**Staff Development Planning**

A critical part of the PDPR process is the continual focus on realising the full potential of our workforce through effective and focused staff development. Staff development should not be seen as something that only new staff or staff that are struggling or underperforming need.

Development is the responsibility of both the individual and the University, it is not just the responsibility of the University to provide training for staff, but for individuals to expose themselves to new situations and challenges that help them develop in role or enable future progression if appropriate or required.

A highly effective organisation would recognise that identifying development needs aimed at individual performance improvement is positive and not negative, it is also not directly linked to performance in role, as a highly effective individual would be pushing their own career development to maximise their personal potential for the future.

Having said this, if staff are under performing in the role and have been given the appropriate development and support, the University has procedures to support managers in these difficult situations (see guidance on when things aren’t straight forward).

The following development matrix is designed to support managers identify the appropriate development needs to maximise staff potential.

### Development Matrix

<table>
<thead>
<tr>
<th>Rated 1 in the performance review showing Exceptional performance</th>
<th>Consistent - leverage skills</th>
<th>Target promotion or progression</th>
</tr>
</thead>
<tbody>
<tr>
<td>These staff will have good to excellent skills and may specialise in their particular area. We do not see them having the potential to progress at this point but should help them maximise the use of their skills in order to keep them motivated (job related development)</td>
<td>Target Development</td>
<td></td>
</tr>
<tr>
<td>These staff will possess the necessary skills and knowledge to deliver, are exhibiting the right behaviours and have the potential to progress in the future. Development should be targeted around the relevant areas to help them accelerate potential and / or improve delivery to help them progress over a period of time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rated 2 in the performance review showing good performance in role</th>
<th>Manage performance improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>These staff should have development plans aimed at developing them to the required overall standard of the role</td>
<td></td>
</tr>
</tbody>
</table>
Rated 3 in the performance review showing areas where significant improvement is required

<table>
<thead>
<tr>
<th>Manage performance improvement</th>
<th>Identify Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>These staff should have development plans aimed at developing them to the required overall standard of the role. If this is not possible plans should be in place to support the staff member find a more suitable role within the University or Externally</td>
<td>Find out what is preventing these members of staff with potential from performing and take action to help them improve performance</td>
</tr>
</tbody>
</table>

Potential

| Demonstrate the potential and motivation to develop, role model behaviours in current role | Demonstrate the potential and motivation to developing current role and progress to the next at a future time | Demonstrate the potential, motivation, capabilities and experience to perform successfully in a bigger or more complex role within 12 months |

The matrix illustrates the relationship between the two factors of performance rating and potential, which enables focused support to be offered in the form of tailored personal development plans, to our high fliers and or those requiring help to meet the expectations of the role.

**Personal Development Plans**

Personal Development Plans (PDPs) provide a powerful flexible way to link employees' professional and sometimes personal development with the development of the University. PDPs can vary considerably in focus (see matrix above). A plan may concentrate purely on development needed to perform better in the current job (which tends to be primary focus of most development plans) it may extend to development required for the next career step (e.g. linked to the academic promotion process); or, it may take a much more holistic or 'person based' approach encouraging the individual to consider their personal effectiveness and a correspondingly wider range of development needs.

It is important that the focus of development is appropriate for the level of resources available, if you under estimate the resources required you risk setting employees up to fail therefore damaging the morale, productivity and trust of employees.

Useful questions when discussing PDPs with the role holder might include the following, but be aware of raising expectations which you cannot meet:

- What do you want to get out of work?
- What are your strengths and which parts of your work would you like to improve?
- Where would you like more responsibility?
- What is preventing you developing as you would like?
Personal Development and Performance Review  
Staff Development Planning  
Version 2.0  
Last amended: 10/02/2012

- Which abilities would you like to develop?  
- Which new skills, or improved skills, would enhance your work performance?  
- How do you learn best?  
- What skills or experience would allow you to feel more confident at work?

In agreeing development objectives, you may need to compromise with the employee between what best suits the University and what best suits the individual because unless the employee genuinely accepts the objectives, and believes they are worth striving for, the PDP will not lead to change.

Limit the number of objectives to three or four and as resources are limited prioritise them with the role holder. With short-term objectives in particular, make each objective SMART (see objective setting) and, as with other objectives, agree the action points needed to achieve them.

Also remember:

- The more input your staff have into their PDPs, either deciding on their objectives or deciding how they are going to achieve their objectives, the more committed they will be to review PDPs regularly
- That many PDP objectives can be achieved through learning in the workplace

"Although developing employees may cost money, if the development need has been identified as part of a PDP, you should already know that it is a worthwhile Investment”  
Paula Grayson, CIPD Recruitment Forum

"Unless the employee seriously intends to change, the whole PDP process can be a waste of time. The key skill for the Manager is the ability to bring about that desire to improve”  
Simon Macaulay, Anglo Felt Industries

"There are no hard and fast rules about PDPs and what goes in them. That is the point. They are personal and unique”  
Liz Trumper, Management Consultant

Succession Planning

Succession planning is a critical factor in ensuring the University is successful. It enables a smooth transition when someone moves on and helps whoever takes over "hit the ground running". In an ideal world, there would be several people being developed to succeed to a particular role. When the role becomes available it would normally go to open competition with the best candidate being successful, whether they are from the existing team or from outside.

This should be in your thoughts as a manager when helping your staff with their development plans. All managers should be actively developing potential successors to themselves and other key roles, even if they may be stop-gaps rather than long-term candidates (not everyone wishes to progress up the management chain, but they may be the most suitable person to provide temporary cover).
Some Options for Learning

**Diagnostic Methods**
- Action reviews
- Appraisal and performance reviews
- Assessments
- Audits
- Benchmarking
- Development centres
- Psychometric tests and instruments
- Peer review
- 360 degree feedback

**Directed, Structured, Formal, Face-to-Face Methods**
- Briefings/demonstrations, presentations
- Workshops, courses,
- Business games
- Role play
- Case studies
- Open learning

**Structured, Interactive, Less formal Face-to-face methods**
- Assignments
- Buddying
- Coaching/mentoring
- Dialogue
- Discussion
- Induction
- Large group interventions (Open Space Technology, Self managed action conferences)
- Interviewing
- Learning groups/sets
- Meetings
- Projects
- Research
- Supervision
- Task groups/working parties/committees/steering groups/temporary groups

**Open Less Structured, Informal Interactive Methods**
- Consulting
- Counselling
- Critical friend
- Delegation
- Deputising acting up
- Job rotation (job enlargement, redesign, enrichment, sharing, swap)
- MBWA — management by walking about
- Mistakes
- Observation and listening
- On-the-job learning
- Questioning, asking
- Role models
- Shadowing
- Travel
- Video feedback
- Video conferences/webcam/teleconferences
- Volunteering
- Visits

**Solo Activities**
- Learning logs
- Learning resource centres
- Reading
- Reflective learning
- Tape - video/audio/DVD
- Writing

**Electronic/Methods & Packaged Methods**
- Computer based training
- Distance learning and packages/CD-ROMS
- E-learning (including blended learning)

See learning recommendations contained within the Competency Reference Guide for more job related ideas to development.