PERSONAL DEVELOPMENT REVIEW (PDR)

GUIDANCE

QUEEN'S
UNIVERSITY
BELFAST

PERSONAL
DEVELOPMENT REVIEW
GUIDANCE

PAGE
01

PDR

CONTENTS

QUEEN'S
UNIVERSITY
BELFAST

PERSONAL
DEVELOPMENT REVIEW
GUIDANCE

PAGE
02

QUEEN'S
UNIVERSITY
BELFAST

PERSONAL
DEVELOPMENT REVIEW
GUIDANCE

PAGE
03

1.

PERSONAL DEVELOPMENT REVIEW (PDR) PURPOSE

Personal Development Review (PDR) adopts a developmental approach in support of our People First promise to "create opportunities to build the capability of our staff".

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.

The key to a successful PDR is the meaningful, ongoing conversations between Reviewer and Reviewee that leads to quality outcomes for the Reviewee, for example, improved effectiveness within current role and achievement of their Development Goals.

PDR enables Reviewees, with the appropriate support of their Reviewer, to take ownership for and drive forward their own career and development plans, and in turn, understand how they are personally contributing to the success of our University.

2.

PDR TERMINOLOGY EXPLAINED

REVIEWEE

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

REVIEWER

For Research and Professional Services staff, your Reviewer is normally your line manager (unless otherwise advised). For Academic staff, your Reviewer may be your 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.

PRIORITIES

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

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 have no more than four Development Goals over any 12 month period.

Whilst some staff may wish to progress, others will be content in their current role or grade. In these circumstances, there will also be development options to widen knowledge and skills.

A full Glossary will be available on the website: **go.qub.ac.uk/PDRinfo**

3.

PDR BENEFITS

PDR prioritises the ongoing conversations between Reviewer and Reviewee throughout the year - whether formal or informal.

- PDR conversations allow Reviewers and Reviewees to build a positive working relationship where the Reviewee receives regular feedback and support in meeting their Priorities and Development Goals.
- PDR prioritises staff development and progression and enables Reviewees to take control of their career and development plan.
- The new PDR process is more streamlined and less bureaucratic.

QUEEN'S
UNIVERSITY
BELFAST

PERSONAL
DEVELOPMENT REVIEW
GUIDANCE

PAGE
04

QUEEN'S
UNIVERSITY
BELFAST

PERSONAL
DEVELOPMENT REVIEW
GUIDANCE

PAGE
05

4.

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. These conversations can be formal or informal and can form part of existing meetings. 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 previously agreed Priorities and Development Goals, and to discuss and agree future Priorities, Development Goals and career aspirations.

At Queen's, how we do things is equally as important as what we do. Our core values, as outlined in our Staff Charter, set out the behaviours that help create a positive working environment where all staff can achieve their potential. PDR provides an opportunity to reinforce our values and recognise positive behaviours through appropriate feedback during PDR conversations. Reviewers and Reviewees will integrate these values, into the discussions about Priorities and Development Goals.

PDR CONVERSATIONS

JUNE — ANNUAL PDR MEETING — SEPTEMBER

ONGOING CONVERSATIONS
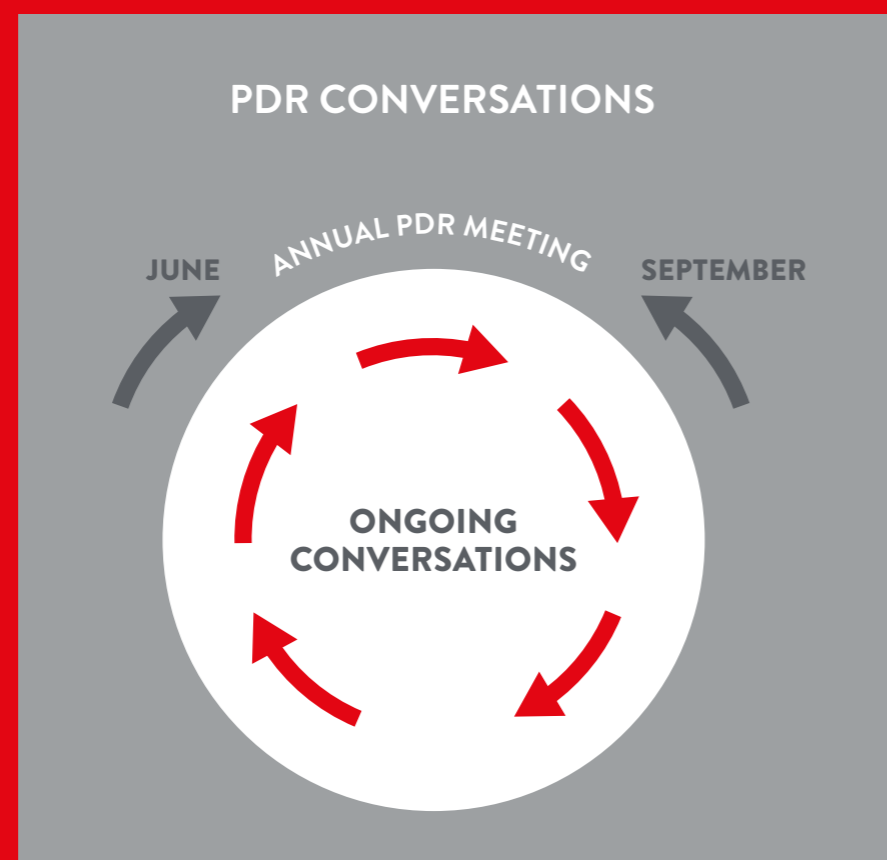
5.

PDR PROCESS

Faculty Pro-Vice-Chancellors/Registrar and Chief Operating Officer will ensure that institutional Priorities are cascaded across the University.

Heads of Schools/Directors are responsible for identifying Reviewers, meeting with them to communicate local/institutional Priorities and ensure clarity around their PDR roles and responsibilities.

PDR CONVERSATIONS
DEVELOPMENT THEMES
THE PDR FORM
THE ANNUAL PDR MEETING
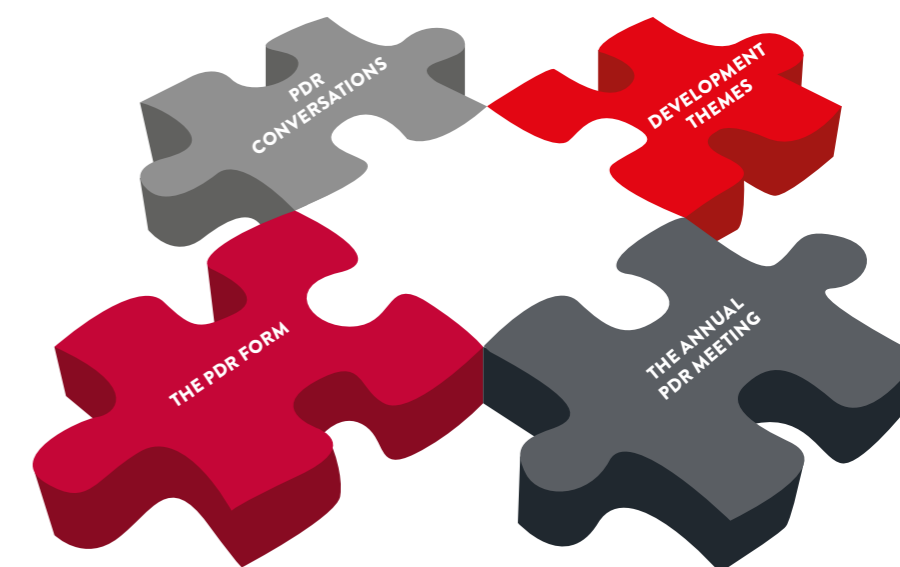
The Reviewer will be responsible for initiating the PDR process by scheduling a meeting with the Reviewee.

BOTH THE REVIEWER AND REVIEWEE ARE RESPONSIBLE FOR:

- Being aware of their role and responsibilities in the PDR process and the preparation required by them in advance of PDR meetings.
- Being aware of the range of development opportunities including:
  - experiences at work (new responsibilities, involvement in a working/project group, job shadowing and secondments);
  - formal learning (face-to-face or online, structured courses or qualifications); and
  - social learning by interacting with others (mentoring, networking, etc.).
- Ensuring PDR forms are submitted one week before the Annual PDR Meeting.
- Agreeing Priorities aligned to School/Directorate plans.
- Review at the Annual PDR Meeting the outputs and contribution against Priorities and the impact Development Goals have had, reflecting on their behaviours in line with our Core Values, ICARE, and any appropriate feedback required.
- Considering Priorities and Development Goals for the new academic year in line with career aspirations and to increase capability.

QUEEN'S
UNIVERSITY
BELFAST

PERSONAL
DEVELOPMENT REVIEW
GUIDANCE

PAGE
06

QUEEN'S
UNIVERSITY
BELFAST

PERSONAL
DEVELOPMENT REVIEW
GUIDANCE

PAGE
07

THE PDR FORM

The PDR form is the document used to record the Reviewee's Priorities and Development Goals agreed at the Annual PDR Meeting, and to document contribution aligned with Priorities and Development Goals. There are two PDR forms, one for Academic staff and one for Research and Professional Services staff. Guidance on completing the form can be found in Appendix 1. Clinical Academics will also complete the Queen's Academic PDR form, this is in addition to any other requirements for an annual review as determined by their Professional Body.

In order to have a record of conversations, the PDR form does need to be completed on an annual basis. However, while the PDR Form is a useful tool for guiding the Annual PDR Meeting, it is important to remember that regular, ongoing conversations between Reviewer and Reviewee are the single most important aspect of PDR. If you wish to make amendments to the form to suit your role, or use a local form, please agree this with your Reviewer.

In advance of the Annual PDR Meeting, the Reviewee should download the relevant blank PDR form from the website here: **go.qub.ac.uk/PDRinfo**

THE ANNUAL PDR MEETING

The Reviewer is responsible for scheduling and leading the meeting, and ensuring that all elements are given due consideration.

AT THE MEETING THE REVIEWER AND REVIEWEE WILL:

- Discuss the degree to which Priorities for the previous academic year have been achieved, consider any challenges, obstacles or mitigating factors which may have contributed to this.
- Provide constructive two-way feedback on the previous academic year.
- Discuss the degree to which Development Goals have been achieved on previously identified skills gaps.
- Discuss and agree Priorities for the new academic year.
- Discuss career aspirations and agree* appropriate Development Goals for the new academic year and how these may be achieved.
- At the end of the meeting the Reviewer will advise on next steps, which includes, finalising the form and timeframe for completion.

Where it is not possible to approve a development request at the meeting, it is the Reviewer's responsibility to seek approval and to share the outcome of the request with the Reviewee.

AFTER THE MEETING THE REVIEWER WILL:

- Complete the following sections of the PDR Form:
  - their comments on the Reviewee's contribution against Priorities and Development Goals;
  - the End of Review Period summary section; and
  - the Priorities and Development Goals for the next review period.
- Send a copy of the completed form to the Reviewee, with both the Reviewer and Reviewee keeping a copy of the form.
- Follow up on any development requests that could not be agreed at the meeting.

PDR CONVERSATIONS

The underlying principle of the PDR process is the commitment to have ongoing, meaningful conversations.

The purpose of these conversations are to follow up and build on the discussions that took place at the Annual PDR Meeting. They also provide an opportunity to review Priorities and consider any skills gaps, and developmental actions required to close these gaps.

The Reviewer and Reviewee have the flexibility to agree the frequency of interim meetings. Either person is able to make a request and meetings can either be formal or informal. It is recommended that these 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.

Reviewers are also responsible for identifying and celebrating success and should take the opportunity to recognise work well done and the positive contributions of Reviewees throughout the academic year. Please refer to the STAR (Staff Recognition) Scheme Guidance for more information: **go.qub.ac.uk/STARScheme**
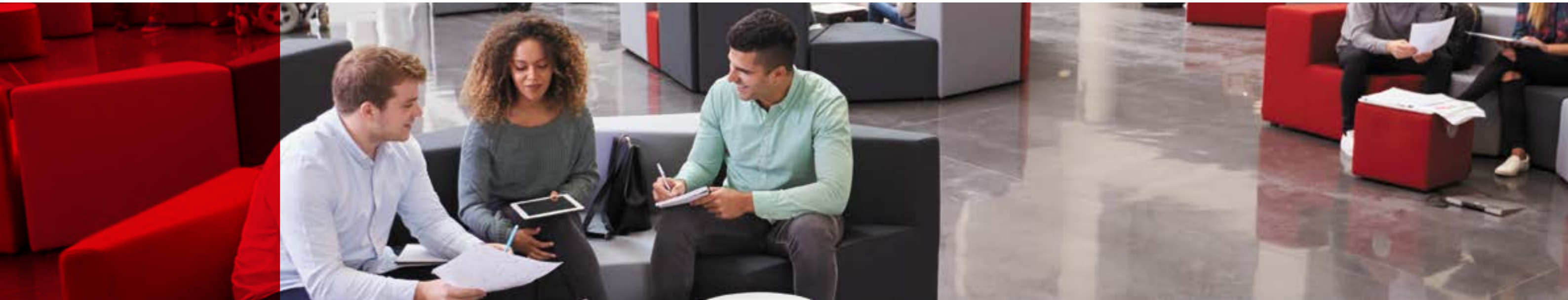
PDR should not be used as a means to manage poor performance and any substantive issues should not be raised for the first time through a PDR meeting. However, where appropriate development interventions have not contributed to satisfactory improvement, then it may be necessary to move into formal procedures. The University's Capability & Disciplinary procedures will be used to help manage poor performance.

APPEAL

The objective of all PDR conversations is to achieve agreement between the Reviewer and Reviewee and the Annual PDR Meeting should emphasise this principle throughout. However, if agreement cannot be reached on what should be recorded, the Reviewee should submit an appeal to the Reviewer's line manager (or next senior person) provided there is a procedural or substantive reason for doing so. The outcome of the appeal is final.

DEVELOPMENT THEMES

After the Annual PDR Meetings have taken place the Heads of Schools/Directors are required to feedback any key development themes to their Human Resources Business Partners.

QUEEN'S
UNIVERSITY
BELFAST

PERSONAL
DEVELOPMENT REVIEW
GUIDANCE

PAGE
08

QUEEN'S
UNIVERSITY
BELFAST

PERSONAL
DEVELOPMENT REVIEW
GUIDANCE

PAGE
09

6.

DIVERSITY AND INCLUSION – MITIGATING CIRCUMSTANCES

The University recognises that there may be individual circumstances which have impacted on a Reviewee's ability to meet Priorities and/or Development Goals within the academic year.

CIRCUMSTANCES MAY INCLUDE:

- maternity, paternity, parental or adoption leave, or other family leave;
- part-time working;
- periods of absence arising from ill-health, including disability or long term condition, mental health, or injury;
- periods of absence arising from gender reassignment;
- career breaks;
- personal, family (for example, caring responsibilities) or other non-academic circumstances that have impacted on work for a sustained period; or
- secondments and previous employment.

Priorities and Development Goals may be carried over to the new academic year. Care must be taken not to overburden the employee on their return to work and the Priorities and Development Goals must be achievable.

The PDR meetings will provide an opportunity for the Reviewer and Reviewee to discuss any reasonable adjustments that may be required to achieve Priorities and Development Goals.

For more information on the Diversity and Inclusion Policy,
visit: **go.qub.ac.uk/DandIpolicy**

7.

PDR SKILLS

As well as understanding the different roles within the new PDR process, Reviewers and Reviewees will need to consider the skills required to have meaningful ongoing conversations, which support the best contribution and development.

PDR skills workshops and resources are offered on an ongoing basis for Reviewers and Reviewees to build skills for PDR when they are needed. Workshops and additional downloadable learning resources* are available to support the transition from Appraisal to PDR. These learning resources will recognise the existing skills and experience that many staff already have in reviewing, and aim to develop these further in order to build the confidence required for PDR conversations to be effective. The aim of this support is to enable Reviewers and Reviewees to:

- Understand the importance and benefits of PDR.
- Consider 'ownership' for Priorities, Development Goals and career aspirations.
- Prepare for ongoing conversations throughout the review period.
- Utilise practical models and tools for:
  - Reflecting on personal strengths and areas for development;
  - Goal setting;
  - Planning for PDR conversations;
  - Exploring examples of continuous conversations;
  - Adopting a coaching style;
- Understanding the range of learning and development opportunities available at Queen's.

Visit: **go.qub.ac.uk/PDR-support** to access details of PDR skills workshops and additional resources available.

The PDR Skills Workshops and downloadable learning resources will not focus on the process of PDR itself. This information is available in this booklet and on the PDR webpages.

QUEEN'S
UNIVERSITY
BELFAST

PERSONAL
DEVELOPMENT REVIEW
GUIDANCE

PAGE
10

QUEEN'S
UNIVERSITY
BELFAST

PERSONAL
DEVELOPMENT REVIEW
GUIDANCE

PAGE
11

MENTORING

Mentoring is a valuable approach to support personal development and the PDR process. Many staff have access to existing mentoring opportunities co-ordinated in Queen's. Mentoring relationships can also develop on an informal basis with colleagues having structured conversations (typically outside Manager/Reviewer relationship). Additional resources on mentoring are available from the website: **go.qub.ac.uk/mentoring-guide** for staff to access guidance to understand mentoring, information about schemes in place in Queen's and how to access skills development for mentoring.

LEADERSHIP AND MANAGEMENT FRAMEWORK

The Queen's Leadership and Management Framework aims to guide and support current and aspiring managers and leaders. The Framework: **go.qub.ac.uk/LM-Framework** clearly sets out the behaviours and skills required to lead and manage at Queen's across all levels of leadership. This Framework and the accompanying self-assessment tool is therefore a valuable resource for PDR discussions, helping identifying areas for development, and framing career progression discussions.

8.

FURTHER SUPPORT

If Reviewees and Reviewers have further queries about PDR, there are a number of avenues for further support:

- People & Culture website: **go.qub.ac.uk/PeopleandCulture**
- Your Head of School/line manager
- HR HUB, ext. 300/hrhub@qub.ac.uk
- Your Human Resources Business Partner

APPENDIX 1 – COMPLETING THE FORM

In advance of the Annual PDR Meeting, the Reviewee should download the relevant form from the website: **go.qub.ac.uk/PDRinfo** complete the relevant sections and submit to their Reviewer one week in advance of the meeting.

The Guidelines below explain exactly what is required from Reviewer and Reviewee at each section of the form. A maximum word count has been included in each section as a guideline only; these are not intended as a target word count, rather the maximum words that should be entered in each section.

SECTION 1 – PRIORITIES

This section should be used to reflect on the Reviewee's Priorities for the previous academic year and will provide the basis for the initial discussion between Reviewer and Reviewee at the Annual PDR Meeting. It provides the opportunity to reflect on the Reviewee's contribution during the previous academic year and the extent to which they have achieved their Priorities.

Under the heading, **'Reviewee Achievement'**, the Reviewee should outline their achievements against each Priority, noting any changes to this Priority throughout the academic year, and any challenges, obstacles or mitigating factors that may have contributed to this as well as any feedback they have received. This section should be completed by the Reviewee in advance of the Annual PDR Meeting and will be discussed by Reviewee and Reviewer during the meeting. The Reviewee should include any evidence of how they have acted in line with the Core Values, ICARE, when completing their Priorities.

Under the heading, **'Reviewer Comments'**, the Reviewer should consider the Reviewee's achievements against each Priority in advance of the Annual PDR Meeting. The Reviewer should complete this section after the meeting has taken place and the comments should reflect the discussion between Reviewee and Reviewer.

QUEEN'S
UNIVERSITY
BELFAST

PERSONAL
DEVELOPMENT REVIEW
GUIDANCE

PAGE
12

SECTION 2 - DEVELOPMENT GOALS

This section of the form should be used to inform a discussion at the Annual PDR Meeting between the Reviewer and Reviewee about their development needs and career aspirations, as appropriate and relevant to their role.

Under the heading, **'Reviewee Achievement'**, the Reviewee should outline their achievements against each Development Goal and the impact (if any) this has had on their ability to carry out their role. The Reviewee should note any changes to this Development Goal throughout the academic year, and any challenges, obstacles or mitigating factors which may have contributed to this. This section should be completed by the Reviewee in advance of the Annual PDR Meeting and will be discussed by Reviewee and Reviewer during the meeting.

Under the heading, **'Reviewer Comments'**, the Reviewer should consider the Reviewee's achievements against each Development Goal in advance of the Annual PDR Meeting. The Reviewer should complete this section after the meeting has taken place and the comments should reflect the discussion between Reviewee and Reviewer.

SECTION 3 - END OF REVIEW PERIOD SUMMARY

This section of the form should be used to provide a high-level summary of the previous academic year. It should not duplicate the information detailed under Sections 1 and 2, rather should highlight key achievements, challenges faced and feedback received and include a statement of overall progress. The Reviewee should complete the relevant section in advance of the Annual PDR Meeting to provide an overall statement of how they feel they have contributed within their role, in line with the ICARE values, and how they have engaged with relevant development opportunities throughout the previous academic year. This summary statement should be a reflection of the ongoing PDR conversations that have taken place between Reviewee and Reviewer throughout the academic year.

SECTION 4 – PRIORITIES AND DEVELOPMENT GOALS FOR THE NEW REVIEW PERIOD

This section should be used to inform conversations between Reviewee and Reviewer about relevant and appropriate Priorities and Development Goals for the upcoming Review Period.

In advance of the Annual PDR Review Meeting, the Reviewee should populate each section, Priorities and Development Goals, however, Reviewees should note that Priorities and Development Goals need to be discussed at the Annual PDR Meeting and agreed with their Reviewer.

Following the Annual PDR Meeting, the Reviewer will record the Priorities and Development Goals as agreed at the meeting and return this form to the Reviewee. The Reviewee should then transfer this information to a new PDR form for the upcoming academic year.

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