Professional Services

Staff Review and Development

University of Bristol

Contents

How Staff Review Adds Value

Organisational Aim

To ensure that everyone conducting staff reviews adopts a consistent approach and has the core skills needed to make it a meaningful, constructive and supportive process.

Aims and Objectives for Participants

To enable reviewers to have open, honest, constructive and supportive conversations with staff as part of the review process. As a result of the training, participants will be able to:

- Describe the purpose and potential benefit of staff review and development.
- Understand their remit as a reviewer and what they do and don't have responsibility for.
- Begin a review conversation so its scope and intention is clear, establish a constructive 'climate' and agree what will be recorded, shared or confidential.
- Use coaching questions that encourage reflection, self-evaluation, problem-solving and honesty about difficulties and successes.
- Give feedback effectively so that it is clearly understood and offers something specific to work on or build on.
- Identify what useful objectives look like and help colleagues craft simple, specific and attainable objectives that provide a genuinely helpful focus in their work.

Agenda

09:00	Introductions
09:20	The benefits of staff review and development and the reviewers remit
10:00	Starting the conversation with a purpose
10:30	Asking questions
11:00	Break
11:15	Testing the questions
11:30	Giving effective feedback
12:15	Agreeing effective objectives
12:45	Review objectives
13:00	Close

Facilitators

Tracy Francksen/Linda Banister

The Principles of the New Approach

The Staff Review and Development process will require a performance discussion to take place at least once per year with additional 1:1 meetings taking place as appropriate.

The Staff Review and Development discussion will review performance and contribution over the past year(s), as well as looking ahead at future objectives and considering development needs and opportunities.

The Staff Review and Development discussion will not result in any output that has a direct impact on pay. It will, however, provide a forum for discussion on matters such as eligibility for progression/promotion; career development aspirations/opportunities; training and development needs/aspirations; barriers to performance.

A key output from the process will be clear and transparent objectives for the role-holder, that link to School/Divisional/Faculty/Organisational goals. The aim will be to agree objectives that find an optimum balance around individual goals and aspirations and those of the School/Division/Organisation. Whilst objectives should always be attainable, they should also provide a degree of 'stretch' for the individual.

The reviewer will provide feedback on how far the individual has contributed towards the achievement of the objectives set the previous year(s), and both parties will reflect on the reasons for success and any shortfalls.

Reviewers for most staff will be their line manager or will be chosen by the Head of School or Division, or Faculty/School Manager, drawn from a pool of senior trained staff from within the School/Division/Faculty. Within Schools, it will be an expectation that all professorial staff will form part of that potential pool of reviewers.

Ideally, each reviewer should normally conduct no more than 8 staff review meetings.

All reviewers will be required to participate in training in conducting effective Staff Review and Development discussions. Staff Review and Development training will also be supplemented by guidance.

At the outset of the annual review cycle, Heads of School/Division will normally meet collectively with all reviewers to identify key School/Divisional objectives and any other major themes or issues that will inform staff review conversations and objective setting for the coming year.

The normal expectation will be that reviews will 'cascade' through the Division or School – i.e. that any manager/reviewer will have been reviewed before reviewing their own staff/reviewees.

The Staff Review and Development meeting is primarily about the conversation, secondarily about filling in the forms.

Online forms will be provided to manage the workflow, to guide the discussion and to ensure all relevant areas are fully explored and clear objectives agreed.

The Principles of the New Approach

The Staff Review and Development conversation will be aided by ensuring an "evidence-based" approach to discussions. Evidence might include reference (relatively and/or absolutely) to relevant internal or external comparators/benchmarks for activities (such as research income per FTE; teaching load per FTE; number of transactions processed per day/week etc., depending on the nature of the role). Quality as well as quantity will be discussed, e.g. peer review is an important element of the qualitative assessment of teaching; information from end users on the service provided. There will also be reference back to previously agreed objectives, which link directly into the School/Divisional or Faculty plan.

Heads of School/Division have an obligation to receive and consider feedback from all Staff Review and Development discussions for staff within their department and to take appropriate action where necessary in relation to individual issues, or where themes or common problems seem to be emerging.

It is the expectation that all staff will participate in Staff Review and Development. Should an individual refuse to meet with their reviewer then the reasons for this will be explored with them and appropriate action taken. For academic staff, it will be made clear and explicit that full participation in SR&D is part of the 'citizenship' requirement.

> "Whilst objectives should always be attainable, they should also provide a degree of 'stretch' for the individual."

Step by Step Guide to your Staff Review and Development Discussion – What is it?

At its simplest level Staff Review and Development is a meeting, probably lasting around an hour and a half between two people. Experience has shown us that it is the way in which this meeting takes place, rather than the process itself, that makes a real difference to people.

There are important responsibilities on the part of the individual and reviewer to maximise its positive impact. Staff Review and Development is a simple process of REFLECTION and PLANNING. Some of this takes place before the meeting, some during, some immediately afterwards and then some throughout the year. Whilst a meeting takes place on a particular 'date' the process should be seen as more on going and fluid than this. You may wish for example to return to your staff review record and objectives to 'check in' on your progress, and on what you and your reviewer agreed would happen from time to time.

We have created a simple online process to help with this that makes sure the right things happen in the right order, such as completion of a form; a meeting; and set of recorded outcomes. You are able to return to this throughout the year and a record of reviews will all be stored in a single place so you will know where to find it.

The online tool

Benefits are to be gained from the discussion and not the forms or tools. However a web based tool that works well, and helps to ensure actions take place for you at the right time, can really help the process run smoothly. This is why the University of Bristol in partnership with a number of other Universities have invested in developing an online tool specifically for the HE sector. Development has included extensive consultation and feedback from thousands of staff working within HE so we are confident in its quality. The tool will:

- Remind you via email when it is time to set up your 1:1 meeting.
- Give you access to an online form for you to complete.
- Allow your reviewer to see this form before the meeting.
- Record the views of the reviewer.
- Be stored and 'locked' - an agreed record for you to refer to at any time in the future.

The ability of people to 'see' forms within this new web based process is unaltered from the traditional paper process, i.e. it is only the 'reviewer' (and line manager if not the reviewer) and Head of School/Division that will be able to see forms.

Stages

The online tool will prompt you to engage in these stages:

Preparation

1. A date for the meeting is agreed and entered into the first part of the online form.
2. The reviewee spends time thinking about how any objectives in the last year have gone, what barriers they encountered and what they wish to achieve next year.
3. The reviewee completes the online form to help them record their thoughts.
4. The reviewee invites their reviewer to see their comments by sharing the form with them.
5. The Reviewer looks at the online form (having been prompted via an email) and reflects on what has been said as well as thinks about not only their response but also any other items they wish to raise.

Discussion

1. Use the items on the form as an 'agenda' for the review with discussion taking place about items raised.
2. Make sure both parties record actions that need to take place as a result of the discussion and agree 'who, when, how'.
3. Be clear about areas that may need further discussion outside the review itself, for example items that need input from others, and make sure these happen.
4. Try to break the discussion down into a process of reflection and planning. Start by looking back at how things have gone, last year's achievements/successes and any barriers encountered, include the levels of confidence with the professional behaviours. Then look ahead to the next period.
5. Agree the proposed objectives and, if they are to be altered, then who will do this and by when.
6. Agree how you are going to review these objectives once the Staff Review and Development discussion is over, you may choose for example to review them as part of a more regular meeting format that you already have in place.

Recording

1. Make sure both parties complete the 'actions' section at the end of the form that records things you have agreed to do and by when so that they are not lost.
2. Complete the final 'reviewee final comments' and 'reviewer final comments' parts of the form and both press 'share'.
3. Once both are happy with the final form both press the large green 'Complete' button – the form is then locked and stored for reference.

Action and Review

1. Actions and objectives (work tasks, training etc) will not happen just because the Staff Review and Development discussion has taken place.
2. Make diary notes to take forward actions that you have committed to do.
3. You may also want to make a diary note of the actions the other party has committed to deliver.
4. Think about the goals you have set and establish a plan with milestones outlining how you are going to get there – RECORD THIS SOMEWHERE THAT WORKS FOR YOU.
5. The online review tool has a new 'notes' feature – you can use this at any time to record progress against a goal, upload evidence or simply record how you think things are going. You can choose to keep this private or share it with your manager – have a look, if it helps use it.

Benefits of Staff Review and Development

We all want to do a good job. However, in order to do that we also need to know what we are aiming for and how well we are doing. In order to be clear about this we need an opportunity to sit down, think and then reflect with a person who can offer guidance.

The process of reflection and then discussion can be incredibly powerful but it does require time and engagement to produce real results. The process is not the sole 'responsibility' of the reviewee or reviewer; it needs to be seen as a joint, positive and constructive dialogue if it is to achieve the maximum impact. It should provide the opportunity for the reviewee and the reviewer to talk openly.

As a result people will:

- Know and understand what is expected of them.
- Be supported by the institution to learn and develop in order to meet these expectations.
- Be given feedback on how they are doing.
- Discuss and find joint solutions to barriers that may emerge such as time, resources, relationships, management.
- Have the opportunity to discuss and contribute to individual and team aims and objectives.
- See how what they do fits into a bigger picture together with the aims and values of the University.
- Take positive steps to plan for wider career aspirations.

The Role of the Reviewer

Ideally, the review will be held in the context of on-going dialogue and one-to-one discussions between the Reviewer and Reviewee

The Reviewer's role in preparing for the Staff Review and Development meeting will include consideration of:

- The agenda, time frame and location for the meeting.
- The purpose of the meeting as an opportunity to explore what the individual has achieved particularly in relation to the previously agreed objectives, and how they have performed more generally in their role.
- Particular successes or achievements that should be acknowledged.
- The extent to which any agreed development plans from the last meeting have been implemented, and how useful such development has proven.
- The reviewee's own rating of confidence in demonstrating the Professional Behaviours.
- The feedback to be given at the meeting and the evidence that will support it, paying particular attention to any disparity between your view of the demonstration of the professional behaviours and that of the reviewee. For example, how you will give praise where the reviewee has underscored themselves and how you will identify development areas if the reviewee is unaware of behavioural issues and has overscored themselves.
- The factors that have affected performance, both within and outside the individual's control, taking into account behavioural factors.
- The points for discussion on the possible actions that could be taken by both parties to develop or improve performance, including addressing behavioural issues if any exist.
- The points for discussion on the possible actions that could be taken in relation to progression/promotion/career development prospects.
- Potential directions the individual's career might take.
- Possible objectives for the next review period.

The Reviewer's role in the meeting is to:

- Establish a supportive and helpful 'climate'.
- Agree the purpose of the meeting and the various parameters: how much time is available, the format or structure, boundaries and issues of confidentiality.
- Give the discussion adequate time and attention.
- Ask the right questions.
- Listen carefully.
- Offer feedback.
- Agree objectives.
- Agree any necessary support or development, taking care not to formally commit to activities that may have cost implications if the Reviewer is not the budget holder.
- Invite any other comments, including those in relation to the effectiveness of the process.
- Close positively and with appropriate thanks.

The Reviewer is: a 'critical friend'; a frank and constructive adviser; and is transparent in the way they deal with the Reviewee.

The Reviewer is not: a judge; an 'expert'; a counsellor; nor are they a friend (at least not whilst acting in this role!).

Developing your Skills

The GROW Model is one of the models used to structure a coaching or development conversation.

G	**G**oal. (ie: where you want to get to)
R	**R**eality (the situation as it is now)
O	**O**ptions (explore them all and at this stage to not discount any)
W	**W**ill (do you have the **w**ill to do this, **w**ho needs to help you, **w**hat have you decided, **w**hen will this happen,?)

Suggested Questions to use with the GROW Model

Goal
What are you trying to achieve?
How much influence do you have over your goal?
What do you gain/lose if you were to attain your goal?
What would you like to get out of this session?
What would be the most helpful thing for you to take away from this session?
What are the stepping stones?

Reality
What is happening now?
What are the barriers?
What have you tried already?
How much of this situation is within your control?
What is stopping you?
What is the present situation in more detail?
Who else is affected apart from you?

Options
What could you do?
What are you going to do?
What are the barriers?
How will you overcome the barriers?
What are the benefits of that?
What would you lose?
Would this meet all your needs?
If you knew the answer, what would it be?

Will (who, what, when)
What are you going to do?
By When?
Will this meet your goal?
What are the likely obstacles?
What support do you need/ from whom/how will you get this?
On a scale of 1 –10 how certain are you that you will do this?
What stops it from being a 10?

Source: John Whitmore
Coaching for Performance

Helpful Questions

- Telling or asking closed questions saves people from having to think. Asking open questions causes them to think for themselves.
- Are there any other problems?' invites the answer 'No'. 'What else might there be?' invites more thought.
- 'What else?' used at the end of most answers will evoke more.
- 'If you knew the answer what would it be?' – enables the person to look beyond what is possibly in the way.
- 'What would the consequences of that be for you or for others?'
- 'What obstacles have got in the way of you being able to deliver the best possible outcome this year?' What can we do to remove some of those barriers for next year?'
- 'How likely are you to achieve your goal within the deadline?'
- What is the hardest/most challenging part of this for you?'
- 'How likely on a scale of 1- 10 will you achieve the project plan?'
- 'What do you we agree are the main achievements in this review period?'
- 'What contribution do you feel you made to the outcome of the project?'
- 'What opportunities and support could I help you with to help you improve further in the next review period?'

John Whitmore: Coaching for Performance

Listening and Not Listening

You are not listening to me when:

- You say you understand before you have checked your understanding with me.
- You have an answer to my problem before I've finished telling you what my problem is.
- You cut me off before I've finished speaking.
- You finish my sentences for me.
- You feel critical of my vocabulary, grammar or accent.
- You are dying to tell me something.
- You tell me about your experience making mine seem unimportant.
- You refuse my thanks by saying you really haven't done anything.

You are listening to me when:

- You really try to understand me.
- You grasp my point even when it is against your own sincere conviction.
- You allow me the dignity of making my own decisions even though you think they may be wrong.
- You do not take my problems from me, but help me to deal with them in my own way.
- You hold back your desire to give me good advice.
- You accept my thanks by telling me how good it makes you feel to know that you have been helpful.

Feedback Formulae

One of the challenges when giving feedback is how to make your comments constructive without avoiding the issue. Sometimes we may even find it difficult to give positive feedback!

EEC

- Example – describe what you saw / are seeing / what they did.
- Effect – how did it make you feel, what effect did the behaviour have on you/the team?
- Change –Agree or state the difference you want to see. (or Continue if it's a good behaviour).

WIN

- When you… (observed behaviour).
- The Impact is/was.
- Next time (ask or recommend).

You/Me/Agree

- Ask the other person 'What do YOU think?'.
- Then say what you think.
- Both agree on the way forward (or agree to disagree).

Setting Expectations and Objectives

The University has long had a whole range of performance enhancement tools, but are we always as clear as we could be about expectations and objectives?

One tool to improve this is the use of SMART Objectives to enable clarity around expectations whilst focusing on defining measurable outcomes and not outputs.

- Specific
- Measurable
- Achievable
- Relevant
- Timebound

There are a number of different ways in which SMART objectives can be set, one method is to start by identifying what you want the individual to do or achieve that reflects both the Divisional or team objectives.

For example:
You may be a manager within Professional Services and your Division is looking at ways to improve the student experience as one of its objectives or priorities. What does the department need the staff you manage to achieve? Is it the introduction of new processes/procedures in order to improve the service given to either students directly or academic departments? Is it maintaining a high level of service to students/staff over a period of time?

Specific:
So for an administrator the objective may look something like this:

Reduction in the amount of time it takes to respond to academic departmental requests for information.

But this doesn't answer what reduction you're aiming for, what you mean by respond to or if you really mean all academic departmental requests for information or those in a particular area?

Measurable:
Now consider what measures you are going to use. Clarification is needed, how will you know when the objective has been achieved? This may change the objective slightly to look as follows:

Ensure all academic departmental requests for information on x are dealt with within 3 working days by October 2013.

Achievable:
This is where you need to consider the context and the abilities of the individual that you are expecting to do this work. Is it something that they would be able to do? It may be that the individual would need support in the form of resources, training or development in order to achieve the objective set.

Relevant:
You now need to double check that the statement you are now crafting reflects both what is needed by the department and fits in with the expectations upon the individual, where necessary checking back to their job description/role profile.

Time-frame:
Finally you need to ensure there is a time frame in place. When will you be expecting this work to have been done? When will it be measured and will the information be available then? Check that the timeframe is achievable and relevant, as well as the outcomes expected.

Seven Suggestions for Giving Feedback to Other People

Feedback is information offered by one person to another about the impact of their actions or behaviour. It is different from constructive criticism which implies a judgement or opinion about a person or their work. Feedback is given with the intention of improving or praising what someone is doing.

Giving someone information about the impact of their actions allows them to make an informed decision about whether to continue or change what they are doing.

1. Give feedback on what can change

Feedback works best when the information you offer is based on something that can change. For example, a person can change the way they behave more easily than their inherent personality traits. "I've noticed that you have come late to the last three team meetings. The late start has meant that we haven't got through everything on the agenda" is an example of information about behaviour that can change. Compare it with this statement which judges and gives advice: "You are not very punctual, you should be more organised so you are not late for meetings". Even if you are talking about a situation that has passed and cannot be rectified, orientate your feedback towards what could be different in future.

2. Be specific and clear

Carefully and accurately describe the specific action or behaviour you are talking about. Don't exaggerate or generalise. Consider the difference between: "There are several grammatical errors in this report that need changing before it's submitted" and "We can't submit this, it's full of mistakes". You can imagine that your own response to these statements would be quite different. Specific statements don't rouse such an emotional response and they give the other person somewhere to go to make improvements.

3. Own your feedback

Use phrases beginning with "I" to show that your thoughts and feelings are your own e.g. "I am concerned about what you said at the meeting. It would help me if you could tell me more about your thoughts on this so I can understand your perspective." Don't shift the blame or muddle things by saying "everyone thinks that you are difficult to work with" or "we all know you are a late person".

4. Be balanced

When you need to give feedback about something that hasn't gone so well, balance this information with something positive. Some people refer to a 'feedback sandwich' with positive comments to start and finish, with negative aspects addressed in between. Others prefer to get any difficult issues dealt with first so that they can finish by affirming how well other aspects are going. Experiment to find what works for you. If you begin with a positive statement avoid negating what you have just said by following it with but... ("in general everything is fine but...")

> "A good objective of leadership is to help those who are doing poorly to do well and to help those who are doing well to do even better."
> — *Jim Rohn*

5. Focus on finding solutions

It's much more energising to have a conversation based on positive solutions, rather than problems. This can be a subtle distinction. Consider the difference between this solution-focused statement: "To make sure we comply with the national standards we must be sure to involve everyone in risk assessments. Can we discuss ideas about how to get people doing these as part of every project?" And this problem-focused one: "If you don't get a risk assessment from everyone we will be in breach of the national standards and could get into a world of trouble."

6. Seize the moment

Feedback goes wrong if it's not done at the time. Once the moment has passed it is very difficult to give your feedback with the right tone and probably too late for the person to change things. Once everyone is used to feedback it changes the culture of how things are done, which in turn makes it much easier to say "Can I catch up with you after your demonstration? I'd like to talk about how it went." So seizing the moment is important, as is giving feedback in one-to-one meetings. You don't have to have negative things to say – it's just as important to tell someone when things are going well.

7. Reach an understanding and follow up after

Receiving feedback is a skill in itself and the person you are speaking to may disagree with your comments. Remain neutral and don't get drawn into an argument or back off altogether; stay specific and give more examples of what you mean. You don't have to fill the silences, hold your tongue and give the person time and space to think. Finally, discuss ways to improve or maintain the situation. Sum up any agreements you've made and thank the person. Write them down so you both have a record – email is useful for this. Don't expect instant change, change can only happen if a person decides to change themselves. Remember that feedback is information for reflection and not an instruction. Look for opportunities to notice and commend the person for doing things well.

All in all, giving feedback should be a positive thing that gives recognition, support and encouragement. It helps people to develop new skills and continue their professional development on the job. At times there will be difficult conversations to have but timely feedback can prevent problems from escalating or behaviour from becoming endemic. When feedback is given with a positive spirit and a wish for the person to do well it fosters positive working relationships and supports an honest and open workplace.

Seven Suggestions for Setting Expectations for Other People

Setting goals and expectations for people in academia is inherently difficult, particularly in research. Research worth doing has unknown outcomes so it can be difficult to know whether someone is struggling because the work is very complex or because they don't have the competence required to tackle it.

Goals and targets are difficult to establish and require a more subtle approach than the kind of SMART (specific, measurable, achievable, relevant, timebound) targets that are helpful in other kinds of work. This places importance on getting to know the people working with you and opening up honest conversational lines so that you know when people are struggling. The annual staff review process is useful for setting expectations but it shouldn't be the only time you are discussing them.

> "One may miss the mark by aiming too high as well as too low."
> —*Thomas Fuller*

Staff Review and Development

Seven Suggestions for Setting Expectations for Other People

1 Understand who you are managing
Who is it that you are asking to do this work? Get to know this unique person, their work patterns, interests and passions. What do they find exciting, energising, draining or worrying? What are their own ambitions and goals for life and work and where is the synergy with the expectations you are setting? How can you create compatibility here?

2 Break things down
You expect to see a paper completed by Christmas. When would you like to see the literature review? The first draft? The final draft? Breaking tasks down makes it easier to specify particular expectations for different parts of the work. Negotiate goals with the other person by being explicit about what you expect and asking whether they think this is reasonable from their perspective. Encourage honesty; the other person has a vantage point that you don't and can factor in competing priorities, energy levels and ability. It's better to agree realistic expectations early on than to fail to deliver later when it will cause both of you more problems.

3 Remove barriers
Imagine you were doing this work. What would get in your way? Smooth the path with uncooperative colleagues, open doors with introductory emails, get resources ordered. Let the person know that you believe they can do the work. Relieve them of extraneous tasks. Give them a quiet space to work in or a network to go to. Buddy them up with a peer, a mentor or a colleague who can help them along the way.

4 Create pace
Create a sense of momentum with a series of deadlines and milestones. People work best under different degrees of time pressure so talk to the person about how best to keep the momentum going. Some people will need variety in their activities to maintain energy, others work best through total immersion in a single task. Meet at regular intervals to discuss how things are going and demonstrate genuine interest in the person and their work.

5 Start with why
Author Simon Sinek describes how inspirational leaders start with why in their communication, beginning by talking about why something is important or exciting before going on to explain how it works and what they do.

This is the exact opposite of normal communication patterns where we focus on what we do, followed by how and then, if we are lucky, give a reason why. When it comes to motivation, people are far more engaged by why they are doing something than what they are doing. So when you are setting expectations for the work of others try starting with why this work is so exciting and important before going on to explain how to approach it and finally what to do.

6 Be a radiator not a drain
After an hour with some people you leave feeling energised and invigorated. An hour with others leaves you flat and exhausted. Richard Reeves, author of The 80 Minute MBA, describes these two types of people as 'radiators' and 'drains'. When you are setting expectations and motivating people to achieve them make sure that you are radiating energy and not draining it. Think of the radiators in your life and what they have in common – they are optimistic, solution focused, affirming, authentic, enthused, curious and inspired. Are you?

7 Review your expectations
How reasonable are your expectations of other people? Be mindful of how high your expectations are for yourself – do you expect others to work long hours because you do? Do you expect someone to make the same sacrifices that you have? Try to separate what you need the person to do for the success of the project from what you want them to do for all sorts of other reasons. If someone is delivering everything you need yet you still find yourself irritated then ask yourself why.

Stop/Start/Continue

What will you take away from today's session?
What might you:

Stop doing

Start doing

Continue to do

Staff Review and Development
Frequently Asked Questions

Why do I need a Staff Review and Development (SR&D) meeting?
The importance of the SR&D process cannot be overstated – it is just one aspect of Performance Enhancement but provides a structure that can be very helpful, is widely acknowledged as part of how we operate within the University and gives time and space for exploration between the role holder and their manager/reviewer.

Every manager and member of staff should participate in the Staff Review and Development process. It provides an opportunity to step back from the day to day pressures, and to look back; to review objectives and progress; celebrate success; explore where objectives have not been met; review support and barriers. It is also is a forum for looking forward; where objectives for the coming period should be discussed, clarified and agreed, and where career aspirations and development opportunities can be explored.

Isn't SR&D just a form filling exercise?
No, it is the SR&D conversation that is key, the forms are merely a way to help you to structure and record that conversation, and with the new online system, recording is easier than ever before.

What are the benefits of SR&D?
We all want to perform well in our role and, in order to do that, we need to know what we are aiming for and how well we are doing. SR&D is an opportunity to review, reflect on and discuss performance with a manager or other relevant individual who can offer feedback, guidance and support. This process can be incredibly powerful but it does require time and engagement to produce real results. The process is not the sole responsibility of either the reviewee or reviewer and should be a constructive and jointly-owned dialogue.

As a result of effective SR&D we all will;

- Know and understand what is expected of us both in terms of what we do and how we do it.
- Be supported by the institution to learn and develop in order to meet these expectations.
- Be given feedback on how we are doing.
- Discuss and find joint solutions to barriers that may emerge such as time, resources, relationships, management.
- Have the opportunity to discuss and contribute to our individual and team aims and objectives.
- See how what we do fits into a bigger picture together with the aims and values of the University.
- Be well placed to take positive steps to plan for our wider career aspirations.

What is going to be different to how I currently do things?

That will depend on what you do now. For many members of staff, Staff Review and Development conversations are already an established part of their working lives. For people in this category the changes will be fairly minimal - you'll use the online system to record your conversations and agreed objectives, instead of paper forms - the format online is a simpler but similar version of the paper form. Existing reviewers will attend the half day course to refresh and share their reviewing skills and to ensure they are all clear about the new approach. For others, the introduction of the new approach to SR&D will represent more of a change, and might even be something completely new. The new approach to SR&D involves a look back at reviewee contribution over the past year and a look forward, with objective setting for the coming 12 months, as well as a discussion on development needs or aspirations. Our SR&D website, online system and the training for reviewers will ensure both reviewee and reviewer know exactly what's expected and why.

SR&D is not relevant for me as I've been doing my role for years

For any member of staff, at whatever stage of their career, being effectively managed means being clear about your objectives and the outcomes expected. It is about understanding how you are perceived, where your strengths lie and where there are areas you might develop further. In the current uncertain environment we have identified the strategic need to be 'agile', i.e. to be able to mobilise our staff to meet emerging opportunities and challenges as they arise, whilst also keeping our eye on the longer term objectives. In this context, ensuring all of us are clear about current, emerging and/or changing expectations, and providing support to enable everyone of us to perform to a high level, will be critical.

I regularly discuss how things are going - why do I need a SR&D meeting?

You already know the benefits of regular performance discussions, and SR&D provides you with the context, process and structure upon which those more regular conversations can build. SR&D delivers an opportunity to step back and to engage in the process of reflection and planning. Some of this takes place before the meeting, some during, some immediately afterwards and then some throughout the year. Whilst a meeting takes place on a particular date in the year, the process should be seen as more on-going and fluid than this. You may wish for example to return to your staff review record and objectives to 'check in' on your progress and on what you and your reviewer agreed would happen from time to time. We have created a simple online process to help with this, making sure the right things happen in the right order, such as completion of a form; a meeting; and set of recorded outcomes. You are able to return to this regularly throughout the year and a record of reviews will all be stored in a single place so you know where to find it.

I have been asked to review Professional Behaviours with my staff, how do I go about it?

Firstly clarify with your Division, Faculty or School whether you will ask your staff to rate their confidence in demonstrating all of the Professional Behaviours or a sub-set of key Professional Behaviours that are crucial for success in your area. Ensure you communicate with your reviewees which Professional Behaviours to focus on and how to use the slider under the tab Professional Behaviours. Once the review form is shared with you, consider whether you agree with the reviewee's comments and rating of confidence in demonstrating the Professional Behaviours. If there is a disparity between your view and that of the reviewee, plan how you will give constructive feedback. You should consider praise where the reviewee has underscored themselves together with examples of where you have observed the behaviour. You should also identify development areas if the reviewee is unaware of behavioural issues and has overscored themselves, again with examples.

What training is involved?
We have commissioned bespoke training for SR&D Reviewers from two highly experienced training providers, one specialising in the development of professional services staff in universities, the other with extensive experience of working with academic staff. The courses are half day and comprise a mix of specialist input and tailored practice and feedback sessions. Visit the training website for more details and to book.

The new online system is intuitive and very simple to use, and will include online guidance and so no user training is required. We will however be holding a series of roadshows in the late autumn and winter where you can look at the system, ask questions and have a practice.

Do I have to attend training? What are the benefits?
If you are a Reviewer of other members of staff you are required to attend the half day reviewers training. This is a bespoke course, delivered by experienced professional and academic trainers. The programme has been especially designed for the university and provides an opportunity for both new and experienced Reviewers to develop and share their skills and experience.

I'm on leave (maternity/study etc) during the roll-out of training - when will I be trained?
The training is being managed by the SR&D project to ensure all current reviewers will be trained by the autumn. Once this roll out of training has been completed the reviewers course will become part of the 'business as usual' training suite and can be accessed in the usual way. If for any reason, such as a maternity leave, a member of staff needing training misses the roll out they will be able to book onto the next available 'business as usual' training.

I'll be retiring in the near future; does SR&D apply to me?
Yes – it is important that you don't feel in any way unclear about where to focus your efforts leading up to your leaving date, and the SR&D discussion provides a forum to discuss and agree appropriate objectives, even over the relatively short-term.
In fact, there may be some particularly important issues to discuss, including matters such as handover and transfer of knowledge. The SR&D will also give you the opportunity to review the contribution you have made to both your role and the University.

How are Reviewers chosen - can my Reviewer be changed?
For professional services staff, your Reviewer will usually be your line manager. For academic staff, Reviewers will be chosen and allocated to reviewees by the Head of School and will be drawn from a pool of senior, trained staff from within the School/Faculty. Within Schools, it will be an expectation that all professorial staff will form part of that potential pool of Reviewers.

I understand that objectives are part of the SR&D process, I'm a Professor and set my own targets over a two to three year period - how can I document objectives on an annual basis?
The new approach to SR&D requires a review of past objectives and the setting of objectives for the coming period. The online system allows objectives to be developed, amended and carried forward from one year to the next - you can set and monitor objectives over any reasonable timeframe, using the on-line system as a tool.

How does promotion and progression fit with SR&D?
The SR&D discussion provides an ideal forum for open and honest discussion on matters such as eligibility for progression/ promotion; career development aspirations/opportunities; training and development needs/aspirations; barriers to performance. Individuals should take the opportunity to be frank about concerns, reservations, or perceived development needs to enable their Reviewer to provide relevant support. We have heard that there are some concerns that such openness might negatively impact on an individual's promotion or progression - the SR&D conversation is confidential and information shared in this context will not be taken forward into consideration of promotion or progression cases.

I'm concerned that my SR&D will be used outside of the meeting for performance management purposes
Many areas already carry out effective SR&D and we want to achieve greater consistency in both the participation in and the nature of the SR&D conversation. Staff Review and Development is about enabling you and your manager or reviewer to discuss, agree and document both your contribution over the past year and your objectives for the coming year. This is designed to help you get the best from your role and deliver to the best of your potential. The SR&D conversation would not normally be the place where issues of poor performance are discussed for the first time, and where such issues are identified discussions should continue outside of the SR&D conversation.

What if the system is not rolled out to my area when I or a colleague wants to do our reviews – before October the first, for example?
There is nothing to stop you from conducting your reviews as and when you wish – current forms are available on the website to help you do this...however, it you may find it beneficial to you and your staff to wait, if at all possible, until you can get access to the online system. One of the many benefits of doing this will be the availability of rolling objectives and pre-population of online forms, making the whole process much easier to manage.

I'm worried about who can see records on the new system... and I've heard that it's hosted off site – what security measures are in place?
The ability to access and view records on the system will be governed by the same policy as that which governs paper records. Forms will be available to Reviewees/Reviewers, line managers (where not the Reviewer) and Heads of School/Division - nothing has changed. The data on the system is hosted via a trusted external supplier which has been put through a rigorous tendering and contracting process, including the requirement to provide robust security of data. The supplier provides a similar service to many UK universities and other public bodies as well as Universities across the world.

Additional Support and information

Career Framework for Professional Services Staff
www.bristol.ac.uk/hr/pathways/

Development Opportunities
Various development opportunities are available through our website and the Staff Development bulletin, published monthly
www.bristol.ac.uk/staffdevelopment/professional-services/

Professional Behaviours
www.bristol.ac.uk/staffdevelopment/professional-services/professional-behaviours/

Staff Review and Development Website:
www.bristol.ac.uk/staffdevelopment/staff-review-development/

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