

ADR

Guidance on Setting Work Objectives and Associated Development Planning

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	Author(s) University of Strathclyde	
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ADR

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1 Introduction

All University jobs need to clearly support the delivery of the University's vision and corporate objectives and it is important that every member of staff is able to clearly see how they can contribute to the overall success of the University. There must therefore be a clear „line of sight“ between your role and the University's aims and corporate objectives.

The University's aspirations, vision, mission and values are clearly expressed in its Strategic Plan 2011-2015 which was developed, in consultation with the whole University community, and formally approved by University Court in November 2010. An abridged version of the Plan is attached as Appendix I.

Through the Accountability and Development Review process your line manager will meet with you to discuss your role and how it contributes to the delivery of the University's strategic goals. During this meeting you will be asked to identify and agree performance objectives for the forthcoming year.

2 Work Objectives

2.1 How to set Objectives

Objectives should be set in the context of University/Directorate/School/Department and team objectives and priorities. They should also take account of individual circumstances such as grade, level of experience in current post and working arrangements. Agreed objectives will focus on explicit tasks and targets to be achieved within an identified timescale.

For objectives to be clearly understood and to allow proper assessment in the Accountability and Development Review process, objectives should be:

Specific Objectives should state a defined outcome/result and be precise. A specific objective has a much greater chance of being accomplished than a general goal. Specific means that the objective is concrete, detailed, focused and well defined with a single key result being derived. If more than one result is to be achieved, more than one objective should be written.

Measurable Objectives should be quantifiable and define the criteria for success (quality/quantity/cost etc.). There should be a reliable system in place to measure progress towards the attainment of the objective. When you measure your progress, you tend to stay on track and reach your target date. Tracking progress also provides the opportunity to readjust priorities if necessary.

Achievable Objectives should be within your capabilities, but challenging and offering an opportunity for development. They should be compatible with your other responsibilities and workload and within available organisational resources (time/money/the contribution required of others). The key question is whether with a reasonable amount of effort and application the objective can be achieved. Most objectives are achievable but may require a change in your priorities to make them happen.

Relevant Objectives should be directly linked to the objectives and priorities of the team or Department/School/Directorate/University, appropriate to the post and level of authority and appropriate to your current and future career development. This means two things, that the objective being set is something you can actually impact upon and secondly that it is also important to the organisation.

Timebound Objectives should be agreed to be delivered within a certain timeframe. Where there are milestones or key delivery dates these should be recorded. An objective with no date for completion is simply no good. An agreed timeframe creates the necessary urgency and prompts action.

In writing quality objectives it is better to use action verbs as they are much easier to measure.

Examples include:

- to plan
- to write
- to identify
- to complete
- to review
- to present
- to compare
- to investigate
- to develop
- to produce
- to maintain
- to improve

In summary the process of agreeing individual objectives should ensure that all staff fully understand what they need to achieve and, by when, in order to contribute effectively towards meeting University/Directorate/School/Department and team objectives.

Generally between two and five objectives should be identified depending on the job role, with the aim being to agree a manageable number of objectives for the forthcoming year.

2.2 How do Objectives differ from Job Descriptions?

Objectives are intended to identify key priorities over the coming year and as such differ from the job description for the post which will continue to be relevant but which summarises the broader responsibilities of the post over an extended timeframe. The job description is therefore the statement of the on-going responsibilities of the post while objectives focus on moving the Directorate/School/Department or team forward during the coming 12 months by undertaking specific project work, contributing to team or Department/School/Directorate initiatives or undertaking work which will effect change by improving quality, throughput or efficiency.

2.3 Team Objectives

Whilst objective setting is at an individual level, many objectives depend upon team effort for realisation and it may be appropriate therefore to set common or shared objectives for team members.

In doing so and in order to help the team work effectively you need to be clear about goals, roles, expectations, accountabilities/ abilities and timing. It is important therefore to consider the following:

2.3.1 Goals

- What are the goals of the project?
- What is the goal of each individual activity?
- Why are we doing this?

2.3.2 Roles

- What is my job as an individual team member?
- What do I do?
- What is the contribution I am expected to make?
- What expertise do I bring to the situation?
- What is everyone else's role and everyone else's expected contribution?

2.3.3 Expectations

- How good is "good enough"?
- What is the level of performance that is desired?
- What level of performance is not desired?
- Why are the expectations set at this level as opposed to another?

2.3.4 Accountabilities/ Abilities

- Who is accountable for each phase of the work, especially on projects that cut across functional lines or involve several people?
- What abilities do we possess that have a bearing on the individual job assignments?

2.3.5 Timing

- When must this be done?
- At what pace am I to work?
- How does the timing of one piece of the work affect other pieces?

Thinking about activities at team objective level will also help establish individual objectives which are aligned to the achievement of team objectives.

2.4 Links with Learning and Development Planning

Learning and development planning is also an ideal application for the use of SMART objectives and development activities may of course be linked with agreed performance objectives. This is covered in more detail in Part 2.

2.5 Questions to ask when setting Objectives

The Directorate/School/Department plan is a good starting point for setting objectives. Such objectives might relate to financial results, performance measures or service level agreements, student retention/progression rates, student attainment, customer service and satisfaction levels, output and activity levels, staff related issues, infrastructure or environmental issues or governance and policy issues. The following questions can be helpful in thinking about appropriate objectives:

1. What are the emerging key issues for the team/department/faculty which will impact on my work over the coming year? (e.g. developments in teaching methods/market, research priorities, knowledge exchange opportunities, funding climates, new services, legislation, systems and procedures coming on stream)
2. What new objectives are likely to emerge as a result of this?
3. What can I do to improve the overall impact and effectiveness of the team/department, including, for example, preparation for external assessments (e.g. REF, NSS, ELIR accreditations)? (refer to any relevant performance indicators)
4. Are there changes which can be made which would help the department meet its objectives?
5. Given that many activities operate over extended timescales, what would the key milestone/s be for the coming year?
6. What support would be appropriate to discuss in considering how individual objectives will be achieved?

It is important to be clear about what you want to achieve and the target date for delivery of the objective.

2.6 Types and Examples of Objectives

In very general terms the following examples could be considered for various job roles within the University:

2.6.1 Academic Professional Roles

Objectives should cover the key relevant areas (depending on Academic Professional category) of research, teaching, knowledge exchange and administration/management, for example:

Research

- To publish x number of high impact journal papers by x date
- To be successful in obtaining x number of research grants/specific research grants by x date
- To increase percentage of successful research funding applications by x per cent by x date
- To generate research income to the value of approximately x over the coming year
- To develop a new line of research or approach that will have a broad impact on relevant field of publication by x date
- To increase the number of REF qualifying publications in appropriate journals by x number by x date
- To increase research income by x amount/percentage by x date.

Teaching

- To lead/contribute to the development of a new module/teaching programme on ... by x date
- To critically review methods of teaching and learning in relation to teaching modules in x subject areas by x date
- To develop a substantial revision to the course structure and content of an existing course by x date
- To gain external funding, in the region of £x, for the development of new teaching and learning methods in x field by x date
- To secure x number of research students in the coming year
- To play the role of x to support the achievement of targets for student recruitment/retention
- To improve individual performance and overall satisfaction in National Student Survey/Postgraduate Taught Experience Survey by x per cent by x date
- To increase by x amount the number of incoming and outgoing exchange students by type of placement.

Knowledge Exchange

- To increase by x value KE/consultancy contracts/secure consultancy work with x company or y organisation in the coming year
- To develop a new/enhance existing collaborative working arrangement with an external body in x subject area by x date
- To attract external funding for knowledge exchange activities such as Knowledge Transfer Partnership
- To attract funding from industrial partners to co-fund research projects
- To develop and/or deliver (or increase the level of) CPD provision with external organisations
- To develop and/or deliver an executive education programme with external organisations
- To commercialise an area of your research via patents or licensing
- To form a spin-out company or grow the activities of an existing one
- To engage with policy makers
- To build strategic partnerships with large external organisations
- To engage with the public and promote your (or others) research to external audiences
- To increase the level of external partner engagement in shaping and delivering your teaching provision
- To develop and promote evidence based case studies of the impact of your research on society and/or the economy
- To promote knowledge exchange activities within your Department/Faculty/the University
- To develop the knowledge exchange skills of colleagues and students within your Department/Faculty/the University

Citizenship

- To take on the role of Course Director/ Leader/ Coordinator/ equivalent by x date
- To take on a senior Departmental/School management role by x date
- To take on membership of a Faculty/University committee by x date
- Obtain a role as an external examiner by x date

2.6.2 Administrative and Professional Services Roles

Objectives relating to service provision within the department, to a particular project, to the provision of management information or to the accuracy and timeliness of work, for example:

- To improve procedures for monitoring student attendance and for collecting student assignments in consultation with colleagues by x date
- To review the procedures used for course evaluation and bring forward proposals for change to the Head of Department by x date
- To write a paper for the Head of Department detailing the impact of new health and safety legislation relating to x area of activity by x date
- To develop a policy in relation to a particular subject area and associated procedures for review by the Head of Department by x date
- To provide a detailed project plan for the roll out of the revised induction procedures by x date
- To review administrative procedures for conference attendance with relevant colleagues to ensure consistency of approach across the department by x date
- Conduct a departmental wide training needs analysis and produce a departmental training plan for Head of Department approval by x date
- Reduce the down time of IT applications by x per cent by x date
- Reduce planned maintenance costs by x per cent by x date
- Develop criteria to measure system performance by x date
- To review the department's filing systems and make recommendations for improvement to the Head of Department by x date
- To design a database to record examination results more efficiently by x date
- To catalogue the department's learning resources by x date
- To transfer the departmental strategy statement into a PowerPoint presentation by x date
- To overhaul the departmental manual and electronic filing systems to improve the retrieval of information by x date
- To implement a new enquiry process in order to improve the service provided to potential applicants within the next x months
- To co-ordinate x number of events by x date
- To review the administrative process for x committee by x date to improve the experience for committee members and enhance the decision making process
- To review the systems for financial monitoring and propose improvements to line manager/ Head of Department by x date
- To review the Department's customer service standards with other team members and suggest improvements to the Head of Department by x date
- To prepare a format for management information reports in relation to x to inform the decision-making of x by x date
- Develop quality assurance systems for x by x date
- To improve student support by acting as point of contact in relation to x issues, responding to queries within x timescale
- Gather data to review the department's performance in relation to x and provide a report and recommendation by x date
- To put in place new/ enhanced marketing and communication mechanisms in relation to student recruitment activities for x (e.g. international students) by x date
- Contribute to the development of collaborative working with institution x by establishing x by x date
- Establishing/review web pages in relation to x and publish and promote these by x date
- Ensure that administrative processes in relation to grant award x are adhered to and that regular audit reports are submitted within defined deadlines
- Ensure that budget management procedures are followed by submitting quarterly reports to x
- Review timetabling in relation to module x and establish proposals for session x by x date

2.6.3 Technical Roles

Objectives relating to safety or legal requirements or to the use of specialised equipment, for example:

- To produce an up to date inventory of all laboratory equipment in the department by x date
- To set up a rota to service the department's machinery within the next x months
- To set up a database to document the department's use of substances hazardous to health under the COSHH regulations by x date
- To increase the accuracy of instrumentation data by x per cent by x date
- To rewrite the Health and Safety Policy document for the department within the next x months
- To review the stock monitoring system and propose improvements to the Head of Department within the next x months
- To produce written guidance on the use of a particular piece of equipment by x date
- To produce recommendations for improving the service provision for academic staff/researchers in a particular specialism by x date
- To develop and deliver training for other technical staff on x subject by x date
- To review the demonstration techniques for students on x area of expertise by x date
- To contribute to the department's knowledge exchange activity by developing/delivering x service/facility/training and liaising with external contacts to attract business/establish customer needs
- Supervise the practical projects of students in relation to x, ensuring that the students understand how to safely operate the necessary equipment and monitoring progress to support the students in completing the project to deadline
- Risk assess activity x and implement any necessary process improvements by x date
- Establish a production technique in relation to x activity by x date

2.6.4 Operational Roles

Objectives relating to maintenance of safety or hygiene standards or service delivery, for example:

- To improve customer satisfaction ratings regarding response times from x per cent to x per cent by x date
- To reduce the incidence of customer complaints by x per cent by the end of the year
- To increase the number of points of view feedback cards filled out by customers by x number over the course of the year
- To reduce food and packaging wastage by x per cent over the course of the year
- To increase recycling by x per cent over the course of the year
- To ensure all stock and food items are displayed attractively and service times are met
- To ensure mail is delivered to departments by x time each day
- To ensure that all student enquiries are dealt with within x days
- To reduce the number of reportable health and safety incidents by x per cent by the end of the year
- To ensure that x area is cleaned by x time each day
- To lock up x buildings by x time each day
- To ensure that x number of orders are delivered as per customer requests
- To review the stock monitoring procedures and suggest improvements by x date
- To ensure incident reports are submitted by x time after the event
- To provide on the job training to a specific person by x date

2.6.5 Staff Management Roles

Anyone with staff management responsibility should have at least one objective relating to that aspect of their role, e.g. improvements in business processes and efficiency, improvements in service delivery and customer satisfaction, developing new courses, new areas of interdisciplinary research or new knowledge exchange collaborations, delivery of service level agreements, delivery of savings targets, reductions in staff absence, increased participation of staff in learning and development activities, etc. The inclusion of an objective relating to issues of health and safety, e.g. reductions in accident/ incident rates is also encouraged where appropriate.

2.6.6 Addressing equality and diversity in the ADR process

In the spirit of owning and embedding good practice staff should be invited to comment on their skills and knowledge on equality and diversity matters.

For example, the reviewer may wish to discuss with the reviewee how equality and diversity may be promoted within their role and what support may be required to keep up to date on equality and diversity issues.

Please note that discussion on equality and diversity issues should not be confined to the ADR process alone. Staff should be encouraged to raise issues as and when they arise and also referred to appropriate source of help where required.

2.6.7 Review

Objectives should be reviewed regularly during the year to monitor progress and to ensure objectives remain current and relevant.

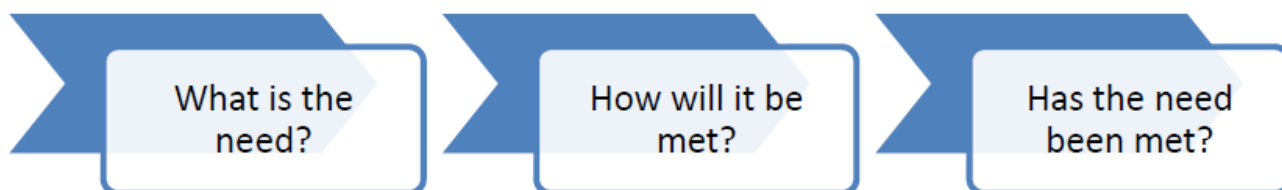
3 Learning and Development

Having established the performance objectives for the next year, the next step is to identify relevant and appropriate development objectives/activities that will positively support the successful completion of the work objectives.

3.1 What is a Learning and Development Plan?

A development objective sets out the actions that will bridge the gap between current knowledge, skills and experience (KSE) and the KSE's that you need in order to support the completion of work objectives.

In the context of the ADR process, the development discussion should be seen as an on-going three stage process which begins by assessing the development need, then determining how the need is going to be met and finally by evaluating if the need has been successfully met.



3.1.1 What is the need?

Development activities should be specific and relevant. In considering which are the most appropriate learning and development actions you should consider a broad range of development activities which go beyond the traditional method of attending training courses.

Appropriate development activities take into consideration personal learning styles, workload, what development is to take place, any financial implications, and importantly, how it links with the key priorities of the Department/School/Directorate/Faculty and University and enhances personal and career planning priorities.

Questions to ask when considering development activities:

1. What knowledge, skills, and experience are required to support the achievement of performance objectives?
2. How do these compare with current knowledge skills and experience?
3. What skills, knowledge or experience need to be developed in order to achieve the performance objectives?
4. What is the most appropriate development method?
5. What actions/activities should be undertaken to meet the objectives?

3.1.2 How is the need going to be met?

Once the need has been identified the next stage is to think through appropriate ways of meeting it. A broad range of options should be considered which may include:

- Coaching (coaching someone or being coached)
- Job shadowing/observation
- Participating in/leading collaborative teams
- Sharing skills/knowledge/good practice with others
- Volunteering to assist someone else to gain experience/practice
- Mentoring (mentoring someone or being mentored)
- Citizenship activities e.g., contributing to a committee or working group
- Taking on delegated tasks or activities
- Participating in or contributing to one off projects which are different from the standard day to day activities of the role
- Secondments to other areas of work or other teams or external to the University
- Participating in network meetings and/or joining professional networks
- Organising conferences or symposiums
- Reading professional journals and books on the subject
- Participation in training workshops - internal or external
- Participation in conferences or seminars
- On the job training, by undertaking a specific new activity with guidance and support

3.1.3 What about individual learning styles?

People have different learning styles, and this should be taken into account when considering what types of activities are most suitable to support a development need. For example, if you think you learn best by 'doing', then some of the following activities may best suit your learning style:

- Facilitation
- Coaching and mentoring of someone else
- Using video or online resources
- Business visits
- Networking
- Observing/shadowing
- Action planning

If you feel that you learn best by **considering, observing and thinking over activities before doing them**, some of following activities may better suit your learning style:

- Discussions
- Feedback
- Coaching
- Mentoring
- Shadowing

3.2 Examples

The following are examples of how performance objectives and development activities are related.

3.2.1 Example 1: To be successful in obtaining x number of research grants/specific research grants by x date from UK and/or overseas funding bodies

Associated Learning and Development Need(s):

- To gain the necessary knowledge and understanding of funding application process
- To gain the necessary knowledge and understanding of the criteria for a successful bid
- To acquire bid writing skills

Activities that might ensure that the development needs are met:

- Read appropriate funding guidelines
- View previously successful bids
- Seek advice from RKES/CAPLE
- Ask for mentoring support from colleague with experience of securing successful funding
- Seek advice from funding bodies
- Attend finance seminars on research programme funding
- Access self-learning materials

3.2.2 Example 2: To take on senior Departmental/School leadership role

Associated Learning and Development Need(s):

- Gain the necessary knowledge, understanding and skills to undertake a leadership role of a senior manager.

Activities that might ensure that the development need is met:

- Arrange mentoring from someone in a similar role
- Work shadowing either in own department or outwith
- Arrange briefing with finance department
- Volunteer to participate in committees and or working groups
- Attend an appropriate in-house management/leadership development programme
- Consider vocational qualification at required level
- Self-learning materials
- Self-study through available resources

3.2.3 Example 3: Establish and review web pages in relation to x and publish and promote these by x date

Associated Learning and Development Need(s):

- To gain necessary skills and knowledge to publish and update branded web based material

Activities that might ensure that the development need is met might include the following types of activities:

- Contact Marketing and Development Services for advice
- Research current trends in web design
- Explore information available on University web pages
- Coaching from someone in own or other department
- On-the job instruction
- Job shadowing someone in a similar role
- Take on a delegated task for practice
- Attend a T4 course

3.2.4 Example 4: To provide training and support to a new colleague

Associated Learning and Development Need(s)

- Acquire the appropriate knowledge and skills to support development of other people
- Develop own one-to-one training skills.

Activities that might ensure that the development needs are met might include:

- Liaise with Organisational and Staff Development Unit for advice and guidance
- Use any available self-learning materials
- Familiarise yourself with what central University induction support is available
- Provide induction training to new colleague
- Provide feedback to new colleague on task/s completed
- Read articles in professional journals/magazines
- Understand individual learning styles
- Arrange to observe others providing skills training

3.2.5 Example 5: To produce a report with recommendations for improving the service provision within a particular Unit/Department

Associated Learning and Development Need(s)

- Obtain knowledge and understanding of the relevant service and University procedures on service provision
- Acquire knowledge and skills to undertake effective consultation
- Gain management report writing skills
- Develop understanding of change management.

Activities that might ensure that the development needs are met

- Read University and departmental policies and procedures
- Take part in coaching activity
- Work shadow/observation
- Reading case studies
- Seek advice from supervisor
- Review appropriate self-learning materials
- Attend a report writing skills course
- Access University library materials
- Source suitable mentor
- Undertake a relevant Institute of Leadership and Management (ILM) module

3.3 Evaluation and Review of Development Objectives

Once you have agreed what development needs there may be, it is the responsibility of both you and the reviewer to explore which activities would meet these needs, and to ensure that a learning and development plan is recorded and implemented. Development activities should only be included in the plan if they can be delivered. It should be clear on the plan what actions the reviewer and reviewee will take to ensure that the development activities take place.

Has the need been met? In the future you should refer back to the previous year's learning and development plan and consider any sources of feedback on the effectiveness of activities.

There are a number of ways you can check whether the learning and training or development activity was successful in meeting the need.

3.4 What to evaluate

Performance	Was it effective in helping you to meet the performance objectives set at your ADR meeting?
Learning	Was it successful in imparting and improving knowledge and skill?
Relevance	Was it relevant to current or future role?
Acceptability	Was it relevant, cost effective, enjoyable and motivational?

You should not wait until the following year to check progress against your learning and development plan; indeed, the ADR documentation should be considered a 'live' document throughout the year and the opportunity taken to regularly review progress in relation to both the performance objectives and development activities.

There may be some situations where a development activity cannot be achieved i.e. a resource has not been available or a colleague has not been able to provide mentoring support. In these circumstances it is advisable to have a progress review to consider any appropriate alternatives or perhaps another method of addressing the development objective such as work shadowing or coaching. Alternatively you may need to adjust the timescale for the development. In any case even if the preferred solution is not currently available, the need will still be there and should be monitored carefully.

If you would like any further information or advice regarding learning and development then please contact the Organisational and Staff Development Unit staff:

Janice Lee Organisational and Staff Development Manager jan.lee@strath.ac.uk

Janet Milne Trainer janet.milne@strath.ac.uk

APPENDIX 1

Our Identity and Future

Our ambition is to be among the leading technological universities in the world.

We challenge traditional academic boundaries to solve global problems.

We continually question our approach so that we are efficient and effective.

Our Values

Respect for others and equality of opportunity, openness, integrity and honesty are core values. More particularly, how we go about our work is defined by the collegial idea of One Strathclyde.

Our Strategy

The Strategic Plan is designed to ensure that the University achieves its ambition to be a leading international technological university and that, through research, education and knowledge exchange, we remain engaged with public life globally as a place of useful learning. Key features of the Strategic Plan are:

- Financial sustainability in a challenging global economic climate
- An international perspective in all that we do
- Focusing on the issues of global importance
- Collaborative and global research and knowledge exchange
- An innovative, stimulating and challenging educational experience
- A fresh approach to student recruitment and student support
- Commitment to the development of all our staff
- Increased support for our staff in research, education and knowledge exchange
- A flexible, adaptive and responsive organisation
- An attractive, dynamic and digital campus.

Strategic Goals

The University has translated the above into three core and six supporting strategies: Research, Education and Knowledge Exchange; and Finance, Staff, Students, Engagement, Infrastructure and Governance.

Core Strategies

Research: By 2015 we will realise our ambitions to:

- Organise research in and across disciplines addressing global challenges
- Increase the number of academic staff recognised internationally for their research excellence
- Support a vibrant postgraduate research student community
- Create and maintain an enviable, dynamic and sustainable research environment
- Increase the University's research reputation internationally, securing the value of Strathclyde's distinctive ambition

Education: By 2015 we will realise our ambitions to:

- Develop a distinctive Strathclyde Curriculum that is internationally recognised
- Ensure a high-quality distinctive Student Experience
- Create internationally competitive postgraduate taught study opportunities
- Strengthen Strathclyde's international presence and recruitment opportunities
- Provide a curriculum and student experience which is highly attractive to students from a variety of backgrounds.

Knowledge Exchange: By 2015 we will realise our ambitions to:

- Establish distinctive approaches to the relationship between University and industrial research
- Deliver a wide range of education programmes and lifelong learning opportunities
- Realise the commercial value of our research, through intellectual property, consultancy, spin-out and start-up companies
- Work in collaboration with partners from within and outside Higher Education to play a leading role in the public life of society

Supporting Strategies

Finance: By 2015 we will realise our ambitions to:

- Ensure that the University Strategy is fully costed and deliverable
- Provide a sound, secure, and financially sustainable future for Strathclyde
- Deliver innovative and creative approaches to operational efficiency

Staff: By 2015 we will realise our ambitions to:

- Provide a positive and supportive working environment that recognises One Strathclyde in everything we do and ensures the wellbeing of our staff
- Ensure that we recruit, develop and retain our staff – promoting the University of Strathclyde as an employer of choice
- Ensure that we value the contributions of our staff towards the delivery of our strategic objectives
- Enable our staff to become effective leaders

Students: By 2015 we will realise our ambitions to:

- Fully recognise relevant background information as part of a modernised recruitment and admissions process
- Support positive cultural, social and personal experiences
- Develop a seamless, equitable and simple framework for our curriculum to provide choice, opportunity and flexibility
- Transform our student population by increasing our percentage of international and postgraduate students

Engagement: By 2015 we will realise our ambitions to:

- Promote Strathclyde as the University of Choice for increasing numbers of potential students and staff, partners and customers
- Create a sense of community for everyone associated with Strathclyde
- Establish productive relationships with key partners in public and private sector organisations and other Universities around the World
- Develop the international presence and reach of the University
- Communicate the technological, social, economic and cultural value of our activities

Infrastructure: By 2015 we will realise our ambitions to:

- Deliver a modern, environmentally sustainable and flexible estate
- Develop a fully equipped digital campus
- Create a community for our staff, students, alumni, partners and local people
- Continue to modernise our University Library

Governance: By 2015 we will realise our ambitions to:

- Create a supportive governance and management environment, which enables the delivery of the Strategic Plan
- Ensure that our decision-making structures are appropriate, efficient and effective
- Be recognised for our first class Professional Service, within and beyond the University
- Have a clearly expressed statement on Environmental and Social Responsibility, to underpin core activities