

Performance Development Review – Supplementary Guidance

1 Purpose

The purpose of the guidance is to set out the principles for performance management for line managers and employees. It sets out the core behavioural values of Tamworth Borough Council (*the how*) and objective setting (*the what*), how the review should be carried out, the frequency and the key focus areas for the mid-year review and the end of year review.

Whilst performance is reviewed annually, with a six-month review, this must not replace frequent and immediate feedback on good and poor performance; the PDR should not present surprises.

2 Setting Objectives

The focus of the performance development process is a joint responsibility and therefore employees will be expected to participate in setting their own objectives each year and also provide evidence of achievement against the set objectives.

3 How to complete the Performance Development Review

The Performance Development Review should be completed between the employee and line manager. The plan is reviewed at the mid-point and end of the review period to assess progress towards objectives and development needs.

4 Reviewing Role Profile

The Role Profile should be reviewed to ensure it meets the need of the role. Note – the role profile should reflect the requirements of the role and not additional duties the employee chooses to undertake for development purposes.

Role profile review Start Year Role Profile reflects current job role Training record is up to date	Yes / No Yes / No	If No – action taken
Role profile review Mid-Year Role Profile reflects current job role Training record is up to date	Yes / No Yes / No	If No – action taken

5 Section 1 – Core Values Assessment

Guide to Core Values

Tamworth Borough Council's Core Values were developed to provide guidance on how to conduct ourselves in order to achieve success, work collaboratively with our internal team and external business partners, and create a positive working environment. They are about HOW we accomplish our goals. Next to each Core Value is an illustration of how the value should be judged.

Accountability	<ul style="list-style-type: none"> • Display a willingness and acceptance for your own actions • Complete assigned tasks • Do what you say you are going to do • Take responsibility for your own actions
Challenge	<ul style="list-style-type: none"> • Positively challenge destructive behaviour • Bullying and harassment in any form will not be tolerated so speak out if it's happening to you or others • Keep in touch with your staff, your manager and your colleagues • Express concern only to those who are responsible
Compassion	<ul style="list-style-type: none"> • Demonstrate an understanding and capacity to look after yourself and others • Encourage and facilitate all (including yourself) to lead a work-life balance • Understand how your behaviour and decisions affect those that work with and/or manage
Courtesy	<ul style="list-style-type: none"> • Listen • Don't interrupt • Say things like saying 'Good morning' ask 'Have you had a good weekend', say 'Goodbye' at the end of the day • Display a level of courtesy that you would like to receive yourself • Written and verbal communications are polite & respectful
Decisiveness	<ul style="list-style-type: none"> • Make decisions based on reasoning and not rank • Don't 'pass the buck' unless you really need help making the decision
Empowerment	<ul style="list-style-type: none"> • Understand what empowerment means to you and your role – if in doubt ask • Start with self-reflection and development • Feedback should be positive and constructive and always focused on development and learning • Make sure your feedback is understood and respected and not seen as a personal attack
Openness	<ul style="list-style-type: none"> • Share knowledge (info is power but it also breeds ignorance, mistakes and defensive behaviour) • Communicate to all members of your team regularly
Honesty, Integrity and Respect	<ul style="list-style-type: none"> • Always say what you mean use facts in a constructive manner • Say if you have made a mistake

	<ul style="list-style-type: none"> • Don't hide mistakes or mislead anyone – everyone makes mistakes and where there is blame there will be no learning • If things/situations go wrong accept and realise that you probably have a role in the situation • Understand that everyone has a role to play and valid contribution to make • Valuing diversity and welcoming different perspectives others can provide to discussions and problem solving
Professionalism	<ul style="list-style-type: none"> • Listen – no interruptions • Express concerns only to those who are responsible for dealing with them • Positively challenge destructive behaviour • Challenge undermining behaviour blame less and praise more

The Council's 9 core values should be completed individually and assigned a rating after reviewing the examples:

4 = a clear **strength**, demonstrates exemplary adherence to this value and is a role model for others

3 = demonstrates value **consistently**

2 = demonstrates value **sometimes**, but not consistently

1 = does not consistently demonstrate this value, **needs to improve**

Core Value	Employee Rating	Line Manager Rating
Accountability		
Challenge		
Compassion		
Courtesy		
Decisiveness		
Empowerment		
Openness		
Honesty, Integrity & Respect		
Professionalism		

Where agreement is not reached on the individual rating, the line manager and employee should detail their grounds in the comments box.

If '1' is scored for any Core Value, an objective should be written to address this development need.

6 **Section 2: Review – Looking back**

This section should review objectives from the previous 12-month period.

When looking back, this should be a two-way discussion, covering factors that have helped or hindered, practical support or development needed. Feedback should be constructive with clear specific examples,

Review of objectives/performance from previous period		
Objective	Met/Not Met	Evidence of achievement or reasons for not met

What has been your greatest work achievement in the last 12 months?

The employee should detail a success story, what’s working well for them by identifying a specific instance and expand on it in detail and then explain how they contributed towards this success.

What had been your biggest work frustration in the last 12 months? Can anything be done to reduce this frustration?

The employee should then compare this to their earlier success to explore if they can replicate this success by applying any learning

7 Performance and assessment against objectives

When assessing met/not met, line the manager needs to be aware of bias. In addition, the line manager must be aware that some employees can enhance their ratings through self-promotion or damage their ratings by challenging the status quo.

Objectives not achieved – Should an employee fail to meet all their objectives where this was within their control, they must be rated as ‘not achieved’ and the capability procedure should be invoked. This rating is subject to validation and endorsement by the Head of Service or Assistant Director to ensure fairness and equity to the decision.

Objectives mostly achieved – Should an employee not achieve one or more objectives for genuine reasons where this was within their control, they should be rated mostly achieved and the reasons for this captured.

Objectives all fully achieved/exceeded – Should an employee achieve or exceed all of their objectives to an agreed standard it is only then that this rating may be used. There must be evidence of consistently good performance and that all requirements have been met.

8 Summary comments

The employee and line manager must reflect on their achievements over the review period to identify relevant evidence of achievement. This could include individual work successes, team successes and their personal contribution, service improvements, new skills development, project work involvement or the manner in which they solved a problem.

The line manager and employee should review the set objectives as provide sufficient evidence to assess performance against the objectives. Useful areas to consider are:

- How would you describe your previous year’s performance?
- What worked well?
- How did you find the year?
- What did you do to achieve this?
- What will you do differently?
- What are you going to continue doing during the next 6 months and year?
- What do you think could be done differently?

The discussion should begin with the employee and the line manager discussing each element of the work objectives and agreeing whether or not it has been delivered and how it has been delivered.

If a particular piece of work has not been delivered to the required standard, the reasons for this should be explored. If it is due to factors outside the employee’s control then this should be noted.

The employee and manager should seek to agree an overall performance assessment.

If anything arises during the year, for example a change in the work required or a performance issue, a review should take place immediately and not wait until the next scheduled meeting. These meetings can be initiated by either the employee or the line manager.

Employee Comments – End of Year
Manager Comments – End of Year

9 Section 3 – Performance Planning – Looking Forward – Performance and behavioural objectives for the coming 12-month review period.

Objectives must be **SMART** (Specific, Measurable, Achievable, Realistic and Timely) and linked to the Council's business plans. Five objectives are recommended, they can be performance, behavioural or learning objectives.

At this stage, the employee and line manager should discuss the types of evidence they will look at to review progress and achievement of objectives. At the half year and final year review the actual evidence should be looked at to assess progress.

The precise amount of evidence should be determined on a case-by-case basis and should not be an onerous task. The aim is for both employee and line manager to feel that there is enough evidence to help come to a decision and to ensure the assessment of contribution is informed. It may be appropriate for the same piece of evidence to be used across a number of objectives.

There are different types of evidence such as documents, reports, presentations, qualifications, statistics, feedback from managers, peers and partner organisations.

Each objective will be reviewed at 6 months and then 12 months. The 6-month review is captured on the form. The 12-month review is captured on the looking back section of the next PDR form.

10 Guidance on setting work objectives

- The employee and line manager will need to identify a number of work objectives (including any mandatory objectives linked to receiving a '1' in a Core Value) covering the significant elements of the job and making clear links to the relevant business plan. This may include achieving Service Level Agreement targets.
- Some objectives will be ongoing and some will be short term.
- For the majority of employees the work objectives will be the same or similar from year to year. What may change is the standard to which the objectives are delivered. This may

be as a result of areas for improvement identified over the previous year or as part of a wider drive to improve performance across the team.

- What may also change is that there may be specific pieces of work or projects that need to be undertaken during that year or part of the year which will need to be included in the objectives review.
- The work must be described clearly and succinctly, using the SMART acronym.
- If a line manager and employee cannot agree on the objectives, the employee may request that the next seniority of line manager reviews them.

SMART

Specific	Do the holders understand precisely what they have to do to perform this task successfully? There should be a succinct, clear statement about the task.
Measureable	Objectives should have standards attached to them. These standards are measured in the following way: Quality – what should be the outcome? To what standards should the product be delivered? The quality standard is often the hardest measure to define but it is also the most important. Quantity – is there a measurable output? E.g. the number of reports processed. Time – is there a timescale? Was the objective met in the timescale and/or at maximum efficiency? Cost – Was the objective met at lowest cost and/or maximum use of resources? Was this within budget? The more measures used, the clearer the expected outcome will be.
Achievable	Objectives should be challenging for the individual but still achievable; taking into account the current skills and experience of the individual and their development requirements.
Realistic	Objectives should be within the jobholder's control, taking account of the resources at their disposal. Take account of elements that may make seemingly achievable objectives unachievable (i.e. shortage of staff, change in priorities etc.)
Time bound	This may be through the whole of the reporting period/year, or may be related to a specific time-limited project.

Use action verbs for each objective. Action verbs are specific to the task and demonstrate exactly what the person needs to do to achieve the objective. Good examples of action verbs are: increase, establish, create, reduce, design, organise, participate, implement, produce, perform, plan and investigate.

Avoid vague behavioural verbs. These can be confusing and are usually unable to be accurately measured. Some examples include; be aware of, familiarise, study, become acquainted with, gain knowledge of, understand, comprehend, know, learn, appreciate, cover, realise.

Examples of SMART objectives:

- To improve stock monitoring procedures by reducing waste to x% through a consultative approach with staff and implementing new changes by [date]

- To increase the accuracy of data related to [name] by x% by [date]
- To update the Health & Safety policy document for building x and ensure all staff within the building are advised of changes by [date]
- Co-write a proposal to [named] funding body by submission deadline [date]
- Demonstrate your ability to keep confidential information secure by adhering to all information security policies over the next 12 months.
- A reduce abandoned customer service calls by x% by [date]
- Produce accurate minutes with action points within 5 days of the meeting over the next 12 months.

11 Evidence

At objective setting, the employee and manager should discuss what types of evidence they will look at to review progress and the achievement of objectives.

The precise amount of evidence should be determined on a case by case basis and should not be an onerous task. The aim is for both employee and line manager to feel that there is enough evidence to help come to a decision and ensure the assessment of contribution is informed. It may be appropriate for the same piece of evidence to be used across a number of objectives.

There are four different types of evidence you could use or combine, such as:

11.1 Hard Evidence

- Documents, including reports, presentations, or qualification certificates
- Statistical evidence

11.2 Feedback Evidence

Feedback can come from different sources and can be formal or informal. The feedback can be written or verbal. Where verbal it may be helpful to make a note.

Examples can include:

- Feedback from a manager
- Feedback from peers
- Feedback from partner organisations

11.3 Observation

This could be informal observation because the line manager frequently works alongside the employee or it could be more formal observation with written feedback. With formal observation that line manager should discuss the purpose of the observation.

11.4 Assessing evidence

When assessing objectives in the midpoint and end review, it is helpful to consider this using the SAR acronym:

Situation – Describe the conditions under which you achieved your performance objective. Did you face any specific challenges?
Action – What specifically did you do?
Result – What was the outcome or end-product? Describe the impact of your outcome. Did you save time or money? Was there any positive feedback?

12 Section 4: Learning and Development Plan to support objectives

This section should be used to review development from the previous period and to agree and plan future development for the year ahead. Employees should use this section to record and evaluate learning and development undertaken during the review period.

Consider;

- Planned development that did take place
- Skills and experience gained, and the contribution this made to team achievement
- Planned development that did not take place, why not and decide if this is still relevant for the next plan
- Development that took place although not planned

Commentary

Future needs should include specific skills or knowledge to be acquired to enhance the employee’s performance in their current role and to build competencies and knowledge to advance the employee’s career development.

Future Needs	Action

Employees should be encouraged to think about their work experiences, both in the past and in the future, particularly in relation to any career aspirations they may have. They should think about what they feel they want to learn, new skills they would like to acquire and the direction in which they want to develop, giving consideration to the Business Plan objectives.

During the meeting, employees should be encouraged to give their ideas about what they have learnt and what they still need to learn. A discussion should then take place between the employee and the manager in which learning needs can be analysed and an agreement reached about priority areas. It is important development plans are jointly agreed. The employee must be encouraged to take joint responsibility for their own development and for implementing the outcomes of the learning process.

The line manager should not agree to any form of development activity unless they are satisfied it can take place and that budget is available if applicable.

The employee and the line manager should discuss how the skill can be best achieved. It may be necessary to consider a range of development activities which could deliver the same result. The line manager and employee should work together to consider all possible development activities that will develop the learning.

Some possible development activities are listed below:

Buddy System	Flexible Learning	Project Work
Coaching	Further Education	Reading
Colleague discussions	Mentoring	Shadowing
Delegation	Placements	Site Visits
E-learning	Private Study	Training Courses

This is not an exhaustive list and line managers and employees should be alert to possible alternative routes to achieve the same results.

The employee and line manager should discuss which activities would be most effective and practical in achieving the competence level required and then plan when these can take place.

Once the development activity has occurred, the employee and line manager must ensure there is an evaluation of the learning and comment on what improvement level was achieved, this can be captured in the Action box. The employee must ensure this is captured on their training record.

13 Exceptional circumstances

Exceptional circumstances, such as bereavement or a serious illness, may affect an employee's performance. The manager must obtain the employee's consent before commenting on personal circumstances in the review commentary.

14 External Factors

Managers should consider whether there were any external factors beyond the employee's control that may have affected their overall performance and must decide whether the employee anticipated these factors. The extent to which an employee has managed these factors will be relevant in deciding the overall assessment.

15 Comparative level of difficulty of objectives

In assessing the overall delivery of objectives, account should be taken of their difficulty. Acknowledgement should be given for delivering particularly difficult objectives.

16 Attendance

Absences from work due to ill health or extended leave will not necessarily result in a **'needs to improve'** rating. Line Managers may, in fact, have to adjust the objectives in order to reflect an unavoidable absence after assessing whether the nature and length of an absence will impact on what can realistically be achieved.

17 Reviews of staff with two line managers

There may be occasions when an employee has more than one line manager. In such cases, one of the managers will be responsible for signing off the review, consulting the other as appropriate. Reviews will not be completed 'by committee'. The manager chosen is the one who must decide and take responsibility for completing the form.

18 Reviews of new managers

A new line manager should consult their predecessor in the role if they are still within Tamworth Borough Council. Where the previous line manager is not available, the task falls to the new line manager.

19 Transfers and promotions during the reporting period

Where staff have changed post on transfer or promotion during the review period, they must have a review completed and forwarded to the new line manager promptly so that a new Personal Development Plan can be issued for the rest of the reporting year.

When someone takes up a new post, the employee and line manager must agree new objectives. The employee does not inherit their predecessor's objectives.

20 Maternity/Adoption/Shared Parental Leave

Objectives may need to be adjusted or suspended depending on when in the review period the maternity/adoption/shared parental leave takes place. Line managers will need to agree on what can realistically be achieved during the review period, either before or after the period of leave.

21 Giving feedback effectively

Giving good feedback, including the giving of constructive criticism, is essential to an employee's development and is a fundamental element of effective Performance Development Reviews. The key rules for making criticism constructive are to concentrate on

the person's actions or behaviour, not their personality and to concentrate on the future and not the past. The aim should be to correct, do:

- Give criticism promptly after the event to which it relates
- Ensure the criticism is clear and specific
- Avoid generalisations
- Use specific examples
- Remember to ask for the employee's input and be prepared to listen without pre-judging
- Deliver criticism objectively and unemotionally, ensuring no annoyance or disapproval is implied.
- Make sure that the employee understands what they have done wrong, why it is wrong and what they should do next time
- Explain the effects of the employees actions or behaviour on colleagues, the department or the organisation as a whole
- Encourage the employee to take responsibility for their actions
- Make it clear that they want to work with the employee to see solutions to any problem areas
- Let the employee know if, in the line manager's opinion, the employee is capable of improvement
- End the conversation with a positive statement

22 Link to Capability Procedure

Consideration should be given to whether the Capability Procedure' should be invoked where 'objectives not achieved.' The line manager should explore why this occurred. If it is due to factors outside the employee's control, this should be noted.