STAFF PERFORMANCE & DEVELOPMENT REVIEW (2017)

1.0 INTRODUCTION

The Association’s has introduced the following process and procedure covering Staff performance and on-going development in response to the requirements of the regulatory framework and general expectations of the Scottish Housing Regulator.

The process and procedure covers the following:

✓ when the annual review should take place;
✓ where the annual review should take place;
✓ by whom the annual review is carried out (and supported by);
✓ what documentation requires to be completed;
✓ how the outcome of the annual review will be recorded and
✓ the process for any action resulting from the annual review .

2.0 WHEN THE ANNUAL REVIEW SHOULD TAKE PLACE

Staff annual reviews will take place in April/May each year.

3.0 WHERE THE ANNUAL REVIEW SHOULD TAKE PLACE

The annual review interviews will be held in one of the meeting rooms in the Associations office at Ochil House, Marshall, Alloa.

4.0 BY WHOM THE ANNUAL REVIEW IS CARRIED OUT (AND SUPPORTED BY)

All Staff will be appraised by their line manager.

5.0 WHAT DOCUMENTATIONRequires TO BE COMPLETED

A date for the annual review will be agreed between the member of staff and their line manager with 1 hour set aside for the interview.

At least 7 working days prior to the annual review interview the line manager will forward the following to the member of staff;

✓ Staff Performance & Development Review Form ;
✓ Competency Framework & Self-Assessment Form

These forms are to be returned to the line manager at least 2 working days prior to the interview. These documents will form the basis of the annual review discussion.
6.0 METHODOLOGY: COMPETENCY BASED

The way in which the Association's annual performance and development process has been carried out has remained virtually unchanged for several years and following consideration of other types of evaluation processes propose to introduce a "competency based" appraisal during 2017.

7.0 DEFINITIONS

Objectives which are agreed at the annual review interview will represent what you will achieve over the coming year.

Competencies which are also agreed at the annual review interview are defined as the characteristics, attitudes and behaviours people display to carry out the job. They can be considered how you achieve your objectives.

The process will, therefore, outline the effective behaviours which will lead to positive outcomes in job performance.

Competencies will be outlined in your person specification; this determines the benchmark for the role.

To be competent in an area you would be displaying the skillful application of a combination of tools and techniques, knowledge, attitudes, understanding and skills in the work environment.

8.0 WHY USE COMPETENCIES IN LEARNING AND DEVELOPMENT?

The competency framework clearly defines and describes the behaviours required by a member of staff to be successful and fully effective.

Competencies are key to effective and exceptional performance. They should be both observable and measurable and assessed throughout the year.

Competencies will help enable the manager and staff member not only to consider whether objectives have been achieved but also to review the way they have been carried out.

Completing a self-assessment of current performance against a competency framework can help individuals to identify and prioritise specific areas for development and can be useful in preparation for annual appraisal interviews.

9.0 SELF-ASSESSMENT OF ACHIEVEMENT AGAINST COMPETENCY LEVELS

9.1 Step 1: Person Specification

First, refer to the person specification for your role. This should inform you of the competencies required and at what level.

If your person specification does not contain competencies then you need to agree with your line manager the relevant competencies and levels of attainment for your role.
9.2 **Step 2: Assessment of Current Performance**
Once you have established what the expected competencies are for your role in the person specification, the next step is to conduct an assessment of your current performance against the selected competencies.

To assist this evaluation staff should simply tick the box adjacent to the list of examples of positive behaviors which you consider have been displayed during the year.

9.3 **Step 3: Provision of Evidence**
Thirdly collect evidence of examples of when competencies have been demonstrated effectively and discuss those with your line manager.

Evidence may be derived from any of the following three areas:
- ✔ Ratings of performance.
- ✔ Comments on performance either written or verbal, or observations
- ✔ Examples of performance, for example copies of reports or other documentation.

There may be other ways in which you can capture evidence towards demonstration of a competency, through summarising specific events and your response to them, documenting your contribution to a project etc.

In these cases you may wish to record what you did, how you did it and the outcomes you achieved.

You may also wish to be proactive and seek feedback from colleagues and your line manager on this evidence; they may have some helpful suggestions and observations of which you are unaware.

This should be an ongoing process as it could take some time to gather the evidence. You should choose one or two priority areas to work on at first - don't try to do it all in one session.

You can use the self-assessment to discuss how you have achieved your objectives.

Your discussion with your manager should use the evidence you have collected to:
- ✔ Review and agree your achievements against the competencies for your role and to identify priorities for further development

- ✔ Use the detail in the competency framework to map your own effective performance or identify where you consider you may have demonstrated exceptional performance;
  - Agree on focused, timely and appropriate learning activities in support of developing your competencies.

9.4 **Step 4: Personal Development Plan**
Finally complete the Personal Development Plan section of the Staff Performance
and Development Form.

Your line manager will support you with this as part of the process. See section 10.0 below for guidance on identifying learning activities to support the development of your competencies. You will also need to ensure time is taken to complete the learning activities agreed in the plan.

10.0 DEVELOPMENT (TRAINING) PLAN

Once a development or training requirement has been identified you should consider methods for developing competence. This will involve a number of methods as you might need to gain new knowledge, practice the application of knowledge you already have, and/or apply that knowledge to a range of different situations.

For example to develop competence in Team Working you would need to demonstrate the following:

- Looking for ways to improve the way the team works
- Encouraging others to contribute
- Taking account of people and their strengths in achieving the goal
- Actively helping the team to address problems

To do this effectively you may need to have the following:

- Knowledge about your team processes
- Knowledge about how to motivate and encourage people
- Understanding about team dynamics
- Problem solving techniques.

You would then need to use this knowledge by applying it effectively in the team environment. You might need to create opportunities to do this by taking on a project or piece of work, or by taking the lead in a particular area.

Courses are a way of learning new knowledge and testing out skills in a safe environment, however competence only comes once that has been transferred to and demonstrated in a work-based situation.

In addition to courses, other activities for development include:

- Coaching
- Conferences and seminars
- Attending external qualification courses
- Project work such as taking on a specific task to develop new skills
- Working with a member of staff who supports you in developing new skills (mentoring)
- Reading a book or instructions to learn a new task/gain knowledge
- Shadowing a colleague to understand what their job involves
- Trial and error on a computer to try to work something out
- Using open learning materials such as CD-ROM or the internet
- Being shown how to do a task by a colleague.
From the above example the development plan would look like this:

<table>
<thead>
<tr>
<th>Development Need</th>
<th>Required Outcome</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill / Knowledge / Competency</td>
<td>How will it benefit performance or contribution?</td>
<td>Approach or method to be used</td>
</tr>
</tbody>
</table>
| Contributes to team development, seeking and testing improvements to the team’s outputs/service | To be able to make a greater contribution to team to help continuous improvement | ✓ Knowledge about your team processes - talk to colleagues
    ✓ Knowledge about how to motivate and encourage people
    – attend motivation training
    ✓ Understanding about team dynamics – read book, research on internet
    ✓ Problem solving techniques – attend training event
    ✓ Apply learning from above to successfully improve a specific team process |

11.0 **LINE MANAGER’S ROLE**

The Line Manager is key in enabling an individual to develop competence. Line managers should ensure that they:

 ✓ Clarify expectations & provide examples of what is required to demonstrate competency in the work environment.
 ✓ Provide opportunities for the individual to develop the competencies required.
 ✓ Identify opportunities for the application of learning, for example through delegating or handing over projects.
 ✓ Provide and elicit feedback on performance.
 ✓ Signpost activities or people who can help or support the individual

12.0 **CHECKLIST TO DEVELOPMENT SUCCESS**

<table>
<thead>
<tr>
<th>Steps to be Taken</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the competencies and levels appropriate for your job. Copy these onto the self-assessment matrix.</td>
<td>✓</td>
</tr>
<tr>
<td>2. Collect evidence of when you have demonstrated competencies.</td>
<td></td>
</tr>
<tr>
<td>3. Seek feedback from others</td>
<td></td>
</tr>
<tr>
<td>4. Discuss as part of appraisal process</td>
<td></td>
</tr>
<tr>
<td>5. Prioritise development activity to focus in key areas</td>
<td></td>
</tr>
<tr>
<td>6. Complete personal development plan</td>
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13.0 **HOW THE OUTCOME OF THE ANNUAL APPRAISAL WILL BE RECORDED**

The Staff Performance & Development Review Form will, in addition to assessing the skills, knowledge, competencies and training requirements of the member of staff will, be used to record;

✓ A review of current role and job description
✓ The wellbeing of the member of staff
✓ A comprehensive review of past years performance
✓ A review of Contribution to Departmental Objectives
✓ A review of Contribution to Organisational Performance
✓ A review of management support
✓ A review of particular HR performance indicators
✓ Consideration of future years performance objectives
✓ Agreed personal development plan
✓ General comments and actions

14.0 **PROCESS FOR ANY ACTION RESULTING FROM THE ANNUAL APPRAISAL**

Following the annual review interview the line manager will complete the form by including any comments offered during the interview along with any proposed action.

Once the form is signed off by both parties the interview stage of the process will have been completed.

All documentation relating to the process will be retained in a secure area of the office by the Director for any auditing or similar purpose.

The Committee will receive an annual report on the Staff Performance & Development Review process to review all elements and to consider any areas of improvement.

Any individual training or other development action emanating from the annual review will be taken forward as agreed between the member of staff and their line manager.

A collective annual staff training programme will be developed using the skills, knowledge and understanding information gathered during the Staff Performance & Development Review process.

15.0 **REVIEW**

This process and procedure will be reviewed annually.

George Tainsh
Director

5th June 2017
### Review Consultation Process

<table>
<thead>
<tr>
<th>Considered by the HSEHR Committee</th>
<th>5&lt;sup&gt;th&lt;/sup&gt; July 2017</th>
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<tbody>
<tr>
<td>APPROVED BY THE MANAGEMENT COMMITTEE ON</td>
<td>27&lt;sup&gt;th&lt;/sup&gt; JULY 2017</td>
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<tr>
<td>Date of Next Review</td>
<td>JULY 2018</td>
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