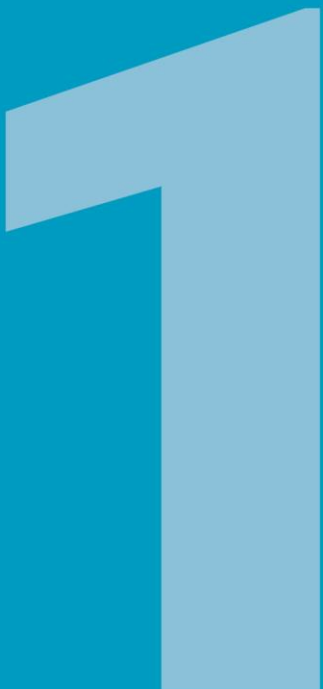


# Career Development Review (CDR):

Guidance for professional  
services staff



## 1. Introduction

The [Career Development Review Scheme \(CDR\)](#) is for all salaried professional services staff and is designed to:

- Provide a framework for regular meetings between employee (the reviewee) and manager (the reviewer) which focus on the following: managing workload, supporting wellbeing and work-life balance, agreeing objectives in line with School aims, reviewing progress against these objectives, personal and professional development needs, career aspirations and plans for the future.
- Enable all professional services staff to have the opportunity to reflect on their progress, to discuss this with their line manager and to develop their skills in line with their contribution to the School and its aims.

The Scheme includes:

- Regular individual catch-up sessions throughout the year (often known as one-to-ones)
- Agreed objectives and performance standards
- A review of progress against these objectives and performance standards
- Discussion of development needs and career aspirations

## 2. Regular catch up sessions (i.e. one-to-ones)

Regular catch-up sessions should be held throughout the year to share on-going feedback, explore progress and ideas, and allow for any unexpected issues to be identified and addressed. The timeframe of these will be as is relevant to the role; however they should be held at least held once a term (most areas of the School hold them monthly or fortnightly).

They are a vital part of the CDR process – when managed well, the progress review should be a formal summary of these on-going discussions. The format for these catch-ups can involve:

- Prioritising workloads and ensuring a good work-life balance
- Supporting wellbeing and enabling people to deal with stress
- Giving and receiving feedback

- Monitoring work and work performance
- Sharing information relevant to work
- Identifying learning and development needs
- People management (if relevant to role)

## 3. Target setting

Targets can be a combination of either objectives and/or performance standards dependent on the individual's role. These should always be specific, measurable statements of what is required within clear time frames. The acronym SMART is a **useful** guide for writing objectives/performance standards:

S–Specific

M–Measurable

A–Achievable

R–Relevant

T–Time bound

The total number of targets should be manageable and take into account workloads - no more than 5 is a good guide.

They should clearly relate to LSE 2030 (the School's strategy) and the business plan of the Division/Department/Centre.

Those in managerial roles should include targets about that part of their role (i.e. being a people manager).

Other things that could make up targets include:

- Developmental areas for the individual
- Customer service and impact of the role on the student experience
- Continuous improvement/ improving value for money

They can also include behavioural objectives that detail the behaviour required to achieve these objectives/performance standards, provided that these are specific and observable. Typical behavioural objectives could include being a proactive and supportive team member, demonstrating excellent customer service and always thinking about how to improve.

Alongside this, you should identify **"One simple thing"**.

This is an easy, regular action that the staff member can set themselves. These might be something that supports their wellbeing, career development or ensures that they are creating an inclusive environment for colleagues.

Objectives/performance standards are set as part of a **catch up one-to-one in August/September** each year as part of the School's business planning process. Where an area's annual operating cycle makes this particular timetable difficult to achieve, a revised timeframe should be agreed with that area's HR Partner.

#### 4. Progress review

Progress is reviewed in catch up one-to-ones throughout the year. A summary should occur in a **catch up one-to-one in June/July** each year.

##### Before

Preparation is essential to get the most out of the process. The reviewee (employee) should complete the [CDR Progress Review Form](#) in preparation for the conversation, ideally at least a week beforehand so that the reviewer (line manager) has time to read the form and consider the contents. When completing the form, the reviewee should aim to include:

- Their key achievements against their performance standards and objectives.
- Any other achievements on top of their objectives, including wider activity beyond the scope of their role. The nature of these other achievements may vary but could include involvement in Green Impact Teams, School networks (such as Spectrum, Power, Embrace and Parents and Carers), or contribution towards School achievements (such as Athena Swan or Investors in People).

The reviewee may also choose to seek additional feedback from colleagues with whom they work closely, either within or outside the reviewee's own Department/Division. The names of these additional colleagues should be agreed before the conversation so that the reviewee can contact them to ask for feedback and send them a copy of the additional feedback form to complete. The form can be found on the CDR webpage. Additional feedback is confidential to the reviewer and reviewee which means that the form should be returned to both.

##### Progress Review catch up one-to-one

This should be a positive and constructive experience for those involved. The focus of the conversation should be

on the reviewee, which means that they should do most of the talking. The manager should make sure that everything needed for the meeting is to hand, such as the CDR Progress Review Form and the latest job description for the reviewee's role. The manager should start the meeting by referring to the job description, ensuring that it provides a complete and accurate picture of the reviewee's role.

The conversation should then look at the reviewee's progress against their objectives/performance standards. For some people, there will be legitimate reasons why they have not met their objectives, and it is important that these reasons are identified and acknowledged. For those in line management roles, this review should include their people management. The key achievements section of the form will form part of the conversation, although it is important to consider the reviewee's approach to their work as well as the outcomes.

The reviewee's approach includes how they have demonstrated the behaviours outlined in the School's Effective Behaviours Framework, considering:

- Which of the behaviours are most relevant to the role: while all are important, some may have a higher priority than others depending on the nature of the work and the objectives.
- To what extent the reviewee has demonstrated the behaviours during the year just ended.

All staff are encouraged to play an active role in the life of the School, so the Progress Review should also include any Schoolwide activity in which the reviewee has been involved. This can be things such as involvement in Green Impact Teams, the School's networks (e.g. Spectrum, Power, Embrace and Parents and Carers) or contribution towards School achievements (such as Athena Swan recognition, Customer Service Excellence, etc.).

There should also be a discussion of any additional feedback which has been received.

Following the conversation, the reviewee should amend, if necessary, the main sections of the form to summarise the conversation. The reviewee then passes the form to the reviewer for their overall comments. Once this is completed, the reviewee can add their signature. The form should then be uploaded onto the online CDR Sharepoint site. This will enable the individual, manager and senior manager to access the form at any time. It will also enable HR to track completion of the reviews, and these will be reported to the Chief Operating Officer.

A Progress Review catch up one-to-one should be held in June/July each year.

### 5. Learning and development

As part of the process, it is important to discuss whether any training and/or development would be beneficial.

This should include:

- Any support required to achieve the objectives/performance standards set
- Immediate career development needs
- Broader career aspirations
- Personal development

All staff should be encouraged to develop a [Personal Development Plan \(PDP\)](#) which captures these and any other relevant information.

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