

PDR Form Completion Guidance

The Covid-19 outbreak has had a significant impact on the contributions that many members of staff have been able to make during the period of the pandemic. This has been recognised by the People First initiative that suggested that both academic promotions and performance and review processes should be sensitive to this. PDR forms therefore now include the opportunity for staff to provide comment on how the Covid pandemic has impacted on their performance, their health and wellbeing and their opportunities to progress and meet assigned objectives.

Light-Touch PDR

As the complexities of University life continue to grow, we must continue to ensure the tools we use to support us in delivering our goals remain useful and truly fit for purpose. To that end we have taken time to reflect on our PDR process. As in previous years, PDR will continue to be an annual University wide process however we will retain the simplified and streamlined approach to PDR from last year with a focus on career progression and development.

The PDR forms for both academic and Professional Services staff this year are designed to help frame the conversation and capture the key points. For the majority of staff, many elements within the form are optional and it is important to note that not every section requires to be completed. The form does not need to be a long document and it is fine to use bullet points. However, capturing some information within the relevant sections acts as a prompt for discussion between reviewee and reviewer and informs the reviewer's narrative, providing a record of the conversation as well as agreed objectives which can then be reviewed and updated throughout the year. Over time, a record of PDR forms and conversations can be a reminder of growth and development.

As a reviewee

Everyone should take time before their PDR meeting to prepare. This will include reflecting on things that you are proud of, things that have gone particularly well, as well as things that didn't go as well as you had hoped and any challenges or issues you have faced in the past year. You should consider how well you think you have performed overall and have examples of why you believe you have been working at that level.

Academics should review the metrics that have been auto populated, check they agree with the data and make comments about the information.

Professional Services staff may want to collate examples of feedback they have had throughout the year.

Everyone is encouraged to think about what objectives they feel would be relevant for them to set and in the context of the University values; Ambition & Excellence, Curiosity & Discovery, Integrity & Truth, and Inclusive Community - [University of Glasgow Values](#) . You should also give consideration to what development needs you might have to support you to achieve these objectives.

As a reviewer

Ensure you have feedback to hand and reviews of work completed and feedback obtained from colleagues in line with objectives and ongoing work.

Consider draft objectives for the next year and what development may be required by the reviewee to achieve these objectives.

Focus on Development

It can be helpful to think about what your development needs are for the short-term and the long-term. The following questions could trigger some thoughts:

- What new skills, knowledge or experience would be of help in the forthcoming year?
- What learning approach is most likely to have a positive impact?
- What is available within the College/University Services/elsewhere?
- How does it fit in with my wider career and development aspirations?

Identify your development needs

Identifying your development needs can be challenging. Often, we find ourselves looking at simply what training courses are available and deciding which of those would be most helpful. In fact, it is better to try and identify what the development need is and then to work out ways of meeting that need, which may or may not be a training course. It is important to consider the full range of development methods available which might include, on-job training, eLearning, coaching, mentoring, peer observation, forums, conferences, job shadowing, involvement in a project, secondments, as well as formal training workshops.

Identify what skills, knowledge and behaviours are 'required' for you to do your job well

Every role in the University has a job description and a person specification. Your job description will list the things that you are expected to do. The person specification will identify the skills, experience, knowledge and [The Glasgow Professional Behavioural Framework](#) outlines the behaviours that you need to do that job well. Your PDR meeting provides an opportunity for you to have this discussion, but you can discuss your development needs at any meeting with your reviewer or line manager during the year. It's also worth thinking about the skills, knowledge and behaviours that you may need to develop in the future for your current job. You may know for example that your role will be changing or that you will be working on different projects or that you are interested in a career change. What new or different skills, knowledge and behaviours will you need to be effective in the future? It is important to reflect and to be honest with yourself. Are there areas of your work, for example, where developing more confidence would make a real difference to your success? Are there knowledge, skills and behaviours that you need only on occasions that would benefit from some development? Can you identify areas where you feel confident and capable but where these areas could become even greater strengths for you with some further development?

Setting Your Objectives- Consider your development needs, try and be as specific as possible about what you need to do differently. It is best practice to develop a Specific Measurable Aligned/Achievable, Relevant, Timebound (SMART) goal. This will really help you when you are deciding how to best address your development needs. It will also help you review and measure your success/progress. For example, "I need to learn how to use Outlook to sort, prioritise and store my emails," will be much more helpful than "I need to be more organised," when it comes to deciding what development you need. It will also help you check how the Outlook training you undertook actually made a difference in your ability to be organised.

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