

**Performance & Development Review**

**Guidance for Reviewees**

This guide aims to support reviewees in preparing for the review discussion.

The [Hallam Deal](https://blogs.shu.ac.uk/hallamdeal/?doing_wp_cron=1521037581.4430229663848876953125) sets out the University's commitment to you and what the University expects in return. The Performance & Development Review (PDR) supports that two way commitment, through recognising your achievements and setting out clear and focused objectives.

The purpose of the Performance & Development Review (PDR) is to align your personal performance and development with that of [Transforming Lives](https://portal.shu.ac.uk/departments/bis/pt/PIP/PIPW1/Portfolio%20Stakeholder%20Engagement%20%20Comms/Strategy%20-%20final.pdf). The [Performance & Development Review Toolkit](https://blogs.shu.ac.uk/shupdreviewtoolkit/?doing_wp_cron=1522832680.6540420055389404296875) provides you with information and helpful resources when preparing for your review.

In support of Transforming Lives, the PDR enables you and your manager to have meaningful conversations throughout the year about achievements, developments and is complemented by regular one-to-one discussions and aids self-reflection.

Additionally, the annual review conversation considers the future, identifying priorities and setting out SMART[[1]](#footnote-1) (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime-bound) objectives, including development needs for the year ahead.

If you require any further assistance accessing these documents or have specific requirements (e.g. large print format) please contact the People Development Team on ext. 3948.

1. **Key Stages - Ensuring a Successful Outcome**

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| * 1. **Process & Timescales** |
| * Your review will normally be with your line manager, if someone else is designated to complete your review, this will be confirmed with you prior to the start of the review period. * The review meeting will take place between May and September and the final agreed Performance & Development Review signed off by 30th September. * The reviewer and reviewee need to agree a date and appropriate venue for the review meeting, allowing each party enough time to prepare appropriately. At least one and a half hours should be set aside for the meeting. * The review form can then be used to enhance/complement KIT meetings, and will be used at the mid-year review and during the next review to evaluate the year's activities. * A mid-year review meeting to monitor progress and make adjustments to reflect any changes and /or new developments will be scheduled with you approximately six months after the annual review meeting. |
| * 1. **Preparation - Before** the review meeting |
| * Preparing for the review will help to enhance its effectiveness by allowing you and the reviewer to have a meaningful conversation. You will have already discussed a lot of the detail throughout the year and during your mid-year review. * Remind yourself of the [purpose](https://blogs.shu.ac.uk/shupdreviewtoolkit/building-a-great-university-2/) of the meeting prior to attending so that you get the most out of it. Take some time out for self-reflection.      * In advance of the review meeting the reviewee should complete: * **Academic staff:** sections 1, 2 3 and 6 of the review form. Additionally, be ready to attend the meeting with your initial thoughts associated with sections 4 and 5. * **Professional services staff:** sections 2, 3 and 4 of the review form. Additionally, be ready to attend the meeting with your initial thoughts associated with section 1.   Send this draft of the form to your identified reviewer at least 7 working days before the date of the meeting to help them to also prepare effectively. Additionally, be ready to attend the meeting with your initial thoughts associated with the other sections.   * Where you are undertaking work directly managed by an individual, other than your reviewer, you should actively seek their feedback e.g. you are actively involved in research but you are predominantly engaged in learning and teaching or you are working on a specific project outside your immediate team. |
| * 1. **The Discussion - During** the review meeting |
| * The meeting should provide a constructive, two-way, open discussion. It is an opportunity for you to gain feedback on your previous year’s contribution as well as discussing your achievements, successes and challenges during the review period. * Give specific examples of where you believe you have achieved excellent performance and specific examples of where performance could be improved and how. * The meeting is owned by the **reviewee**; therefore you should do most of the talking, not the reviewer. The responsibility to prepare for the meeting is **joint**. * For both the reviewer and reviewee the meeting should be a positive and rewarding experience. * The review form will be used to provide structure to the conversation. * Feel comfortable about asking for clarification on any aspect of the review, whether this be about the process or anything discussed. * The meeting should take place in a confidential and private space, free from interruptions. * Be honest with the reviewer, providing specific examples of how the reviewer could help more, where appropriate. Be confident enough to ask for more support, guidance or resources. This should have been discussed through regular KIT meetings. * Raise any problem areas constructively and discuss ideas and options jointly with your reviewer to generate solutions. * When setting future objectives with the reviewer it is important that you, and they, are fully briefed on faculty/directorate objectives and how these fit into the wider University strategy and support the four strategic pillars. For further guidance, see guidance for setting SMART objectives in the toolkit. * In developing your objectives you should also consider your role in terms of supporting equality, diversity and inclusion and set an objective(s) to support this. Further guidance is available in the embedding equality objectives guidance document in the toolkit. * You should be able to see how your contribution links to the wider work of the faculty/directorate and the University so that you can see how you individually contribute. * The meeting will be closed by clarifying and gaining agreement on expectations and discussing next steps. Ensure that this part of the meeting is accurately recorded as it will form the basis of the mid-year review. * ***Academic staff only:*** For the purposes of the Research Excellence Framework (REF) we need to be clear who is research active. To support us in identifying which staff are potentially eligible for the REF 2020, individuals should have a clear objective(s) agreed through the PDR process.  An example objective is as follows:   *"Producing internationally recognised (REF 2\*), internationally excellent (REF 3\*) or world leading (REF 4\*) research output. Outputs are internally quality rated by Unit of Assessment reading groups, whose processes are externally calibrated".*  REF-eligibility will also be determined by other criteria, such as time/resource allocation to undertake research and the REF definition of an ‘independent researcher’.   * ***Academic staff only:*** The PDR discussion should be carried out in reference to the academic career framework (ACF). * ***Professional services staff only:*** The PDR discussion should be carried out in reference to the Professional Services Capability Framework. |
| * 1. **Next Steps - After** the review meeting |
| * Following the review meeting, it is your responsibility to complete the review paperwork as a record of the discussion, forwarding this to the reviewer, who will complete their reflections in the summary of overall performance. * Agree a mid-year review date with the reviewer and put this into your diary. At the mid-year review it is also a good idea to set the date for the next review. |

1. **Confidentiality**

The contents of the Performance & Development Review discussion and completed form are confidential between you and the reviewer. However;

1. Annual work objectives will be shared in the team[[2]](#footnote-2) and
2. High level overviews of career, professional & development aspirations will be shared with appropriate senior leaders

This provides benefits to both the University and individuals in enabling us to gain a shared understanding of performance as well as the longer-term career, professional and development aspirations of our staff and the development required to support[[3]](#footnote-3).

1. **Review Training**

The University provides a range of support to ensure staff can effectively engage with the review process for both the reviewer and the reviewee. Please see the [practical support to help you embed](http://blogs.shu.ac.uk/shupdreviewtoolkit/practical-support-for-embedding-the-process/) the process part of the toolkit for more information.

1. *Please see Guidance for Setting SMART Objectives in the toolkit.* [↑](#footnote-ref-1)
2. *The purpose of sharing work objectives is to enable teams to build a shared sense of direction based upon understanding of the contributions of individuals. The Director/Head of Department/Head of Research Centre or other senior directorate/faculty leadership team members, after discussion with the reviewee, are responsible for deciding which teams it makes sense to share work objectives across. Individuals may, of course, choose to share their objectives more widely if it seems appropriate.* [↑](#footnote-ref-2)
3. *Once the review form is completed, it is the responsibility of the reviewer to share annual work objectives and career, professional and development aspirations appropriately. The Director/Head of Department/Head of Research Centre or other senior directorate/faculty leadership team members will make clear how this is to be done locally.* [↑](#footnote-ref-3)