PROGRAM OVERVIEW

About the Training Program

This session is designed to enable participants to learn and apply concepts and techniques to develop realistic and achievable expectations for your employees. Each employee plays an important role in making Boise State University the best it can be. Effective Performance Management gives us tools to bring out the best in employees and allows Boise State University to achieve its’ goals. The focus today is on establishing SMART objectives, developing and motivating employees by ensuring their activities are linked to the overall goals and mission of BOISE STATE UNIVERSITY.

Training Objectives

Participants will have the following opportunities to:

- Discuss the difference between Goals and Objectives;
- Establish SMART objectives for employees; and
- Discuss tools to keep performance on target (managing to SMART Objectives).
Leadership Means . . .

- Establishing an environment conducive to excellence.
- Managing for performance
- Taking all opportunities to support individual and organizational achievement and growth.
- Communicating Expectations clearly and concisely
- Holding employees accountable
Setting SMART Objectives

Setting Job Goals and Objectives

Performance goals and objectives are written to describe the measurable results an employee needs to achieve within each key responsibility area. Performance goals and objectives should be tied to the strategic mission and goals of Boise State University. Goals and objectives tend to be used interchangeably. To differentiate between the two remember this:

"The goal is where we want to be.  
The objectives are the steps needed to get there."

Objectives are meant to be realistic targets for a program or project. Objectives are written in an active tense and use strong verbs like plan, write, conduct, produce, etc., rather than learn, understand, feel. Objectives can help you focus your program on what matters. It always answers the question “Who is going to do What, When, Why (what does it demonstrate), and to What Standard?”

Setting Goals and Objectives

Setting objectives creates employee motivation and should help the employee connect the job to the mission of Boise State University.

Objectives clarify the performance expectations within each key responsibility area (from job descriptions) and describe how they will be met and measured. Objectives provide guidance for the employee and help keep performance focused throughout the evaluation period.

When objectives are discussed and written, the supervisor and the employee have a thorough understanding of what performance is expected.

Types of Objectives

There are three main types of objectives that may be used in developing a program or project plan: process, impact, and outcome.

Process Objectives: help you be more accountable by setting specific numbers/types of activities to be completed by specific dates. Process objectives tell what you are doing and how you will do it. They describe participants, interactions, and activities.

Impact Objectives: tell how you will change attitudes, knowledge or behavior in the short term and describe the degree to which you expect this change.

Outcome Objectives: tell what the long-term implications of your program will be by describing the expected outcome for the community. (Outcome objectives are rarely measurable because many different elements may influence what is being measured.)
Three components to create a clear objective:

1. **Performance** - what the employee is expected to do (goal).
   Steps or measurements needed to meet or clarify goal:

2. **Criteria** - the quality or level of performance that will be considered acceptable, often described in terms of speed, accuracy and/or quality (time frames).

3. **Conditions** - conditions under which the performance is expected to occur.

An example of a clearly written job objective incorporating these components could be written as follows:

*The employee will write reports for the department at the end of each week while the legislature is in session.*

1. **Performance:**

   The first component, *performance*, helps communicate what the employee is expected to perform. The performance is usually written using a verb that describes the action of the performance. Using the example from above, the performance of this objective is highlighted below.

   The employee will write reports for the department at the end of each week while the legislature is in session.

2. **Criteria and Quality**

   The second component, *criteria*, describes the *quality, level, and timeliness standards* by which the performance should be accomplished. The criteria of the example job objective are highlighted below.

   The employee will write reports for the department at the end of each week while the legislature is in session.

   The preceding example described criteria in terms of *timeliness*. Another way to describe the criteria for a performance objective is to use *accuracy* measures. This can be expressed using a percentage. For example:

   The employee will write reports for the department with zero grammatical errors while the legislature is in session.

   Quality of performance is another critical criterion. Sometimes *quality*, timeliness, and accuracy are important. All characteristics may be addressed in the objective.

3. **Condition:**

   The third component, *condition*, describes the situation, timeframes, and the environment specifics in which the performance is to occur. The conditions of the example job objective are highlighted below.
The employee will write reports for the department at the end of each week while the legislature is in session.

Objectives may be one or several sentences in length. Several sentences may be required to communicate the intent clearly.

To ensure success, make the performance evaluation a living document. Take it out at least quarterly and review with the employee the job goals and objectives and consider the following:

- Prioritize goals and objectives.
- Build flexibility into goals and objectives to ensure adaptability as changes occur in the job or department.
- Ask about obstacles and take action to eliminate them.

**Setting Smart Objectives:**

**SMART Objectives** refers to an acronym built around the key characteristics of meaningful objectives, which can be very helpful in writing objectives that can be employed to evaluate the quality of programs proposed and carried out.

1. **Specific** – Objectives should specify what they want to achieve. (concrete, detailed, well defined).
2. **Measurable** – You should be able to measure whether you are meeting the objectives or not. (numbers, quantity, comparison)
3. **Achievable** - Are the objectives you set, achievable and attainable?
4. **Realistic** – Can you realistically achieve the objectives with the resources you have?
5. **Time** – When do you want to achieve the set objectives?

Let’s look at these characteristics in more detail:

**Specific** – *What exactly are we going to do, with or for whom?*

Specific means that the objective is concrete, detailed, focused and well defined. The program states a specific outcome, or a *precise* objective to be accomplished. The outcome is stated in numbers, percentages, frequency, reach, scientific outcome, etc. To help set specific objectives it helps to ask:

- **WHAT** am I going to do? These are best written using strong, action verbs such as conduct, develop, build, plan, execute, etc. This helps your objective to be action-orientated and focuses on what’s most important.
- **WHY** is this important for me to do?
- **WHO** is going to do what? Who else needs to be involved?
- **WHEN** do I want this to be completed?
- **HOW** am I going to do this?
Diagnostic Questions

- What exactly are we going to do, with or for whom?
- What strategies will be used?
- Is the objective well understood?
- Is the objective described with action verbs?
- Is it clear who is involved?
- Is it clear where this will happen?
- Is it clear what needs to happen?
- Is the outcome clear?
- Will this objective lead to the desired results?

Measurable – *Is it measurable & can WE measure it?*

If the objective is measurable, it means that the measurement source is identified and we are able to track the actions as we progress towards the objective. Measurement is the standard used for comparison. For example, what financial independence means to me, may be totally different compared to what is means for you. As it’s so often said if *you can’t measure it, you can’t manage it*! It’s important to have measures that will encourage and motivate you on the way as you see the change occurring, this may require interim measures. Measurements go a long way to help us to know when we have achieved our objective.

Diagnostic Questions

- How will I know that the change has occurred?
- Can these measurements be obtained?

Achievable – *Can we get it done in the proposed timeframe/in this political climate/for this amount of money?*

Objectives need to be achievable, if the objective is too far in the future, you’ll find it difficult to keep motivated and to strive to attain it. Objectives, unlike your aspirations and visions, need to be achievable to keep you motivated. Objectives need to stretch you, but not so far that you become frustrated and lose motivation.

Diagnostic Questions

- Can we get it done in the proposed timeframe?
- Do I understand the limitations and constraints?
- Can we do this with the resources we have?
- Has anyone else done this successfully?
- Is this possible?
**Realistic/Relevant** – *Will this objective lead to the desired results?*

Objectives that are achievable, may not be realistic….. however, realistic does not mean easy. Realistic means that you have the resources to get it done. The achievement of an objective requires resources, such as, skills, money, equipment, etc. to the task required to achieve the objective.

Relevant means the outcome or results of the program directly supports the outcomes of the agency or priority area.

**Diagnostic Questions**

- Do you have the resources available to achieve this objective?
- Do I need to revisit priorities in my life to make this happen?
- Is it possible to achieve this objective?

**Timely/Time-Bound** – *When will we accomplish this objective?*

Time-bound means setting deadlines for the achievement of the objective. Deadlines need to be both achievable and realistic. If you don’t set a time you will reduce the motivation and urgency required to execute the tasks. Timeframes create the necessary urgency and prompts action.

**Diagnostic Questions**

- When will this objective be accomplished?
- Is there a stated deadline?
Use this model to remember how to create a complete and effective objective.

**SMART OBJECTIVES EXPANDED**

<table>
<thead>
<tr>
<th>S</th>
<th>Specific</th>
<th>In addition to specific, terms like stretching, systematic, synergistic, significant and shifting also apply.</th>
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</thead>
<tbody>
<tr>
<td>M</td>
<td>Measurable</td>
<td>“M” means measurable, but also meaningful, memorable, motivating and even, magical.</td>
</tr>
<tr>
<td>A</td>
<td>Achievable</td>
<td>A is an achievable goal. “A” also stands for action plans, accountability, acumen and agreed-upon.</td>
</tr>
<tr>
<td>R</td>
<td>Relevant</td>
<td>R means relevant, but it also stands for realistic, reasonable, resonating, results-oriented, rewarding, responsible, reliable, rooted in facts and remarkable.</td>
</tr>
<tr>
<td>T</td>
<td>Timely</td>
<td>T means time-based and it also represents timely, tangible and thoughtful.</td>
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</tbody>
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**Putting It All Together**

To develop SMART Objectives that will help you reach your goal fill in the blanks below:

**Smart Examples:**

Complete for one of your objectives:

By ____/____/___ ,

_______________________________________________________will have

[WHEN] [WHO/WHAT, include a number that you can measure]

________________________________________________________________

[HOW, WHY (remember to specify results)]

**Sample SMART objectives for Customer Service:**

- Reduce the average time for resolving customer service issues from (xx) minutes to (xx) minutes by the end of the calendar year.
• Improve customer service satisfaction ratings by (xx)% by the end of the calendar year, as determined by customer satisfaction surveys.
• Increase the number of people who visit our customer service web site to (xx) by the end of June.
• Decrease employee turnover to (xx)% before the end of the calendar year by ensuring adequate breaks, flexible scheduling, and opportunities for growth and development.

Below is an example of a process and impact objective based on a hypothetical program goal, as well as a list of suggested activities that could be proposed to attain these objectives.

GOAL:
To improve the quality of life for people who come to our facility and to build their strength - emotionally, spiritually and physically - to improve their chances of continued healing as they transition to home care.

Process Objective:
By 3/31/03, all 25 nursing and administrative staff will have completed communication skills training and will be able to demonstrate the ability to actively listen and inquire about emotional health.

Impact Objective:
By 12/31/03, the Creative Healing Center will have increased from 10% to 50% the percentage of patients who say they feel emotionally prepared to leave the hospital at discharge. (Data source: Patient discharge interview and survey).

Examples of Activities That Will Help You Reach Your Objectives
*Note: these types of resource needs could be identified within the Employee Development Objectives of the Performance Appraisal form.

1. Train all staff in active listening and communication skills so they feel comfortable dealing with emotional issues and ask each family member how they are doing.

2. Provide each staff member with referral packet of resources for after-care questions.

3. Provide each patient an introductory tour of the healing garden and the support/counseling area so that each patient is aware of resources available.

Managing to SMART Objectives

Managing Performance

There are three major components to managing employee performance.

• The day-to-day tracking of employees' progress toward achieving performance expectations outlined in the performance plan
• Benchmark interim reviews conducted throughout the performance cycle based on specific projects
• The final appraisal meeting

Managing also includes providing on-going feedback to employees through coaching and frequent discussions throughout the performance cycle. These discussions should be held on a regular basis, as well as in response to changes in performance. At any point during the performance cycle, supervisors need to address performance areas of improvement and achievements with their employees.

**Tools to Keep Performance on Target**

• Visual observation
• Logs or notes kept by supervisor
• Written activity or work logs kept by employee
• Periodic meetings with employee (quarterly meetings are recommended)
• User or customer feedback
• Written progress reports
• Project Plan and accomplishments based on meeting SMART Objectives

Discuss with employee:

▪ Planning How to Track Performance Data
▪ Decide What Data to Collect
▪ Decide When to Collect the Data
▪ Decide what data the employee should collect
▪ Decide Who Should Receive the Tracking Data
▪ Decide How to Collect the Data

**Development Activities to Consider When Creating the Employee Development/Training Plan:**

Below are examples of some typical activities which could be considered appropriate for employee development.

• On-the-job training, cross-training, job shadowing
• College course work or certificate programs
• Attending or participating in professional organizations
• Coaching or consulting
• Individual career counseling
• New employee orientation
• Working with or as a mentor
• Management development programs
• Attending workshops, conferences, or teleconferences
• Internships
• Self-study or reading assignments
• Online learning projects
• Attend meetings for you or with you
• Participation in special projects
• Training classes