Title of Project:	**Embedding the AUA Professional Behaviour Framework into the annual Personal Review – a pilot project with Teaching Administrators**
Level:	**Institutional/*Team/Individual***
Date of Project:	***October 2010-July 2011***

1   The Project Brief

The project involved embedding the AUA Professional Behaviours Framework into SGUL's Personal Review (appraisal) process, piloting its use with a group of teaching administrators and, following evaluation, consider rolling out a revised Personal Review (PR) process to all administrative staff.

The aim in embedding the Framework into SGUL's PR process, was to:
- give focus to the personal development element of the PR discussion
- facilitate discussion of expectations and professional behaviours within roles

For the pilot group specifically one of the desired outcomes of the project was to provide line managers with an overview of the collective training and development needs of the group of teaching administrators.

Individuals involved in the pilot used the Professional Behaviours Framework "self-assessment form" to plan for their PR. Reviewees were asked to rank the nine behaviour groups in order of importance for their job role. This was also done by reviewers for each of their reviewees. This was then to be used to structure the PR discussion around role expectations, standards of performance and identification of development needs. Following the PR, individuals would have a tailored personal development plan, based on the Professional Behaviours. Furthermore, a collective development plan would emerge, for the group as a whole.

2   Project Context

SGUL's strategic plan states our aim to: **"Strive to attract, retain and nurture the most talented staff"**, with specific objectives to:

- Develop and implement robust processes around performance management and succession planning. *(This includes new performance management and personal review processes, robust processes for succession planning).*

- Develop other motivational factors to compliment the salary reward packages, addressing the needs of all staff (clinical, non-clinical; academic, non-academic, teaching and research). *(This includes creating an agreed line management structure for all staff, reviewing our current staff development provision, developing career pathways for non-clinical teachers and administrative staff).*

- Develop a stronger collaborative staff culture underpinned by improved communications and support. *(This includes providing dedicated areas for staff networking, developing annual events which bring staff together from across the site).*

We felt that we could link the aims of this project to each of these strategic objectives.

A review of teaching administration had previously been carried out at SGUL. The results of which involved moving staff from academic divisions to central registry and changes to job descriptions, work processes and systems. It was felt that this project would provide a form of support for this group of staff who had undergone a substantial period of change following the teaching administration review.

During 2010 we had made some fundamental changes to the PR scheme for academic staff (including the introduction of performance standards and a model of workload distribution). This had resulted in a changed PR process for academic staff with no comparable process for administrative or research staff.

Furthermore, at the start of 2011 SGUL embarked on a cost reduction strategy and a programme of restructuring of administrative departments (this included central registry).

3   Project Participants
The Professional Behaviours Framework was piloted with a group of staff defined internally as "teaching administrators" i.e. those members of staff with responsibility for running part of an academic programme of study. This group comprised c20 members of staff in central registry and c13 in academic divisions.

The project team included – Staff Development Manager, Deputy Academic Registrar, Undergraduate Teaching Administrator (Clinical Sciences), Undergraduate Teaching Co-ordinator, Clinical Sciences, SIS Project Liaison Officer, Assistant Registrar (Clinical Sciences).

During the early stages of the process a new Academic Registrar joined the Institution and the project received her full support.

4   Outline of Approach Taken
4.1   Project Team
A project team was set up with the individuals listed above. It was important to ensure a mix of individuals from central registry and academic divisions. The timescale for the project was set to mirror SGUL's PR round, which takes place during Jan-April.

Three project team meetings were held, in November 2010, January 2011 and March 2011. A final project team meeting took place in October 2011, prior to the final briefing for participants on 18 October 2011.

4.2   Consultancy Support
Our project team worked with Jan Shine, Paullus Consultancy. In the early stages of the project Jan met with the project lead and some members of the project team. She asked a number of useful questions which helped guide our project planning. At this meeting we agreed a division of workload and Jan drafted all the paperwork to be used in the pilot.

On 19 January 2011 a project briefing was held for everyone involved in the pilot. This event was co-facilitated by the project lead and Jan Shine.

5   Materials Used
During the project the following materials were used:
- AUA CPD framework guidance notes
- AUA Professional behaviours self-assessment template

- Professional behaviours framework ranking exercise (adapted from the professional behaviours framework) (*Appendix 1*)

In addition, Jan Shine drafted a set of guidelines (*Appendix 2*) for participants on how to complete the PR paperwork and adapted our exiting PR form (*Appendix 3*) to reflect the professional behaviours. These documents were further developed by the project team.

6   Observations and Learning Points

At the outset of the project we were aware of several issues which would impact on the success of the pilot. The first was the introduction of a new online PR system and secondly a series of reviews of central administrative departments.

The online PR system did not reflect the additional elements we had included in the form for participants in the pilot. As a result, some of the participants either completed their PR on paper or completed two forms – an online one, supplemented with the Professional Behaviours paperwork. For some, this created an additional layer of form filling (albeit a "virtual" form).

The reviews of administrative departments also involved central registry. The Registry Review did have a significant impact on the way in which PRs were carried out (regardless of whether or not people were involved in the AUA pilot). Anecdotally, people displayed "review fatigue" and felt that undertaking PRs with the focus on developing themselves and their job at a time where there was so much uncertainly about their roles was counterproductive.

On reflection, the project would have benefited from having more time devoted to briefing and supporting those involved. Attempting to fit in with the Institutional timetable of conducting PRs during January-April meant that things felt rushed.

During the project phase, our internal AUA representatives set up a series of lunchtime seminars entitled *The Business of SGUL*. I was invited to give a presentation of the AUA CPD Framework to a group of 20 administrators, the majority of whom were not involved in the pilot. This generated interest in the framework and useful discussion as to how the framework could be used in specific areas e.g. the library.

7   Evaluation

Feedback on the project was collected formally by an evaluation questionnaire which was sent to all those involved. A summary of the feedback is presented in *Appendix 4*
Anecdotal feedback was also collected as the project progressed, which in broad terms reflected the feedback given formally. Some headlines include:

- 44% of those involved in the pilot responded to the evaluation questionnaire
- 73% attended the initial briefing session in January 2011
- 52% felt that the quality of discussion during the PR was enhanced by the professional behaviours model
- There seemed to be a mismatch between reviewee and reviewer experiences. With reviewers reporting more positive feedback.

8   Conclusion

Our aim of embedding the AUA's model of professional behaviours into our Personal Review Scheme and piloting this with a group of teaching administrators was achieved.

The project team could immediately see how the professional behaviours model could work at SGUL. Being part of the AUA's first pilot cohort was attractive to us as a small institution as it gave us the opportunity to be an "innovator" rather than a "follower". Working with the

model over the course of the project has given those involved an opportunity to reflect on its usage and also think about other ways it could be used.

Through the evaluation we have identified a number of changes that would need to be made before we consider rolling out the model to all administrative staff. We need to further explore whether the model is relevant to all our administrative roles and consider other ways the model could be embedded into the personal review process without making it an onerous, form filling, time consuming task. Any future roll out of the model needs both reviewers and reviewees to be absolutely clear as to how to get the most out of any revised PR scheme. As an institution we could also consider other ways in which the professional behaviours model could be adapted for use in other situations.

To bring the pilot to an end we plan to hold a large meeting for everyone involved where we will feedback the outcomes of the evaluation questionnaires and then focus on the collective learning and development needs emerging from the project (***Appendix 5***).

Learning Points for Other Institutions
- Do not underestimate the importance of communication. Ensure those involved in the project are clear about the process and their role within the process.
- Choose a small-scale and manageable project, with a defined end point
- Have the support of a senior manager
- Be mindful of other institutional priorities and how these may impact on the project delivery and outcomes

Personal Reflection
From a personal point of view I have valued the opportunity to network with other institutions outside of the M25 cordon. The experience has given me a number of alternative perspectives. Internally I have worked with a group of people I wouldn't normally get to work with, giving me an interesting insight into their roles, what they see as the difficulties in their roles and the way in which they regard their personal development.

THE CPD FRAMEWORK PROFESSIONAL BEHAVIOURS FOR PROFESSIONAL SERVICES STAFF

Ranking	Behaviour group	Descriptor
	Managing self and personal skills	Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others
	Delivering excellent service	Providing the best quality service to external and internal customers. Building genuine and open long-term relationships in order to drive up customer service standards
	Finding innovative solutions	Taking a holistic view and working enthusiastically and with creativity to analyse problems and develop innovative and workable solutions. Identifying opportunities for innovation
	Embracing change	Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas
	Using resources	Making effective use of available resources including people, information, networks and budgets. Being aware of the financial and commercial aspects of the organisation
	Providing direction	Seeing the work that you do in the context of the bigger picture and taking a long-term view. Communicating vision clearly and enthusiastically to inspire and motivate others
	Developing self and others	Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the organisation
	Working with people	Working co-operatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wide range of interpersonal skills
	Achieving results	Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria.

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AUA CPD FRAMEWORK
TEACHING ADMINISTRATORS PILOT 2011

Guidance Notes

1   Background
1.1   SGUL is one of 21 HE Institutions who have been awarded support from the Association of University Administrators (AUA) to pilot the professional behaviours model, which is part of their overall CPD Framework (www.aua.ac.uk).

1.2   The long term aim is to incorporate the model into the Personal Review scheme for all administration and support staff and the feedback from this pilot will shape further developments.

1.3   The model will be piloted among a group of teaching administrators as part of the PR scheme during the 2011 PR round.

2.   The PR Process
2.1   A flowchart showing the PR process can be seen in Appendix 1.

3.   The PR Form
3.1   Section 1 - Review
        Review Last Year's Objectives
        In this section there should be a review and discussion of the reviewee's objectives set at their previous review meeting. It should be noted whether these have been achieved/partially achieved or not achieved.

        If this is the reviewee's first review meeting, any previously agreed objectives should be noted or the reviewee's job description could be used as the basis for discussion.

3.1.1   Review and Evaluation of Training and Development
        In this the reviewee should be encouraged to reflect on any training and development undertaken during the period under review and whether this has resulted in changes to work practice.

3.1.2   Review of AUA Professional Behaviours

        Guidance for Reviewees (pre review meeting)
        In preparation for the review meeting you should carry out a self-assessment against the AUA's professional behaviours and rank the nine behaviour groups in order of importance for your job role (1=highest importance and 9=lowest importance).

        For example, if you think *Delivering Excellent Service* is the most important aspect of your role and *Providing Direction* is the next most important, these behaviour groups would be ranked 1 and 2 respectively.   Your ranking should be reflected in the second column of the chart on page 2 of the PR form. You may feel that more than one professional behaviour is the most important in your job role. If this is the case it's

fine to have two (or more) ranked the same – this can be discussed in more depth with your reviewer.

For each of the professional behaviour groups, you should then identify which aspects are required for your role and give an example of each. The aspects relate to the requirements of the role and are described below:

Self: behaviours that may be observed whatever the working situation

Others: behaviours that may be observed when interacting with and influencing others, or when managing colleagues

Organisation: behaviours that may be observed when influencing at organisational level or representing the organisation

It is likely that for most teaching administrator roles the majority of the behavioural groups will apply at both *self* and *others* aspects and an example of how a completed self assessment might look like can be seen in Appendix 2.

Next you should identify your strengths in relation to each of the behavioural groups and note these on your preparation form. You should aim to give real life examples of your effective working against each of the behavioural groups.

Guidance for Reviewers (pre review meeting)
In preparation for the review meeting, reviewers should consider the nine professional behaviour groups and rank them in order of importance for the reviewee's role.

You should also note which aspects of each behavioural group are required for the reviewee's role.

Next, in relation to each behavioural group, identify the strengths of your reviewee and note when you have seen this behaviour demonstrated in the reviewee's work.

For each behavioural group identify whether your reviewee has any specific development need(s).

Prepare the feedback against each of the professional behaviour groups that you plan to give to your reviewee.

Guidance for Reviewees and Reviewers (during the review meeting)
In the review meeting, you should discuss and compare your separate rankings of and reviews of performance against the nine professional behaviour groups and agree how these will be noted on the final form.

The reviewer will give the reviewee their feedback on each professional behaviour.

Following the review meeting, when the form is finalised, the table on page 2 will reflect the jointly agreed rankings, the self-assessment of performance by the reviewee and the feedback provided by the reviewer (see appendix 2 for an example).

3.2 Section 2- Contribution to Strategy

3.2.1 Identifying Training and Development Needs and Planning for Career Development
This section follows the discussion of the AUA professional behaviours framework and setting future work objectives. It requires reviewees and reviewers to note any training and/or development identified. For example:

Training/Development Need Identified (a) to achieve work objectives or (b) through the professional behaviours framework	Professional Behavious Group (if applicable)	How will this need be met?	By when?
Be able to generate reports using Agresso	n/a	Attend next available workshop	May 2011
Keep up to date with changes in HE environment	Managing self and personal skills	Read THES. Attend AUA networking events	August 2011
Produce more accurate minutes of the x course committee meeting	n/a	Attend a workshop on minute and notetaking skills	May 2011

It is up to the reviewee and reviewer to agree how many development needs to include in relation to the professional behaviour groups. As a guide this would normally cover those ranked 1-3.

3.3 Section 3 – Other Issues
This final section concludes the personal review and enables the reviewee to raise other issues or highlight any specific issues they wish to bring to the attention of their Head of Division/Department.

4 Confidentiality and Project Evaluation

4.1 The Review of the AUA Professional Behaviours will be kept confidential between reviewer and reviewee and should be removed from the PR form before final submission to HR.
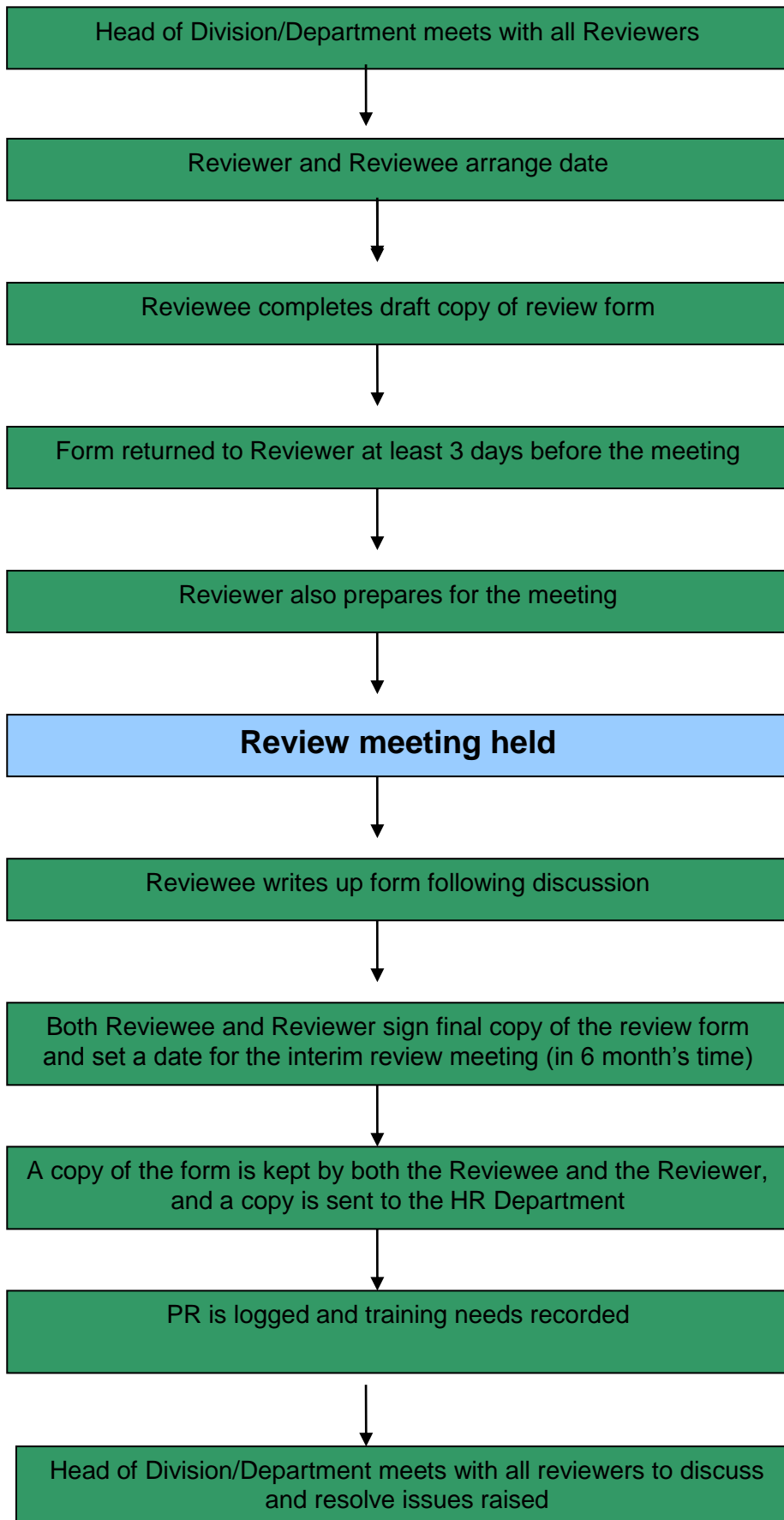
4.2 As part of the project evaluation a report on the overall development needs of the pilot group will be produced, using the information given on the Professional Behaviours form. This will be presented in a collated format and no individual will be identified during the process. Reviewees will be asked to provide the relevant information following their review.

5 Interim review meeting

5.1 Interim reviews will be conducted in the same way, with discussion of the additional elements of the form related to the AUA professional behaviours.

Personal Review Scheme
The Process

Head of Division/Department meets with all Reviewers

↓

Reviewer and Reviewee arrange date

↓

Reviewee completes draft copy of review form

↓

Form returned to Reviewer at least 3 days before the meeting

↓

Reviewer also prepares for the meeting

↓

Review meeting held

↓

Reviewee writes up form following discussion

↓

Both Reviewee and Reviewer sign final copy of the review form and set a date for the interim review meeting (in 6 month's time)

↓

A copy of the form is kept by both the Reviewee and the Reviewer, and a copy is sent to the HR Department

↓

PR is logged and training needs recorded

↓

Head of Division/Department meets with all reviewers to discuss and resolve issues raised

**FICTITIOUS EXAMPLE OF COMPLETED REVIEW OF AUA PROFESSIONAL BEHAVIOURS
AS PART OF SECTION 1 OF PR FORM FOR TEACHING ADMINISTRATORS PILOT 2011**

PROFESSIONAL BEHAVIOUR GROUP	RANKING in role (1-9)	ASPECTS (Self, Others, Organisation) REQUIRED FOR ROLE	STRENGTHS	EVIDENCE OF EFFECTIVE WORKING (real examples that demonstrate listed behaviours for this aspect of the professional behaviour group)	DEVELOPMENT NEEDS	REVIEWER'S FEEDBACK
Managing Self and Personal Skills	2	Self Others Organisation	1. Writing in clear and succinct language 2. Developing and maintaining personal networks of contacts 3. Managing own responses to challenging situations	1. Paper to Teaching & Curriculum Committee September 2010 – feedback from the Chair that my report and supporting documentation was very clear and concise 2. Membership of the special interest group led to contacts in xx and yy departments – enabled me to make suggestions for changes in our area 3. Dealt with a complaint in professional manner and successfully defused the anger expressed by the client despite being upset by a difficult meeting immediately before taking the call	Chairing meetings more effectively Keeping up to date with what is happening in wider HE environment	A.n.other has definite strengths in the areas she has listed, and I'd particularly highlight the standard of written work. The input as a result of contacts in xx and yy were very useful – helped us to improve our admissions admin.
Delivering Excellent Service	1	Self Others Organisation	1. Being clear about where you can be flexible and where you cannot and why 2. Consistently giving positive messages about the organisation	1. I have a good grasp of the university's policies and understand where I can use my own judgement and apply this openly and consistently. 2. I take an 'ambassadorial' approach in all my dealings with clients and other contacts outside of SGUL	Using client feedback to drive improvements	A.n.other consistently delivers outstanding customer service. She has good listening skills which enable her to quickly understand the client's needs
Finding Innovative Solutions	4	Self Organisation	Being open to and applying good practice and fresh ideas from inside and outside the organisation	See 2. under Managing Self and Personal Skills	Recognising the need to go for the less-than-perfect solution at times Spotting an opportunity and taking action to do something about it	A.n.other has plenty of good ideas and now needs to build her confidence to share them with me / the rest of the team more often
Embracing Change	6	Self	Displaying open mindedness to new ideas and proposals	I am able to see the benefits of well thought through proposals even if they do not directly affect the work I do in a positive way. The xyz initiative is a good	Challenging the status quo in a constructive way	I can always rely on a.n. other to respond positively to new ideas and she is a good role

PROFESSIONAL BEHAVIOUR GROUP	RANKING in role (1-9)	ASPECTS (Self, Others, Organisation) REQUIRED FOR ROLE	STRENGTHS	EVIDENCE OF EFFECTIVE WORKING (real examples that demonstrate listed behaviours for this aspect of the professional behaviour group)	DEVELOPMENT NEEDS	REVIEWER'S FEEDBACK
				example of this.		model for the team
Using Resources	7	Self Others Organisation	Recognising that time is cost and adjusting behaviour accordingly	Reviewed all meetings that I regularly attend. De-committed from 3 groups where my attendance not absolutely necessary as others are present and can feed back	Aggregating, utilising and interpreting management information	I have been impressed with a.n.other's review of time spent in meetings and am encouraging others to take a similar approach
Providing Direction	9	Self	Understanding the bigger picture and being clear about how own role fits in	I view my job and my personal work objectives in the context of the overall aims of the team / department / SGUL		I agree with a.n.other's self assessment of strengths
Developing Self and Others	8	Self	1. Engaging positively with appraisal processes 2. Using all situations as potential learning opportunities	1. I prepare thoroughly for PR and view it as a positive opportunity for personal reflection 2. If mistakes are made I ask 'what can I/we do differently next time'	Updating professional/ specialist skills	A.n.other can sometimes react defensively initially when faced with constructive criticism
Working with People	5	Self Others Organisation	Establishing rapport	Positive feedback from Dr X about our working relationship and from Prof Y about how much she values my advice (e-mails attached)	Surfacing conflicts early so that they may be addressed	A.n.other works hard to develop positive working relationships and is able to work effectively with staff at all levels. She has a tendency to avoid conflict situations
Achieving Results	2	Self Others	1. Meeting deadlines 2. Maintaining a high standard of work even when under pressure	1. I use to do lists and Outlook Notes facility effectively to keep track of progress towards meeting deadlines 2. High level of performance sustained during 2010 despite being two members of staff short on the team	Taking time to celebrate successes	Organisational skills are one of a.n.other's key strengths. She plans ahead, consults about priorities and alerts me early on if there are any difficulties

Personal Review Scheme
Teaching Administrators Pilot 2011

St George's
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Please read the guidance notes on completing the 2011 Personal Review before completing this form

Name of Reviewee:	Name of Reviewer:
Division:	Period covered by this review:
Date of Review:	

SECTION 1 - REVIEW

Reviewing Last Year's Objectives

Review and discuss objectives set at previous review meeting.   If this is a first review, note any objectives previously agreed with line manager or use reviewee's job description as a basis for discussion.

Objective	Achieved/Partially achieved/ not achieved	Further information

Review and Evaluation of Training and Development

Reflect on training and development undertaken (e.g. courses, conferences, CPD, project work). What has the training and development helped reviewee to achieve?

Review of AUA Professional Behaviours

Consider the professional behaviour groups and rank them in order of importance for the role (1 being of highest importance and 9 being of lowest importance). For each professional behaviour identify strengths and areas for development based upon the reviewee's self-assessment and feedback from the reviewer.

Professional Behaviour Group	Ranking in Role (1-9)	Aspects Required for Role (Self, Others, Organisation)	Strengths	Evidence of Effective Working (real examples that demonstrate listed behaviours for this aspect of the professional behaviour group)	Development Needs	Reviewer's Feedback
Managing Self and Personal Skills						
Delivering Excellent Service						
Finding Innovative Solutions						
Embracing Change						
Using Resources						
Providing Direction						
Developing Self and Others						
Working with People						
Achieving Results						

SECTION 2 – CONTRIBUTION TO STRATEGY

Setting Personal Work Objectives for the Year Ahead

Agree and set objectives for the forthcoming year. Objectives must be SMART (Specific, Measurable, Achievable, Relevant and Timebound) and relevant to SGUL's Strategic Plan and local Divional/Department Plans. These objectives must be new and challenging and aim to stretch individuals beyond the day to day tasks of their job. More objectives may be added as necessary.

Division/Department Strategic Objective	Personal Objective	Target Date	Resources Required

Identifying Training and Development Needs and Planning for Career Development

Having considered the AUA professional behaviours framework and set work objectives for the forthcoming year, identify any training and/or development required in order to achieve objectives.

Training/Development Need Identified (a) to achieve work objectives or (b) through the professional behaviours framework	Professional Behavious Group (if applicable)	How will this need be met?	By when?

SECTION 3 – OTHER ISSUES

Other Issues

Note any other issues discussed as part of the review process (e.g. health & safety, equality & diversity, review of job description).

Are there any specific issues to be noted to the Head of Division/Department?

SIGNATORIES:

Signed Reviewee:	Date:
Signed Reviewer:	Date:

Appendix 4

Summary of Evaluation Questionnaires

7.1   An evaluation form was sent to all who took part in the pilot (both reviewers and reviewees). 58% of reviewees and 30% of reviewers responded to the questionnaire.

7.2   44% of respondents were based in central registry and 56% in academic divisions.

7.3   73% of respondents had attended the initial briefing session in January 2011.

7.4   79% of respondents felt that preparing for the PR took longer than previous PRs.

Examples of respondents' comments:

"Current PRs seem more focused than previous PRs" (***reviewer***)	"As this was the first time I had to fill out the AUA Model it took a while to familiarise myself with what was being asked and how to fill in the form." (***reviewee***)
"Consideration of the behaviours pages involved significant extra time compared to the previous version." (***reviewee***)	"Having to consider my strengths and think of examples took longer than previously but was thought provoking." (***reviewee***)
"I found the form difficult to complete and very time consuming." (***reviewee***)	"It was a very time-consuming process completing the AUA competencies." (***reviewee***)

7.5   52% of respondents felt that the quality of discussion during the PR was enhanced by the professional behaviours model.

Respondents' comments:

"Ranking of behaviours did not differ because reviewee was very experienced in teaching administration. Not sure if ranking of behaviors with a less experience individual would not differ." (***reviewer***)	"The rankings differed for some of the PRs I carried out but not all." (***reviewer***)
"Discussion with Reviewer was helpful." (***reviewee***)	"I found the ranking exercise was not easily applicable to my role." (***reviewee***)
"I was confused about whether the behaviours should have been from 1 to 9 in order of importance or where each behaviour was rated between 1 and 9. i.e. you could have as many 1s, 2s etc as you felt necessary." (***reviewee***)	"All the behaviours are important." (***reviewee***)

7.6 Participants were asked to provide additional comments on how this style of PR compared to the ones they'd had previously at SGUL:

"I don't think the rankings are of great value." (***reviewee***)	"I really disliked the new style PR; I found that analysing 'behvaiours' meant that my work/performance was considered in a rather piecemeal fashion." (***reviewee***)
"I prefer to analyse my performance by considering whole tasks, projects or responsibilities." (***reviewee***)	"It is more involved, which may be useful in the early stages of performing a role but is not necessary when one is established." (***reviewee***)
"It is more time-consuming to fill out, although it does make you think about your role in detail greater than you would normally have done in the previous PR style." (***reviewee***)	"I found it provided good discussion points in the PR itself and as a result gave it more structure." (***reviewee***)
"I would say that at times it has been frustrating trying to decide on what score to attribute for various aspects of the job, as depending at the time of year the score would vary slightly. Also having to do two PR forms - one online and one paper was time-consuming too." (***reivewee***)	"It made the process much more restrictive as you had to think of really specific examples of a tiny part of your work to fit in the boxes rather than taking an overall look at your performance." (***reviewee***)
"This one had an entirely different flavour to it. It was far more personal and commented on my personality rather than achievements." (***reviewee***)	"This style provided more areas for discussion." (***reviewee***)
"I found it more enjoyable and relevant. Following the guidelines kept you focussed on the job at hand and ansured all areas were covered." (***reviewer***)	"Not sure how beneficial it would be second year running maybe brought out a few more examples of activities carried out." (***reviewer***)
"Preparation for the PR took a longer but it helped in some cases with discussions during the review." (***reviewer***)	

7.7 Only 36 % of reviewees agreed that the professional behaviours framework was helpful in identifying their strengths whereas 100% of reviewers agreed that it helped their reviewees identify their strengths.

7.8 The majority of both reviewees and reviewers disagreed that the model was helpful in identifying their training and development needs.

7.9 46% of reviewees said the model was helpful in enabling self-reflection whereas 67% of reviewers felt that the model helped their reviewee to self-reflect.

7.10 Only 27% of reviewees agree that he model provided more structure for the PR discussion, whereas 100% of reviewers agreed.

7.11 The majority of reviewees and reviewers felt that the ranking exercise was not a useful part of the process.

7.12 30% of respondents felt that they had a constructive discussion around the professional behaviours.

7.13 From the evaluation it is clear that there is a mismatch in the experiences of reviewees and reviewers. 64% of reviewees agreed with the statement "the process was unnecessary and time consuming" whereas 100% of reviewers disagreed with the statement.

7.14 This may be down to the fact that only 46% of reviewees said they had sufficient help and guidance to enable them to use the professional behaviours model (100% of reviewers said they had sufficient guidance).

7.15 Respondents were asked to outline how using the professional behaviours model changed the way they **prepared** for their Personal Review:

"Didn't really change the way I prepared and I found all the extra professional behaviours time consuming and not helpful in reviewing my work over the previous year." (***reviewee***)	"I had to spend a lot more time than usual I had to think about my job in a different way. I've not had a PR before so have nothing to compare against." (***reviewee***)
"Other than the extra time spent on filling in the AUA Model I have found no difference in how I prepared for the PR." (***reviewee***)	"Ensured I didn't miss anything out of the discussion in terms of skills and behaviours." (***reviewer***)
"It allowed me to identify clearly the strengths (and weaker areas) of each reviewee." (***reviewer***)	"Planning the review process was almost done for you. You just had to think about the different aspects and responses to reviewee's own evaluation." (***reviewer***)

7.16 Respondents were asked how using the professional behaviours model changed the way their Personal Review was **carried out**:

"Didn't change anything as we would have had the same discussion focused around the objectives." (***reviewee***)	"It needs to be more business-like. It makes the job of being a reviewer a lot easier I've not had a PR before so have nothing to compare against." (***reivewee***)
"It didn't really change anything." (***reviewee***)	"It enabled me to obtain constructive feedback from my reviewer." (***reviewee***)
"It provided discussion points and covered a more extensive range of topics than in previous	"I think having these set topics was useful as this way you know that you won't omit

PR." (*reviewee*)	something that you might wish to discuss in your PR." (*reviewee*)
"It provided new areas for discussion." (*reviewee*)	"It consumed more time." (*reviewee*)
"Conducted the meeting in a slightly different order." (*reviewer*)	"I found it to be more structured and thorough, although, thinking about it, the strength of the professional behaviour model if followed rigidly can also be a weakness. In other words, I just follwed it through." (*reviewer*)
"It allowed me to focus on the individual and their strengths and weaknesses rather than just setting objectives." (*reviewer*)	

7.17 Respondents were also asked if they had any recommendations for rolling out the model to other administrative staff:

"Apply it just for the first couple of years in a role." (*reviewee*)	"Clarification of the rankings procedure. It was unclear to me." (*reviewee*)
"Ensure that the briefings focus on the positive aspects identified in this survey." (*reviewee*)	"I hope this new model will not be rolled out." (*reviewee*)
"The AUA model was very, very time consuming to complete." (*reviewee*)	"My reviewer was initially unaware that we had to complete this." (*reviewee*)
"As I was not present at the briefing meeting I assumed I was therefore not part of the pilot." (*reviewee*)	"The ranking of behaviours seems to me at least to be unnecessary, somewhat confusing and I'm not sure what the benefit was supposed to be. It wasn't apparent at any rate." (*reviewee*)
"I can understand the use of self reflection on one's role and found the ranking over complicated the process." (*reviewee*)	"It has to be recognised that this is a time consuming exercise for reviewers particularly for those who have up to eight to carry out." (*reviewer*)
"It would have to be modified as it would not suit all." (*reviewer*)	"The rankings should be reviewed, they didn't work as well as they should have done for our teaching support roles." (*reviewer*)

7.18 Finally, respondents provided additional comments on their experiences during the 2011 PR process?

"I found the AUA model was very time consuming,	"I think the process will be quicker in

and added a whole layer of complexity to what in essence should be a straight forward process." (***reviewee***)	subsequent years." (***reviewee***)
"It is difficult to compare last year's PR as it was done with my Manager and the consultant I work for." (***reviewee***)	"This was a better system." (***reviewee***)
"Overall I can appreciate on how this model is beneficial." (***reviewee***)	"Sorry to be so negative - but I really hated it!" (***reviewee***)
"The strengths would probably be the same each year which could make it a bit repetitive." (***reviewee***)	"It made you think and evaluate strengths and weaknesses and helped identify development needs much better that the present PR process. I would worry about the benefits in subsequent years in some cases." (***reviewer***)
"It was very time-consuming and quite stressful to fit into the time scale at a very busy time in the teaching timetable." (***reviewer***)	

APPENDIX 5

AUA Professional Behaviours Model

Training and Development Needs Identified

Development needs arising:
- Support to manage diverse aspects of job role – management role and operational role
- Learning new systems and resources
- Coaching x3
- Analysis of student information to help identify reasons for any negative student feedback
- Training on survey monkey x 2
- Agresso training x2
- Data protection
- Personal Effectiveness
- First aid course
- Systems training relevant to post
- Project management course x2
- Excel
- Management course x2
- PBL training
- CAMS training x2
- Customer service training
- SITS x2
- Validation course
- Leadership for career move
- Financial management skills