

Personnel and Training Business Area

ACPOS People Strategy:



The New National
Performance Development
Review (PDR) Process

Essential

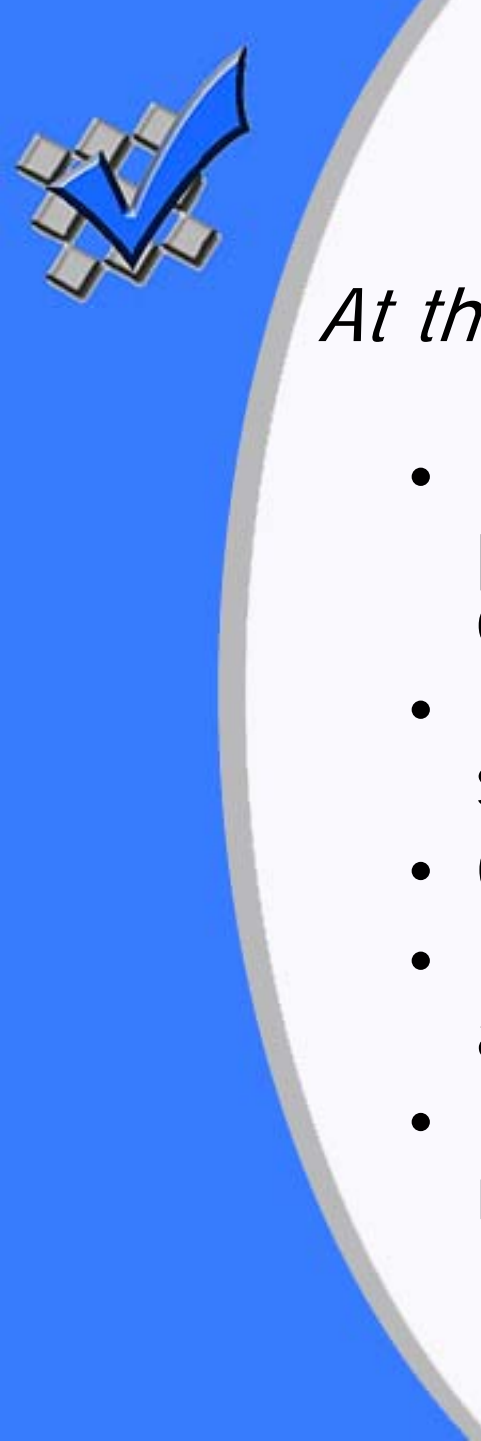


INTRODUCTION



Aims

- *To provide the knowledge and skills to effectively manage your performance and development.*
- *To enhance your contribution and assist you to achieve your potential.*



Learning Outcomes

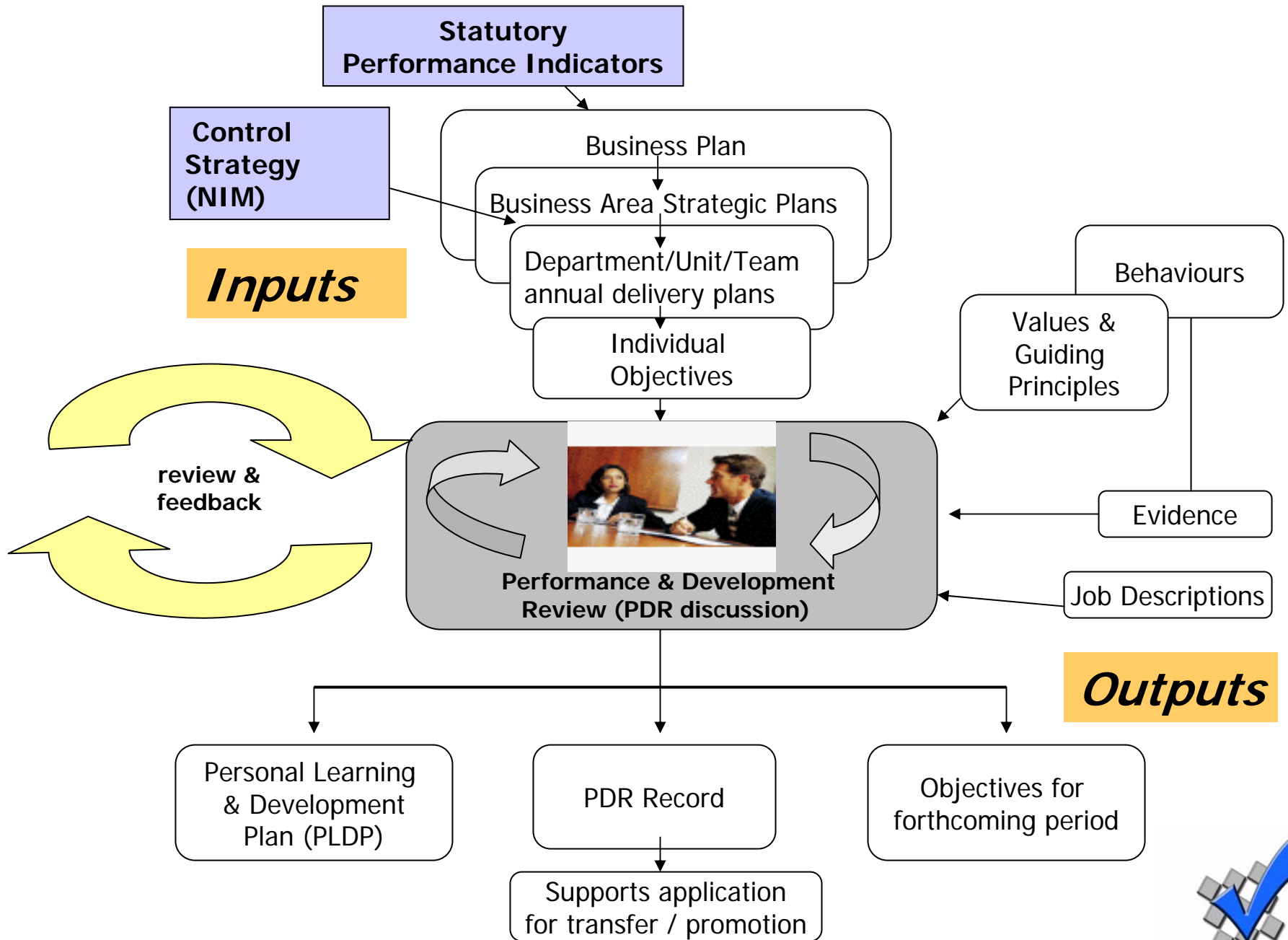
At the end of the training, you will be able to:

- Understand how individual performance impacts on the team and organisation's performance
- Discuss and agree objectives with your supervisor
- Gather evidence for yourself
- Review achievement of objectives and assess behaviours
- Identify and address your development needs

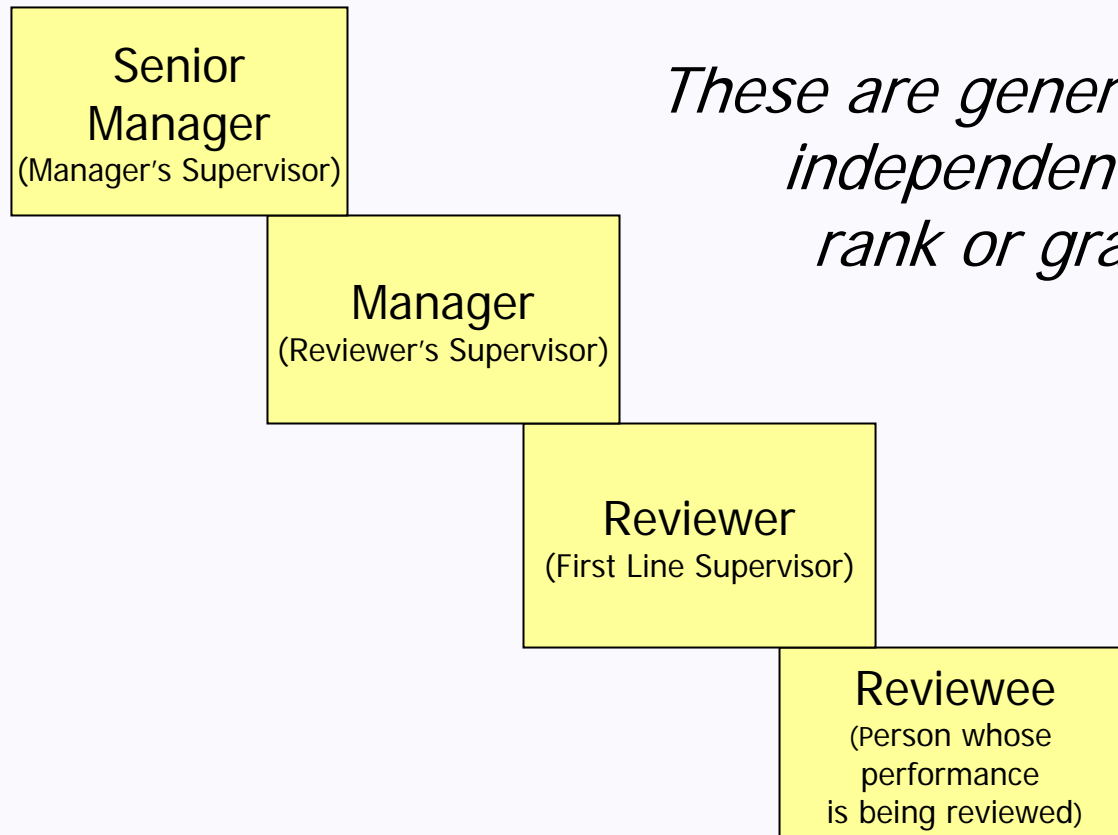


PERFORMANCE MANAGEMENT OVERVIEW

PERFORMANCE MANAGEMENT

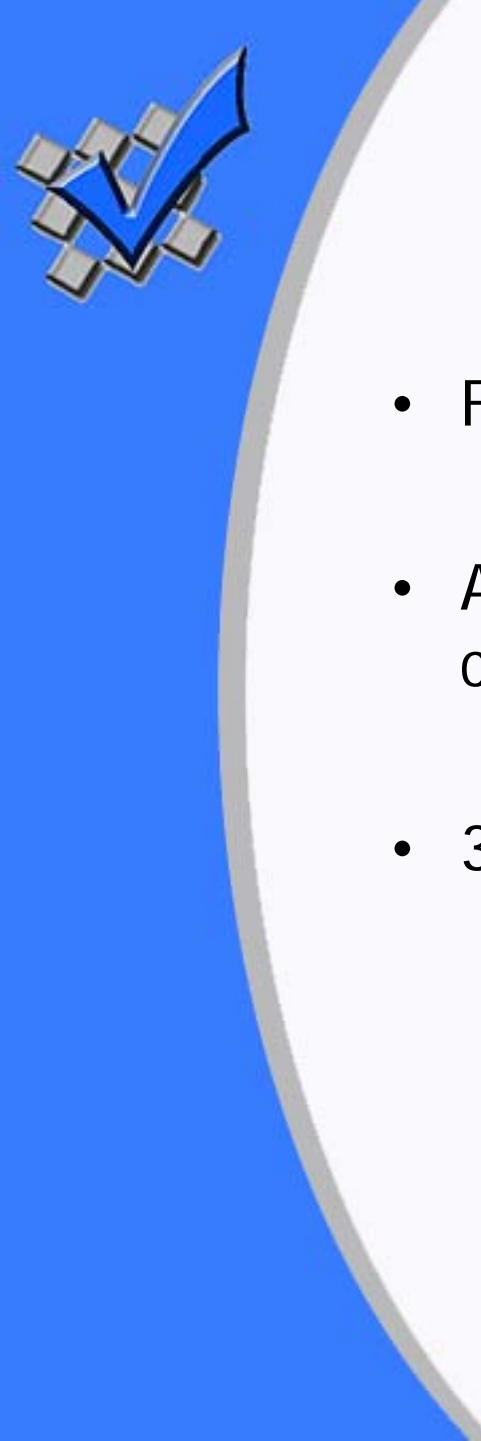


PDR ROLES





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

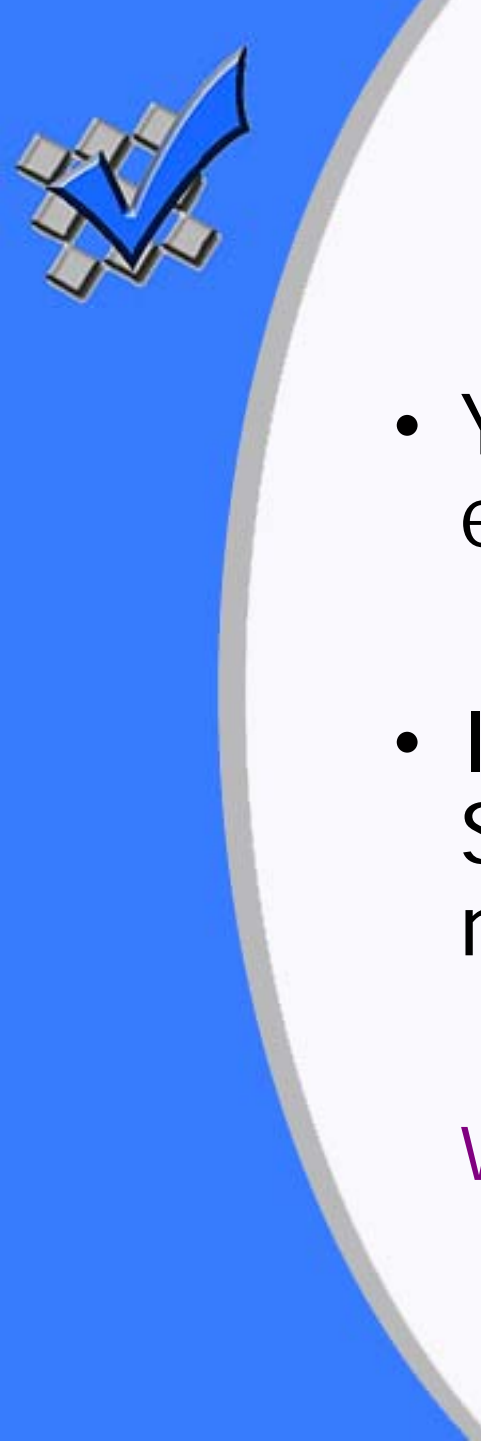


Action Verbs

- 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)



Assessing Objectives

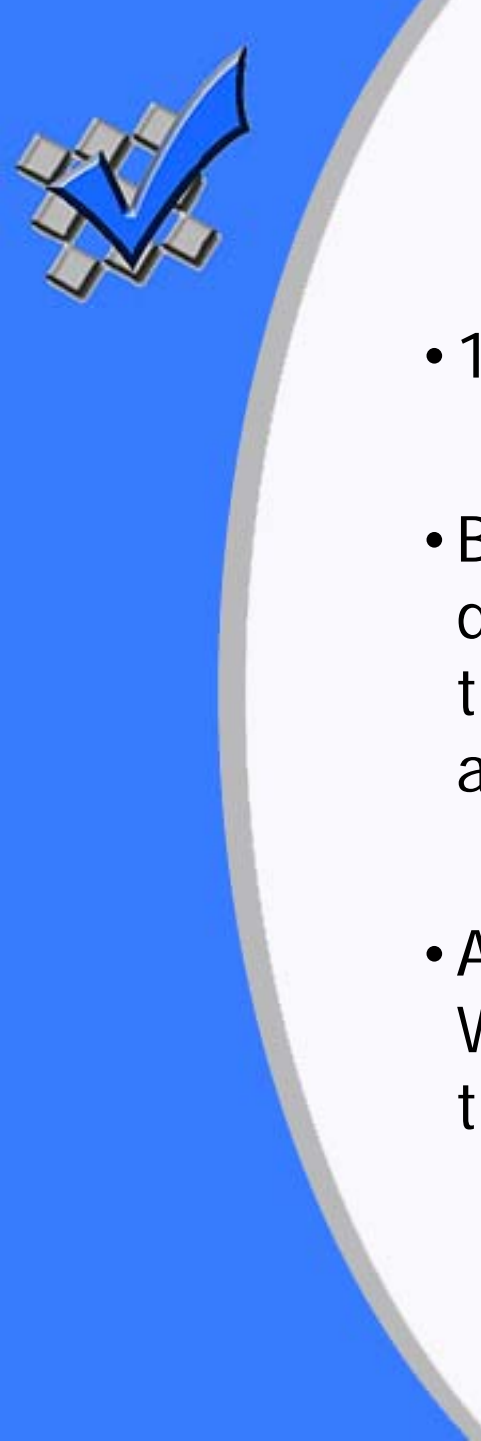
- Consider objectives
- SMART – easily/already measured
- Consider circumstances outwith control



Behaviours

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

Assessing Behaviours

- Each behaviour will be assessed against the descriptor, considering all relevant evidence
- Behavioural indicators will help decide on the appropriate rating
- A rating will be allocated 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

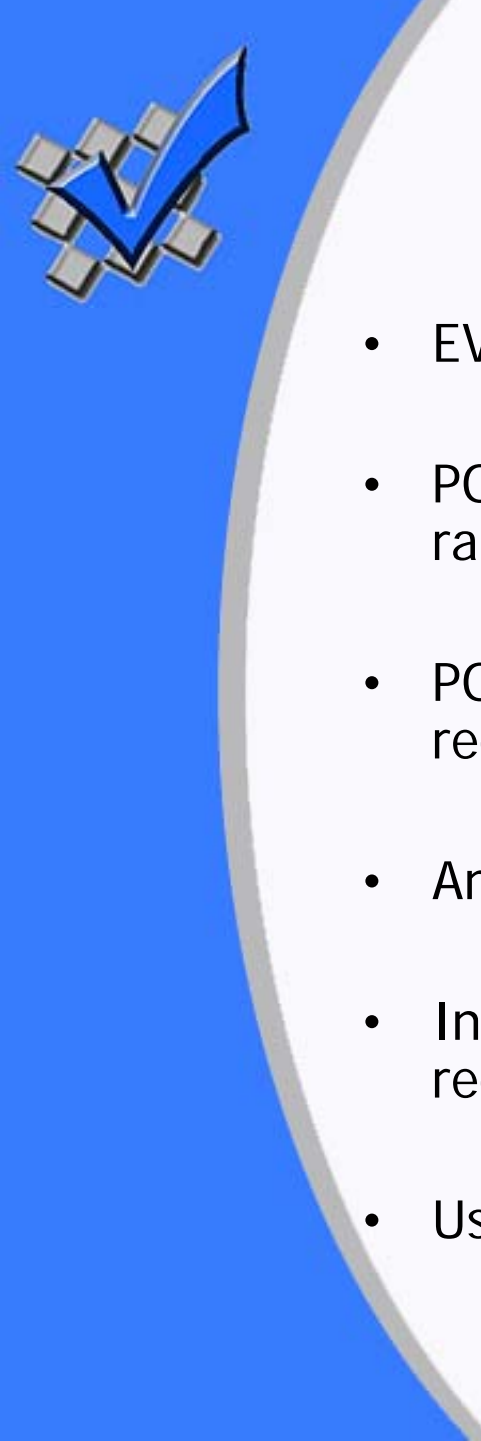
What is Evidence?

- 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

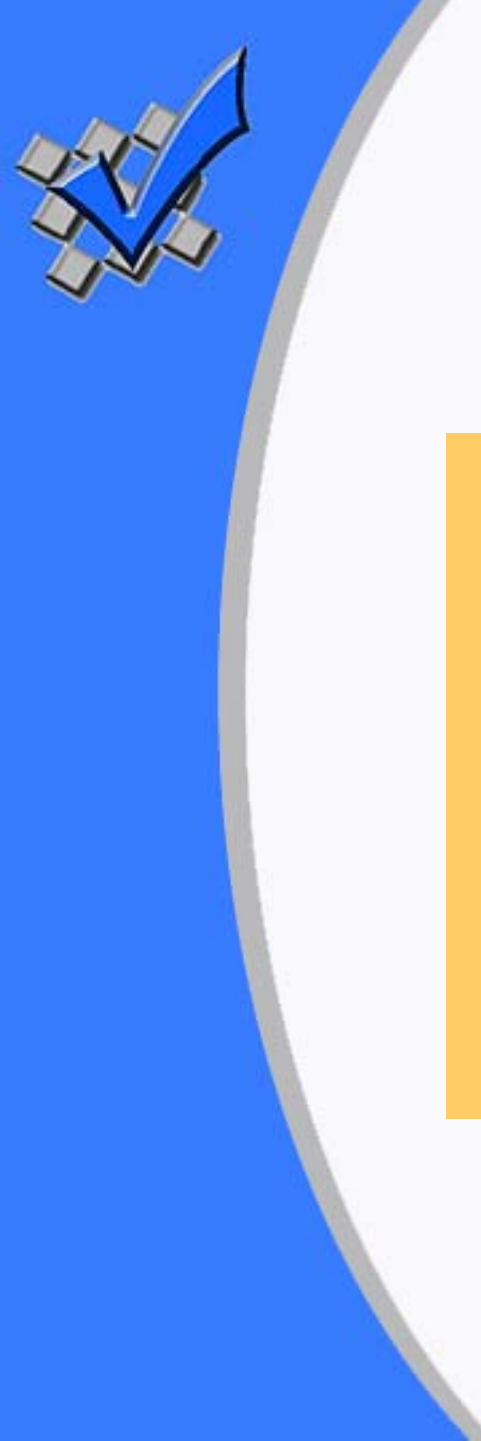


Evidence Gathering

- 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**

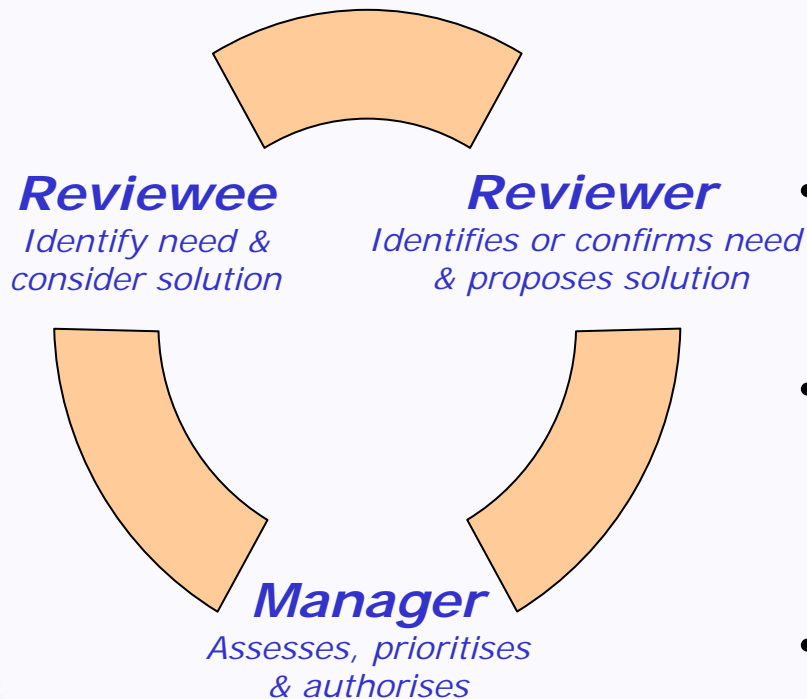
Section 5 should balance the achievement of objectives and the assessment of behaviours



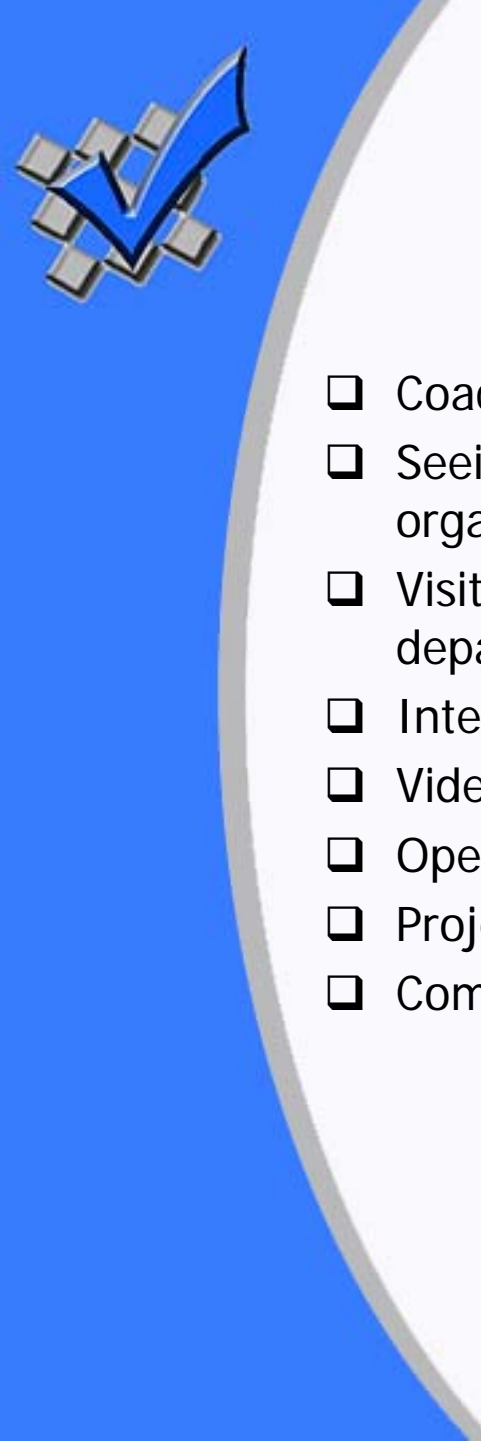
PERSONAL LEARNING AND DEVELOPMENT PLAN

PLDP: Identifying needs

YOUR ROLE

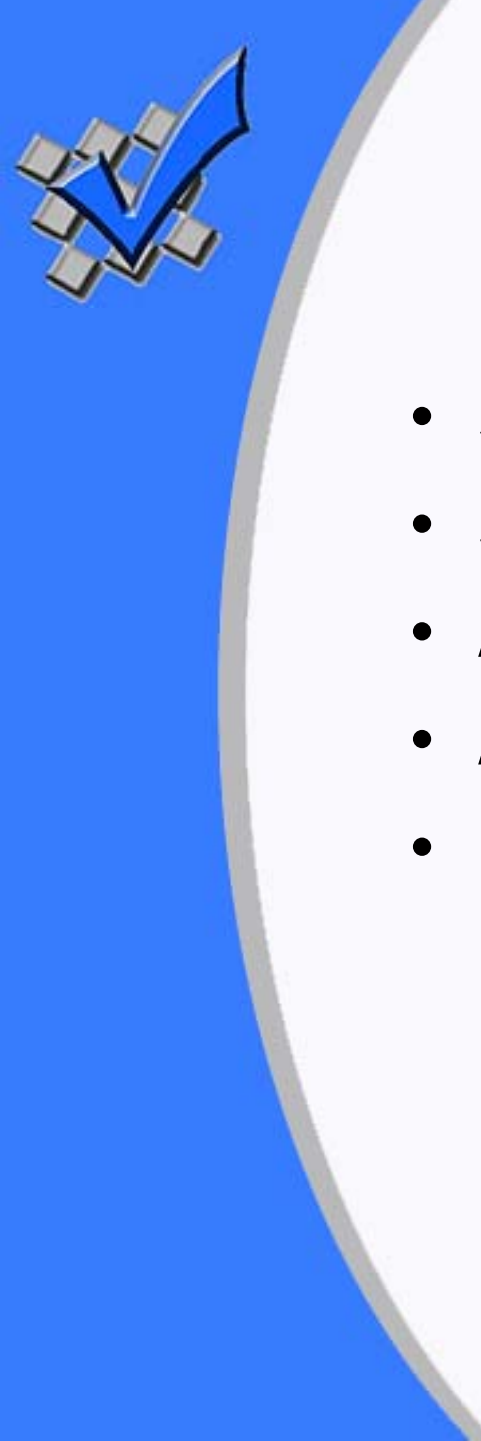


- Help staff to see it as a chance to improve rather than a criticism
- Guard against it becoming a 'wish-list'
- Actively think of (different) ways to meet the needs
- Your Manager will prioritise and authorise (to a training waiting list)



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



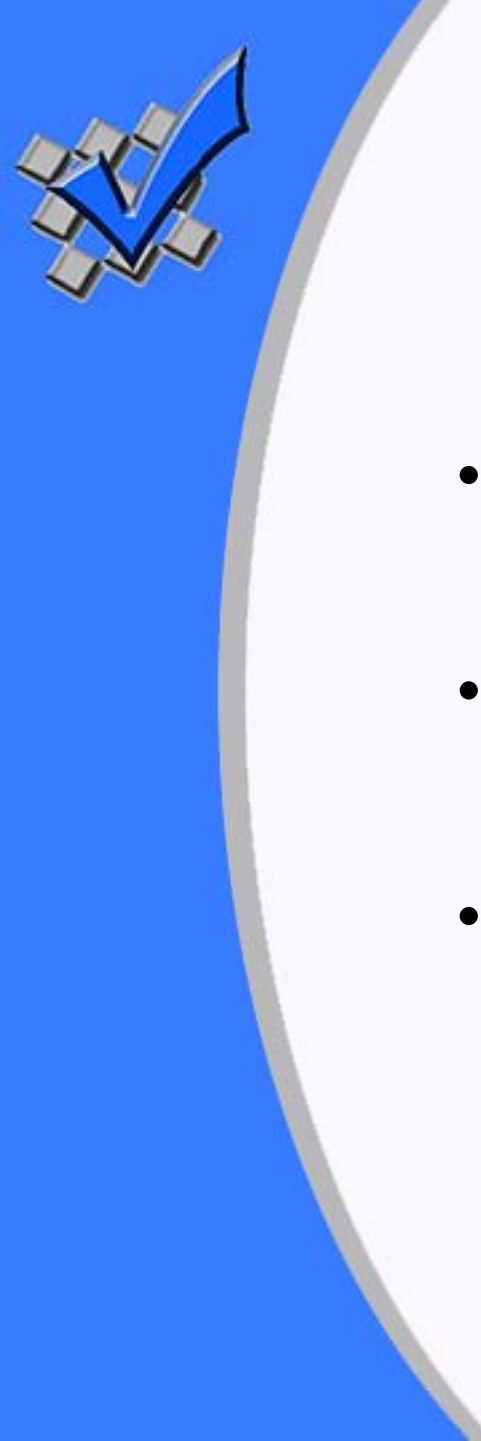
PDR Discussion

PURPOSE

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

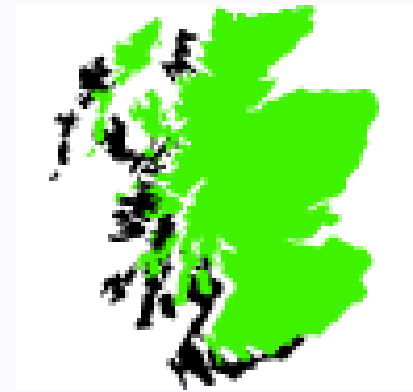


PDR DEMO



The Pilot

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



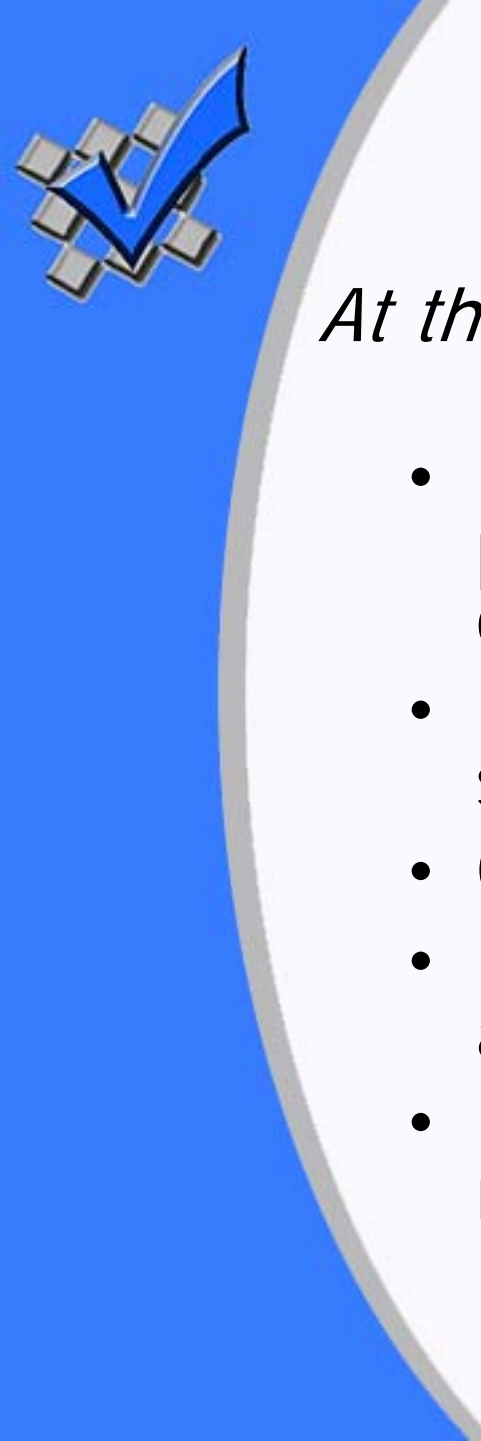


First year of operation:

- 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:

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SUPPORT

- Intranet site with link to Project Team
 - Guidance notes
 - Q/As
- Helpline to local support and to project team
- 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