

**Performance & Development Review**

**Setting SMART Objectives Guidance**

This guide aims to support reviewers and reviewees in writing SMART objectives.

The [Hallam Deal](https://blogs.shu.ac.uk/hallamdeal/?doing_wp_cron=1521037581.4430229663848876953125) sets out the University's commitment to you and what the University expects in return. The Performance & Development Review (PDR) supports that two way commitment, through recognising your achievements and setting out clear and focused objectives.

The purpose of the Performance & Development Review (PDR) is to align your personal performance and development with that of [Transforming Lives](https://portal.shu.ac.uk/departments/bis/pt/PIP/PIPW1/Portfolio%20Stakeholder%20Engagement%20%20Comms/Strategy%20-%20final.pdf). The [Performance & Development Review Toolkit](https://blogs.shu.ac.uk/shupdreviewtoolkit/?doing_wp_cron=1522832680.6540420055389404296875) provides you with information and helpful resources when preparing for your review.

In support of Transforming Lives, the PDR enables you and your manager to have meaningful conversations throughout the year about achievements, developments and is complemented by regular one-to-one discussions and aids self-reflection.

Additionally, the annual review conversation considers the future, identifying priorities and setting out SMART[[1]](#footnote-1) (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime-bound) objectives, including development needs for the year ahead.

If you require any further assistance accessing these documents or have specific requirements (e.g. large print format) please contact the People Development Team on ext. 3948.

1. **What are objectives?**

Objectives are mutually agreed between the reviewer and reviewee. They outline the specific outcomes expected, rather than activities that will enable the reviewee to achieve the required performance in their role. They are not intended to stifle the creativity of the reviewee.

1. **How to Set SMART Objectives**

It is anticipated that most staff will have between 5 or 6 with a maximum of 8. All objectives should be SMART:

* **S**pecific
* **M**easurable
* **A**chievable
* **R**elevant
* **T**ime-bound

In order to set meaningful, SMART objectives reviewers and reviewees are encouraged to consider appropriate objectives prior to the review conversation, discuss them in the review meeting and it may be that objectives are finalised after. It is the responsibility of the **reviewee** to ensure that the objectives on the form are the ‘final’ version.

The objectives identified should be kept under review during the course of the year during KIT meetings and during the mid-year review by both the reviewer and the reviewee to ensure that they are still relevant and achievable.

The following provides an overview of each of the elements of SMART and some working examples of the types of objectives that may be appropriate to use and how they might be expressed. Inevitably they are generic and are not intended to be simply used as they are:

**Specific -** Objectives should clearly state what the reviewee is expected to achieve. The outcome needs to be tangible and concrete.

* Is it clear and well defined?
* Is it clear to anyone that has a basic knowledge of the work area?

**Measurable -** Objectives should include a quality and/or quantity reference so that the reviewee can measure whether or not they have been achieved. It will describe the features of a successful outcome. Some may be quantifiable. Where it is not possible to quantify, the challenge is: has the outcome been described sufficiently clearly that both sides know what success would look like.

* Is the goal obtainable and when will it be completed?
* How will you know when it has been achieved?
* What evidence will show successful completion?

**Achievable -** Objectives should be stretching (and therefore challenging) to the reviewee, but they should not be out of reach.

* Is there agreement with all the stakeholders what the goals should be?
* Is there a realistic path to achievement?
* Does the reviewee have the relevant authority/skills to deliver the objective?
* What learning and development will be needed to support the reviewee to complete this objective? (capture in the PDP section)

**Relevant -** Objectives must be relevant to the activities and ambitions of the reviewee.

Objectives have to be worthwhile; there has to be a reason why it's being undertaken.

A relevant goal can answer yes to these questions:

* Does this seem worthwhile?
* Is this the right time?
* Does this match our other efforts/needs?
* Are you the right person?

**Time-bound -** Objectives have a deadline which should be appropriate to the nature of the work rather than be driven by the annual review cycle. Where longer timescales than a year are appropriate and agreed, it is helpful to discuss interim milestones. Specifically, this part of the SMART goal criteria is intended to prevent goals from being overtaken by the day-to-day crises that invariably arise in an organisation. A time-bound goal is intended to establish a sense of urgency.

* When does this have to be done by?
* What can I do six weeks/months from now?
1. **SMART Objective Examples**
* Contribute to improving overall satisfaction/assessment and feedback satisfaction on course xxx by y% with the course team. Your personal contribution will be to xxx.
* Undertake peer review of your teaching on module xxx, with a view to supporting yourself in improving yyy.  You will measure the outcome of this in terms of feedback from your peer reviewer, and we will discuss next time any evidence that comes through in sources like module reviews, nominations for inspirational teaching awards.
* To be the student systems and records (SSR) link person for student records and related processes with research administrators across the university to; improve communication between SSR and research administrators and develop understanding of processes and increase engagement amongst the staff groups within the next 6 months.
* To develop and implement a communications plan for Graduation 2018, to engage with graduating students working with colleagues across the university to co-ordinate and plan appropriate content and channels.
* Producing internationally recognised (REF 2\*), internationally excellent (REF 3\*) or world leading (REF 4\*) research output. Outputs are internally quality rated by Unit of Assessment reading groups, whose processes are externally calibrated.
1. **Hints & Tips**
* Focus on what the expected achievement needs to be of the reviewee - avoid writing objectives which describe what someone is going to do.
* Keep objectives under review throughout the year.
* Objectives should reflect the level and range of responsibilities that a reviewee has.
* Objectives should be challenging and aim to achieve positive outcomes - avoid setting too difficult or too easy objectives; both can be demotivating.
* A useful objective is one which describes to both the reviewee and reviewer and anyone else who might read the objective what is expected of the reviewee, including the anticipated outcome.

1. *Please see Guidance for Setting SMART Objectives in the toolkit.* [↑](#footnote-ref-1)