SETTING KEY GOALS

Key goals help to define and focus what you are going to accomplish and what you are accountable for. The types of goals you set may differ depending on the type of job you do, but regardless of your role or position, when setting key goals in Step 1 of your Performance and Development Cycle (PDC), you should prioritize 2-5 goals to focus on at any one time. Also, consider all the work for which you are responsible, not just special projects.

SETTING MEANINGFUL GOALS

Setting goals is not about adding more work outside of your regular role or job description. Your aim when setting your PDC goals should be to **find things that are meaningful to your day-to-day work and the work of your unit** and determine ways that you can contribute. Setting goals allows you to plan for and make incremental steps towards meaningful outcomes.

TYPES OF GOALS

Some jobs are primarily project-based while others are managerial, administrative, or operational. Like the variety of jobs at UVic, there are also many different types of goals. Here are some of the most common types to help you get started (see page 2 for goal starter statements and more sample goals).

Work or project related goals – these goals relate to the <u>job</u> and are traditionally what we think of when we hear the word goal. They include goals about what work is to be done, how it will be done, how it may change and by when. These may also be goals about updating processes or procedures, resolving issues or challenges, or being innovative to improve a practice, program or service (see examples on reverse).

Personal development or career development goals – these goals relate to the <u>person</u>, rather than to their work. They are developmental in nature and often include improving interpersonal, supervisory or leadership skills, or taking courses or working towards a career goal (see examples on reverse).

Engagement goals – these goals relate to connecting with the <u>organization</u>. They come from the organizational culture, vision and values of UVic and can relate to the UVic Strategic Framework, the Competency model or specific initiatives within the university. These may include building partnerships with other departments, learning more about the university, or volunteering or engaging with current UVic initiatives (see examples on reverse).

START WITH A DRAFT

Before you start your PDC Step 1, it is a good idea to draft some short, rough goals based on what you see as a priority in your current job. When you meet with your supervisor you can discuss how these align with the departmental goals, agree upon the best goals to focus on, and set some reasonable target dates.

Creating SMART Goals
SMART goals help to clarify and focus your work and can be easier to monitor and measure. Use the guide below to develop SMART goals for your PDC plan.

SMART stands for:
 Specific: aligns to the role and is clearly defined
 Measurable: includes quantitative or qualitative metrics
 Attainable: the goal is likely to be accomplished
 Realistic: challenging yet achievable with available resources
 Timely: includes a reasonable target date for completion

If SMART goals are too challenging to create try designing your goal by answering these questions:
 What? Describe the goal to achieve
 How? Describe the method or strategy to use
 When? Set a date
 Why? Identify your expected outcome

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STEPS or MILESTONES

After you have developed a goal, you may want to create a few steps or milestones that will help you see concrete progress towards each goal. You can include these steps in the same section as your goals on the **Step 1 PDC form** or in the timeline and support section.

GOAL STARTERS AND EXAMPLES

Work or project related goal starters/examples
- Initiate/Complete/Evaluate project XYZ by <u><date></u> to ensure that <u><result></u>
- Increase revenue or decrease costs by _____ amount, by <u><date></u>
- Increase service numbers/results/survey scores by _____ amount for this cycle (fiscal year/term/cohort)
- Decrease response time/error rate/cost of a resource by _____amount so that <result>
- Develop process documentation/process improvement plan/ training manual by <u><date></u>
- Process all invoice payments within _____ working days of receipt so that <result/impact>
- Use _____ data to inform the redesign of a program/process by <u><date></u> to ensure <u><result/impact></u>
- Create and implement a plan to reduce processing times by _____ amount so that <result>

Personal development or career development goal starters/examples
- Attend a learning opportunity (e.g. conference/Employee Learning Calendar course/institutional learning opportunity) to develop _____ skill, and apply lessons learned to work/life by <u><date></u>
- Improve _____skill by volunteering for roles that require its use in other contexts so that I gain confidence using that skill outside of comfort zone.
- Enhance _____skills by taking an Employee Learning Calendar course or course series. Draft a summary to share with others on the team, to increase my practice of that skill.
- Broaden planning skills by creating a plan to develop work/life balance by <u><date></u> (include specific targets, milestones and supports to evaluate progress), to develop better time estimates and contribute in a more significant way to planning tasks.
- Develop presentation skills by identifying and preparing a topic for presentation at an event and asking attendants for feedback using _____evaluation method/tool, to reduce anxiety when talking in public or to feel more comfortable leading meetings.
- Apply/volunteer to participate in the university Mentorship Program as a mentee or mentor, or seek out an informal mentoring relationship to expand professional network and support development/application of _____ skill(s).
- Improve interviewing skills by chairing or participating as a selection committee member in an interview process.

Engagement goal starters/examples
- Expand my network by attending university events (Campus updates, Ideafest, Diversity Forum, etc.) or other cross-department activity and connecting with at least 3 new people by <u><date></u>.
- Review UVic communications (The Ring, Campus Checklist, digiCaster announcements, etc.) often, and bring relevant information to the attention of the team, so that our unit is more connected with what is happening on campus.
- Champion an initiative by becoming an ambassador for it to the department by <u><date></u>, so I that develop leadership skills.
- Volunteer to participate on a university committee or working group and connect with at least 3 people by <u><date></u>, so that I contribute to engagement activities.
- Reach out to discover a particular student initiative and engage with it (e.g. provide feedback/donate resources/participate in their activities) in order to make a connection with the student community.
- Send a "thank you" note to _____ people per month to encourage connection.
- Create an engagement opportunity in the department by coordinating a team activity (e.g. board game afternoon/breakfast/scavenger hunt) by <u><date></u> in order to strengthen relationships within the office