

Personnel and Training Business Area

# ACPOS People Strategy:



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

# Managerial

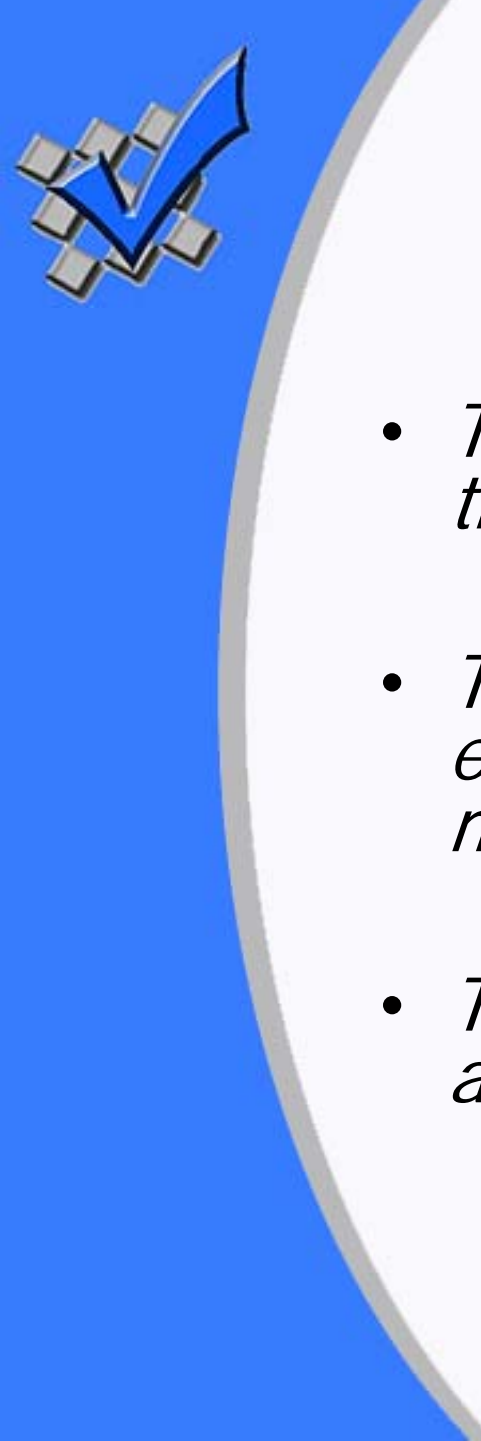


# INTRODUCTION



# 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

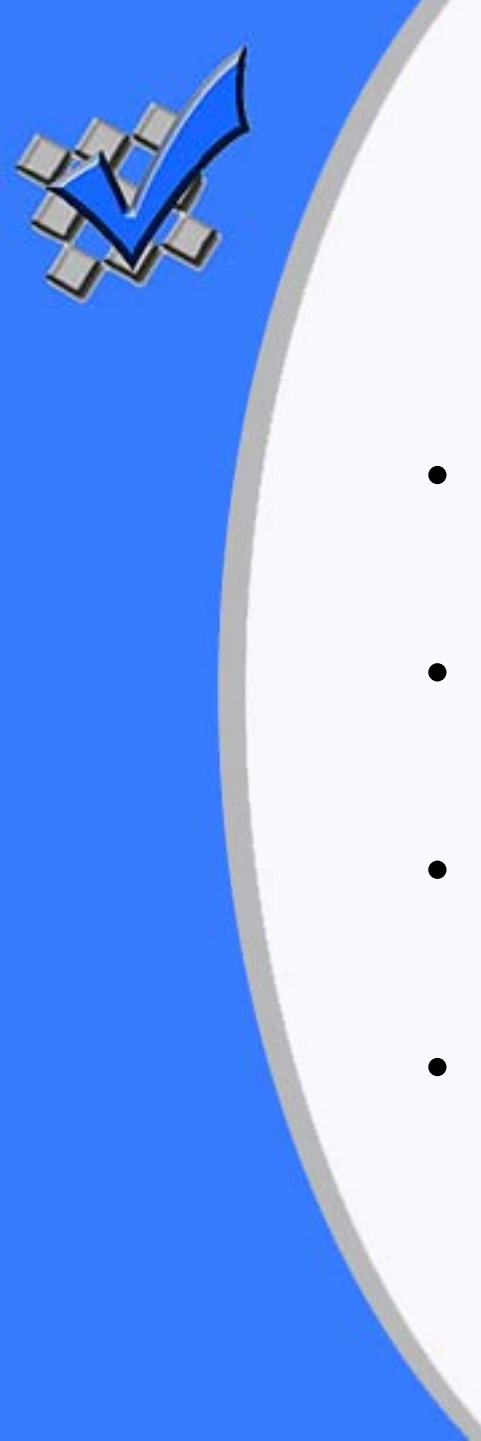
- *To gain an understanding of the PDR training being given to your staff*
- *To provide the knowledge and skills to effectively complete your own PDR and manage the PDR process for your staff*
- *To enhance staffs' contribution and assist them achieve their potential.*



# Learning Outcomes

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

- Discuss and agree objectives
- Gather and assess evidence for yourself and for your staff
- Review achievement of objectives and assess behaviours



# Learning Outcomes

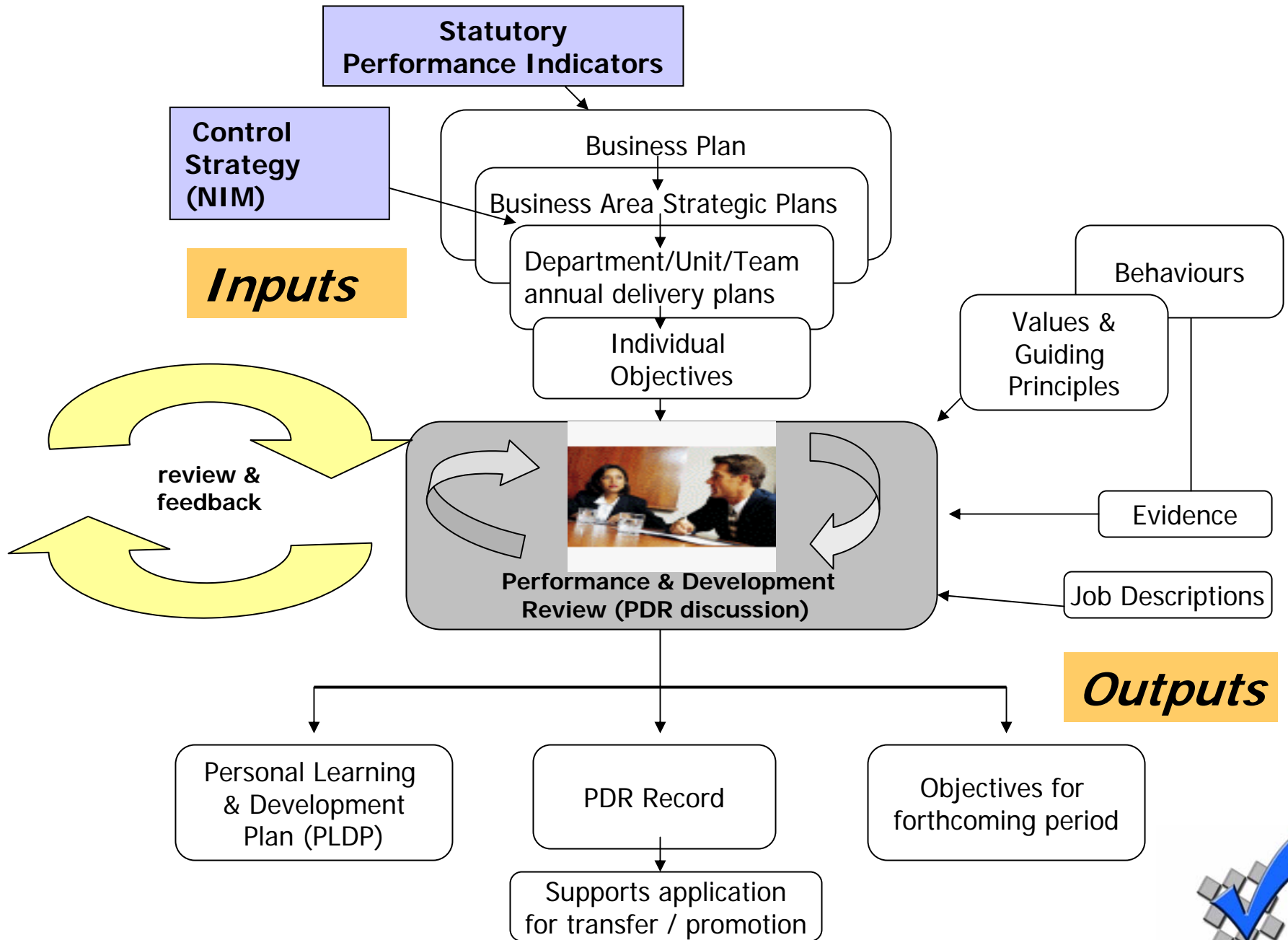
*(...cont...)*

- Identify and address development needs
- Complete a Performance and Development Review
- Carry out effective performance review discussions with your staff
- Quality check a Performance and Development Review



# **PERFORMANCE MANAGEMENT OVERVIEW**

# PERFORMANCE MANAGEMENT

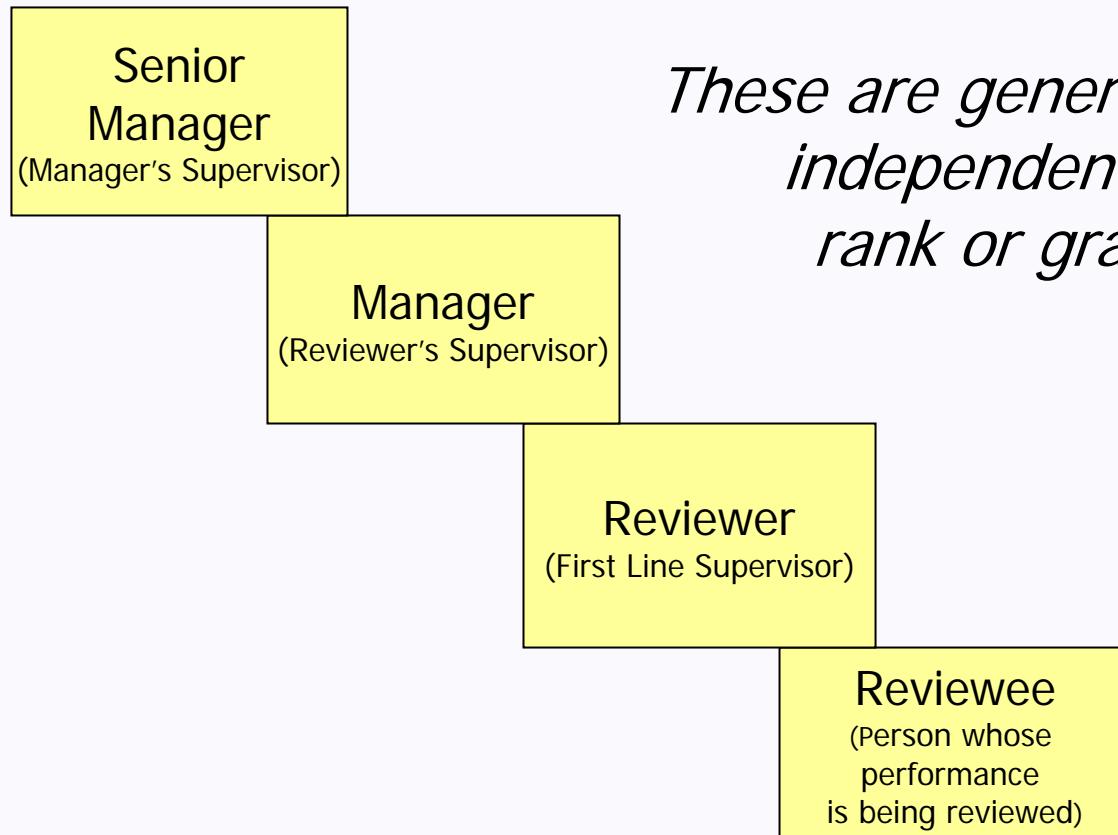




# What should we assess in a Performance and Development Review (PDR) ?

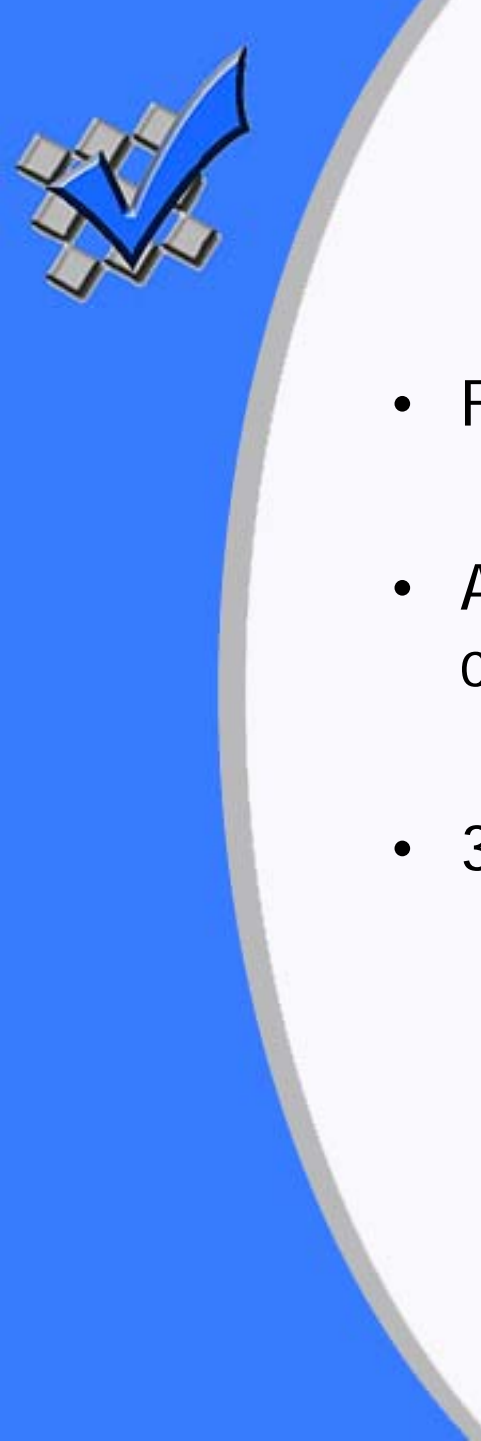
- Personality ?
- Achievements ?
- Attitude ?
- Knowledge ?
- Competence in current job ?
- Skills ?
- Behaviours ?
- Performance in current job ?
- Ambition ?

# 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



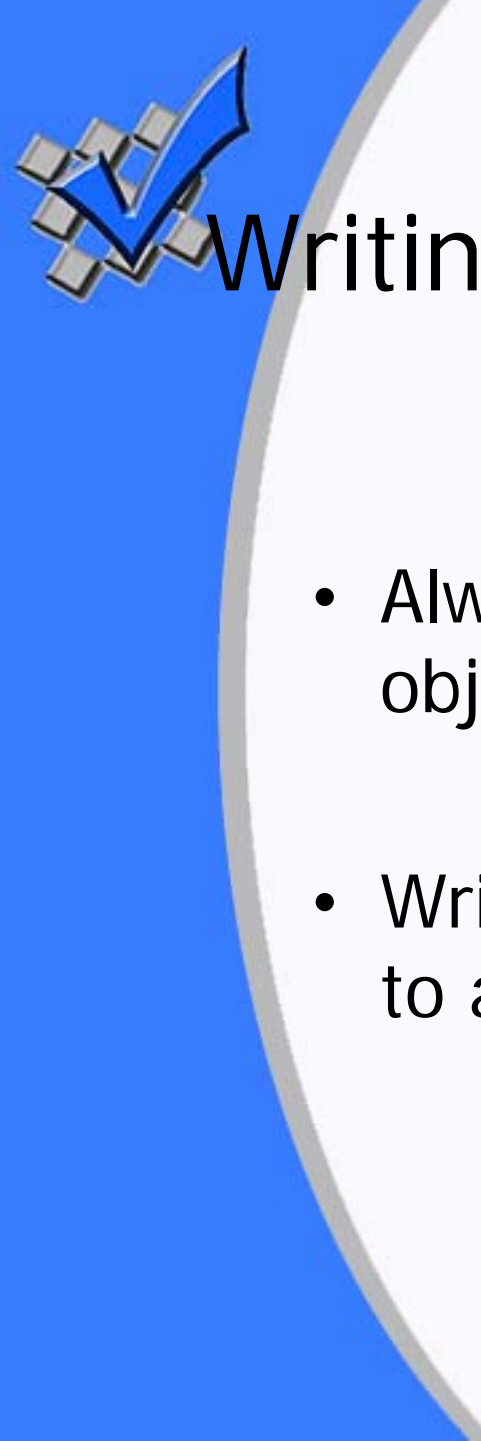
# Setting Objectives

- 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

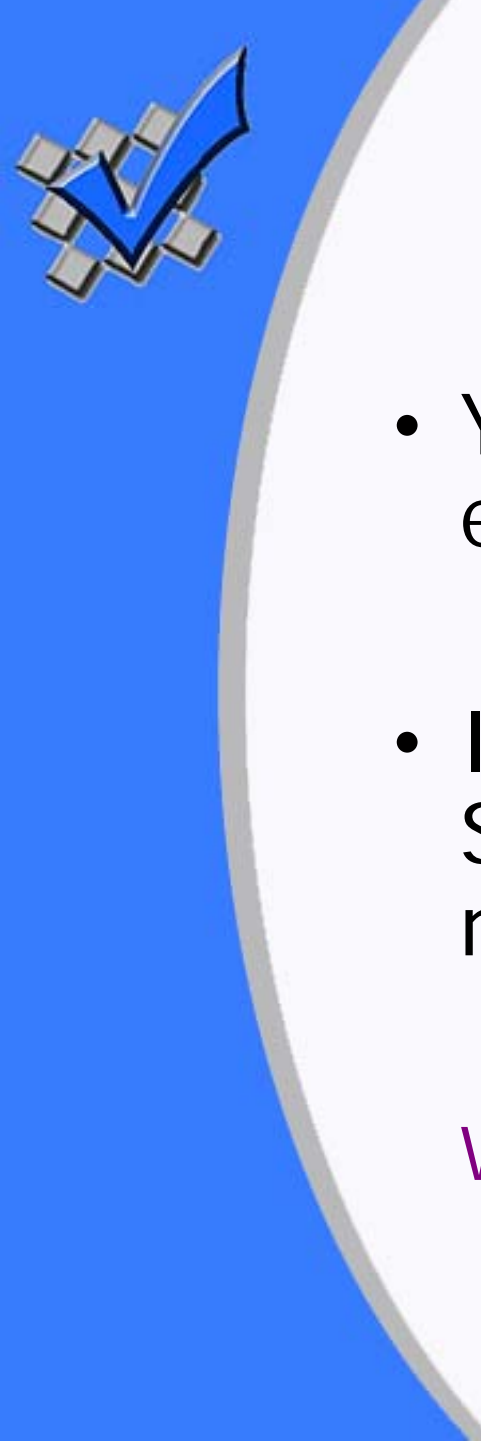


# Action Verbs

- 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)

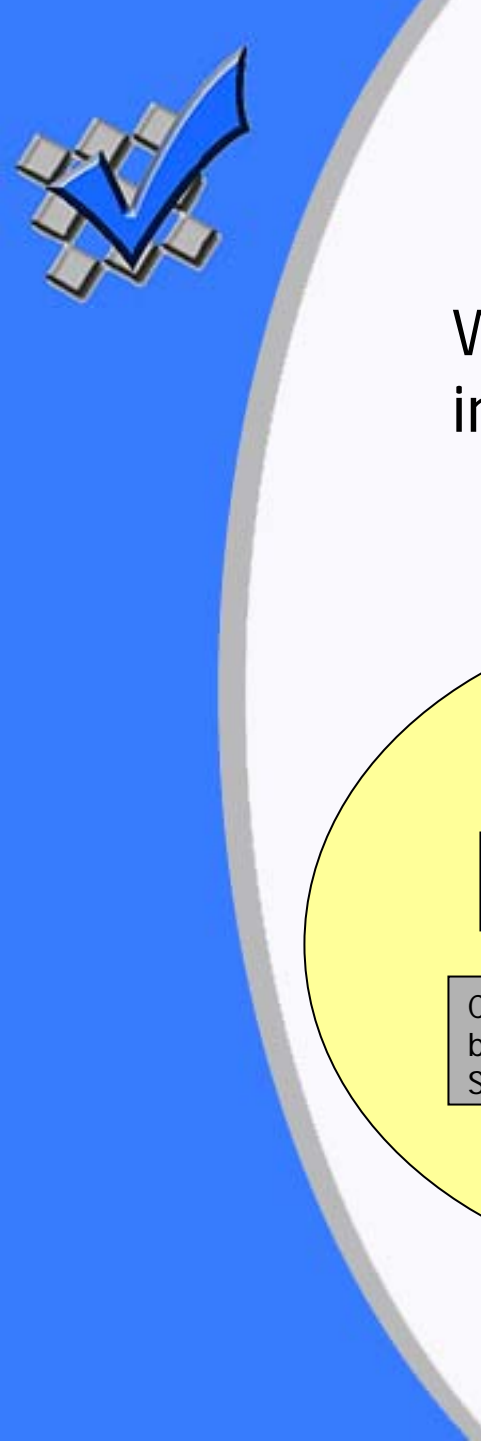


# Exercise

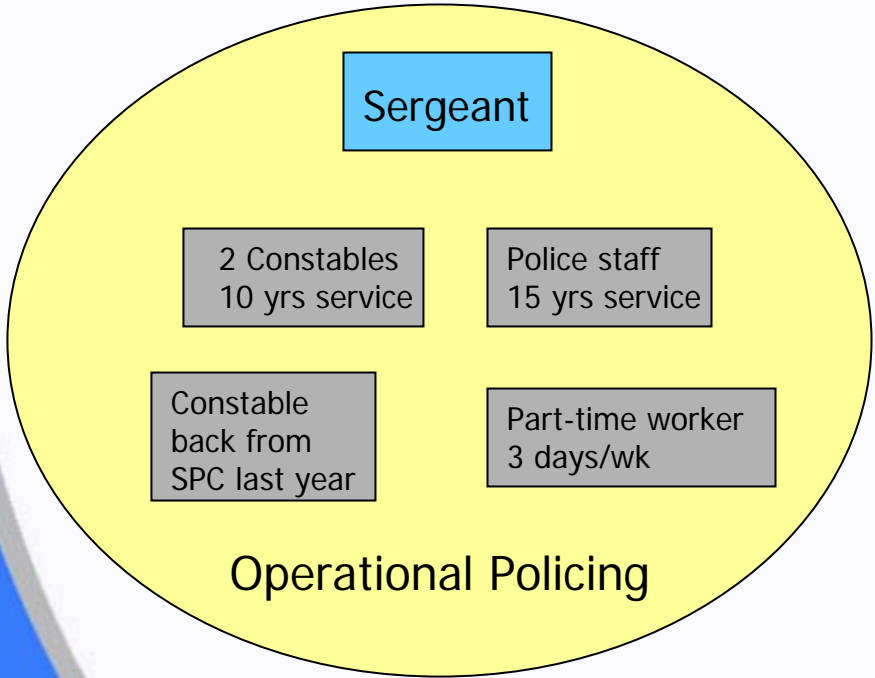
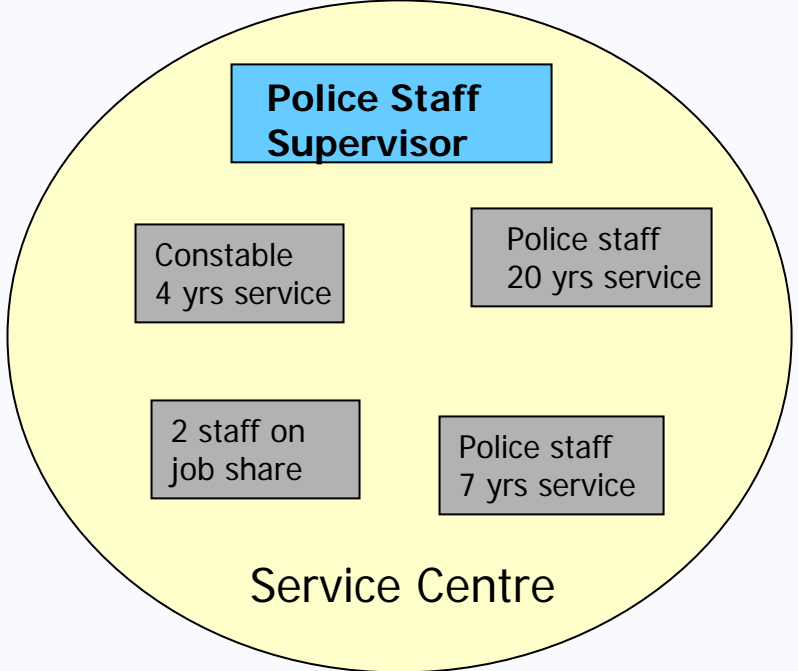
Choose one of the following team leader roles and:

- 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

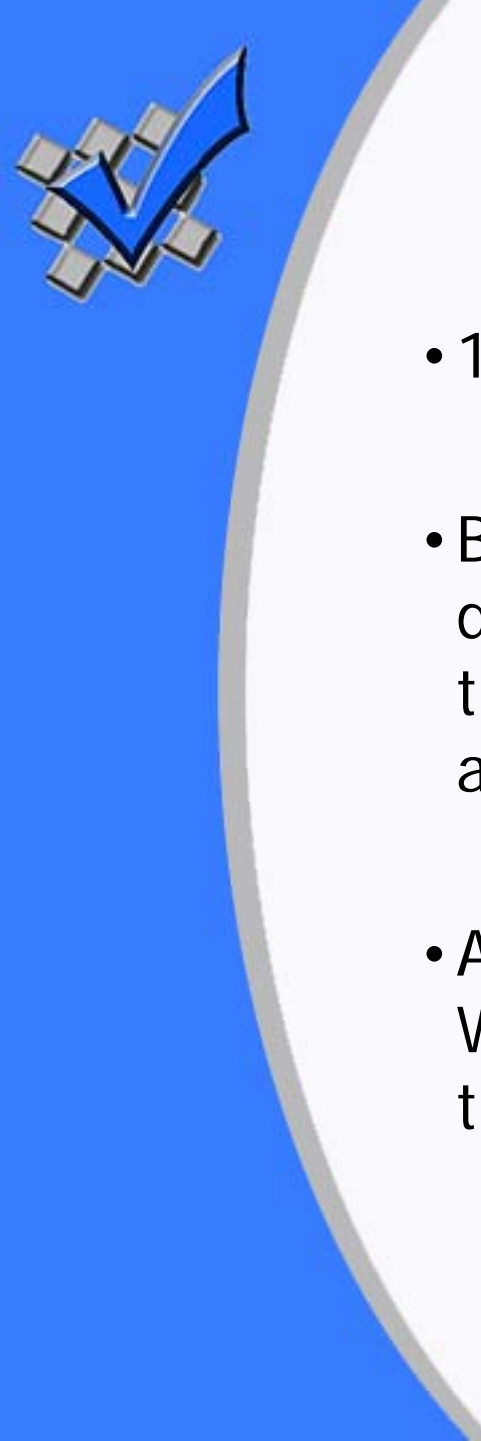
# Behaviours



<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

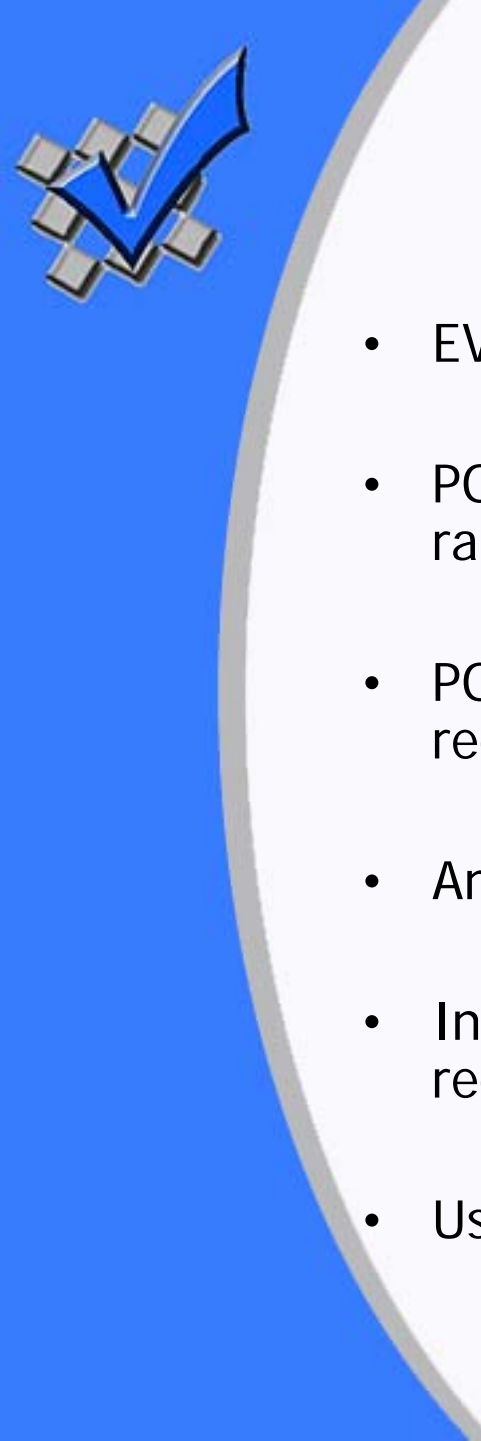
## What is Evidence?

- 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

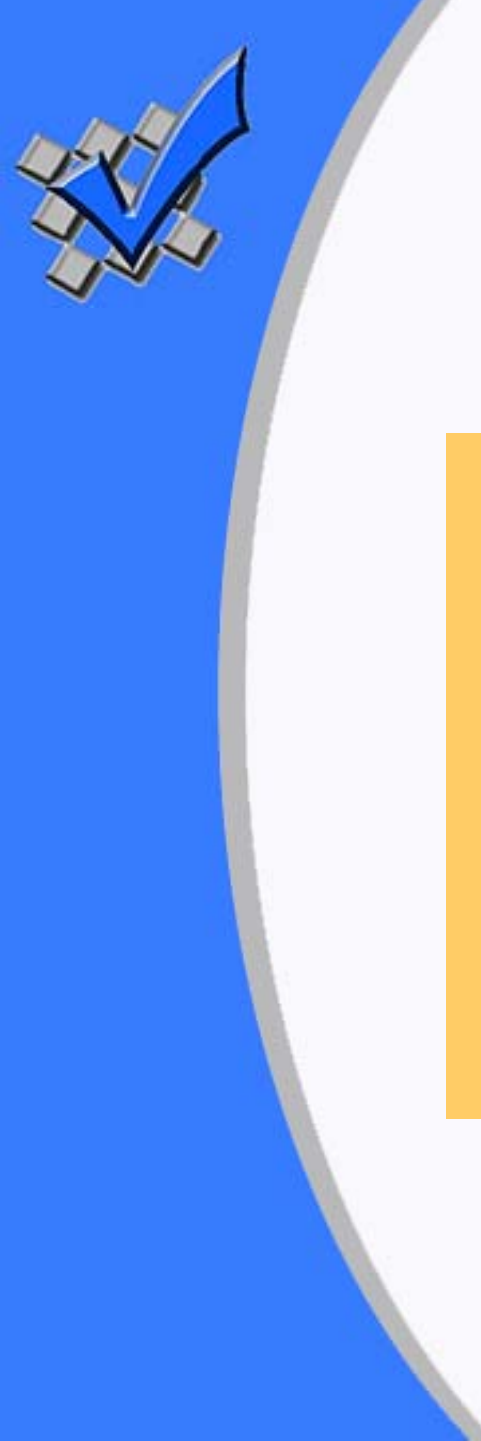


# Evidence Gathering

- 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**



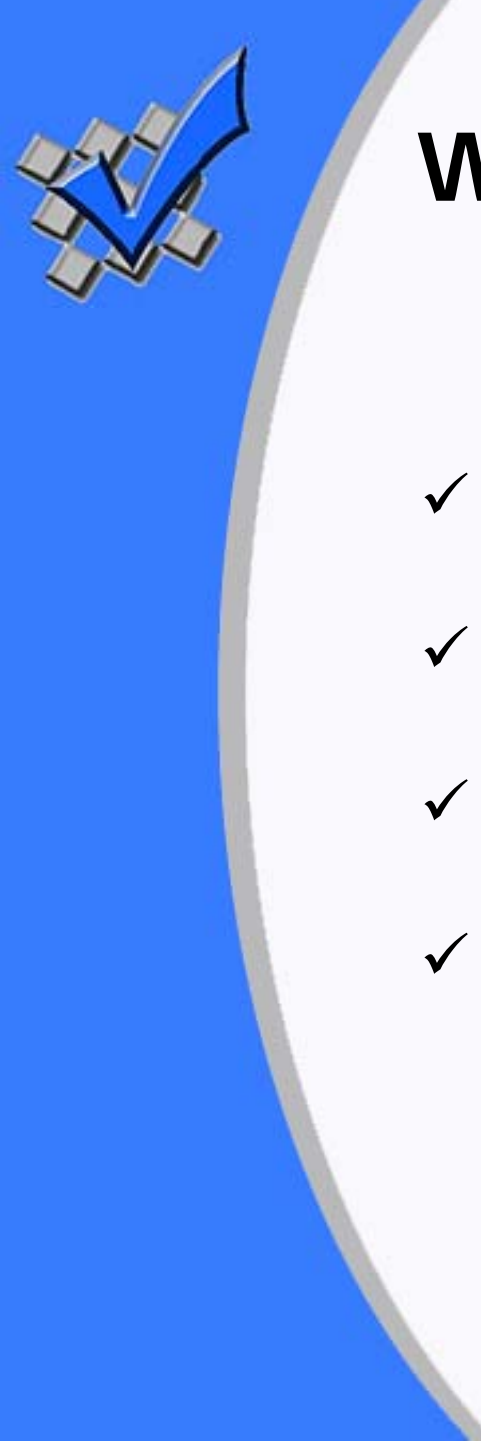
# OVERALL SUMMARY



**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.

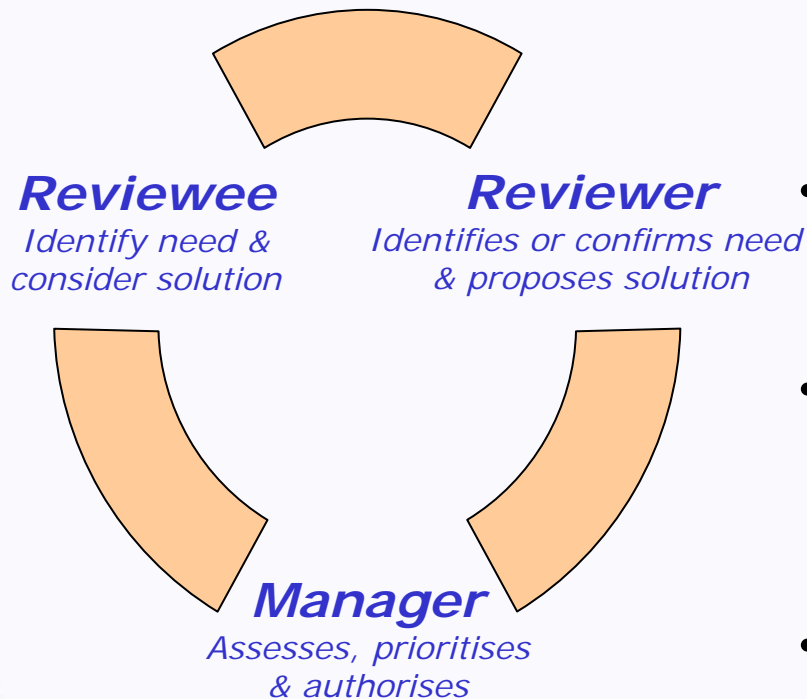
Work in pairs (10 minutes)



# **PERSONAL LEARNING AND DEVELOPMENT PLAN**

# PLDP: Identifying needs

## YOUR ROLE

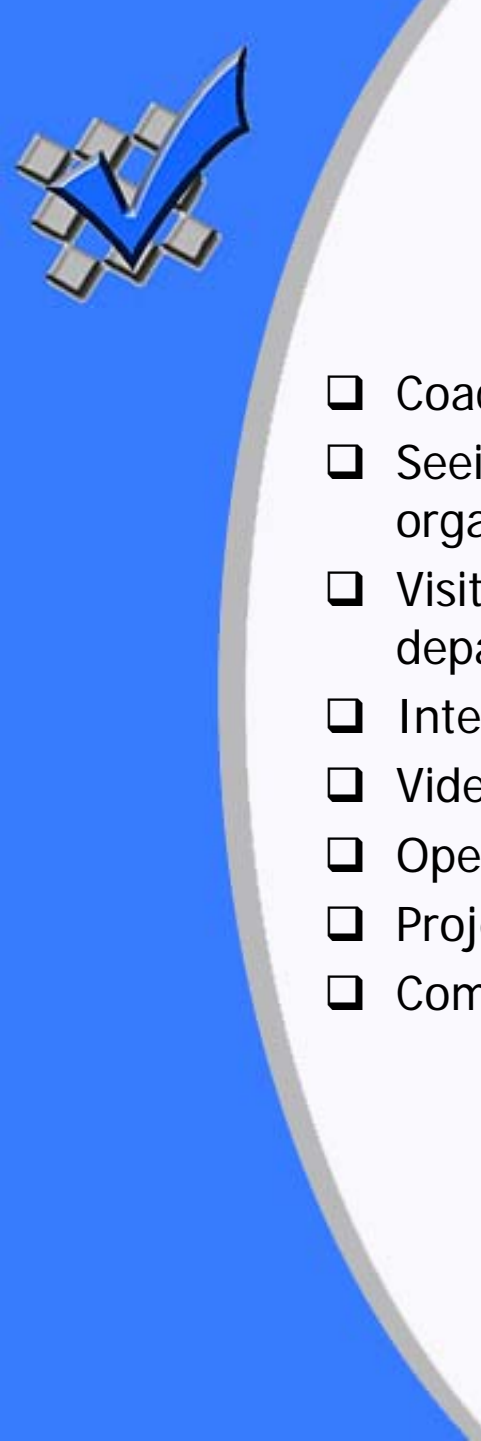


- Help staff to see it as a chance to improve rather than a criticism
- Guard against it becoming a 'wish-list'
- Actively think of (different) ways to meet the needs
- The Manager will prioritise and authorise (to a training waiting list)



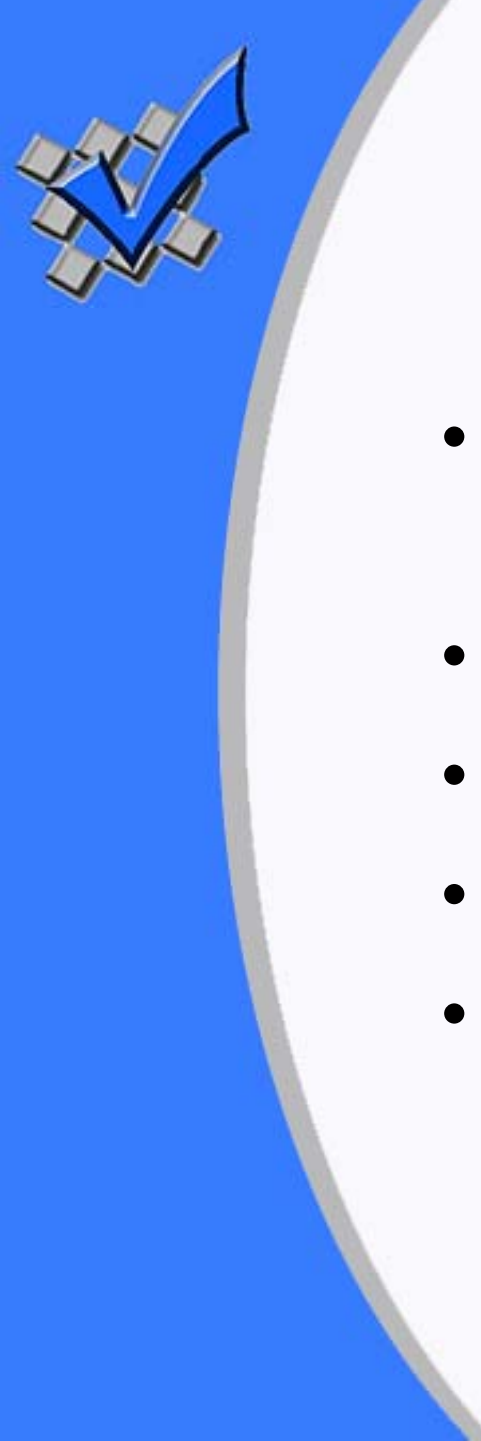
## Exercise

- 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



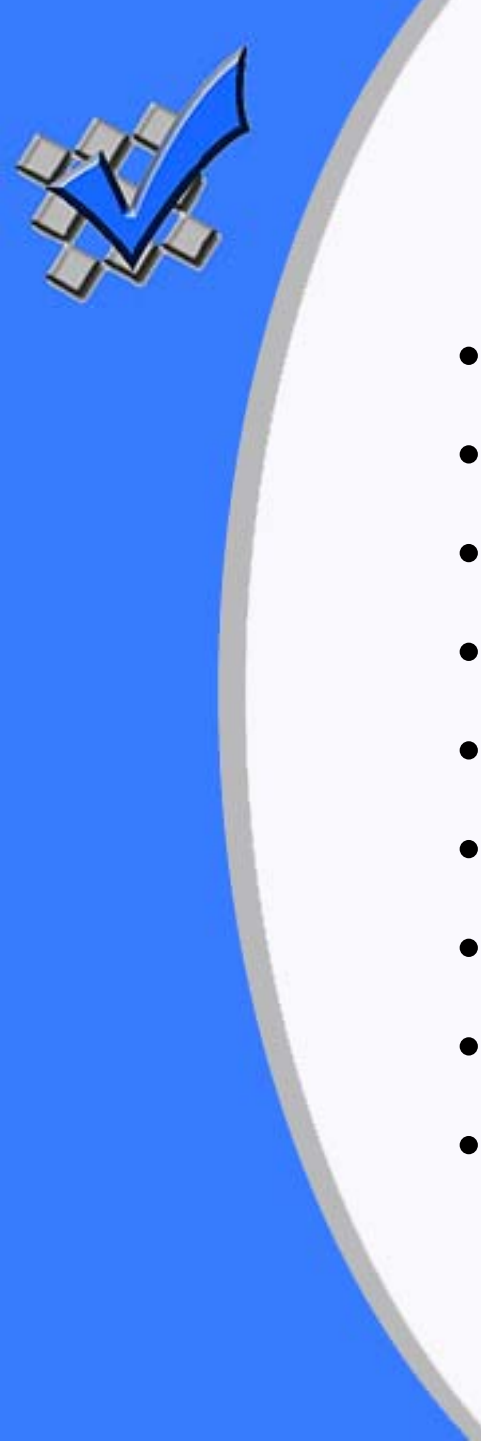
# PDR DISCUSSION



# PDR Discussion

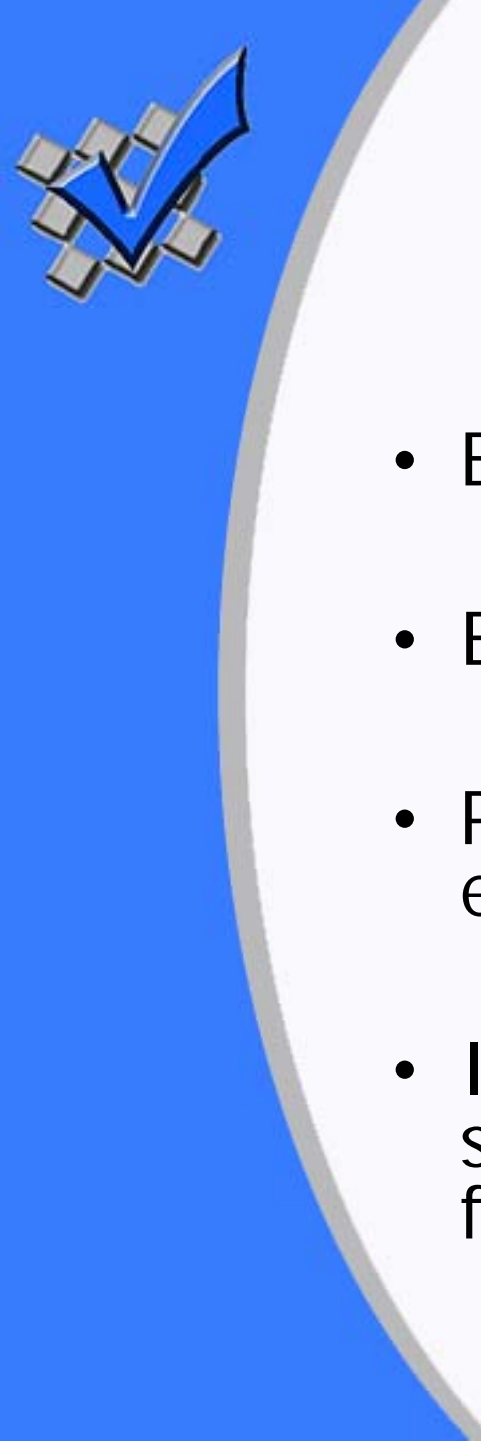
## PURPOSE

- 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

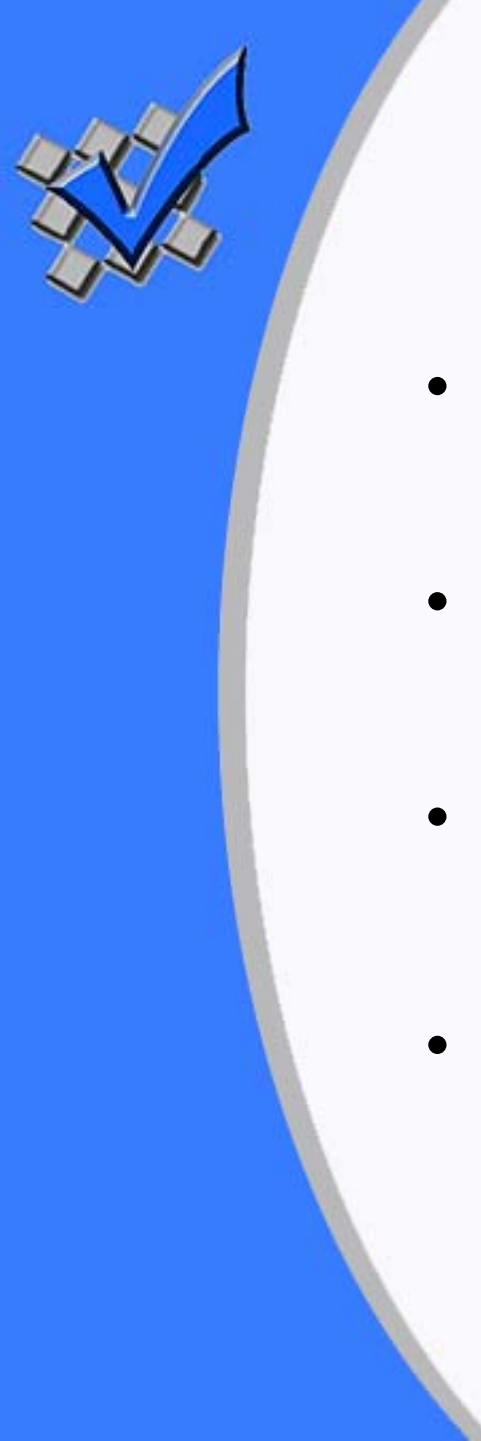
## Positive feedback

### 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

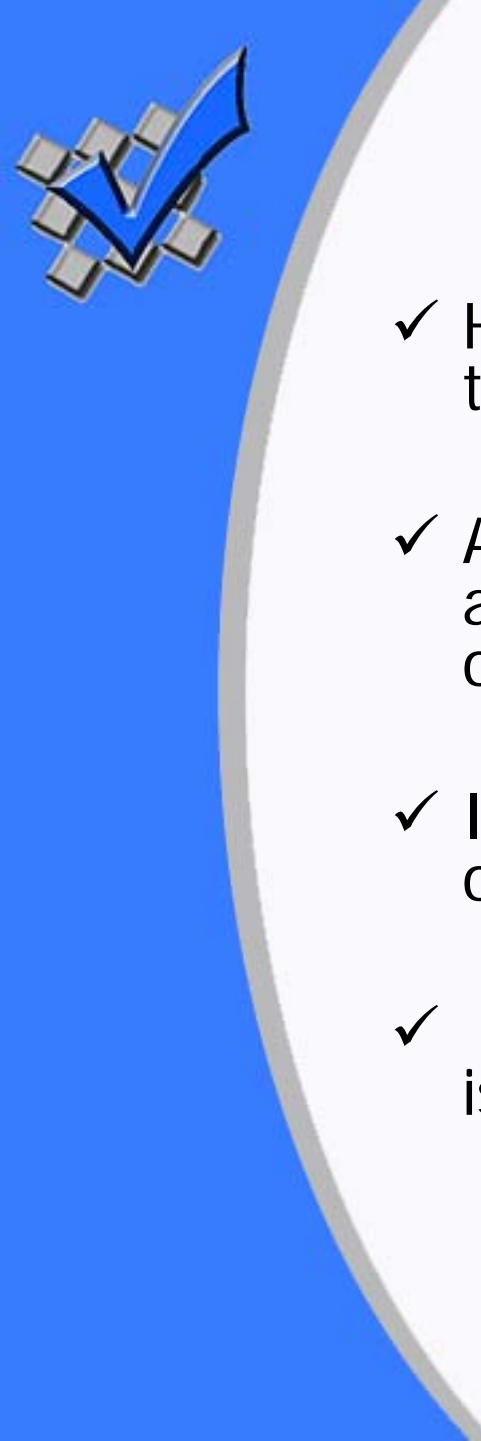


# QUALITY CHECKING AND SIGN OFF



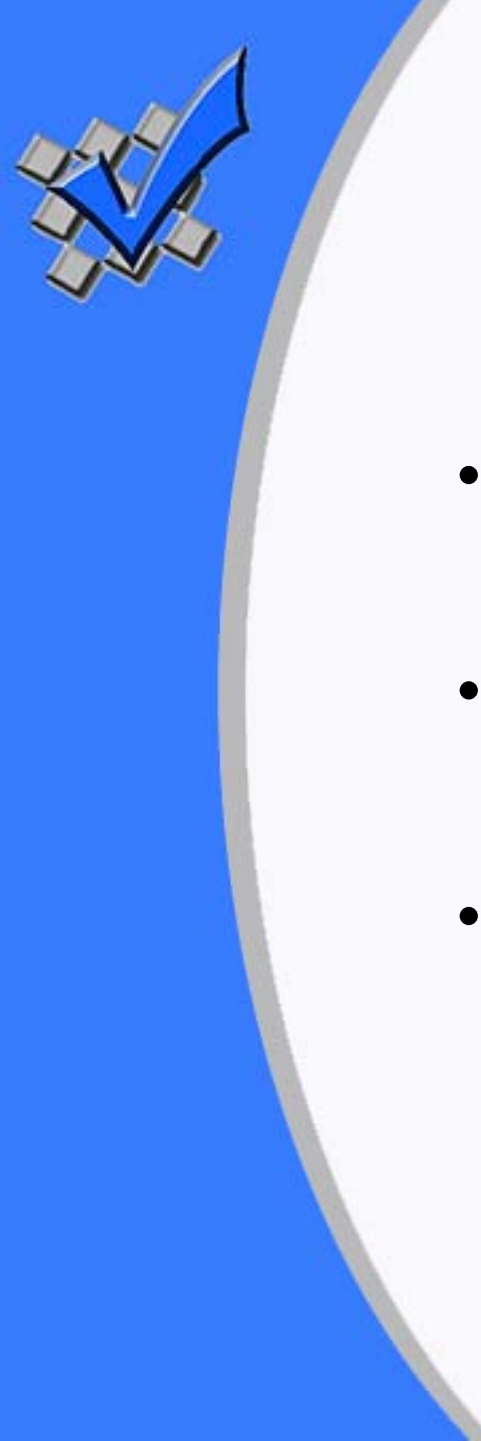
# QUALITY CHECKLIST

- ✓ 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?



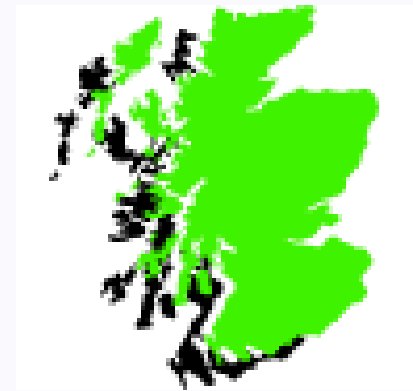
# QUALITY CHECKLIST

- ✓ 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?
- ✓ Is the PDR balanced and consistent with others in the team/across other supervisors
- ✓ Does the PDR indicate any outstanding issues or need further discussion?



# The Pilot

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





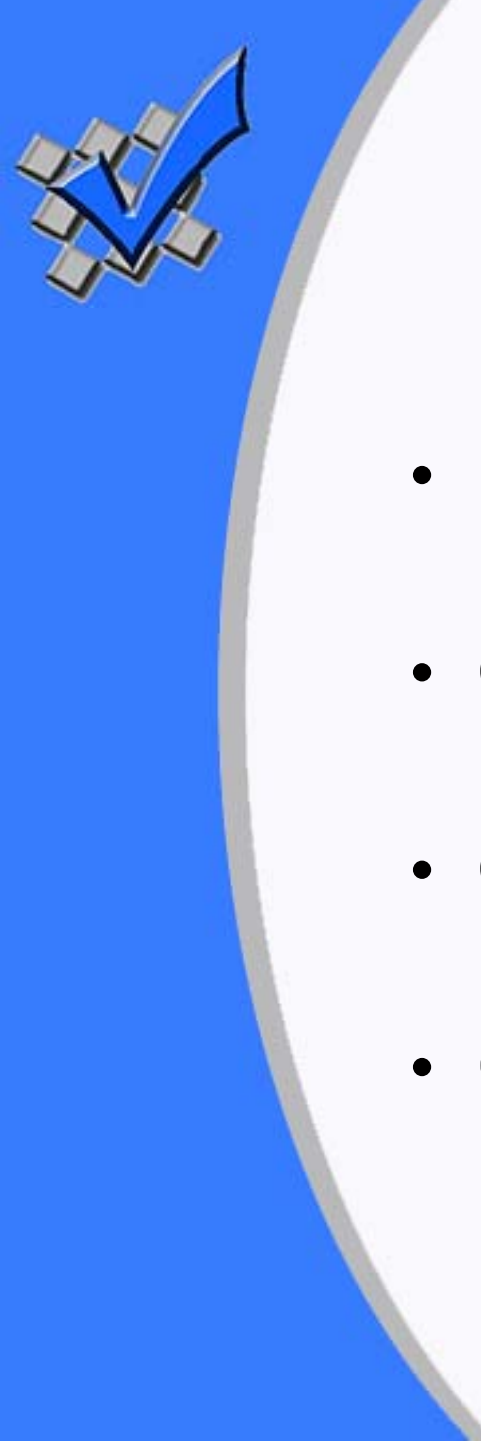
# CONCLUSIONS



# Learning Outcomes

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

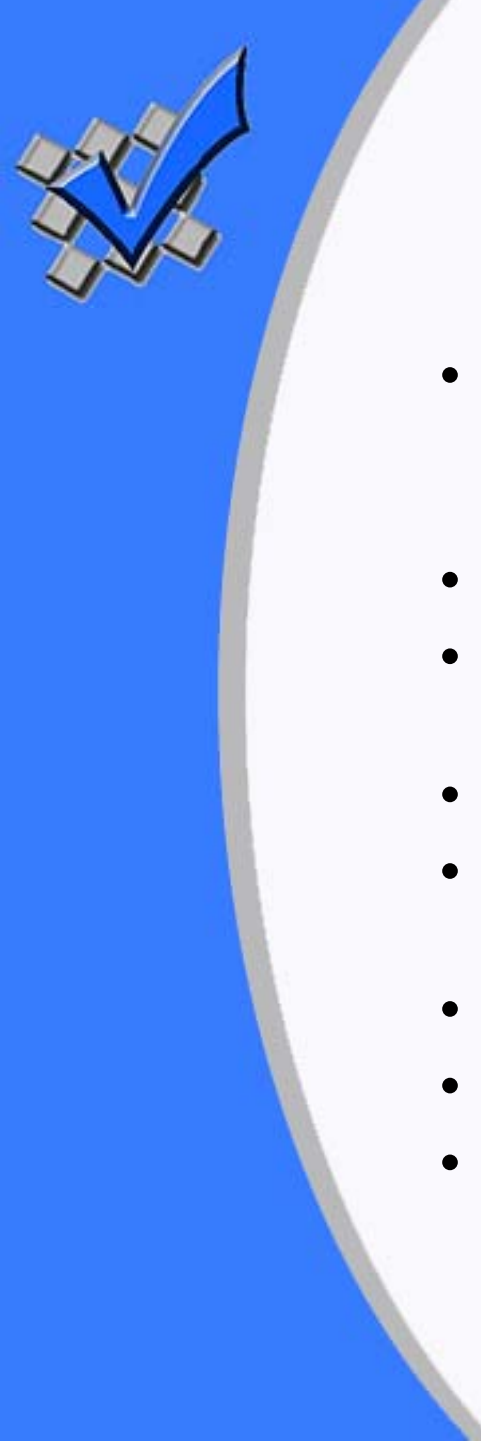
- Discuss and agree objectives
- Gather and assess evidence for yourself and your staff
- Review achievement of objectives and assess behaviours



# Learning Outcomes

*(...cont...)*

- Identify and address development needs
- Complete a Performance and Development Review
- Carry out effective performance review discussions your with staff
- Quality check a Performance and Development Review



# 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
- Flash Demo



# **COURSE EVALUATION**



# Timetable

- Introduction
- Performance Management – Overview
- Objectives
- *Break*
- Behaviours
- Evidence Gathering
- *Lunch*
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- Summary/Close