

PDR GLOSSARY

Academic Year

The academic year runs annually from 1 August until 31 July.

Annual PDR Meeting

Within each PDR cycle, Reviewers and Reviewees should hold an Annual PDR meeting, which normally takes place between June and September. This annual meeting is to review progress against previous Priorities and Development Goals and discuss and agree future Priorities and Development Goals. The meetings should also focus on career aspirations, as appropriate and relevant to their role

Development Goals

Development Goals are intended to bridge gaps in the Reviewee's current skills, knowledge and/or support the Reviewee's longer-term career development aspirations. Development Goals must be appropriate and relevant to the Reviewee's role, and Reviewees should agree no more than four Development Goals over any 12 month period.

ICARE - Integrity, Connected, Ambition, Respect and Excellence Core Values

At Queen's, how we do things is equally as important as what we do. Our Core Values, ICARE, set out the behaviours that help create a positive working environment where all staff can achieve their potential.

Mentoring

Mentoring is a developmental partnership in which independent support, outside the line-management structure, is provided by a more experienced colleague to enable another to make transitions in their knowledge and thinking. Mentoring involves listening, reflecting, encouraging and sharing experience, confidentially, to enable personal and professional learning.

Personal Development Review (PDR)

PDR provides the framework for an ongoing conversation between Reviewer and Reviewee, to review progress against previously agreed Priorities; discuss future plans and career aspirations; co-create future Priorities and Development Goals; and plan relevant and appropriate support.

PDR Conversations

The underlying principle of the PDR process is the commitment to have meaningful, ongoing PDR conversations. The conversations should build on the discussions that took place at the Annual PDR Meeting, providing an opportunity to review Priorities and Development Goals, and to consider any skills gaps and developmental actions required to close these gaps.

Meetings can either be formal or informal, and the frequency and nature of meetings should be agreed by Reviewer and Reviewee, with either party able to request additional meetings if required. It is recommended that these PDR conversations will form part of existing meeting structures such as one-to-one catch ups. Best practice suggests having quarterly meetings and, as a minimum, at least one interim meeting dedicated to continuing the PDR discussions should take place during the academic year.

PDR Cycle

The PDR process is an annual cycle aligned to the academic year throughout which Reviewers and Reviewees are encouraged to have meaningful ongoing conversations.

Priorities

Priorities are key activities relevant to the Reviewee's role rather than a day-to-day task list. Therefore, Reviewees should decide on between three and five Priorities only, typically over a 12 month period.

Reviewee

All Queen's employees should take part in PDR, therefore all staff are Reviewees. Each Reviewee is responsible for their own career and development. A Reviewee with their Reviewer agree Priorities and Development Goals, while reflecting on their career aspirations and their contribution to the success of Queen's.

Reviewer

A Reviewer will be assigned to a Reviewee to agree Priorities and Development Goals. This is while reflecting on their career aspirations and their contribution to the success of Queen's.

For Professional Services staff, your Reviewer is normally your line manager (unless otherwise advised). For Academic staff, a Reviewer may be a Head of School, however, in larger Schools the Head of School may delegate the Reviewer role to, for example, the Discipline Lead, or a more senior academic colleague.

If the Reviewee is unclear who their Reviewer is, they should contact their Head of School or line manager.