



# FEEDBACK

## BENEFITS OF FEEDBACK CONVERSATIONS AS PART OF PDR:

- To develop a shared understanding of work-related contributions and how they were achieved
- To understand progress towards key priorities and recognise significant achievements of Reviewees
- To build self-awareness with Reviewees



## HOW TO PREPARE:

- Consider what you want to give feedback about
- Have appropriate facts or information to support your message
- Make notes or use a template to help you structure your feedback
- Practice, think through what you want to say
- Be prepared to discuss the feedback with your Reviewee and listen to their response
- Be prepared to receive some feedback from your Reviewee
- Be objective and balanced

## TIPS:

- Be direct, make feedback specific and about agreed priorities and development goals
- Be positive, constructive and non-judgemental
- Look forward and agree any necessary follow-up
- Have you considered Queen's Values (ICARE) in your feedback?

## REVIEWER PROMPTS FOR FEEDBACK CONVERSATIONS:

- “What do you think has gone well ...”
- “What would you like to improve about...”
- “What is your perspective on this?”
- “I’d like to give you some really positive feedback on... There are some other things I’d also like you to consider in relation to ...”



# PLANNING AND PRIORITISING

## BENEFITS OF PLANNING AND PRIORITISING CONVERSATIONS AS PART OF PDR:

- To achieve a shared understanding of key priorities for the role
- To gain agreement on individual contribution and alignment to higher level goals
- To gain clarity on the way forward and ownership of goals and priorities



## HOW TO PREPARE:

- Take time to know and understand the Institutional and local priorities
- Consider the Reviewee's role and their contribution towards Institutional and local priorities
- Consider how the Reviewee will be equipped and supported to achieve their goals and priorities
- Consider what is realistic to achieve within the Review period

## TIPS:

- You must be clear on local priorities before you can effectively support your Reviewee
- Focus on agreeing the most important priorities rather than all the tasks your Reviewee may have in their role

## REVIEWER PROMPTS FOR PLANNING AND PRIORITISING CONVERSATIONS:

- “What aspects of your role will be most important in the coming period?”
- “What strengths will enable you to achieve these goals?”
- “What support, opportunities or learning and development might help you achieve these priorities?”
- “Can you envisage any challenges which may impact on your ability to achieve these goals?”



# CAREER AND DEVELOPMENT

## BENEFITS OF CAREER AND DEVELOPMENT CONVERSATIONS AS PART OF PDR:

- To develop a shared understanding of current development needs for the Reviewee
- To understand future role development needs and career aspirations
- To assist Reviewees prioritise their development needs
- To discuss and agree how to achieve the development requirements



## HOW TO PREPARE:

- Be prepared to listen
- Be aware of opportunities and resources for support, learning, development and progression within your local area and in the University
- Know how to 'sign-post' your Reviewee to relevant support or information
- Think more broadly about development opportunities, and which might be most effective for your Reviewee

## TIPS:

- Be open, honest and supportive whilst remaining realistic in these conversations
- Be clear if any additional authorisation or approval might be required and agree how this will be followed up

## REVIEWER PROMPTS FOR CAREER AND DEVELOPMENT CONVERSATIONS:

- “How do you feel about working in your current role?”
- “Let’s discuss the development needs you have identified for yourself...”
- “Which activities or experience could be most useful to help you progress your development?”
- “Where do you get the most enjoyment from your role?”
- “What are your career aspirations?”
- “What additional steps can you take that might support your career aspirations?”
- “What do you need from me?”



# CHALLENGING CONVERSATIONS

## FOR CHALLENGING PDR CONVERSATIONS, SHOULD THEY ARISE:

- To support you to have fair, open and honest conversations
- To ensure you and your Reviewee seek alignment of views and perspectives
- To agree how to address challenging issues



## HOW TO PREPARE, CONSIDER:

- What is the purpose of having the conversation?
- What would be a positive outcome?
- What might the other person's point of view be?
- What will happen if this conversation does, or does not, take place?
- Are there other people you might need to seek advice from?
- Are there other people your Reviewee might talk to for advice or support?
- Are Queen's Values (ICARE) helpful for this conversation?

## TIPS:

- Work towards a positive outcome
- Remain factual, adopting a logical, structured approach where possible

## REVIEWER PROMPTS FOR CHALLENGING CONVERSATIONS:

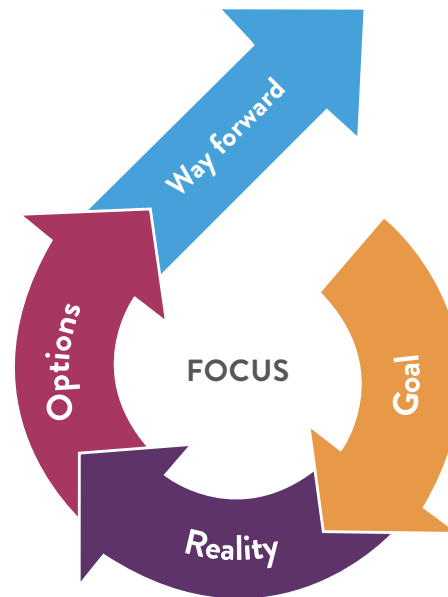
- "Can we spend some time talking about this, so we can both understand..."
- "Tell me how you see this situation and why?"
- "What could be holding you back from...?"
- "What options are open to us?"
- "How do you think we can move forward?"



## USING A COACHING APPROACH

### USE THE GROW MODEL FOR PDR CONVERSATIONS:

- To support positive, engaged and productive conversations with your Reviewee
- To structure your conversation using a straightforward model
- To ensure well informed outcomes



### GOAL:

- What do you want to achieve?
- Why is it important to you?
- What does 'good' or 'success' look like?
- What would you like to explore?

### REALITY:

- Where do you think you are in relation to this right now?
- What have you already tried?
- What do you see as your challenges?
- What resources are available?

### OPPORTUNITIES/OPTIONS:

- What ways you could approach this?
- What has worked for you in the past?
- What opportunities exist that you could avail of?
- What are the pros and cons of the options?

### WAY FORWARD:

- Which option is your best choice?
- How would you achieve this?
- What will be your first step?
- What support will you need?

For guidance on PDR, FAQs and additional resources go to: [go.qub.ac.uk/PDRinfo](http://go.qub.ac.uk/PDRinfo)