

Personnel and Training Business Area

ACPOS People Strategy:



**The New National
Performance Development
Review (PDR) Process**

Training for Trainers



INTRODUCTION



Timetable

- Introduction
- Performance Management – Overview
- Objectives
- *Break*
- Behaviours
- Evidence Gathering
- *Lunch*
- Personal Learning & Development Plan
- PDR Discussion
- PDR Demo
- *Break*
- Quality Checking
- Summary/Close



Aims

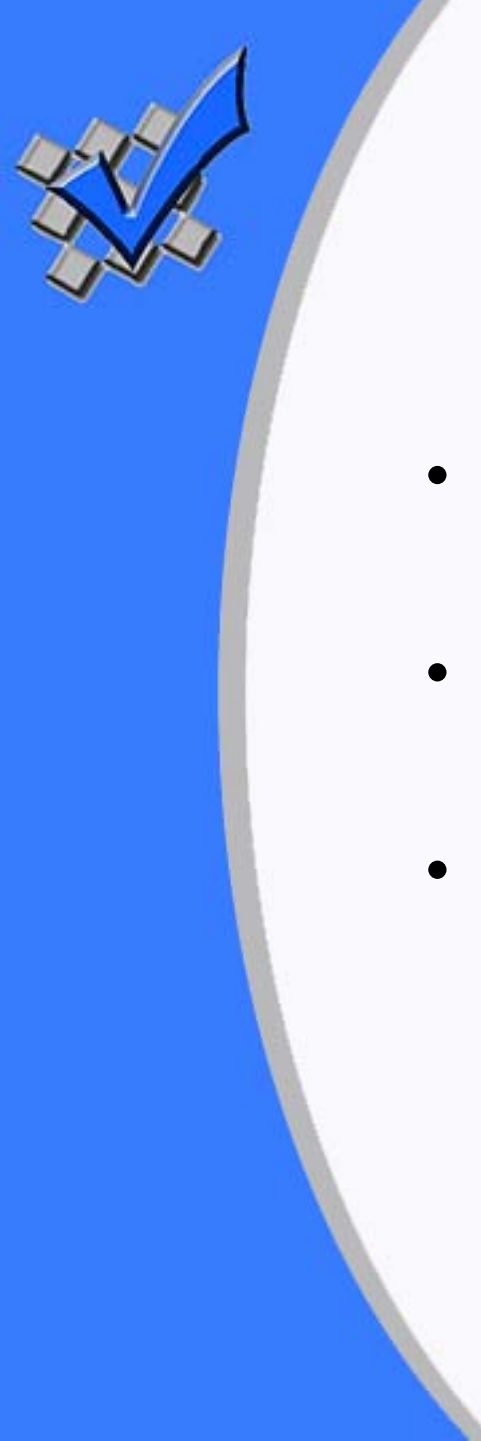
- *To provide the knowledge and skills to effectively train staff in the national Performance and Development Review*
- *To enhance staffs' contribution and assist them achieve their potential.*



Learning Outcomes

At the end of the training, you will be able to:

- Understand and define how individual performance impacts on the team and organisation's performance
- Understand objectives setting and its relevance
- Gather and assess evidence
- Review achievement of objectives and assess behaviours



Learning Outcomes

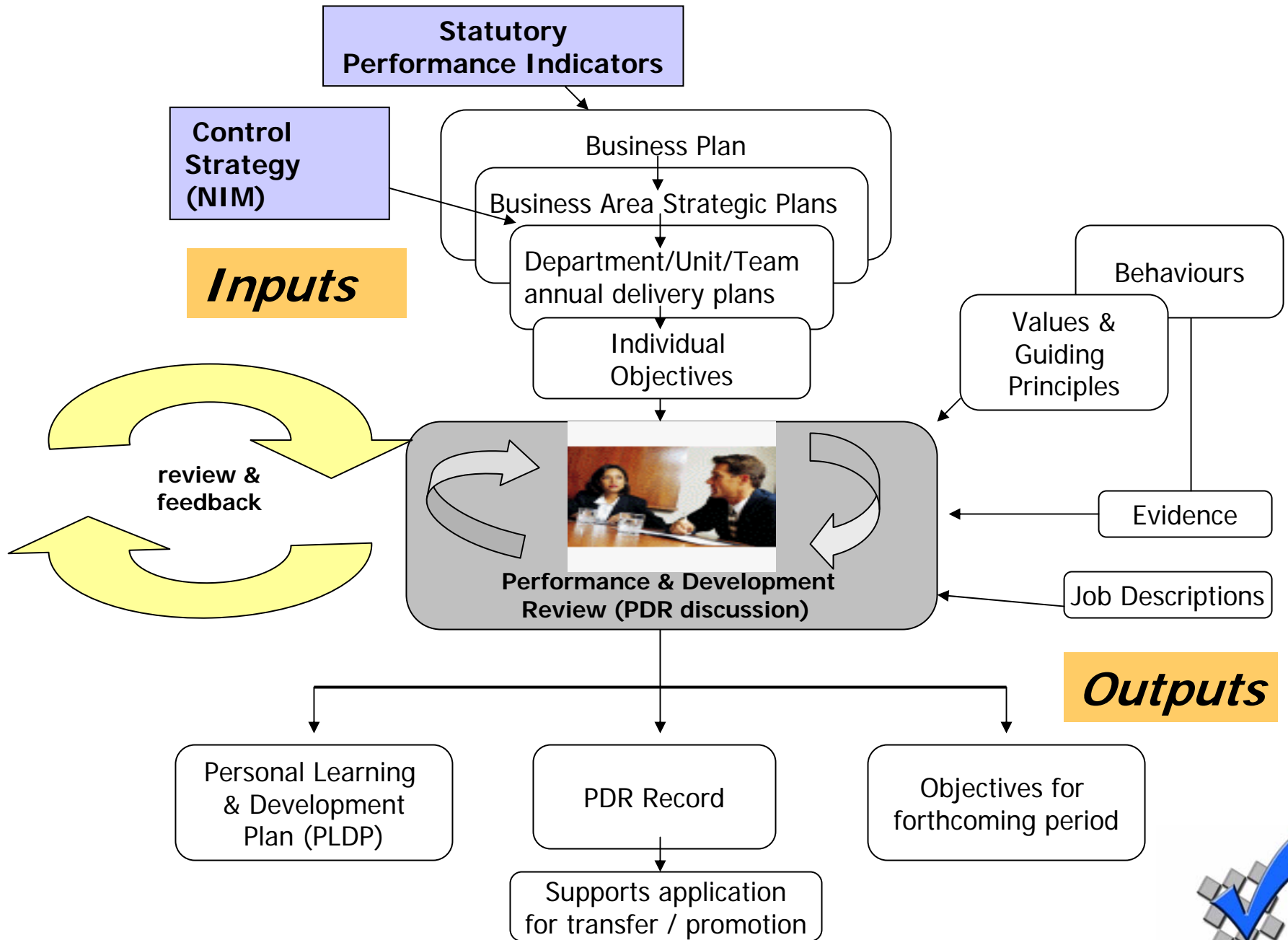
(...cont...)

- Identify and address development needs
- Complete a Performance and Development Review
- Understand the importance of effective performance review discussions with staff



PERFORMANCE MANAGEMENT OVERVIEW

PERFORMANCE MANAGEMENT

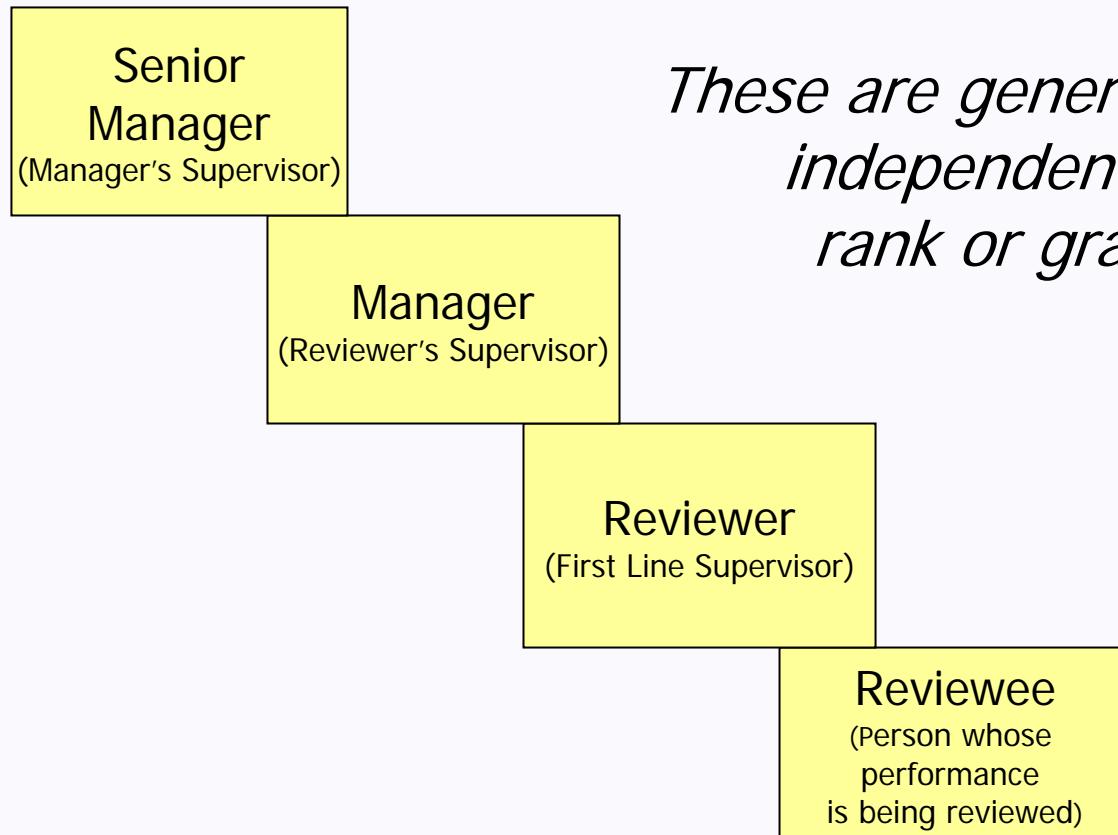




What should we assess in a Performance and Development Review (PDR) ?

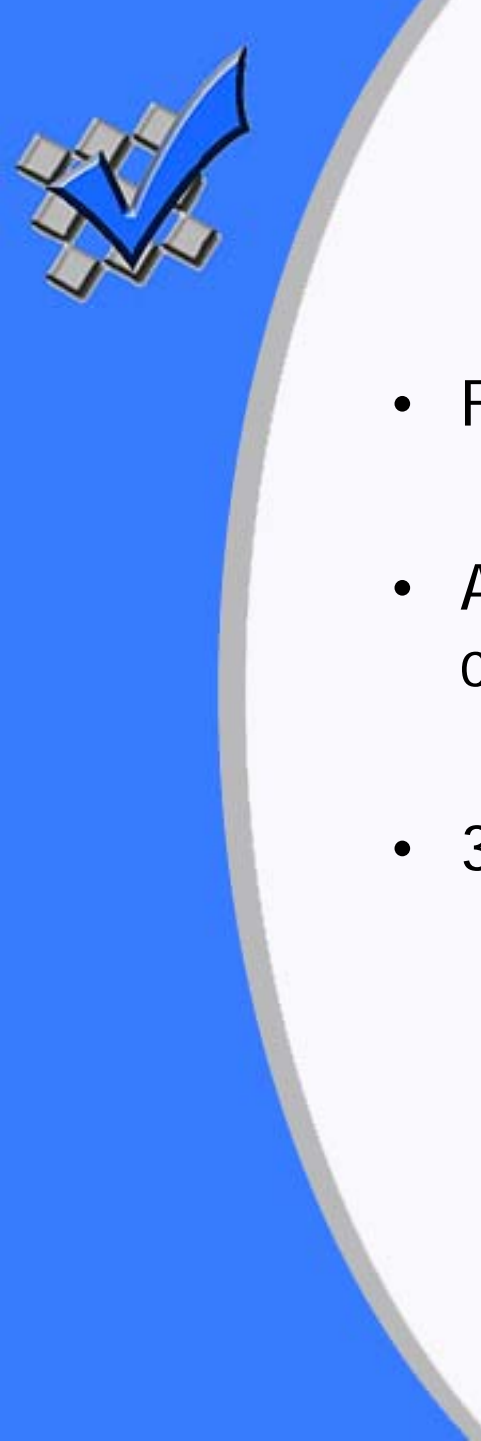
- Personality ?
- Achievements ?
- Attitude ?
- Knowledge ?
- Competence in current job ?
- Skills ?
- Behaviours ?
- Performance in current job ?
- Ambition ?

PDR ROLES





OBJECTIVES



Setting Objectives

- Focus on the Business Plan
- Aim is that everyone knows how they contribute to the objectives
- 3-5 objectives recommended



Setting Objectives

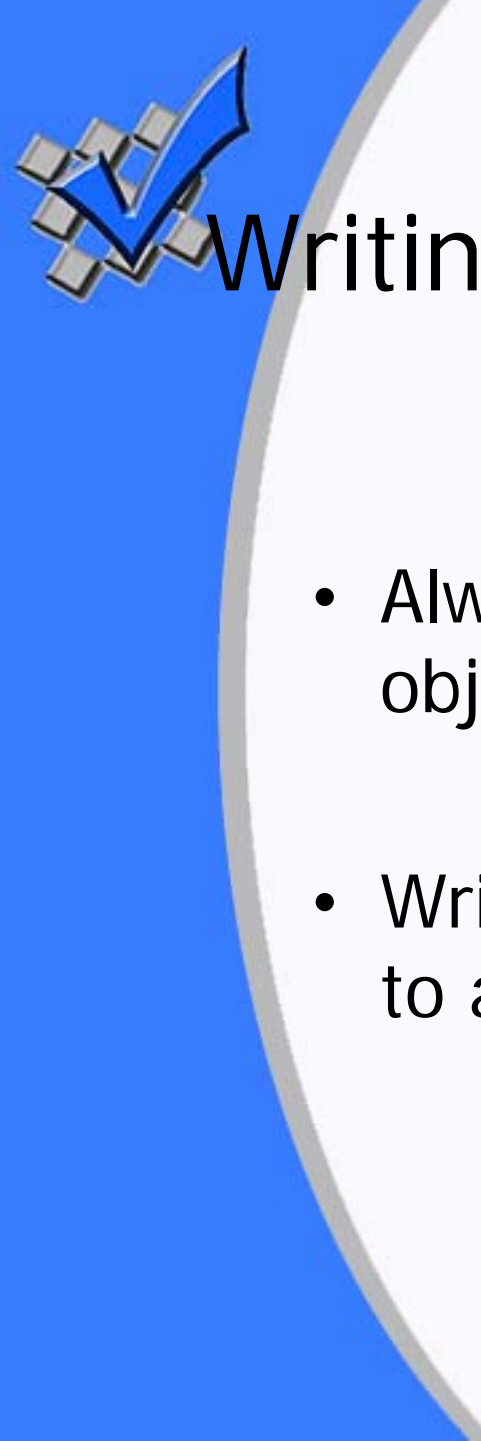
- Objectives – can either be:
 - Role specific
 - Developmental (not a course)

- SMART objectives
 - Quantitative (targets) **and**
 - Qualitative (standards)



How to make them SMART

- **SPECIFIC** – be clear about what you want to achieve, define the result or outcome.
- **MEASURABLE** – by a quantifiable and qualitative performance measure e.g. how many?, to what standard?, by when?, how often?, £ saving, increase in... decrease in..., number achieved/processed, number of complaints. Also be clear how/where the measure is captured – could be in a staff survey, a database etc.
- **ACHIEVABLE** – consider the individual, their experience, what should be expected of them? Consider also any constraints or external influences.
- **RELEVANT** - to their current role and should be easily linked to organisational/department goals. Shared objectives may be relevant to team situations but try to personalise them.
- **TIME LIMITED** – this can relate to an actual completion date or cover the entire review period.



Writing Objectives- Hints and Tips

- Always use 'action' verbs when writing objectives
- Write down what you do and what you need to achieve in the review period

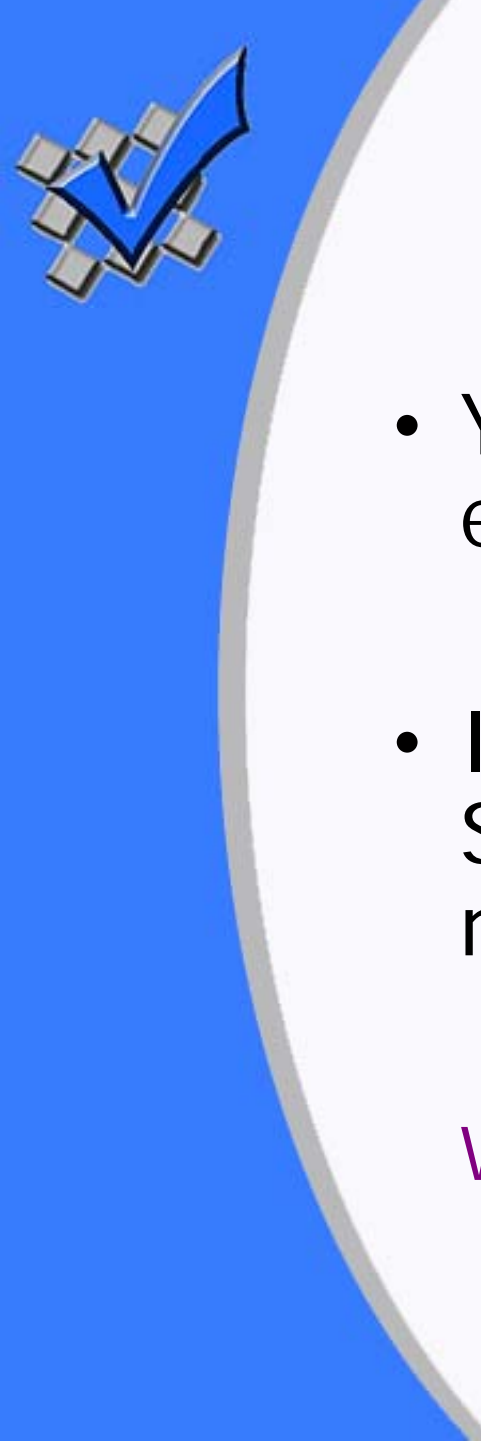


Action Verbs

- Identify
- Produce
- Respond
- Document
- Collate
- Address
- Complete
- Write
- Perform
- Support
- Attend
- Issue
- Design
- Develop



Exercise



Exercise

- You will be given a sheet giving examples of objectives
- In groups, discuss whether they are SMART and re-draft them where necessary

Work in 3's (15 mins)

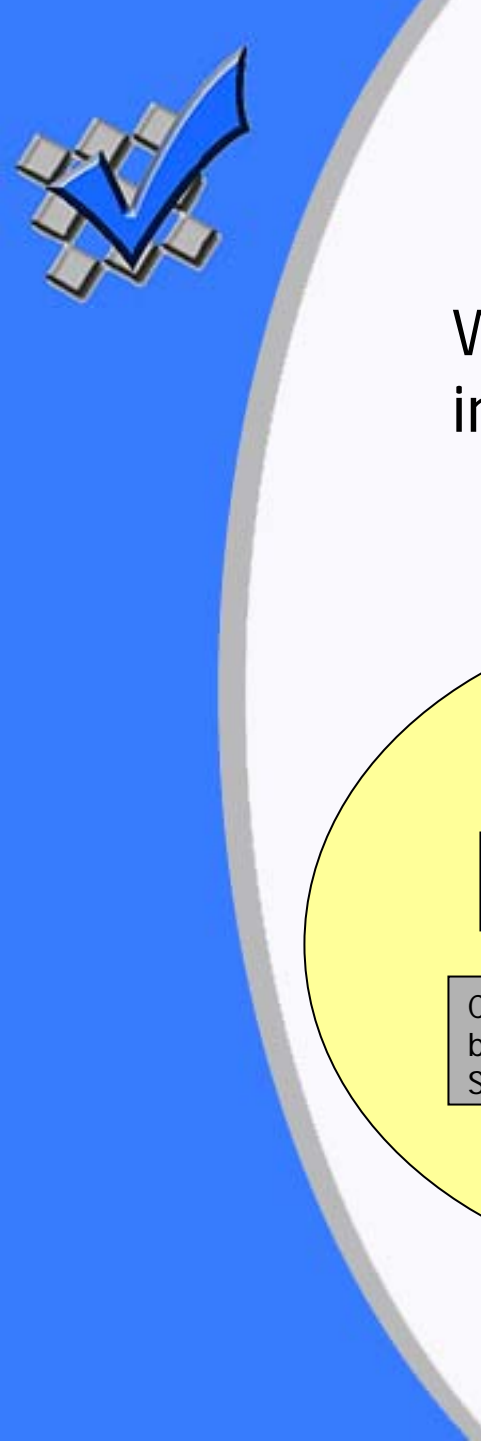


Exercise

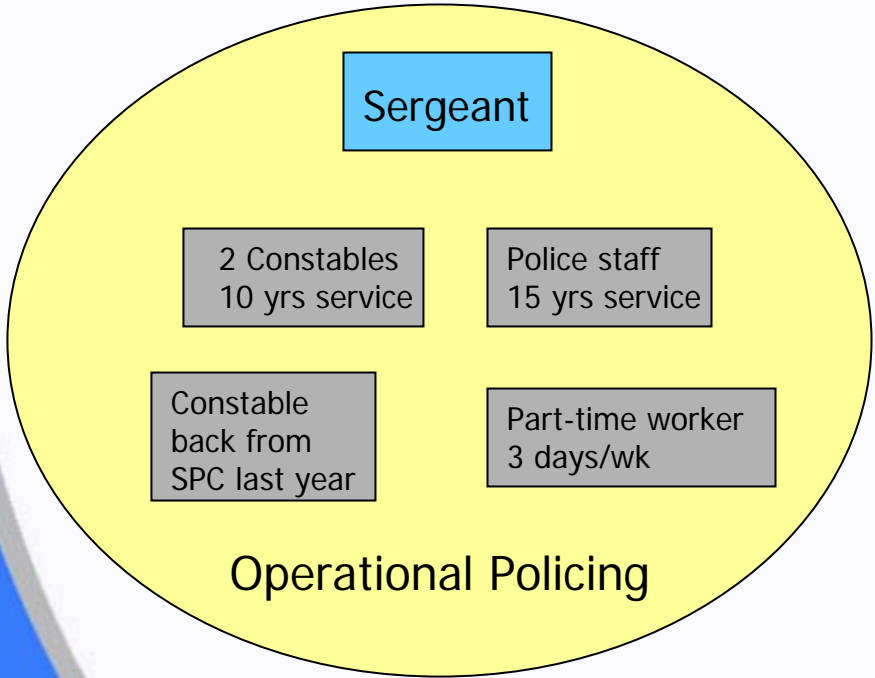
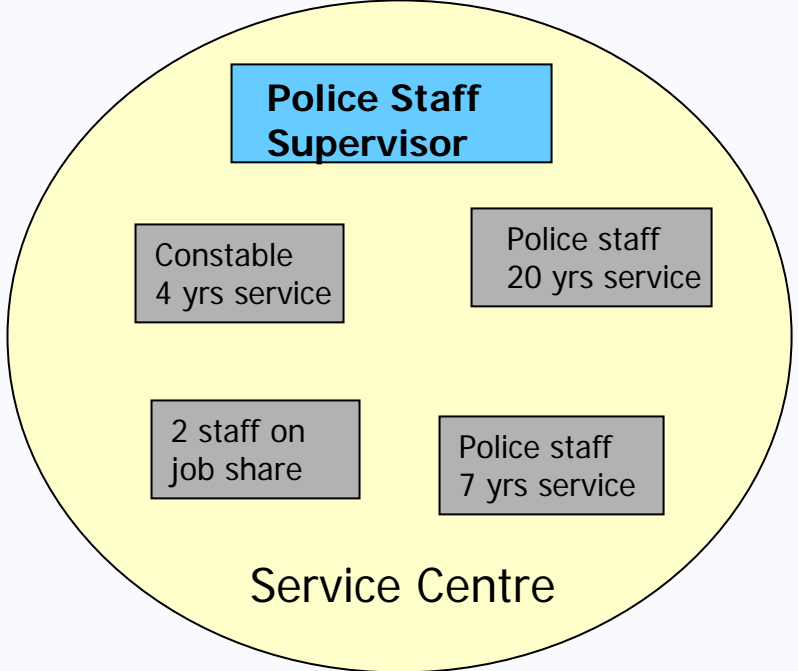
Choose one of the following team leader roles and:

- consider what you would take into account when setting and agreeing objectives for the team
- set one objective for each team member

Work individually (5mins) then discuss in groups (10mins)



What to take into account...?



Set one objective for each team member



Assessing Objectives

- Consider objectives
- SMART – easily/already measured
- Consider circumstances outwith control



Behaviours

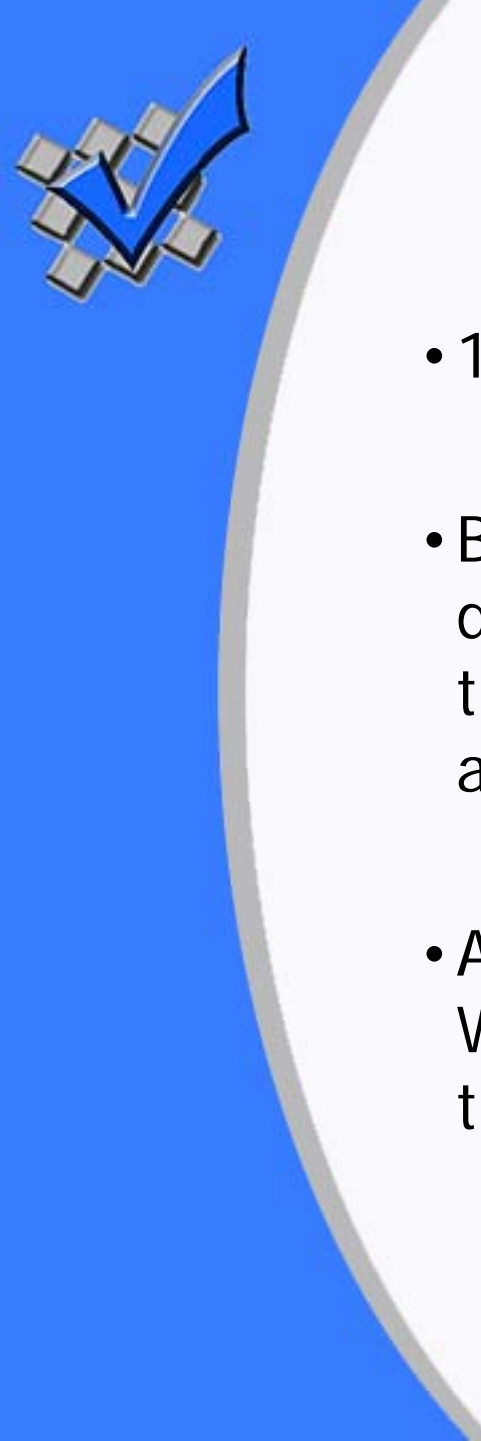
Behaviours



| <i>People Skills</i> | <i>Achieving Results</i> |
|--------------------------------|-------------------------------|
| Leadership | Problem Solving |
| Effective Communication | Job Knowledge |
| Respect for Diversity | Management Ability |
| Team Working | Partnership Working |
| Personal Awareness | Service Delivery |
| | Personal Effectiveness |

Behaviour mapping: PDR ---> PABS

| Behaviour | PDR | PABS |
|-------------------------|-----|--|
| Leadership | ✓ | ✓ |
| Effective Communication | ✓ | ✓ |
| Respect for Diversity | ✓ | ✓ Relationships with the Public |
| Team Working | ✓ | ✓ Relationships with Colleagues |
| Personal Awareness | ✓ | |
| Problem Solving | ✓ | ✓ Decision Making ✓ Creativity and Innovation |
| Job Knowledge | ✓ | |
| Management Ability | ✓ | ✓ Managing and Developing staff ✓ Business Planning ✓ Strategic Planning |
| Partnership Working | ✓ | |
| Service Delivery | ✓ | |
| Personal Effectiveness | ✓ | ✓ Self Motivation/Management |



Behaviours

- 11 Behaviours
- Between 8 and 11 Behaviours allocated depending on role and supervisory responsibility: three predefined levels *Essential*, *Supervisory* and *Managerial*
- Allocation is not prescriptive e.g. Partnership Working, it can be added to the PDR record by the Reviewer.

Allocation of Behaviours

| Behaviour | Essential: Police Staff (8) | Essential: Constable (9) | Supervisory (10) | Managerial (11) |
|-------------------------|-----------------------------------|--------------------------------|---------------------|--------------------|
| Effective Communication | Y | Y | Y | Y |
| Respect for Diversity | Y | Y | Y | Y |
| Team Working | Y | Y | Y | Y |
| Personal Awareness | Y | Y | Y | Y |
| Problem Solving | Y | Y | Y | Y |
| Job Knowledge | Y | Y | Y | Y |
| Service Delivery | Y | Y | Y | Y |
| Personal Effectiveness | Y | Y | Y | Y |
| Leadership | N | Y | Y | Y |
| Management Ability | N | N | Y | Y |
| Partnership Working | N | N | N | Y |

Effective Communication Indicator Examples

Exceeding (indicative of performance that is **Exceptional** or **Exceeding Competence**)

- Regularly uses consulting and networking skills to communicate and involve others
- Clearly communicates decisions and, where appropriate, the reasons behind them
- Manages group discussions effectively
- Delivers confident and effective presentations
- Prepares more complex reports to a high standard
- Deals with challenge and questions effectively, even when under extreme pressure

Competent (indicative of performance that is **Competent**)

- Speaks clearly and concisely
- Communicates information and instructions confidently and in an appropriate style
- Communication is well presented and to the standard required by the job
- Listens carefully to understand
- Summarises information to check people understand it
- Makes sure communication has a clear purpose, is factual and accurate, and provided at the right time
- Pays attention and shows interest in what others are saying
- Records relevant information and includes the salient points in written notes/reports
- Seeks clarity when uncertain about information or instruction
- Influences people or situations through effective communication
- Checks the needs of potential or actual audience
- Ensures that information is accessible to people with a range of needs
- Is aware of how to communicate with individuals from minority communities, or those with communication difficulties

Development (indicative of performance that is **Developing Competence** or **Unsatisfactory**)

- Is hesitant, nervous or uncertain when speaking
- Speaks without thinking or fails to get to the point
- Fails to communicate needs and instructions clearly
- Communication is not well presented and to the standard required of the job
- Does not listen, or interrupts at inappropriate times
- Does not consider the target audience
- Avoids answering difficult questions
- Written work is unstructured, poorly presented, illegible or inaccurate
- Is not forthcoming with information
- Fails to check others' understanding
- Gives views without any logic or reasoning
- Does not seek clarity when uncertain about information or instruction
- Is ineffective at using communication to influence people or situations
- Is unaware of how to communicate with individuals from minority communities, or those with communication difficulties

Indicators

Examples of behaviour at three performance levels.

- *Exceeding (E)*
- *Competent (C)*
- *Development (D)*

Assessing Behaviours

You will need to:

- Assess each behaviour against the descriptor
- Consider relevant evidence
- Review behaviour indicators to help decide on the appropriate rating
- Allocate a rating for each behaviour. Evidence must be present where the rating is HIGHER or LOWER than competent. Competence is assumed.
- Evidence of exception, not fully or partially meeting an exceeding or developing indicator must be recorded with a comment explaining that further evidence is required. (only evidence of exception is pulled through to the PDR)



Exercise

Review the evidence for each behaviour.
Give a rating for each behaviour and
indicate the evidence used for this
rating

Work individually (15 mins)



EVIDENCE GATHERING



Evidence Gathering

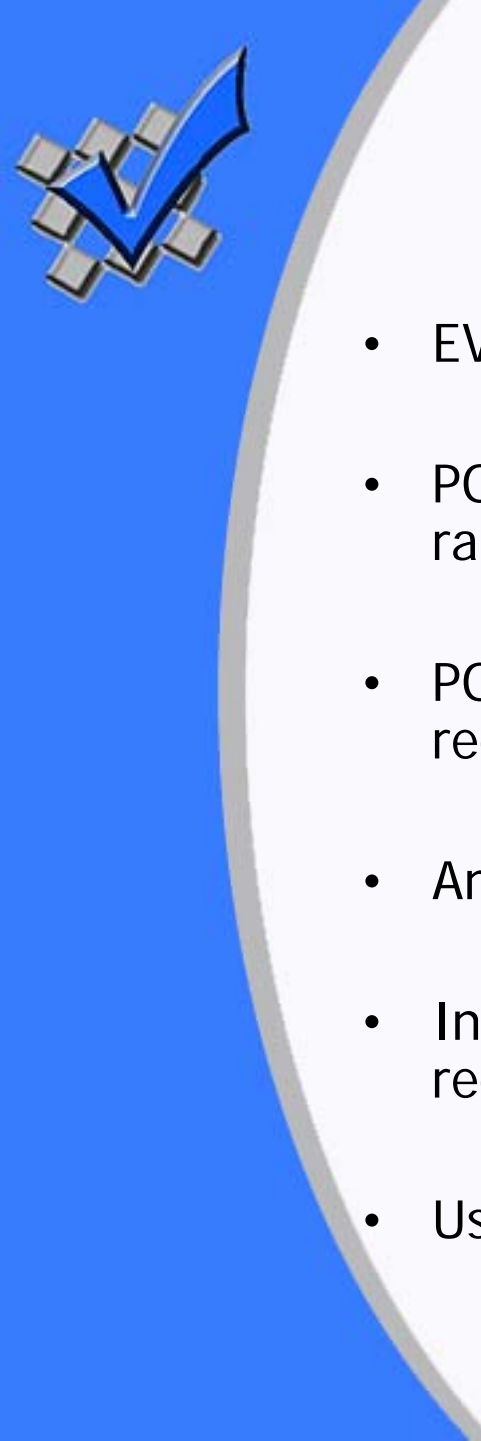
What is Evidence?

- Evidence
[...proof...verification...testimony...substantiation]
- A comment about someone's performance
 - An objective achieved
 - An observation of behaviour
 - Comment on someone's performance:
 - dealing with an incident
 - delivering a piece of work
- Either positive or negative
- Should be verified/substantiated



Evidence by Exception

- Cuts down on bureaucracy (*We are trying to avoid someone sitting at a computer all day putting on evidence of them doing their job*)
- Comments more meaningful
- Measured against set standards (Behaviours) therefore less subjective

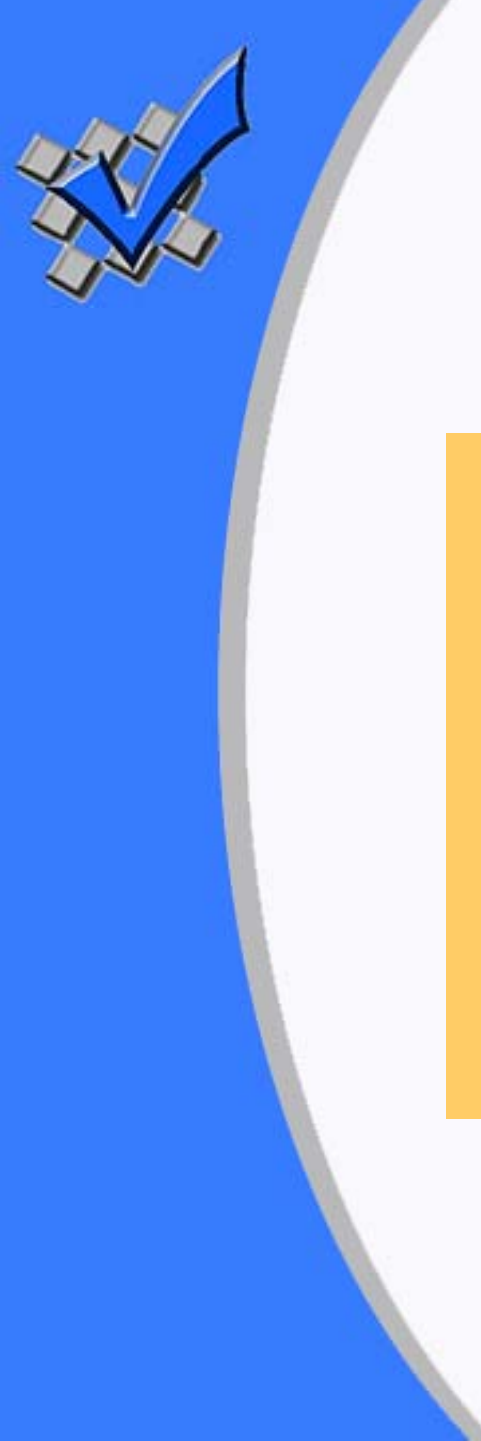


Evidence Gathering

- EVERYONE can gather evidence of their own performance
- POLICE OFFICERS – can add evidence for any lower ranked officer
- POLICE STAFF - the immediate supervisor /managers can record evidence relative to their staff
- Anyone can report evidence to the reviewee's line manager
- Individuals have the opportunity to acknowledge evidence received
- Use behaviour descriptors/indicators as a guide



OVERALL SUMMARY



OVERALL SUMMARY

Achievement of Objectives

+

Assessment of Behaviours

=

PERFORMANCE REVIEW

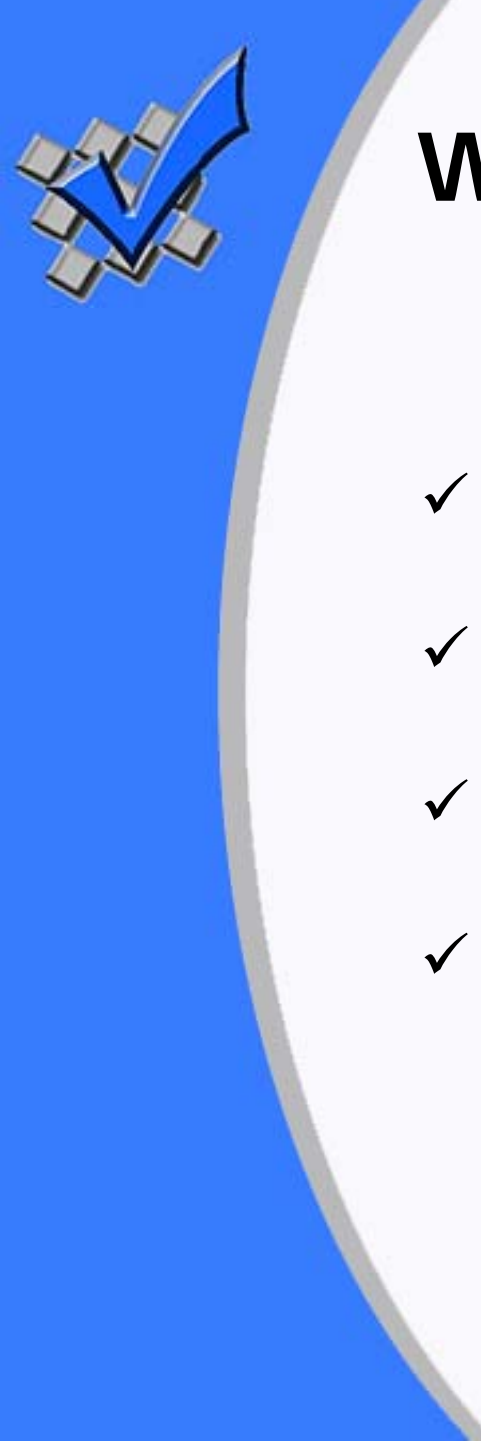
OVERALL SUMMARY



**Achievement
of objectives**

**Assessment of
behaviours**

Section 5 should balance the achievement of objectives and the assessment of behaviours





What should the summary include ?

- ✓ Achievement of objectives
- ✓ Assessment of behaviours
- ✓ Something that personalises the performance
- ✓ Conclude with a positive comment





Avoiding bias or discrimination

- Stereotyping
- Perception
- Comparisons
- Halo  or horns 
- Similar to us

The more conscious we are of our own biases, the more likely we will be able to form an objective and balanced view of others



Exercise

- Review the Overall Summary examples
- Mark as ✓ or x to indicate whether you consider them to be good or poor summaries. Give reasons.

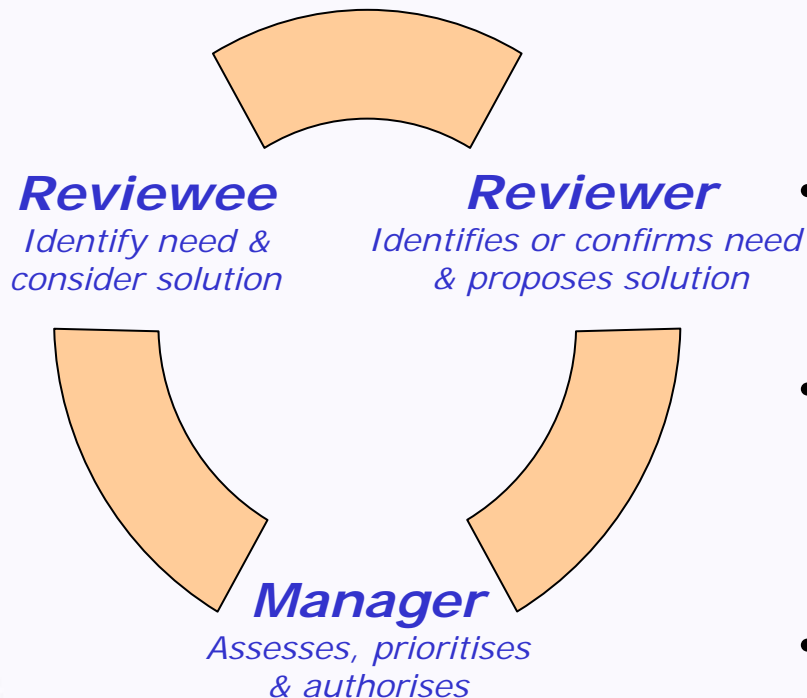
Work in pairs (10 minutes)



PERSONAL LEARNING AND DEVELOPMENT PLAN

PLDP: Identifying needs

YOUR ROLE

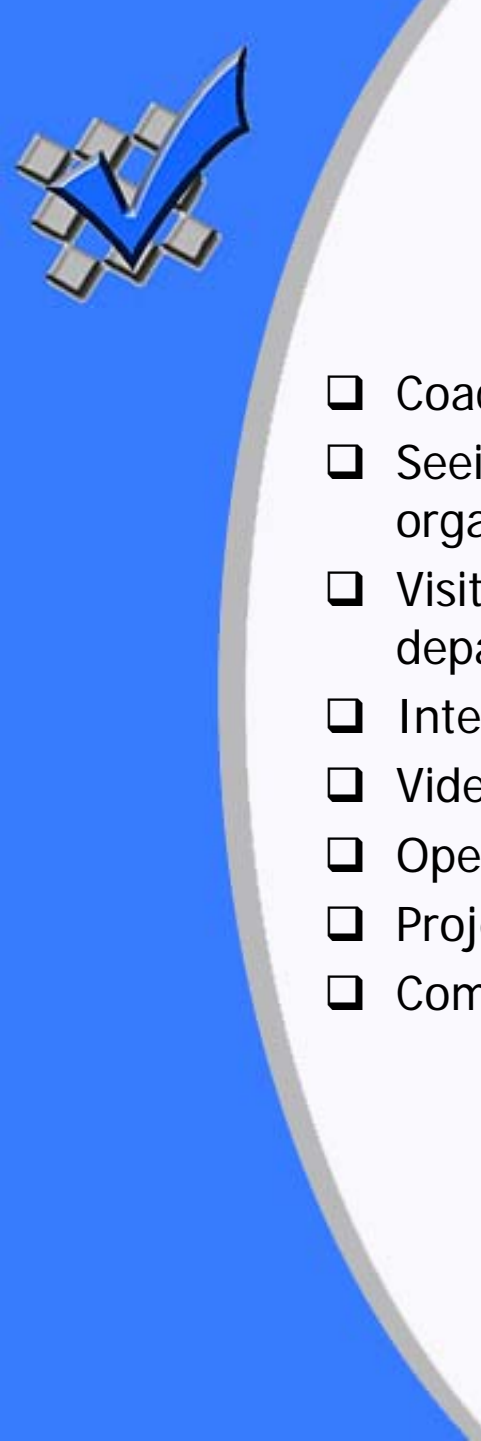


- Help staff to see it as a chance to improve rather than a criticism
- Guard against it becoming a 'wish-list'
- Actively think of (different) ways to meet the needs
- The Manager will prioritise and authorise (to a training waiting list)



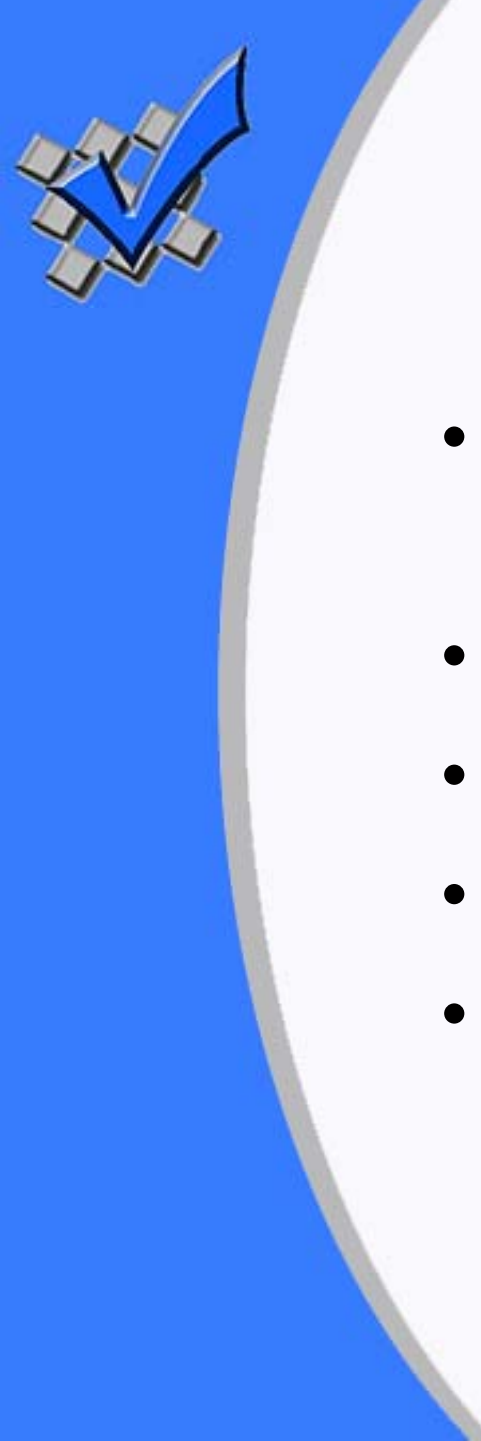
Exercise

- Choose a behaviour – consider the development indicator examples
- List different ways of meeting the development need



PLDP: Meeting needs

- Coaching on the job
- Seeing what others do (in another organisation)
- Visit /secondment to other department
- Internal / external training course
- Video/DVD/CD
- Open and Distance Learning
- Project work
- Computer Based Training (CBT)
- Workshops, seminars, conferences
- Reading/research
- Coaching
- Work shadowing
- Mentoring
- 'Buddy' system
- Leave cover
- Study



Taking control....self development

- Strive to improve current performance
- Seek out opportunities for learning
- Assess own needs
- Assess own progress
- Implement what has been learned



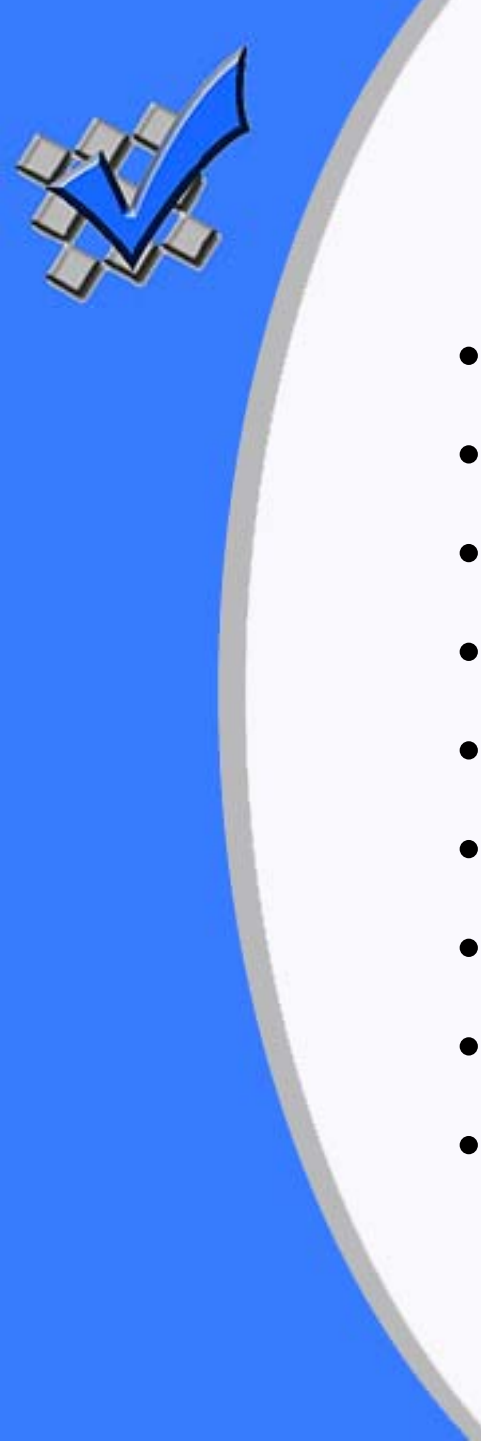
PDR DISCUSSION



PDR Discussion

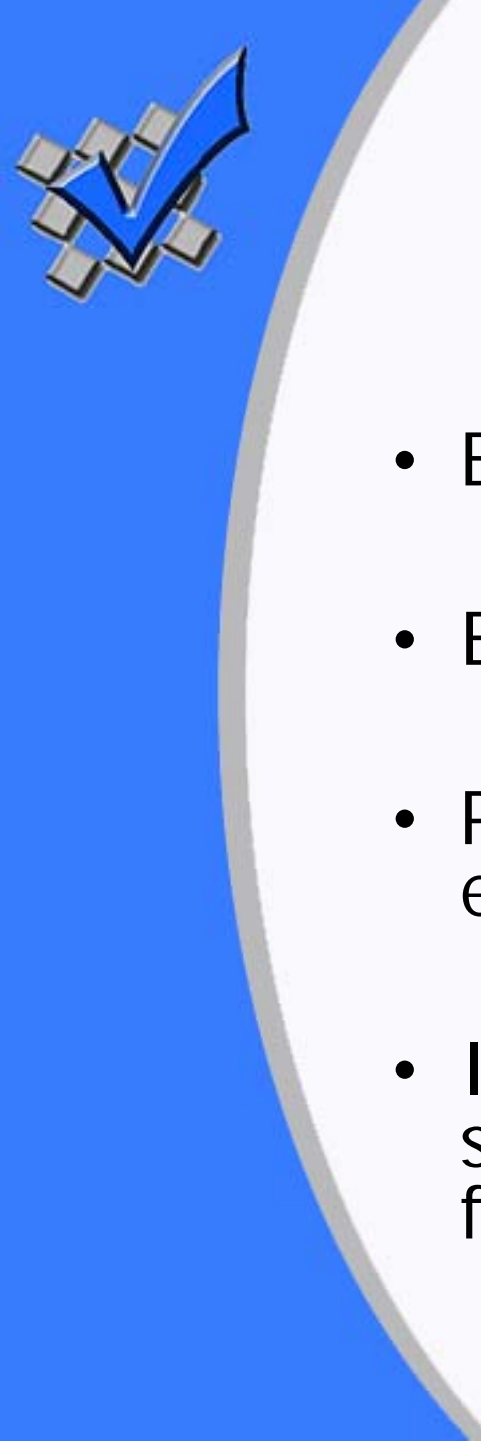
PURPOSE

- Clarifying and agreeing objectives
- Monitoring performance
- Assessing performance
- Giving feedback
- Identifying development needs



Key features

- Genuine 2-way discussion
- Unhindered by rank or grade
- Upbeat and forward looking
- Constructive, not destructive
- Good questioning
- Active listening
- Honest
- Regular – best practice
- Always finish on a 'positive'



Feedback skills

... some facts ...

- Basic need for feedback
- Essential for good performance
- Positive feedback more beneficial effect than negative
- If given regularly and constructively, staff accept necessary negative feedback more readily



Feedback skills

This is an area where we all have development needs

Negative feedback

OPT OUT

- It will get better
- It will get worse if we say anything
- It is not that bad really

IF WE DO FEEDBACK:

- We go in too hard
- Dilute what we say
- Are vague and non specific

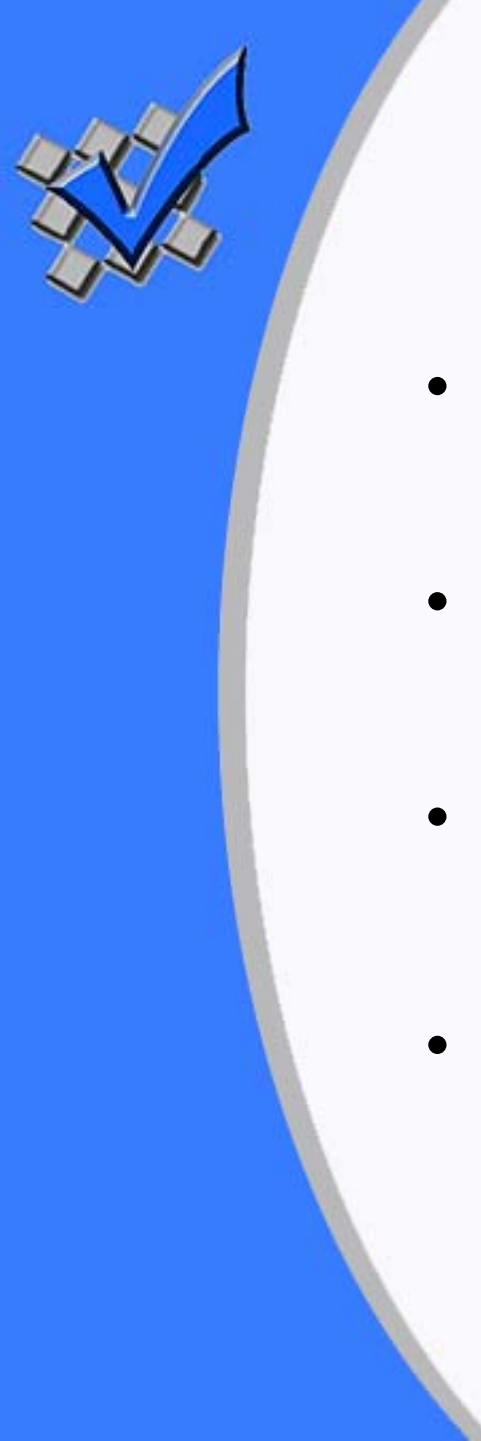
Positive feedback

OPT OUT

- Good performance is what staff are being paid for
- Get embarrassed
- Not worth the time

IF WE DO FEEDBACK:

- We contaminate
...that was quite a good effort, for you
...well done, but...



FEEDBACK

- **Be genuine**
- **Be specific**
- **Acknowledge extra effort**
- **Give immediately**



PDR DEMO



QUALITY CHECKING AND SIGN OFF



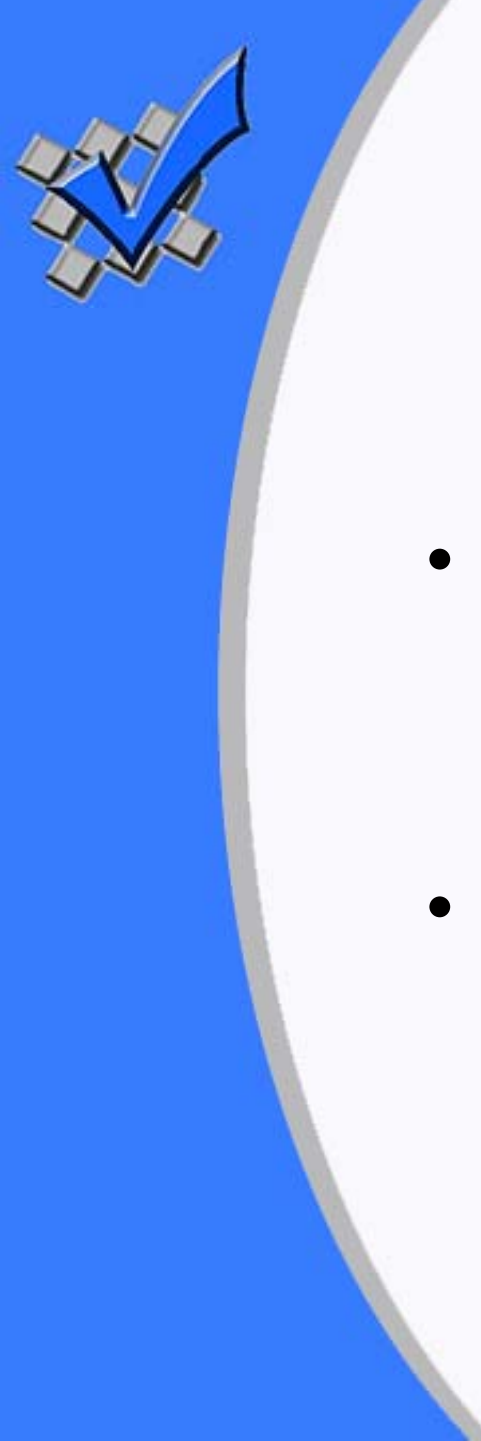
QUALITY CHECKLIST

- ✓ Is the PDR balanced and effectively completed?
- ✓ Are the behaviour ratings balanced and appropriate evidence given?
- ✓ Is there any over use of the competent rating?
- ✓ Does the summary of overall performance (Section 5) reflect both objectives and behaviours?



QUALITY CHECKLIST

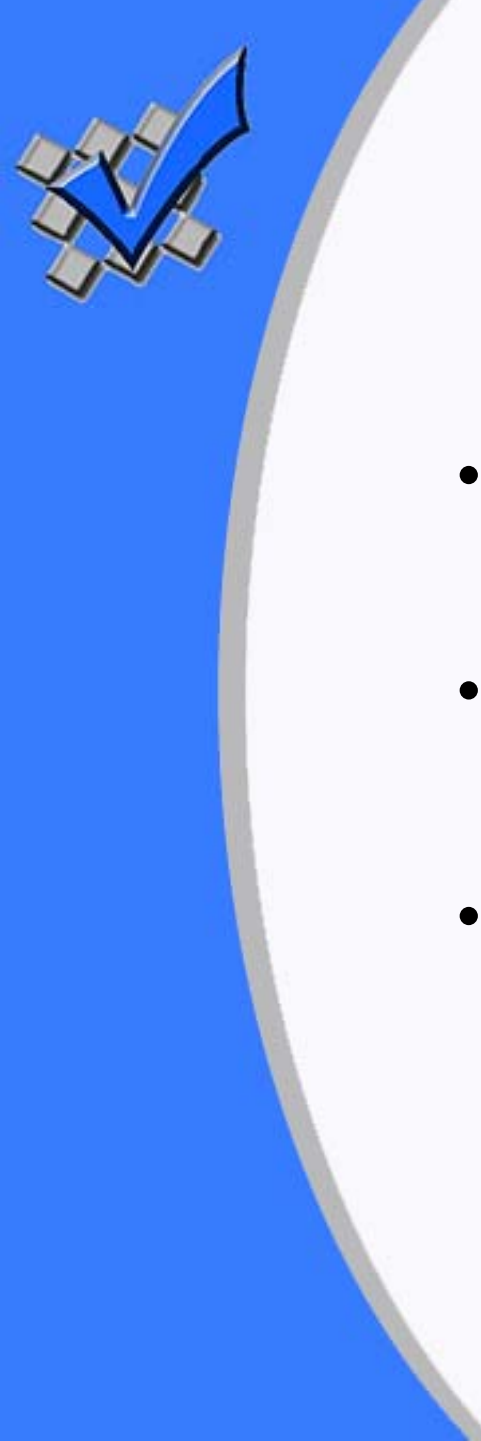
- ✓ Have development needs been reflected in the PLDP (Section 7)
- ✓ Are the work objectives (Section 6) SMART and clearly linked to the overall organisational objectives?
- ✓ Does the PDR indicate any outstanding issues or need further discussion?



Exercise

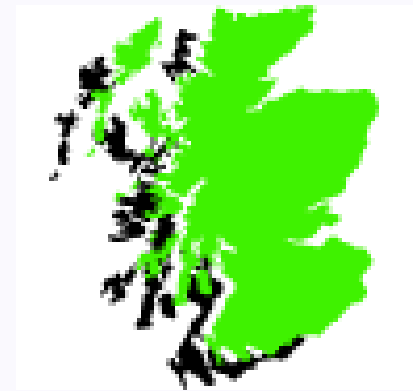
- Review these completed PDRs and check them for quality
- Would you sign off these PDRs ?

Work in 3s (15 mins)



The Pilot

- ACPOS sponsored Project
- Pilot on behalf of all Scottish Forces
- Evaluation



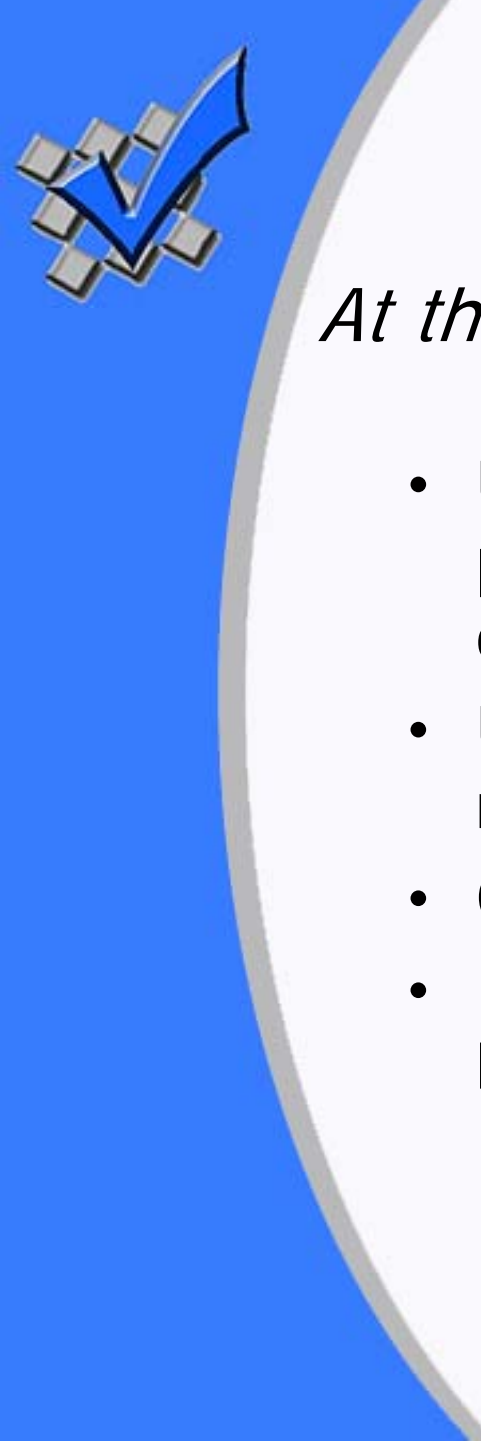


First year of operation:

- Objectives taken from either:
 - 'Role Requirement'
 - PDP
 - Job description
 - Objectives derived from Business Plan
- Behaviours – similar to those in PABS
- Minimal evidence gathered



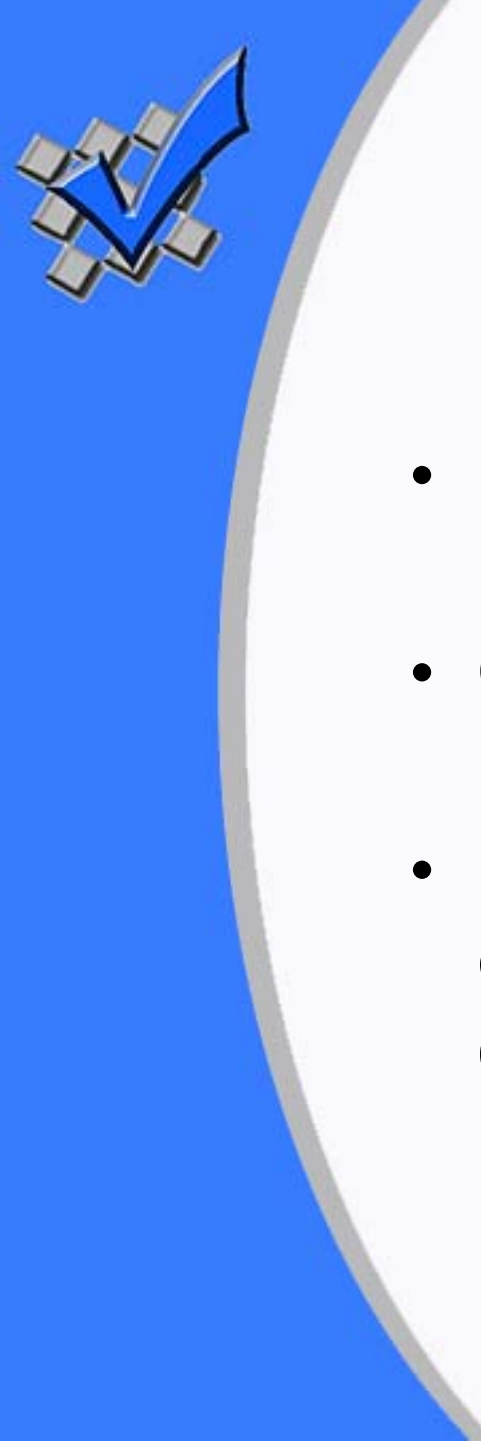
CONCLUSIONS



Learning Outcomes

At the end of the training, you will be able to:

- Understand and define how individual performance impacts on the team and organisation's performance
- Understand objectives setting and its relevance
- Gather and assess evidence
- Review achievement of objectives and assess behaviours



Learning Outcomes

(...cont...)

- Identify and address development needs
- Complete a Performance and Development Review
- Understand the importance of effective performance review discussions with staff



SUPPORT

- E-mail to a PDR focal point, reply within 2 working days
- Request for assistance – 1-1 coaching
- Range of videos, CD-ROMs and books that can be borrowed
- Computer Based Training Package
- Open Distance Learning Pack



COURSE EVALUATION



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- Introduction
- Performance Management – Overview
- Objectives
- *Break*
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- Evidence Gathering
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