are evidence, not assumed sales.
Personal life	This week, agree one shared evening with the people involved and review whether the arrangement worked on Sunday.	Check everyone’s availability; another person’s agreement cannot be commanded.

Sources

- Locke & Latham (2002), original research review
- Locke & Latham (2006), New Directions in Goal-Setting Theory
- Seijts & Latham (2005), learning versus performance goals