

# **Developmental Review (DR)**

## ***Guidelines***

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# 1. Overview of the Developmental Review Framework

The purpose of the Developmental Review framework is to support the ongoing development of staff in a structured and informed way. The framework should also promote ongoing conversations between a reviewer and reviewee to set agreed objectives; review progress against previously agreed objectives and discuss development requirements and career aspirations.

The review conversations should foster clear, open and two-way communication regarding ways of sustaining and improving individual development and identifying and addressing individual needs. Such a framework is not intended to interfere with or compromise the principles of academic freedom which are enshrined in the Universities Act, 1997 and to which the university is committed to.

The Developmental Review is a continuous engagement process which provides a structured framework for regular communication, feedback and development conversations between staff within the University.

## 1.1. Definitions

**Reviewee:** shall be understood to mean everyone working within Maynooth University who is in scope of this policy.

**Reviewer:** shall be understood to mean an individual to whom the employee is assigned to for the purposes of this policy. This is normally the immediate Manager (in some cases the Head of Unit) of the Reviewee.

**Head of Unit** means the Head of a Department, School, Research Institute or Sub-Unit where the employee works.

**Objectives:** A description of the contributions agreed between the Reviewer and the Reviewee, aligned with the University's Strategy and the relevant Unit plans which the Reviewee intends to deliver during the coming year/years.

**Conflict of Interest:** A conflict of interest is a set of circumstances, relationships or events that could impact on the objectivity of the review.

**Development:** A process that results in growth, progress and positive change. Development should focus on the Reviewee's career goals and the supports they require to meet the objectives agreed. Development can be achieved through experiential, social or formal learning.

## 1.2. Principles of Developmental Reviews

The Framework focuses on planning, objective setting, contribution and development. The following principles underpin the University's Developmental Review.

The Developmental Review will:

- value individual contributions by providing feedback in a supportive and constructive manner, and recognise different people work in different ways.
- develop the capability of all staff, by focussing on the employee's current role and their future career plans.

- be carried out in line with the principles of the University's Equality, Diversity and Inclusion Policy and the values of the University

There is no link between the Developmental Review and pay, promotion and discipline.

### **1.3. Scope**

The Developmental Review will apply to all staff of the University who have at least one year remaining on their contract of employment, from when their review is due to commence.

All staff must have successfully completed their probation *before* being part of the Developmental Review process.

Staff on long term absences, sabbatical, career break, statutory leave or long-term sick leave, are not expected to complete a review for the duration of the leave, unless they request a review through their Head of Unit.

It is expected that all staff in scope co-operate fully in this process.

### **1.4. Benefits**

The Developmental Review:

- Encourages inclusivity and consistency of approach across the University.
- Cultivates a culture of continuous improvement and learning within the University.
- Promotes communication around development requirements at an individual and department level.
- Promotes the importance of regular meetings and discussion within departments.
- Recognises individual contributions.
- Clarifies expectations.
- Provides an opportunity to identify the key areas of the job in line with team/unit objectives.
- Focuses on short and long-term career planning of individuals, aligned with department and university strategic priorities.
- Encourages conversations on career development and opportunities to:
  - Explore development such as reflective practice, problem solving, feedback.
  - Participate in committees or additional projects.
  - Engage with a mentor.
  - Apply for Education Support to pursue a relevant course of study.
- Focuses on the conversation and the discussion rather than the paperwork.
- Provides an opportunity to receive and give feedback.

### **1.5. What Success will look like**

- Place the employee at the centre of the conversation.
- Recognition of individual contributions.
- Opportunity to receive and discuss feedback.
- Have a quality conversation with someone who can offer support to you.

- Focus on the conversation and the discussion rather than the paperwork.
- Focus on short and long-term career planning of individuals, aligned with Departmental and University strategic priorities.
- Improved communication around development requirements at an individual and department level.
- Inclusivity and consistency of approach across the University.
- A culture of continuous improvement and learning within the University.

## 1.6. Confidentiality

Confidentiality is essential and a key part of the Developmental Review process. There must be a high degree of trust and confidentiality between the Reviewer and Reviewee.

Only the Reviewer and Reviewee have access to the Developmental Review Form 1 (See Section 3.7).

The verbal discussion also remains between the Reviewer and Reviewee, unless it is agreed by both the Reviewer and the Reviewee that something needs to be raised outside of the discussion and this should then be noted on Form 1 e.g. suggestion for improvement that needs to be discussed with the Head.

The Reviewer will collate the development supports that have a budgetary impact or where the impact of the development requires discussion with the Head of Department for approval on Form 2 to share with the Head of Department.

When the review period has been concluded, each Reviewer has the opportunity to communicate any general themes which have arisen through the process with the relevant Head of Unit/Department, which should then be shared with the relevant UE member. The purpose of this is to allow two-way communication on the process from all participants. Names of individuals or references to specific incidents are not included on this form or feedback on individuals or their roles (refer to section 3.9 below).

## 1.7. Data Protection

The documentation associated with the Developmental Review shall be processed in accordance with data protection legislation and stored in accordance with the University's Records Retention Schedules<sup>1</sup>.

All information, except individual development needs that have a budgetary impact or where the impact of the development requires discussion with the Head of Department for approval, recorded on the *Developmental Review Form 1*, is confidential to the Reviewee and the Reviewer. The Reviewer will ensure that no third party can access Form 1.

The documentation<sup>2</sup> created in relation to the Developmental Review framework shall be processed and stored locally on the University's OneDrive by the Reviewer until the next Developmental Review meeting has taken place as part of the following cycle, to facilitate the subsequent review meeting.

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<sup>1</sup> <https://www.maynoothuniversity.ie/data-protection/personal-data-retention-schedules>

<sup>2</sup> After feedback from the first cycle has been considered, a suitable online system will be investigated.

After which it will be confidentially destroyed in accordance with the University's Records Retention Schedules.

Any hard copies of a reviewee's forms should be confidentially shredded as soon as the review has been recorded on the online version of the form and saved.

We have consulted with the Data Protection Officer in relation to the processing of personal data for the purposes of the Developmental Review. If you have any questions or concerns in relation to the University's processing of your personal data, please contact the University's DPO at [dataprotection@mu.ie](mailto:dataprotection@mu.ie).

Completed Developmental Review Forms are considered personal records under Freedom Of Information legislation.

## **1.8. Dealing with Grievance and Disciplinary Issues**

The purpose of the Developmental Review is to promote ongoing quality conversations between staff to set agreed objectives; review progress against previously agreed objectives and discuss development requirements and career aspirations, therefore the Developmental Review is not for dealing with underperformance issues and is not used in conjunction with disciplinary procedures. The Developmental Review meetings are not an appropriate forum to address disciplinary matters, raise grievances or lodge complaints. There are alternative processes in place to support these. If you wish to discuss these processes, please talk to your Head of Department or HR.

Participation in the Developmental Review process may be paused and/or deferred if the participant is engaged in a simultaneous informal or formal process under the provisions of one of the University's HR policies, such as the Grievance Procedure or the Disciplinary Statute. In such circumstances, pausing and/or deferral will be permitted on the basis that participation will resume once the simultaneous/parallel engagement has been completed. All such cases will be treated on a case-by-case basis, and in each case the decision to pause and/or defer participation will be recorded.

## **2. Roles & Responsibilities**

### **2.1. The University Executive**

The University Executive have collective responsibility to:

- Ensure relevant resources are made available for the successful rollout and implementation of the *Framework*.
- Participate in the process in their role as Reviewer, Reviewee.

The relevant UE member will:

- Discuss and agree unit goals aligned to the University Strategy, with their Heads of Unit.
- Ensure consistency of the rollout of the Developmental Review across the unit and sub-units, in line with the associated policy and procedure.
- Support the Head of Units with related issues.
- Act as a reviewer for Heads of Units.
- Assign, or act, as an alternate reviewer where there is a conflict of interest or conflict between a reviewee and a Head of Unit, when the Head is the Reviewer.

- Receive summarised information on development requests and themes discussed relating to the overall Department/School.

## 2.2. Head of Unit

The Head of Unit is responsible for the appropriate, regular, and timely operation of the Developmental Review process in their unit.

The Head of Unit should ensure that reviewers and reviewees are briefed on the goals for the Department. This may be done by holding a briefing for the area, imparting strategy, challenges and context for staff to self-reflect and consider their career development and objectives for the coming review cycle. The Head of Unit should lead the process within their Unit, ensuring that it is fair and transparent for reviewees.

In order to do this, they will:

- Discuss and agree unit goals aligned to the University Strategy, and communicate these to colleagues within each area.
- Ensure consistency of the rollout of the reviews across the unit, in line with the associated policy and procedure.
- Nominate and assign reviewers and alternate reviewers if required.
- Consider and decide upon development requests that require their input or have associated costs.
- Participate in the process in their role as reviewer and reviewee.
- Evaluate the effectiveness of the process and provide feedback to Learning and Development, HR.
- Confirm a list of all reviews completed in the overall unit in the previous cycle and share development themes with Learning & Development, HR to inform their offerings for staff.
- Collate and share general themes that were discussed at the reviews relating to the Department/School to be discussed at University Executive level, following the review cycle.

## 2.3. The Reviewer

The role of the Reviewer is to provide guidance and support to the Reviewee on their career development, and their individual objectives and contributions aligned to the goals of the unit and to the University Strategy. They should provide and discuss feedback on objectives previously agreed and discuss objectives for the coming review period.

Their responsibilities are to:

- Complete the *Developmental Review Reviewer Workshop*
- Engage positively with all reviewees.
- Reflect on the achievements of the Reviewee.
- Enquire, listen and provide constructive and meaningful feedback to the Reviewee recognising and valuing their contributions and recognising different people work in different ways.
- Agree clear and relevant objectives and standards for the coming review cycle.
- Consider how any identified challenges and constraints can be overcome.
- Identify and discuss relevant development opportunities that will assist the Reviewee in their role and that will contribute to their career aspirations.



- If necessary, share general themes discussed relating to the Department/School with the Head.

## **2.4. The Reviewee**

The role of the Reviewee is to reflect on their objectives and contributions to the University since their last review and for the coming review period. They should consider their career development opportunities and needs.

Their responsibilities are to:

- Complete *Developmental Review Reviewee Workshop*
- Engage positively with their reviewer.
- Reflect on their achievements and role.
- Agree clear and relevant objectives and standards for the coming review cycle which are aligned to the key priorities of the Unit and reflect on how these will be achieved.
- Identify challenges and constraints that may impact on these and how they can be overcome.
- Discuss and agree relevant development opportunities that may be required for the achievement of the agreed objectives and any relevant career aspirations.
- Work towards the achievement of the agreed objectives.
- Advise their reviewer at the earliest opportunity of any issues which may impact on their capability to deliver these agreed objectives.
- Participate in approved development opportunities.

## **2.5. Human Resources Department**

The Human Resources (HR) Department will:

- Ensure reviewees and reviewers are advised and trained on the policy principles, process, roles and responsibilities.
- Advise and support reviewers and reviewees on the Developmental Review process.
- Liaise with Heads of Unit to commence the process each review cycle and support the Head by signposting key tasks during the cycle and dealing with queries they may have on the process.
- Provide a range of social and formal learning supports aligned to the feedback provided through the Developmental Review process and within the budget available for that year.
- Co-ordinate statistics on reviews completed.

## **2.6. Units that provide development supports in the University<sup>3</sup>**

Each area will be responsible for:

- Contacting reviewees to confirm requests through this framework were received and what the next steps are.
- Organising relevant training and development supports, where possible.

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<sup>3</sup> Learning & Development (HR), Centre for Teaching and Learning, Research Development Office, Health & Safety, Library.

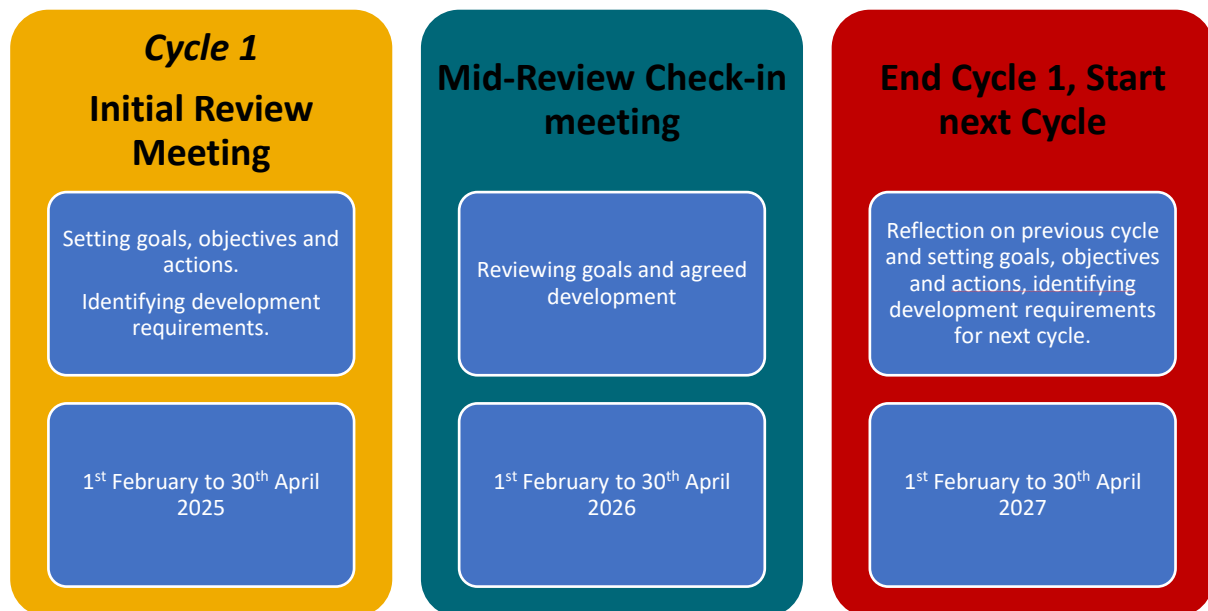
- Ensuring Heads of Unit are aware of any costs that may be incurred by staff attending a development initiative.
- Maintaining statistics on training requests and trends related to this framework.

### 3. The Developmental Review Cycle

The *Developmental Review Cycle* takes place over 2 years (24 months). The cycle commences between February and April 2025, when the first reviews take place. Ongoing conversations are encouraged throughout the cycle. Between February and April 2026 mid-reviews should take place. The end of the cycle and start of the new cycle takes place between February to April 2027 when the Reviewer and the Reviewee reflect on the previous cycle and commence the new cycle of objective setting and development conversations.

#### Two Year Cycle

Ongoing Conversations throughout the Review Cycle



**Diagram 1. The Developmental Review Cycle Timelines**

If the Reviewee is on sick leave, statutory leave or sabbatical leave during the February to April review period, their Developmental Review meeting should be scheduled as soon as possible after the Reviewee returns to normal duties.

Those who have less than 12 months remaining on their contract may decide not to complete a review for the coming period if they and their reviewer feel it is not necessary. In the case where a reviewee has 12 to 24 months remaining on their contract, they should complete the review looking towards the period of time remaining on their contract.

As new staff join who have a contract of longer than 12 months, they should first complete their probation before being reviewed as part of the Developmental Review framework. New staff should complete the relevant workshop in advance of being reviewed (Reviewee Workshop for reviewees

only). Their Reviewer should then schedule their Developmental Review meeting with them when they have successfully completed their probation. This can be at any point during the review cycle. If the Reviewee's probation is successfully completed towards the end of the review cycle, it might be best to wait until the new review cycle begins. This can be discussed and agreed with your manager/Head of Unit.

A new reviewer should complete the Reviewer Workshop before they review any staff assigned to them for the purposes of the Developmental Review.

### **3.1. Reviewer/Reviewee Training Workshops**

All reviewers and reviewees in situ are required to attend a workshop in advance of the commencement of the Development Review Cycle. All workshops should be completed by the end of 2024.

Each workshop will be approximately 3 hours in duration. The majority of these workshops will be on campus with some live online workshops. Reviewers who will also be reviewees are only required to attend the the Developmental Review Reviewer Workshop.

Learning & Development will notify Reviewers and Reviewees when the course dates and times have been scheduled. Please see full details of the Reviewer/Reviewee Workshops on the [Staff Course Directory](#). Please book your place through [Employee Self Service \(ESS\)](#).

### **3.2. Key Stages in the Review Cycle**

1. Preparation phase – self-reflecting in preparation for the Developmental Review meeting at the beginning of the cycle before the Developmental Review meeting.
2. Developmental Review meeting – reflection on previous cycle, planning ahead for current cycle, discussion, feedback, goal setting, development needs.
3. Mid-review meeting – discussion, review normally within 12 months of the initial review meeting.
4. Post-review development supports – the Reviewee owns their development and completes agreed development actions.



**Diagram 2. The Developmental Review Cycle Supported by ongoing conversations.**

Please refer to [Appendix 1](#) for further details on the Developmental Review Process Cycle.

### **3.3. Nominating and Assigning Reviewers**

**Reviewer:** shall be understood to mean an individual to whom the staff member is assigned to for the purposes of the Developmental Review. This is normally the immediate Manager (in some cases the Head of Department/Institute/School/Unit) of the Reviewee.

The University Executive (UE) member is responsible for acting as the Reviewer for the Head of Department/School/Institute/Unit (their direct reports).

The Head of Department is responsible for nominating and assigning reviewers within their department.

In admin and support departments the Reviewer should be the person who the Reviewee reports to because they are the person most familiar with their work.

In departments where the Head is the manager for many of the staff in the Department, the Head may have too many reviewees for this process to be effective.

In these cases, the Head will nominate a team of reviewers who can most contribute to the Reviewees work and will have delegated authority to carry out the review. Consideration should be given to all reviewers in their area and sub-units.

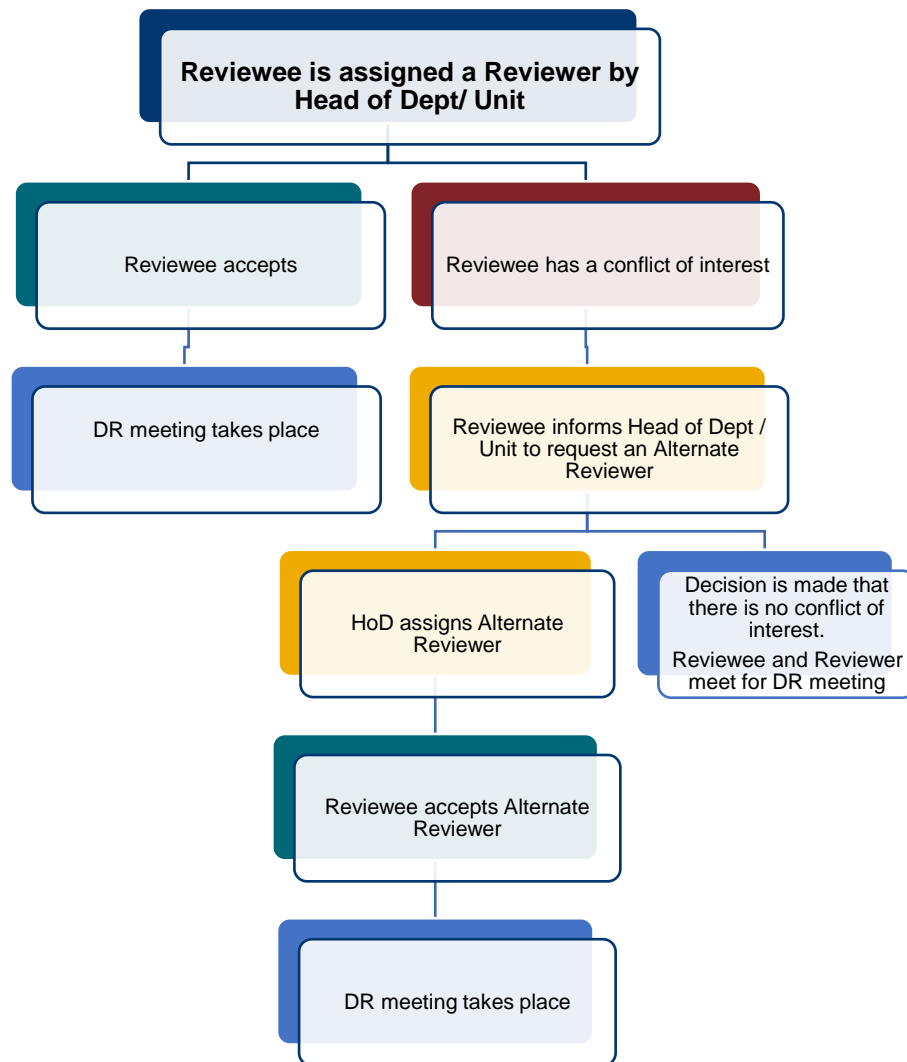
In an academic department, these may include a Deputy Head, Subject Leads and Professors.

The optimum ratio suggested is between 8 to 12 reviewees per reviewer. However, this is not a rule, and flexibility exists for Heads of Unit to use their judgement and discretion.

A reviewer will not be assigned to a reviewee where there is a *known* conflict of interest e.g. a close relationship, or a known conflict/dispute between both parties. In the case where there is a perceived conflict the Reviewer or the Reviewee should inform the relevant Head of Unit or University Executive member to seek advice.

### **3.4. Conflict of Interest**

A conflict of interest is a set of circumstances, relationships or events that could impact on the objectivity of the review, for example through a family relationship, through marriage (civil or common law) or civil partnership, through any romantic or sexual relationship, current or past, or through any serious personal or professional conflict, with the Reviewee. Where a conflict of interest occurs, the Head of Department may assign an Alternate Reviewer.



**Diagram 3: Assigning a Reviewer/Alternate Reviewer**

### 3.5. Purpose of the Developmental Review Meeting

The purpose of the review meeting is to:

- Understand the essential duties the Reviewee is expected to conduct over the coming period, how these contribute to the aims of the Unit/University, and what standards are expected.
- Discuss what can be achieved during the review cycle and how it can be achieved.
- Ensure alignment between the competencies required to achieve the objectives set out and the competencies an individual possesses (and provide support where a gap is identified within what is necessary for the role).
- Discuss and provide guidance on the Reviewee's career aspirations in terms of development opportunities. For academic review meetings the criteria for promotion should be used to discuss career development and aspirations. For admin, support and technical roles

reviewing job descriptions for the grade the Reviewee aspires to apply to, may be helpful in identifying criteria and skills necessary for that role.

- Identify challenges to conducting the role and help the Reviewee overcome them by endeavouring to provide access to appropriate opportunities and resources to support staff achieve their objectives
- Motivate individuals, with regular and timely feedback and discussions on their role and progress.

### **3.6. Preparing for the Developmental Review Meeting**

The Reviewee and the Reviewer may find it helpful to reflect on Part 2 and Part 3 of the *Developmental Review Form* (Form 1) in advance of the meeting taking place.

To prepare for the review meeting, the following should be considered.

- Remember the Reviewer's role is to support the Reviewee through the process. Focus on the purpose and quality of the meeting.
- Reflect on how your personal approach will impact on the meeting.
- Reflect on where the meeting will take place. Arrange a suitable and accessible venue to meet, where disruptions and interruptions are minimised. It is recommended that the meetings take place in person.
- Allow adequate uninterrupted time for discussion.
- The Reviewer should provide at least 10 working days' notice of the meeting to allow the Reviewee time to prepare.
- The Reviewer should send an invitation to the Reviewee to the meeting.
- Form 1 can be used to structure the conversation.
- The Reviewee should reflect on what they want to achieve through the review meeting.
- The Reviewee should become familiar with the department's/unit's strategy and how your role contributes to it.
- Consider any development or support that may assist.

Questions for reviewees to reflect on when preparing for their review,

- What do you want to get from the Developmental Review process?
- What have you achieved in relation to your previous objectives?
- What did you do best over the last twenty-four months?
- In your view, what are the most important parts of your role?
- Were there obstacles/challenges in the way of achieving your objectives. If so, how did you overcome these obstacles?
- What would you like to achieve over the coming 24 months?
- How will you know when you have achieved your goals?
- What happens if your goals change during the cycle?
- What strengths do you have in what you do now, that will help you get this outcome?
- What will work well?
- Are there challenges to what you want?
- How do you like to receive feedback?
- Have you any skills or aptitudes not fully utilised in your role? If so, how could they be developed?
- What supports do you need to deliver these objectives, if any?

Please refer to [Appendix 2](#) for a comprehensive list of questions.

### **3.7. The Development Review Meeting**

A Developmental Review meeting will take place at the beginning of the review cycle, between 1<sup>st</sup> February to 30<sup>th</sup> April. These discussions are two-fold, they involve reflection on the agreed objectives, progress, learnings, development actions that were completed and how they were applied to the Reviewee's role and feedback on contributions, from the previous cycle<sup>4</sup>. It also focuses on the setting of future objectives, development opportunities and support on career aspirations for the current cycle. The key is to have a quality conversation between the Reviewer and the Reviewee.

For the meeting to be effective the following should be considered by reviewers and reviewees.

- The Reviewer should outline the structure and duration of the meeting and emphasise the importance of confidentiality and trust.
- Ensure that the meeting is conducted professionally based on mutual trust, respect, and confidentiality.
- Agree who is responsible for what during the meeting, for example who will finalise the form etc. (the Reviewee).
- Ask open questions.
- Help the Reviewee see the impact of their role through effective use of questions.
- Reflect on the previous 24 months' goals, objectives, progress and challenges.
- Discuss when the Reviewee was at their best in that period and what were the conditions to allow them to be at their best.
- Allow for the identification of and the discussion about difficulties and obstacles affecting the individual's work.
- Understand the essential duties the Reviewee is expected to conduct over the coming period, how these contribute to the aims of the Unit/University, how they can be achieved and what standards are expected.
- Reflect on development opportunities that would add value for the Reviewee.
- Discuss and provide guidance on the Reviewee's career aspirations in terms of development opportunities. For academic review meetings the criteria for promotion may be useful for this discussion.
- Endeavour to provide access to appropriate opportunities, resources, supports to assist reviewees achieve their objectives. This includes identifying any barriers to conducting their role and overcoming them. Discuss opportunities to develop knowledge, skills and competencies.
- Ensure alignment between the competencies required to achieve the objectives set out and the competencies an individual possesses (and provide support where a gap is identified within what is necessary for the role).
- Motivate individuals, with regular and timely feedback and discussions on their role and progress.
- Ensure that feedback is based on what the Reviewee did and the consequent impact, rather than opinion.
- Ensure that the individual's achievements are recognised and celebrated.
- Ask questions if you receive feedback that you do not agree with or fully understand.
- Ensure the Reviewee takes ownership of their own actions and personal wellbeing in the University.

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<sup>4</sup> If this is the Reviewee's first review the reflection piece may not be necessary.



- Be open to trying new or different ways of doing things.
- Remember this is not a tick box exercise.
- Agree the date for the Mid-Review meeting.

Guiding questions for reviewers to use during the review meeting are listed below,

- In your view, what are the most important parts of your role?
- What did you do best over the last 24 months?
- What is working well?
- What could be even better?
- List any difficulties you had in carrying out your work, i.e. are there any obstacles outside your control which prevent you from carrying out your role as you would like?
- Have you any skills or aptitudes not fully utilised in your role? If so, how could they be utilised more?
- From all that you have said what is the most important for you and your role?
- Is there anything else you would like to discuss or focus on? (relevant to the conversation)
- To help me understand could you expand further?
- What would you like to achieve over the coming 24 months?
- What support do you need from me/the University?
- Was that a useful conversation?

Please refer to [Appendix 3](#) for a more comprehensive list of questions.

Form 1 is finalised, agreed and signed off on by the Reviewer and Reviewee, during the meeting or within a week of the meeting taking place. This form is confidential between the Reviewer and Reviewee and only held by both parties.

Throughout the year, you and your reviewer should give each other ongoing feedback on your objectives and development. This is part of day-to-day communication.

Skills for reviewees and reviewers are dealt with in [Section 4](#).

### **3.8. Mid-Development Review Meeting**

The Mid-Review Meeting will normally take place within 12 months after the initial Developmental Review meeting. This is an update on the agreed goals, objectives, actions and development.

### **3.9. Developmental Review Forms**

There are two key forms which are part of the Developmental Review process,

1. *Developmental Review Form 1* and
2. *Form 2 Summary of Reviews Completed and Individual Development Requirements.*

Form 1 helps structure the conversation and record what needs to be documented, however, the key to the Developmental Review is a quality conversation. The Form can be finalised at the end of the

Developmental Review meeting or after the Developmental Review meeting takes place, by the Reviewee.

### Guidance for completing Form 1

**Part 1: Review Details** - looks for the Reviewee's Name, Department, Unit, email, Reviewer's name, date of the review meeting and review period.

#### Sample

<b>Reviewee's Name</b>	Michael O'Brien
<b>Email</b>	<a href="mailto:michael.ob@mu.ie">michael.ob@mu.ie</a>
<b>Department/School/Institute/ Name</b>	Human Resources
<b>Unit within Department (if applicable)</b>	Operations
<b>Reviewer's Name</b>	Catherine Moreau
<b>Date of Review Meeting</b>	12 <sup>th</sup> February 2025
<b>Review Period</b>	From: 2025 To: 2027

**Part 2: Reflection** - asks the Reviewee to look back on the last 24 months. This is only applicable where a review has been completed previously in MU. As this is a new process it will not be necessary to complete this for cycle 1. However, you may find it useful to reflect and complete this section if you have been in MU for over a year.

For future cycles, a reviewee should refer to a copy of their Form 1 from the previous review cycle when completing Part 2.

#### 2a. Review of objectives and outcomes since the last review meeting

Here are questions to aid reflection on the previous cycle.

- What have you achieved in relation to your previous goals and objectives?
- What worked well? Why did this work well?
- Were there obstacles/challenges in the way of achieving your goals and objectives. If so, how did you overcome these obstacles?

The extent of what is included here will depend on the reviewee's role and their goals and objectives.

#### 2b. Review of development actions approved during the last review cycle

This is an opportunity to reflect on and document the development initiatives the Reviewee has been involved in during the last cycle and how they benefited from them. Also consider how the Reviewee might use the learnings they gained.

Development should be thought of in its broadest terms. Development is more than training. Development includes delegation of work activities supported by mentoring, coaching, on the job training, shadowing, knowledge sharing etc. In fact, any situation in which an individual learns. The way an individual learns is personal to them and this should be considered when agreeing development objectives. A **Development Objective** is an agreed action, which will help you to improve the competencies you identified as relevant to your job.

Development can be viewed as a process that results in growth, progress and positive change. Development can relate to areas aligned to the goals you are aiming to achieve in the coming cycle, personal growth and your broader career focus.

Development can be achieved through experiential, social or formal learning. A useful model is the 70:20:10 Development Model, whereby 70% of development is typically achieved through experiential learning such as new challenges, projects, special assignments, being involved in committees, problem solving, reflective practice, learning through doing: 20% is typically through social learning such as mentoring, coaching, communities of practice, knowledge sharing, feedback and networking and 10% is typically through formal learning such as academic qualifications, short courses, e-learning, structured programmes and Continuing Professional Development (CPD) to retain membership of a professional body.



**Diagram 4: 70:20:10 Model for Development**

Staff who are reaching retirement within the review cycle can discuss development they may find supportive in preparing for retirement, a handover and supports they may require as they prepare to leave their role.

Not everyone will have development actions following their Developmental Review. The opportunity to have a conversation about their role may be sufficient.

**Part 3: Planning and Development** is future focussed and looks at the coming 24 months of the new review cycle.

### 3a. Discussion on Career Development

The Reviewee should include any career development actions they would like to discuss as part of the review in the box provided. These may include having the opportunity to develop new skills or

competencies. It may be to seek advice on your career goals. They should be within the spirit of what can be dealt with through the Developmental Review process.

If career development is something the Reviewee wishes to discuss with their Reviewer the following may be helpful.

For Admin/Support and Technical Officers review meetings, it is recommended that job descriptions for roles are used to help identify skills required for staff who wish to discuss promotions, skillsets, and competencies required for different roles.

Staff may not wish to discuss career development as part of their review but may wish to discuss enriching the role they are in or broadening their experience at the level they are at.

Promotion criteria can be used to support the discussions for reviews involving academic staff. For the most up to date Academic Promotion criteria please view the [HR Website](#).

### **Research, Scholarship and Innovation**

- Publications (record and quality)
- Impact (academic, societal and cultural, policy, innovation and knowledge transfer)
- Supervision of Postgraduate Research Students
- Engaged and Partnership Research
- Research Funding and Leadership (Leadership for Professor B only)

### **Teaching and Educational Development**

- Engagement in Teaching
- Quality of teaching
- Development and enhancement of own teaching practice
- Educational leadership and programme development

### **Service to the University and the Profession**

- Service to the Department
- Service to the University and the Profession

### **3b. Action Plan for the next 24 months**

An action plan for the next 24 months should then be drafted. A reviewee should consider key areas of their role and goals they would like to set themselves for the coming review period aligned to the Strategic Plan for their Department and the overall University Strategic Plan. Identify key objectives for these goals.

*What is a Goal?* A general statement of what one hopes to achieve.

*What is an Objective?* A specific statement of expected outcomes based on a set 'goal'.

*What is an Action?* What you need to do to meet your objectives.

### **Setting SMART(ER) Goals**

The SMART(ER) model may be useful for setting work goals and objectives.

**Specific:** Be specific about what you would like to accomplish during the review period. Who is involved in this process? What are the finer details of this goal?

**Measurable:** How will you measure progress and success?

<b>Achievable</b>	Is the goal attainable? What are the steps that you need to take, or the supports you need to avail of in order to achieve your goal?
<b>Relevant:</b>	How is your goal relevant to your development?
<b>Time:</b>	What is the timeframe within which you will meet your goals? Is the review period a realistic time scale to achieve your goal?
<b>Evaluate:</b>	Regularly evaluate your progress, priorities, and action plans.
<b>Review:</b>	Reward yourself for your efforts and progress.

When writing goals and objectives, ensure that they are specific, measurable, achievable, relevant and timebound. Ensure that the language used is clear and avoid ambiguous actions or phrases such as 'liaise with', 'support', 'develop' and so on. Plan to set a number of objectives that can realistically achieve within the review cycle. Ensure that you have a plan for how you will meet the objectives that you have set, and review progress against objectives regularly.

The number of goals you have will depend on your role. However, it is suggested that a maximum of 5 goals are required.

### **Tips**

- If you can't measure the goal and its objective, it is not the right goal, rewrite it.
- Write what you need to achieve.
- Discuss with your reviewer what is actually a priority for the coming period, everything can't be a priority.
- When reflecting on what you achieved in the previous review period, ensure you include what you spend the majority of your time on, not just high-profile projects.
- The goals should be challenging but not complex, they should be clear (using the SMARTER goals) and there should be commitment to achieving the goals. Receiving and discussing feedback will help you keep on track to reach your goals.
- Know what is important versus what is urgent.

Your goals and objectives may change during the review period; ensure you update them and discuss changes with your reviewer. Remove goals and objectives that have become obsolete.

Examples of **SMART** Goals are available in [Appendix 4](#)

### **Additional notes**

This is for anything else the Reviewee may feel is useful to note e.g. date of next meeting.

### **Agreed Record of Review**

This is signed by the Reviewee and the Reviewer when the form is finalised at the review meeting or after the review meeting.

The goals, objectives and actions for the coming 24 months have been agreed along with reasonable timeframes. A plan on how progress is monitored at regular intervals throughout the year has been agreed on.

Development actions that have a budget requirement or require the input of the Head of Unit should be shared with the Head, by the Reviewer, on Form 2. All other development actions agreed at the meeting and noted on Form 1 should be actioned by the Reviewee within the timeframe agreed.

When Form 1 is finalised and signed by the Reviewee it should be sent to the Reviewer for signing. Both the Reviewer and the Reviewee should have a signed copy of Form 1, within a week of the Developmental Review meeting taking place.

If you do not have a Maynooth University email, please agree with your reviewer the most confidential way to send the form to them.

If the Reviewee and the Reviewer do not agree with the outcomes of the meetings, the steps outlined below should be followed:

- If agreement regarding the setting and achieving of objectives cannot be reached during the meeting, the meeting should be rescheduled for a later date (within a week). This will allow both parties time to reconsider their options.
- If, following the rescheduled meeting, agreement still cannot be reached, the Reviewee should put the reason for the non-agreement in writing to the Head of Unit (if they are not the Reviewer) or to relevant member of University Executive if the Head is the Reviewer.
- The Head of Unit/UE member will meet with the Reviewer to discuss the Reviewee's concerns. Following that meeting, the Head of Unit/UE member will confirm details of their decision to both parties.

If the Reviewee or the Reviewer does not agree with any other aspect of the *Framework* (other than the objectives) they can record their views (under additional notes) on the form before signing it.

#### **Part 4 - Mid – Review:**

Part 4 of Form 1 can be used to document any changes to the previously agreed goals, objectives and actions, as part of the mid-review meeting. Any additional development requirements should also be included on this section of the form. If there are no changes to any of the above Part 4 of the form will not need to be completed.

The Reviewer and Reviewee should sign Section 4 of Form 1.

#### **Form 2 Summary of Reviews Completed and Individual Development Requirements**

Each Reviewer will collate the development supports **that have a budgetary impact or where the impact of the development requires discussion with the Head of Unit for approval**. These are collated on Form 2 for all their reviewees. These are the only development supports that need to be brought to the attention of the Head.

The requests will be considered to decide on the best means of addressing them at Department level.

Form 2 should be emailed to the Head of Department by May 2025 (for Cycle 1). If reviews are being staggered between February and April by a reviewer, Form 2 can go to the Head when all the individual reviewers complete their reviews. However, a reviewer may need to send a Form 2 to the Head for a reviewee where the support is required urgently or before the other reviews will be completed by the Reviewer.

If there are further development requirements after the mid-review, please send an updated version of Form 2 to the Head.

New staff reviewed during the cycle may also have items to be included on Form 2, this should be dealt with as efficiently as possible by trying to review new staff over a certain period where only one Form 2 is required.

The decision regarding these requests will be communicated to the Reviewer by the Head of Department. The Reviewer will then notify the Reviewee(s) of authorised development supports, as soon as possible. Any job specific or department specific requirements should be organised within the department between the Reviewer and the Reviewee.

Please view the [Staff Course Directory](#) or contact the relevant area that provides internal training and development for supports that are on offer or to discuss development support not currently available, that they may be in a position to provide assistance.

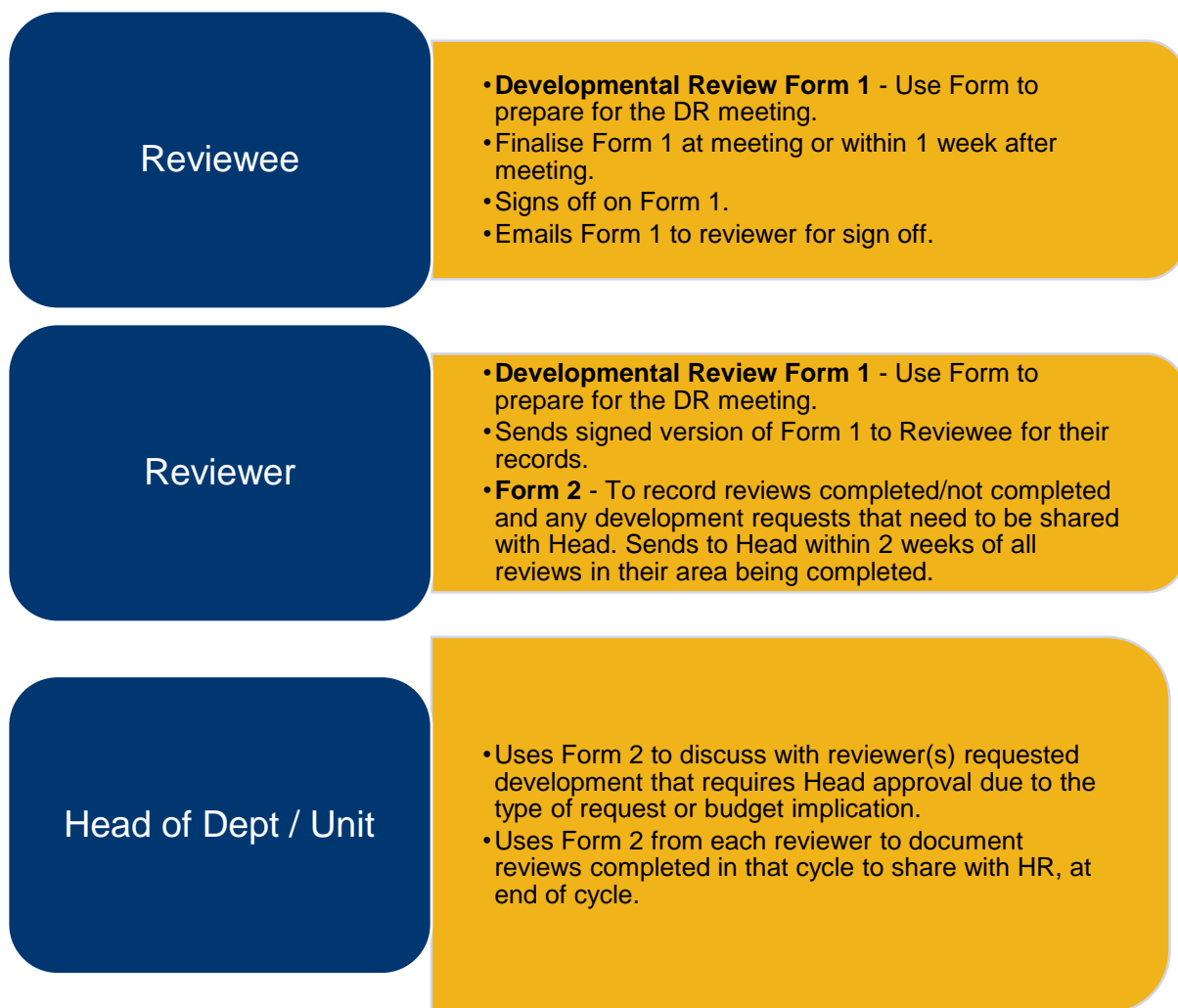
Any approved development initiatives should be actioned by the Reviewee within a 24-month period.

Form 2 also records the reviews completed by each reviewer to keep a record in each department of reviews completed. HR will request a list of all reviews completed in each department at the end of the review cycle.

## Sample Form 2

**Name of Reviewer:** Catherine Moreau

Name of Reviewee	Email address	Completed DR Yes/ No. If No, please explain	Development requirements agreed and estimated cost involved (Please be specific e.g. level, learning objectives)	Approved/Not approved
Michael O'Brien	Mob@mu.ie	Yes	N/A	
Chris Trevena	CT@mu.ie	Yes	To join a committee outside the department	Approved
Ann Prendergast	AP@mu.ie	No on Statutory leave	N/A	



**Diagram 5: Forms Process**

### **3.10. Closing off the Review Cycle**

Forms associated with the Developmental Review should be retained until the next review cycle commences so they can be used for reflecting on the last review cycle. However, the Reviewee may retain their completed forms for as long as they remain employed by Maynooth University, forming a record of their career development.

#### **Reviews Completed**

Confirmation of reviews completed in each unit are sent to Human Resources within a month of the end of the cycle by the head of each unit. For Cycle 1 2024-2027 this will be May 2027. HR will request this information by sending a list of staff in your department for confirmation of reviews completed.



## Development Themes

Development themes in each department will be requested by Learning & Development to inform their offerings for staff and to share with other areas in the University that offer development for staff. However, each reviewee is responsible for organising and completing the development actions they agreed as part of their review.

Any job specific or department specific development requirements should be supported by the Department non-pay budget. Value for money should always be sought. During the Developmental review Cycle 1, HR will monitor the implications for the non-pay budget and how it is impacted by supporting the Developmental Review framework. Heads of Department can contact [dr@mu.ie](mailto:dr@mu.ie) to discuss any budget implications.

All other development supports should be booked through the relevant internal provider such as Learning and Development. Please view the [Staff Course Directory](#) for information on development supports available and contact the areas in the University that provide these supports to recommend development supports that are not currently offered.

The Reviewee should ensure they have confirmation of any development requests that required discussion with the Head of Department.

## Communication Upwards and General themes

When the review period has been concluded, each reviewer has the opportunity to communicate any general themes which have arisen through the process with the relevant Head of Unit/Department, which should then be shared with the relevant UE member. The purpose of this is to allow two-way communication on the process from all participants. Names of individuals or references to specific incidents are not included on this form or feedback on individuals or their roles.

This will allow for general themes for each area to be discussed at University Executive level, following the review period. If the Reviewer only has one reviewee, they should seek their permission to include themes to be shared. In some circumstances there may be no themes to be shared.

Examples of general themes:

- Suggestions of what is working well within the department
- Suggestions for improvements within the department
- Challenges
- New systems / ways of working that would be productive for colleagues within the Department

Suggestions for the Department

- More regular department meetings
- More wellbeing supports for colleagues
- Examples of what has been working well and we should do more of

The Head of each Department/School should include any recurrent or common themes arising from the DR framework review meetings to be conveyed to the University Executive and send this document to your relevant UE member after the Mid-Review meetings take place. A template is available on the Developmental Review webpage.



**Diagram 6: Post Review Communications process**

## 4. Key Skills

Key skills such as listening, questioning, coaching, mentoring, communication, influencing and giving and receiving feedback are essential for facilitating successful review meetings. Both reviewers and reviewees should have reviewed all relevant paperwork in advance of the meeting to be suitably prepared and should try to create an atmosphere which makes them feel comfortable and is conducive to a positive meeting.

## 4.1. Listening Skills

Active listening involves really trying to understand what the other person is saying and being able to develop on points made. Forming links in what has been said at different stages, to reflect back on earlier parts of the conversation and to summarise the key information gained, is important.

Both the Reviewer and the Reviewee must not only listen but be seen to be listening. Communicating with body language, with gestures, with movements all indicate that you are interested and are giving them your full attention. Types of non-verbal cues, which convey this message, include eye contact, nodding, smiling, and occasional noises of encouragement. Summarising salient points will help clarify and show understanding. Try to stay neutral and calm and have an open mind.

- Give 100% of your attention - no distractions
- Do not interrupt
- Do not judge or evaluate - do not jump to conclusions
- Do not impose your solutions - The role of the listener is to help the person draw up a solution themselves. If you have an idea and have the need to share it or the person is getting stuck, ask what would happen if they tried X or Y.
- Ask questions that benefit the other person
- Reflect - afterwards, reflect on your listening and missed opportunities

For further support on your listening skills there is a *Communication Skills Introduction and Advanced* course available. Please see the [Staff Course Directory](#) for full details.

## 4.2. Questioning Skills

Rather than beginning the review meeting with a question, it would be more appropriate to begin by outlining the structure and duration of the meeting and ensuring the Reviewee and the Reviewer both have a clear understanding of what is involved.

The key to effective questioning is to ask open questions in order to gather information, along with occasional closed questions to clarify. Try to avoid leading questions such as “You will be able to...won’t you?” and “I’m sure you agree that...”.

In order to build rapport and explore opinions, feelings and attitudes, the following are the types of questions that should be used:

- ✓ *What do you think about this...?*
- ✓ *How do you feel about this...?*
- ✓ *What was your reaction to that...?*
- ✓ *What are you trying to achieve?*
- ✓ *What is not working?*
- ✓ *How can I help?*

In an effort to probe for extra information the following questions may be useful:

- ✓ *Anything else?*
- ✓ *Is that all?*
- ✓ *Is there anything else that comes to mind?*

In an effort to encourage self-awareness the following questions may be useful:

- ✓ *How does that make you feel?*
- ✓ *How much do you understand about...?*

To challenge assumptions and stimulate fresh and creative approaches the following questions could be asked:

- ✓ *What would happen if...?*
- ✓ *What else could you do or consider?*

For further support on your questioning skills there is a *Communication Skills Introduction and Advanced* course available. Please see the [Staff Course Directory](#) for full details.

### 4.3. Coaching skills

*“Asking effective questions to raise **awareness** & to create **responsibility**”*

Effective coaching skills incorporate active listening and good questioning techniques. It also involves empathy and understanding for the Reviewee. During the review meeting an effective coaching technique will encourage the Reviewee to find their own solutions and to address their own development requirements.

Coaching

- Helping the Reviewee find their own solutions.

Mentoring

- Contributing towards the solutions the Reviewee makes.

Coaching is not just part of the review meeting, but rather, should be an integral part of the Reviewer / Reviewee relationship throughout the review cycle and part of supporting your team, colleagues as a line manager or Head of Department.

For further support on your coaching skills there is an *Essential Skills of Coaching* course available. Please see the [Staff Course Directory](#) for full details.

### 4.4. Mentoring Skills

Mentoring in its broadest sense is the process by which an individual guides the career and development of another. Mentoring is more directive than coaching.

Mentoring can be used as a reflective space where an individual can take responsibility for and discuss their development and the other individual (the reviewer in this case) can help by highlighting issues and by assisting the Reviewee in planning ways through them.

The overall aim of mentoring is to provide a platform through which experiences can be shared on a one-to-one structured basis and provide development support at a critical phase.

For further support on your mentoring skills there is a *Mentor Workshop* available. Please see the [Staff Course Directory](#) for full details.

## 4.5. Feedback Skills

Feedback is an important part of the review meeting. It acts as the basis for learning and moving forward. It also helps to produce different, and often better, outcomes and allows individuals to understand how their actions are impacting results and relationships.

Consideration should be given to the way in which feedback is delivered. This feedback must be constructive, relevant and specific, focused on behaviour or actions and not on personality. The following tips may be helpful for delivering feedback:

- Ensure to begin the review meeting with positive feedback, which is sincere and deserved
- Focus your feedback on observed behaviour, rather than generalisations
- Focus on data, not opinions
- Ensure to keep the feedback neutral, factual and non-judgemental
- Avoid emotive or critical language
- Provide feedback on actions or behaviours rather than on personal qualities
- Focus on measures to improve and provide help and support

The Reviewer should also have thought of alternatives and suggestions for the other person to benefit their learning and development and should ensure that the Reviewee's strengths and skills are highlighted and communicated to the Reviewee. The Reviewee's role in achieving their objectives should also be communicated by the Reviewer.

The Reviewer should encourage the Reviewee to offer feedback on how they can be supported to achieve their objectives.

For further support on your giving and receiving feedback skills there is a *Giving and Receiving Feedback* course available. Please see the [Staff Course Directory](#) for full details.

## 4.6. Influencing and Persuasion Skills

Push and Pull Styles

- A 'push' style is a clear direct approach to communication. It is most effectively used when you have the expertise and relationship (credibility) to state logic and reason behind a decision.
- Too much 'push' can have a negative effect and make others 'pull' away or 'push' against.
- A 'pull' style is more persuasive. The approach is to inspire, involve and find common ground.
- Too much 'pull' can result in loss of credibility and influence.

Effective Push

- Direct
- Factual
- Evidence based
- Putting forward ideas
- Exerting authority
- Clearly stated
- Assertive

Ineffective Push

- One way

- Emotive
- Put downs
- Generalisations
- Lack of substance
- Shouting / pointing
- Aggressive

#### Effective Pull

- Listening
- Understanding
- Asking questions
- Finding common ground
- Assertive

#### Ineffective Pull

- Asking closed or misleading questions
- Selective listening
- Manipulation
- Being influenced without fact
- Loss of control
- Staff can lose confidence
- Passive or passive aggressive

For further support on your influencing skills there is an *Influencing and Negotiations Skills* course available. Please see the [Staff Course Directory](#) for full details.

## 5. Further Information and Support

### 5.1. Useful Courses to Support Reviewers

- Developmental Review Reviewer Workshop
- Assertiveness - Me and My Assertiveness
- Bias Awareness - How to Mitigate Potential Bias
- Confident Communications
- Essential Coaching Skills
- Focusing on Outcomes
- Foundations of Leadership & Management
- Giving & Receiving Feedback
- Handling Conflict with Skill & Confidence
- *Influencing and Negotiations Skills*
- Managing Conflict with Skill & Confidence
- Mentor Workshop
- Mental Health Awareness Workshop
- People Management & Support

Learning Hub online courses

- Building Better Relationships
- Coaching Models Training
- Coaching Skills for Managers
- Communicating across Cultures
- Communication Skills
- Communication Skills for the Workplace
- Confidence Building
- Conflict Resolution Workshop
- Continuous Improvement
- Creating a Company Culture
- Crucial Conversations
- Dignity in the Workplace
- Effective Collaboration
- Emotional Intelligence
- Employee Engagement
- Handling Difficult Behaviour
- Importance of Body Language
- Influencing & Persuading
- Leadership Skills Training
- Management Training
- Managing Change
- Managing Diversity
- Negotiating Conflict
- Personal Effectiveness
- Questioning & Listening
- Training Needs Analysis
- Workplace Coaching Workshop

## **5.2. Useful Courses to Support Reviewees**

- Developmental Review Reviewee Workshop
- Assertiveness Me and My Assertiveness
- Bias Awareness - How to Mitigate Potential Bias
- Confident Communications
- Handling Conflict with Skill & Confidence
- Influencing and Negotiations Skills
- Giving & Receiving Feedback
- Supporting the Performance of a Blended Workplace

Learning Hub online courses

- Building Better Relationships
- Communicating across Cultures
- Communication Skills
- Communication Skills for the Workplace
- Confidence Building
- Conflict Resolution Workshop
- Continuous Improvement

- Creativity in the Workplace
- Critical Thinking
- Crucial Conversations
- Dignity in the Workplace
- Effective Collaboration
- Effective Decision Making
- Effective Goal Setting
- Emotional Intelligence
- Employee Engagement
- Importance of Body Language
- Influencing & Persuading
- Motivating Yourself
- Negotiating Conflict
- Personal Effectiveness

### 5.3. Further Information

- [Developmental Review Policy](#)
- [Developmental Review Procedure](#)
- [Developmental Review Form 1 and Form 2](#)
- [Developmental Review FAQ's](#)
- [Developmental Review Themes templates](#)
- Support for Staff
  - [Staff Course Directory](#)
  - [Microsoft Support](#)
  - [Education Support Policy](#)
  - [Study and Exam Leave Policy](#)
  - [Wellbeing Supports](#)
  - [Healthy Campus](#)
  - [HR Policies](#)
  - [Academic Promotions](#)
  - [EDI](#)
  - [EDI Networks](#)
  - [Health & Safety | Protect U e-learning courses](#)
  - Staff Mobility Arqus Alliance
    - [Professional Services Staff](#)
    - [Academic Staff](#)
- [Data Protection Policy](#)

## Learning & Development. Human Resources Supports

In order to assist with your personal and/or team development we have put together lists of Learning & Development courses you may require to support you in your role or as part of your career development, under the following [grades](#).

An alternative way of selecting an appropriate course may be to search by theme. Please see [themes](#) document and associated courses.



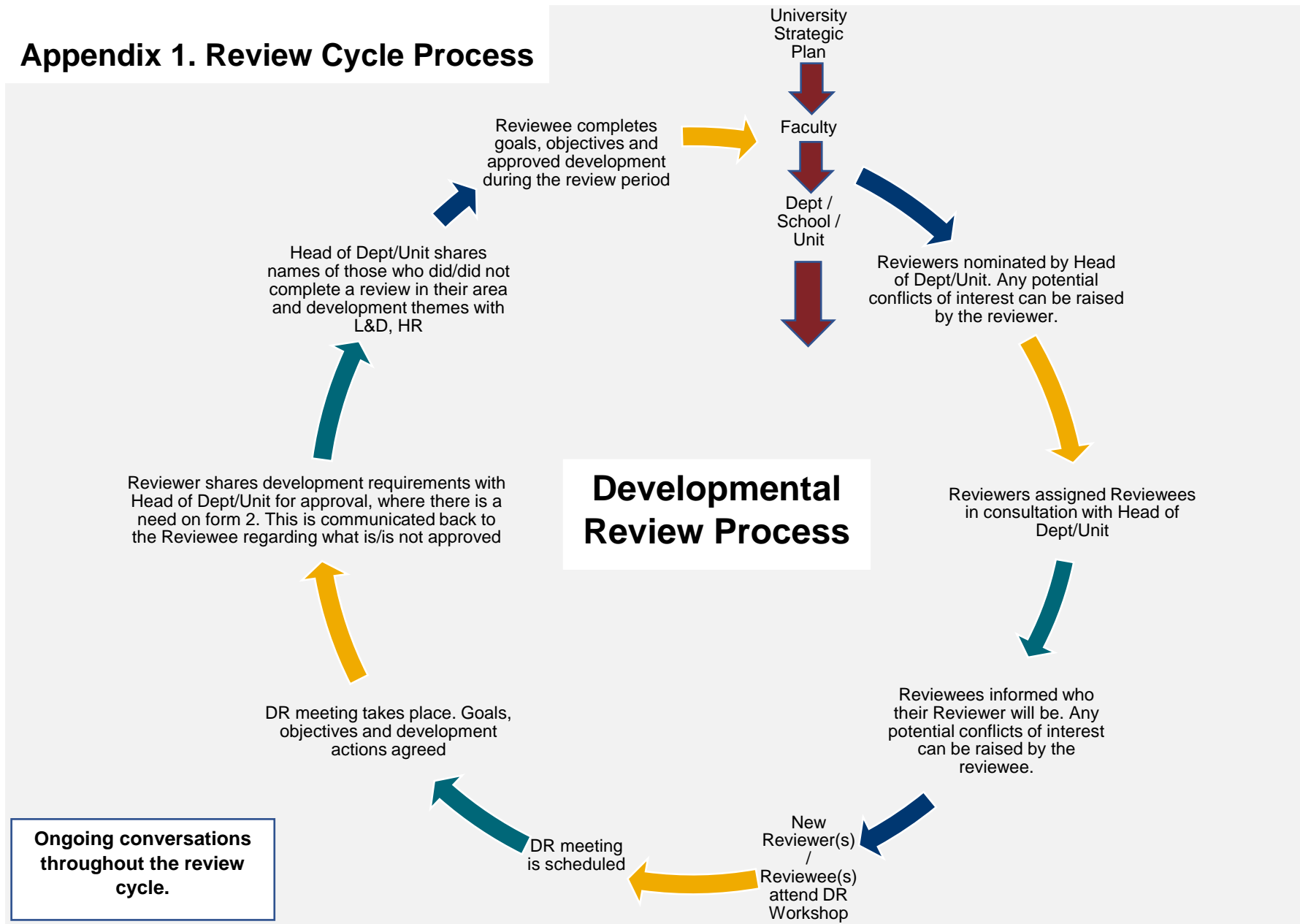
If you have any suggestions for additional courses Learning & Development could provide, not already on the [Staff Course Directory](#), that would be relevant to your role please complete this [Form](#) or contact us directly by email [learning.development@mu.ie](mailto:learning.development@mu.ie)

## **5.4. Contact Details/Queries**

Email: [dr@mu.ie](mailto:dr@mu.ie)

Number: (01) 474 7531

# Appendix 1. Review Cycle Process



## Appendix 2 - Guiding Questions for Reviewees for Development Review Meetings

### Reflection

For all categories of staff:

- What are the strategic objectives set for my area? How would I prioritise?
- If I had agreed objectives last cycle, which of these have I been able to achieve?
- Have I exceeded those goals in any way?
- What innovations or ideas have I come up with?
- What has got in the way of the progress I wanted to make?
- What was my greatest success over the last cycle?
- What have I found frustrating and why?
- What have I enjoyed most about my job?
- What concrete things do I feel I have achieved?

### Planning

For all categories of staff:

- How do I think my objectives for the coming year support the overall objectives of the Unit/School/Department/University?
- How can I make my area more efficient in the coming year? (e.g., are there better ways of doing things? Are there improvements to service that I can make? Are there areas that I can collaborate with or ways to support my colleagues? Have I suggestions for my reviewer?)
- What are one or two things I would really like to achieve in the next 24 months?
- How can I contribute to improvements in the area where I work?
- What are one or two ideas I have had, but not yet discussed with my reviewer?
- How might changes affect what I do?
- How does the University strategy affect my role?

Specifically for Academic Staff:

- What changes/new innovations have I introduced to my teaching?
- How have I contributed to enhancing the performance of my students?
- What research/scholarly activities have I undertaken?

### Supports

- Did I get the help/support that was promised last cycle?
- If not, what level of support did I get?
- How can my reviewer support me?
- How can people who work for me or alongside me help?
- What kind of learning and development might I need?
- Will my development be funded?
- What other alternatives to courses might help me to learn? (e.g., mentoring, research)
- When can I talk to my reviewer about this again?

### Career Aspirations

- Where do I see my career in 2-5 years?
- What do I need to achieve to get there?

## Appendix 3 - Guiding Questions for Reviewers for Development Review Meetings

### Reflection

#### For all Staff

- What do you feel you have achieved in the last year?
- What do you see as your greatest success?
- Has your job changed significantly?
- Have you had the opportunity to work cross-functionally?
- What have you enjoyed most about your role?
- What strengths does your role play to?
- What have you found frustrating in your role?
- What learning or development did you undertake in the last cycle?
- Do you feel your own skills need to be enhanced?

#### Specifically for academic staff

- How have you improved your teaching?
- How have you contributed to the improvement of the performance of students?
- What research/scholarly activities have you undertaken?

### Planning

#### For all categories of staff:

- How would you prioritise the strategic objectives for your area?
- How do you think that your objectives for the coming year can assist and support overall objectives for the Unit/School/Department/University?
- Do you feel you have been consulted/included enough in planning for the area/Department?
- Do you understand how your role fits in with the overall role of the Department? What do you think you need to focus on in the coming cycle?
- What one thing can you do to assist in making your area more efficient?
- What are two or three key things that you would like to have achieved over the coming 24 months?
- How do you see your development progressing from here?
- If you wanted to change anything within your area in the coming year, what would it be?

### Supports

#### For all categories of staff:

- Did I meet the commitments I made during the last cycle?
- How can I support you in your goals?
- How can you continuously develop yourself in the role?
- Who else can give you support? (e.g., colleagues, mentor)
- Is there anything we could do better as a team that would make your role more effective?
- Would some time/project in another area within the Department help to develop you?
- Are there any learning and development actions that may help?
- When would you like to meet again to review this plan?

### Coordination

- How frequently shall we meet? How long should the meeting be?
- Note taking – Is this necessary outside of what is to be included on Form 1?
- Who will document key outcomes of the conversation on Form 1?
- How do we review progress?

## **Ways to motivate beyond pay.**

For all categories of staff:

- Giving and discussing feedback
- Autonomy
- Show trust
- Recognition
- Meaningful work
- Work-life balance
- Growth opportunities
- Positive company culture
- Learning and development
- Support work environment

## Appendix 4 - Examples of SMART Goals

Example of an Administrative SMART goal:

<b>Work Goal: Develop and be ready to publish an e-learning course for all staff by June 2025</b>			<b>Development support aligned to Goals/objectives (if required)</b>
<b>Objectives to meet Goal. Be specific.</b>	<b>Action required</b>	<b>Timeframe</b>	<b>Support</b>
To become proficient in the relevant software	Undertake training in appropriate software	Mid-January 2025	Attend a two-day training course on Articulate
Create content and activities for the course	Map out learning objectives and associated content with subject matter expert	February 2025	N/a
Devise look of course	Decide what activities and content will be in the final version and how it will be presented	Week of 11 <sup>th</sup> March 2025	N/a
Finalise content and test course	Use software to develop course and include activities. Decide who will test and what should be tested	5 <sup>th</sup> May 2025	Colleague to test
Sign off on course and publish on Moodle	Sign off from Manager on course  Liaise with Moodle Support on Publishing course  Ensure reports are available to have completion numbers	25 <sup>th</sup> May to 28 <sup>th</sup> June 2025	Support from T&L on publishing course

**Example of a Technical Officer SMART goal:**

<b>Work Goal:</b> Provide a support role to teaching and research via up to 7 demonstrations			<b>Development support aligned to Goals/objectives (if required)</b>
<b>Objectives to meet Goal. Be specific.</b>	<b>Action required</b>	<b>Timeframe</b>	<b>Support</b>
Ensure effective communication between colleagues to support teaching and research within the department	Request Head of Department include information on this as part of regular departmental written and verbal updates  Provide Head with sample wording to be used.	Ongoing throughout the year	Communication training
Evaluate effectiveness of demonstrations mid-way through and at the end	Survey students and module co-ordinators	Mid-point march End May	N/A

**Example of an Academic SMART goal:**

<b>Work Goal:</b> Improve the quality and frequency of discussions in tutorials each week for the rest of the semester on the Social Media module			<b>Development support aligned to Goals/objectives (if required)</b>
<b>Objectives to meet Goal. Be specific.</b>	<b>Action required</b>	<b>Timeframe</b>	<b>Support</b>
Plan the improvements that will take place	Get input from students, co-ordinators of the module, other stakeholders	Week 3 of semester	Course on gathering feedback/survey tools
Communicate plan with relevant colleagues and students	Decide on best forms of communications	Week 5 of semester	n/a
Request feedback to see what improvements have taken place and what can still be improved	Focus group with students	End of semester	n/a