How Are You Doing?

Skills for Effective Staff Reviews

Facilitator’s Notes for Group Workshop
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Timings given in these workshop notes are approximate and will vary dependent upon the number of people in your group, their experience of conducting reviews and the number of video scenes that you include.

To encourage discussion it is recommended that the overall group size is between 9 and 15 people.

It is recommended that seating is arranged in café style.

It is important that the facilitator previews all the video scenes prior to the workshop and selects those most suitable for the group. Facilitators might find the notes ‘Facilitator’s Notes to Support Video Scenes’ helpful.

Videos can be accessed via the link on ‘Skills for Effective Staff Reviews’ home screen.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Content</th>
<th>Facilitator notes</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>• Introduce self and topic</td>
<td>Slide 1</td>
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<td></td>
<td>• Domestics (length of workshop, refreshments, toilets, emergency exit route)</td>
<td>Slide 2</td>
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<td></td>
<td>• Give the aims and outcomes for the workshop and an overview of the day</td>
<td>Slide 3</td>
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<td>• Delegate introduction</td>
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<td></td>
<td>o Ask group to discuss with 2 or 3 other people, the good and not so good points about reviews</td>
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<td></td>
<td>o Throw a koosh ball (or similar) to one participant and ask them to:</td>
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<tr>
<td></td>
<td>• introduce themselves,</td>
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<td></td>
<td>• tell the group about their experience of reviews,</td>
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<td></td>
<td>• state what they want from the session and</td>
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<td></td>
<td>• alternately one good thing and one thing not so good about reviews. (so the first person says a good thing, the second a not so good etc)</td>
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<td></td>
<td>o When the first person has finished ask them to throw the koosh ball to someone else in the group. Carry on until everyone has introduced themselves</td>
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<td>Chart these on flip chart/white board</td>
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**Reviews in practice**  
*Lead a discussion on the feedback from the introductions. You might wish to comment on:*

- The amount of review experience within the group - we can learn from the more experienced delegates
- The positive comments about reviews
- The expectations of the group - if some aren’t going to be covered point this out and signpost where they can obtain this skill/knowledge

Go over the ‘not so good’ examples and turn these into positives. For example, if somebody comments that at their last review lots of things were agreed but nothing happened as a result, then talk about how they, as the reviewer would make sure that this didn’t happen.

Look at the ‘good things’ about reviews and reinforce these.

Stress that a review is only as good as the reviewer and it is up to them to make it a motivational and effective experience.

**Your University Process**  
*The process for conducting reviews will be specific for each university. This section should include information about the scheme at YOUR university and is likely to include:*

- Review Policy
- Process
- Responsibilities
- Frequency
- Paperwork

**The Review Meeting (introduction)**  
*Having discussed the process at your university the group are now going to consider the skills and behaviours necessary to conduct an effective Review meeting. To set the scene let’s have a look at this video*

*(Video 1 - Introduction, this contains 5 individual scenes of what can go wrong at a review)*

Show Video - Introduction

*Discuss what could be done differently.*
Split the group into small syndicates and ask them to discuss the skills needed to conduct an effective review. (10 minutes)

Get feedback from groups

These should include:

- Questioning
- Listening
- Giving feedback
- Gaining agreement
- Committing to actions

Introduce and show Video 2, Key Skills

Ask the delegates to make a note of:

- The types of questions asked
- What made the questions effective

Compare the key skills identified on the video with those identified by the group

Go through the key skills

Listening
Discuss the importance of effective listening and allowing silence.

Giving Feedback
Ask the group to recall a time when they have been given effective feedback. Discuss in small groups what was it about the feedback which made it effective. (10 Minutes)

Ask for a summary of their discussions and put notes on flip chart.

Share ‘The Golden Rules of Feedback’

- Feedback should be specific
- You should have witnessed the event
- You should own it (I statement)
- Feedback should be about something that can be changed
- Feedback should happen as soon after the event as possible (nothing should come as a surprise during a review)

Gaining Agreement
Discuss with the group how to gain the team member’s agreement - refer to examples in the film
Commitment to Actions
Agree SMART objectives
- Specific
- Measurable
- Achievable and Agreed
- Realistic
- Timebound

Ask the individuals in the group to write themselves a SMART objective and share this with a partner. (10 mins)
Ask for volunteers to share theirs with the larger group
Check to ensure that their objectives are SMART

Effective Reviews
(The Effective Reviews Videos show 5 different scenes showing parts of reviews for different job roles. Select the most appropriate for your group. Prior to the workshop review the suggestions for using the video scenes)

Remind the group of the background information and lead a discussion on how they would tackle the review meeting.

Discuss the differences/similarities from their ideas to those shown in the video.

Issues
Ask delegates to consider what particular issues might arise in the reviews they will be carrying out. Discuss how they might handle these.

Get feedback from the groups and discuss different approaches

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Skills Practice  Write your own scenario

(1 ¼ hours)  Ask all delegates to think of a review scenario -
- Give out the reviewers template and ask them to complete it
- Put delegates into groups, ideally of 3 people who have an understanding of the jobs to be reviewed.
- Within the groups, one person will be the reviewer, one person the team member and one person an observer who will be giving constructive feedback to the reviewer.
- For each skills practice the reviewer will need to brief the two other people in the group about the scenario
- Carry out one skills practice
- Allow time for feedback from the observer
- All three people to reflect and agree how things could have been done differently/better
- Swap roles. Remind delegates to put into place what they have learnt from skills practice 1
- Repeat until all three people have had an opportunity to do all three roles

Feedback
Get the group back together and discuss:
- What went well
- What they did differently/better after reflection
- Key learning points

Summary  Summarise the key learning points from the workshop:

(10 mins)
- The benefits of an effective Review from the point of view of the reviewer, the team member and the University
- Developing your key skills will make you an effective reviewer

Close Workshop