

Summary of Goal Brainstorming Exercise

- Establish an agenda for a meeting with your full GTO Planning Team to develop and prioritize goals. Depending on your needs and size of your team, you may need more than one meeting to accomplish this task.
- Each person at the meeting should have reviewed the Needs and Resources Report developed in GTO Step 1. Make as many copies of blank GTO worksheets as you need. Use a flip chart or dry erase board to record ideas of the group.
- Use a process that is *inclusive* and engages all members of your GTO Planning Team.
- Accommodate various personalities and communication styles so that every person's voice is heard.
- Make sure that your goals are consistent with primary prevention.
- Brainstorm goals designed to reduce risk factors and promote protective factors identified in GTO Step 1 or designed to increase prevention system capacity.
- Make sure that your brainstorming includes all four levels of the social ecology. Push yourselves to go beyond the individual level of the social ecology. Think about changes you could pursue at the community and societal levels.
- Attempt to brainstorm goals that can be realistically obtained within 5-8 years (or the period of time you plan will cover).

Goals Focus on Change, Not Activities

A common mistake when writing goals is to describe a program activity or strategy instead of the knowledge, attitude or behavior change that is to result from that activity or strategy. For example, a weak goal statement would be “To implement a social norms campaign”. This statement describes the activity to be implemented, but does not describe how the community exposed to the social norms campaign is expected to change as a result of the campaign. If you are thinking about doing a social norms campaign, a more appropriate goal statement would be “To decrease social norms within our state that support intimate partner violence and sexual violence”. In summary, goal statements should define how you want people or the environment to change as a result of your work, rather than the strategy you might use to solve a given problem. Should we include a sentence clarifying outcomes statements describing the “decrease”?

During your brainstorming exercise, if you find that you have described an activity or strategy instead of the kind of change you want to promote, ask yourself what you might hope to see change as a result of implementing the activity or strategy that you are considering. You will select your prevention strategies in GTO Step 3.

Change-Based Goals (Strong Goals)	Activity-Based Goals (Weak Goals)
<i>To increase bystander intervention behavior among high school males in response to sexist comments made by peers.</i>	<i>To implement bystander intervention curriculum in health classes.</i>
<i>To decrease social norms in our community that support sexual violence.</i>	<i>To implement a social marketing campaign in our community about that promotes sexual respect.</i>
<i>To increase the status of women in our community.</i>	<i>To lobby for policies that promote equal pay rates for women and men.</i>
<i>To increase the accuracy of state level data about perpetration of intimate partner violence and sexual violence.</i>	<i>To implement a new state level data tracking system to collect population-based data about perpetration of intimate partner violence and sexual violence.</i>

**Brainstorming Goals for Your *Universal* Population
Worksheet**

After reviewing the Needs and Resources Report, list the needs/concerns of your universal population as you understand them:

List possible goals to address the priority problems of your universal population:

Individual level changes

Relationship level changes

Community level changes

Societal level changes

**Brainstorming Goals for Your *Selected* Population(s)
Worksheet**

After reviewing the Needs and Resources Report, list the needs/concerns of your selected population(s) as you understand them:

List possible goals to address the priority problems of your selected population(s):

Individual level changes

Relationship level changes

Community level changes

Societal level changes

**Brainstorming Goals for Your *Prevention System Capacity*
Worksheet**

After reviewing the Needs and Resources Report, list the needs of your primary prevention system as you understand them:

List possible goals to address the needs of your prevention system:

Leadership

Strategic Planning

Community Focus

Human Resources

System Operations (Organizations, strategies, programs, and processes)

Information (data collection, analysis, and management)

Results/Outcomes Documented

Prioritize and Record Your Goals

After you have finished brainstorming, you will probably have more goals than can feasibly be addressed in your primary prevention plan. You will need to prioritize the goals that you want to pursue in your plan. Prioritizing goals can be a challenging process. You will need to consider how many goals you can feasibly address within 5-8 years, the resources that are available to address the goals, the goals of your existing strategies (so you do not duplicate your current efforts), and the needs of underserved populations and groups.

Universal and Selected Populations:

A first step in prioritizing goals for universal and selected populations is by considering whether or not the goal addresses conditions, risk factors and protective factors that are important and changeable. In terms of importance, think about conditions (i.e. risk factors, protective factors, and prevention system capacity issues) that are most important to the problems of SV and/or IPV. Selecting goals that address conditions, that are closely related to the problems of IPV and/or SV but are also difficult to change is unlikely to lead to successful prevention outcomes. In terms of changeable, goals need to address conditions that are amenable to *change* (Green & Kreuter, 1991). Selecting goals that address conditions that are easily changeable, but have little relation to the problems of IPV and/or SV are also unlikely to lead to successful prevention outcomes.

A. Assessing if a Goal Addresses a Condition that is Important to IPV and/or SV

When assessing if a goal addresses a condition that is important to IPV and/or SV among Universal or Selected Populations, review your Needs and Resources Report and think about:

1. How many people are affected by the condition addressed by this goal?
2. How strong is the relationship between the condition or risk/protective factor addressed by this goal and SV and/or IPV?

B. Assessing if a Goal Addresses a Condition that is Changeable

Green & Kreuter (1991) suggest that behaviors, whether practiced by universal or selected populations, are harder to change if they are:

1. Deeply rooted in culture or lifestyle
2. Connected to routines or family patterns
3. Have an addictive component (like alcohol or drug use).

The Developing Goal Statements Worksheet on the following page can be of assistance in developing your goals for universal and selected populations.

Developing Goals Worksheet – Universal and Selected Populations

Complete this worksheet for each goal your GTO Planning Team has identified

Goal Statement:

What could change at the individual level to meet this goal?	
What could change at the relationship level to meet this goal?	
What could change at the community level to meet this goal?	
What could change at the societal level to meet this goal?	
Does each goal address a need or problem identified in the Needs and Resources Report?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does the goal go beyond focusing on individual level changes?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does the goal describe how people or the environment will change?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the goal attainable/realistic?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does the goal address a condition that is important?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does the goal address a condition that is changeable?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Prevention System Capacity

A first step in prioritizing goals for building the capacity of your prevention system is also to consider whether or not the goal addresses organizational (i.e. structures, processes, resources, willingness/motivation, and activities) or system (i.e. leadership, strategic planning, community focus, human resources, system operations, information, and results/outcomes documented) elements that are important and changeable. In terms of importance, think about organizational or system elements that are most important to building capacity to prevent SV and/or IPV. Specifically, ask 'how significant of a change will meet this goal make in our efforts to prevent first-time perpetration or first-time victimization? For instance, developing financial resources for prevention strategies may be more important than having each staff member, including those in accounting departments, of organizations within the prevention system, understand differences between primary prevention and intervention strategies.

In terms of changeable, goals need to acknowledge the degree to which organizational or system elements are changeable over the short-term and long-term. (Green & Kreuter, 1991). While some goals may not be changeable in the short-term, they may be changeable and important in the long-term. For instance, developing financial resources for prevention strategies may not be very changeable in the short-term of 1-2 years, but very changeable and important in the long-term of 5-8 years.

For prevention system capacity, your GTO Planning Team is encouraged to develop multiple goals for each element of the prevention system and then rank these goals based on importance and changeable. The changeable ranking should address both the changeability of an element as well as the time that might be needed to change an element. Changeability of an element should consider whether or not your GTO Planning Team would have influence on changing an element of the prevention system. For instance, a singular local GTO Planning Team may not have a great deal of influence on state and federal policies that impact the local prevention system.

The Developing Goal Statements Worksheets on the following pages can be of assistance in developing your goals for building the capacity of your primary prevention system in your state or community.

Developing Goals Worksheet – Prevention System Capacity Leadership

Complete this worksheet for the Prevention System Leadership goals your GTO Planning Team has identified

Leadership Goal Statement 1:

Does each goal address a need or problem identified in the Needs and Resources Report?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is important?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is changeable?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the goal attainable/realistic?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Leadership Goal Statement 2:

Does each goal address a need or problem identified in the Needs and Resources Report?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is important?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is changeable?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the goal attainable/realistic?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Leadership Goal Statement 3:

Does each goal address a need or problem identified in the Needs and Resources Report?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is important?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is changeable?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the goal attainable/realistic?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

**Developing Goals Worksheet –
Prevention System Capacity
Strategic Planning**

Complete this worksheet for the Prevention System Strategic Planning goals your GTO Planning Team has identified

Strategic Planning Goal Statement 1:

Does each goal address a need or problem identified in the Needs and Resources Report?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is important?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is changeable?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the goal attainable/realistic?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Strategic Planning Goal Statement 2:

Does each goal address a need or problem identified in the Needs and Resources Report?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is important?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is changeable?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the goal attainable/realistic?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Strategic Planning Goal Statement 3:

Does each goal address a need or problem identified in the Needs and Resources Report?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is important?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is changeable?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the goal attainable/realistic?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

**Developing Goals Worksheet –
Prevention System Capacity
Community Focus**

Complete this worksheet for the Prevention System Community Focus goals your GTO Planning Team has identified

Community Focus Goal Statement 1:

Does each goal address a need or problem identified in the Needs and Resources Report?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Does the goal address a prevention system element that is important?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Does the goal address a prevention system element that is changeable?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Is the goal attainable/realistic?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Community Focus Goal Statement 2:

Does each goal address a need or problem identified in the Needs and Resources Report?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Does the goal address a prevention system element that is important?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Does the goal address a prevention system element that is changeable?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Is the goal attainable/realistic?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Community Focus Goal Statement 3:

Does each goal address a need or problem identified in the Needs and Resources Report?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Does the goal address a prevention system element that is important?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Does the goal address a prevention system element that is changeable?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Is the goal attainable/realistic?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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**Developing Goals Worksheet –
Prevention System Capacity
Human Resources**

Complete this worksheet for the Prevention System Human Resources goals your GTO Planning Team has identified

Human Resources Goal Statement 1:

Does each goal address a need or problem identified in the Needs and Resources Report?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is important?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is changeable?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the goal attainable/realistic?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Human Resources Goal Statement 2:

Does each goal address a need or problem identified in the Needs and Resources Report?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is important?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is changeable?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the goal attainable/realistic?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Human Resources Goal Statement 3:

Does each goal address a need or problem identified in the Needs and Resources Report?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is important?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is changeable?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the goal attainable/realistic?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

**Developing Goals Worksheet –
Prevention System Capacity
System Operations**
(Organizations, Strategies, Programs, and Processes)

Complete this worksheet for the Prevention System Operations goals your GTO Planning Team has identified

System Operations Goal Statement 1:

Does each goal address a need or problem identified in the Needs and Resources Report?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is important?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is changeable?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the goal attainable/realistic?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

System Operations Goal Statement 2:

Does each goal address a need or problem identified in the Needs and Resources Report?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is important?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is changeable?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the goal attainable/realistic?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Systems Operations Goal Statement 3:

Does each goal address a need or problem identified in the Needs and Resources Report?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is important?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is changeable?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the goal attainable/realistic?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

**Developing Goals Worksheet –
Prevention System Capacity
Information**
(Data Collection, Analysis, and Management)

Complete this worksheet for the Prevention System Information goals your GTO Planning Team has identified

Information Goal Statement 1:	
Does each goal address a need or problem identified in the Needs and Resources Report?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does the goal address a prevention system element that is important?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does the goal address a prevention system element that is changeable?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the goal attainable/realistic?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Information Goal Statement 2:	
Does each goal address a need or problem identified in the Needs and Resources Report?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does the goal address a prevention system element that is important?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does the goal address a prevention system element that is changeable?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the goal attainable/realistic?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Information Goal Statement 3:	
Does each goal address a need or problem identified in the Needs and Resources Report?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does the goal address a prevention system element that is important?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does the goal address a prevention system element that is changeable?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the goal attainable/realistic?	Yes <input type="checkbox"/> No <input type="checkbox"/>

**Developing Goals Worksheet –
Prevention System Capacity
Results/Outcomes**

Complete this worksheet for the Prevention System Results/Outcomes goals your GTO Planning Team has identified

Results/Outcomes Goal Statement 1:

Does each goal address a need or problem identified in the Needs and Resources Report?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is important?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is changeable?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the goal attainable/realistic?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Results/Outcomes Goal Statement 2:

Does each goal address a need or problem identified in the Needs and Resources Report?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is important?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is changeable?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the goal attainable/realistic?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Results/Outcomes Goal Statement 3:

Does each goal address a need or problem identified in the Needs and Resources Report?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is important?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the goal address a prevention system element that is changeable?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the goal attainable/realistic?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Developing Outcome Statements for Intimate Partner Violence and/or Sexual Violence Prevention

Now that you have prioritized your goals, your GTO Planning Team can develop outcome statements to help you know when you have achieved your goal(s). Outcome statements are more specific than goals.

Another term that is often used instead of outcomes is “objectives”. Either term can be used for the same purpose, but GTO uses the term “outcome” as it is less likely to be confused with strategies or activities.

Good outcome statements are specific, measurable and realistic. A well-written and complete outcome statement will usually define the following five elements:

- Who will change (e.g., seventh grade students)
- What will change (e.g., certain risk factors, attitudes, data collection system)
- By how much (e.g., decreased approval of verbal aggression by 10 percent)
- By when (e.g., after 6 months or 1 year)
- How will the change be measured (e.g., a self-report survey, implementation of data collection system)

Almost any outcome statement that describes changes at the individual or relationship should include all five of these elements (e.g., who, what, how much, when, and measurement). However, some of the elements may not always apply to some community or societal level outcome statements. For example, a outcome statement related to policy change may not need describe who will change, or by how much. It is important to think about these five elements when writing any outcome statement, but it is ok if they do not always apply to every outcome statement you write. The worksheet on page 28 can guide your GTO Planning Team through the process of developing outcome statement for their goals.

The ABCDE Method of Writing Outcome Statements

Some people are familiar with the ABCDE method for writing outcome statements. It is a helpful way to remember the five elements of a strong outcome statement that are presented above.

A—Audience (Who will change?)

B—Behavior (What will change?)

C—Condition (By when?)

D—Degree (By how much?)

E—Evidence (How will the change be measured?)

Outcome Statements Worksheet
SAMPLE STATEMENTS

Directions: Complete this worksheet for each goal you have already developed. You can write more than one outcome statement for each goal.

Goal: To increase the quality and quantity of population-based data collected on sexual violence perpetration.

Who will change?

Not Applicable

What do you want to change?

Administration of the BRFSS within our state to include a module on perpetration of sexual violence

How much change is realistic?

Not Applicable

By when will the change occur?

Five years

How will you measure the change?

Administration of a BRFSS with a perpetration module

Outcome Statement: Within 5 years, our state health department will administer with the BRFSS a module that assesses perpetration of sexual violence.

Outcome Statements Worksheet

Directions: Complete this worksheet for each goal you have already developed. You can write more than one outcome statement for each goal.

Goal:

Who will change?

What do you want to change?

How much change is realistic?

By when will the change occur?

How will you measure the change?

Outcome Statement:

Who will change?

What do you want to change?

How much change is realistic?

By when will the change occur?

How will you measure the change?

Outcome Statement:

Bringing It All Together: Initial Assessment of Feasibility of Achieving Goals in the Next 5-8 Years

In this section, you draft a timeline of your goals and objectives in order to assess the feasibility of achieving your goals and outcomes in the next 5-8 years and to determine which goals and outcomes might need to precede other goals and outcomes. A timeline is a helpful tool in conducting an initial assessment of the feasibility of achieving these goals in the time specified. Please note that the timeline developed by your GTO Planning Team in this step will probably be modified as they complete Steps 3 through 10. The Timeline Worksheet on page 30 can assist your GTO Planning Team.

In the timeline below, a state GTO Planning Team has identified two goals of that require substantial data collection within the next five years. The first goal relates to the Prevention System Capacity and the second to the Universal Population. The timeline indicates that these goals would be pursued concurrently. Laying out goals on this type of timeline allows the state GTO Planning Team to consider whether or not it has the resources to pursue these two goals concurrently, if they might be duplicative in that the BRFSS module might be able to assess social norms, or if they might need to be staggered in that one might start in year 3 rather than year 1.

Goal and Outcome Statements Timeline Worksheet SAMPLE		YEAR							
Goal Statement	Outcome Statement	1	2	3	4	5	6	7	8
		<i>Prevention System Capacity Goal: To increase the quality and quantity of population-based data collected on sexual violence perpetration.</i>	Within 1 year, state health department officials will support the development of a BRFSS module that assesses perpetration of sexual violence.	X					
Within 2 years, state health department officials will fund research to identify the most appropriate items to include in a BRFSS module that assesses perpetration of sexual violence.			X						
Within 3 years, state health department officials will allow public comment and review of the items to include in a BRFSS module that assesses perpetration of sexual violence.				X					
Within 4 years, state health department officials will pilot test a BRFSS module that assesses perpetration of sexual violence.					X				
Within 5 years, our state health department will administer with the BRFSS a module that assesses perpetration of sexual violence.						X			
<i>Universal Population Goal: To reduce social norms within this state that are supportive of male superiority and sexual entitlement.</i>	<i>Within 5 years, social norms within our state that are supportive of male superiority and sexual entitlement will decrease by 20% as measured by the Attitudes Toward Rape Questionnaire when administered to a representative population of men and women between the ages of 18 and 35.</i>	X	X	X	X	X			

Goal and Outcome Statements
Timeline Worksheet

Goal Statement	Outcome Statement	YEAR							
		1	2	3	4	5	6	7	8