

There is little point in setting objectives that are so ambitious or unclear they cannot be achieved.

To be effective, an objective must be meaningful and achievable.

So, when setting objectives with team members it is useful to ask questions.

Remember that at the final review you should be able to determine whether the objective was achieved or not so objectives should be written in a way that achievement can be clearly determined.

Think about the questions you would ask when setting objectives. Then compare them with the suggestions.

How did you get along? Did you come up with others?

Questions for the different roles:

Professional leader

- How does the individual's role support the strategic priorities and School/Unit key objectives?
- What objectives appropriately reflect the individual's role?
- Does the person have the skills they need to do their job or is there opportunity for development?
- How does this fit with workload expectations?
- What are the resource requirements?
- Will there be impact for team members or other teams?
- How does this fit into the team or work area plan?
- How can the objectives be measured? What sources of evidence, data, and feedback are available to enable ongoing review?
- What challenges are anticipated in seeking to achieve these objectives?
- What assistance might be needed to enable achievement?
- If required, how might the objectives be prioritised?
- If very large, how can the objective be broken down into smaller, clear and attainable 'chunks'?

Professional staff

- What do I want to achieve?
- Are there any gaps in my knowledge or skills (development)?
- How will I measure progress – against what benchmarks or standards?
- What sources of feedback will be helpful to me in evaluating my progress?

- What changes have taken place in my work area recently?
- What opportunities or challenges do I think these objectives would create for me and my role?
- How will I go about implementing my objectives?
- What is the most effective course of action for me to take?
- What mentoring relationships might be useful for me going forward?

Academic leader

- How does the individual's role support the strategic priorities and School/Unit key objectives?
- What objectives are appropriate for the role of the individual?
- How does this fit with their workload allocation and the workload model?
- What are the resource requirements?
- How does this impact on other staff in the school, the academic program or research project?
- How can the objectives be measured? What sources of evidence, data, and feedback are available to enable ongoing review?
- What challenges are anticipated in seeking to achieve these objectives?
- What assistance might be needed to enable achievement?
- If required, how might the objectives be prioritised?
- If very large, how can the objective be broken down into smaller, clear and attainable 'chunks'?

Academic Staff

- Where do I plan to publish my research? Which journals am I planning to target?
- What is my plan to build on my research in the upcoming 12 months?
- Are there new techniques it would be useful for me to explore?
- In what other ways do I think I could usefully gain recognition for my research contribution? (e.g. invitations to collaborate with colleagues, invitations to sit on relevant committees etc.)
- How can I innovate my teaching?
- What changes/advances do I need to take into account in my course development? (e.g. flexible delivery, online curriculum development, blended learning, internationalisation of the curriculum, etc.) How can I best build these into / build on these in my teaching over the next year?
- Does my research align with the research themes for the School and Faculty?
- How might I adapt my courses to the University's strategic priority?