Setting SMART Goals

go/learning workshop
May 2012
Agenda

• Alignment & prioritization
• Types of goals
• Preparing the goal
• Readiness
• Making it SMART
• Making it happen
Alignment

- We are most effective when we are going in the same direction with a shared purpose

Prioritization

- Knowing what is most important helps us decide what we should be spending time on

Goals

- Goals that are align and prioritized drive our work
Types of Goals

Strategic & Operational
- What needs to be planned to get us where we want to go?
- What needs to be done to get us there with the desired results?

Development
- How we get it done most effectively
Development Goals

- Skills, abilities, and experiences needed to:
  - Reach strategic and operational goals
  - Increase capability in my current position
  - Prepare me for more responsibility in the future
Making your Goals SMART

S  Specific
M  Measureable
A  Aligned
R  Realistic
T  Time bound
What if I can’t measure it?

• Everything can be measured
  – Quantity
  – Quality
  – Feedback

• Use a “proxy” - a good estimate
Preparing the Goal

• What do I want to accomplish?
• Why is it important to accomplish this?
• How is it aligned with where I/we want to go?
• What will happen if I accomplish it?
• What is at stake if I don’t?
• What is my readiness level* (my willingness and ability)?
• What needs to be true in order to make it happen?
Readiness Level is a combination of:

**Willingness:** the amount of confidence, commitment, and motivation demonstrated.

**Ability:** the amount of knowledge, experience, and skill that a person is currently demonstrating for a task.

Taken from
Readiness Level is Task Specific

(R) = Readiness Level

<table>
<thead>
<tr>
<th></th>
<th>R4</th>
<th>R3</th>
<th>R2</th>
<th>R1</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Able, confident, willing</td>
<td>Able, unsure; able unwilling</td>
<td>Unable, willing</td>
<td>Unable, unsure</td>
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Readiness Level is Task Specific
Identify Readiness Level

Task or Goal:

Willingness:
- High R4 R3 R2 R1 Low

Behavioral Evidence:

Ability:
- High R4 R3 R2 R1 Low

Behavioral Evidence:
Practice Writing a SMART Goal

- Prepare the Goal
- Check Readiness level
- Make it SMART
Next Steps

• Share your draft with someone who can help
• Check in with your manager for perspective*
  – Discuss priorities
  – Share readiness level
  – Enlist support
• Finalize your goal
• Set a plan to create “windows of when”**
• Track, review, adjust and record

*This can be done before during and after the goal setting process – *especially since your manager may give you some goals*
** from Porter Knight