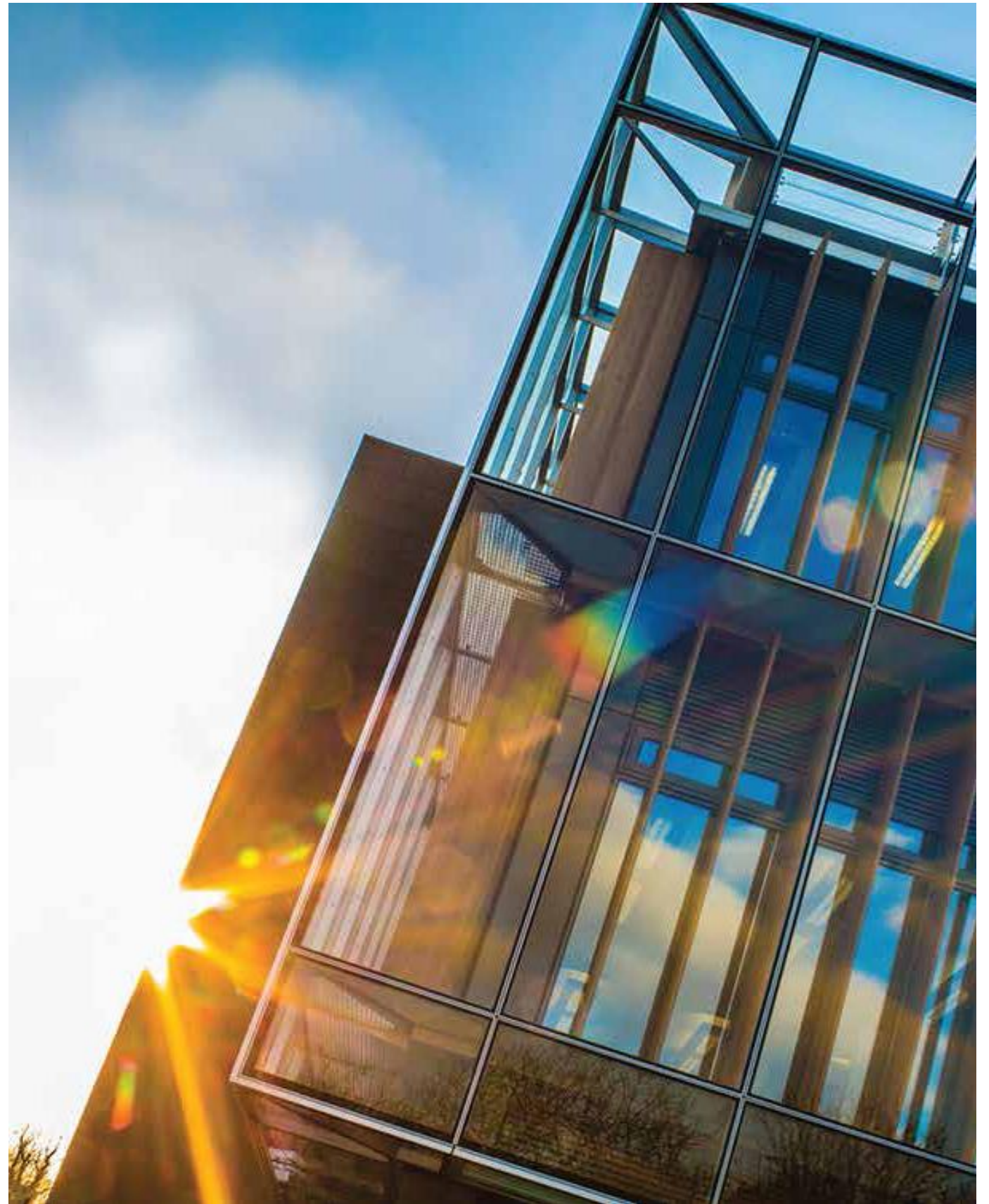




**Maynooth  
University**  
National University  
of Ireland Maynooth

# Developmental Review

## Supporting Staff In their Role



# Before you start you may wish to refer to:

- 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](#)

# Supports for 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

# Supports for Reviewees

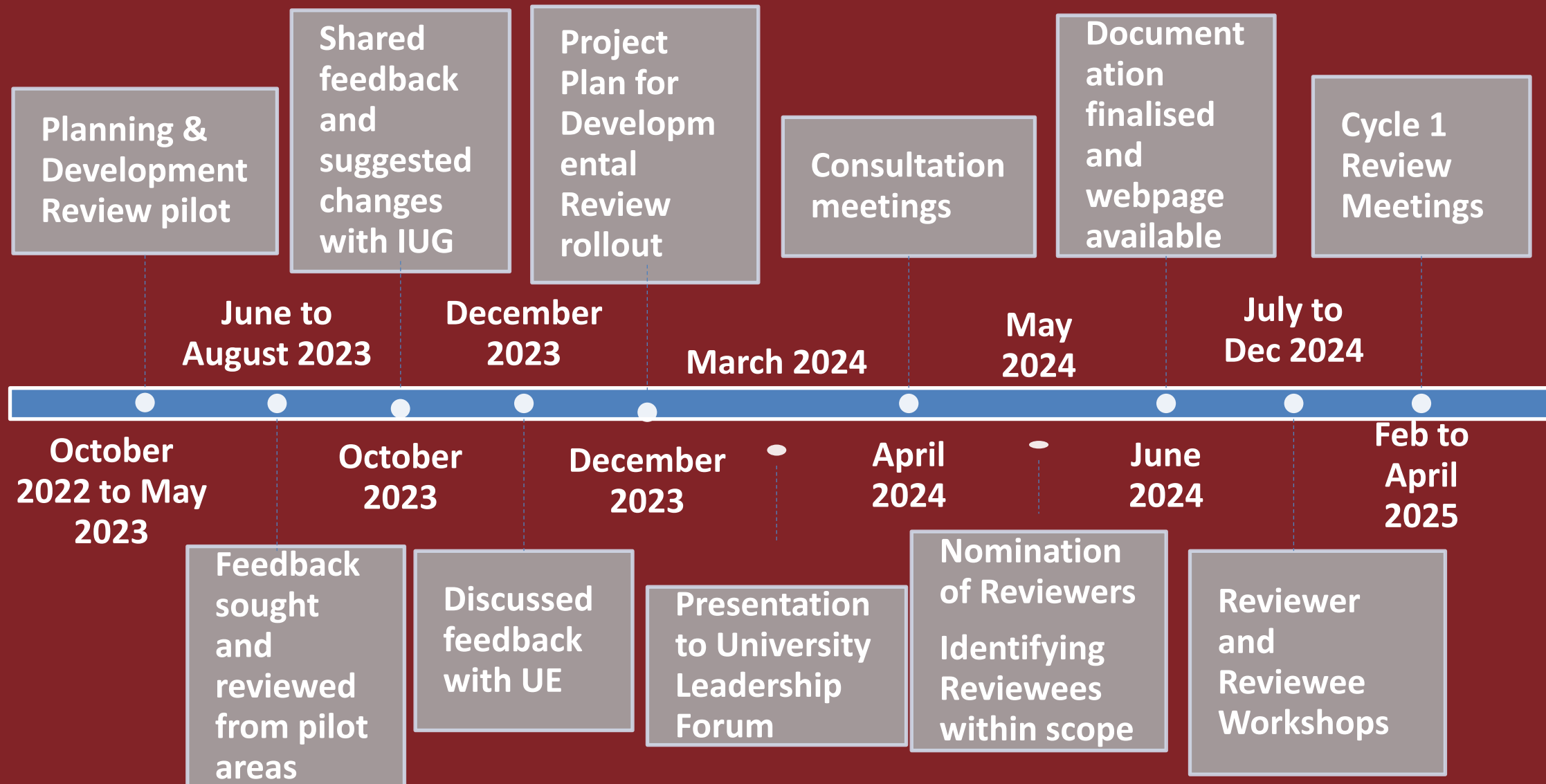
- Developmental Review Reviewee Workshop
- Assertiveness Me and My Assertiveness
- Bias Awareness - How to Mitigate Potential Bias
- Confident Communications
- Handling Conflict with Skill & Confidence
- Influencing and Negotiations Skills
- Giving & Receiving Feedback

# Context

- Re-establishing a new tailored framework called *Developmental Review*.
- Following a pilot in 2022/2023. Feedback was taken onboard and is reflected in the Developmental Review.
- Forms part of the Career Planning & Development framework - an action of the University's Strategic Plan.
- Supports requirements as part of the Gender Equality Action Plan and feedback from the Climate & Culture Survey.
- In line with National Agreements and sectoral guidelines.



# Timeline



# Developmental Review Principles

The following principles underpin the University's Developmental Review.

It 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 staff, by focussing on the staff members 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 framework and pay, promotion and discipline.

# Purpose

The purpose of the *Developmental Review* is to:

- establish what development may be supportive for an individual.
- provide a constructive environment to discuss work priorities.
- Identify what is working well.
- identify challenges to conducting their role and helping them overcome them by endeavouring to provide access to appropriate opportunities, resources, supports to ensure staff achieve their objectives.
- ensure the staff members achievements are recognised by providing regular and timely feedback and discussions on their role and progress.
- discuss what can be achieved during the review cycle and how it can be achieved.



# Scope

- 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.
- 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 Department/Unit.

# What Developmental Review looks like

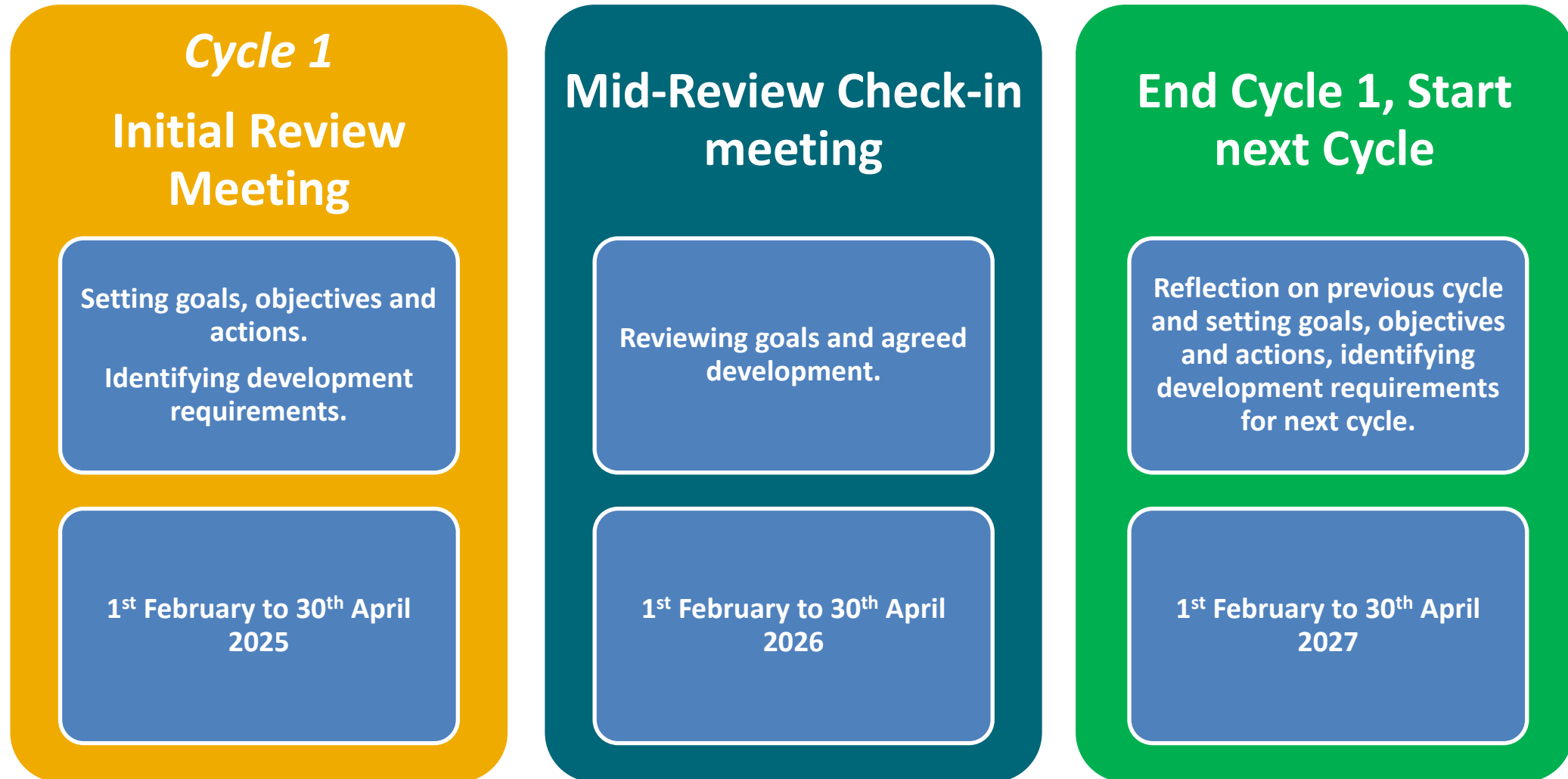
- Developmental Review will promote ongoing quality conversations between Reviewers and Reviewees.
- Set objectives for a period of time.
- Review progress of objectives agreed.
- Discuss and agree developmental requirements.
- Discuss career aspirations.

# Developmental Review is not

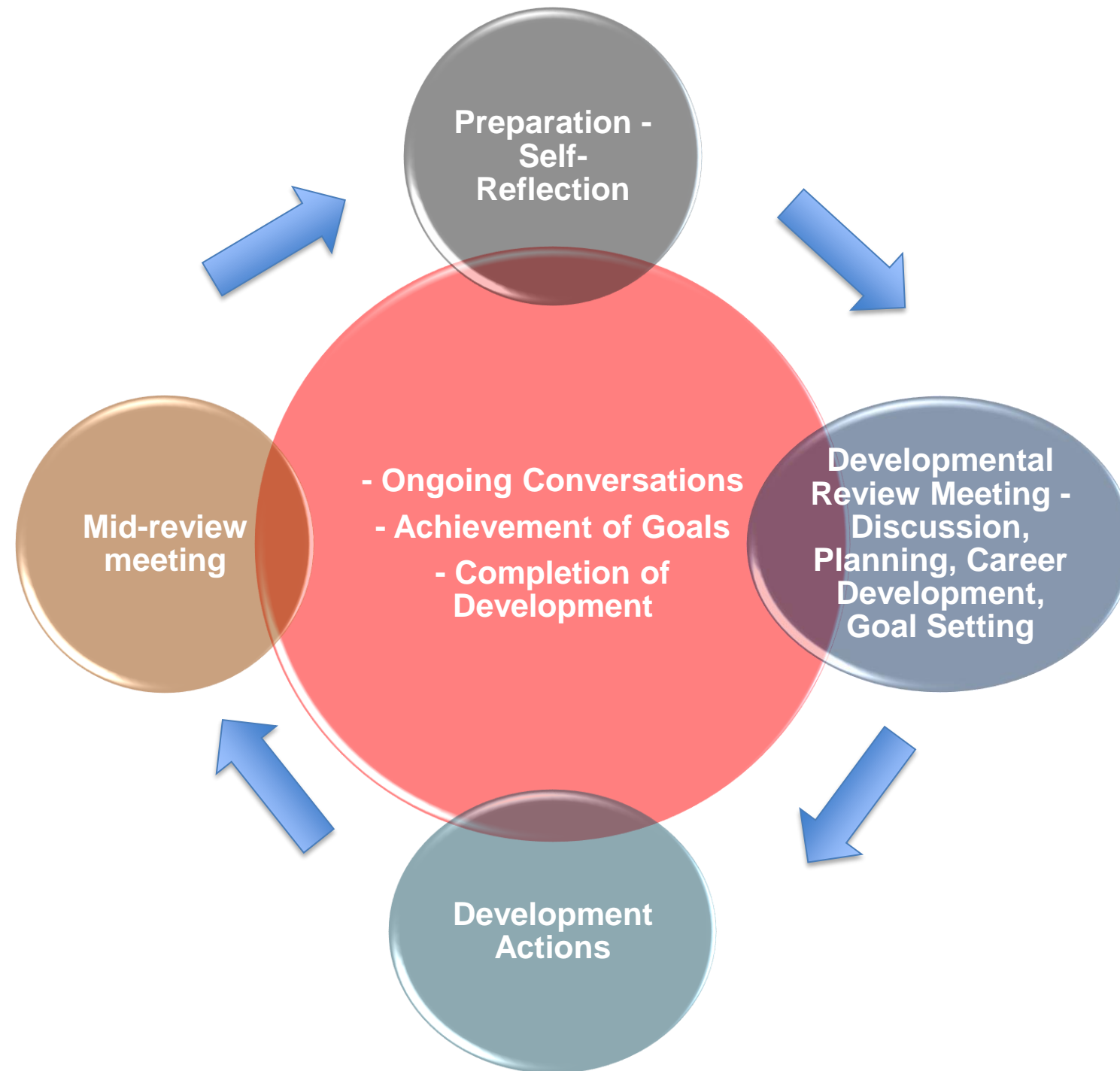
- a one size fits all approach.
- for dealing with underperformance issues.
- used to address disciplinary matters, raise grievances or lodge complaints.
- linked to incremental progression.

# Two Year Cycle

Ongoing Conversations throughout the Review Cycle



# The Developmental Review Cycle



# Benefits of 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.
- Focuses on the conversation and the discussion rather than the paperwork.
- Provides an opportunity to receive and give feedback.



# 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

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.



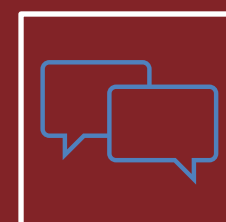
# Developmental Review Roles & Responsibilities



Pairings



What is  
involved in  
being a  
Reviewer

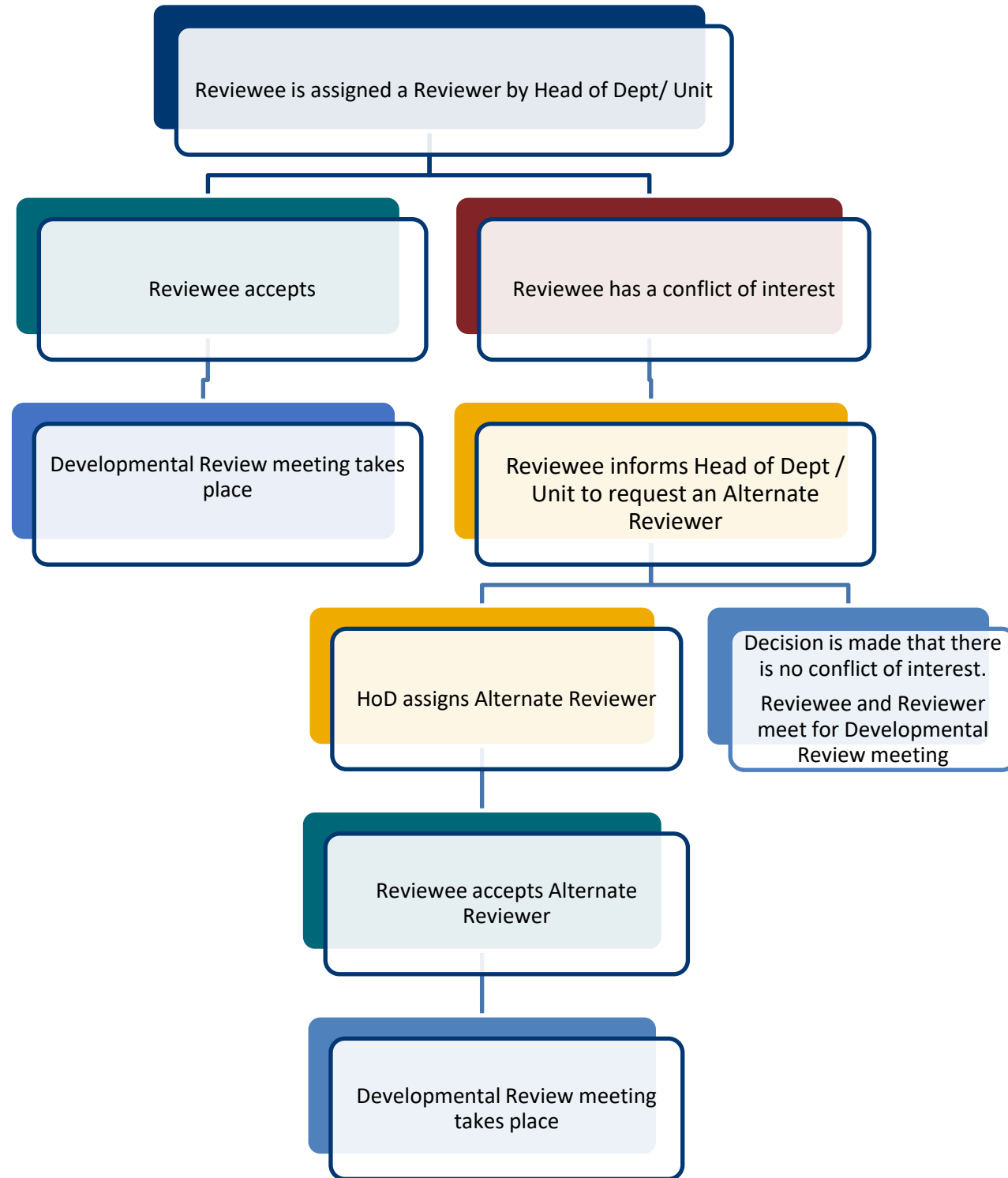


What is  
involved in  
being a  
Reviewee

# Reviewer – Reviewee Pairings

- The **UE member** is responsible for acting as the Reviewer for the Head of Department/School/Institute/Unit.
- 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.
- In departments where the Head may have too many Reviewees, a team of Reviewers will be nominated. In an academic department, these may include a Deputy Head, Subject Leads and Professors.

# Assigning a Reviewer/ Alternate Reviewer



# Role of 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 units 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.

# Role of the Head

- Discuss and agree unit goals aligned to the University Strategy with Reviewers.
- Ensure consistency of the rollout of the reviews across the unit.
- 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 and share development themes with Learning & Development, HR to inform their offerings for staff.
- Collate and share general themes discussed at the reviews relating to the Department /School to be discussed at University Executive level.



# Role of the Reviewer

- Complete 'The Role of the Reviewer' course.
- Engage positively with all reviewees.
- Reflect on the achievements of the Reviewee.
- Enquire, listen and provide constructive and meaningful feedback to the Reviewee.
- Agree to clear and relevant objectives and standards for the coming review cycle, aligned to the University Strategy.
- 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.

# Role of the Reviewee

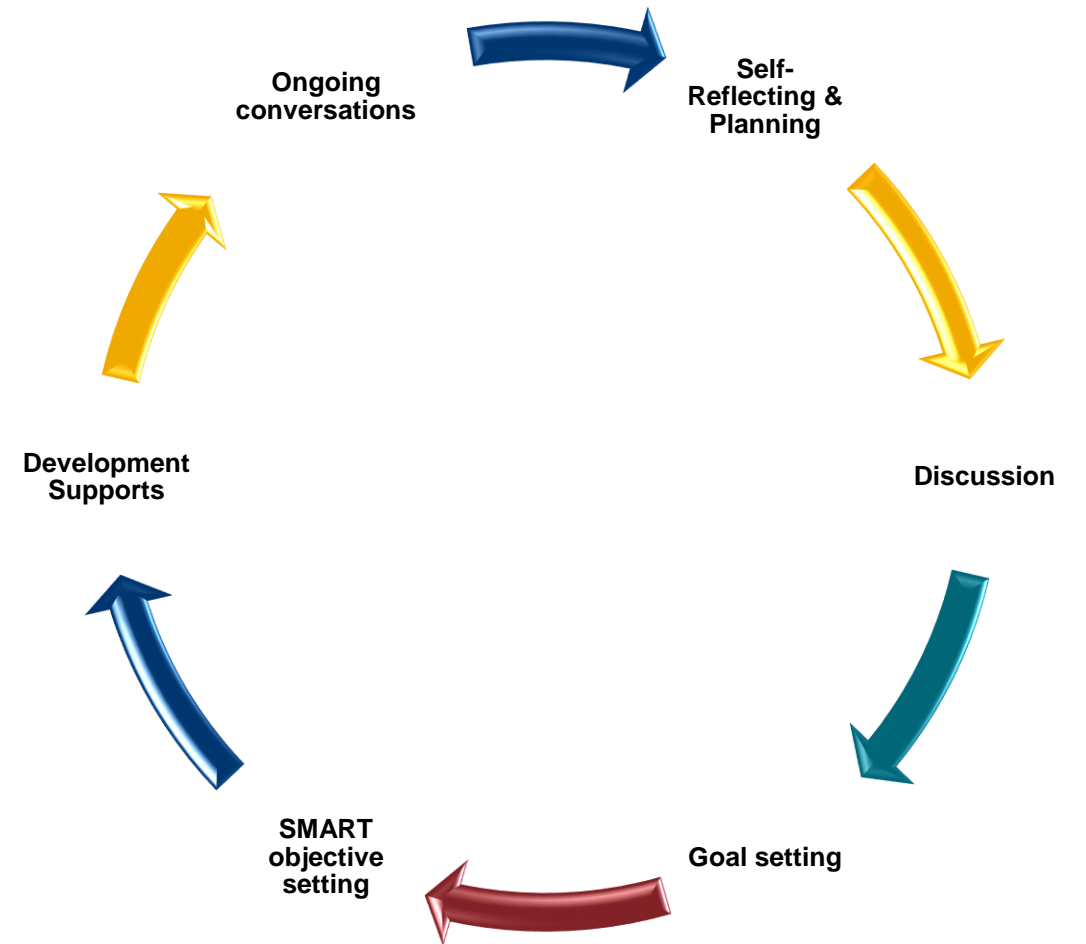
- Complete 'The Role of the Reviewee' course.
- Engage positively with their reviewer.
- Reflect on their achievements and role.
- Consider their career development opportunities and needs.
- Agree on clear and relevant objectives and standards for the coming review cycle which are aligned to the key 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.
- Identify, discuss and agree upon 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.

# Role of Human Resources

- 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/Department to commence the process each review cycle and support them 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 the year.
- Co-ordinate statistics on reviews completed.

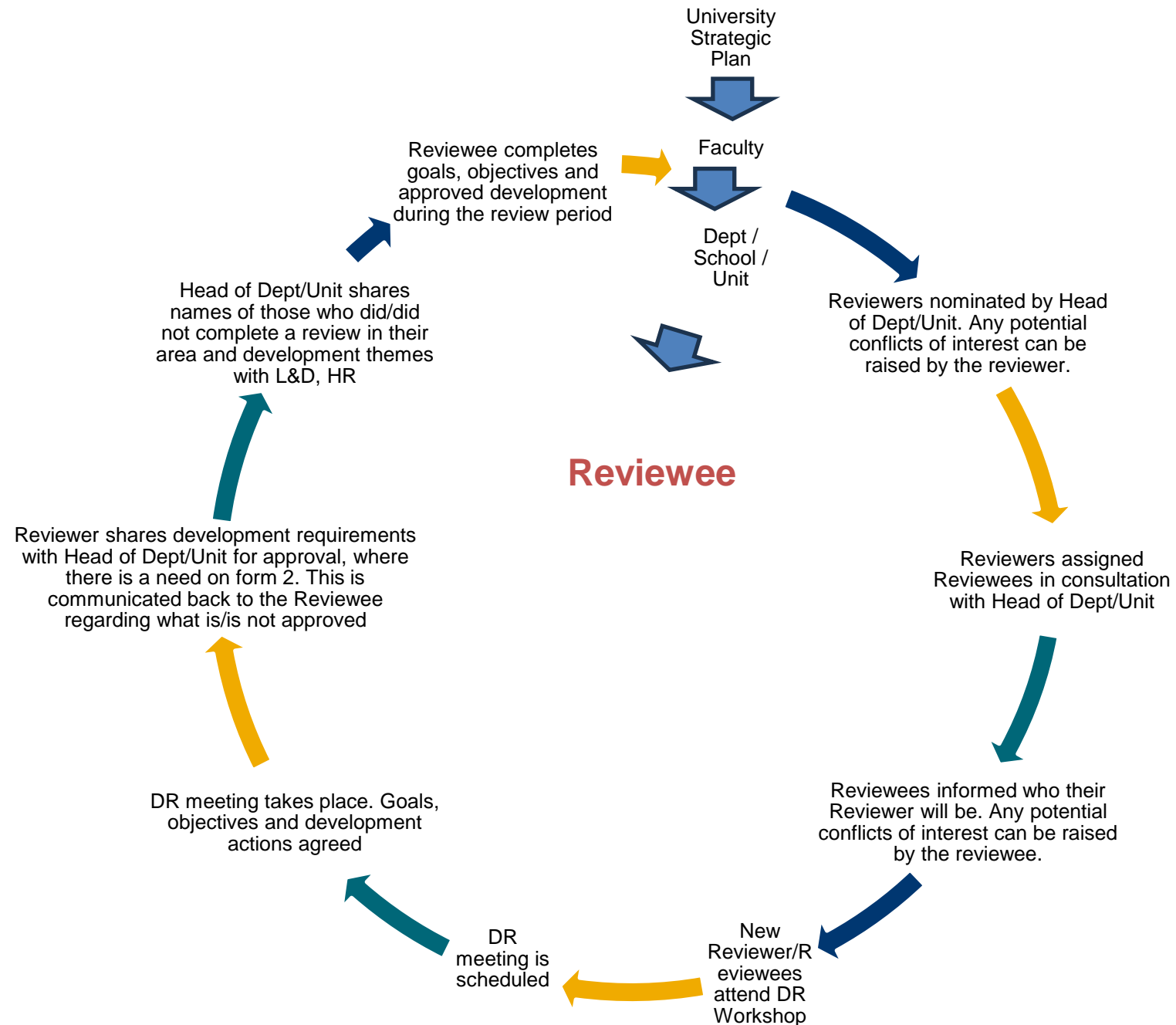


# Developmental Review Process



# Review Process

Ongoing conversations throughout the review cycle



# Forms Process

## Reviewee

- **Developmental Review Form 1** - Use Form to prepare for the Developmental Review meeting.
- Finalise Form 1 at meeting or within 1 week after meeting.
- Signs off on Form 1.
- Emails Form 1 to reviewer for sign off.

## Reviewer

- **Developmental Review Form 1** - Use Form to prepare for the Developmental Review meeting.
- Sends signed version of Form 1 to Reviewee for their records.
- **Form 2** - To record reviews completed/not completed and any development requests that need to be shared with Head. Sends to Head within 2 weeks of all reviews in their area being completed.

## Head of Dept / Unit

- Uses **Form 2** to discuss with reviewer(s) requested development that requires Head approval due to the type of request or budget implication.
- Uses **Form 2** from each reviewer to document reviews completed in that cycle to share with HR, at end of cycle.



# Retention of Personal Data related to Developmental Review

- 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 HoD for approval, recorded on Form 1, is confidential to the Reviewee and Reviewer.
- The documentation created in relation to the Developmental Review shall be processed and stored locally on the university's OneDrive by the Reviewer until the next Developmental Review meeting has taken place, after which it will be confidentially destroyed.
- 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 concerns about Developmental Review Data Protection or Data Retention, please contact the Data Protection Office at [dataprotection@mu.ie](mailto:dataprotection@mu.ie)

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

# Key Skills

There are a number of key skills essential for facilitating successful review meetings, including,

- Listening Skills
- Questioning Skills
- Coaching Skills
- Mentoring Skills
- Feedback Skills (giving and receiving feedback)
- Influencing and Persuading Skills

# Preparing for the Developmental Review Meeting

- 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.

# The Developmental Review Meeting

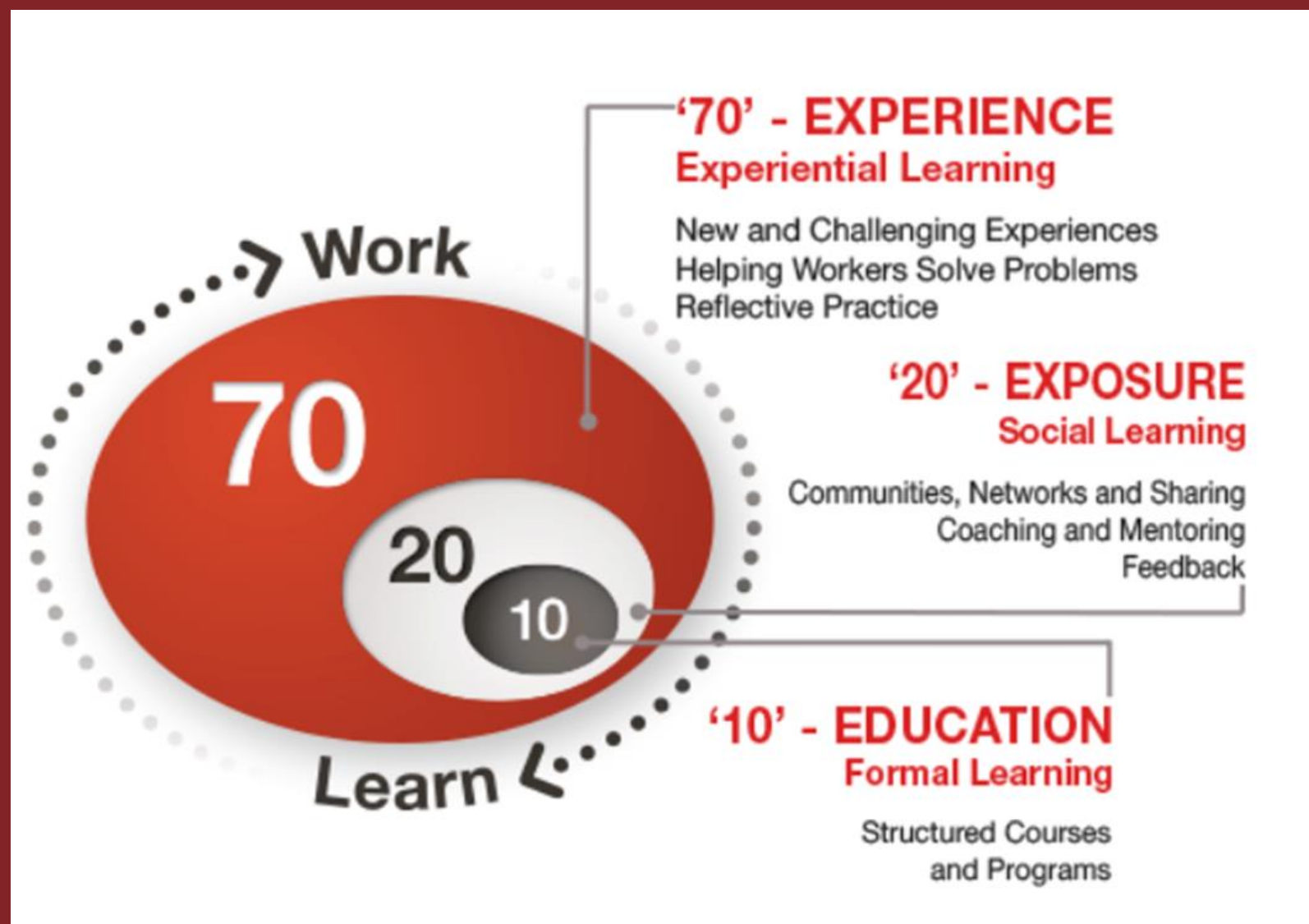
During the review meeting, the Reviewer and the Reviewee will:  
Reflect and Discuss (if applicable).

- The agreed objectives, progress, learnings from the previous cycle.
- The development actions completed and how they were implemented in their role.

Look forward to the coming review cycle

- Discuss career aspirations and supports required.
- Set SMART(ER) objectives.
- Identify and agree on development opportunities.

# Development - 70:20:10 Framework



# Setting 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?

**Achievable:** 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?

**Relevant:** How is your goal relevant to your development?

**Time:** What is the timeframe within which you will meet your goals? Is the review period a realistic time scale to achieve your goal?

**Evaluate:** Regularly evaluate your progress, priorities, and action plans.

**Review:** Reward yourself for your efforts and progress.



# Career Development Discussion

If career development is something the Reviewee wishes to discuss the following may be helpful:

- For Admin/Support and Technical Officers review meetings, job descriptions for roles may be used to help identify skills required for staff who wish to discuss promotions, skillsets and competencies required for different roles.
- Academic Promotion criteria can be used to support the discussions for reviews involving academic staff.
- Staff may not wish to discuss career development as part of their review but may wish to discuss enriching the role they are at or broadening their experience at the level they are at.

# Development Requests

- Each Reviewee is responsible for organising and completing the development actions they agreed as part of their review.
- Any job specific development or department specific development requirements should be approved by the HoD and supported by the Department non-pay budget.
- The Reviewer will notify the Reviewee of authorized development supports by the HoD.
- Value for money should always be sought.
- Development themes in each department will be shared with Learning & Development to inform their offerings for staff and to share with other areas in the University that offer development for staff.
- All other development supports should be booked through the relevant internal providers<sup>2</sup> such as Learning and Development. Please view the [Staff Course Directory](#)

<sup>2</sup>Other providers include Centre for Teaching & Learning, Health & Safety, Library, RDO

# To Close a Review Meeting

Reviewer to summarise:

- Objectives.
- Development Actions.
- Career suggestions.
- Support / action needed.
- Next Steps – Mid review meeting.

# Post Review Communication Process

## Reviewer

- On completion of the Reviews, the Reviewer will identify any general feedback themes from their Reviewee(s)\* and suggestions for the Department.
- The Reviewer will anonymise this feedback and include on the *General Themes* document and send to HoD, for information (after the Mid-Review meeting). This allows the process to have two-way communication and for suggestions and ideas to be communicated to Heads and UE members.
- \*Where a reviewer only has one reviewee they should discuss with the reviewee whether the suggestion(s) identified should be documented and shared with the Head, so as to ensure anonymity.

## Head of Department

- The HoD will receive a 'General Themes' document from each reviewer within the Department, where applicable.
- The HoD will collate the general themes and send to the relevant UE member for discussion (after the Mid-Review meeting).

## University Executive

- General themes from the reviews in each department will be considered at University Executive level (Before the end of each Developmental Review cycle).

# Mid- Review Meeting

- Takes place usually 12 months after the initial review meeting.
- Form 1 can be used to document any changes/additions.
- This is an update on the agreed goals, objectives, actions and development.

# Further Development Supports

## **Staff Course Directory:**

<https://www.maynoothuniversity.ie/human-resources/learning-and-development/employee-training-courses>

## **Wellbeing Supports:**

<https://www.maynoothuniversity.ie/human-resources/employee-wellbeing>

Queries to: [Developmental Review@mu.ie](mailto:DevelopmentalReview@mu.ie)



# Contact Details

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

Webpage:  
<https://www.maynoothuniversity.ie/human-resources/developmental-review>