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**RESOURCES AND PEOPLE SERVICES**

**(EDUCATION)**

Personal Review and Development (PRD) Guide

**LNCT 16/11**

## Introduction

The Personal Review and Development (PRD) process provides the opportunity

for individuals to sit down with their line manager and discuss their objectives,

progress and development needs over a set period of time.

The emphasis on this process is the quality of the discussion during the meeting,

and supporting the positive relationship between the individual and their line

manager. With that comes the recognition that the timing of this process

should have a degree of flexibility to allow reviews to take place on an as

required basis, rather than the minimum of once a year.

The focus of the PRD review is to agree goals that will   
contribute to the success of individual, their team and to the   
Service Area as a whole. The nature of the Council   
sometimes necessitates priority changes which, in turn,   
impact previously agreed goals. Therefore it is   
recommended that all goals and development plans are   
regularly reviewed to ensure they are consistent with the   
Service Area needs.

The PRD Form is provided as a tool to capture the agreements   
reached during these discussions and provide a point of reference   
for progress discussions throughout the year (or agreed PRD period).  
  
The need for and frequency of interim reviews / discussions  
will depend on the nature of the role, the agreed goals and support  
required and the level of regular contact between the individual and their Manager.  
This will be agreed during the annual PRD discussion.

## Our context

The Government has five objectives that underpin its core purpose; to create a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth. The aim is to make Scotland wealthier and fairer, healthier, safer and stronger, smarter, and greener.



The Council has a commitment to work with our communities and partner organisations to:

* Improve the way services are planned, coordinated and carried out
* Ensure that all services truly meet the needs of the people who use them or who are affected by them
* Ensure real improvements are made in people’s lives, opportunities and surroundings.

Our Council Plan reflects Government and community priorities, setting out what East Lothian Council plans to do to improve the quality of life for our residents by:

* **Growing our economy** to increase sustainable economic growth as the basis for a more prosperous East Lothian
* **Growing our communities** to give people a real say in the decisions that matter most and provide communities with the housing, transport links, community facilities and environment that will allow them to flourish
* **Growing our people** to give our children the best start in life and protect vulnerable and older people
* **Growing the capacity of our Council** bytransformingthe way we work to deliver excellent services as effectively and efficiently as possible.

Each service area also has a plan which identifies the key priorities and areas of work which support and contribute to the Council Plan and improved outcomes for our community.

One of the key objectives for PRD is to ensure that everyone understands their role within the Council and how they each contribute.

The East Lothian Way

While the Council Plan sets out what the Council will do, the Council has adopted a set of behaviours – ‘the East Lothian Way’. The key qualities of the East Lothian Way help provide direction and highlight what is expected of staff across all levels and all areas of the Council.

* **Focus** on service – providing excellent customer service and contributing to improvements in service.
* **Explore** the bigger picture – understanding how our daily activities are linked to the vision of East Lothian Council.
* **Initiate** solutions – taking personal responsibility and ownership to be effective in our jobs.
* **Share** knowledge – demonstrating regular and effective team working.
* **Deliver** outstanding results – taking responsibility and seeing tasks through to successful completion.

Page 2 of the PRD form provides the opportunity to discuss how each person contributes to the Council, through a set of questions that are both aligned to the East Lothian Way and support their area’s Service Plan. The following pages will step through the PRD form sections and how this supports the review discussion.

**PERSONAL DETAILS**

|  |  |  |  |
| --- | --- | --- | --- |
| First Name: |  | Surname: |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Job title: |  | Period under review: | From: | To: |

|  |  |  |
| --- | --- | --- |
| Service Area /  Department: |  | The period can be agreed to suit the both the individual’s work plan and the Service Area. |

|  |  |
| --- | --- |
| Line manager’s name: |  |

**SUMMARY OF SERVICE PLAN PRIORITIES**

This section will be pre-printed to set the key priorities for your specific Service Area.

**Where possible demonstrate the linkage to the Council Plan and/or Single Outcome Agreement**

|  |
| --- |
| **Key priorities for Service Area/Department/Team** |
| 1. **Example 1** 2. **Example 2** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **DISCUSSION OF PREVIOUS 12 MONTHS** | | | | | | |
| **Thinking back over the previous 12 months, what have been your main achievements and activities?** | | | | | | |
| An opportunity to open the discussion by looking back at what has gone well and areas that can be built on over the coming review period. | | | | | | |
| **Focus on Service:**  This section focuses on the East Lothian Way, which forms the basis of the Council and Service Area culture and approach.  Each Service Area and/or department will have defined questions for each *East Lothian Way* quality, which should be pre-printed, relevant to their needs that can be used to open this part of the discussion and ensure a consistent approach for each PRD.  This discussion should then lead into setting SMART Goals. | | | | | | |
| **Q.** | | | | | | |
|  | | | | | | |
| **Explore the Bigger Picture** | | | **Initiate Solutions** | | | |
| **Q.** | | | **Q.** | | | |
|  | | |  | | | |
| **Share Knowledge and Experiences** | | | **Deliver Outstanding Results** | | | |
| **Q.** | | | **Q.** | | | |
|  | | |  | | | |
| **Personal Goals**  **(related to Service Priorities)** | | **REVIEW OF PROGRESS TOWARDS GOALS** | | **ACHIEVEMENTS AND FUTURE PLANNING** | | **Complete** | |
| **Personal SMART Goals/**  **Action Plan** | **By When** | Evidence of achievement towards goal? | | How has this goal been met? | What is the impact of this goal? | Yes / No | |
| Goals set should be consistent with the individual’s role and the Service Area plan. The goals will in most cases have been identified during the Service Area priorities and ELW discussions.*The goals should meet SMART requirements: Specific, Measureable, Achievable, Realistic and Time-bound.* |  | During the PRD period it is recommended that at least one review discussion takes place to understand what progress is being made and if the goal or plan needs to be adjusted in any way.  Notes on this discussion should be added to this section. | | At the end of the PRD period the achievement of the individual should be recognised during the Year End discussion. If a goal has not been met (or needs to be carried forward into the next year) this should also be noted in this section, along with the reasons why. |  |  | |
|  |  |  | |  |  |  | |
|  |  |  | |  |  |  | |
| *Note: this section is optional for customer facing staff and those with mostly task defined roles. In this case, this section may also be alternatively used to define “team-based” goals. The progress discussions would then be around their contribution in meeting their team’s goals.* |  |  | |  |  |  | |
|  |  |  | |  |  |  | |

**LEARNING & DEVELOPMENT FORM**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **FUTURE PLANNING**  **Career aspirations/ Future development/ CPD /Academic /Vocational qualifications** | **LEARNING AND DEVELOPMENT PLAN**  **(Including coaching and/ or supportive training needed for current or future role.)** | | | | | **L&Q**  **Contract** |
| This section provides the opportunity to discuss any career aspirations or future goals. These could be developing additional skills or a particular role that the individual would like to obtain in the future.  *Include any Professional Development, Academic or Vocational programmes.* | Goal/ CPD | **Development need**  **(related to agreed goals where required)** | **How this need should be met?** | **Impact of this need?** | **Timescales**  **& budget** | **Funded?** |
| Based on the review discussion any development needs should be documented here and linked to the required goal or professional development need. |  | Consider how this need should be met e.g. coaching; job shadowing; course?  How soon should the need be met and what will be the impact of this need on the individual’s role and Service Area?  Please show how this need will be funded and the anticipated cost. |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  | If the individual has undertaken specific professional/ development programmes over the past 12 months, then their progress should be highlighted here. |  |  |  |  |
| Thinking back over the previous 12 months, what was the progress made against any Development requirements (CPD or other) and the impact? | |  | | |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Individual’s Signature: |  | Date: | Manager’s Signature: |  | Date: |

## Preparing for the initial discussion (Manager)

When preparing for the discussion meeting, consider the following checklist:

|  |  |
| --- | --- |
| 1. I can set a relaxed, open and informal environment for open discussion |  |
| 1. I have set aside enough time for review discussion and have given the individual the chance to prepare |  |
| 1. I have positive feedback as well as some areas of improvement for the individual? Do I have real examples |  |
| 1. I can clearly describe the purpose of the individual’s role during the discussion so that the individual relates their role to the service area priorities and their role within their team |  |
| 1. I have recognised good performance, change and improvement |  |
| 1. I can demonstrate the importance of the team to the individual |  |
| 1. I regularly mention to the individual how they fit into the team and into the bigger picture |  |
| 1. I know how to agree goals that are challenging yet realistic |  |
| 1. I have a positive attitude towards the individual and can understand their motivations |  |

## Preparing for the initial discussion (Individual)

When preparing for the discussion meeting, consider the following checklist:

|  |  |
| --- | --- |
| 1. I am aware of the arrangements for the review discussion and have set aside enough time to prepare |  |
| 1. I have prepared for the session and reviewed the key service area priorities, PRD questions and goal progress |  |
| 1. I have prepared examples of things that have gone well since the last review, and any areas for improvement |  |
| 1. I can describe the purpose of my role and how I fit into the bigger picture |  |
| 1. I can demonstrate good performance, change and improvement |  |
| 1. I can demonstrate how I make a positive contribution to the work of the team |  |
| 1. I can demonstrate a positive attitude towards the work I do |  |
| 1. I have considered my goals and aspirations |  |
| 1. I know what further development and support I require to help me do my job effectively |  |

## Agreeing SMART Goals

### How do I agree SMART goals?

An individual’s goals should be consistent with the Service Area priorities, the Council Plan and the individual’s job role. What does SMART stand for?

**S**pecific:

Agreeing specific goals with clear outcomes will aid clarity and understanding. Ensure that both parties know exactly what is being agreed.

**M**easurable:

A target outcome should be agreed for each goal. This outcome must be measurable so that it is clear how the realisation of the goal will be evaluated. How will both parties know that the outcome has been successfully achieved? Target outcomes can be specified in terms of numeric values (quantitative) or descriptive values (qualitative). Qualitative measures require judgment and feedback from those to whom a service has been provided.

**A**chievable:

It is important that you agree achievable (yet stretching) goals. Realistic and Relevant

The goals should also be within reach of the capabilities of the individual

The goals you agree on should correspond to the role of the individual and the direction of the Service Area.

### **R**ealistic and Relevant

The goals should also be within reach of the capabilities of the individual

The goals you agree on should correspond to the role of the individual and the direction of the Service Area.

### **T**ime-bound:

Time scales for the completion of goals assist clarity and help individuals manage their time. Build goals so that progress can be tracked.

### How do I check that we have agreed SMART goals?

* **Specific**: Capture the exact result you want the individual to achieve.
* **Measurable**: How will you measure progress and success?
* **Achievable**: Which East Lothian Way qualities are required to achieve this? What support is required from others?
* **Realistic and relevant**: Does the individual have the right qualifications, competencies and support to reach the goal? Does the goal correspond to one of the identified Service Area priorities?
* **Time-bound**: When is the deadline?

It is also important to ensure that the member of staff fully understands and ‘buys-in’ to each goal in order for them to feel confident and supported, to take ownership and to achieve the goal. Ideally goals should be identified by the individual (with support and guidance as necessary) and mutually agreed rather than being ‘imposed’.

## Learning and Development

The Learning & Development page of the form should be returned to Human Resources, with the information for the individual being added to your Service Area’s workforce development plan. Learning and development needs will be collated centrally to provide a Council wide view of all activities. This allows the reporting on trends in L&D with a view to identifying cross-functional needs and centralising sourcing of and negotiation with providers.

Identify learning and development needs by considering:

* Goals that were carried over or not completed in the previous PRD cycle
* Goals agreed for the coming PRD period
* Further development of specific job related skills
* Consider any skills gaps that will support the future needs of the Service Area
* Further development of the individual’s approach and style
* Any mandatory courses
* The individual’s career ambitions

During the discussion also consider how the goals should be achieved:

* Which competencies are most critical for the individual’s job and the agreed goals?
* Which of these competencies need to be developed?
* Which of these competencies will be important in future roles?
* Identify the most effective development activities and specify deadlines.
* Which development activities were completed and what results were achieved?

### Professional Development

For the Service Areas and professions that are required to undertake continuous development, the PRD process should be seen as a supporting process to ensure that all staff are part of and understand the Council’s plan and culture. In these cases, the PRD process can substitute one of the regularly scheduled 1:1 Supervisory/Development meetings that take place to support the One Council approach. The exception being Teaching staff who use the General Teaching Council for Scotland (GTCS) approved version of the L&D form.

## Roles and Responsibilities

### Manager responsibilities

* Organise review meetings and give regular feedback outside these.
* Set goals that will contribute to the success of your team and to Service Area as a whole. The nature of the Council sometimes necessitates priority changes which, in turn, impact previously agreed goals. Make sure you regularly review all goals to ensure they are still consistent with the Service Area plans.
* Ensure that the individual has the right competencies to perform their role as effectively as possible. Identify the individual’s learning and development needs, discuss these with them, and support the individual in choosing the right development plan.
* Collect feedback on how the individual is performing. Take the opportunity to discuss any areas they can improve in and support them in achieving their goals.
* Consider the individual’s career ambitions.
* Provide an environment for continuous learning and improvement.
* Lead by example

### Individual’s responsibilities

* Prepare thoroughly for each step of the review cycle.
* Contribute constructively to the reviews.
* Achieve the agreed goals.
* Own their own development.
* Create a personal development plan.