Performance and Development	At CHSU we value the contributions of our faculty and staff and strive to be an organization that has meaningful and regular conversations which positively impacts performance, development and productivity. We want performance conversations that matter and a plan that will be an ongoing, forward-looking, collaborative process in which employees are developed considering the university's values and strategy.
Types of Goals	Setting meaningful goals is the first step in the Performance and Development Cycle. What are meaningful goals? They are goals that are meaningful and relevant to your day-to-day work; they are aligned with the strategic goals of your department and the broader goals of the university, and; contribute to the success of your department or faculty and university as a whole. Clear goals help you better understand the expectations of your role and what you are accountable for. Some jobs are project-based while others may be more administrative, managerial or operational. As a result, start thinking about your whole job and the broad areas or "buckets" of responsibility and results for which you are accountable. A good starter is to develop a goal statement for each bucket. Remember to focus on end results, not tasks. Goals should be high-level enough to encompass the core outcomes for which you are responsible, but specific enough and clear enough so you will be able to measure success. Having too many goals can be an indicator that your goals are scoped too low and are focused on tasks and not end results.
Setting SMART Goals	The acronym SMART can help identify and better define your goals to help support your success in achieving them. What are SMART goals? **S**pecific **M**easurable **A**chievable **R**elevant **T**ime-Bound • Statements of meaningful results you are working to accomplish. • Designed in a way to foster clear and mutual understanding of what constitutes expected levels of performance and successful professional development. Common types of goals are to: • Increase something • Make something • Improve something • Reduce something • Save something • Develop someone (you!)
Specific	What will be accomplished? What actions will you take? Your goal should: • be easy to understand • specify desired future results • identify the actions to be taken to achieve the results • use concrete action verbs
Measurable	What data will measure the goal? How much? How well? Your goal should: • describe how each goal will be measured • include quantitative or qualitative metrics
Achievable	Is the goal likely to be accomplished? Do you have the necessary skills, knowledge and resources? Your goal should: • be within the individual's control and or influence to achieve • be challenging but achievable with available resources • be realistic given all other commitments within the unit
Relevant	How does the goal align with broader goals? Why is the result important? Your goal should: • be aligned with the mission of the department, faculty or work unit • relate to the broader objectives which your unit wishes to achieve
Time-Bound	What is the timeframe for accomplishing the goal? Your goal should: • include a reasonable timeframe including a beginning and an end date • include interim steps and a plan to monitor progress if the goal will span the length of the Performance and Development Cycle
Develop an Action Plan	Once you have developed goals, an Action Plan will help in achieving SMART goals. • Action plans are the specific tasks or steps you will take to accomplish each goal. • They help determine whether the end result and timeframe are achievable and the resources and support you will need to be successful. • They provide a roadmap to monitor and a focus for employee/manager feedback and coaching.