



Performance & Development Review

Guidance Notes SCoPE



Performance Through People

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INTRODUCTION AND OVERVIEW

Performance and Development Review (PDR)

The provision of excellent Policing services across Scotland is dependent on the high-quality performance of all staff, and this PDR process is designed to improve performance and service delivery. It does so by focusing on both the achievement of **objectives** as well as an assessment of **behaviours**: all members of staff are assessed on *what* they achieve and *how* they achieve it.

The PDR process is used to:

- ✓ agree and set personal objectives, linked to organisational objectives
- ✓ plan performance to ensure that staff know what is expected of them
- ✓ review performance, recognise achievement and identify areas for improvement
- ✓ identify relevant areas for personal development, and ensure that these areas are addressed
- ✓ provide regular feedback and assistance to help staff perform more effectively
- ✓ enhance communication between staff and supervisors

The national PDR is, therefore, much more than a new process with different forms to complete. The objective setting process links performance to, and will help concentrate efforts on, organisational objectives. The evaluation of competence in relation to specific behaviours will help to facilitate a culture change by focusing on the attributes that both the Public and the Service value and expect. Crucially, the process will allow members of staff to play an active part in managing their own performance and development.

Who is involved?

There are four, generic roles in the PDR process, independent of rank or grade. These are shown in the table below.

PDR Role	For Example
REVIEWEE <i>(The person whose performance is being reviewed. Sets personal objectives and identifies development needs)</i>	Constable, Administrator, Inspector,
REVIEWER <i>(Reviewee's line manager. The person who reviews the Reviewee's performance and proposes solutions for development needs)</i>	Sergeant, Controller
MANAGER <i>(Reviewer's line manager Prioritises and authorises development proposals. Discusses career development)</i>	Inspector, HR Manager
SENIOR MANAGER <i>(Manager's line manager. Carries out a quality check. Responsible for ensuring the process is fair and effective)</i>	Chief Inspector, Director of Corporate Services

There may, therefore, be four different people involved in the process, although this will not always be the case. Where required or desired, one person can perform more than one role. For example, in a relatively small team or department the responsibilities of the Manager and Senior Manager could be carried out by the same person.

Discussion

The most important element of the process remains **'face-to-face' discussion**: the fact that the process is computer based does not remove the need for personal communication. It is vital that Reviewees talk with Reviewers about their performance on a regular basis, not just when it is time to complete the PDR record.

Guidance on matters relating to the PDR discussion is included in Appendix B. A checklist of activities is provided for the Reviewee and Reviewer to consider before, during or after the PDR discussion. The Reviewer's checklist also includes guidance about giving feedback.

The PDR Record

The PDR record is electronic and is generated automatically by the SCoPE system at the end of the review period. It consists of 9 sections, which are explained in more detail in these guidance notes. The 9 sections are:

1. Personal and Role details
2. Work Related Objectives for Review Period
3. Behavioural Competencies
4. Attendance

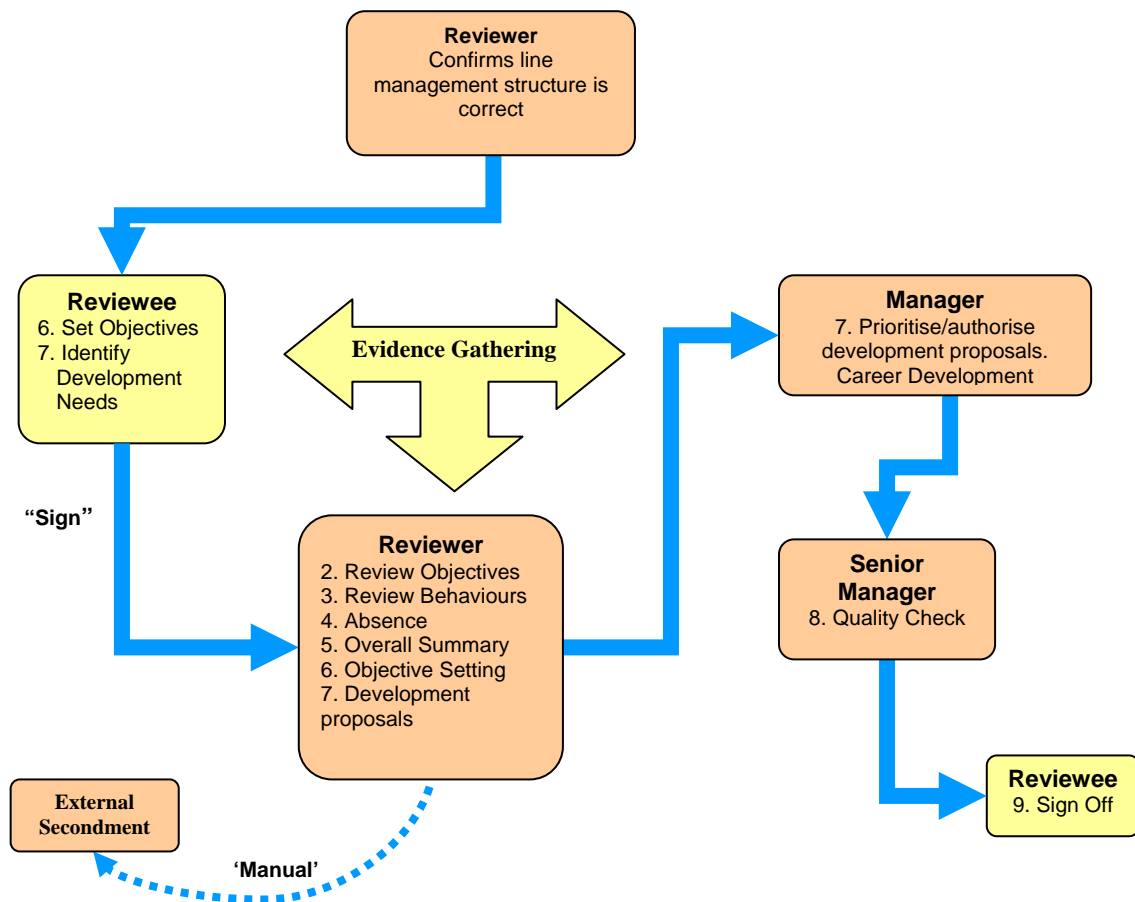
5. Summary of Overall Performance
6. Work Related Objectives for Forthcoming Review Period
7. Personal Learning & Development Plan (PLDP)
8. Quality Check
9. Reviewee's comment

The Process

The PDR record is completed using a 'workbasket' process. The form is automatically forwarded to the personal, electronic workbasket of each of the individuals involved in the process at the appropriate time (see Flowchart 1 overleaf): there is no need to e-mail the record. Only the relevant sections of the PDR form will be open for completion at each stage; sections completed or awaiting completion by others are shaded out and cannot be altered. Throughout the process, the record's progress is logged and can be monitored.

Whilst the document is in an individual's workbasket, it is a 'live' document. The user can add, delete or amend text in the sections open to them at that stage, and save the document as they would in any word processing system. Once the user is satisfied with what has been added, a click of the "Sign" button forwards the record to the next person in the process (or, at the end of the process, adds the document to the Reviewee's Personal record).

Flowchart 1: Completion of the PDR record



A summary of 'Who does what?' is included at Appendix C.

Timescale for completion

It is recommended that the process, from generation of the record to Reviewee sign off, should be completed in eight weeks. There are a number of factors which will affect how the eight week period is divided and allocated to each individual involved in the process, but Reviewees and their supervisors should agree on timescales at an early stage and adhere to agreed time constraints.

SECTION 1: PERSONAL & ROLE DETAILS

The PDR record is generated by the SCoPE system at the conclusion of the review period. The nominal and role details in Section 1 are completed automatically with the relevant information from SCoPE, and the electronic form is sent to the Reviewer. At this stage, the Reviewer only confirms the line management structure is correct and forwards the form to the Reviewee to allow the process to begin.

The details in section 1 should be checked for accuracy and the system administrator advised of any inaccuracies.

SECTION 2: CURRENT WORK-RELATED OBJECTIVES

All of the objectives set for or during the period under review are recorded and displayed in Section 6 (Work Related Objectives for the Forthcoming Review Period) of the previous PDR record. These are automatically carried forward into this section of the current form.

At the conclusion of the period, the Reviewer is responsible for confirming whether the identified objectives have been

- ✓ Achieved,
- ✓ Exceeded
- ✓ Not Achieved, or whether they are
- ✓ No longer relevant

It is vital to use the text boxes provided to explain why objectives have not been met or to recognise performance where they have been exceeded. When an objective has not been achieved the Reviewer needs to consider why this has occurred. They must take all factors into consideration, e.g. was the objective too ambitious or did unforeseen extraneous factors influence matters unduly, and comment accordingly. Similarly, where an objective is no longer relevant, an explanation should be provided.

It is best practice to monitor progress towards objectives throughout the review period to ensure that the objectives set remain both relevant and realistic. This will also allow any issues that may arise to be recorded and addressed at the appropriate time, avoiding disagreement at a later stage.

SECTION 3: BEHAVIOURAL COMPETENCIES

Behavioural Competencies, or Behaviours, are the skills or abilities that members of staff are expected to put into practice in their work. They define what the organisation values in its employees and what is important for success. The table below lists the eleven Behaviours that can be reviewed in Section 3 of the form and they are described further in Appendix D.

<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

Performance levels

This PDR record will be used for **all** staff, at different ranks and grades (up to Chief Superintendent and Police Staff equivalent) and in a huge variety of roles. It is reasonable to expect that people with differing responsibilities will perform differently in relation to a particular behaviour. To ensure the relevance of the review, the behavioural competencies allocated will be set at one of three performance levels:

Essential (for Police & Police Staff roles with no supervisory responsibilities)

Supervisory (for Sergeants, Inspectors & Police Staff equivalents)

Managerial (for Chief Inspectors, Superintendents, Chief Superintendents & Police Staff equivalents)

Allocation of Behaviours

Each member of staff will be allocated between eight and eleven behavioural competencies, depending on their role and supervisory responsibility as shown.

Behaviours assessed	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	0	Y	Y	Y
Management Ability	0	0	Y	Y
Partnership Working	0	0	0	Y

This allocation is, however, not prescriptive. If a Reviewee is expected to make use of a particular skill whilst performing a role, but has not been allocated the relevant competency, e.g. Partnership Working, it can be added to the PDR record by the Reviewer (see Appendix A)

Understanding the Behaviours

Each of the Behaviours has a 'Descriptor' and 'Indicators' provided. The descriptor describes the key elements of the behaviour; the indicators are examples of the behaviour which are set at one of three levels, i.e.

Exceeding examples of performance which exceed competence

Competent examples of competent performance

Development examples of performance which is not yet competent

An example is shown in Appendix E.

The 'Competent' Indicator examples within each of the behaviours give a clear indication of the performance required to be graded competent. The 'Exceeding' and 'Development' Indicators represent the performance required to be graded anything other than competent. As such, Reviewers should use these Indicators as a guide when grading performance and gathering and assessing evidence (see the Evidence Gathering section for further information). The Indicators provided are only examples and the lists provided are not exhaustive: you will come up with examples of your own. You should compare these with the examples provided and assess them accordingly.

Ratings (Grades) for each Behavioural Competency

The PDR uses descriptive, qualitative ratings, which will help to make the review as positive, motivating and developmental as possible.

The following range of ratings is available for each behavioural competency:

- | | |
|-------------------------|---|
| ➤ Exceptional | Sustained, exemplary performance |
| ➤ Exceeding Competence | Always reaches and regularly surpasses |
| ➤ 'Competent' | standard |
| ➤ Competent | Satisfactory and effective performance |
| ➤ Developing Competence | Does not always meet 'Competent' standard, but demonstrates a willingness to learn and progress |
| ➤ Unsatisfactory | Regularly fails to achieve 'Competent' standard. |
| ➤ Does | not demonstrate development or learn from mistakes |

Reporting by Exception

A key feature of this PDR system, in contrast to previous review processes, is 'Reporting by Exception'. Where a Reviewee is considered competent in the role, no additional, supporting or explanatory comment is required. When a

Reviewee exceeds or does not achieve competence, evidence **must** be provided to substantiate the grading given.

SECTION 4: ATTENDANCE

The majority of staff has a good attendance record and Section 4 provides the opportunity to recognise this. It also allows Reviewers to identify where absence has affected performance. This section is not intended to replace the Organisation's attendance policies or occupational health referral systems, etc.

The requisite statistical information will be obtained from the absence module within the SCoPE System and completed automatically, i.e. the number of days absent, number of periods of absence and the number of possible attendances during the PDR period. The Reviewer should complete the subsequent text box, acknowledging good attendance and making explanatory comments where appropriate.

SECTION 5: SUMMARY OF PERFORMANCE

In this section the Reviewer should summarise the overall performance of the Reviewee, taking into account both the achievement of objectives and behavioural competence. This is an opportunity to personalise the form by commenting on Reviewees' all round performance and highlighting noteworthy features or other relevant issues which may not appear elsewhere in the review.

SECTION 6: SETTING OBJECTIVES

Setting objectives for the forthcoming review period is a pivotal feature of the PDR process, and is contained in Section 6 of the PDR record. This section allows Reviewees, in consultation with Reviewers, to identify their priorities and set objectives for the coming year. There is no fixed number of objectives which should be set and this will vary depending on the role but typically, a Reviewee should expect to have three to five objectives for the review period.

Work-related objectives should **not** be a restatement of the job description or of the broad objectives of the role - it is vital to set objectives which are '**SMART**', i.e.

- **Specific**
Objectives must be clear and unambiguous. The objective must clearly define a specific outcome to be accomplished. Remember to think in terms of VERBS - what you should be doing and the OUTCOME - what should be the result.
- **Measurable**
Objectives should relate to your work and should be measured as part of that work in any case (it is not desirable to start measuring an activity

solely for the purpose of PDR). The objectives should relate to quantitative and qualitative measures, but remember that, at the end of the review period the Reviewer (it could be you!) must be able to decide whether the objective has been achieved or not. Avoid vague statements of intent.

- **Achievable**
There is no point in setting objectives that cannot be reached. Consider whether it is actually possible to achieve the objective given internal constraints, external influences, time periods, resources allocated, etc? By all means be ambitious, but be realistic.
- **Relevant**
This area, above all, is vital. The objectives set for any individual must be relevant to their current role and should be easily linked to organisational goals. Shared objectives may be relevant to a particular individual at a particular time, but emphasis should be given to setting individual objectives.
- **Time limited**
In most cases, the time involved will relate to the review period, but there is no reason why the time set for achieving an objective cannot be extended/reduced as required, depending on the objective.

As part of the PDR meeting prior to completing the form, the Reviewee should discuss the coming year with the Reviewer and identify what the primary objectives are, i.e. 'what' the Reviewee is expected to achieve. These will be based on and linked to organisational or national objectives. Further guidance is given in Appendix F.

Once the Reviewee has submitted the form, the Reviewer has the opportunity to add to or amend these objectives if required. The Reviewee must be advised of any changes made. It is the Reviewer's responsibility to ensure that objectives are pitched at the right level, taking all relevant factors into consideration.

Once the PDR record has been completed, Section 6 remains open and accessible to the Reviewer throughout the review period. Objectives and Reviewees' progress towards achieving them should be monitored regularly. It is not possible to amend or delete the text for objectives that have previously been agreed. If objectives require to be changed, this is done by setting a new objective and explaining the reason(s) for doing so in the associated text box. Similarly, if an objective has become irrelevant, an explanation must be provided in the text box.

Examples of Objectives

The following are general examples of objectives (they are not all 'SMART' yet and may require additional information to bring them up to that standard).

- To submit * reports per month in relation to 'anti-social' offences e.g. street drinking.
- To complete my contribution to 90% of staff PDRs within 14 days.
- To submit * intelligence logs per calendar month.
- To target the illegal carrying of knives by carrying out at least * stop/searches per week.
- To ensure my current Crime Reports are updated at least every * days
- To hold a meeting with relevant staff once every 3 months
- To target those offences of greatest concern to the public by submitting 1 Action Plan every month
- To attend * meetings of the Local Community council in the next 12 months
- To spend 5 days working with * to increase my awareness of * procedures
- To improve school liaison by visiting each of my allocated schools at least 6 times during the year
- To deal with *% of customer enquiries within * minutes
- To become competent in the use of * software and to demonstrate this by preparing * by *.

SECTION 7: PERSONAL LEARNING AND DEVELOPMENT PLAN (PLDP)

The PLDP represents a significant step forward in terms of individuals' ability to plan and manage their own development and improve service delivery.

Personal development needs will be varied and diverse, but it is important that any development proposed should be **relevant** to the Reviewee's current or imminent role, or to a specialist role undertaken. This section is not provided for staff to pick and choose a random selection or 'wish-list' of development opportunities. It must be made clear how the development sought will assist the individual in performing better in their role, thus improving the service delivered.

Reviewee

When you identify a development need, i.e. any way in which you could learn, develop and improve performance, you should record that need in this section of the form. Of overarching importance, however, is that the identified development need is relevant to your current or imminent role. As the form progresses, the Reviewer and Manager will assess your development need and decide if, and how best to, address the need.

This section of the form can be used by the Reviewee and Reviewer outwith the review process. This section should be used throughout the period to record the Reviewee's development needs.

Reviewer

You are responsible for commenting on the identified need, indicating whether or not it is agreed, and how immediate it is perceived to be. Where agreement is reached, you should discuss options with the Reviewee and formulate a development plan to address the need. It is important to consider the many different ways of achieving development; there is no need to resort to formal training on every occasion. The need may be met through some form of informal development such as coaching, mentoring or experiential learning; e.g. working with an individual who is recognised as having a particular skill. If formal training is required, the desired course can be selected from the drop down menu.

It is important at this stage to bear in mind that the development plan is only a **proposal**. Authorisation to carry out the plan, or to add the Reviewee to a waiting list for formal training, is required from the Manager. If a development plan is authorised, you are responsible for updating the form when the plan has been completed.

Manager

Firstly indicate whether you agree with the need and recommended course of action. If so, allocate a priority level from one of the following options:

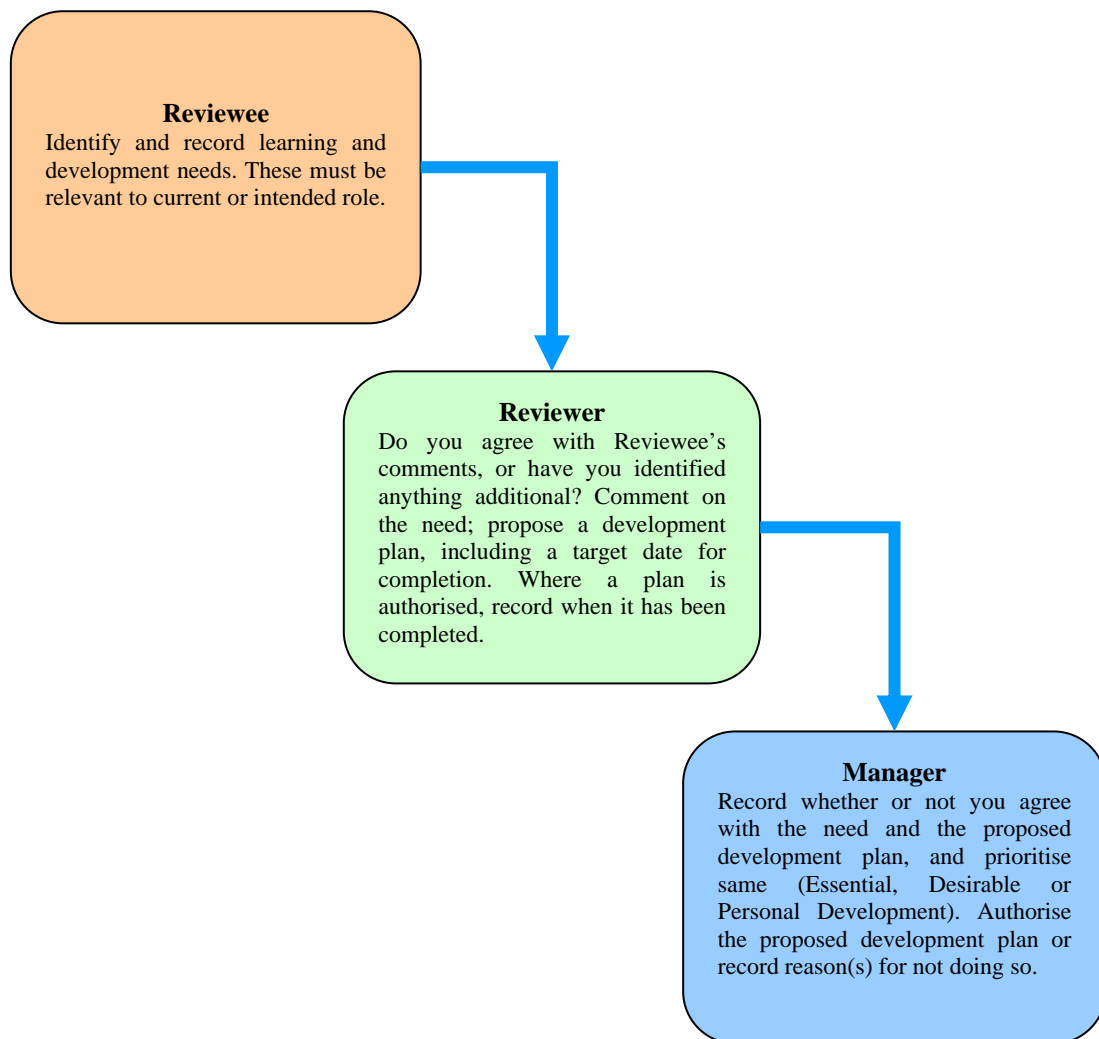
- **Essential**
As the label suggests, this option should be used to identify development which is necessary for the Reviewee to effectively undertake their role. Whilst the request for such development may coincide with the end of the review period, an 'essential' need should be addressed via the appropriate channel as it arises at any stage of the review period.

- **Desirable**
This is for development which will allow the Reviewee to carry out their role more effectively and/or efficiently, and to a higher standard.

- **Personal Development**
This is also for development which will either allow the Reviewee to perform to a higher standard or will broaden their experience and ability. The need will be of lesser importance than the previous categories. For example, this may refer to a request for a form of training which would be beneficial to the individual, but may not be linked directly to the Reviewee's current role, e.g. Public Order training.

You are then responsible for authorising the proposal, having taken cognisance of wider issues such as budget, or whether an alternative means of accessing the skill the Reviewee wishes to acquire exists. If the proposal is authorised, the appropriate box is ticked. If not authorised, explanation must be given in the text box provided.

Flowchart 2: Summary of PLDP Process



Development needs identified during the Review Period

The PLDP part of Section 7 of the form remains open to Reviewers throughout the review period. As such, it can be used by them to record any development needs identified for the Reviewee and any informal means of addressing those needs. Formal training proposals, however, must be pursued through existing processes.

SECTION 8: QUALITY CHECK

The PDR process will encourage regular discussion about performance and development. Good communication is, therefore, central to the process and will be reflected in the quality of the review produced. Section 8 of the form is completed by the Senior Manager to confirm that the PDR record is of an acceptable standard.

Local priorities will influence exactly how this is carried out, but it is recommended that the following form a checklist for those involved in the quality checking process.

- ✓ Overall is the PDR balanced and effectively completed?
- ✓ Are the ratings given for Behavioural Competencies balanced and has appropriate evidence been provided?
- ✓ Is there any overuse of the competent rating?
- ✓ Does the Summary of Overall Performance (Section 5) reflect both objectives and behaviours?
- ✓ Are the objectives (Section 6) relevant, achievable and clearly linked to Organisational objectives?
- ✓ Have development needs been identified in the PLDP (Section 7)?
- ✓ Does the PDR indicate any outstanding issues or need further discussion?

Any issues arising from the quality check should be discussed and resolved with the Reviewer, Reviewee and Manager as appropriate.

The Senior Manager signs off the PDR to indicate that the quality check has been satisfactorily completed.

SECTION 9: REVIEWEE SIGN-OFF

This is the final part of the form, and is completed by the Reviewee.

Once the preceding sections of the form have been completed, it is returned to the Reviewee for acknowledgement. Reviewees should check the entire record to ensure they understand it and acknowledge having done so. A text box is then made available, in which the Reviewee can record any comment if desired (it is not necessary to comment and is perfectly acceptable to leave the text box empty).

Having completed Section 9, the Reviewee will electronically 'Sign' the finalised form. This causes the system to remove the form from the Reviewee's workbasket and append it to the 'PDR' section of the Reviewee's personal record on the system.

The form remains attached to the Reviewee's personal record for three years before being archived. Sections 6 and 7, which relate to Objectives and

Personal Learning and Development, remain open and accessible for use throughout the review period, but the remainder of the form is saved and can be viewed only.

EVIDENCE GATHERING

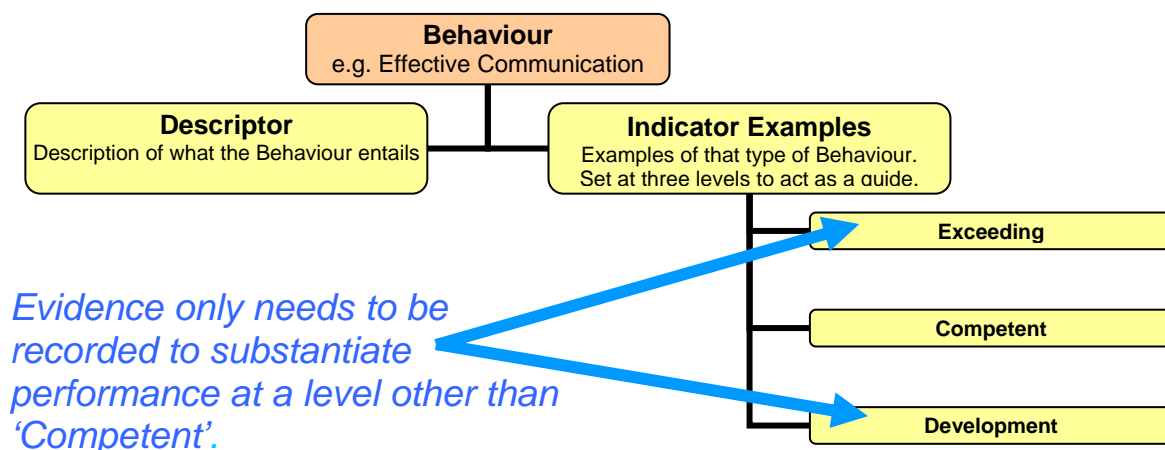
Effective use of the PDR process will help to create a culture where the recording of evidence in relation to performance is routine and the consideration of any evidence plays an important part in the objective and honest assessment of performance. As previously stated, evidence should only be gathered to demonstrate that someone is performing at a level that is either exceeding or not achieving competence: this facility does not exist to record the fact that someone is competent or merely doing their job!

The PDR process has an 'Evidence Gathering' facility, which allows you to gather and store evidence over the course of the review period.

When should evidence be gathered?

Each of the Behaviours that is reviewed e.g. 'Effective Communication', has a Descriptor and Indicators. The Descriptor explains what the Behaviour is, and the Indicators are examples of that Behaviour. The indicators provided are divided into three performance levels (Exceeding, Competent and Development) to reflect the level at which a Reviewee may be performing.

The 'Descriptor' and the 'Competent Indicator examples' provided for each Behaviour give a clear indication of the performance required to be graded competent. The 'Exceeding' and 'Development' indicators, on the other hand, give examples of the types of Behaviour which would suggest that an individual's performance exceeds or falls below competence. As evidence must be provided to justify a grading other than competent, both Reviewees and Reviewers can use these Indicators as a valuable guide when gathering and considering evidence.



It is important that both the Reviewee and the Reviewer gather appropriate evidence of performance throughout the review period. This will not only assist with self-assessment and identification of development needs, but will also contribute towards the annual performance review and ensure that the review is a two-way process. Thus, the Reviewee has an opportunity to make a significant and constructive contribution to his or her own review.

Who should gather evidence?

Everyone should gather evidence of performance, for the reasons outlined above. Everyone can record evidence in relation to their own performance. Similarly, everyone can provide or gather evidence for others, although the means of doing so differ depending on your post.

- **Police Officers**

Any officer can record evidence for an officer of lower rank. However, if you have relevant evidence for a colleague of the same (or a higher) rank as yourself, you must pass it to an officer of a rank higher than that person to record.

- **Police Staff**

The procedure differs slightly for Police Staff. Only supervisors in the direct, line management structure on the SCoPE system can record evidence in relation to Reviewees under their supervision. Consequently, where someone wishes to record evidence in relation to another member of staff not directly under their supervision, they must inform a supervisor from the individual's line management, who can then record the evidence.

(There are two reasons for the difference in procedures. Firstly, the rank structure for police officers defines supervisory responsibility clearly. Unfortunately, members of police staff do not have a similarly defined structure. Secondly it is, generally, more likely that police officers will be deployed for duty outwith their own work environment under the supervision of other officers).

When Reviewees record evidence in relation to their own performance, the Reviewer is given the opportunity to acknowledge and comment on the evidence. Similarly, Reviewees are given the opportunity to acknowledge and comment on any evidence that is raised in relation to their performance by someone else.

ADDITIONAL PROCESSES (see Appendix A)

'Forward' process

If the nominated Reviewer is, for any reason, not best placed to deal with the PDR, and wishes to send the form to a more appropriate Reviewer, they can do so using the 'Forward' facility. The Manager and Senior Manager can also use this facility to forward the form to a more suitable colleague for completion.

'People' process

PDR records are generated by the SCoPE system, with the identities of the Reviewee, Reviewer, Manager and Senior Manager derived from the system and filled in accordingly. There will, however, be occasions when the individuals identified are not best placed to complete the form, e.g. where there has been a recent change in personnel, or where one person will undertake the Manager's and Senior Manager's roles. The 'People' function allows the Reviewer to alter the identity of the Manager and Senior Manager, and the relevant details in Section 1 are updated accordingly. Only the identity altered by the Reviewer will change: where the identity of the Manager is changed the identity of the Senior Manager will be unaffected and vice-versa.

There is no automatic, e-mail notification sent if this function is used. It is incumbent upon the Reviewer to ensure that those involved are aware of the changes being made.

'Roll-back' process

There may be occasions when the Manager or Senior Manager wishes changes to be made to text added by a previous participant in the process. In that case, the 'Roll-back' function can be used to return the form to the relevant person to make the necessary additions/alterations. Reviewers do not have the Roll-back facility, as they have the ability to make alterations to the Reviewee's elements of the form if required. It is imperative that any changes to the substance of the review are discussed with the Reviewee if this function is used.

Retention of completed PDRs

The completed document remains attached to the Reviewee's personal record. It is accessible and can be viewed, but the content cannot be altered by the Reviewee. Sections 6 and 7 remain 'live' throughout the review period and can be **added to** at any point by the Reviewer (text already in these sections cannot be amended or deleted).

Employees working outside the Force/Organisation

For members of staff working outside of their own Organisation/ Force, e.g. on secondment or on Central Service, the 'in-Force/Organisation' Reviewer can select the 'Manual' process. This allows the 'in-Force/Organisation' Reviewer to create the appropriate form in 'Word' format and e-mail it to the 'external' Reviewer (line-Manager) for completion. The completed form will

then be e-mailed back to the Force/Organisation and attached to the Reviewee's personal record.

Temporary Ranks/Grades

When a member of staff is promoted temporarily to a higher rank or grade, it is important that their performance review reflects the additional responsibility of the temporary role, e.g. a Constable undertaking a temporary Sergeant's role should be reviewed *as a Sergeant*. As with Probationary Constables, if someone is performing a temporary promoted role evidence of competence is required and expected. This is particularly significant for the national PDR process as the format and content of the PDR record varies depending on the supervisory or managerial responsibility of the Reviewee. It is, therefore, vital to ensure that the correct record is generated and this is achieved by altering the 'end of review period' date. There are two procedures for doing so:

1. Person commencing temporary rank/grade six months or less after previous review.

This is done by altering objectives to reflect the change in role and generating a new PDR at the conclusion of the temporary rank/grade as follows.

On commencing the temporary post, set new and appropriate objectives for that post. The Reviewer should explain why the previous objectives, set for the Reviewee's original role, are no longer relevant. If the Reviewee's occupation of the temporary post extends beyond their planned review date, the system will, by default, generate a PDR record tailored to the temporary post. If the Reviewee concludes the temporary post prior to the planned review date, the system administrator will alter the final date of the review period to coincide with the conclusion of the temporary post. Thus, a PDR record tailored to the temporary post will be generated.

Month	Post	Event/Action
January	PC	Annual PDR as PC in January. Objectives set accordingly
February	PC	
March	PC	
April	PC	
May	TPS	Temporarily promoted to PS in May <ul style="list-style-type: none"> Set new objectives relevant to Temporary post Reviewer adds comments to existing objectives explaining why the objectives set as PC are no longer relevant
June	TPS	
July	TPS	
August	TPS	
September	TPS	Temporary rank concludes in September <ul style="list-style-type: none"> System administrator alters 'end of review period' date to coincide with end of temporary post PDR generated, tailored for temporary rank Set objectives for post returning to, i.e. PC Annual PDR then falls due in September the following year
October	PC	
November	PC	
December	PC	

2. Person commencing temporary rank/grade more than six months after previous review

This is done by generating a new PDR at the beginning and the end of the temporary rank/grade as follows.

Immediately prior to commencing the temporary post, the system administrator will alter the final date of the review period to the last day the member of staff is in their normal, substantive post. Thus, a PDR record is generated for an individual in that post. They then complete the PDR record and set objectives for their temporary post. At the conclusion of the temporary post the system administrator will again alter the final date of the review period to coincide with the conclusion of the temporary post. A further PDR record will be generated to review the individual's performance **in the temporary post**. In the course of that review objectives will be set for the post the Reviewee is returning to.

Month	Post	Event/Action
January	PC	Annual PDR as PC in January. Objectives set accordingly
February	PC	
March	PC	
April	PC	
May	PC	
June	PC	
July	PC	
August	TPS	Temporarily promoted to PS in August
September	TPS	<ul style="list-style-type: none"> System administrator alters 'end of review period' date to coincide with end of normal rank/grade, immediately prior to commencing temporary post PDR generated to cover 7 months since last review, as PC. Any impact of the shortened review period on objectives or other areas to be fully explained in the relevant sections Set new objectives relevant to Temporary post
October	TPS	
November	TPS	
December	TPS	
January	TPS	Temporary rank concludes in February <ul style="list-style-type: none"> System administrator alters 'end of review period' date to coincide with end of temporary rank/grade, immediately prior to returning to substantive post PDR generated to cover 6 months in temporary rank/grade since last review. Set new objectives relevant to substantive post Annual PDR falls due in February the following year
February	PC	
March	PC	
April	PC	

Remember – Evidence of competence is required and expected for temporary/acting ranks.

Temporary secondments or postings

A similar procedure could be employed for members of staff undertaking a temporary posting, however, this would be dependant on the nature of that posting. Where there is no change in supervisory status, there may be no need to generate additional PDRs; the issue could be addressed by altering objectives.

Appendix A: Using the PDR module

How do I?

- ***Access my PDR record?***

The PDR is an electronic document, which is attached to your personal record on the SCoPE System. At the end of the review period it is generated automatically by SCoPE and sent to your supervisors workbasket. They confirm the line management structure and forward the form to you to allow the process to begin. If you are a supervisor, your workbasket may also contain PDR records belonging to members of your staff, which are awaiting completion by you.

- ***Edit information on the record?***

Once you have opened your PDR record, you can add, amend or delete data in the areas that are open to you, as you would in any other word processing document. Pressing the 'Save' button will save data at that time; you can return to it later if you wish. While the record is in your workbasket and you are working on it, the data you enter cannot be viewed by others. Once you press the 'Sign' button, the record moves to the next stage in the process and the content can be viewed by those with the relevant access.

- ***Forward my record once I have completed my input?***

Press the 'Sign' button and the record is forwarded automatically. There is no need to e-mail the record.

- ***Monitor my record's progress?***

Your 'Personal Record' screen on SCoPE contains details of the current PDR, which will allow you to track its progress. You can also access your previous PDRs from this screen. When a PDR is in your workbasket, you can select the 'Log' icon, which details the record's progress.

- ***View and comment on evidence that someone else has recorded for me?***

You will be notified by a system generated e-mail when someone else has recorded evidence for you. Access the Evidence Gathering page, where all evidence raised by others is listed in a table, detailing when and by whom the evidence was raised. You can choose to 'View' and/or 'Acknowledge', with or without comment.

Add new objectives?

This will be done by the Reviewee during the end of year review process, and can also be done at any time in the review period by the Reviewer. To do this, you would access your current PDR record and go to Section 6. Click on the green coloured addition icon to open a new text-box and type in your new objective.

- ***Amend objectives?***

You cannot alter the text previously entered in the record outwith the annual PDR process. To amend an objective, you must raise a new one using the process outlined above. The Reviewer can explain why this was done in the associated comments box and the previous objective can be marked 'No longer relevant' at the end of the review period.

Add development needs?

At present this can only be done by Reviewees during the PDR process. To do this, you would access your PDR record and go to Section 7. Click on the green coloured addition icon to open a new text-box and type in your development need(s). Outwith the annual review, your Reviewer can use this section to record development needs and the means of addressing those needs.

- ***Print a copy of my record?***

When you have opened your record you will be given the opportunity to print the form, either with or without the details included.

- ***Review the performance of staff working outwith the Force/Organisation?***

Members of staff working outwith the Force/Organisation can have their performance reviewed by their Reviewer or line Manager in their 'external post'. When their PDR is generated it is sent directly to the nominated, in-Force/Organisation Reviewer, who should adhere to the following procedure:

1. Open the workbasket
2. Click 'Manual' button next to the relevant record
3. Select the appropriate form template (based on supervisory responsibility etc.)
4. Enter the date the form will be sent to the external organisation in the box provided
5. Click 'Preview' button. The SCoPE system will create and display the PDR record in 'Word' format.
6. 'Save' the form in a local directory and close the form.
7. Send the form as an e-mail attachment using standard e-mail procedures.

8. The form will be completed by the external Reviewer, who can then e-mail it back to the Organisation/Force
9. The completed record will then be saved in a local directory and can be uploaded to SCoPE via the personal record.

It is likely that this process will be overseen by a nominated member of the Organisation/Force's HR department.

- ***Return the record to a previous user for amendment?***

This can be done by the Manager and the Senior Manager. Click the 'Roll-back' icon adjacent to the relevant PDR record in the workbasket. You will then be asked to select the individual you wish to return the record to. Add comments in the text box, and click the 'OK' button.

- ***Change the identity of the people involved?***

If necessary, the identities of the supervisors involved in the process can be altered using the following functions.

1. 'People' function

The Reviewer can alter the identity of the Manager and/or Senior Manager using this function. This function will also be used where the same person will fulfil both the Manager's and Senior Manager's role.

Select the desired record from the PDR records awaiting completion in the Reviewer's workbasket, and click on the 'People' icon. This opens a box displaying the four roles and the person fulfilling each role. To alter the nominated person, click on the magnifying glass icon adjacent to the name box, select the appropriate individual from the list and press 'OK'. Altering one name will have no affect on the others nominated; the process must be repeated to change another name.

2. 'Forward' function

The Reviewer, Manager or Senior Manager can pass the form to another, more suitable individual for completion, using the 'Forward' function.

Select the desired record from the PDR records awaiting completion in the Reviewer's workbasket, and click on the 'Forward' icon. This opens a box displaying the text 'Passed to'. Click on the adjacent magnifying glass icon to select the desired individual. Add comments in the comments section, explaining why the change was made and press the 'OK' button. This removes the record from the workbasket and forwards it to the newly nominated individual's workbasket.

Appendix B

The PDR Discussion: things to consider

REVIEWEE'S CHECKLIST

Before the PDR Discussion

- ✓ Gather evidence relating to objectives or behaviours
- ✓ Carry out a self review of performance
- ✓ Think about your objectives – identify successes and how you could do even better
- ✓ Think about things that could have gone better, consider the reasons
- ✓ Consider the behaviours – what are your strengths, or areas for improvement?
- ✓ Consider your objectives for the forthcoming year
- ✓ Think about any learning or development needs in light of new objectives
- ✓ Reflect on any career development wishes or aspirations for the future

During the discussion

- ✓ Agree the objectives of the discussion
- ✓ Input your own views about how you have performed
- ✓ Listen to what your Reviewer has to say
- ✓ Use relevant evidenced examples relating to your objectives or behaviours
- ✓ Ask questions...ask for evidence if it is not given
- ✓ Keep an open mind
- ✓ Ensure you understand any actions and what happens next
- ✓ Agree objectives for the coming review period

After the discussion

- ✓ Agree and summarise actions
- ✓ Ask for ongoing feedback, especially in any areas you need to improve on
- ✓ Review your own performance: think about what you are trying to achieve and how you are trying to achieve it

Appendix B

The PDR Discussion

REVIEWER'S CHECKLIST

Before the discussion

- ✓ Agree objectives for the review period
- ✓ Gather evidence relating to objectives or behaviours
- ✓ Plan a suitable time well in advance
- ✓ Arrange for no interruptions
- ✓ Do not re-arrange unless absolutely necessary

During the discussion

- ✓ Agree the objectives of the discussion
- ✓ Recap on the process and refer to previous discussions
- ✓ Put the onus on the Reviewee - encourage them to talk
- ✓ Keep notes
- ✓ Listen to the Reviewee and ask questions
- ✓ Give effective feedback
- ✓ Agree objectives for the coming review period
- ✓ Use relevant, evidenced examples relating to objectives or behaviours
- ✓ Ask questions...ask for evidence if it is not given
- ✓ Keep an open mind
- ✓ Ensure you understand any actions and what happens next
- ✓ Agree objectives for the coming review period

After the PDR Discussion

- ✓ Agree and summarise actions
- ✓ Give regular feedback, especially in any areas that need to be improved
- ✓ Arrange regular review – good practice is every 3-4 months

Giving feedback

- ✓ Say specifically what you think is going well and not so well
- ✓ Balance positive and negative feedback
- ✓ Avoid dwelling on minor details
- ✓ Give facts, not opinions
- ✓ Be specific, quote evidence
- ✓ Help the Reviewee understand the feedback
- ✓ Focus on the Reviewee's performance, not their personality
- ✓ Be constructive and look at how things can be done better in future

Appendix C

Completion of the PDR Record: Who does what?

PDR Role	Responsibilities in relation to completion of PDR	
Reviewee	Section 6	Considering and drafting objectives for coming year
	Section 7	PLDP – identifying development needs
	Section 9	Reviewee's comment (at conclusion of process)
Reviewer	Section 2	Assessing performance in relation to objectives
	Section 3	Assessing behavioural competence
	Section 4	Attendance
	Section 5	Summarising overall performance
	Section 6	Agreeing objectives for coming year
	Section 7	PLDP - commenting on development needs and suggesting means of addressing them
Manager	Section 7	PLDP - authorising or rejecting proposed course(s) of action, with explanation, and identifying future career aspirations
Senior Manager	Section 8	Completing quality check on PDR record and confirming that the process has been fair and balanced

Appendix D

Behavioural Competencies (Behaviours)

The table below lists and describes the eleven Behaviours which can be reviewed in Section 3 of the PDR form.

Behaviour	General Descriptor
Leadership	Leads by example and is a role model whom others will follow. Is motivated and inspirational
Effective Communication	Concisely communicates all information in an appropriate language and style. Demonstrates listening, understanding and negotiating skills.
Respect for Diversity	Respects, values and considers the opinions, circumstances and feelings and views of others, taking into account their diverse background. Is understanding of social, cultural gender, disability, religion/faith, age and racial differences and needs.
Team Working	Builds relationships and communication by involving others. Is part of, and encourages, an effective, united team who work together to achieve a common goal.
Personal Awareness	Values and is aware of the differences, strengths and weakness in themselves and others and encourages development. Recognises how feelings and emotions affect performance.
Problem Solving	Evaluates information and solves problems. Considers all options when making decisions. Is innovative.
Job Knowledge	Demonstrates a sound knowledge of the requirements of their role. Keeps knowledge up to date.
Management Ability	Plans, organises and manages work effectively and efficiently. Thinks ahead and prepares for the future. Manages performance by considering costs, resources and organisational goals.
Partnership Working	Recognises the importance of partnership working and consultation. Establishes and maintains effective relationships with partner agencies.
Service Delivery	Is customer focused, to ensure a high quality service. Maintains contact and updates as appropriate, welcomes feedback.
Personal Effectiveness	Takes responsibility for achieving results. Displays motivation, commitment, perseverance and integrity. Is reliable, resilient, recognises the need for change and is willing to adapt.

Appendix E

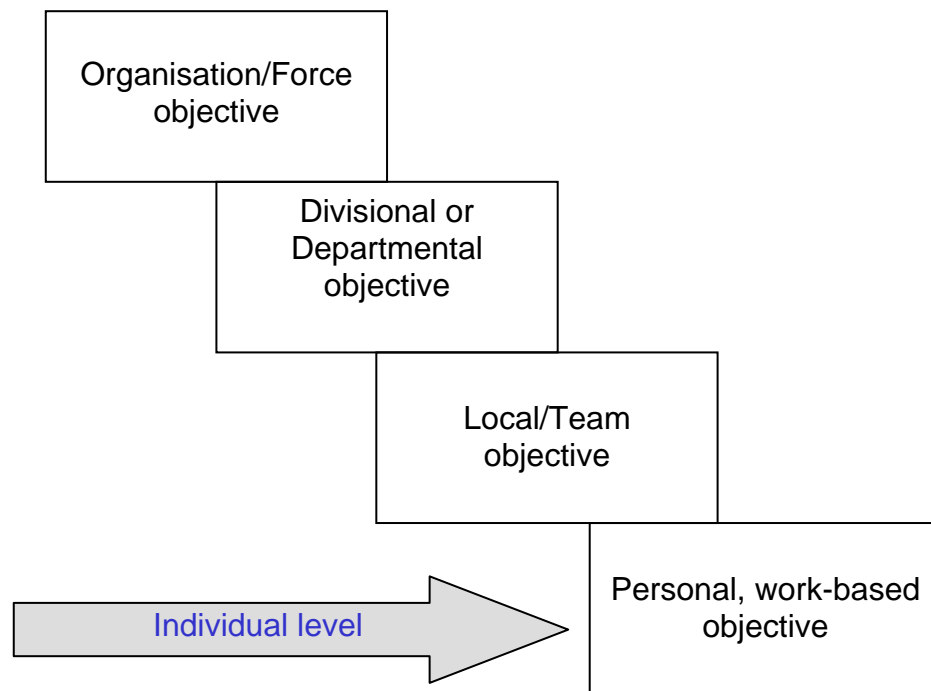
Example of Behavioural Competency

<p>Effective Communication</p> <p><i>Communicates ideas and information effectively, both verbally and in writing. Uses appropriate language and a style of communication that is relevant to the situation and people being addressed.</i></p> <p><i>Capable of persuading and influencing others using logic and reason.</i></p>
<p>Exceeding Indicator examples</p> <ul style="list-style-type: none"> • 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
<p>Competent Indicator examples</p> <ul style="list-style-type: none"> • 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 • 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
<p>Development Indicator examples</p> <ul style="list-style-type: none"> • 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 by 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

Appendix F

Guidance on Setting Objectives

Think about how you can translate the high level Organisational/Force objectives to what you do as an individual. How do you contribute to those objectives?



To help you consider your own objectives for the next review period, consider the following questions:

- *What do you think are the most important things that you do? (concentrate on the really important things, not your full job)*
- *What do you believe you are expected to achieve in these areas? (be specific and focus on what YOU are expected to achieve)*
- *How will you know whether or not you have achieved them? (think of things that will be achieved or standards that will be met)*

Appendix G

PDR QUESTIONS / ANSWERS

Background Information

Q: Why are we changing the appraisal system?

A: The current system is considered by many to have become overly bureaucratic and time consuming, with limited focus on the real contribution of individuals or their training and development needs. Additionally, some Forces in Scotland have developed their own systems; consequently the appraisal process has become inconsistent across the country. This new system is a modern performance management process for the Scottish Police Service which is less time-consuming, better focussed and includes, for the first time, police officers and police staff.

Q: Why are we not adopting the Integrated Competency Framework (ICF) which has been widely introduced in England & Wales?

A: The ICF was researched in the early stages of the project but was considered highly bureaucratic and resource intensive. That said, key elements of it (behavioural competencies) have been adapted and incorporated into the new PDR process.

Q: Some Scottish Forces have already spent some time developing new processes – why can't we use them throughout Scotland?

A: The new PDR process incorporates a number of elements used by Forces which, when combined, are intended to provide an easily understood yet comprehensive blend of modern performance management techniques that can be applied nationally. As such the new PDR process is intended to be an extension of, rather than a replacement for, the PDR systems used by other Forces/Organisations.

Q: What external organisations were reviewed?

A: Research was conducted with external organisations and professional bodies across a wide range of businesses and sectors, including British Petroleum; the Scottish Government; and the Chartered Institute of Personnel and Development (CIPD).

Q: What were the key messages from external organisations?

A: The main message was that there is no 'perfect' appraisal or performance review process – systems need to be tailored specifically to an organisation's culture and values. Best fit is therefore more important than best practice. Another key theme was the importance of measuring both results (objectives) and behaviours.

Roles

Q: Who is involved in the PDR process?

A: There are four separate roles in the PDR process. Firstly there is the **Reviewee**, the person whose performance is being reviewed. Next, there are the three successive line managers, who are called the **Reviewer**, the **Manager** and the **Senior Manager**. While there could be four different people involved in the process, this won't always be the case. If required, one person can perform more than one role, e.g. one person could fulfil both the Manager's and Senior Manager's roles.

Q: Whose responsibility is it to complete Performance & Development Reviews?

A: Although it is your reviewer's responsibility to complete the performance review; it is important that you contribute fully prior to and during the review: discussion between Reviewee and reviewer is a critical element of the process.

Q: What would happen if my supervisor or manager was absent for an extended period?

A: Your PDR would be allocated to an alternative supervisor capable of carrying out this procedure. If for any reason this was not possible, your PDR would be delayed until its completion could be carried out credibly (as per existing appraisal arrangements).

Q: What would happen if I was sick or on maternity leave?

A: Your PDR can be deferred if an extended period of absence has occupied a significant part of the review period. The effect(s) of shorter periods of absence on your performance can be recorded in Section 4 of the form (Attendance), which has been provided for that purpose. Similarly, your objectives can be reviewed to take account of any absence.

Q: What happens if I am on secondment outwith my Force/Organisation?

A: If you are working outside the Organisation/Force, e.g. on secondment or on Central Service, your normal in-force/organisation Reviewer can select a 'Manual' process. This means that the appropriate form will be created in 'Word' format and e-mailed to your 'external Reviewer' (line manager) for completion. Once completed, the form will then be e-mailed back to your Organisation/Force and attached to your personal record.

The PDR process

Q: What are the benefits to me as an individual?

A: You will be able to see where your role fits in and how you contribute to the overall Organisation's objectives. You will get a real opportunity to plan, review, record and improve your performance, and link this to any learning and development needs.

Q: What are the benefits to the Organisation/Force?

A: The main benefits for the Organisation/Force will be improved performance through stronger links to Organisational/Force objectives, better performance management and improved integration of HR processes.

Q: What will be recorded on the HR system?

A: Full details of your PDR will be attached to your personal record in SCoPE and will be accessible by you and your line managers.

Q: Why is attendance included?

A: This section is to recognise good attendance and to record any impact that absence has had on someone's performance or development. The relevant data will be imported from the absence module within the SCoPE system. Individual organisations/forces will continue to advise on and implement local absence management policy.

Q: How do we avoid the pitfall of non-completion of appraisals?

A: It is hoped that PDR will become valuable and important to individuals and that non-completion will no longer be an issue. In addition, the electronic nature of the PDR process means that PDRs will be allocated automatically and their progress can be more easily monitored. To avoid undue delay, Organisations/Forces will strive to ensure that 90% of PDRs are completed within 8 weeks of generation.

Q: How are Special Priority Payments (SPP) and the Competency Related Threshold Payment (CRTP) affected by PDR?

A: The SPP scheme is independent of PDR and is unaffected. In relation to the CRTP (which applies to police officers only) the PDR includes an assessment of whether a Reviewee's qualification for the payment should be reviewed. If necessary, any further action is pursued outwith the PDR process in keeping with existing local arrangements.

Q: How does PDR link to promotion?

A: The relationship between PDR and the promotion process will depend on Organisation/Force procedures. The PDR will, however, ensure the accurate assessment and recording of performance, which is an important element in this process.

Q: How do we motivate staff if they have no promotion prospects?

A: Promotion is only one of many motivating factors for staff. If someone does have aspirations for promotion, the PDR process can reflect this and provide relevant support and advice. If an individual has no desire or is not qualified for promotion, the PDR discussion should concentrate on how their experience can best be used in the future e.g. there may be an opportunity to use them to train or coach others.

Q: Will this process apply to Special Constables?

A: Not at present. Once PDR has been implemented across the Scottish Forces, there may be aspects of the PDR that are transferable to the Special Constable role.

Q: How will someone in a temporary rank be assessed?

A: Staff in a temporary rank or grade will be assessed in that role. Depending on the period of their temporary role, this may be reviewed exclusively, or as part of a wider review of their combined performance. In both cases, it is important that their personal objectives are revised and updated when they commence any temporary position. Evidence of competence will be required and expected for temporary/acting ranks.

Q: What happens if someone moves during the review period?

A: This will be for individual organisations/forces to decide and will depend on the timing and the nature of the move. The two methods of dealing with this situation are that personal objectives can be modified to reflect a change of post, or alternatively PDRs can be generated on demand to coincide with a change of post (although it is not best practice to consider review periods of less than three months).

Q: What happens if I am not happy about how my Performance & Development Review was carried out?

A: You will be able to discuss this with the key people involved, the reviewer, manager and senior manager. The senior manager is responsible for the quality checking of reports and the resolution of any related issues.

Q: The new PDR process assesses both objectives and behaviours. Are they equally important, or is the achievement of objectives valued more than behavioural competence (or vice-versa)?

A: In addition to assessing objectives and behaviours separately, reviewers are responsible for summarising Reviewees' overall performance. The reviewer needs to consider and balance the extent to which the objectives were achieved, taking into account the relative importance of each objective, and the standard at which behaviours have been demonstrated, in relation to the role.

Q: How do we ensure that the PDR process is applied consistently?

A: The PDR assesses how individuals perform in relation to their personal, work-based objectives and their behavioural competence. While there will always be an element of subjectivity in any assessment process, elements of the new system such as the behaviour indicators will help to ensure that standards are consistent.

Q: How can someone with, say, 10 years service be assessed against someone new in the role?

A: Everyone's performance is measured in relation to their own, personal objectives, which are set having taken into account all relevant factors, such as experience. Members of staff are assessed against the standard expected of them, not against their colleagues.

Evidence gathering

Q: What sort of evidence should I be collecting?

A: Evidence can take many forms and come from a variety of sources. It could be as simple as observation of someone's performance or a letter of appreciation; the list is almost endless. Remember, however, that evidence must reflect performance or behaviour that is better than or below the normal (competent) standard expected.

Q: How do we avoid over use of evidence gathering e.g. someone reporting on almost everything they do?

A: The key thing to remember is that evidence is not required to demonstrate that you are competent or 'doing your job'. It should only be recorded for performance that exceeds or is lower than the competent standard. 'Indicators' are provided for each behavioural competency: these are examples which are designed to assist in illustrating this more clearly.

Q: How can I add evidence for a colleagues who is the same rank/grade?

A: For police officers this can be done if the person is a lower rank than you. Otherwise, and for all police staff, notification should be sent to the individual's supervisor (as is currently the practice).

Objectives

Q: How can a constable on the street or a junior member of police staff link their objectives to the overall Organisation/Force objectives?

A: The aim is to make sure that everyone can link what they are doing to what the Organisation/Force is seeking to achieve. Thus, Organisational objectives should be recognised and contributed to at every level in the organisation: division/department/unit/team and individual. All staff will be providing a service to someone, be it within or outwith the organisation, and you will be required to discuss and agree personal objectives with your supervisor.

Q: How are objectives set so that they are 'fair'? Will it be possible for someone to set objectives that are easy to achieve?

A: The setting of objectives will be agreed between the Reviewee and the reviewer, but this will be within a locally agreed context and subject to validation by managers and senior managers. This will ensure that objectives are fair and consistent throughout the Organisation. Remember that in a group there may be 'common' objectives which you can all work towards and supervisors will be able to advise locally on this. The system can also record if objectives are deemed 'no longer relevant' due to a change in circumstances.

Q: What happens when someone does not meet their objectives through no fault of their own?

A: All objectives should be designed to be relevant, achievable and specific to an individual role. However, where the achievement of the objective is threatened this should be addressed and recorded at the time (the PDR is a 'live' document). Where objectives are not met the circumstances will be taken into account and an appropriate review of the circumstances recorded.

Behavioural Competencies

Q: What are Competencies?

A: The Behavioural Competencies or 'Behaviours' are simply a description of the skills, attitudes and/or knowledge deemed necessary to carry out a particular role effectively.

Q: Where do they come from?

A: Competencies are not new; they have been in use since at least the 1950's and most big organisations in the public and private sector incorporate them in one form or another in their appraisal processes.

Q: How were the behavioural competencies selected?

A: Following considerable research, they have been selected as the key components influencing individual performance in the Scottish Police Service. They also reflect contemporary thinking in this field, although they remain comparable with the behaviours assessed in the current system.

Q: Why are technical competencies not included?

A: Technical competencies can be quite complex and time-consuming to administer (as experienced by use of the Integrated Competency Framework (ICF) in England and Wales). We wanted to keep the process as simple and non-bureaucratic as possible, and technical ability can be commented on or evidenced generally within the 'Job Knowledge' section of the PDR.

Q: Do competencies relate to the individual or the post?

A: Competencies have been developed at three different levels: essential (for non-supervisory staff), supervisory and managerial. Every post is assigned to a particular level. The individual is then assessed against the indicators for that level e.g. an administrator would generally be assessed against the indicators for essential level, a Sergeant would be assessed against supervisory indicators and a Chief Inspector would be assessed against the managerial indicators.

Q: Is there a danger that supervisors will use minimum effort and assess everyone as 'competent'?

A: No. The PDR is designed to provide more accurate performance reviews, and can be influenced by a number of people in addition to the reviewer. In particular, by making effective use of the Evidence Gathering facility, Reviewees can influence the grades they are awarded. The senior manager involved will also carry out a quality check on reports to ensure that the competent rating is not over used; this means that supervisors will themselves be assessed on how effectively they make use of the PDR process. In short, the PDR has been designed to reduce bureaucracy, but not at the expense of accuracy.

Personal Learning & Development

Q: Is the new process linked to training and development?

A: Yes, this is a very important part of the new process. Reviewees are encouraged to identify their own development needs and to discuss how best to address them. Where needs have been identified, a development plan will be proposed by the reviewer and considered for authorisation by the manager. Because the process is electronic and the PDR record can be accessed by the Reviewee, it will be easy to monitor the progress of development plans.

Q: How is training arranged outwith the performance review process?

A: At present, the facility to nominate Reviewees for **formal** training via the PLDP can only be utilised during the 'active' (discussion) phase of the PDR process (although future development will allow training to be booked via the PDR at any time). Therefore, whilst the PDR record can be used on an ongoing basis to record development needs, all formal training required outwith this phase will, at the moment, have to be arranged via your Training Department.

Q: How will training needs be prioritised?

A: The Manager is responsible for prioritising training needs, taking into account their relevance to current or future roles, wider availability of the skill required, abstractions, etc.

Q: Can staff include development needs not related to their current role?

A: In general, development needs should relate to an individual's current or imminent role. Nevertheless, if an individual wishes to highlight a less relevant or pressing need, they can do so. This need will, however, be prioritised in the same way as other, more relevant training needs and may not attract the same level of support.

Q: How do we avoid over nomination for training courses in the new PDR process?

A: Reviewers must be realistic when proposing development plans, and they should bear in mind that formal training is only one of many options when addressing development needs. Managers, too, will have to consider implications and alternative options prior to authorising proposals. Organisations/Forces will have their own processes for allocating places when training courses are over subscribed.

Q: How will staff be trained to use the new PDR process?

A: It is for Organisations/Forces to decide how best to train their staff, but a number of training and support products have been produced. These include Open & Distance Learning (ODL), Computer Based Training (CBT), Classroom based training,

Comprehensive guidance notes and on-screen guidance on the intranet and the internet.

The Future...

Q: How was the process tested?

A: The process was tested during a six-month pilot in the Grampian Police area. This pilot included all Police Officers and Police Staff whose PDR's was due throughout the period and provided a meaningful test for all aspects of the system. Throughout the pilot, the process was reviewed by both the National PDR team and external, independent evaluators.

Q: What happened once the pilot was completed?

A: The independent evaluation of the pilot was completed and a report submitted to ACPOS Council. The report covered all aspects of the process, with any changes or adjustments suggested.

The evaluators found the system, 'fit for purpose' and recommended immediate roll-out across the Scottish Police Service

Q: How was evaluation of the pilot conducted?

A: This was determined by the independent evaluators, but included a mix of questionnaires and focus group discussions.

Q; What are the future plans for implementation of PDR across the Scottish Police Service?

A: PDR is already implemented in Grampian and Fife, utilising the HRS IT system. SPSA have implemented using the SCoPE system and other Forces are online to implement over the forthcoming months if they use SCoPE as their IT platform.