**KTP Associate**

**PDP**

**Personal Development Plan**

# Introduction

Your PDP (Personal Development Plan) is a plan for acquiring or developing the knowledge and skills that you will need to work effectively on your KTP project and to plan for your future career. It covers areas such as your long term aspirations and the skills and knowledge required to achieve them, technical knowledge and skills required on your project and general management skills that will help you both now and in the future.

It is important to think about both your short-term and longer-term objectives but the starting point is to clarify what your long-term goals might be. The process outlined below provides guidance on doing this and then on constructing your first PDP.

You will be reviewing and updating your PDP over the coming weeks and months. The plan is not a "straightjacket"; it is more like a route map. It will show where you want to go and how you are going to get there. However, it will change with you as your goals and your priorities change.

As part of the process of producing and subsequently updating your PDP, it will be useful for you to incorporate feedback from the people you work with and others who know you well. They may be able to suggest knowledge and skills that you need to achieve your goals (both short-term and long-term) and to give an assessment of your current ability levels. They will probably have an opinion on what your priorities should be at any one time. To gather their opinions you can use the 360 degree Assessment Form (available on the training portal) and then use that information to help you to complete your PDP.

Once you have had a go at drafting your PDP, it is important that you discuss it with your Company Supervisor, Academic Supervisor and KTP Adviser – they will be able to offer you advice and help you to implement your plans. You should then discuss your progress on the PDP at your LMC meetings.

You should also bring the PDP along with you to the first residential training module, where you may want to modify it based on what you learn.

In broad terms, the process for producing your PDP looks like this:

What knowledge and skills will you need to achieve these?

Specify your long-term aims and aspirations

Think about your KTP project aims and objectives

What technical knowledge and skills will you need to achieve these?

What generic management skills will you need to successfully complete your project and achieve your longer-term goals?

Determine your development priorities for the next few months, taking into account the needs you have identified and your current level of ability within these areas.

Draw up Action Plans to address the high priority items, taking into account all of the development opportunities available to you as a KTP Associate

The darker boxes represent the 5 parts of your PDP. Their content is very likely to change over time as your long-term aspirations, your abilities and your priorities change. Updating your PDP, with the benefit of updated 360 degree assessment forms, should therefore be done on a regular basis.

# Procedure

You will need to work your way through the following parts for the PDP document. For Parts 2 – 4, do NOT fill in the columns marked ‘1’, ‘2’ and Priority item/need at this stage – this will come later.

## Part 1 - Long Term Aims and Aspirations

Picture yourself in 5 to 7 years time and write a short paragraph or list of points that describe your situation at that time. Refer to the following points in this "pen picture":

* Job/type of work, including your expectations of salary/income
* Position (for example, responsibilities for people/finance/other resources)
* Location (where you would like to live/work)
* Employment status (employed, self-employed, family business, co-operative, etc.)
* Personal aims (foreign language, domestic situation, etc)

## Part 2 - Knowledge and Skills for Long Term Goals

Now, list any skills or knowledge that you know you will have to develop in order to achieve this "vision" of your future.

For example, if you wished to work in another country in the future you may consider that you need to develop your language skills. If you think you would like to run your own business then knowledge and skills around setting up and running a business would be useful. If you wanted to take your current technical skills to the next level you might consider a higher degree.

There are 6 boxes on the form – list as many areas of knowledge and skills as you think appropriate – which may be more or less than 6.

## Part 3 - Technical Knowledge and Skills

Think now about your KTP project, recording first the major tasks or deliverable(s) of your project and then listing the skills and knowledge that you will need to develop to successfully complete your project. Your Supervisors should be able to help you with this and the next two parts of the form.

## Part 4 - Generic Management Skills

To complete your project successfully you will need more than just technical skills. You will need to use and develop your skills as a manager. In order to work to the level set out in the National Occupational Standards for management and leadership you will need a whole range of skills. The skills are set out in the National Management Standards (NMS) and these include, for example; Acting Assertively, Decision Making, Influencing and Persuading, Planning, Thinking Strategically and Time Management.

Whilst each skill may be desirable, the NMS cover some 40 or more skills. It would be hard to concentrate on improving 40+ skills over a short period, so you need to list the top 6 skills you wish to develop over the period until you next review your PDP. You may select the skills from your own perception of your abilities and skills level, although we would recommend that you take in a ‘wider picture’ of yourself by taking into account the 360 degree assessment form.

# Scoring

Having listed the skills and knowledge which you wish to acquire in parts 2-4 of your PDP, you will now need to prioritise these using the following scoring mechanism:

## Scoring the relative importance of each entry

Score each item listed to indicate its **importance** to your role at this time and to your long-term aspirations. Use a scale of 1 = lowest, 5 = highest.

A maximum of six items only should be scored as “highest importance” - you may find it easiest to select these first. Use the **full** range of scores to indicate **relative** importance (a score of 1 does **not** mean that the item is not important – just not as important as some of the other items).

## Scoring your relative ‘ability’

Now focus on each item rated 4 or 5 for importance and consider the level of **ability** that you are currently showing through your work or that will be needed in both the short and long term.

You may be demonstrating a satisfactory level of ability in doing the work now. If so, is there room for improvement?

You may be doing the work unsatisfactorily because of reasons other than a skills or knowledge gap (for example because of a shortage of resources or support) - discuss this with your Supervisor(s).

You may be doing the work unsatisfactorily because of a lack of skills, knowledge, or personal attributes. It may be due to a lack of ability in certain situations to put these skills together for effective performance.

Use a 5 - 1 scale to score your ability: where 5 = full ability to effectively achieve the objectives, both short and long term and 1 = a definite lack of ability

Where you can, include an assessment of your ability. For some items you will not yet know enough to accurately score your ability so *leave those until a later date*.

The combination of **high importance** and **low ability** should now lead you to determine your **top priorities** for development.

## Part 5 - Action Planning Sheets

The process you have followed so far will have:

* Given you an idea of where you want to go over the next 5 – 7 years
* Made you think about the knowledge and skills you need to acquire
* Made you think about the KTP project and what knowledge and skills you will need to develop to successfully complete it
* Indicated the relative importance and the ability you have in these areas. It will have also highlighted which are the most important ones to tackle over the next few months

The final part of the planning process is to draw up Action Plans for your development in these top priority areas. This is where you need to consider all of the development opportunities available to you as a KTP Associate. At the end of this document you will find a list of 18 different ways open to you to develop. These are in addition to the development you will get by attending the KTP residential training modules at Ashorne.

For each of the actions you plan to take, draw up an Action Plan sheet. The bottom of the form gives you space to come back and review after you have undertaken the action. You can then record whether you need to take further action to continue to develop.

Be aware of the cost and resource implications of your proposed actions. Where possible you should estimate the costs of things like training, travel, accommodation, etc. under the ‘Resources/help needed’ column. For example, attending a professional conference could involve an attendance fee, travelling to the venue and staying in a hotel, whereas arranging to be coached by a colleague might only involve using their time as a resource

Take a realistic view of what you can achieve over the next few months. You may be able to tackle say 4 or 5 development areas. If you try to do more, you may find yourself too stretched to achieve a good level of development. If you target too few you are probably not making the most of the opportunities that being a KTP Associate is providing for you.

# List of Generic Management Skills

You may find the list below useful as an indicator of the types of skills required to be an effective manager.

|  |
| --- |
| Acting Assertively |
| Analysing/Assessing/Evaluating/Reviewing/Reflecting |
| Balancing Competing Needs or Interests |
| Building Consensus |
| Communicating |
| Consulting/Questioning |
| Decision Making |
| Delegating |
| Demonstrating/Leading by Example |
| Empowering |
| Forecasting |
| Influencing and Persuading |
| Information Management |
| Innovating |
| Inspiring/Motivating |
| Involving Others |
| Leadership |
| Learning |
| Managing Conflict |
| Monitoring |
| Negotiating |
| Networking |
| Obtaining Feedback |
| Planning/Contingency Planning |
| Presenting Information/Reporting |
| Prioritising |
| Problem Solving |
| Providing Feedback |
| Risk Management |
| Self-Assessment |
| Setting Objectives |
| Stress Management |
| Teambuilding |
| Thinking Creatively |
| Thinking Strategically |
| Thinking Systematically |
| Thinking with a focus on Customers |
| Time Management |
| Valuing and Supporting Others |

# Learning and development options

Below are short descriptions of some of the options available, together with an indication of the attributes/capabilities that they can help develop.

1. **Benchmarking**

It may be possible to visit other ‘selected’ Organisations to learn how they manage various aspects of their business. This can be particularly useful when undertaking projects aimed at improving processes.

**2. Books**

A wide variety of books, on various subjects, can be found in most personnel and training departments, some organisation even have a resource centre or library. Additionally books can be purchased from bookshops or borrowed from public libraries.

**3. Business, technical and Professional journals**

These will help to develop general business awareness or provide technical updates. Most professional institutions publish journals to keep members up to date with development. Members usually receive these free of charge but many are also available to non-members via subscription or from libraries.

**4. Coaching**

Coaching is a very effective way of developing new skills or improving existing ones. Activities may include:

|  |  |
| --- | --- |
| Observation  Guiding  Listening  Practising  Receiving feedback | Questioning  Challenging  Discussion  Setting standards  Setting goals/values |

Your KTP Adviser will play an important part in coaching and mentoring you throughout your KTP project.

**5. CDs & DVDs**

There are many commercially available, CDs and DVDs on a wide variety of subjects. These include management, business skills, finance and interpersonal skills. Many bookshops and libraries stock appropriate audio and video titles.

**6. Demonstration**

Watch someone else demonstrating a skill or activity so that you can begin to learn how to do it yourself. Remember it is important that you schedule time to have a go for yourself soon after. Otherwise the learning will be ineffective and the demonstration soon forgotten.

**7. Experience**

There is no substitute for experience. Most of what we learn from birth is the result of an experience. We should take time to analyse what has gone well in our everyday lives and in our work especially. These provide excellent learning opportunities.

**8. Feedback**

Seeking feedback from those who know you or work with you can help to identify training/learning needs. As you begin to address identified needs you can solicit feedback regarding progress. Giving and seeking feedback is in itself an experience and a learning opportunity. It can develop skills in planning, organising, interpersonal relationships, sensitivity, communication and influencing.

**9. Listening**

To find out specific content of information, receive feedback or hear how to control, lead and influence using the spoken word. Active listening is not about being able to say “I heard what they said” it is about being able to say “I understood what they said”.

**10. Networking**

This is useful for finding out what is going on within an organisation, industry sector or area of expertise. Ask people about their jobs, what’s involved, what types of problems they face. Think how you might be of use to them and in return how they might in future be able to help you. An exchange of information, views and opinions may hold the key to a problem you may be experiencing at work.

**11. Open/Distance Learning**

An open learning centre is a feature of some of the more successful organisations within UK commerce and industry. Open learning is a method of learning using a range of media including books, computers, videos, interactive CDI technology etc. instead of more traditional training methods of the past. Many packages have been developed which allow individuals to work through development material at their own pace and often in their own time.

**12. Presentations**

Love them or hate them, they are a fact of business life. Speaking at conferences, seminars, Board meetings etc. can help you to develop knowledge about a subject under discussion. It can also assist with the development of listening skills, presentation skills, influencing skills and handling conflict. In addition it may provide valuable feedback and boost self-confidence. Having a go is often the biggest hurdle, but the rewards are frequently deemed worth the effort.

**13. Radio/Television programmes**

These are many and varied and they cover a broad range of subjects. They may help to develop understanding of business, financial and political matters.

**14. Seminars**

These can be organised by professional, academic or commercial institutions. Often they focus on specific areas of business or management but they can also be technical. They are a useful way of hearing the views and opinions of other managers outside of your organisation but who have similar interests.

**15. Shadowing**

This involves spending time with somebody from another department/unit to learn about their job, department and/or function.

**16. Training Courses**

You may be asked to attend a training event, which has been prescribed for all staff or a group of staff, because a corporate learning need has been identified. Sometimes such events will be attended in order to satisfy a personal learning need which is business related. Courses are usually designed to improve individual or group performance or create changes in behaviour within a work environment. They involve another person, a tutor, introducing new knowledge, skills or practices in a careful and systematic way.

**17. Visits to other departments**

Provides a different perspective and new ideas on the issues or processes an individual deals with at work. It helps with networking and may assist in problem solving.

**18. Watching others**

Learning from others successes and mistakes. What knowledge did they have, or lack? What styles of working did they adopt? What attitude did they adopt?

KTP Associate

**PDP**

**Personal Development Plan**

**Please complete the general information in the boxes below:**

|  |  |
| --- | --- |
| **Your Name** |  |
|  |  |
| **KTP Number** |  |
|  |  |
| **Company Supervisor** |  |
|  |  |
| **Academic Supervisor** |  |
|  |  |
| **KTP Adviser** |  |
|  |  |
| **Company** |  |
|  |  |
| **Knowledge Base Partner** |  |
|  |  |
| **KTP Project (Short description from proposal form)** |  |
|  |  |
| **Today’s Date** |  |

# PDP part 1- Long term aims and aspirations

My vision of me and my life in 5-7 years time is summarised as follows:

|  |
| --- |
|  |

Picture yourself in 5 - 7 years time and write a short paragraph or list of points that describe what you will be. Refer to the following points in this "pen picture":

* Job/type of work, including your expectations of salary/income
* Position (for example, responsibilities for people/finance/other Resources)
* Location (where you would like to live/work)
* Employment status (employed/self-employed/family business/co-operative/etc.)
* Personal aims (foreign language, domestic situation etc)

# PDP part 2 - Knowledge and skills for long term goals

**Enter scores, using the scale of 1 = lowest, 5 = highest**

**Column 1 = importance Column 2 = ability**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | skills/knowledge | 1 | 2 | Priority items | Comments/ideas for tackling high priority development needs |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| 6 |  |  |  |  |  |

**List any knowledge or skills that you know you will have to develop in order to achieve this "vision" of your future.**

**Do not fill in the columns marked ‘1’, ‘2’ and ‘Priority item/need’ until you have recorded entries in parts 2, 3b and 4.**

# PDP part 3a - Technical knowledge and skills

Main work tasks/deliverables in my KTP project:

|  |
| --- |
|  |

Complete the section as far as you can, recording in Part 3a the major tasks or deliverable/s of your project and then listing in Part 3b the skills and knowledge that you will need to develop to successfully complete your project. Your Supervisors should be able to help you with this and the next two parts of the form. Do not fill in the columns marked ‘1’, ‘2’ and ‘Priority item/need’ until you have recorded entries in parts 2, 3b and 4.

# PDP part 3b - Technical knowledge and skills

**Enter scores, using the scale of 1 = lowest, 5 = highest**

**Column 1 = importance Column 2 = ability**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | skills/knowledge | 1 | 2 | Priority  needs | Comments/ideas for tackling high priority development needs |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| 6 |  |  |  |  |  |

**List any knowledge or skills that you know you will have to develop in order complete your KTP project.**

**Do not fill in the columns marked ‘1’, ‘2’ and ‘Priority item/need’ until you have recorded entries in parts 2, 3b and 4.**

# PDP part 4 - Generic management skills

**Enter scores, using the scale of 1 = lowest, 5 = highest**

**Column 1 = importance Column 2 = ability**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SKILLS | 1 | 2 | Priority  needs | Comments/ideas for tackling high priority development needs |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| 6 |  |  |  |  |  |

Select the top 6 management skills you would like to improve before you next review your PDP. Once you have entered these skills, review parts 2, 3b and 4. Now make judgements as to the importance of these top skills/knowledge areas and your ability. Use these figures to guide you into selecting (and marking on the form) which are the Priority needs. These are the ones for which you will produce Action Plans – in part 5 of this form. Create a separate Action Plan for each Priority need.

# PDP part 5 - Action plan

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |  | Date: |  |

|  |  |  |
| --- | --- | --- |
| High Priority Development Need: | | |
| Success Criteria - I will know that I have successfully addressed this when: | | |
| Actions | Start/end date for each action | Resources/help needed (including costs, time, etc.) |
| Anticipated evidence of effective work performance: | | |
| Date for reviewing progress | | |

**REVIEW**

|  |  |
| --- | --- |
| Successes | Further actions required |
| Difficulties |

# PDP part 5 - Action plan

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |  | Date: |  |

|  |  |  |
| --- | --- | --- |
| High Priority Development Need: | | |
| Success Criteria - I will know that I have successfully addressed this when: | | |
| Actions | Start/end date for each action | Resources/help needed  (including costs, time, etc.) |
| Anticipated evidence of effective work performance: | | |
| Date for reviewing progress | | |

**REVIEW**

|  |  |
| --- | --- |
| Successes | Further actions required |
| Difficulties |

# PDP part 5 - Action plan

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |  | Date: |  |

|  |  |  |
| --- | --- | --- |
| High Priority Development Need: | | |
| Success Criteria - I will know that I have successfully addressed this when: | | |
| Actions | Start/end date for each action | Resources/help needed  (including costs, time, etc.) |
| Anticipated evidence of effective work performance: | | |
| Date for reviewing progress | | |

**REVIEW**

|  |  |
| --- | --- |
| Successes | Further actions required |
| Difficulties |

# PDP part 5 - Action plan

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |  | Date: |  |

|  |  |  |
| --- | --- | --- |
| High Priority Development Need: | | |
| Success Criteria - I will know that I have successfully addressed this when: | | |
| Actions | Start/end date for each action | Resources/help needed  (including costs, time, etc.) |
| Anticipated evidence of effective work performance: | | |
| Date for reviewing progress | | |

**REVIEW**

|  |  |
| --- | --- |
| Successes | Further actions required |
| Difficulties |

# PDP part 5 - Action plan

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |  | Date: |  |

|  |  |  |
| --- | --- | --- |
| High Priority Development Need: | | |
| Success Criteria - I will know that I have successfully addressed this when: | | |
| Actions | Start/end date for each action | Resources/help needed  (including costs, time, etc.) |
| Anticipated evidence of effective work performance: | | |
| Date for reviewing progress | | |

**REVIEW**

|  |  |
| --- | --- |
| Successes | Further actions required |
| Difficulties |

# PDP part 5 - Action plan

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |  | Date: |  |

|  |  |  |
| --- | --- | --- |
| High Priority Development Need: | | |
| Success Criteria - I will know that I have successfully addressed this when: | | |
| Actions | Start/end date for each action | Resources/help needed  (including costs, time, etc.) |
| Anticipated evidence of effective work performance: | | |
| Date for reviewing progress | | |

**REVIEW**

|  |  |
| --- | --- |
| Successes | Further actions required |
| Difficulties |