



University
of Glasgow



Performance Development Review Guide to Writing SMART Objectives

Introduction:

How to write SMART objectives

Inspiring People, Changing the World, the University Strategy 2015 – 2020 sets out our ambitions as a world class, world changing institution. At the strategy's heart is our staff, our inspiring people. The strategy is about giving staff the support, development, infrastructure and environment they need to further the University's ambition to grow our reputation as:

- A place where the best students, regardless of background, are given an education that prepares them to go into the world and make change happen.
- A place where research that positively impacts on the health, wealth and cultural wellbeing of the world is conducted.
- A place that engages with the city of Glasgow and the global community and ensures that they flourish.

The University wants people to invest in Glasgow for the long term and will:

- Develop staff in line with our values and reward them for their commitment and contribution to our success.
- Take a longer-term view of staff performance and assess individuals' contributions with reference to the strategic needs of their teams and units.
- Ensure that all roles have a credible long-term career path within the University, identifying progression routes and addressing succession planning.

Performance Development Review (PDR) is part of the ongoing process of managing the performance and development of staff. All employees are expected to have an annual PDR which provides a forum for the individual and their line manager to :

- Reflect on performance and development and recognise success during the past year,
- Identify and agree individual objectives/performance standards aligned with the strategic plan
- Identify areas where learning and/or development may be requested/required and planned in the forthcoming year;
- Review current job role and responsibilities as appropriate in the context of the University's strategic goals and objectives.

A critical part of the PDR process is identifying what needs to be accomplished by the organisation and by the individual in order to ensure success; to do this it is important to develop meaningful SMART objectives.

This introductory workbook focuses on how to design objectives which are SMART, aligned to the University strategy and which can be clearly understood by both the individual and any member of their team.

To complement this introductory workbook, it may also be useful to refer to the Additional Resources.

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PDR Overview

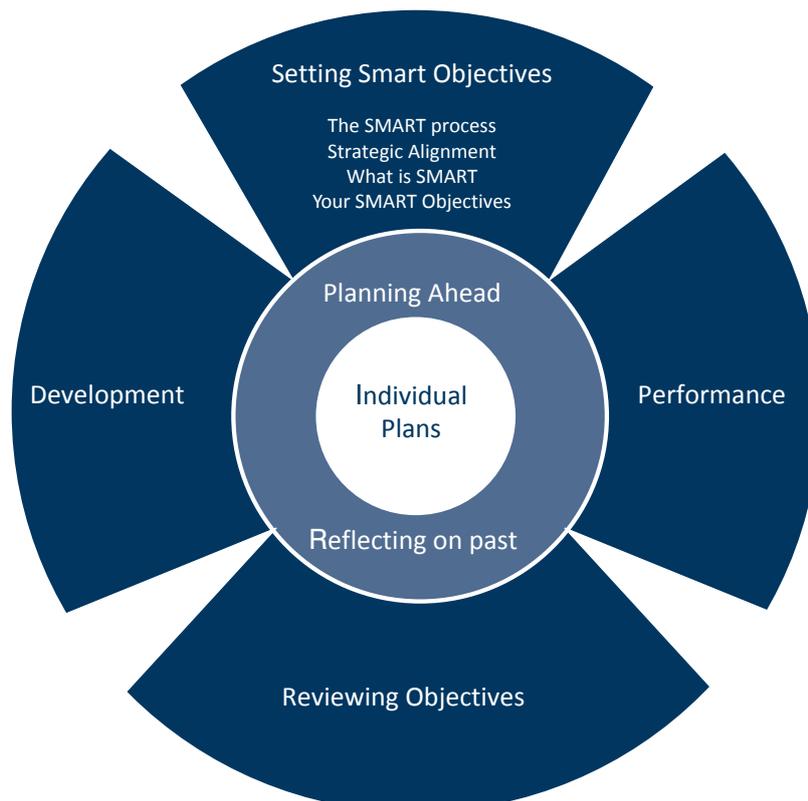
Through greater understanding of the University's objectives, reviewee objectives can be designed to align with those of the University and with individual professional development aims.

PDR enables the University to achieve its strategic aims and ambitions, while providing a supportive environment where there is a focus on achievements, successes and professional development. PDR is a process that is ongoing with they key elements being reflection and planning for future success.

Inspiring People, Changing the World

↓
Strategic Plans

↓
Local Plans





Objective Setting Process

When setting objectives it may be helpful to consider the process below

Key Strategic Themes

Identify the key strategic areas of focus for your School/RI/Service. Consider the priorities, opportunities, changes and challenges.

Key priorities considering role & grade

Consideration should be given to how the reviewee could make a contribution reflecting their role and grade.

AND Key areas of interest

Consideration should be given to the reviewee's career development aims and opportunities (e.g. promotion and other development).

Format into SMART

SMART Objectives are structured in a clear, concise and succinct way. SMART objectives are useful in gaining agreement and setting expectations for what can be achieved.

Proposing Objectives

Developing objectives for discussion is a key element of the preparation process for both reviewers and reviewees. These proposed objectives should be included in the PDR self assessment.

Reaching Agreement

As a result of the PDR meeting , objectives are agreed for the next review period. These agreed objectives should be included in the PDR form under the reviewer section.

Working with objectives

Objectives provide focus and direction for the forthcoming review period. Progress against these objectives will form part of the discussions during in-terim reviews.



Strategic Alignment

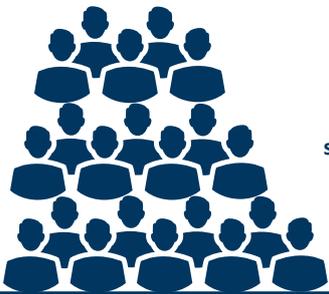
Alignment with the University Strategic Plan is an essential focus for College/US Strategic Plans.

Inspiring People, Changing the World

People
Bring inspiring people together

Place
Create a world-class environment for learning and research

Purpose
Discover and share knowledge that can change the world



Objective setting should commence with College/US level objectives...

College/US
Deliver programmes at undergraduate and post graduate level and have wide appeal to home and overseas students that are Intellectually rigorous and offer excellent employment prospects.



...which cascade through Schools/RIs/Services...

School/RI/Service
Work internationally to recruit students and deliver programmes through partnerships with (named) international HEI, Country (x4).



...to inform individual objective setting.

Individual
Develop an MSc in (subject) as part of the collaboration with (named) international school. This requires new programmes and specifications as well as the development of teaching delivery models to be completed by (date).



SMART Template..... Breaking it down

Objectives are defined by a beginning and end point; they go beyond the day-to-day tasks and describe a result linked to achieving a particular goal at individual, School/RI/Service or College level. They are a clear statement of something that needs to be accomplished by a specific end date.

Performance objectives can be put into place for all staff though they lend themselves more readily to aspects of roles where staff have a broader scope of responsibilities and non-routine work.

S

SPECIFIC

- What do you need to achieve? Are you clear on the parameters and outcomes?
- Have you provided enough detail that ensures clarity and common understanding of what is to be achieved?
- What is the expected result?

M

MEASURABLE

- Could this be measured and decided without argument that the result had been achieved?
- How will you know the objective has been achieved?
- What indicators will you look for to measure progress and success?
- What data is available? Do new measures need to be identified?
- Think about quantity and quality measures

A

ACHIEVABLE / ALIGNED

- How does this objective fit with your local strategic priorities in the context of your role and the grade at which you operate?
- Does the achievement of this objective contribute to your School/RI/Service achieve its overall objectives? In what way is the objective significant?
- How does the objective fit within the context of your role?
- What would be the impact to your School/RI/Service if the objective was not achieved?

R

RELEVANT

- Is the objective appropriate for your role and grade?
- Will the objective stretch and challenge you, also considering your career development (as appropriate)?
- Can you to achieve your objective with the available resources ? If not, how can you address this?
- What help will you require from your line manager or are there others that you will require assistance from?
- Do you have all the relevant skills and knowledge to complete the objective to the defined specifics?

T

TIME-BOUND

- Are there clear time frames attached to the objective? (e.g. specific dates)
- If the objective goes beyond the review period, have you set milestone dates?
- Are there other objectives which will depend upon the completion of this one?
- What could impact/compromise the deadline? How can you mitigate these if they are of a concern?
- Is the deadline realistic?

SMART Worksheet

The SMART worksheet is designed to pose some questions which may be useful to think about while constructing objectives. Although it is unnecessary to embed this full level of detail in the final objectives, thinking through these questions should enable a SMART objective to emerge.

Being informed	<ul style="list-style-type: none"> Identify the key strategic priority that is the focus for this objective. Consider School/RI/Service Service plans and the main priorities for the forthcoming period. Consider individual areas of interest based upon career aims
Specific Outcomes Embed in Objectives*	<ul style="list-style-type: none"> Exactly what is being proposed? Define the relevant parameters and desired outcomes. Is enough detail provided to ensure clarity? If there was a change of reviewer, would the new reviewer be clear on the specifics of the objective and be able to assess achievement at the next review?
Relevant to role and grade	<ul style="list-style-type: none"> How does this fit with the reviewees role and grade? Is this challenging and relevant? If unsure, consider the job description, role profile and as relevant, the promotional criteria for academic staff, professorial zone profiles
Measureable Embed in Objectives*	<ul style="list-style-type: none"> How will you know the objective has been achieved? What indicators will you look for to measure progress and success? How can it be measured? What data is available? Do new measures need to be identified? Consider quantity/qualitative measurements (e.g. how well something is completed, impact on reputation, feedback received, results achieved linked to new opportunities) In some cases, this can be challenging given innovation and the nature of some work.
Achievable / Aligned to strategy	<ul style="list-style-type: none"> Is it clear how this proposed objective is in line with the local strategic priorities? This needs to be aligned at the most relevant level which may be College/US, School/RI/Service, subject/specialism and/or team/local priorities. How will this objective contribute to the achievement of relevant priorities for the School/RI/Service?
Completion / milestone dates Embed in strategy*	<ul style="list-style-type: none"> All objectives should have specific achievement dates. In cases where those dates go beyond the review period, identifying milestone dates is appropriate. Are there clear time frames attached to the objective?(e.g. specific dates) Are the dates set realistic given resources, priorities and other responsibilities?
Support and Development Discuss with reviewer and embed in professional development plan	<ul style="list-style-type: none"> What support and/or professional development do you need in order to achieve these objectives? Consider a range of support including line management There are a range of options and considerations For additional guidance, refer to the the HR website, PDR section.

*Information which should be contained within the objective



Bringing SMART objectives together

Objectives should be worded using unambiguous language, with a focus on results and achievements rather than a series of actions or tasks.

It may be appropriate to include some degree of defining key deliverables. Although tempting to include a 'to-do' list, that isn't necessary and including that level of detail may make the objectives lose focus on what overall result or achievement is required. Many objectives will require variations of project plans through to task orientated 'to-do' lists, as relevant, which would form part of the normal work planning process.

Some examples:

To improve stock monitoring procedures by reducing waste to x% through a consultative approach with staff and implementing new changes by [date].

To increase the accuracy of instrumentation data related to [named] by x% by [date].

To up date the Health & Safety policy document for building x and ensure all staff within the building are advised of changes by [date].

Co-write a proposal to [named] funding body as Co-I and support [name] as lead PI in the response to call for [named specialism] with submission deadline [date] with a total value University of Glasgow contribution of £xm.



SMART Worksheet - Example

<p>Being informed</p>	<ul style="list-style-type: none"> The key strategic priority is the international focus within the College and School. Specifically, the focus on delivering programmes at the UG and Pg levels in [subject named] with the [named] partner which have wide appeal to both home and overseas students. This is a new type of programme development and offers opportunities and development for the reviewee.
<p>Specific Outcomes Embed in Objectives*</p>	<ul style="list-style-type: none"> To develop an MSc in [subject] as part of the collaboration with [named] international partner. This requires a range of actions and deliverables. For purposes of the objective, the main elements to be included would be to recognise it is a new programme and specifications, as well as the development of teaching delivery models
<p>Relevant to role and grade</p>	<ul style="list-style-type: none"> The reviewee is a [role title] this is relevant and will provide new challenges given the international positioning
<p>Measureable Embed in Objectives*</p>	<ul style="list-style-type: none"> One key measurement will be date driven. In order to offer the programme in 20XX/XY, the specifications and all other relevant materials will need to be completed and submitted for approval by [date] . Given the process, teaching quality assurance is a key measurement.
<p>Achievable / Aligned to strategy</p>	<ul style="list-style-type: none"> Given the focus of the objective (subject, partner, international focus) it is clear that it will support the Schools priorities which in turn support the College level priorities.
<p>Completion / milestone dates Embed in strategy*</p>	<ul style="list-style-type: none"> This completion date of [date] is realistic given current priorities and other responsibilities.
<p>Support and Development Discuss with reviewer and embed in professional development plan</p>	<ul style="list-style-type: none"> The reviewee will need support from College colleagues with experience in developing international programmes and in working with this partner. In general, there will be a requirement for support in x, y and z which will need to be explored further during PDR.

SMART Objective: Develop an MSc in (subject) as part of the collaboration with (named) international school for academic year 20XX/YY enrolment. This requires new programmes and specifications as well as the development of teaching delivery models to be completed and submitted for approval by (date)

*Information which should be contained within the objective



SMART Worksheet

Being informed	
Specific Outcomes Embed in Objectives*	
Relevant to role and grade	
Measureable Embed in Objectives*	
Achievable / Aligned to strategy	
Completion / milestone dates Embed in strategy*	
Support and Development Discuss with reviewer and embed in professional development plan	

SMART Objective:

*Information which should be contained within the objective

