



People Development Team

Performance and Development Review (PDR) for Reviewees

Delegate Name:

Contents

	Page
Workshop Overview & Objectives	3
Appraising Performance – CIPD perspective	3-4
- Key Phrases	5
PDR Roles and Responsibilities	6
PDR Preparation	7
Giving and Receiving Feedback	8-10
MindTools Feedback Matrix Worksheet	11
Setting and Reviewing Objectives	12
- SMART Objectives	13
Learning and Development	14-15
Summary	15

Bite Size Workshop

Overview

This workshop aims to explore the purpose of the PDR process, feedback techniques and the setting of objectives from the point of view of the reviewee. It also considers the role of the PDR within wider career development.

Objectives

As a result of attending this session, you should be able to:

- Describe the purpose of PDRs.
- Explain the Roles and Responsibilities of those involved in the process.
- Apply techniques to ensure feedback is used constructively.
- Identify, set and review SMART objectives

Appraising Performance

Extract from Chartered Institute of Personnel and Development factsheet 'performance appraisal'
<http://www.cipd.co.uk/hr-resources/factsheets/performance-appraisal.aspx>

What is performance appraisal?

Performance appraisal (or performance review) is a process for individual employees and those concerned with their performance, typically line managers, to discuss their performance and development, as well as the support they need in their role. It's used to both assess recent performance and focus on future objectives, opportunities and resources needed.

Elements of the appraisal process

The five key elements of performance appraisal are:

1. **Measurement** – assessing performance against agreed targets and objectives, as well as behaviours and attitudes against espoused values.
2. **Feedback** – providing information to individuals on their performance and progress and on what's required to perform well in the future, particularly in view of any change programme and evolution of roles.

3. **Positive reinforcement** – emphasising what has been done well, offering constructive criticism about what might be improved, drawing out the importance of how things are done, as well as what is done, and ensuring effort is directed at value-adding activities.
4. **Open exchange of views** – a frank exchange of views about what has happened, how appraisees can improve their performance, the support they need from their manager to achieve this and their aspirations for their future career.
5. **Agreement** – jointly coming to an understanding by all parties about what needs to be done to improve and sustain performance generally and overcome any issues raised in the course of the discussion.

In many organisations, ‘the appraisal’ is still seen as an annual event, but in this case its impact will be limited. Conversations on performance should be an integral part of regular meetings with line managers, and if performance is measured quantitatively, employees should be regularly informed of their progress towards targets. What’s vital is that meaningful and open performance conversations happen regularly.

Broadly, the ideal conditions for effective conversations include:

- a culture of trust and openness
- people managers who are appropriately skilled, for example in asking good questions and active listening
- employees who are receptive, prepared to align with business objectives, learn and take responsibility for their performance.

More specific factors that make for a constructive appraisal are:

- a clear purpose – to inform management decisions or employee development
- recognition of achievements
- genuine two-way conversation and reflection
- the whole period is reviewed, not just recent or isolated events
- agreed action plans

Key Phrases:

Performance planning involves considering broad issues and long-term goals of the business and translating, with discussion and contribution from your manager, into clearly defined work objectives. It is also about ensuring you have the skills and ability to deliver on these expectations, and if gaps exist goal setting and agreeing learning and development.

Managing performance describes the process of continually monitoring performance against pre-determined standards and recognising and managing poor performance and also reinforcing and rewarding good performance.

Appraising performance is an opportunity for individual employee and manager to engage in a dialogue about performance and development, as well as the support required from the manager. This is often in a private setting and discussions are recorded and documented. Performance appraisals usually review past actions and behaviour and so provide an opportunity to reflect on past performance. To be successful they should also be used as a basis for making development and improvement plans and reaching agreement about what should be done in the future (considering the 'Performance Planning' factors).

Developing performance involves regular feedback to an employee about their performance and support to help develop existing and new skills and knowledge. A manager can facilitate this through, for example, coaching/mentoring and discussing all options available. Unless there is continuous development of individuals and teams, performance will not improve.

PDR Roles & Responsibilities

PDR is:

- an opportunity for reviewer and reviewee to reflect and evaluate
- a scheme of regular, well-planned meetings
- an opportunity for open discussion between reviewer and reviewee in the following areas:
 - job performance
 - strengths
 - future potential and career progression
 - setting of objectives
 - developmental needs
- a review and planning discussion
- the reviewee's meeting, not the reviewer's

PDR aims to:

- maintain and encourage high standards of performance
- facilitate development
- increase employee motivation
- identify and develop areas which will enhance the reviewee's potential and career


Reviewer's role:

- create a supportive environment to promote an open discussion
- recognise achievements and celebrate successes
- strengthen relationships and improve team working
- help individuals focus on their priorities for the coming year
- identify training and development needs
- get useful feedback from the reviewee
- share feedback with the reviewee
- manage the reviewee's expectations
- contribute to the motivation, wellbeing and retention of employees

What responsibilities do reviewee's have?

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PDR Preparation

<p>Reviewer: Advance Preparation</p> <p>Clarify well in advance of PDR meetings the specific process within your department:</p> <ul style="list-style-type: none"> - Local protocol - By whom - Where - Time-scale - Approximate length of meeting <p>Familiarise yourself with the University of Exeter procedures and documentation, which can be found here: http://www.exeter.ac.uk/staff/development/your/pdr/</p> <p>Explain to reviewees how PDRs will be carried out, giving an indication of the timescale and an explanation of what is involved.</p> <p> Making PDR objectives a regular discussion point throughout the year is beneficial.</p>	<p>Reviewer: Meeting Preparation</p> <p>Ahead of the meeting the reviewer should consider:</p> <ul style="list-style-type: none"> ● the reviewee's previous PDR and objectives ● the reviewee's job description ● performance over the whole period and refer to any notes made (e.g. from 1:1 meetings) ● feedback to be given at the meeting and the evidence that will be used to support it ● your own observations and experience of working with the reviewee ● other information from colleagues, clients, etc (if appropriate) ● additional information e.g. projects completed, reports, performance data, metrics, etc ● having specific examples of work, especially if you intend to refer to it at the PDR meeting ● factors that have affected performance, both within and outside the individual's control ● points for discussion on the possible actions that could be taken by both parties to improve performance ● the extent to which any agreed development plans from the previous PDR have been implemented ● potential directions the individual's career might take ● possible objectives for the next review period 	<p>Reviewee: Meeting Preparation</p> <p>Both the reviewer and reviewee are responsible for ensuring that the PDR is useful and productive. It is important as a reviewee to prepare for the discussion.</p> <p>Reviewees should consider:</p> <ul style="list-style-type: none"> ● what you have achieved during the review period, with examples and evidence ● any examples of objectives not achieved, with explanations ● what you most enjoy about the job and how you might want to develop the role ● any aspect of the work in which improvement is required and how this might be achieved ● your learning and development needs, with reasoning to support your case for specific training – especially where a lot of time or financial support is needed ● what level of support and guidance you require from your manager ● your aspirations for the future, both in the current role and in possible future roles ● possible objectives for the next review period including reasonable timeframes.
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Giving and Receiving Feedback

Feedback is information about performance that leads to action to support development.

It is as much about reinforcing effective and strong performance as it is about identifying areas of potential improvement. The outcome of the feedback process should be someone who is engaged, energised and motivated to strive for increased performance.

Feedback should be based on facts, not subjective opinion, and should always be backed up with evidence and examples.

The aim of feedback should be to help employees understand the impact of your actions and behaviour. Corrective action may be required where the feedback indicates that something has gone wrong. However, wherever possible, feedback should be used positively to reinforce the good aspects and identify opportunities for further positive action. Feedback will work best when the following conditions are met:

- Individuals are given access to readily-available information on their performance and progress.
- Feedback is related to actual events, observed behaviours or actions.
- Events are described rather than judged.
- Feedback is accompanied by questions soliciting the individual's opinion why certain things happened.
- Individuals are encouraged to come to their own conclusions about what happened and why.
- There is understanding about what went wrong and an emphasis on 'putting things right' rather than criticising past behaviour.

Feedback is based on a series of cycles of:

- Presenting a clear and specific summary of **observation** of behaviour.
- Describing the **impact** of the behaviour on others, or the situation, or how it made the observer feel.
- Discussing the **implications** of that behaviour in day-to-day situations.

Successful Feedback: Hints & Tips

Giving Constructive Feedback	Receiving Feedback
<ul style="list-style-type: none"> ● Do ask the recipient for their feedback first before sharing your own views. ● Do prioritise your feedback, don't overload the receiver. ● Do feed back on observed behaviour, don't make subjective judgments. ● Do be specific – use examples when giving feedback, don't make generalisations. ● Do give positive feedback before constructive, don't start on a negative when you have a positive to offer. ● Do separate positive from constructive feedback, don't link the two with “but” or “however”. ● Do be clear about what the individual did well and what they could do to improve, use a positive, negative, positive sandwich if appropriate. ● Do ask questions when giving feedback, don't make the conversation one-sided. ● Do time your feedback, don't wait until a long time after the event. ● Do own the feedback, don't feed back on reported unobserved behaviour. ● Do have a positive intention when you give feedback, don't use feedback to 'get at someone'; the purpose of feedback is to help the individual. 	<ul style="list-style-type: none"> ● Do listen, you cannot judge the validity of feedback if you have not clearly understood what is being said. ● Do suspend judgment; let the person finish what they have to say. ● Do allow others to finish talking, don't jump in; wait until the feedback is finished and you have the full picture. ● Do paraphrase and summarise what you think you have heard to be sure you have heard it correctly and with the proper emphasis, don't go away with the wrong message. ● Do prompt for specific examples of behaviour and impact as appropriate, don't agree if you don't fully understand what is meant by the feedback. ● Do avoid arguing, denying, justifying or minimizing the feedback - if you believe the information incorrect then you can present contrary evidence, don't become heated or emotional. ● Do gather additional information from other sources, don't just rely on feedback given, seek further review from others you hold relationships. ● Do thank the provider for the feedback given; decide how you will take the comments made forward and put them into actions

How to use feedback constructively: (feedback Models)

The 3 W Model of Feedback:

'What went well?'	What were the positives that were identified during the feedback session – how can you build on that feedback?
Once you have thoroughly reflected upon what went well, ask yourself: 'What did not go so well?'	Explore any aspects that did not go so well, don't see them as 'negative' but as areas for development or progression.
Once you have thoroughly reflected upon what did not go so well, ask yourself: 'What would you do differently?'	Encourage yourself to problem solve and find solutions. Could the areas that went well be used to counter those that didn't go so well. (using SWOT Analysis will help explore further)

The Feedback Matrix

(https://www.mindtools.com/community/pages/article/newCDV_54.php)

This tool aims to assist you in overcoming emotional responses to feedback, ensuring that, no matter the feedback given, you do something positive with it. It analyses feedback via 4 quadrants and asks you to reflect on the information in each quadrant;

	Positive	Negative
Expected		
Unexpected		



Feedback Matrix Worksheet

- For instructions on using the Feedback Matrix, visit www.mindtools.com/rs/FeedbackMatrix.

	Expected	Unexpected
Positive	<ul style="list-style-type: none"> How can I celebrate this aspect of myself? How can I use this skill to improve my productivity or personal satisfaction? How can I use the skill to help others who are not as strong? 	<ul style="list-style-type: none"> Why was I surprised to hear this? What previous experiences might have caused me to forget or dismiss this strength or ability? How will I celebrate this newly discovered skill? How can I use this skill to improve my life?
Negative	<ul style="list-style-type: none"> What actions have I already taken to address this concern? How successful were those actions? What else do I need to examine and/or change to achieve the results I want? If I don't make the necessary changes, how will this impact my job or life? 	<ul style="list-style-type: none"> What other information do I need to make sense of the feedback? What support do I need to deal with the implications? What plan can I put in place to make small, achievable changes in the short term? How will improving this impact other areas of my job or life?

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Setting and Reviewing Objectives

The principle of having clear, unambiguous objectives is a very simple, yet critical one:

- If you know where you are heading you are more likely to get there.
- You will also know when you arrive.
- Your achievements will be clear to yourself and others and you'll know when and what to celebrate.
- In addition, for most people, clear and agreed objectives are extremely motivating and empowering.

An objective is essentially a goal or a measurable step within a designated period of time. Employee performance is then compared against this objective, with the achievement resulting in something that adds value to the business and improves efficiency.

Objectives can be expressed as:

- **Targets** – quantifiable results to be attained, which can be measured in such terms as output, sales, levels of service delivery and cost reduction
- **Tasks/Projects** – to be completed by a specific date and to specific standards to achieve defined results

Objectives can be individualised and specific to the employee or collective, for a whole department or the entire business.

Drafting Objectives

Defining objectives is an essential part of the PDR process. There are a number of stages involved for employees:

- Identify key areas of responsibility** – think about particular priorities for the coming period.
- Consider what result is realistic to achieve** for each area of responsibility during the review period.
- Think about how to measure achievement of an objective** and then set standards based on such things as **quality, cost and deadlines**.

Guidelines for Setting Objectives	Benefits of Objective Setting
<ul style="list-style-type: none"> • Agree objectives jointly • Agree how the objective will be measured • Agree timescales • Ensure objectives are achievable but challenging 	<ul style="list-style-type: none"> • Provides specific targets for the employee to achieve in support of business challenges • It states how performance is going to be measured • It provides direction

<ul style="list-style-type: none"> • Consider corporate objectives and the needs of the business • Consider how the employee will go about tackling the objective • Have objectives related to personal development • Ensure objectives can be reviewed regularly • Have support available when needed 	<ul style="list-style-type: none"> • Helps to focus on a specific task • Helps to prioritise tasks • Allows reviews to be undertaken and performance to be discussed • Enables success to be measured
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SMART is an acronym that can be used to help ensure that effective objectives or goals are set.

Specific	Objectives are clear and well-defined. This helps both the employee and the manager, as the employee knows what is expected of them and the manager is able to monitor and assess actual performance against the specific objectives.
Measurable	You should be able to measure whether you are meeting the objective or not. Progress towards objectives often needs to be monitored whilst work is under way. It is also very useful to know when that work has been done and the objectives are completed. A measurable objective achieves this end.
Achievable / Agreed	The objective set is challenging but within reach of a competent and committed person. When looking at objectives, the person may not be able to achieve it for various reasons, including not having enough resources (computers, employees, etc.), not having access to key people and not having management support. Achievable objectives ensure that everything is in place.
Relevant	Objectives are relevant to the departmental goals and therefore aligned to corporate goals.
Time Bound	Descriptions of objectives should also include timescales of what is required by when. This may also include details of delivery, stating (if relevant) when objectives are to be completed. Giving a time scale ensures that the objectives are not stretched out over an unreasonably long or too tight a timescale.

Learning and Development

During the PDR discussion learning and development needs should be identified. It is important to note that learning and development is not simply attending training courses. Together with the reviewer you must identify the most appropriate means to meet the need and consider why training and development may be necessary, both for you and for the department/organisation. Remember to consider your wider career goals/aspirations but also be realistic about resources etc the University might have – you are more likely to get the support you need if you have thought through the reasons why the development will help both you and the organisation. You need to strike a balance between your current role and future development. The following is a selection of ways in which learning and development can occur:

Work Related Opportunities
Project work with a defined developmental element
Managed job movement within / between departments
Stretching objectives
Exposure to your immediate managers' work, thus enabling you to deputise more fully for him / her over time.
Access to organisation business plans / reports to boost company understanding
Delegating part of projects
Attending management meetings in other departments
Seeking greater involvement in decision making processes
Secondments (including part-time secondments e.g. 20% of the time)
Deputising for others in your team
Shadowing an expert
Attending cross functional events
Representing your section / function at meetings and events

Training Related Opportunities
Access to a suitable range of learning material to enable you to carry out self-development activities when it suits you e.g. LearnSmart on the Learning and Development website.
Formal courses
External Professional / Academic development

Other Opportunities – Tools & Techniques
Receiving regular and quality feedback from your immediate manager, peers, etc.
Developing goals / aspirations
Creating a Personal Development Plan
Keeping Learning Logs
Conscious network development within / outside the business
Skilled coaching from your immediate manager, other managers, peers, etc.

Summary: Getting the best out of a PDR



Remember your appraisal conversation should include:

- a clear purpose – to inform management decisions or employee development
- recognition of achievements
- genuine two-way conversation and reflection
- the whole period being reviewed, not just recent or isolated events
- agreed action plans

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February 2018

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