

Conducting a review meeting

When holding a review meeting, use the agenda that has been produced during the preparation as a framework. Remember that it is important to be flexible enough to adapt your agenda based on how the discussions in the meeting go.

Opening

The first few minutes are critical in setting the scene. Always start off by putting the other person at ease. It is important to begin with a positive tone. You could for instance pass a comment on something good that happened recently, for example: *"I hear the Pack visit to the Police Station went well."*

Set the scene by going over the purpose of the meeting again. Outline the agenda that you propose to follow and the approximate timing. Check that the individual is happy with the agenda.

How have things gone?

Review is about looking at the past to plan for the future.

Start by looking at what went well. Review some of the key successes, and in particular their strengths and contribution to this. Explore how these could be used to good effect in the future. Encourage them to come up with ideas on future development.

Move on to look at what difficulties have occurred. Listen to their views on issues and problems that have occurred. It is important to approach these with an open mind. Recognise feelings and emotions, but explore facts. Good preparation will help with this. The tone should be supportive with an aim to agree a way forward.

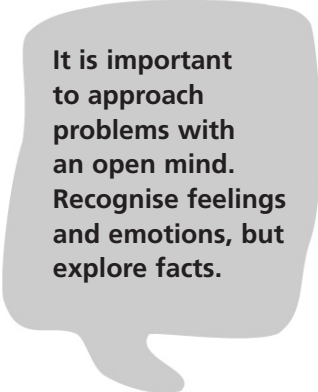
In both cases, discuss any goals that have been previously set and whether or not they have been achieved.

Finish by confirming their successes, and the things that you value about their contribution.

This is commonly known as a 'feedback sandwich', sandwiching difficulties between successes. It helps the individual to feel positive about the meeting.

When giving feedback, either positive or negative, have a clear idea about what you want to say. Remember that your comments should be based around *what they have done* not who they are. Start with a general statement, and remember that you are expressing what you have observed, they may see it very differently (particularly if you are giving negative feedback).

Examples might be: *"One thing that I noticed this year is that you seemed to work really well with other people in the District team"* or *"It seems that you have found it difficult to plan the programme for the Pack at times."*



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This approach will help to set the scene. It is important to let people know that you either have a broad concern, or are broadly happy with their performance in this area. Otherwise specifics can be too easily explained away.

Once you've done this, make a statement about specific examples that illustrate your opinion. Using statements such as *"what I expected was..."* and *"what I saw was..."*, will help you to explain that what they have done either has or hasn't met your expectations.

Examples might be: *"One of your goals for this year was to fundraise for the next phase of the campsite project, and I hoped that you would involve the District in it. You did a fantastic job of getting everyone on board, and in getting the young people involved in the activities – which was much more than I expected."*

Or: *"We agreed that you would get together with the other Leaders to plan the Pack programme a term in advance, but the plans for the spring and summer terms weren't together until a few weeks in."*

Encourage the discussions to be focussed on identifying general problems (based around specific incidents). This way, plans for resolving them can be put in place.

The way forward

Based on the discussions so far, it is important to discuss and agree the way forward. Some points to consider are as follows:

- Is the adult happy in their role?
- Is the adult effective in their role?
- Does the adult need support or training to help them?
- Would the adult like to take on another role?
- Is there a role in which the adult could offer more to Scouting?
- Is there a reason why the adult needs to take on a less or more active role?

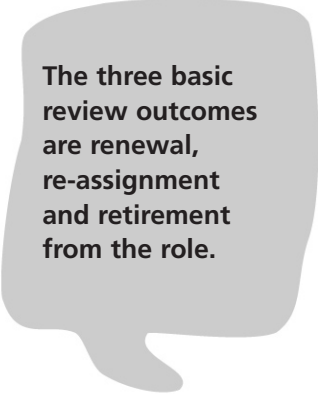
Consider these questions, and any others that are appropriate, with the adult. The aim should be to agree the way forward. There are three basic options: renewal of current role, re-assignment to a new role, and retirement from the role.

At this point, if appropriate, you should agree the details of their role description and goals for the next year. More information on goal setting is available in *Induction: Starting Adults in a New Role*.

It is important that you do not commit to things that you cannot deliver. If appropriate, agree to go away to explore options and meet again.

Record the outcome

It is always a good idea to make a record of what was agreed, so that you both have a clear understanding of what was discussed and the way forward. You may also want to refer to it at your next review. More information on this is available in the section: *Recording Reviews*.



The three basic review outcomes are renewal, re-assignment and retirement from the role.