

Performance Appraisals



Human Resources

APPROVED BY

Personnel
Committee

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1. INTRODUCTION

This guide is for all Neath Port Talbot Council employees, whether you give or receive performance appraisals. It gives you the information and tools you need to make the most of the performance appraisal discussion. Each section focuses on a different stage of the performance appraisal.

2. WHAT IS A PERFORMANCE APPRAISAL?

Performance appraisal is a two-way discussion; when carried out well, it actively involves employees, helping them to understand what is expected of them. By setting agreed objectives and regularly reviewing progress, employees become responsible for their own performance.

What is different about the new form? The council now has a new performance appraisal form. The form has been developed with managers and staff. The form;

- focuses on the discussions between managers and staff during the appraisal meeting, rather than just the completion of the form
- is shorter and easier to complete
- focuses mainly on the past year's achievements
- enables recording of future targets, outcomes and development needs
- provides examples of questions to facilitate discussions on what has been achieved and how (the behaviours).

3. WHO SHOULD HAVE A PERFORMANCE APPRAISAL?

Every Neath Port Talbot employee with a permanent or temporary contract should receive a performance appraisal, which includes a mid-year review for Corporate Directors and Heads of Service. If the nature of an employee's work does not suit the lengthier performance appraisal, e.g. they work for a few hours per day, then fewer objectives should be set.

With the increase in partnership working and other forms of work, some of your team members may not formally be your own staff (e.g. agency or staff on secondment from another organisation). As a manager, you should still regularly review performance and give feedback to the individual (and their employing agency if appropriate).

4. WHEN SHOULD PERFORMANCE APPRAISAL HAPPEN?

Performance appraisals should be completed as follows:-

- Corporate Directors end April
- Heads of Service end May
- All other employees – after May but before the end of the financial year,

There may be occasions when a performance appraisal needs to be deferred. For example, if someone has recently returned from maternity leave and there is insufficient information about their performance to conduct a meaningful discussion. This does not mean that the discussion should never happen, but a new date should be arranged.

For new starters, objectives should be set during the induction period.

5. WHAT ARE MY RESPONSIBILITIES?

Too often, appraisals are seen as a one-off annual event unconnected to our everyday tasks. Successful appraisals are the outcome of ongoing, regular two-way discussions between the manager and employee during the year.

One way to ensure a positive discussion at the appraisal meeting is for everyone to understand their own role and responsibilities as outlined below. **(The letters of a different font below correspond to this area of the policy document's intended reader, M for managers, S for Staff, and R for Reviewers)**

M – If you are a manager, you are expected to:

1. Lead individual performance appraisal discussions with staff that you directly line manage. The discussions must include:
 - review of past performance
 - an agreed work plan with smart objectives which will contribute to the delivery of your local business plan and the overall council plan
 - an opportunity for the employee to respond to feedback and raise points
 - a written record of the discussion (using the appraisal forms) which is signed by the manager, the employee and the manager's manager (reviewer)

2. Regularly review performance and progress by:

- revising and updating objectives, if necessary
- using one-to-one meetings to discuss development activity planned or undertaken

3. Give positive and/or constructive feedback:

- all the time
- during one-to-one meetings
- informally, as part of day-to-day working

4. Tackle under-performance constructively and promptly:

- by giving feedback, setting targets for improvement and providing support and development

5. Sponsor agreed learning and development activities by:

- allocating time for the activities to be undertaken
- evaluating the impact on performance of individual development activities, bearing in mind that the effect may not be immediate

6. Ensure that the process is applied consistently and fairly by applying:

- the Council's Equal Opportunities policies, ensuring that issues of equalities and diversity are considered throughout the work objective setting and development planning process
- sensitivity and judgment when using the appraisal process to meet individual and service needs

7. Confirm appraisals have been completed by:

- ensuring that the date of the performance appraisal and mid-year review have been recorded on the appraisal form
- providing a copy of the completed appraisal form to the reviewer

S – If you are receiving an appraisal, you are expected to:

1. Take ownership of your development and performance by:
 - working towards meeting agreed objectives and standards
 - actively monitoring your own progress against targets and keeping your manager informed of difficulties you may be facing
 - listening to constructive feedback and acting on it
 - participating fully in development activities and assessing the impact they have had on your performance

2. Prepare for and participate fully in performance appraisal discussions by:
 - gathering evidence about your performance
 - generating ideas for service improvement and your own development
 - completing the self-assessment in advance of the meeting and providing copies to your manager

R – If you are a reviewer, you are responsible for:

1. Reviewing the completed performance appraisals that your subordinate managers have carried out. With each form, you should ensure that:
 - suitable objectives have been set
 - performance has been assessed fairly, using evidence
 - the appraisal is of a good quality in that it will effectively contribute to improving performance
 - the process is being carried out and used fairly and consistently; and that equality and diversity issues are considered when setting work objectives and in planning development activity.

2. Feeding identified development needs into the planning for your service

6. HOW SHOULD I PREPARE?

This section covers:

- Gathering evidence
- Completing the self-assessment
- What to consider when assessing performance

To get the best out of an appraisal meeting, both the manager and employee need to prepare. Remember an appraisal meeting is:

- a two-way discussion
- an ongoing process, not an annual event. Managers and employees both have responsibilities for ensuring that appraisals are successful. Providing feedback is critical to improving performance.

S – Employee preparation

- Gather evidence about your performance by seeking feedback from colleagues and customers and reviewing your own one-to-one notes
- Complete the self-assessment and long term development section (latter is optional) prior to the meeting taking place

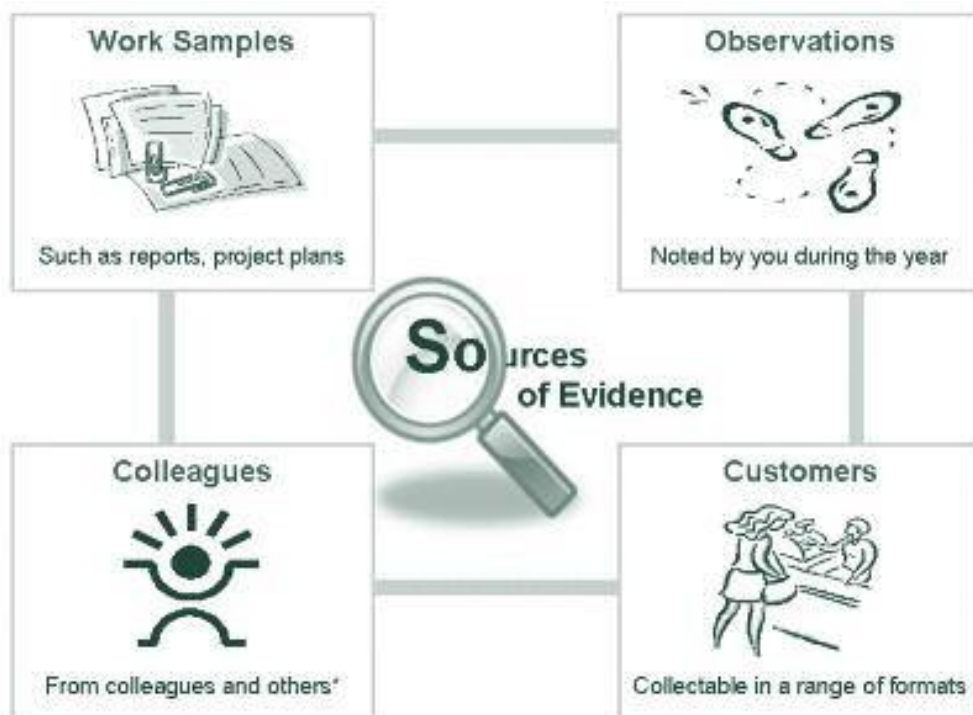
Completing the self-assessment

You should complete this section (**Part 2 of Appendix B**) before your appraisal meeting. Your answers to these questions will help both you and your manager to start thinking about your achievements, key learning points and development needs.

Try to be specific when answering the questions so that you can clearly identify what your strengths are, what you have developed and what you need to develop. During your performance appraisal meeting, you will discuss the answers you have provided and your manager will give you feedback on your performance throughout the year.

Sources of evidence

There are several sources of evidence you can use to help you make an objective assessment of performance. Some options are shown in the following diagram.



* Feedback that you have received from other colleagues should be treated with caution, especially if it is negative, as you are not able to provide first hand experience of the event or behaviour.

Career Aspirations

S – The purpose of this section is to provide employees with a formal opportunity to discuss their career aspirations.

This section is optional and is for the employee to decide if they want to complete it. If you do, this section needs to be completed as part of the self-assessment (i.e. before the appraisal meeting). This is so that both you and your manager have had time in advance of the meeting to prepare for a meaningful discussion.

M – Manager preparation

- Gather evidence to ensure a fair assessment
- Consider what objectives, competencies and development should be set
- Review the information provided to you by the employee for self-assessment and long term development
- Set a date for the appraisal meeting

When providing constructive feedback to an employee, ensure that you have more than one example to support your view. If the particular behaviour only occurred once, this may need to be highlighted but is not necessarily a developmental issue.

And if employees are under-performing?

The most effective way to tackle underperformance is to approach the individual as soon as the situation arises. Constructive feedback should be used to highlight the area of concern, and include suggestions on how the situation can be better handled next time. Guidance on giving feedback is in the next section.

A record of the discussion should be kept, along with the agreed actions to be taken to improve. You should monitor improvement, and discuss with the employee as necessary. Discussions about under-performance should not be left until the annual appraisal meeting. The appraisal discussion should contain no surprises or feel uncomfortable for you or your team member.

Where performance or conduct continues to be an issue, it may be necessary to take formal action. **Consult the Managing Performance policy/procedure for further guidance.**

7. SETTING SMART OBJECTIVES CHECKLIST

You should use this checklist to help you meet the SMART criteria for the objective setting element of performance appraisal. It is best to prepare for this in advance of the meeting, as setting SMART objectives takes time. SMART stands for Specific, Measurable, Achievable, Realistic and Resourced and Time-bound.

Specific

You will know if it is specific enough if:

- Everyone who is involved knows that it includes them specifically
- Everyone involved understands their role
- The objective is jargon free
- You have a clear terms of reference

Measurable

How will you know you have achieved your objective? How will you measure success? Remember, in appraisals you need to make an end of year assessment on whether each work objective has been met. To do this successfully, ongoing observation and documentation is required.

Achievable

There is no point starting a job you know you can't finish. Decide if it is achievable by knowing if:

- It's measurable
- Others have done it successfully before you or elsewhere
- It's theoretically possible
- It fits in with your existing role and commitments

Resourced

Is about ensuring the necessary resources (people /time /money /opportunity) are available to complete the objective. Think about:

- Has this objective been sponsored by the appropriate authority?
- Have you and others responsible committed to achieving this objective?
- Do you and all involved have the required skills to achieve the objective?
- Are all the other resources money, time & opportunity in place?

Time-bound

Is all about setting deadlines, without it you would find it difficult to measure progress against your objectives. If the objective cannot be time-bound, think about:

- Can the objective be broken down further, or
- A success criteria be set for the end of year appraisal relevant to the continuing activity

8. WHAT SHOULD WE DISCUSS AT THE MEETING?

This section covers:

- Setting Objectives
- Personal behaviours (NPT Operating Principles) – See Appendix C
- Development Planning

The appraisal discussion focuses on reviewing past performance (the sign-off) and setting new work objectives for the coming year. Remember this is a two-way process, with both the manager and employee contributing to ensure the process is both fair and effective.

A good way to start the discussion is to review what information has been provided in the self- assessment. Managers can give their own thoughts on what has been written. At the end of the appraisal year, when making assessments of whether objectives have been met and development of competencies achieved, feedback should also be given.

MS – Setting Objectives

Effective objective setting is crucial to the performance appraisal process. This part of the discussion clarifies to employees exactly what is expected from them. It also provides the opportunity to agree what support managers need to provide in order to help the employee achieve their objectives.

Objectives should:

- Contribute to the delivery of your business plan
- Be SMART (Specific, Measurable, Achievable, Realistic and Resourced, Time-bound)
- Be tailored so that they consider an individual's abilities, experience and aspirations
- Be stretching/challenging so that the individual has an opportunity to develop new skills and experiences (this refers to the quality of the work not quantity)
- Be supported by the individual's development plan
- Be reviewed regularly
- Be amended if circumstances arise that affect the business objectives, e.g. new policies/priorities, changing customer needs
- Be in line with Neath Port Talbot's aims –
 1. Community Leadership
 2. Economic Prosperity
 3. Education and Lifelong Learning
 4. Better Health and Wellbeing
 5. Environment and Transport
 6. Community Safety
 7. Confident Communities
 8. Service Quality and Improvement

An example objective for a Service Administration Officer could be

<p>Business Plan Objective To ensure best use of available resources by improving cost and efficiency</p>	<p>End of year assessment <i>(to be completed by Manager)</i> not met 7 met exceeded no longer required</p>
<p>SMART Objectives <i>(what this means to me)</i> 1. Meet fortnightly with service administrator in West team to review case files and quality check the contents 2. Produce a budget monitoring report every month for manager.</p>	<p>Performance Measure / Output 1. Increase the accuracy of case management reports so that 95% meet QA standards. 2. Produce a budget monitoring report in time for the monthly team meeting.</p>

M – How many objectives?

For senior officers (e.g. Principal Officers and Heads of Service) the appropriate number of objectives is open ended.

For others, up to five objectives can be set for employees. Fewer objectives may be set if employees are:

- Employed on a casual contract or work part- time hours
- Part of a team where there are several others fulfilling the same role
- Not office-based

It may be appropriate for you to set the objectives for these employees in advance of the appraisal meeting, especially if you have a number of employees fulfilling the same role.

9. DEVELOPMENT PLAN

Neath Port Talbot Council takes the view that investing in the development of all its employees is a priority, and should be planned, implemented and evaluated to ensure it is effective. Development planning is a key component of performance appraisal, as it provides the opportunity to discuss the support an individual needs to meet their objectives. The development planning discussion has two parts: short-term and long-term.

Short-term development should be focussed on supporting the achievement of business objectives and development of competencies for the coming year.

It is the employee's decision whether to complete their long-term career goals.



S – Planning your development

Your answers to the self-assessment and long-term development questions can be used as a basis for discussion about your development plan. It is important that you are aware of your development needs and consider how they can be addressed.

Development activities will be most effective if you apply your learning to your work. You should discuss with your manager how you can make the most of the development you undertake. Achievement of your long term career goals and development remains your responsibility.

M — The short term development plan should include details of:

- The development objective
- Why it is needed
- How the objective will be achieved and by when

Remember- development takes time! No-one becomes an expert overnight.

When selecting development activities, try to avoid focusing only on training courses, as there are many ways that an individual can develop. The effectiveness of a development activity can be influenced by a person's learning style. See the Tools section for a definition of learning styles.

M – Supporting long-term career goals

An individual's answers to the long-term career goals question should give you an indication of what they are aspiring to. You should use the information as a basis for discussion. Where possible, share your experience, knowledge and networks to generate ideas for developing a plan.

In supporting long-term development, consider the following:

- What could be learnt or developed in the employee's current role that could contribute to their aspirations?
- Could shadowing in another directorate/service help the employee?
- Could voluntary work be useful in contributing to long-term goals?
- How could the development activities benefit the service/organisation in the long-term?

By the end of the discussion you should be able to establish what actions both you and your employee will take in order to work towards those objectives. Long-term development remains the responsibility of the employee, but should be supported by managers where possible.

M – Evaluation

Following the completion of a development activity, you should discuss the impact it has had on the employee during subsequent one-to-one meetings. The level of impact also needs to be noted on the appraisal form. This may also be an opportunity for you to provide feedback on any changes you have observed in the employee's behaviour as a result of the activity.

To increase the effectiveness of development activities further still, try to discuss how the employee's development can continue to be built upon. For example, if they have attended a course on project management, it may be useful to consider which projects they could become involved in over the course of the year.

MRS – Comments and Sign-off

The final section of the performance appraisal form can be used to make additional comments that the manager, employee or reviewing manager may have. If for any reason an employee is unhappy with the outcome of their performance appraisal or would like to record any mitigating circumstances that may have affected performance, this should be recorded in the comments section. Once manager and employee comments have been made, the form should be passed to the reviewing manager.

10. ASSESSING PERFORMANCE

Checklist

This checklist is useful at the end of the year when you are discussing performance against work objectives and during the year when you routinely monitor and coach your employee.

Consider some of these questions when assessing performance:

- Has the employee met the work objective?
 - How have you measured this and is the employee aware of how achievement is measured?
 - Have you monitored success and reviewed them in one-to-ones?
- What was the impact of not meeting the objective (for internal and external customers)?

- How can the employee help themselves to do better?
- How can you support the employee in improving performance?
- What can the organisation do to support the employee? Can this be linked to their or your development objectives?

Underperformance can be caused by many factors. When addressing underperformance, consider the following:

- Did you give/offer the employee adequate training/development opportunities?
- Does the employee have the skill and competencies necessary for the job? If not, how can these be developed?
- Does the employee understand what is expected of them?
- Have you provided the employee with adequate tools and resources?
- Are there any processes or systems in place that make it difficult for the employee to achieve their objectives?
- Has anything changed in the employee's work situation or environment?
- Has anything happened in the employee's personal life that could be affecting his or her work?

11. ASSESSING PERFORMANCE FAIRLY

– How to use evidence

Once you have gathered evidence, you need to use it to make an assessment of the employee's performance. Consider:

- How does the individual's behaviour compare to the expected standard?
- What was the impact of the employee's behaviour?
- If you do not work in close proximity to your employees or do not see them often because they are located at a different site, consider other ways in which you can make observations and obtain feedback.
- What other factors may be affecting an employee's performance such as stress at home or work, poor health, development needs and or motivation?

An effective performance appraisal system is one that is fair. This means ensuring that you fulfil your obligation to evaluate your employees' performance and development needs in a consistent and fair manner. This includes ensuring that you do not discriminate on the grounds of gender, race, disability, sexual orientation or age.

With disabled staff you should ensure that appropriate reasonable adjustments have been made in their roles and that you take these into consideration when assessing performance, acknowledging that differences in how the role is performed may not necessarily mean that the duties are not being fulfilled.

Consult the Equal Opportunities policy for further information.

Other Potential Biases

Halo vs. Horns

This effect can happen when we have a favourable or unfavourable reaction to someone and generalise this to form a judgement about them.

Like me

It is also common for people to rate another person favourably because they perceive characteristics in an individual that are similar to themselves. From this, it is then easy to assume that they will perform in the same way as you do.

So, how do you stop yourself from becoming biased?

Be aware of:

- Judging personality or work style
- Assuming you know what someone's behaviour means or intentions were
- Giving all team members the same rating
- Making assessments based on expectations that your employees are not aware of
- The fact that gender and culture can influence how we assess ourselves and our performance

12. WHAT HAPPENS AFTER THE MEETING?

This section covers:

- What reviewers need to check
- The purpose of the Quality Check questionnaire

Performance appraisal is only effective if both the manager and employee act on what has been agreed. Throughout the year, one-to-one meetings should be used to review objectives, which may need to be amended to reflect a change of circumstance, e.g. a new service is being delivered. Once completed, the appraisal should reflect the evidence that has been gathered throughout the year.

Q – Ensuring Quality

To ensure that performance appraisals are being conducted to a good standard, each completed appraisal should be checked by a reviewer. The reviewer is responsible for checking that:

1. suitable objectives have been set
2. performance has been assessed fairly, using evidence
3. the performance appraisal is of a good quality in that it will effectively contribute to improving performance
4. assessments are consistent between individuals
5. equality and diversity issues are considered in work objectives and personal development planning

Reviewer's checklist

Below is a checklist of what to check in each section of the appraisal form to ensure it has been carried out effectively.

Personal Details

- Has the employee received regular one-to-ones e.g. in a six month period a full-time employee should have at least four one-to-ones.
- If not, how have evaluations of performance been made?

Work objectives

- Are objectives taken from the business plan? If not, objectives should be revisited.
- Are tasks measurable? If not suggest appropriate tasks.
- If mid-year, have comments been added?
- If end-year, has an assessment been made?

Development Planning

- Have short-term objectives been set to address development needs?
- Has the impact of development activities been evaluated (has the activity made any difference to performance)?
- For longer-term development: could the employees' aspirations be incorporated into the future of the service?

Comments

- Are there any comments to suggest any issues that may need intervention?

If you find that the quality of what is recorded is unsatisfactory, you may need to coach the relevant manager to address any issues, and advise that part of the meeting may need to be carried out again.

S – Quality Check questionnaire

A quality check questionnaire is being developed. Further information will be provided in due course.

M – General Advice

1. Take notes of what occurred during the discussion. Notes are important for providing evidence for auditing, data protection, equality and fairness.
2. Take action. The time spent on agreeing objectives and planning development is only effective if both the employee and manager are committed to carrying out what is agreed.
3. Review, review, review. Performance appraisal should never be a surprise. You should remind yourself and your employee of their objectives and the progress they are making towards those at one-to-one's

13. HOW DO I USE FEEDBACK?

Why is feedback important?

Most people would agree that feedback is a good thing to give and receive, even though it may sometimes feel uncomfortable. Meaningful feedback is an essential part of effective performance appraisal. Feedback increases motivation, supports development and helps individuals to be clear about how to be effective in their role.

Motivation describes the drive a person has to work towards certain goals. By giving feedback, you are highlighting what a person can do more or less of to help them succeed. This makes feedback a very powerful tool.

Development is about building on existing ability. By providing feedback you can signpost where changes in behaviour can be made to further development.

14. HOW CAN I GIVE FEEDBACK?

M — The list below is a practical model for structuring feedback that can be adapted for use with most situations.

Observe

Use only observable behaviours or actions. What did the person specifically do/say or not do/say?

What did you see/hear?

When I see...

Describe

What impact does the behaviour create in your own mind or other people's minds?

Consequences

Describe the consequences that the behaviour creates for other people or the business
And the result or likely result is.

Make and invite positive and constructive suggestions on how the person can act on the feedback. Agree the actions required.

Is this the best way of tackling this issue? What I'd like you to do differently is...

It leads me to think / the impression that it creates is...

The key thing to remember is that feedback should be constructive, whether you are delivering positive or negative information. The receiver of the feedback should know exactly what it was that they did well and not so well, so that they can understand the impact of their behaviour.

Throughout the discussion, you should aim to seek agreement so that both parties can move forward. This is illustrated in the example below:

Manager: I've noticed that you appear to be getting angry with other members of the team when they have approached you. Some of your colleagues have come to me and expressed that you have not been very responsive in providing them with the information they need. How do you perceive the relationship with your colleagues?

Employee: I know I've been losing my temper with some people. Sometimes their requests get on top of me and I lose track of what I'm doing.

Manager: Have you noticed when you are most likely to lose your temper?

Employee: It's probably when I'm in the middle of monitoring the budget for the project.

Manager: I see, and that requires a lot of concentration doesn't it? Maybe we could think of different ways that you could work when you're doing budget monitoring... in future, maybe you could ask people to send their requests by email, and deal with them all in one go. Also, if you need somewhere quiet to work, you could block out some time to work on the budget in my office instead.

In this example, the individual has recognised that they have been showing negative behaviour and that it has been affecting the relationship they have with their colleagues. The manager has helped the employee consider when the behaviour is most likely to emerge and suggested ways in which it can be prevented from happening in fairly simple ways.

15. RECEIVING FEEDBACK

S – You should feel encouraged to respond to the feedback you receive. There may be occasions when you do not agree with feedback, and you have a right to say this and give your reasons. For example, there may have been mitigating circumstances that affected your performance which your manager may not have been aware of. A key purpose of feedback is to decide on some action, to be taken. This is illustrated in the following

Example:

Manager: I note from your self-assessment, you have been finding it difficult to write the analysis on the budget figures for the project. Are you having trouble understanding the financial information?

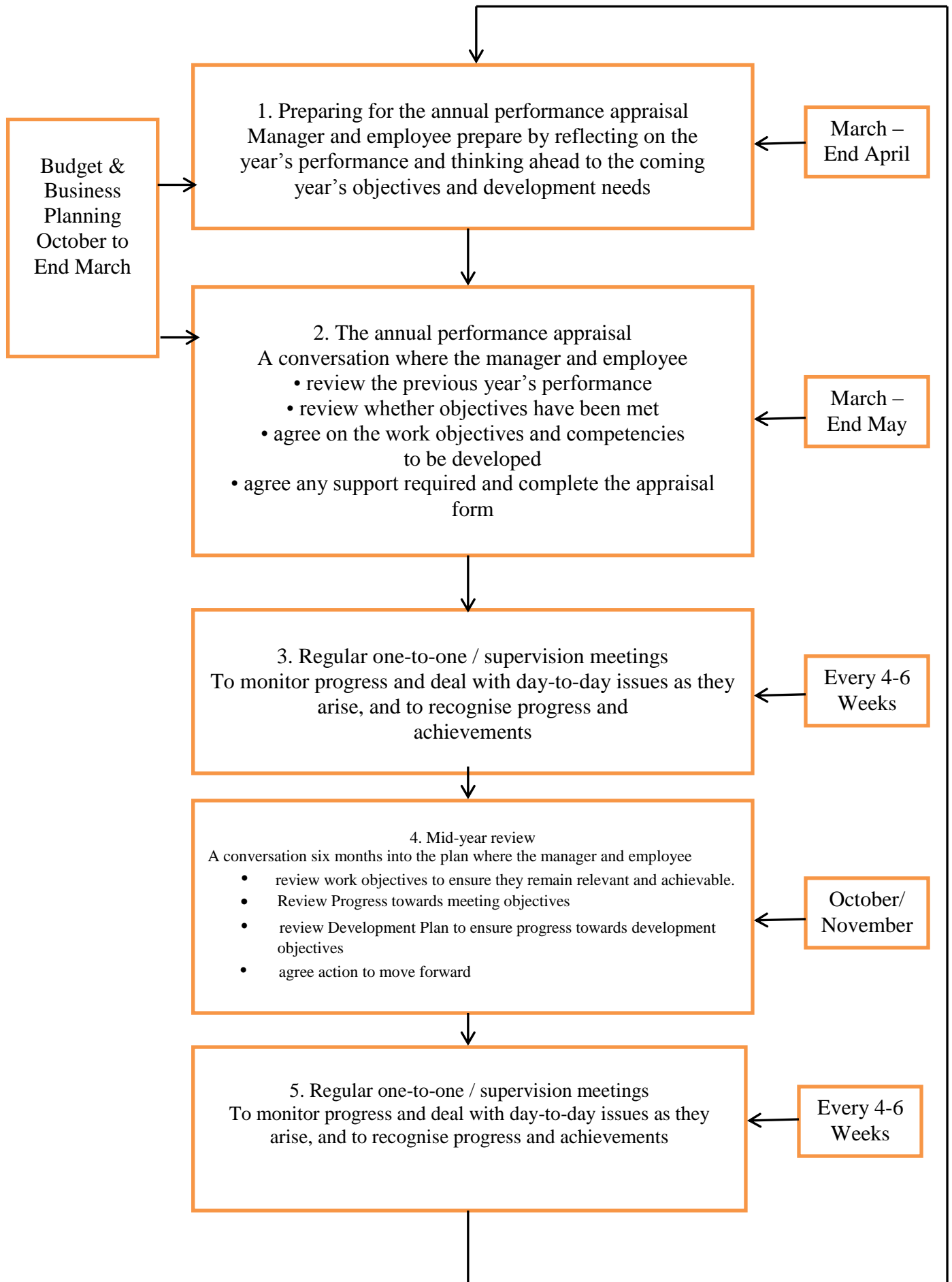
Employee: I do struggle when it comes to finance. I don't always understand what the different figures mean, so it might help if I had some training or someone to talk it through for me.

Manager: Well I can book in some time with you to go through the budget printout and make sure you understand what the figures mean. Then we could plan out the report together.

Tips for receiving feedback

1. Say 'thank you', to avoid becoming defensive, and acknowledge the effort the other person has made
2. Ask questions if you are unclear about what is being said
3. Prompt for constructive feedback e.g. ask
"What could I do to...?"

Appendix 1
Appendix A - The Appraisal Cycle



Performance Appraisal Review Form



Human Resources

TO BE COMPLETED IN ELECTRONIC FORMAT AND PRINTED FOR SIGNATURE PURPOSES ONLY

Performance Appraisal Review Form				
Employee Name				
Job Title				
Department				
Payroll Number				
Review Period				
Line Manager				
Part 1 – Job Description				
Do the current duties and responsibilities of your post match your agreed job description?	Yes		No	
If no, please outline the required amendments				
Part 2 – End of Year Review – Personal Objectives				
<p>Self-assessment summary of achievement against each Personal Objective NB: Details to be entered below by the <u>appraisee</u>. Bullet Points Recommended.</p>				
<p>How well have I performed against my objectives over the last review period? What evidence do I have to support my achievements?</p>				
<p>What aspects of my role have changed, if any?</p>				
<p></p>				

What aspects of my role am I very good at?

What areas could I improve in?

**What specific contribution do I feel I have made to my team or department?
Am I working in line with the expected personal behaviours?**

What development activity have I carried out during the last review period and how has this helped me in my role?

What additional skills, knowledge or support would help me improve my performance in my role?

Do I have any particular career aspirations I would like to discuss?

Any other work related issues?

Are there any other matters which the appraise wishes to discuss with the appraiser which are not referred to elsewhere in this document?

Part 3 – Personal Objectives (Current Financial Year)

Notes: Details of Personal Objectives to be recorded below by the appraisee to reflect what was agreed with the appraiser at the start of the appraisal cycle.

If no objectives were agreed for 20___/20___ (This Financial Year), please include details here about the priorities which you (the appraisee) have pursued during 20___/20___ (This Financial Year)

Objective/Priority 1**Objective/Priority 2****Objective/Priority 3****Objective/Priority 4****Objective/Priority 5****Objective/Priority 6****(Add more rows as necessary)**

Appraiser's End of Year Commentary

Achievement of Personal Objectives:

Performance Score Criteria		
Score	Performance	Tick
5	Excellent Performance/Exceeded Objectives Not only met all agreed objectives but delivered over and above by taking on and delivering additional objectives	
4	Good Performance/All Objectives Achieved Met all agreed objectives set at previous appraisal	
3	Satisfactory Performance/Majority of Objectives Achieved Most objectives met as set at previous appraisal	
2	Poor Performance/Some of the Objectives Achieved Less than half of the objectives met	
1	Unsatisfactory/No Objectives Achieved None of the last years' objectives met	

Part 4 – Personal Objectives (Next Financial Year)

PLEASE READ GUIDANCE NOTES BEFORE COMPLETING THIS SECTION

20___/20___ (Next Financial Year) Personal Objectives

NB: To be completed by appraiser. Bullet points recommended.

Please add extra objectives if necessary.

SMART objectives required (Specific; Measurable; Achievable; Realistic; Timely)

Objective/Priority 1

Objective/Priority 2

Objective/Priority 3

Objective/Priority 4

Objective/Priority 5

Objective/Priority 6

(Add additional rows as necessary)

Appendix 1

3

4

5

6

(Add additional rows as necessary)

Appraiser's Comments:-

Appraisee's Comments:-

Part 6 – Individual Learning Plan (ILP) (Following Year)

20___/20___ (Next Financial Year) – Individual Learning Plan (ILP)

To be agreed between the appraisee and appraiser, including any succession planning activities, taking into account the outcomes arising from Parts 2, 3, 4 and 5 of this Performance Appraisal Process. Bullet Points Recommended.

- **Planned personal development activities**
- **How will these be achieved?**
- **By when?**

1

2

3

4			
5			
(Add additional rows as necessary)			
NB: Countersignatory arrangements are as follows, with similar principles to apply as the performance appraisal process is cascaded to other levels of staff:			
Appraisee	Appraiser	Countersignatory	
↓	↓	↓	
Corporate Director	Chief Executive	Leader	
↓	↓	↓	
Head of Service	Corporate Director	Chief Executive	
↓	↓	↓	
Senior Officer	Head of Service	Corporate Director	
Signatures Necessary if Contents Agreed			
Signed (Appraisee)		Date	
Signed (Appraiser)		Date	
Signed (Countersignatory)		Date	

Personal Behaviours - how is it to be achieved?

To act at all times in accordance with the requirements of the following **NPT Council behavioural frameworks** and to also personally champion these behaviours, as set out in the NPT Operating Principles and the NPT People Charter.

NPT Operating Principles

- The **purpose** of our services is to deliver **what matters** to our customers. The role of our support services is to help frontline staff to deliver what matters to the people who use our services
- Our systems will be designed by the staff working in them, to deliver what our customers want, in the most efficient, easiest way we can
- We will identify our customers by understanding who the system was set up to serve
- We will design our systems so it is easy for our customers to access the service they need
- Managers will spend time with staff in the workplace, to understand how the systems work
- Managers will remove obstacles that prevent staff doing what matters for our customers
- Our measures of performance will be designed to tell us how well we are meeting the needs of our customers. Managers will use these measures to investigate and understand why performance varies and then act on the system to improve performance
- We want everyone to challenge any work that is not adding value
- We will understand the nature of demand on our services and take action to remove any that is preventable. We want to get things right first time
- Decisions will be based on data, knowledge and evidence
- We trust our staff and will encourage everyone to take responsibility to do what matters for our customers
- Managers will encourage and support staff to identify how we can improve and then to make the changes
- Managers will work with their staff to manage the risks associated with change. This may mean changing our audit, financial and other rules and policies and procedures where necessary to make sure that they are proportionate to risk

NPT People Charter

This **People Charter** sets out what the Council expects from everyone who works for the Council and what they, in return can expect from the Council.

The Council will:

- Promote a culture of pride in working for a high performing Council
- Value your contribution and celebrate success
- Act with trust, integrity, respect, openness and transparency
- Value diversity and promote fairness and equality of opportunity
- Keep you informed and consult you in a meaningful way about council business decisions which affect you
- Promote decision-making based on data, knowledge and evidence
- Engage and involve you in designing new ways of working
- Support you through change
- Promote your wellbeing within a healthy and safe workplace

Our leaders and managers will:

- Clarify your role and duties within the Council, along with acceptable standards of performance, conduct and behaviour
- Continuously develop the skills and experience needed to effectively lead, manage and develop you and your colleagues
- Offer encouragement and support to help you perform to the best of your ability and to support you to maximise your attendance
- Seek to resolve any potential workplace conflict informally and at an early stage through listening, understanding and a mutually agreed outcome, with the aim of moving to formal procedures only where necessary
- Spend time with you in the workplace to understand how systems work and to take responsibility for removing obstacles that prevent you from “doing what matters” for our customers
- Promote and support team working, sometimes as a leader and sometimes as a team member
- Ensure that you have an annual performance appraisal and development review which establishes clear work objectives and support for you and your team
- Provide you with regular and constructive feedback about how you and your team are performing

Appendix 1

- Request and properly consider your ideas about improved ways of working
- Take into account the potential impact on you and your team of all work-related changes which may be contemplated
- Consult you and the trade unions about workforce matters in a meaningful way and at the earliest opportunity

We ask all employees to:

- Take pride in being an employee of Neath Port Talbot Council and to actively promote its reputation at all times by putting your customer first and delivering “what matters” to them.
- Take time to understand how you personally, and your team, contribute to the achievement of the Council’s priorities.
- Demonstrate a “can do” approach
- Continually improve your own performance, and the services you deliver
- Make the best of the opportunities which are available to learn and develop
- Be a team player, building effective working relationships and treating others with dignity and respect
- Raise any concerns you have at an early stage
- Maximise your attendance at work
- Be open to new ways of working, including putting forward your own ideas for change and improvement
- Constructively challenge any work which is not adding value
- Be aware of your role in the safeguarding of vulnerable children, young people and adults because this is a role for every employee in our workforce
- Ensuring that you understand and comply with the Council’s Employee Code of Conduct and any other codes of competence or standards which may apply to your job