People Development Team

Performance and Development Review (PDR) for Reviewers

(Professional Services)

Delegate Name:

Contents

Introduction

The People Development Team would like to welcome you to this workshop - 'Performance Development Review for Reviewers'.

We want you to have a memorable experience during your workshop and to take away a wide range of ideas, skills, tools and practical strategies that you can apply in your own work context – as well as meeting people from across the organisation to share and discuss your experiences.

The Performance Development Review (PDR) is not just a set of processes. Used well, it offers a constructive and flexible approach to reviewing your team members in a way that inspires and motivates them to be the best that they can be. It also forms part of a wider, holistic approach to performance management.

It is hoped that this workbook will be a valuable source of information in your role as a PDR reviewer.

If there's anything further the team can do to support your on-going development, please don't hesitate to get in touch - our contact details can be found on the back page.

The People Development Team

Workshop Overview

This workshop explores the purpose and mechanics of the PDR process and promotes a coaching style of review. It also considers the role of the PDR within the wider performance management context.

Objectives

As a result of attending this course, you will:

- understand the purpose of PDRs
- feel able to get the best out of a PDR
- be confident in setting SMART objectives
- feel well-equipped to give meaningful feedback
- understand when and how to use a coaching style and techniques

Personal Learning Objectives

Use the space below to record any personal learning objectives that you hope to fulfil either during or after the workshop:
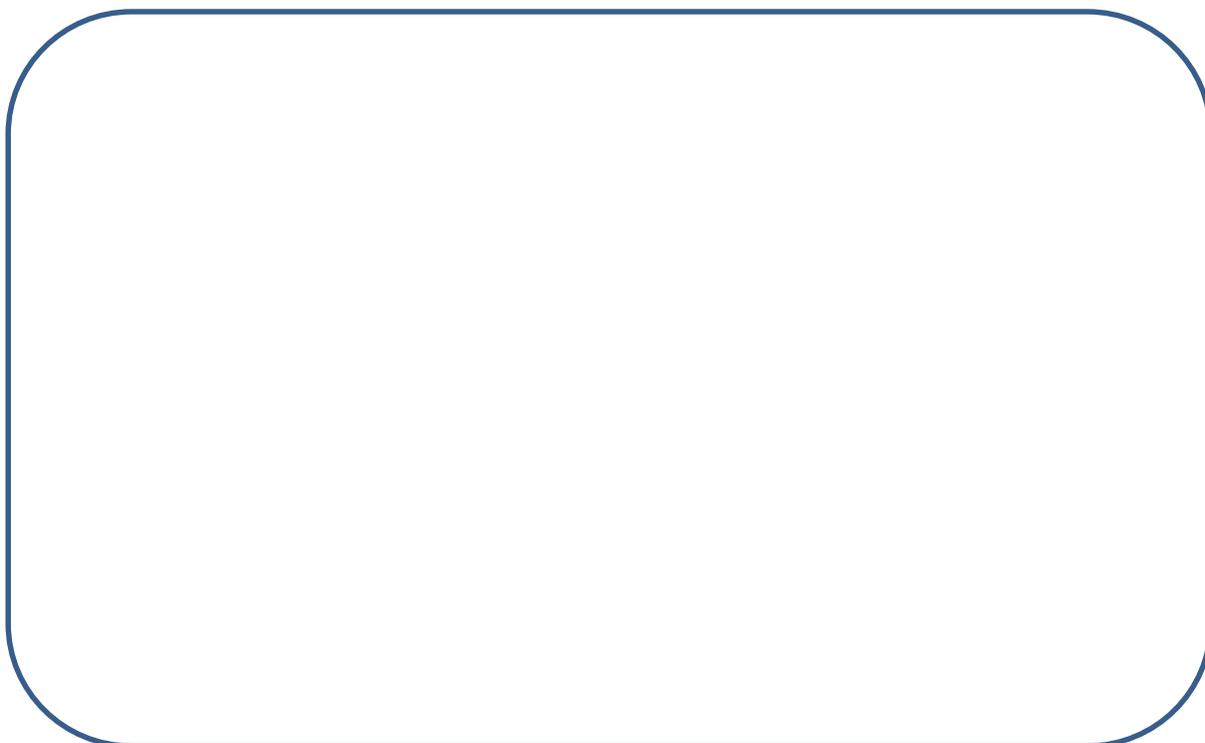
Appraising Performance

Extract from Chartered Institute of Personnel and Development (CIPD) factsheet on performance appraisal.
http://www.cipd.co.uk/hr-resources/factsheets/performance-appraisal.aspx

What is performance appraisal?
Performance appraisal (or performance review) is a process for individual employees and those concerned with their performance, typically line managers, to discuss their performance and development, as well as the support they need in their role. It's used to both assess recent performance and focus on future objectives, opportunities and resources needed.

Relationship with performance management
While performance appraisal is an important – and often contested – part of performance management, in itself it is not performance management: rather, it's one of a range of tools that can be used to manage performance.

Performance management is a holistic process bringing together many activities that collectively contribute to the effective people management and organisational performance. The process is strategic, in that it's about broader issues and long-term goals, and integrated in that it links various aspects of the business, people management, individuals and teams.

Role of line managers
CIPD research stresses the importance of a positive relationship between individuals and line managers. Carried out sensitively, the performance appraisal is an important vehicle in developing and maintaining this relationship.

Elements of the appraisal process
The five key elements of performance appraisal are:
1. **Measurement** – assessing performance against agreed targets and objectives, as well as behaviours and attitudes against espoused values.
2. **Feedback** – providing information to individuals on their performance and progress and on what's required to perform well in the future, particularly in view of any change programme and evolution of roles.
3. **Positive reinforcement** – emphasising what has been done well, offering constructive criticism about what might be improved, drawing out the importance of how things are done, as well as what is done, and ensuring effort is directed at value-adding activities.
4. **Open exchange of views** – a frank exchange of views about what has happened, how appraisees can improve their performance, the support they need from their manager to achieve this and their aspirations for their future career.
5. **Agreement** – jointly coming to an understanding by all parties about what needs to be done to improve and sustain performance generally and overcome any issues raised in the course of the discussion.

Performance Management Cycle

Fully realised, performance management is a holistic process bringing together many of the elements that make up the successful practice of people management. The cycle below highlights some of the key elements of effective performance management.

- Understanding organisation vision, strategy and values
- Understanding business area strategy
- Facilitating objective setting
- Agreeing standards and goals

- Coaching
- Mentoring
- Delegating
- Supporting career progression

Developing Performance

Performance Planning

Appraising Performance

Managing Performance

- Holistic review
- Documentation
- Agreeing overall performance levels and action required

- Monitoring against pre-determined standards
- Recognising and managing poor performance
- Recognising, rewarding and sustaining good performance

Performance planning involves considering broad issues and long-term goals of the business and translating, with discussion and contribution from your employee, into clearly defined work objectives. It is also about ensuring your direct reports have the skills and ability and to deliver on these expectations, and if gaps exist encouraging goal setting and supporting learning and development.

Managing performance describes the process of continually monitoring performance against pre-determined standards and recognising and managing poor performance and also reinforcing and rewarding good performance.

Appraising performance is an opportunity for individual employee and manager to engage in a dialogue about performance and development, as well as the support required from the manager. This is often in a private setting and discussions are recorded and documented. Performance appraisals usually review past actions and behaviour and so provide an opportunity to reflect on past performance. 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 (considering the 'Performance Planning' factors).

Developing performance involves regular feedback to an employee about their performance and support to help develop existing and new skills and knowledge. A manager can facilitate this through, for example, coaching/mentoring and discussing all options available. Unless there is continuous development of individuals and teams, performance will not improve.

My Role in the Performance Management Cycle

In your role as a line manager / supervisor / reviewer, identify what you are already doing that contributes to the different stages of the performance management cycle. Also consider what you could start doing when you get back to work.

Performance Planning	
Managing Performance	
Appraising Performance	
Developing Performance	

PDR Roles & Responsibilities

PDR is:
- an opportunity for reviewer and reviewee to reflect and evaluate
- a scheme of regular, well-planned meetings
- an opportunity for open discussion between reviewer and reviewee in the following areas:
  - job performance
  - strengths
  - future potential and career progression
  - setting of objectives
  - developmental needs
- a review and planning discussion
- the reviewee's meeting, not the reviewer's

PDR aims to:
- maintain and encourage high standards of performance
- facilitate development
- increase employee motivation
- identify and develop areas which will enhance the reviewee's potential and career

Reviewer's role:
- create a supportive environment to promote an open discussion
- recognise achievements and celebrate successes
- strengthen relationships and improve team working
- help individuals focus on their priorities for the coming year
- identify training and development needs
- get useful feedback from the reviewee
- share feedback with the reviewee
- manage the reviewee's expectations
- contribute to the motivation, wellbeing and retention of employees

What responsibilities do reviewee's have?
-
-
-
-
-
-
-

Reflection Question: Are your reviewees clear about their responsibilities within the process? How do you know?

PDR Preparation

Reviewer: Advance Preparation	Reviewer: Meeting Preparation	Reviewee: Meeting Preparation
Clarify well in advance of PDR meetings the specific process within your department: - Local protocol - By whom - Where - Time-scale - Approximate length of meeting Familiarise yourself with the University of Exeter procedures and documentation, which can be found here: http://www.exeter.ac.uk/staff/development/your/pdr/ Explain to reviewees how PDRs will be carried out, giving an indication of the timescale and an explanation of what is involved. Emphasise the benefits of PDR. Remember that some employees may find PDR a worrying time – encourage open discussions regarding any concerns at an early stage. Making PDR objectives a regular discussion point throughout the year can also be beneficial.	Ahead of the meeting the reviewer should consider: • the reviewee's previous PDR and objectives • the reviewee's job description • performance over the whole period and refer to any notes made (e.g. from 1:1 meetings) • feedback to be given at the meeting and the evidence that will be used to support it • your own observations and experience of working with the reviewee • other information form colleagues, clients, etc (if appropriate) • additional information e.g. projects completed, reports, performance data, metrics, etc • having specific examples of work, especially if you intend to refer to it at the PDR meeting • factors that have affected performance, both within and outside the individual's control • points for discussion on the possible actions that could be taken by both parties to improve performance • the extent to which any agreed development plans from the previous PDR have been implemented • potential directions the individual's career might take • possible objectives for the next review period	Both the reviewer and reviewee are responsible for ensuring that the PDR is useful and productive. It is important to encourage the reviewee to prepare for the discussion, as well as doing this yourself. Reviewees should consider: • what they have achieved during the review period, with examples and evidence • any examples of objectives not achieved, with explanations • what they most enjoy about the job and how they might want to develop the role • any aspect of the work in which improvement is required and how this might be achieved • their learning and development needs, with reasoning to support their case for specific training • what level of support and guidance they require from their manager • their aspirations for the future, both in the current role and in possible future roles • possible objectives for the next review period

Structuring a PDR Meeting

If you are new to conducting PDRs or just want to refresh what you currently do, the checklist below provides some ideas as to what you may wish to cover.

This is just a starting point for you to adapt and tailor to meet your own needs and those of your reviewees (the PDR form will also help you to structure the meeting).

Beginning

- Welcome reviewee, establish rapport
- Explain and discuss puspose of PDR (if not done pior to meeting)
- Agree / revise agenda
- Remind reviewee how long you've set aside
- Remind reviewee of confidential nature of PDR and the documentation involved
- Reinforce fact that you want to hear their views
- Explain it's a joint planning session

Middle - exploring the issues

- Introduce
- Discuss
- Check decision is clear

Middle (continued) - discussion prompts

- Discussion of last year's overall objectives
- Key result areas - reviewee's performance
- Reviewee's strengths (their opinion first and then yours)
- Challenges / barriers
- Training and development needs
- Reviewee's career aspirations
- Setting new objectives

Ending

- Consult notes to review and summarise the decisions
- Ensure agreement has been reached
- Discuss and agree timescale for action
- Decide how decisions will be followed up and, if appropriate, monitored
- Finish on a positive note

Setting and Reviewing Objectives

The principle of having clear, unambiguous objectives is a very simple, yet critical one:

- If you know where you are heading you are more likely to get there.

- You will also know when you arrive.

- Your achievements will be clear to yourself and others and you'll know when and what to celebrate.

- In addition, for most people, clear and agreed objectives are extremely motivating and empowering.

An objective is essentially a goal or a measurable step within a designated period of time. Employee performance is then compared against this objective, with the achievement resulting in something that adds value to the business and improves efficiency.

Objectives can be expressed as:

- **Targets** – quantifiable results to be attained, which can be measured in such terms as output, sales, levels of service delivery and cost reduction
- **Tasks/Projects** – to be completed by a specific date and to specific standards to achieve defined results

Objectives can be individualised and specific to the employee or collective, for a whole department or the entire business.

Drafting Objectives
Defining objectives is an essential part of the PDR process. There are a number of stages involved for employees:

a) Identify key areas of responsibility – think about particular priorities for the coming period.
b) Consider what result is realistic to achieve for each area of responsibility during the review period.
c) Think about how to measure achievement of an objective and then set standards based on such things as **quality, cost and deadlines**.

Guidelines for Setting Objectives	Benefits of Objective Setting
- Agree objectives jointly - Agree how the objective will be measured - Agree timescales - Ensure objectives are achievable but challenging	- Provides specific targets for the employee to achieve in support of business challenges - It states how performance is going to be measured - It provides direction - Helps to focus on a specific task

• Consider corporate objectives and the needs of the business • Consider how the employee will go about tackling the objective • Have objectives related to personal development • Ensure objectives can be reviewed regularly • Have support available when needed	• Helps to prioritise tasks • Allows reviews to be undertaken and performance to be discussed • Enables success to be measured

SMART is an acronym that can be used to help ensure that effective objectives or goals are set.

Specific	Objectives are clear and well-defined. This helps both the employee and the manager, as the employee knows what is expected of them and the manager is able to monitor and assess actual performance against the specific objectives.
Measurable	You should be able to measure whether you are meeting the objective or not. Progress towards objectives often needs to be to be monitored whilst work is under way. It is also very useful to know when that work has been done and the objectives are completed. A measurable objective achieves this end.
Achievable / **A**greed	The objective set is challenging but within reach of a competent and committed person. When looking at objectives, the person may not be able to achieve it for various reasons, including not having enough resources (computers, employees, etc.), not having access to key people and not having management support. Achievable objectives ensure that everything is in place.
Relevant	Objectives are relevant to the departmental goals and therefore aligned to corporate goals.
Time Bound	Descriptions of objectives should also include timescales of what is required by when. This may also include details of delivery, stating (if relevant) when objectives are to be completed. Giving a time scale ensures that the objectives are not stretched out over an unreasonably long or to tight a timescale.

Objective Setting Self-Assessment

Take a few moments to review your own approach to objective setting, and where there may be room for improvement.

1	2	3	4	5
Not at all	To some extent	Mostly	Always	Not applicable

1	I actively involve all my team in setting objectives	1	2	3	4	5
2	I agree challenging targets with my team members	1	2	3	4	5
3	I regularly discuss progress towards objectives set	1	2	3	4	5
4	I ensure that my own and my team's objectives are specific	1	2	3	4	5
5	I ensure that my own and my team's objectives have clear measures	1	2	3	4	5
6	I ensure my own and my team's objectives are achievable and relevant	1	2	3	4	5
7	I ensure that my own and my team's objectives are expressed as outcomes, not simply a list of activities	1	2	3	4	5
8	I ensure that my own and my team's objectives have associated deadlines	1	2	3	4	5
9	I ensure that we recognise and celebrate achievement of our objectives	1	2	3	4	5
10	I create visible measures of progress towards team objectives	1	2	3	4	5
11	I identify and help overcome blocks to progress towards objectives	1	2	3	4	5
12	I demonstrate clear links between organisational and individual goals / objectives	1	2	3	4	5
13	I set aside quality time and review objectives with my team members	1	2	3	4	5

Which of the above behaviours are my strengths?

Which of the above behaviours are my weaknesses?

Which of the behaviours do I want to develop and how will I do this?

Questioning, Listening and Adopting a Coaching Style

Asking the right questions

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

Open questions are general rather than specific; they enable people to decide how they should be answered and encourage them to talk freely. Examples include:

- How do you feel things have been going?
- How do you see the job developing?
- How do you feel about that?
- Tell me, why do you think that happened?

Probing questions dig deeper for more specific information on what happened or why. They should indicate support for the individual's answer and encourage reviewees to provide more information about their feelings and attitudes, while they can also be used to reflect back to the individual and check information. Examples would be:

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

Questioning Techniques

The reviewer should think about style of questions and appropriate specific questions *before the meeting.*

Types of Questions to use:

Open	These usually start with 'how', 'which', 'what', 'why', 'who', and 'where'. These encourage the reviewee to give information so that reviewer can pick up key words and probe for details e.g. "How do you feel you've been getting on in your job?"
Follow-up / Probing	Use these to follow up a key word or statement, e.g. "I'm not sure I understand. Can you expand on that….." or "Tell me more about….."
Reflective	Use these to check you understand what the reviewee has said e.g. "I think what you are saying is….. Is that correct?"
Link	Use these when you move on to another topic e.g. "that was very interesting, now let's move on to …."
Final	Use these to check that there is nothing further the reviewee wishes to raise e.g. "Is there anything else you want to discuss?"

Summarising	Finish with this and invite the reviewee to share in this, e.g. "let's summarise where we are"
Questions to avoid using (or keep to a minimum):	
Closed	These require a '**Yes**' or '**No**' answer. They can be useful to check facts but should be limited.
Multiple	These ask more than one question at a time and can confuse the reviewee.
Leading	These suggest you want an answer based on your values. The reviewee has to decide whether to give his/her own views on what the reviewer wants to hear e.g. "you like your job, don't you?"

Listening Skills

To be good listeners during the PDR meeting, reviewers should:

- Concentrate on the speakers and be aware of behaviour, body language and nuances that supplement what is being said.
- Respond quickly when necessary but not interrupt.
- Ask relevant questions to clarify meaning.

Comment on points to demonstrate understanding but keep them short so as not to inhibit the flow of the speaker.

DO...

Pay attention
- by looking at the reviewee
- by inclined body language towards him/her
- by minimising distractions

Gather information
- by observing reviewee's body language
- by listening for his/her feelings

Test for understanding
- of facts
- of feelings

Hold your fire
- by suspending judgement
- by not responding too quickly
- by allowing silences

Express understanding
- by reflecting back key phrases
- by showing empathy

DON'T...	TRY...
- Interrupt or show impatience	- To keep an open mind
- Jump to conclusions	- To recognise your own blind spots and prejudices
- Be too quick to give advice, unless reviewee requests it	- To be responsive more than initiating

Do you *really* LISTEN?

L = Look interested	Adopt a positive, encouraging body language, lean forward slightly, nodding in recognition of what is being said
I = Involve yourself by questioning	Use open questions to establish facts and to follow logic of what is being said
S = Stay on target	Intervene carefully if the discussion goes off topic, ask the reviewee to make clear the relevance of what is being said
T = Test your understanding	Summarise in your own words what has been said. For example "now let me see if I've got this right, what you are saying is…'
E = Evaluate the message	You will already know some things so relate what is being said to what you already know
N = Neutralise your Feelings	Do not be prejudiced or assume that you know how the reviewee will react to suggestions or comments

Coaching Techniques for Line Managers

Although you may not see yourself as a formal 'coach', there are a number of tools and techniques deployed by coaches that line managers can make use of in their day-to-day work.

Coaching is a conversation, or series of conversations, that one person has with another. The person who is the coach intends to produce a conversation that will benefit the other person (the coachee) in a way that relates to the coachee's learning and progress. Coaching conversations can happen in different timeframes and in different environments. For example, you might coach someone during a quick chat at the coffee machine or in a more formal meeting, such as a PDR, where you need to discuss something at length.

The clues to whether a conversation is a coaching conversation are:

- Is the focus of the conversation mostly on the individual being coached?
- Is the intention of the 'coach' positive towards the person being coached?
- Are the skills of listening, questioning and reflection used?
- Will the individual think about the conversation afterwards and benefit from that reflection?
- Does the conversation benefit the thinking, learning or actions of someone in some way?

'Managers who coach encourage others to think for themselves'

	A Directive Manager	A Coaching Manager
Beliefs I operate from:	• I am the most senior person in my team • I am expected to have solutions / make decisions • I am responsible for the actions of people in my team	• Relationships with my team are based on equality • My subordinates can generate great solutions • My team are responsible for results they deliver
Skills that I develop:	• Clarifying situations, clear communication • Creating structure, organisation • Problem solving, decision making	• Focused listening, open questions, facilitation • Reflection, feedback, open observation • Empathy, relating to different character types
My typical behaviours:	• Questioning for clarification • Listening for relevance / exception / difference • Giving instructions	• Seeking first to understand • Challenging interpretations, barriers or false limits • Encouraging others to think and act responsibly
I learn not to:	• Display confusion • Take on too many viewpoints • Give control or influence to others	• Quickly offer solutions • Eagerly display how knowledgeable I am • Control the direction of conversations
Things I make important:	• Creating direction for others • Maintaining a sense of progress • Doing the 'right' thing	• Creating a context in which I can coach others • The learning and development of people • People's ability to think and act for themselves

Remember that your focus during a coaching conversation is to help the person fix the issue – not for you to fix the issue. So ask questions that help *them* think about the situation, rather than help *you* think about the situation! (Starr, 2012)

➕ **TOP TIP: Coach the person not the issue**

'When people work things out for themselves they are more engaged in the solution'

Extracts taken from: Starr, J., 2012 *Brilliant Coaching* 2nd ed. Harlow: Pearson Education Limited – a great book for any manager interested in developing their coaching skills.

Coaching-Style Questions

- What is happening at the moment?

- What seems to be the most important thing for us to focus on now?

- Can you say more about that?

- If we had Sam here, how would she describe the situation?

- What effect does this have on you?

- What could you do?

- What alternatives are there?

- What have you seen used by other people?

- What are the pros and cons of doing that?

- How would you rate those options (1-10) in terms of practicality?

- What are the next steps then?

- What might get in the way?

- What support do you need?

- What could you do about that right now?

- When should we next meet?

- What should we review next time?

- What will you do if it doesn't work?

- What else? (a simple but very effective follow-up question for probing further into a range of situations)

Learning and Development

During the PDR discussion learning and development needs may be identified. It is important to note that learning and development is not simply attending training courses. Together with the reviewee you must identify the most appropriate means to meet the need and consider why training and development may be necessary, both for the individual and for the department/organisation. The following is a selection of ways in which learning and development can occur:

Work Related Opportunities
Project work with a defined developmental element
Managed job movement within / between departments
Stretching objectives
Exposure to your immediate managers' work, thus enabling you to deputise more fully for him / her over time.
Access to organisation business plans / reports to boost company understanding
Delegating part of projects
Attending management meetings in other departments
Seeking greater involvement in decision making processes
Secondments (including part-time secondments e.g. 20% of the time)
Deputising for others in your team
Shadowing an expert
Attending cross functional events
Representing your section / function at meetings and events

Training Related Opportunities
Access to a suitable range of learning material to enable you to carry out self-development activities when it suits you e.g. You e-Develop https://www.exeter.ac.uk/staff/development/your/youedevelop/
Formal courses
External Professional / Academic development

Other Opportunities – Tools & Techniques
Receiving regular and quality feedback from your immediate manager, peers, etc.
Developing goals / aspirations
Creating a Personal Development Plan
Keeping Learning Logs
Supported use of the internet to aid further development
Conscious network development within / outside the business
Skilled coaching from your immediate manager, other managers, peers, etc.

Giving and Receiving Feedback

Feedback is information about performance that leads to action to support development. It is as much about **reinforcing effective and strong performance** as it is about **identifying areas of potential improvement**. The outcome of the feedback process should be someone who is engaged, energised and motivated to strive for increased performance.

Feedback should be based on facts, not subjective opinion, and should always be backed up with evidence and examples.

The aim of feedback should be to help employees understand the impact of their actions and behaviour. Corrective action may be required where the feedback indicates that something has gone wrong. However, wherever possible, feedback should be used positively to reinforce the good aspects and identify opportunities for further positive action. Feedback will work best when the following conditions are met:

- Individuals are given access to readily-available information on their performance and progress.
- Feedback is related to actual events, observed behaviours or actions.
- Events are described rather than judged.
- Feedback is accompanied by questions soliciting the individual's opinion why certain things happened.
- Individuals are encouraged to come to their own conclusions about what happened and why.
- There is understanding about what went wrong and an emphasis on 'putting things right' rather than criticising past behaviour.

Feedback is based on a series of cycles of:

• Presenting a clear and specific summary of **observation** of behaviour.
• Describing the **impact** of the behaviour on others, or the situation, or how it made the observer feel.
• Discussing the **implications** of that behaviour in day-to-day situations.

Observing Feedback

Accurate observation of what was said and done is at the heart of effective feedback. It is vital to record these observations so that they can be used as examples to back-up your comments. It is useful to try and make notes as and when you have observed such evidence.

Preparing the Feedback

Preparation is essential for feedback to be effective; plan what it is you are going to say and note examples to emphasise messages. Effective feedback reinforces positive behaviours and strengths as much or more than focusing on areas where improvement can be made. Give as much attention to the evidence for effective performance as for ineffective performance.

> ⚜ **Key to successful feedback is giving people a manageable amount to go away with and put into practice.**

Types of Feedback

Positive feedback tells the person what they did well and rewards them for it.
"Mary, you really did well to finish that report at such short notice."

Its purpose is to encourage the person and to reinforce their behaviour.

Constructive feedback tells the person what needs to be done better and how to do it.
"Mary, please make sure you leave time to check the report for typing errors."

Its purpose is to help the person see how they could do a better job next time.

Successful Feedback: Hints & Tips

Giving Constructive Feedback	Receiving Feedback
• Do ask the recipient for their feedback first before sharing your own views.	• Do listen, you cannot judge the validity of feedback if you have not clearly understood what is being said.
• Do prioritise your feedback, don't overload the receiver.	• Do suspend judgment; let the person finish what they have to say.
• Do feed back on observed behaviour, don't make subjective judgments.	• Do allow others to finish talking, don't jump in; wait until the feedback is finished and you have the full picture.
• Do be specific – use examples when giving feedback, don't make generalisations.	• Do paraphrase and summarise what you think you have heard to be sure you have heard it correctly and with the proper emphasis, don't go away with the wrong message.
• Do give positive feedback before constructive, don't start on a negative when you have a positive to offer.	
• Do separate positive from constructive feedback, don't link the two with "but" or "however".	• Do prompt for specific examples of behaviour and impact as appropriate, don't agree if you don't fully understand what is meant by the feedback.
• Do be clear about what the individual did well and what they could do to improve, use a positive, negative, positive sandwich if appropriate.	• Do avoid arguing, denying, justifying or minimizing the feedback - if you believe the information incorrect then you can present contrary evidence, don't become heated or emotional.
• Do ask questions when giving feedback, don't make the conservation one-sided.	
• Do time your feedback, don't wait until a long time after the event.	• Do gather additional information from other sources, don't just rely on feedback given, seek further review from others you hold relationships.
• Do own the feedback, don't feed back on reported unobserved behaviour.	• Do thank the provider for the feedback given; decide how you will take the comments made forward and put them into actions
• Do have a positive intention when you give feedback, don't use feedback to 'get at someone'; the purpose of feedback is to help the individual.	

Handling Aspects of Weaker Performance

- Avoid starting the conversation on a controversial point.

- Let the reviewee talk freely about his/her job and encourage self-assessment of perceived strengths and weaknesses. Weaknesses raised in this way will be more acceptable than those raised by you.

- If you have to raise points of weakness yourself, limit your criticism to only 2 or 3 points during any one meeting – prioritise your feedback.

- Identify specific examples of performance to discuss; avoid relying on broad generalisations or on gossip.

- Avoid taking notes when sensitive issues are being discussed.

- Do not wait for the formal PDR meeting to raise issues that should have been dealt with at the time.

Feedback Models

E2C2 Feedback Model:
While it can be used for all feedback, the E2C2 model is most useful for delivering constructive feedback, by identifying what needs to change, why and how it can be changed, as well as validating successful behaviours.

Evidence ➤ Effect ➤ Change ➤ Continue

Evidence: give a factual account of directly observed behaviour only.
"Your last couple of reports have contained a number of factual errors." (Describe what these were.)

Effect: describe the impact of the behaviour.
"This undermines our credibility and means that we need to re-issue the report with corrections, which takes time."

Change: clearly describe what they need to do differently.
"I suggest that in future you double check all the figures and then ask someone to proof it for you before it is submitted."

Continue: identify good behaviours which should stay the same.
"You have a real flair for writing reports and getting them out on time. Let's find a way to keep delivering them on time without compromising on accuracy."

The 3 W Model of Feedback:

Start by asking the person to think back:

Ask them: **'What went well?'**	Keep them here, and steer them back on to the positives even if they stray into the negatives.
Once they have thoroughly reflected upon what went well, ask them: **'What did not go so well?'**	Guide them to thoroughly explore any aspects that did not go so well.
Once they have thoroughly reflected upon what did not go so well, ask them: **'What would you do differently?'**	Encourage them to problem solve and find their own solutions.
At this stage, you as the person giving feedback have said very little but now it is your turn to add your thoughts based on what they have told you: **'What I thought went well was…'** Then: **'What I thought did not go so well was…'** Then: **'What I think you could do differently next time is…'**	Focus on each area thoroughly before moving onto the next – do not be tempted to flit from 'goods' to 'bads'.

Event, Effect, Change Model of Feedback (EEC):

- Describe the event or the example of performance

- Relate the effect that this had on you (not anyone else)

- Ask the individual to think of what they need to do to change

BOOST

Feedback should give you a BOOST:

- **B**alanced
- **O**bserved
- **O**bjective
- **S**pecific
- **T**imely

Action Notes

Capture some of your immediate thoughts and reflections from today's workshop – not just what you've heard from the trainer but from your fellow delegates too. What would make a difference to you and your team?

It's easy for these ideas to be forgotten once you get back to work – consider why you want to make changes, the benefits they will bring and how you're going to translate your thoughts into sustainable action.

Doing well.....

Not doing so well.....

Need to start doing / do more of.....

Need to stop doing / do less of.....

Personal Action Planner

What have you learned?	How and when could you use this?	What resources or support might you need?	Do you foresee any obstacles?	How could you overcome these?	How will you know you have been successful?	Target and review dates

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