Your Annual Review

<u>Before the meeting</u>

1. Familiarise yourself with the [University's Behaviours Charter](#).
2. Performance Objectives:
    *   When you are reviewing progress against your objectives, consider what opportunities you have had to demonstrate the behaviours as outlined in the Behaviours Charter over the review period
    *   Identify whether specific behaviours are Positive examples (In the "We will" category) or Developmental examples (In the "We will not" category)
    *   Also consider what support or development would help you to approach or tackle tasks or situations differently in terms of HOW you approach them
3. Be prepared to share examples where:
    *   The way you have approached a task has helped you to progress or achieve your objectives. We have provided some examples below.
    *   You could have approached a situation or task in a different way to reach a different outcome and better demonstrate our values – specifically think about what you could have done differently and how it might have helped you and the people you were dealing with

<u>At the meeting</u>

1. Highlight HOW you have worked towards (referring to the Behaviours Charter), as well as WHAT you have achieved, when discussing how you have progressed your objectives
2. Ask for feedback from your manager, and discuss support and opportunities to either continue working in this way, or to behave differently
3. Agree any actions with your manager

Additional Information for Line Managers

<u>Before the meeting</u>

1. Familiarise yourself with the current draft of the [University's Behaviours Charter](#).
2. AS well as WHAT the member of staff has delivered, consider HOW they have delivered those outcomes over the review period, based on what you have observed and any feedback you have received:
   - What have you observed in terms of demonstrating the behaviours in our Behaviours Charter?
   - Can you pick out any examples where you have observed specific behaviours which positively reflect the Charter which you would be willing to share with them? (Referred to in the examples below as Positive examples, referencing the "We will" section of the Behaviours Charter)
   - If you see areas for development, what evidence do you have that they should seek to improve? How did their behaviour impact delivery of the objective? (Referred to in the examples below as Developmental examples, referencing the "We will not" section of the Behaviours Charter)
   - What reliable feedback have you had about HOW the member of staff has behaved over the review period?
   - How can you support them to build on positive examples or address any areas for development:
     - When positive behaviours have helped them to move towards achieving their objectives, how can they maintain or build on this for the future?
     - When they could have done things differently, what support or development do they need to help them approach or tackle situations differently in future?

<u>At the meeting</u>

1. Ask questions to clarify HOW they have worked towards or achieved their objectives (referring to the Behaviours Charter), as well as WHAT they have achieved, when reviewing progress against their objectives
2. Be prepared to share feedback on the member of staff's performance in relation to the Charter and explore ways to support them to continue working in this way or behave differently
3. Agree and record any actions

Examples

Objective – to introduce a new way of working to my colleagues

Positive example of: **Accessible and Inclusive** – being open to different ways of thinking and ideas

We provide a service to University staff. A has not been working as efficiently as it could be for several months, resulting in a backlog of requests and disgruntled staff. I was asked to review the existing process and suggest how we could improve it. Firstly I made sure I was familiar with our existing process, but I also asked both the staff who administer the process and our end users for feedback and suggestions on how it could be improved. I discussed any potential changes with the team to fully understand the impact and get their buy-in, and once it was implemented, we continued to get feedback from users of the service to continue to improve it. The backlog has disappeared and we are now getting compliments on how efficient we are.

Objective – being part of a working group to design and implement a change across the University

Positive example of **Relevant** – proactively looking for new and better ways of doing things

When the team was asked for volunteers to get involved in this group, I immediately put my name forward. I knew that the change was necessary as I could see the problems our existing ways of working were causing, and I had some ideas on how it could be better. I took an active part in the workshops, sharing my ideas, and I also asked my team for their input so I could share it with the group. The change that was implemented was not exactly what I had proposed but was even better. I am very glad I had the chance to be part of it.

Objective – to adopt new ways of working within my team

Developmental example of **Ambitious** – working in silos and not aligning work to the goals of the University, actively avoiding or resisting change

As an output of a larger change programme, we had to adapt the way we work in our team to adhere to newly designed standard processes. I was not part of defining what the new processes were as I had not been able to attend any consultation workshops and hadn't taken the opportunity to share my feedback with the rep from my team. I was resistant to the change as I knew it was going to take longer for me to do certain things, and I had been successfully doing my role for several years using the old process. I struggled to understand why the change was necessary. I know now that my attitude to the change made my life more difficult for a period of time, and I had feedback that it was having a negative impact on my peers. I accept that I did not look at the bigger picture and I was only focusing on my small part of the University. The overall impact of the new ways of working has been positive. In future I will aim to share my feedback and look for opportunities to get more involved in shaping future changes.

Development options may include:

- Identify opportunities with my line manager to manage some continuous improvements, working collaboratively with the team
- Learn more about how people react to change to help me become more self aware (e.g. Change Toolkit)
- Involvement in future working groups outside the team

Objective: organise a one day workshop for 20 people

Developmental example of **Principled** – Avoid taking responsibility for our own actions

I was asked to organise a one day workshop even though I had never done anything like this before. I thought at first that it would be straightforward and so had no hesitation in confidently saying yes. When I started organising it I realised that there was much more to think about than I had realised. I didn't have enough of a network within the University to ask the right questions and I procrastinated, leaving a lot of tasks until the last minute. When you asked me how I was getting on, I just said it was all fine as I didn't want to accept that I couldn't do it without help. I realised it was a big problem when you started to ask more specific questions as we got closer to the event, and that was when I got a bit emotional and told you how much still had to be done. I then got the help I needed and thankfully everything went well, but I know that I should have asked for help much earlier. I realise now that asking for help is OK and I can't be expected to know everything. I learned so much from the people that helped me and I am confident that if I have to do this again, I will be much more confident at asking for help from others.

Development options may include:

- Being asked to partner with a colleague to deliver a task I haven't done before
- Supporting a colleague to do something I am confident doing
- Having more open and honest check-in conversations with my manager
- Review University development resources, e.g. Linkedin Learning, Learning and Organisation Development toolkits, or the Online Development Toolkit, to help me improve how I plan and structure my work