Writing Goals and Objectives

Goals

Goal: Goals are more specific than the Department mission. Goals may have a short or long timeframe in which they are carried out. Goals provide the framework within which objectives can be set and measured.

Goals are your desired outcomes.

SMART stands for Specific, Measurable, Achievable, Results-focused and Time-bound.

Goal Types

Typically, two types of performance goals exist: employee development and business success.

Employee-development goals focus on improving the value of an employee to a company. For example, an employee might have the goal of improving interpersonal communications. Therefore, a supervisor schedules her for an interpersonal communications class.

Business-success goals focus on increasing a company’s accomplishments. For example, an employee might have the goal of increasing his total sales by 10 percent to increase market share.

Goal Setting

Normally, goals include two components: what to accomplish and a time frame.

Goals should be linked to the performance criteria, the department/division goals, and the overall College goals. Staff members are better able to achieve top performance when organizational planning, goal setting, and assessment begin at the highest levels of the organization and permeate through divisional/departmental goals to become individual goals. In this way, every individual’s performance is linked to the organization’s plans and successes.

The number of goals established should be realistic for the period covered and should be part of regular progress discussions during the upcoming review period. SMART goals follow the SMART format. They are: Specific Measurable Aggressive yet Achievable Relevant Time-bound.
Planned Outcomes

Outcomes: Outcomes are more specific in scope. They are statements that describe certain conditions that must be met with a specified timeframe. Objectives may change within a short timeframe. They are measurable and expressed in quantities.

Outcomes are smaller goals – the means by which your ultimate goals are met.

The first step in developing an outcome-focused goal is to describe the desired results as illustrated in the example above. These outcome-focused goals should then be further defined by specifically indicating the measurements that will be utilized. These measurements should address areas such as time, speed, quality, or quantity.

- For example, “reduced” or “increased” by how much?
- Over what time period will this reduction or increase occur?
- Additionally, how will success be determined?
- What evidence will be utilized to demonstrate achievement?

Each of these outcomes should be further defined following the SMART model discussed previously. Focusing on outcomes and ensuring that goals are Specific, Measurable, Aggressive yet Achievable, Relevant, and Time-bound increases the likelihood that the desired level of performance will be achieved.

[For Supervisors] Ongoing communication, coaching, and immediate feedback throughout the year help to set the stage for a successful Performance Evaluation discussion. As previously mentioned, prior to developing the actual Performance Evaluation, the evaluator should ensure the staff member has the opportunity to provide input, ideas, goals, and evidence related to performance. Until appropriate review, feedback, and/or approvals have been received, the Performance Evaluation is a confidential draft document and should be treated as such.