

Strategic Planning for the Buffalo and Erie County Public Library
Part two: Strategic goals, objectives, assessment criteria, and annotated
bibliography

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Abstract

In the second part of the strategic planning project for the Buffalo and Erie County Public Library, six main goals have been recognized by using the environmental scan and the SWOT analysis detailed in first part of the study. These goals were created to align with the vision of the library as part of the revitalization of Buffalo. The strategic goals presented in this plan address the maintenance and development of library facilities, materials and staff, as well as the initiation and enhancement of useful and relevant library programs and services. These goals include fundraising, updating the library services offered, and enhancing both programming and technology; as well as assisting in economic growth, updating programming to respond to the current needs of patrons, and updating marketing to better communicate with target users, taxpayers, and investors. Objectives, action plans and assessment criteria are provided for each goal. The plan is designed to run through the fiscal year 2020. An annotated bibliography has also been provided detailing the current research on goal setting, as goal setting will be used to implement the plan, objectives, and actions.

Keywords: Buffalo, Erie County, public library, strategic planning, goal setting, fundraising, technology, marketing, economic growth

Strategic Planning for the Buffalo and Erie County Public Library

Part two: Strategic goals, objectives, assessment criteria, and annotated bibliography

The Buffalo and Erie County Public Library (B&ECPL) aims to engage and support the local community by providing facilities, services, and materials for its diverse members. The information supplied by the environmental scan and SWOT analysis in Part 1 of this project identifies issues to be addressed, and areas to be improved or enhanced. Guided by its mission, vision, and values statements, the B&ECPL seeks to increase its funding, offer useful programs based on the needs and interests of its patrons, improve access by adapting to new technologies, and demonstrate its relevance and worth to the community. Goal setting theory, in which individuals or organizations strive towards specific measurable goals, provides the basis for rising to these challenges. A series of six goals, along with specific objectives and assessment criteria, were developed to focus efforts and measure success. Objectives include soliciting funds from local individuals, organizations and businesses in an annual fundraising drive; developing jobs training programs, cultural programs, and digital skills programs; enhancing mobile services; and creating a marketing campaign to promote the library and justify its value. An annotated bibliography on goal setting theory outlines the foundational principles for the design of the B&ECPL five-year strategic plan.

Buffalo and Erie County Public Library

Strategic Plan 2016-2020

The vision of the Buffalo & Erie County Public Library is to become a partner in the ongoing revitalization of Buffalo and its surrounding areas. Through the creation of programs designed to develop and hone the skills needed for success, we will help develop a workforce ready to compete and take on the challenges of the 21st Century. With an emphasis on

technology and training, we will establish ourselves as an invaluable center of learning for a community looking to propel itself into a new era of prosperity.

Goal 1: The Buffalo and Erie County Public Library will establish an annual fundraising campaign to maintain and develop library materials, facilities and services.

Objective 1.1: *Identify the financial deficits of the B&ECPL and produce a list of prospective sources of funding to fill those needs.*

Action plan: Establish a clear goal for each year's fundraising campaign. Fundraising targets should reflect financial needs identified by library managers and the Board of Trustees, and should correspond to the mission and vision statements. A committee composed of staff, volunteers, the Library Foundation, and Trustees will develop a list of past donors and brainstorm ideas for potential new donors from foundations, philanthropic organizations, and the private and corporate sectors, with a focus on individuals who are currently investing in the revitalization of Buffalo. The fundraising committee will report each stage of its progress to the manager of the B&ECPL.

Assessment: Financial goals will be established on a yearly basis. Deficits in funding will be identified by February 28 each year, along with fundraising targets. A database of previous donors will be augmented with ideas for potential donors by March 30 each year.

Objective 1.2: *Prepare materials and organize events and drives.*

Action plan: Payment methods will be established and facilitated by processes such as an online donation platform and monthly direct debits. A compelling cover letter to solicit funds will be drafted. A brochure will be created, demonstrating the value of the library to residents and businesses. The brochure will illustrate how the library, with sufficient funding, can become a community centerpiece and hub for technology, culture, and continuing learning. Events that

highlight the library's collection, services, programs, and technologies will be organized. Mailing and telephone campaigns will be organized. Volunteers and/or staff who are personally acquainted with prospective donors will be designated for one-on-one solicitations. Visits to the library for wealthy prospective donors will be planned. Along with the visit, prospective donors will be introduced to the vision of the library.

Assessment: The committee will ensure that payment methods will be set up and incorporated into the library's website and marketing materials by August 31 each year. A cover letter and brochure will be drafted and printed by August 31. Campaigns, visits and events will be organized by August 30.

Objective 1.3: *Solicit funds from local individuals, organizations and businesses.*

Action plan: Implement mailing and calling campaigns and one-on-one solicitations. Invite prospective donors to fundraising events and visits. Keep track of donations in a database.

Assessment: The annual fundraising drive will take place each year in October, November and December. The committee aims to increase donations by 10% the first year. The target goal in dollars will be compared to the actual amount of dollars raised. The percentage increase for each donor from year to year will be assessed. The percentage of increase in total donations will be evaluated. At the end of each year the committee will assess the success of the various fundraising strategies to determine the most successful. In subsequent years, efforts will shift towards the most effective methods of fundraising and new goals will be set.

Objective 1.4: *Thank donors.*

Action Plan: A letter of thanks will be drafted and sent promptly to each donor, followed by a telephone call.

Assessment: Letters and phone calls will be documented and verified by the committee.

Goal 2: The Buffalo and Erie County Public Library will participate in the region's economic revitalization by assisting individuals pursue better jobs and businesses achieve economic growth through the development of a skilled and informed workforce.

Objective 2.1: *Identify emerging businesses in the Buffalo area and establish what types of skills will be needed to fill positions.*

Action Plan: Create a committee assigned to locate new and growing businesses and build relationships with them. Relationships should be formed early on in the planning stage of new businesses. Obtain information on the skills sets these businesses require, along with employment criteria.

Assessment: Employment resources will be monitored and required skill sets for jobs will be noted. Job listings for emerging businesses should be anticipated by the committee. If not, methods for obtaining information about new job requirements will be reevaluated.

Objective 2.2: *Develop jobs training programs to prepare residents for positions likely to become available in new businesses.*

Action plan: In conjunction with local businesses, the committee will develop training programs for appropriate skill sets that would be useful for employment in those businesses. Create partnerships with community experts in related fields, who could become mentors and program teachers. Market these programs to residents who are likely to be searching for jobs. Marketing techniques should include advertisements in the library, on the "Career Resources" page of the library website, a weekly newsletter, and in social media. Further outreach could include radio, television, and newspaper advertisements.

Assessment: Evaluation is determined by surveying program participants. Questions should focus on the usefulness of and satisfaction in the training program. Survey results will be

monitored, and programs adjusted accordingly. Success in securing employment will also be monitored to assess the effectiveness of the programs.

Objective 2.3: *Develop a resumé and job search program.*

Action plan: The committee will create a program geared towards teaching residents how to search and apply for jobs. Community volunteers will be sought to run the programs. The program will be marketed on the library website and in the physical library.

Assessment: Evaluation will be determined by surveys of program participants. Results will be monitored, and the program adjusted accordingly.

Objective 2.4: *Identify area higher education institutions, such as universities, community colleges and business and technical schools that offer high-level training programs for necessary jobs skills in the emerging job market.*

Action plan: The committee will identify a variety of local institutions offering educational programs that prepare individuals for the emerging job market. The library recognizes that it does not possess the resources to prepare community members for all possible types of employment. The library will, however, be prepared to direct patrons to more comprehensive educational opportunities. The committee will compile a list of recommended courses as well as local facilities at which they are offered. This list will be made available on the "Career Resources" page of the library website, as well as in printed form at all branches.

Assessment: Lists will be controlled and updated annually.

Goal 3: *Improve the library's relevance as a cultural center of the community by responding to the changing needs of its patrons.*

Objective 3.1: *Build relationships with local immigrant groups.*

Action Plan: Reach out to various immigrant groups through surveys. The purpose of this outreach is to determine desirable library services for these groups. We will send updates to the community about progress with various projects and announcements of new services and library offerings.

Assessment: Surveys and questionnaires will be sent out quarterly. All completed surveys will be digitized and archived on a weekly basis for current and future use. A weekly newsletter will feature an immigrant outreach section that will provide updates on how the library is utilizing the information collected by the surveys.

Objective 3.2: *Seek out volunteers to head programs.*

Action Plan: Provide volunteer opportunities for immigrants to get involved with the library through current and future programs. These volunteer opportunities will be posted on the library's website, on job boards in the local area, and on a weekly newsletter sent out by the library. Detailed records of all postings and the volunteers who held those positions will be kept for use by the library.

Assessment: Monthly evaluations will be held to determine the effectiveness of the volunteer programs. Records of volunteer opportunities will be monitored monthly in order to determine the best forums for informing the public of such opportunities. Records of volunteers will be monitored weekly to determine the effectiveness of volunteers and to obtain feedback on the volunteer programs.

Objective 3.3: *Celebrate diverse cultures while offering programs that help immigrants adapt to their new environment.*

Action Plan: Establish monthly community learning days that provide patrons an opportunity to learn about the various cultures in the Greater Buffalo area. These learning days

will focus on one culture each time the event is held. We will provide classes that help immigrants learn about the history and culture of the United States. We will also offer English language classes to help immigrants who want to learn to read, write, and speak English. These learning days and other classes will be advertised through the library's website, posters and flyers disbursed throughout the community, and through a weekly newsletter. Surveys will be made available so that patrons and class attendees can voice their opinion of the learning days and classes.

Assessment: Surveys will be evaluated, digitized, and archived on a weekly basis in order to ensure the learning days and classes are filling the needs of the patrons. Attendance of classes and learning days will be monitored on a weekly basis to ensure that they are being effectively utilized.

Goal 4: Respond to patrons' new and evolving expectations for access to library materials.

Objective 4.1: *Improve mobile access to materials and services.*

Action Plan: Digitization of applicable library content will be done on a weekly basis in order to provide better access to library materials. The library catalog and website will be evaluated for effectiveness and ease of use on a quarterly basis to allow the library to update and expand both of these for use by the patrons. The website will be made available on tablet and mobile devices to allow more community members to access the library's content. A library app will be developed based on funding and patron feedback.

Assessment: Weekly progress reports will be submitted for all digitization projects. These reports will be evaluated every month to determine the progress and effectiveness of the project. Evaluations of the library catalog and website will be examined on a quarterly basis to

allow changes and improvements to be made on a regular basis. Quarterly meetings will be held to discuss the development of a library app.

Objective 4.2: *Increase use of e-books by marketing, educating patrons about their use, and offering e-readers.*

Action Plan: An information page about e-readers will be added to the library's website. This page will inform patrons of what e-books the library offers, what e-readers are available for use, and how to borrow e-readers/ e-books. E-readers will be advertised through the library's website, social media, and a weekly newsletter sent out by the library. Various brands of e-readers will be provided for patrons to borrow on a limited-time basis. Availability of e-readers will be posted to the library's e-reader page.

Assessment: Traffic use of the e-reader page will be evaluated on a weekly basis to determine what advertising needs to be done for the e-reader program. Advertisements will be updated quarterly. E-readers will be thoroughly examined on a weekly basis to ensure they are in proper working order.

Goal 5: *Enhance the library's existing programs that address digital literacy and skills.*

Objective 5.1: *Enhance basic internet skills for all age groups.*

Action Plan: The B&ECPL will partner with local colleges to establish weekly workshops that will be free to the public. Each week will cover a different topic, ranging from the basics like checking email or basic Google searches, to more advanced topics such as website building. Tutors will also be available free of charge to work with patrons on a one-on-one basis.

Assessment: Each workshop will feature a short "quiz" that will test skills learned during that night's workshop. From there, the instructor will be able to gauge the patrons' skill progression and if necessary suggest tutoring or future workshops that will work on similar skills. All

workshops will also feature suggestion boxes, where attendees can critique that night's workshop anonymously, and offer ideas for improvement or even ideas for future workshops.

Objective 5.2: *Create classes for computer programming and coding.*

Action Plan: The B&ECPL will partner with the University at Buffalo's Department of Computer Science and Engineering, who will provide credit to students volunteering to teach classes in programming and coding one to two nights per week during the Fall and Spring semesters. For patrons looking to work on their programming and coding skills over the summer, or when a volunteer instructor from the University at Buffalo is otherwise unavailable, technology trainers from The Launch Pad will guide patrons through the free courses offered by Khan Academy.

Assessment: With the guidance of their faculty advisor, students will be able to develop their own methods for assessing the skill progression of class attendees. UB and the B&ECPL will jointly develop a survey for class attendees, where they will be able to evaluate the course and make suggestions for improvement.

Objective 5.3: *Promote ingenuity and innovation with today's cutting edge technology.*

Action Plan: We will continue to invest in our makerspace, The Launch Pad; integrating new cutting edge technologies and providing the training required for their use. Once trained, we will provide a safe environment for patrons to let their imaginations run wild, inspiring a new generation of inventors and innovators, without regard to age, race or gender.

Assessment: Every year, the B&ECPL will consult The New Media Consortium's Horizon Report, to guide decisions on technology acquisitions, weighing investment costs against the potential benefit for the community. Patrons will have access to a suggestion box,

where they can ask the library to look into incorporating new technologies or make suggestions about how to improve The Launch Pad overall.

Goal 6: Design a marketing plan that will demonstrate the value of the library to local politicians, businesses, and residents.

Objective 6.1: *Advertise the unique and priceless pieces of the collection.*

Action Plan: We will create a display containing the various works stored in the Rare Book Vault. Free guided tours of the exhibit will be offered daily by librarians knowledgeable about the collection, with the books in the display being rotated out about every 3 months with other rare titles from the vault.

Assessment: Library personnel will keep track of the number of people who visit the exhibit each day. Surveys will be issued, allowing patrons to give feedback on the exhibit. With each survey, patrons will vote on what will be included in the next exhibit, based off a list developed by the librarians in charge of the exhibit.

Objective 6.2: *Use the cultural value of the library to raise funds for library operations.*

Action Plan: We will expand the number of prints and images available for reproduction and sale in our online store.

Assessment: The library will keep track of print sales, identifying popular sellers and adjusting the stock of prints available for reproduction accordingly.

Objective 6.3: *Continue to raise awareness about the value of the library to the community.*

Action Plan: We will launch a massive advertising campaign across a wide variety of media outlets, ranging from brochures to advertisements on radio, television and local newspapers. The campaign will be designed to bring attention to the various cutting edge

technologies featured in our makerspace and the many new classes offered through our partnerships with local colleges and universities that offer an affordable way to develop the skills necessary for success in today's job market. We will also have an outside agency come in and determine the monetary value of services provided by the library for every tax dollar spent.

Assessment: Statistics will be kept on the number of library visits, as well as the number of patrons utilizing the technologies available in our makerspace and participating in the free classes offered through our partnerships with local colleges and universities. Surveys will be developed so patrons will be able to voice their opinions about how their library can better serve them in the future.

Conclusion

As we strive to fulfill the aforementioned goals, we will begin to establish ourselves as a center of culture, technology, and learning that the residents of the City of Buffalo and Erie County can rely on. Moving further into the 21st century, we will become a beacon of support to the community. We will continue to seek opportunities to improve the services we provide and stay a relevant and vital member of the community. Through the use of goal-setting theory, we will maintain and expand our reach and influence on the community we serve.

Annotated Bibliography

Austin, J. T., & Bobko, P. (1985). Goal-setting theory: Unexplored areas and future research needs. *Journal of Occupational Psychology*, 58, 289-308. Retrieved from [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)2044-8325](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)2044-8325)

Austin and Bobko look at the lesser studied topics within the realm of goal setting theory in this peer-reviewed journal article. The topics considered in this paper are: the distinction between quantity and quality goals and performance measures; conflicts inherent in goal-setting processes; individual versus group levels of analysis; and laboratory versus field research support for goal setting theory. Austin and Bobko provide a fairly comprehensive literature review of the research done on goal setting up to that point, especially concerning areas that haven't been touched upon as often. Austin and Bobko's paper provides a nice contrast against all the literature reviews done by Locke, who was the "creator" of goal setting theory and therefore likely to have more biased views. The intended audience of this paper is anyone who is interested in the lesser explored areas of goal setting theory, and goal setting theory as a whole. However, somewhat complex topics are discussed, built upon past studies, so the intended audience is more likely those who are already familiar with most aspects of goal setting. This paper proved useful to us, in providing a wider view of the differing aspects housed by goal setting theory.

Bryan, J. F., & Locke, E. A. (1967). Goal setting as a means of increasing motivation. *Journal of Applied Psychology*, 51(3), 274-277. doi: 10.1037/h0024566

This is a peer-reviewed journal article authored by Bryan and Locke, focusing on their experiment which tested the effects of goal setting on motivation. This is one of the many early studies conducted by Locke, who would then go on to develop the goal setting theory. Both Bryan and Locke conclude from their experiment that setting specific performance goals helps to improve motivation in low-motivation subjects, compared with simply telling them to "do their best." However, a small flaw may exist in their study, which is never addressed in the paper. The experiment subject pool consisted of only 20 individuals in all (10 women and 10 men), and they were all "college students." With such a small subject pool, the generalizability of results is limited. Nonetheless, this study helped to form a foundation for the eventual development of goal setting theory. This article was useful to us, because it gave us a look into how goal setting theory started.

Cohen, I., & Iluz, M. (2015, October). When cost-effective design strategies are not enough:

Evidence from an experimental study on the role of redundant goals. *Omega*, 56, 99-111.

This is a peer-reviewed journal article that argues that projects often fail to meet expectations of cost, timeliness, or results due in part to the trade-offs needed between time, finances, and effectiveness. The Cohen and Iluz examine the relevant literature about goal setting, lay out their strategy, and describe their experiments and results. The authors have designed a strategy that turns a project into a mathematical formula to help project managers decide how to balance those trade-offs and meet as many goals as possible. The results indicate that all three limitations, time, finances, and effectiveness, must be taken into consideration for maximum results to be achieved. The researchers heavily use the concept of “appropriate” goals without providing an effective definition of the concept. This research is important in the overall view of goal setting because it uses negative effects as well as positive to help sculpt the best uses of goal setting.

Johnson, D. W., Maruyama, G., Johnson, R., Nelson, D., & Skon, L. (1981). Effects of

cooperative, competitive, and individualistic goal structures on achievement: A meta-analysis. *Psychological Bulletin*, 89(1), 47-62. Retrieved from

<http://www.apa.org/pubs/journals/bul/>

This peer-reviewed article is a meta-analysis of 122 past studies on cooperation, competition, and individualistic goal structures on productivity. Johnson, Maruyama, Johnson, Nelson, and Skon looked exclusively at studies done within North America. The authors conclude with four points based on the studies reviewed: cooperation is more effective than interpersonal competition and individualistic efforts; cooperation with intergroup competition is also more effective than interpersonal competition and individualistic efforts; and that there is no significant difference between interpersonal competition and individualistic efforts. This sort of knowledge could prove to be extremely useful to any managers or directors leading a team, who are attempting to set a goal for a project. However, care must be taken when looking at results of this paper, as the studies analyzed were often vastly different in scope and thus there was no set standard for experimentation. Thus, the conclusions made by the authors are mostly the authors' interpretations.

Kim, J. S. (1984, March). Effect of behavior plus outcome goal setting and feedback on

employee satisfaction and performance. *The Academy of Management Journal*, 27(1),

139-149. Retrieved from <http://www.jstor.org/stable/255962>

The article appears in a peer-reviewed journal. Kim proposes that goal setting results in higher effects when combined with feedback than if either is used alone. The paper details a single

experiment utilizing three experimental groups and one control group, resulting in a quasi-experiment due to the fact that none of the groups were random. The results showed differences in performance and the author's stated conclusion that an organization is best served by using goal setting and feedback in conjunction with each other. The research indicates some flaws in the uses of goal setting and was considered applicable to our paper as something to consider when setting goals for the organization, but the limited experimentation must be considered when utilizing the research.

Locke, E. A., Cartledge, N., & Koeppe, J. (1968). Motivational effects of knowledge of results:

A goal-setting phenomenon?. *Psychological Bulletin*, 70(6), 474-485. Retrieved from

<http://www.apa.org/pubs/journals/bul/>

The effect of Knowledge of Results (KR) on motivation is looked at in this paper by Locke, Cartledge, and Koeppe. The authors of this peer-reviewed journal article reviewed past studies on KR in order to determine its relationship to goal setting. One hypothesis put forth by the authors was that the form in which KR is given would affect the level at which the subject(s) sets their goals. All studies reviewed were divided into four categories: studies where KR and goal setting were explicitly confounded; studies where KR and goal setting were implicitly confounded; studies where there was no obvious confounding of KR and goal setting; and studies where KR and goal setting were explicitly separated. The authors of this paper conclude that there is sufficient evidence to prove that the effects of motivation KR depends on the goals that subjects set in response to such knowledge. Because several studies were reviewed, this paper provides a fair number of different viewpoints. However, because the studies reviewed were conducted by several different people, the results are not based on a standard, and many of the examples given by the authors in support of their conclusion may be heavily based on personal interpretation. However, the authors do at least acknowledge the fact that anxiety would inhibit the effects of goal setting and KR on performance at any level.

Locke, E. A., & Latham, G. P. (2006, October 1). New directions in goal-setting theory. *Current*

Directions in Psychological Science, 15(5), 265-268. doi: 10.1111/j.1467-

8721.2006.00449.x

This peer-reviewed article gives a brief overview of the beginnings of goal setting theory, and then delves into the forward progress that has been made in refining areas of the theory to be more precise. The authors then present several avenues for future research that they feel would allow researchers to combine goal setting with other theories. Although the paper is extremely brief, it was very useful. The changes in goal setting are clearly set out and follow a logical progression in the writing.

Locke, E. A., Latham, G. P., & Erez, M. (1988). The determinants of goal commitment. *Academy of Management Review*, 13(1), 23-39. Retrieved from

<http://www.jstor.org/action/showPublisher?publisherCode=aom>

This is a peer-reviewed article published by Locke, Latham, and Erez, that looked at past studies related to goal setting theory. The focus of this article is on goal commitment and how it affects goal setting. The authors of the study divide the results (gathered from their collection of past studies) into three major categories that affect goal commitment: external factors, interactive factors, and internal factors. These factors are further divided into smaller sub-categories. External factors are based on authority, peer influence, and external rewards; interactive factors include participation and competition; and internal factors concern expectancy and internal rewards. All points brought up in the paper are supported through the results from past studies. The authors of the paper conclude by stating that goal setting theory only holds true when there is sufficient goal commitment involved. The authors suggest that more studies should be done on goal commitment, as it is such an important aspect of the goal setting theory. This paper was extremely useful to us, in that it looked at a vital factor that influences the goal setting process.

Locke, E. A., Shaw, K. N., Saari, L. M., & Latham, G. P. (1981). Goal setting and task performance: 1969-1980. *Psychological Bulletin*, 90(1), 125-152. Retrieved from

<http://www.apa.org/pubs/journals/bul/>

This peer-reviewed journal article by Locke, Shaw, Saari, and Latham looks over the results of all studies on “goal setting” published between the years 1969 and 1980. This article can be considered a literature review on “goal setting,” with the intended audience being students or researchers studying the effects of goal setting. The “goal setting theory” is established here, with the theory being that “specific and challenging goals lead to higher performance than easy goals, ‘do your best’ goals, or no goals.” Aspects of goal setting are discussed, such as goal difficulty and goal specificity, and are supported by the authors with examples from past studies. The mechanisms of goal setting that lead to higher performance are also discussed, and are again supported with results from past studies. Because the authors of this article looked at all studies on goal setting within this time period, many viewpoints and counterarguments are considered. Nonetheless, the majority of studies published on goal setting seem to support goal setting theory. The authors conclude the paper by suggesting new directions for future research on this topic. This journal article was extremely helpful in providing a concise and comprehensive overview of past goal setting studies.

Locke, E. A. & Somers, R. L. (1987). The effects of goal emphasis on performance on a complex task. *Journal of Management Studies*, 24(4), 405-411. Retrieved from:

[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1467-6486](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-6486)

Locke and Somers performed a field experiment on a segment of the US Air Force called the Tactical Air Command (TAC), which involved both goal setting and goal commitment. Formal goals had been assigned to this segment of the Air Force, but the goals were often unrealistic and thus were ignored. Locke and Somers studied the effect of an intervention that implemented a new Judge Advocate, who set clear, yet challenging goals. A noticeable improvement occurred, which led Locke and Somers to conclude that goal setting is still an effective strategy even when concerning complex tasks, such as those done by the US Air Force. Locke and Somers also include examples from other experiments, in which goal setting was also found to affect scientists and engineers. An emphasis is made in this paper on good leadership being required for goal setting to have an effect on performance. This article would prove to be useful for students or researchers who are looking into the effects of goal setting theory in more realistic situations.

Ordonez, L. D., Schweitzer, M. E., Galinsky, A. D., & Bazerman, M. H. (2009). *Goals gone wild: The systematic side effects of over-prescribing goal setting*. Harvard Business School.

This is an article in a peer-reviewed journal. Ordonez, Schweitzer, Galinsky, and Bazerman look at some of the negative effects of goal setting theory, including increased risk taking, increased incidences of unethical behaviors, and a narrowing of focus that inhibits overall performance in favor of meeting a specific goal. Documented examples are used to illustrate the negative effects. The article continues on to cite specific questions that can help guide managers to decide if goal setting is the right method to use in their organization. Finally, the article suggests further research to help pinpoint the negative effects and reduce them. Although the majority of the paper consists of anecdotal stories, the paper was useful because the documentation of the negative effects associated with goal setting were documented.

Porter, C. O., Gogus, C. I., & Yu, R. C. (2011, October 1). The influence of early efficacy beliefs on teams' reactions to failing to reach performance goals. *Applied Psychology: An International Review*, 60(4), 645-669. doi:10.1111/j.1464-0597.2011.00451.x

This peer-reviewed article examines the effects of not meeting goals on past performance and on future performance. The article focuses on self-set goals rather than using difference scores. Porter, Gogus, and Yu also included data on early collective efficacy and high efficacy versus low efficacy in their experiment. The experiment consisted of 96 teams, randomly assigned but

all team members were drawn from one university in a management course. The article acknowledges the limitations of the experiment, most notably those related to a limited participant pool and those related to team goals rather than a mixture of team and individual goals. The authors suggest that further research is needed due to those limitations, but did provide us with some new viewpoints in how to use goal setting in a group setting.

Punnett, B. J. (1986). Goal setting: An extension of research. *Journal of Applied Psychology*, 71(1), 171-172. Retrieved from <http://www.apa.org/pubs/journals/apl/>

This peer-reviewed journal article, authored by Punnett, is focused on studying whether the goal setting theory holds in other populations/communities outside of North America. An experiment was conducted on a group of rural women on a small Eastern Caribbean island, and findings were analyzed. The result of the experiment seems to support the goal setting theory proposed by Locke. Although this paper supports Locke's goal setting theory, Punnett encourages more studies to be done on other populations outside of North America. Punnett raises the issue that factors such as differing political systems, religion, geographic location, and psychological variables may moderate the effect of goal setting theory. Nonetheless, this article was extremely useful to our paper, as it extends the scope of goal setting theory and is an example of proof that goal setting theory can work even in diverse populations and settings.

Thorgren, S., & Wincent, J. (2013). Passion and challenging goals: Drawbacks of rushing into goal-setting processes. *Journal of Applied Social Psychology*, 43, 2318-2329.

doi:10.1111/jasp.12181

This is an article in a peer-reviewed journal. Thorgren and Wincent examine the correlation between a leader's passion for a project or event and the effect that goal setting has on the degree of challenge that is set by the leader. The leader's passion can have both a positive effect and a negative effect on the team. The questionnaire was mailed to 134 respondents. Using a 5 point scale, the author was able to examine the relationship between passion and goal setting through the responses of team leaders in regards to how they viewed their own competence. The author acknowledges the limitations of the study and suggests that further experiments be run to validate the results.

West, R. L., Ebner, N. C., & Hastings, E. C. (2013). Linking goals and aging: Experimental and lifespan approaches. In E. A. Locke, & G. P. Latham (Eds.), *New developments in goal setting and task performance* (pp. 439-459). New York, NY, USA: Routledge.

This is a book segment that examines the relationship between goal setting and age. West, Ebner, and Hastings discuss the differences in goal setting for the elderly versus younger adults. The results of multiple studies, mainly in laboratory settings and using multiple methodologies, indicate that self-efficacy has a positive effect when combined with goal setting among both age groups and that feedback has a positive effect on the younger age group, while older adults may not respond to feedback or may respond in a negative manner, among other results. The effects of goal setting showed definite differences between the two age groups in some categories, while showing the same or similar results in others. The authors suggest several avenues for future experiments. The results of the study were very useful, as our organization will include many people of all ages.