**PDR Guidance for reviewers**

Managers in the Library are expected to carry out Performance and Development Reviews (PDRs) with their direct reports every year and undertake regular review of PDR objectives and Personal Learning and Development goals throughout the year. This is in line with University guidance.

The purpose of these reviews is to:

* Assess the progress/achievements against PDR objectives and the Learning and Development plan goals.
* Recognise your team members’ accomplishments.
* Adjust objectives as appropriate or discuss upcoming objectives and development requirements.
* Give and seek feedback to/ from the team member.

To make sure you are well prepared you can follow the points on the checklist below. Also, ask your reviewees to prepare by reading the ‘[PDR Guidance for Library staff  Reviewers and Reviewees](https://documents.manchester.ac.uk/DocuInfo.aspx?DocID=56596).

Some key areas for you to focus on before the review meeting:

* Review last year’s PDR objectives and Learning and Development plan.
* What have been their key achievements?
* How have you seen them develop their skills and contribute to the team?
* What feedback do you want to give them? Consider and plan how you will do this.
* What are the potential objectives and development areas for the next review cycle?
* What feedback do you think the employee may have for you?

**PDR meetings**

Here are some tips to help you make your review meetings engaging and meaningful for you and your direct reports:

* Create a supportive environment to promote an open discussion.
* Explain the outline for the review meeting before beginning the formal review process.
* Listen and ask questions to encourage the individual to self-analyse.
* Document and agree each point, to ensure mutual understanding and agreement.

**Questioning, Listening and Adopting a Coaching Style**

It is important for reviewers to ask both open and probing questions.

Open questions are general rather than specific; they enable people to decide how they

should be answered and encourage them to talk freely. Examples include:

* How do you feel things have been going?
* How do you see the job developing?
* Did you find yourself in any challenging situations this year? Can you tell me more?
* How do you feel about that?
* Can you tell me why you think that happened?

Probing questions dig deeper for more specific information on what happened or why. They

should indicate support for the individual’s answer and encourage reviewees to provide more information about their feelings and attitudes, while they can also be used to reflect

back to the individual and check information. Examples would be:

* That’s very interesting. Tell me more about …?
* To what extent do you think that …?
* Have I got the right impression? Do you mean that ….?

**Self-assessment**

You may also want to reflect on how you have managed the review cycle. Use the following questions to help identify areas where you may want to focus and strengthen your skills. Add relevant area into your own development plan.

|  |  |
| --- | --- |
|  | Yes/No |
| Do I conduct 1:1s with each of my direct reports every 4-6 weeks? |  |
| Do I adjust the frequency of these reviews to meet the needs of each employee? |  |
| Have I identified and addressed any performance issues in my team? |  |
| Have I discussed and agreed a personal learning & development plan with all team members? |  |
| Are there contingency plans in place to cover my job when I am absent? |  |
| Do I know which of my direct reports would benefit from further coaching? |  |
| Do I know which of my direct reports would benefit from a stretch project or assignment? |  |
| Do I know which of my direct reports are considering further advancement? |  |
| Am I aware of my direct reports’ career aims and interests? |  |
| Am I aware of my direct reports’ strengths and motivations? |  |