In-Scope Work Planning and Review

Government of Saskatchewan

Employee's Guide
To Developing Work Plans

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Introduction

All in-scope employees of the Government of Saskatchewan are now expected to prepare a work plan.

Why do we need In-Scope Work Planning?
- Well-performing organizations have some form of work planning and review for all employees.
- Leaders need/want improved methods of setting objectives and tracking performance.
- Other stakeholders have asked for a consistent planning program.
- It is connected to our Commitment to Excellence (See Statement: p. 25 in APPENDIX)
- It is connected to Public Service Renewal

What is Work Planning?
- The process of setting your own achievable work and learning objectives that align with Government, Ministry's, and work unit's objectives.
- Opportunity to provide information to employees about how their work fits into the work of Government;
- Allows opportunities for employees to provide feedback; and
- Provides a formal method for managers to say thanks.

What are its benefits?
- Provides you with the answer to several questions:
  - What is expected of you?
  - How are you expected to do it?
  - How are you doing?
- Assists in setting and prioritizing projects/objectives
- Provides a basis for you to discuss progress and address barriers
- Provides you with the opportunity for understanding of organizational direction.

How does it work?
- There are three phases in this process which are described later in the guide.
  - Initial planning is done through conversation with direct supervisors.
    - Work Plan is created
  - Conversations occur throughout the year, with the expectation of a mid-year check-in to provide an opportunity to realign/ adjust work if necessary.
  - Year-end discussion to review progress and achievement of objectives and prepare for the next year's planning process

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What's in a work plan?

- Work objectives, competency requirements and learning and development objectives created by you and your supervisor to help you and the organization identify how your work will get done.
- It also allows you to identify your strengths and areas for development.

The Guide

The purpose of this guide is to support your creation of a work plan that aligns your work and development with the Government of Saskatchewan. This involves clarifying:
- Your work objectives,
- Your competency objectives, and
- Your learning and development objectives.

You and your supervisor will need to work together, through planning conversations, to ensure your work plan is appropriate, realistic, focused and supports the goals and priorities of your unit, branch and ministry.

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Alignment to Government Direction

Work planning is part of a strategic approach that involves numerous systems and interactions at all levels within an organization to ensure alignment with overall goals and direction. The work planning process is not only about the relationship between you and your supervisor; it is part of the government's overall planning process.

Alignment to Government Direction

- The planning process starts with the overall vision of government, which is supported by ministry plans.
- Division and branch plans are based on the ministry plans, and your work plan must align with branch priorities.
- Work plans ensure that you and your fellow colleagues contribute towards meeting the needs of Saskatchewan citizens.
- Additional needs or newly identified needs by the citizens are then addressed in the next planning cycle.

What is a Work Plan?

A work plan describes the current areas of focus and priorities of your role and will help your branch, division and ministry in meeting established goals. The work plan template is included in this guide on .

What is a Planning Conversation?

You and your supervisor will meet to create your Work Plan.
These conversations are meant to:

- Help you develop your work plan by:
    - Identifying work objectives to ensure your contributions will benefit the ministry.
    - Identifying solutions to challenges you've encountered or anticipated, and recognize your progress and achievements.
    - Allowing your supervisor to ensure that all learning and development identified in your work plan is consistent with branch, division and ministry goals and priorities.

Cascading Objectives
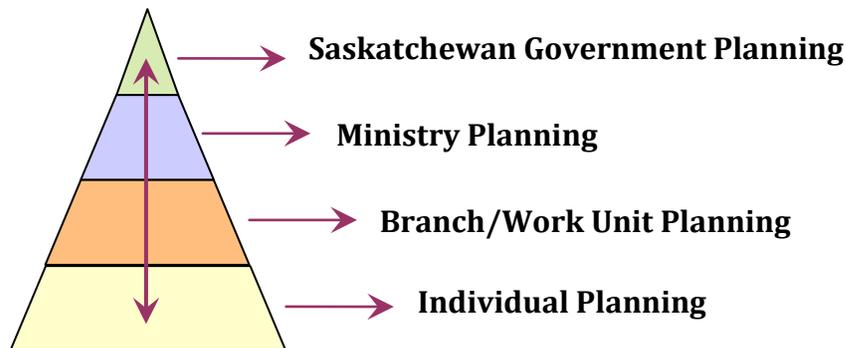
Your Work Plan will require you to identify three types of objectives:
- Work
- Competencies
- Learning and Development

The success of a work plan includes frequent conversation.
- Your work plan should be a living document; for instance sometimes the priorities of your work area will change, and so will your objectives.
- You will need to be prepared and open to receiving and giving feedback.

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Developing Your Work Plan

With your supervisor, you will need to have a planning conversation to begin creating your work plan.

- To support this process, more information regarding the various objectives is included in the guide
- You will also want to access the tools in the guide that are found in the APPENDIX.
- Finally, you should be prepared to discuss your job duties.

What are Work Objectives?

Work objectives are the "what" of your job.
- While you always perform many duties, there are certain ones that have more emphasis and importance because of their direct connection to the goals and priorities of your unit, branch, ministry and the government.

- Objectives are the desired result expected at the end of a specific period.

- Objectives answer: "what needs to get done by when, to what standard?"

- Through conversation with your supervisor, you will choose your work objectives that are most important to these goals and priorities.

- While there are many objectives, you should focus on 3 – 6 key areas

Why are Work Objectives Important?

A. Ensure clear understanding of expectations

B. Align work actions with business strategies

C. Provide a basis for prioritizing projects/objectives

How Do I Create My Work Objectives?

Understanding your ministry's vision, goals and priorities so that you can connect your work plan to the needs of the organization is the first step. Your supervisor can provide you with this information.

Consider the following questions as you develop your work objectives:

- What are the main areas of my work responsibilities and what results am I accountable for in these areas?

- Do I anticipate any significant changes in any of these activities during the next year or so?

- In what areas do I think I could make a significantly greater contribution to team/ministry results?

- Do I have ideas regarding procedure/process improvements that would make the ministry/work unit/my role run more efficiently and effectively?

- What is the direction of government?

- What are the goals of your ministry?

- What are the goals and priorities of your branch?

- What are your unit's priorities?

- How are your role and your job duties connected to achieving these goals?

- What changes are occurring in government and my ministry, and how will that affect your work?

- Your work objectives should reflect the direction of your ministry/branch/unit.

What are Great Work Objectives?

Great work objectives use SMART criteria when forming your work objectives. (See APPENDIX,)

1. Your objectives need to be:
   o **Specific** – Spell out what results you want to achieve

   o **Meaningful** – What does success look like? What results are you trying to achieve?

   o **Achievable** – Realistic can be achieved but offer a challenge to the employee.

   o **Relevant** – Does it align with Ministry and Work Unit objectives?

   o **Time-bound** – Has a timeframe set, key milestones, dates or times of year.

2. They allow you to focus on areas that impact your work in a balanced way

3. They are aligned at all levels, increasing coordination and success

Examples:

Work Objectives	Results Expected
• Research, monitor, analyze and provide information to ministry management on [insert ministry specific info] policy issues that will inform and facilitate decision making.	✓ Research complete by July 31 ✓ Report on [insert ministry specific info] presented to Ministry management by August 15 ✓ Management makes decision based on research by September 30.
• Prepare briefing materials for the use of the Deputy Minister and Minister that provides well-reasoned, thorough and comprehensive analysis to formulate options and recommendations.	✓ Briefing materials are completed in a timely manner ✓ Briefing materials are accurate ✓ Deputy Minister/Minister use materials with successful outcomes.

Are the work objectives in the example SMART; focused and balanced; and aligned?

What are Objective Outcomes/Results?

Outcomes/Results:
A. Should answer the question:
"How do you define progress as you work towards meeting your work objectives?"
B. Determine what you would see that would let you know you are achieving your goals

Types of Outcomes
- Qualitative: How well something is done (example: Zero errors in billing statements)
- Conditions: What conditions would be met (example: Filing backlog to be completed within 30 days ...)
- Quantitative: How much is accomplished (example: To catch up on filing backlog admin staff must file 50 pieces of filing a day.
- Cost-based: How much it costs (example: Cost not to exceed $25.00 per person.)

What types of results are expected? (use the example from the previous page)

_____

_____

_____

Try it:
Create one work objective specific to your job duties. Identify the results you would expect to achieve:
(Remember to consider the Great Objectives points from page 10)

_____

_____

_____

SELF CHECK:
Does your objective and the results expected fit the SMART criteria?

Other tools to help you develop work objectives that are found in the APPENDIX:
SMART criteria
Work Objectives "Thought" Jogger
Tips for Creating Work Objectives

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What are Competency Objectives?

Competencies objectives are the "how" of your job.

- A competency is a cluster of related knowledge, skills and attributes that contribute to successful job performance.

- Competencies are typically expressed in terms of visible on-the-job behaviours.

- Competencies are what you need in order to fulfill your work objectives.

Examples:
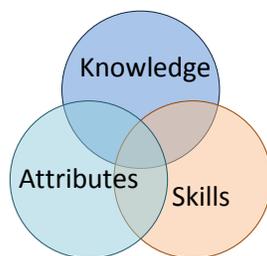
- **Knowledge** – might be baseline information you have gained either from formal education or life experience. (Such as: knowledge of budget preparation, expenditures and fiscal forecasting process and procedures)

- **Skills** – are demonstrated abilities one has developed that are measurable and transferable to different situations. (Such as: oral communication skills – ability to respond accurately and clearly to inquires from clients and general public)

- **Personal Attributes** – are those underlying qualities of character - like attitudes, habits, traits- that contribute to on the job performance. (Such as: accurate, approachable, and attentive to detail, calm, cooperative initiative; self-motivated; client-centered.)

Competencies are the personal attributes, skills and knowledge that are critical to being an effective and successful performer in a given job: Competencies help you achieve your work objectives.

There are two types of competencies: behavioural and technical:

- *Behavioural competencies* **–** describe what kinds of behaviours you need to demonstrate to be successful in accomplishing your work.

- *Technical competencies* – describe the knowledge, skill or expertise you need, to be capable of performing specific work.

In the work planning process, the main focus for setting competency objectives is *behavioural* competencies.

In the APPENDIX there are some Sample Behavioural Competencies for your reference.

In addition to behavioural competencies, you may find the identification of **technical** competencies useful for your particular circumstance.

- Due to the more job-specific nature of technical competencies, there is not a generic list of technical competencies.

- Some examples of technical competencies include: project management expertise; advanced word processing skills, including proof reading and grammar; and a comprehensive knowledge of early childhood and child care theory and practice.

- A list of in-scope competencies for many positions can be found on the Public Service Commission website at: http://www.psc.gov.sk.ca/competencies/.
- When you review the list of competencies for your position, think about which ones are most important to being successful in your job and achieving your work objectives.
- (*Note: Not all jobs have their competencies listed. As well, the competencies listed are primarily technical.*)

Example:

Competency and related expectations	Behaviours & actions – how it has been achieved.
Conceptual Thinking • Demonstrates an ability to understand a situation or problem by identifying patterns or connections and addressing key underlying issues. • Demonstrates the ability to organize the parts of an issue or situation in a systematic way, making complex ideas or situations clear, simple and understandable.	• Used Lean mapping to design new _____ process. (using Lean as a planning tool in a new way) • Initiated training sessions to introduce new scheduling 6 months before launching. (anticipating consequences)

How do I Identify Competency Objectives?

When writing competency objectives, consider:
- Your work objectives:
    o What aspects of your job present the most challenge at the present?
    o Which competencies would be the most critical to helping you achieve these work objectives?

- In what ways can you:
    o Meet these challenges you've identified?
    o Demonstrate the specified competencies in your role?
    o Make a greater contribution to your work unit/ministry performance?

Identify one competency specific to your previously created work objective. Identify the behaviours and actions you will demonstrate to show you have achieved it.
(Refer to pages 12 and 13 as you do this)

What are Learning and Development Objectives?

- Detailed activities that assist you in achieving your identified goals
- Recording and documenting progress on learning and development objectives is an effective means towards intentional growth
- A "learning objective" is a general statement that clearly identifies what you want to accomplish based on your learning needs. Once you have identified your learning goals, you will need to select appropriate development activities to accomplish the learning,

How Do I Get Started on Learning and Development Objectives?

Learning and Development objectives are for the purpose of your professional development to:

- Address any competency gaps for your current job (as per competency objectives or work objectives previously identified)

- Enhance knowledge, skills, and abilities to be even better at your job; and/or

- Build knowledge, skills and abilities for future roles and capacity.

Example:

Objectives	What activities will be undertaken to move towards this growth objective?
Improve interpersonal communication skills	• Participate in Toastmasters that is hosted within my ministry • Seek feedback from colleagues after sharing an important message to ensure understanding
Improve Project Management Skills	• Research project management techniques online or in a book • Ask someone (ex: supervisor) to mentor me through a project to support my development of this skill • Attend a session on project management

What Do I Consider When Writing Learning and Development Objectives?

Consider the following questions as you develop your learning goals and determine development activities:

- What skills do I need to achieve my work and competency objectives?

- How can I develop these skills?

- What information and knowledge do I need?

- What help, assistance, or collaboration do I need?

- What resources do I need?

Remember, both informal and formal learning activities can be included in your work plan.

Informal learning activities may include:	Formal learning activities may include:
- On-the-job activities, - Special projects/assignments, - Participating on working committees, - Mentoring, - Coaching, - Networking and reading.	- Workshops, - Courses, - E-learning. and - Webinars

What are Learning Styles?

Not everyone learns in the same way. It is important to consider your own learning style preferences before you select the learning opportunities that will work best for you. However, you are encouraged to incorporate a combination of more than one learning style into your plan. Learning styles are simply different approaches or ways of learning.

For example:

Learning Style: Visual (learn through seeing)	Learning Style: Auditory (learn through listening)	Learning Style: Kinaesthetic (learn through doing)
✓ watch videos ✓ read books that include diagrams and pictures ✓ attend workshops/	✓ attend lectures, conferences, seminars and briefing sessions ✓ have discussions with others	✓ seek out opportunities for hands-on experience, secondment, or on-the-job training
✓ training courses with multi-media and hand outs	✓ seek feedback and guidance from a coach or mentor	✓ model desired behaviours ✓ lead or participate on projects, teams, committees

You are expected to take responsibility for your learning and development. When resources are restricted it may require you and your supervisor to discuss creative ways for accomplishing the learning and development objective within those restrictions.

Identify a learning and development objective specific to your previously created work objective and competency. Identify the activities you would undertake and how you will know you have made progress. (Refer to pages 15 and 16 as you do this)

_____

_____

_____

_____

Other tools to help you develop learning and development objectives that are found in the APPENDIX:
Tips for Creating Learning Objectives

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What is your Role?

You participate in the process by:

- Take an active role in developing your work plan.

- Understand organizational direction.

- Understand how your role contributes to the work unit and Ministry.

- Work with your supervisor to set objectives.

- Prepare draft plan.

- Take personal ownership to ensure progress, conduct continual self-assessment, proactively provide and seek input

- Identify obstacles, recommend solutions and support implementation

- Monitor your progress and gather feedback from your supervisor to help determine progress in achieving your objectives.

- Formalize your learning objectives based on your learning needs for your current role, and discuss the appropriate development activities with your supervisor.

- Take ownership of your individual career aspirations. You may also want to visit the Government of Saskatchewan's Career Management Website for information and tools at: http://careermanagement.gov.sk.ca/.

What is your Supervisor's Role?

Your supervisor's role is to:

- Clarify and communicate organizational direction and goals.

- Encourage work and learning planning as a way for you to understand the Ministry, the work unit, and your role within it Work with you to ensure your work plan is in alignment with organizational goals.

- Continually update you on the priorities of government, your respective ministry and how your work contributes.

- Coordinate individual plans to support the work unit and Ministry

- Support you in understanding how to set objectives and develop your own targets.

- Provide regular feedback, advice and coaching, including mid-year check-in & year-end discussion

- Work out solutions to obstacles and resource issues.

- Have ongoing discussions to support your progress towards meeting the objectives in your work plan.

What are the Phases of Work Planning and Review?

Phase III:
Year-End
Discussio

Phase I:
Planning

Phase II:
Mid-Year
Check-in
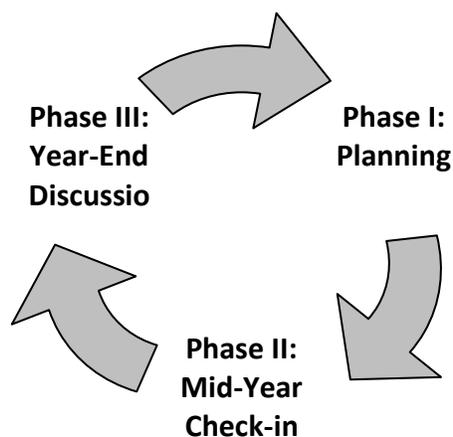
The timing of each phase will be determined by your ministry.

What is the Planning Phase?

Phase I: Planning:

Prepare
1.   In the preparation stage you and your supervisor need to discuss what the Ministry/Work Unit plans are and how your work plan can support these. (This may be done individually or in a group setting)

Identify work objectives and progress
2.   Your work plan process includes setting three types of objectives:
   a.   Work objectives,
   b.   Competency objectives (behavioral and technical) related to the assigned work, and
   c.   Learning and development objectives personal growth and development. We will talk about each of them in further detail.

Draft Plan
3.   Based on your discussions with your supervisor, you will draft the work plan and submits it to your supervisor for approval.

Assess Your Plan
4.   Your plan should identify how you will assess whether or not you have accomplished each goal, objective, and competency as planned.
   For example:
   a.   Self-assessment.
   b.   Recording your achievements in a journal or logbook.
   c.   Getting feedback from supervisors, co-workers, or peers.

Discuss the Plan
5.   Meet your supervisor to discuss your plan.

What are Planning Outcomes?

- Clearer understanding of your current and future job requirements

- Understanding how your individual objectives will support the Ministry/Branch plans

- Clear expectations of what is required from your work, competency, and learning objectives.

- A work plan that will support your growth and learning over the year

What is a Mid-Year Check-In?

Phase II: Mid-Year Check-In

Mid-Year Check-Ins are a part of the Work Planning and Review Phases. Discussions around your work plans can be going on all year, but this is a specific time for your supervisor and you to connect to determine how things are going and what may need to be revised.

The Process:
1. Review your work plan before meeting with your supervisor
2. Meet with your supervisor to discuss the plan and your progress
3. Update the Work Plan as needed
4. Phase includes:
   a. Regular Dialogue (Can be more than mid-year)
   b. Evaluate Progress
   c. Realign and ensure rationale
   d. Problem Solve

How do I Prepare for the Mid-Year Check-in?

To prepare for your mid-year check-in with your supervisor, consider the following questions as you assess your progress and accomplishments in meeting your objectives:

- What do you consider some of your important accomplishments over the first half of the planning cycle?
- What are some of the knowledge, skills and behaviours that you think were most important to your success?
- How do you think your strengths/competencies (knowledge, skills and abilities) have been used so far to support ministry goals?
- Have any priorities changed within the ministry/branch/unit that may also cause you to need to change your own objectives?

What are Mid-Year Check-In Outcomes?

- Regular open and honest dialogue
- Shared understanding of how changes impact achievement of objectives
- Realigned plan to ensure goals and expectations are progressing
- Commitment from supervisor to provide support where required

What is the Purpose of the Year-End Discussion?

Phase III: Year-End Discussion

The purpose of the year-end discussion is to provide the supervisor and employee an opportunity to:

- Have open and honest dialogue to discuss what has been achieved.

- Discuss accomplishments of your objectives.

- Identify what may need to be carried over to next year's work plan and what will not be carried over.

- Identify areas for development for the next planning cycle.

- Begin initial discussions about your work plan for the coming year.

What is Discussed at Year-End?

The Year-End Discussion will include:

1. Meet with your supervisor to review progress and achievement of objectives

2. Receive and share feedback.

3. Note areas of success

4. Note areas for continued development

How do You Prepare for the Year-End Discussion?

To prepare for a discussion with your supervisor, consider the following questions as you assess your progress and accomplishments in meeting your objectives:

- What do you consider some of your important accomplishments over the planning cycle?

- What are some of the knowledge, skills and behaviours that you think were most important to your success?

- How do you think your strengths/competencies (knowledge, skills and abilities) were used to support ministry goals?

- Consider your own interests and the goals of your ministry. What are some of the competencies (knowledge, skills and abilities) that you think are important to develop for the next work planning cycle?

- What goals should you continue working on? What new goals should you include in your next work plan?

- What skills and knowledge do you have that you feel are important to share with your co-workers? How do you see this happening? (e.g., coaching/mentoring/ committee work/projects/ etc.)

What are Year-End Discussion Outcomes?

- Summary of the progress during the year – initial discussions about expectations for the next planning cycle

- Structured opportunity to give and receive feedback

- Recognition of contribution and identification of areas to strengthen

APPENDIX

The Saskatchewan Public Service Vision:
The Best Public Service in Canada

Our Commitment to Excellence

Dedicated to service excellence, we demonstrate innovation, collaboration and transparency, practice effective and accountable use of resources and promote engagement and leadership at all levels.

Our Core Values

Respect and Integrity
Serving Citizens
Excellence & Innovation
One Team

Work Planning & Review for In-Scope Employees

In developing this document, you are encouraged to review your Ministry, Division, & work unit plans with your manager. These plans help determine the content & focus of your personal plan.

Employee Name:		Ministry:		Div/Branch:	
Manager Name:		Plan Period:		to:	
Review Type:	☐ Mid-year ☐ Year-end				

Work Objectives

Work Objectives	Describe the results expected	Describe the results achieved *(to be completed at mid-year and updated at year end)*

Note: This section should include your top 3-6 key objectives for the upcoming year. In some cases it may be easier, or even more appropriate, to include the expected result with your work objective; sometimes they may be the same. It's not overly important in which column the outcome statement appears, as long as there is an expected result and a means to assess its achievement.

Work Planning & Review for In-Scope Employees

Competency Objectives

Describe the competency and related expectations	Provide examples that show how this competency level has been achieved

Note: The competencies to be identified on this page are those knowledge, skills, and attributes (either technical or behavioral) that are important to demonstrate in order to perform the current year's work assignment effectively. More information about in-scope competencies may be accessed at http://www.psc.gov.sk.ca/competencies.

Work Planning & Review for In-Scope Employees

Learning and Development Objectives

Objectives	What activities will be undertaken to move towards this growth objective	Progress

Notes:
1. On this page, list objectives that are for the purpose of your professional development to:
    a. Address any competency gaps for your current job
    b. Enhance knowledge, skills, and abilities to be even better at your job; and/or
    c. Build knowledge, skills and abilities for future roles and capacity.

2. Managers need to support, encourage, and fund, if possible, appropriate learning and development activities. Employees are expected to take some personal initiative for their professional development and discuss their plans with their manager.

Summary of Planning & Review

Manager/Supervisor Comments:

Employee Comments:

Note: This section provides opportunity for immediate supervisor/manager to state their opinion/perspective regarding the achievement of work and competency objectives.

Confirmation of Review

INITIAL PLANNING MEETING

Date	Signatures		
	Employee	*Supervisor*	*Manager*

REVIEW MEETING

Date	Signatures		
	Employee	*Supervisor*	*Manager*

YEAR END REVIEW MEETING

Date	Signatures		
	Employee	*Supervisor*	*Manager*

SMART Objectives

It is important that the work objectives and results expected be stated in the most effective possible form. The SMART model, outlined below, is helpful in developing the content for Work, Competency or Learning and Development Objectives.

The first step is to sort out the difference between objectives and aims, goals and/or targets before you start. Aims and goals etc relate to your aspirations; objectives are your battle-plan. Set as many objectives as you need for success.

SMART stands for:

S   **Specific:** Work objectives are for the purpose of identifying the specific results for which the individual employee is accountable. Specific, in this case, does not mean detailed. Rather, objectives need to be clear and concise, as opposed to generalized or ambiguous. Whether a job assignment is operational or strategic in nature, objectives need to be directed towards the achievement of the goals of the organization.

M   **Meaningful**: How do you define progress as you work towards meeting your objectives? Your achievements should be observable, such that they can be assessed as evidence of reaching the objective. The outcome and how it is achieved would be described in the Achievements and Progress section of the work plan. Four types of outcomes to consider when writing a work objective statement:

- Qualitative   - how well the result is produced/performed to what standard
- Quantitative   - how much/many of the results are produced or performed
- Cost-Based   - at what expense the result is produced/performed
- Conditions   - what conditions, restrictions or limitations must be met or respected in the achievement of the objective

Outcomes can be stated as rates (*90% accuracy*), ranges (*+/- 50%*), or absolute quantities (*5 projects*). They can also be stated to reflect specific requirements; for example, "*to meet written specifications*", "*according to project guidelines*", "*within the identified budget*".

A   **Achievable:** Objectives should "stretch" the employee's performance, but must be achievable by the individual employee. Limitations of achieving the objective need to be assessed beforehand. It is important that the manager discuss the employee's perception of control over the outcomes or timelines expected. Consider the employee's authority, requirement to influence others and resources needed to achieve the desired result.

R	**Relevant:** Objectives are to align with the ministry's goals and plans. Work objectives are of greater value to the organization when directly aligned to ministry/work unit goals
and plans, otherwise their value is diminished. All employees should be aware of the organizational planning documents.

       Realistic: Objectives must also be realistic about the human resources, time, money and opportunity required. The objective must be of sufficient priority to garner the needed resources. Often another objective needs to be completed beforehand. If this is the case, set multiple objectives in priority order.

T	**Time-Bound:** Each objective should have a specific time frame or deadline for accomplishing the objective and/or key progress points. Timeframes can be specific dates (*August 14*), times of the year (*by the end of June*), tied to significant events (*before the launch of project XYZ*), or ongoing (*daily, weekly*).

Don't necessarily try to use the SMART order, often the best way to write objectives is: M-A/R-S-T.

One strategy to writing quality objectives is to use action verbs, as they are much easier to measure. Examples include:

to achieve	to enforce	to investigate	to record
to administer	to enhance	to launch	to recruit
to allocate	to ensure	to lead	to register
to analyze	to establish	to maintain	to repair
to assess	to evaluate	to manage	to report
to assist	to examine	to model	to research
to build	to expand	to modify	to review
to clarify	to explore	to monitor	to revise
to collaborate	to facilitate	to negotiate	to schedule
to communicate	to finalize	to notify	to secure
to complete	to generate	to obtain	to select
to conduct	to guide	to operate	to strengthen
to confirm	to identify	to organize	to submit
to define	to implement	to oversee	to supervise
to deliver	to improve	to participate	to support
to design	to incorporate	to plan	to track
to determine	to increase	to prepare	to train
to develop	to initiate	to present	to update
to direct	to inspect	to prevent	to utilize
to distribute	to integrate	to produce	to validate
to draft	to interpret	to promote	to verify
to encourage	to introduce	to provide	

You will know an objective is specific enough if:
• Everyone involved can understand it
• Your objective is free from jargon
• You've defined all your terms

Work Objectives "Thought Jogger"

When I think about being successful at work, I should look for opportunities to…..	
Do more of the kinds of activities that meet my work goals and objectives, like…	Continue to perform activities that are of benefit to me, my employer and my co-workers/staff like…
Do less of the activities that waste time or are unproductive use of my time, like…	Learn about new ways of doing things or changes that have occurred like …
Start doing more activities that make better use of my time, like …	Be willing to accept greater responsibility for tasks and projects that help me grow and develop, like…
Stop doing activities that are not productive or waste my time, like …	What other work related things can I start doing that would make my job easier or help me develop new skills or abilities…

Tips for Creating Work Objectives

WORK OBJECTIVES		
Potential Role	**Work Objectives Lead to …**	**Examples of Work Objective**
Supervisory	• Effective functioning of individual, unit or branch • Fulfillment of unit or team objectives • Contribution to branch priorities	• Provide direction and support to ensure that direct reports achieve planned outcomes and results. • Participate as a contributing member of the branch supervisory team. • Ensure that work projects contribute to unit objectives.
Project-based	• Project deliverables • Project parameters (time, cost, etc.) • Collaboration/teamwork	• Implement inventory management system, within established budget and timeframes, by October 1, 20xx. • Lead the development of a sector integration strategy with stakeholder buy-in, by December 1, 20xx.1 • Complete a review of the xxx program by June 1, 20xx.
Client Driven (e.g., consulting, situation response, casework)	• Achievement of Client Satisfaction • Policy/program standards	• Deliver xx consulting services to achieve outcomes as agreed with clients. • Address emergent situations as required to ensure the safety and security of people and premises at xx. • Support ministry planning processes as required. • Provide information to support executive team decision making as requested. • Manage designated caseload to ensure the safety and wellbeing of families.
Task-based (e.g., processing, situation maintenance)	• Quantity of output • Quality of output • Timeliness of response/ completion • Program/process standards	• Deliver 6 financial administration training courses by March 31, 20xx. • Complete 15 program audits by March 31, 20xx. • Process 200 funding requests, with a first-pass-yield rate of 98%, by March 31, 20xx. • Deliver accurate balance reports to all clients within 5 days of month-end. • Complete scheduled duties *(may be listed)* to maintain an orderly and secure operating environment at xx.
Support	• Service standards • Satisfaction of needs • Service enhancement	• Provide support to xx according to established service standards *(may be listed)*. • Ensure enquiries are referred to appropriate managers within 2 hours. • Ensure timely agendas, minutes and logistical support to monthly management meetings. • Re-organize the file storage to provide efficient access to records by April 30, 20xx.

Tips for Creating Learning Objectives

	LEARNING and DEVELOPMENT OBJECTIVES	
Career Path	**Things to Consider**	**Examples of Learning and Development Objectives**

Current Role	- What challenges me in my role? - What changes may occur next year? And - What would prepare me for the changes? - Do I need to develop my:
	  - Technical Skills
	  - Behavioural Skills
		- Develop tolerance by attending a Crucial Conversations Workshop and volunteering to work Bingos with the Ringette Club. - Improve my writing skills by completing the *Essential Skills Workbook* from the library. - Provide better customer service by practicing Active Listening.

Career Goals	- Where do I want to be in 3 years? 5 years? 10 years? - What skills or abilities will I need? - Should I join a professional association?	- Research the qualifications for the Association of Administrative Assistants. - Register with *LinkedIn* and develop an on-line network. - Interview a team leader about needed qualifications.

Options for Learning	- Who could provide coaching? - Could I *Buddy* with a new employee? - What volunteer or leisure activities could help? - Could I join a committee? - Would I accept a term position? - What reading materials would benefit? - What self-assessments are available? - What community learning activities are available? - Could my employer help with time? Costs? Workload?	- Check the *Competency Development Guide* for books and reflection tips. - Borrow and read *Please Understand Me* from the library. - Check the Career Centre for potential term assignments - Ask my supervisor if I:
		  - may *Buddy* with the next new employee
		  - can sit on the _____ Committee
		  - qualify for a TAHD

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Sample Behavioural Competencies

Conceptual Thinking

Understands a situation or problem by identifying patterns or connections and addressing key underlying issues. Conceptual thinking includes organizing the parts of an issue or situation in a systematic way, making complex ideas or situations clear, simple and understandable. Assembles ideas, issues and observations into clear and useful explanations and solutions.

Innovative Thinking

Takes an innovative approach to problem solving by generating varied solutions to problems. Is innovative and creative when generating solutions, and willing to go beyond the conventional when trying out different solutions. Tends to be seen as original and value-added in brainstorming sessions.

Strategic Orientation

Understands how the organization interacts with the external world. Analyzes how changes might impact communities and the ministry and calculates the necessary adjustments that will be required to achieve desirable outcomes. Demonstrates an understanding of the capabilities, nature and potential of the ministry.

Change Leadership

Energizes and alerts others to the need for specific changes in the way things are done. Involves taking responsibility to support or lead the change effort through building and maintaining support and commitment. Challenges the status quo by comparing it to an ideal state or a vision of change; creates a sense of urgency.

Holding People Accountable

Gives appropriate direction. Makes needs and requirements clear to achieve expectations. Acts to ensure others perform in accordance with expectations and goals. Reviews performance against expectations. Provides feedback and coaches employees about their performance.

Team Leadership

Mobilizes people to work toward a shared purpose in the best interests of the ministry and the people it serves. Includes the ability to effectively guide a group through an appropriate process to help them achieve a desired outcome. Shares responsibility with individuals and groups so that they have a deep sense of commitment and ownership. The "team" here should be understood broadly as any group in which the person takes on a leadership role, formally or informally.

Impact and Influence
Persuades others through oral and/or written presentations by appealing to reason using data or concrete examples. Customizes and adapts a presentation or discussion that appeals to the specific interest and level of the audience. Anticipates and prepares for the reactions of others. Uses experts or third parties to influence others.

Listening, Understanding and Responding
Demonstrates openness and receptivity to new information. Is willing to listen when approached by others and is willing and able to see things from another person's perspective. Is able to demonstrate an understanding of other people's concerns. Listens and responds to people's concerns by altering own behaviour in a helpful manner. Is genuinely sensitive to non-verbal cues, feelings and emotions. Responds with sensitivity and directness.

Networking
Establishes, maintains and uses a broad network of contacts in order to keep a pulse on public, political and internal issues and make informed decisions. Includes identifying who to involve, and when and how to involve them, in order to accomplish objectives and minimize obstacles.

Teamwork
Works co-operatively with others, working together as opposed to working separately or competitively. Regards team members in a positive light and willingly participates in a team setting. Keeps team members informed and up-to-date about all relevant or useful information, even if not directly required to do so. Solicits ideas and opinions to help form specific decisions or plans. Values others' input and expertise and is willing to learn from others.

Results Orientation
Works to achieve desired policy and program outcomes. Develops challenging performance expectations ensuring the right mix of activities and resources. Includes setting goals and priorities that maximize the use of resources available to consistently deliver results against government direction, ministerial objectives and public expectations.

Commitment to Learning
Actively pursues learning and development in order to achieve results and to contribute to continuous improvement. Supports and encourages the learning and development of others.

Client Service Orientation
Demonstrates a desire to identify and serve client needs. Takes personal responsibility for correcting client service problems. Makes self fully available, especially when the client is going through a difficult period. Serves the public interest through focusing individual effort on meeting key public needs through development and implementation of sound program policy, programs and services.

Concern for Political Impact
Identifies and understands the implications of key issues or decisions in light of the potential impact on public interests/concerns. Weighs stakeholder needs against public interest and works to reconcile needs of multiple stakeholders. Conducts risk assessment to maximize results, with the best interest of the public in mind.

Flexibility
Adapts to and works effectively within a variety of situations, and with various individuals or groups. Flexibility entails understanding and appreciating different and opposing perspectives on an issue, adapting one's approach as the requirements of a situation change, and changing or easily accepting changes in one's own ministry or job requirements.

Organizational Awareness
Acts with an understanding of the ministry and government processes such as legislation development, policy development, planning, budgeting and decision-making. Includes taking action to make changes in order to resolve identified issues or problems.

Planning
Ability to set goals and objectives and develop the steps to achieve them. Ability to balance priorities and design programs/projects to achieve desired outcomes. Identifies the most appropriate measures for assessing program/project achievements, emphasizing outcomes; makes adjustments to plans and resource allocation as needed to stay on track.

Initiative
Proactively doing things and not simply thinking about future actions. Grasps opportunities or identifies potential problems and takes the initiative to follow through rather than wait for problems to arise. Anticipates longer-term situations and takes appropriate action to address them. Organizes resources and activities to deal with problems or opportunities.

Sensitivity to Diversity
Creates an environment that recognizes, supports, respects and welcomes diversity of employees and clients. Recognizes and values cultural differences when considering client needs. Works toward common goals and objectives while maintaining a healthy, productive, respectful and safe work environment that is free of discrimination. Works toward the development of a representative workforce in the public service.

Tips for Receiving Feedback

Requesting and receiving feedback throughout the year helps you and your manager to evaluate progress towards achieving your objectives. Ongoing dialogue between the employee and manager/supervisor will eliminate surprises, ensure problems are addressed, and create opportunity for objectives to be realigned as needed during the year.

To maximize the opportunity for good discussion and build on the feedback you receive, be sure to consider the following steps:
1. **Be open to feedback.**
2. **Try to control your defensiveness.**
3. **Listen to understand.**
4. **Ask questions to clarify.**
5. **Assess your own performance.**
6. **Evaluate feedback before responding.**

1.   Be open to feedback.

Get in the habit of asking for feedback regularly. We are often unable to see ourselves as others do and therefore another perspective on our actions and behaviours can help us identify both strengths and areas for improvement. Your openness to feedback is obvious through your body language, facial expressions, and welcoming manner.

2.   Try to control your defensiveness.

It is hard to accept negative feedback; but it is also hard to give it. Don't argue with the person giving the feedback. You may not agree with what they say, and that's ok. Justifying your position or denying actions may make the conversation more difficult for both of you than it needs to be. Defensiveness may discourage future feedback.

3.   Listen to understand.

Set aside your fear, worry and anger and try to listen closely to what is actually being said. Use body language and facial expressions that encourage the other person to talk. Summarize what you have heard. Your feedback provider will appreciate that you are really hearing what they are saying. Even feedback that is delivered in a less than ideal way will likely contain information that is useful.

4.   Ask questions to clarify.

Actively listen and ask questions to clarify. Be sure you understand the feedback you are receiving. If you have questions, now is the time to ask them. It's often helpful to ask for specific examples that illustrate the feedback.

5.   Assess your own performance.

Take time to reflect honestly on the job you've done. Interpret the feedback you have received. Ask other sources for their feedback. High performing individuals are very self-aware. Identify the behaviors you demonstrate and identify those you may want to change.

6.   Evaluate feedback before responding.

If you disagree with the feedback you received, wait. Take some time to consider the feedback from their perspective. When your emotions are under control, reopen the discussion. There may be information you didn't hear or there may be a misunderstanding that needs to be clarified.

When you do respond, focus on working toward learning points and an action plan (as appropriate).