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SRDS skills for reviewers

To help reviewers develop/enhance their skills to conduct effective SRDS review meetings



Objectives

- Identify and use the relevant skills needed to undertake effective SRDS meetings
- Implement a variety of tools and techniques as appropriate in review meetings in line with the requirements of the SRDS process



What makes a review effective?

- Reviewees do most of the talking
- Reviewers listen actively
- There is scope for reflection and analysis
- Performance is analysed not personality
- The whole year is reviewed and not just recent or isolated events
- Achievement is recognised
- Starts on time!
- Ends positively – with agreed objectives/action plans



“Performance reviews usually review past behaviour and so provide an opportunity to reflect on past performance. But to be successful they should also be used as a basis for making development and improvement plans and reaching agreement about what should be done in the future.” CIPD Factsheet



The purpose of the yearly review of performance is to “...confirm where people are – there are no surprises; they are about building confidence, acknowledging contribution and helping people to progress” CIPD Factsheet

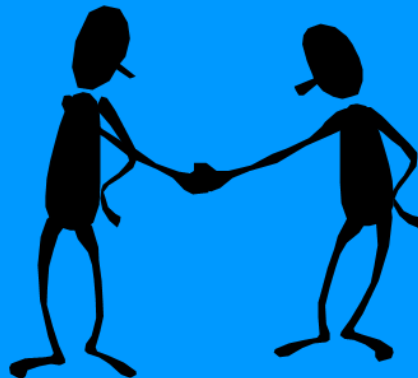
Self review

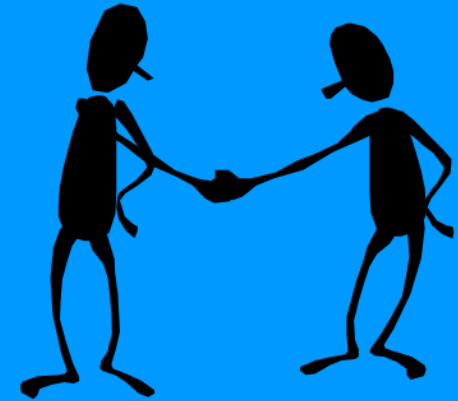
- Review of previous year
 - Contribution (role and responsibilities, objectives, to the team/dept)
 - Development (formal/informal)
 - Achievement
 - Challenges
 - Support
- Proposed objectives for coming year
- Identification of support and development needs



Feedback

- “Information about performance or behaviour that leads to an action to affirm or develop that performance or behaviour” John Thatcher, Motivating people via feedback, Training and Development UK
- “letting (people) know what they have done (that) has reached the standard, so that they can reproduce that behaviour, and what they have done (that) has not reached the standard, so that plans can be agreed with them on how to prevent a recurrence of that behaviour and how to progress to the required standard” Tim Russell, Effective Feedback Skills





Feedback

- Positive – reinforces good performance/ behaviour
- Negative – correcting or improving ‘poor’ performance/ behaviour
- Needs to ‘add’
- Based on openness and trust



Feedback models

- Ask them first

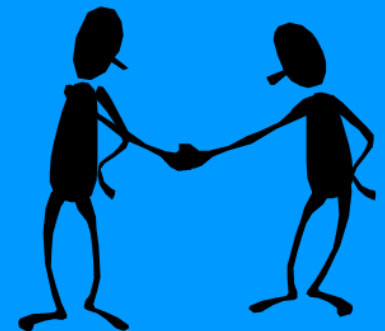
Feedback is given through asking questions

- Yes and....

Using 'and' instead of 'but' when giving feedback

- EEC

Structure feedback around three components Event or example, Effect, Change or continue





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Questions:

The good, The bad, The ugly!



Questions: The good

- Closed
- Open
- Probing
- Reflective
- Hypothetical
- Temporal
- Solution
- Consequence
- Problem
- Background



Questions: The bad

- Multiple
- Marathon
- Ambiguous
- Rhetorical



Questions: The ugly

- Leading
- Trick
- Discriminatory



Assessment of contribution

ROUNDED

The extent to which the reviewee has met (or not) agreed objectives, fulfilled the role and responsibilities of the job summary and made a contribution to the overall performance of the team/department/Faculty

Making an assessment

Things to be aware of!

- Halo/horn effect
- Central tendency/ rating everyone the same
- Strict/lenient
- Latest/initial impressions
- Spill-over
- Same as me/ different from me



Objectives

Objectives are the description of expected performance

They need to describe to the individual and yourself what it is that the individual is expected to do over the coming year



Objectives: SMART

Specific

Measurable

Achievable

Relevant

Time bound



Providers

Human Resources Staff Development <http://www.shef.ac.uk/hr/sd>

Central Workshops

- Central Workshops run several practical training courses aimed specifically at engineers and technicians who work wholly or partially in a workshop environment.

Corporate Information and Computing Services (CiCS)

- The Corporate Information & Computing Services department offer a wide range of courses and demonstrations covering a general I.T. subjects and computing facilities available at the University of Sheffield.

Learning and Teaching Services (LeTS)

- LeTS run a range of scheduled courses and seminars for raising awareness and providing updating in areas relating to the use of C&IT in teaching.

The Institute for Lifelong Learning (TILL)

- The Institute for Lifelong Learning offer adult learners a wide range of courses you can study part-time to achieve a qualification (a Certificate, Diploma or Degree), or take a course just for your own interest.

The Modern Languages Teaching Centre (MLTC)

- The MLTC have a Self-Access Centre available to staff who want to learn a foreign language using self-directed learning. Staff are welcome to use the Self-Access Centre subject to payment of a small membership fee.

Other Providers

Safety Services

- Safety Services offer a range of training courses including First Aid, Fire training and much more.

Association of University Administrators (AUA)

- The AUA is the professional association for HE administrators and offers a variety of ways to enhance and advance your career: for example by means of professional qualifications, the annual conference, a range of short courses, networking and international exchange opportunities.

Research Support

- The Research Services Department is co-ordinating various types of support offered by its constituent offices (Research Office, Graduate Research Office and the Office of Corporate Partnerships).

Research Supervision

- Academic colleagues interested in taking the Research Supervision elements of the Certificate in Learning and Teaching (CiLT) should contact Dr Duncan Jackson in LeTS or visit the website.

Research office – The Sheffield Research Leaders' Programme

- The Sheffield Research Leaders' Programme offers training in generic, transferable skills for early career researchers (post-docs, junior fellows, junior lecturers) from all disciplines to aid their career progression, whether they intend to stay in academia or not.



Outcomes

Outcomes to be achieved:

- Agreed objectives
- Identified development needs
- Feedback/assessment
- Possible ECA recommendation



Closing the meeting

- Summarise areas the meeting has covered
- Identify any actions that need to be done and who is responsible for them
- Re-emphasise what you will be doing (process)
- Re-emphasise what the reviewee will need to do (process)



Benefits of a Review

- Chance to have your say
- Identify support and development needs
- Agree targets
- Get to know staff better
- Identify weaknesses / issues / strengths
- Maximise potential of team
- Develop staff potential
- Opportunity to discuss with disabled employees what can be done to make sure they can develop and use their abilities
- Opportunity to review progress
- Expands personal (communication) skills
- Planning of long-term objectives
- Resource management
- Marketing tool – attracts staff, students and research funding



Further support available:-

Courses:

Assertiveness

Dealing with people

Influencing and
negotiation

Reading:

Resources available
via SOLAR

