



Charles Sturt  
University

# Goal Setting Guidebook

*Bringing meaningful purpose, practical strategies, and goals together makes an organisation's aspirations more credible - and more likely to be achieved.*

McKinsey 2014  
[www.mckinsey.com/business-functions/operations/our-insights/the-aligned-organization](http://www.mckinsey.com/business-functions/operations/our-insights/the-aligned-organization)



# Quality goal setting sets our staff up for success



SMART format

Goals aligned to University Strategy

Support staff in prioritise efforts

Managers regular feedback is aligned and relevant

Alignment of priorities supports collaborative manager/staff relationships

Linked KPI's and performance metrics

Performance appraisal matches University outcomes

Transparency for staff on performance review

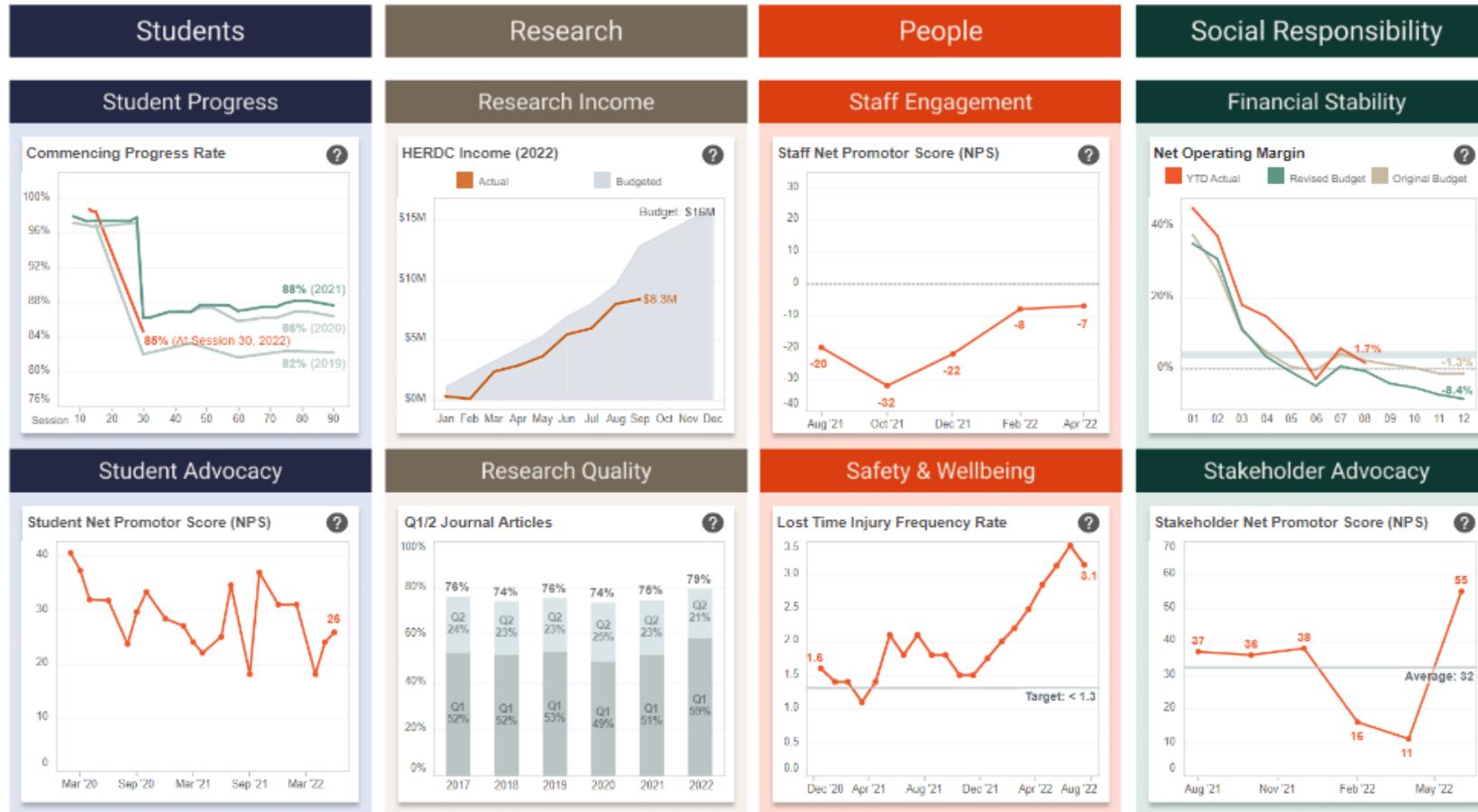
High performance culture

Strong staff engagement

Achievement of University strategy outcomes



# Our Key Performance Indicator (KPI) Framework creates alignment and supports goal setting across the organisation



[www.csu.edu.au/office/planning-analytics/kpi/key-performance-indicators](http://www.csu.edu.au/office/planning-analytics/kpi/key-performance-indicators)



## 3 C's – The role of managers in goal alignment

### → Communicate

Set the direction through your Annual Operational Plans and strategic initiatives.

Ensure priorities are identified and clearly communicate what your team will focus on for the year.

### → Cascade

Set the team up for success by assigning ownership and creating a model of cascading accountabilities.

Identify team members and stakeholders who will support outcomes and ensure roles and responsibilities are documented and clear.

### → Contextualise

Explain to your teams how their roles will contribute and identify the value they will add.

Provide role clarity and the context for how what they do supports the strategic direction of the team, the division or school, the portfolio and the university.



# Goal Alignment

To ensure goals are aligned and can be achieved managers need to:

Ensure transparency and understanding of the University Strategy, including 'the why'

Provide line of sight for the Employee, their role and how it contributes to the strategic direction – 'what you do matters'

Reinforce and role model what high performance looks like

Recognise and reward employees as goals are achieved



Portfolio level initiatives identified and developed by ELT to achieve the University Strategy.

Example goal: Grow our applied research in core focus areas, increasing research income to \$XXm by 2025.

University Strategy

Senior Management develop Annual Operational Plans, assign initiative leads and communicate across their Divisions and Faculties.

Example goal: Foster a service culture in the delivery of best-in-class support and advisory services, as measured by stakeholder feedback of X% and above.

Annual Operational Plans

Employees work with their managers, using the EDRS Manager system, to set agreed goals, that align to the strategic direction, and can be measured and evidenced. Additional personal development goals can also be considered.

Example goal: Enquiries on my work slate will be cleared at the end of each month and feedback will be reviewed to inform continuous improvement.

Teams

Managers plan and set goals, ensuring to communicate and contextualise assigned initiatives. Teams must understand how their roles will contribute to the achievement of agreed goals and KPI's.

Example goal: Team service level agreements (SLAs) are met or exceeded X% of the time.

Individuals

# Contextualising goals

Explaining and unpacking context allows employees to understand how what they do connects to, and impacts, the bigger picture.

It is vital for managers to:

- Provide employees with role clarity through current and fit for purpose position descriptions, and regular performance discussions
- Explain to employees how University and strategic decisions may affect them, and importantly share why these decisions are taken
- Unpack the impacts of these decisions to employees and teams, and help them 'connect the dots'



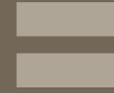
## Information

Provide information about the University Strategy and how it relates to team goals



## Direction

Give clear direction that translates information into tasks and actions



## Contextualisation

Be impactful and effective by helping your employees to see, and value, the link between their work and the University Strategy

## Benefits

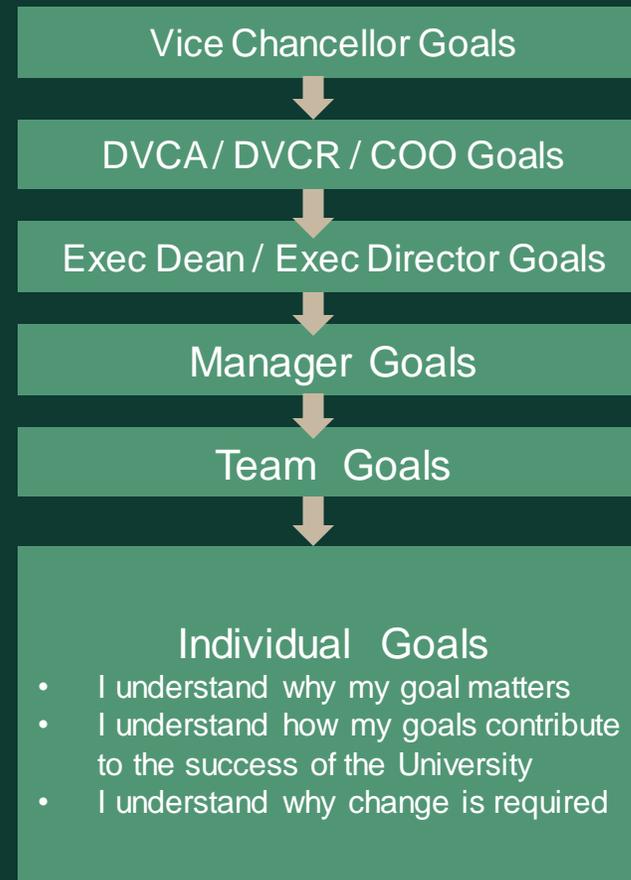
- Understanding the University Strategy connects employees to a shared vision
- Direction and context gets us all 'paddling in the same direction', which helps us reach our goals and creates a shared sense of satisfaction and achievement
- Valued and engaged employees are productive and outcomes focused
- Cross unit collaboration is fostered through understanding and clear accountabilities
- Contextualisation creates opportunities to co-create team plans and collaborate on achieving goals

# Steps to success



## 1. Completion of the 3 Cs

*Communicate / Cascade / Contextualise.*



# Steps to success



## 2.

### Analysis and engagement

- Ensure interdependencies are identified and managed
- Engage across portfolios and functions
- Review goals for conflict and duplication



# Steps to success



## 3. Regular reviews and ongoing agility

- Regular goal reviews through the Annual Planning process and the 3 Year Strategic Roadmaps
- Ensure an agile approach to planning that allows a timely response to external or internal changes



# Get Smart

## LinkedIn Learning

- Creating clear and focused smart goals
- Setting team and employee goals using smart methodology



# SMART goals > EDRS Manager system



|  |  |
|--|--|
| <b>Specific</b><br>(What am I going to do?)        | <ul style="list-style-type: none"><li>• What exactly needs to be accomplished?</li><li>• Who else will be involved?</li><li>• Where will this take place?</li><li>• Why needs to take place to accomplish this goal?</li></ul>   |
| <b>Measurable</b><br>(How am I going to do it?)    | <ul style="list-style-type: none"><li>• How will success be measured?</li><li>• How much change needs to occur?</li><li>• How many accomplishments or actions are required?</li><li>• Is there a quantifiable measure/metric that can be referenced e.g. Subject Evaluations, Net Promotor Scores, RPI, Voice Survey</li></ul> |
| <b>Achievable</b><br>(Special resources I'll need) | <ul style="list-style-type: none"><li>• Are the time and resources available to achieve this goal?</li><li>• Is this goal a reasonable stretch?</li><li>• Are the actions likely to bring success</li></ul>  |
| <b>Relevant</b><br>(How I'll show I've done it)    | <ul style="list-style-type: none"><li>• Is this a worthwhile goal right now?</li><li>• Is it meaningful – or just something others think I should do?</li><li>• Would it delay or prevent me from achieving a more important goal?</li><li>• Am I willing to commit to achieving this goal?</li></ul>                          |
| <b>Timely</b><br>(When I'll do it by)              | <ul style="list-style-type: none"><li>• What is the deadline for reaching the goal?</li><li>• When do I need to take action?</li><li>• What can I do today?</li></ul>  |

# Types of goals



|                               |   |
|-------------------------------|---|
| Organisationally Aligned      | <ul style="list-style-type: none"><li>• <b>Normally set by leaders</b></li><li>• Aligned to our Strategy or continuous improvement initiatives</li><li>• Aligned to professional development in strategic capability areas</li><li>• Team-based goal setting</li><li>• Individual goal setting</li><li>• Optional stretch goals aligned to the Strategy or continuous improvement initiatives</li><li>• Supported by the 'Goal Library'</li></ul> |
| Personal Growth / Development | <ul style="list-style-type: none"><li>• <b>Normally set by employees</b></li><li>• Professional development focused</li><li>• Supports career aspirations and areas for development</li></ul>   |
| Values                        | <ul style="list-style-type: none"><li>• <b>Normally set by employees</b></li><li>• One or more goals that contribute to fostering our University values</li></ul>   |
| Scholarly                     | <ul style="list-style-type: none"><li>• Academic staff only</li><li>• Essential for the University to comply with TEQSA requirements</li><li>• <a href="http://www.csu.edu.au/division/learning-teaching/professional-learning/scholarly-activities">www.csu.edu.au/division/learning-teaching/professional-learning/scholarly-activities</a></li></ul>   |
| Research Plan                 | <ul style="list-style-type: none"><li>• Academic staff with a research work function</li><li>• Research Plan template now integrated into the EDRS Manager system</li></ul>   |