

How to...

Complete a Personal
Development Review (PDR)

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What is Personal Development Review (PDR)?

Our Personal Development Review (PDR) framework is designed to support staff by encouraging positive, constructive and supportive conversations between an individual and their line manager or reviewer. The conversation should provide a 'look back', allowing staff to capture and reflect on their achievements, contributions and development during the period under review; and a 'look forward' to agree future goals and any development or support required. The University's [values and behaviours](#) provide a helpful framework for staff to reflect on in terms of the approaches that help us to be at our best and to deliver effectively on the [refreshed strategy](#), thus enabling Warwick and its people to thrive.

Core principles of PDR

The underlying principles upon which PDR is based draw upon good practice within and beyond the sector. It is anticipated that review conversations will:

- Provide the opportunity for open, constructive conversations between a reviewee and reviewer.
- Take place at regular intervals throughout the year, rather than solely on an annual basis.
- Be informal but allow for structured conversations that encourage open discussion.
- Ensure there are no surprises for the reviewee or reviewer by emphasising the need for careful, transparent and timely preparation.
- Give equal weight to, and offer the opportunity for, conversations around achievements and contributions, goals, development, and career plans.
- Lead to the identification of any essential and viable development needs for the reviewee in the short, medium and longer term.
- Clarify agreed work goals and outcomes, and consider how the University's values and behaviours may be helpful in the approach to be taken.
- Be captured in an appropriate format for ease of future reference.
- Ensure that the dignity of both individuals in the PDR conversation are provided for, and that discussions and plans are supportive and inclusive. You can find a document with further guidance on inclusive PDRs on the [PDR webpages](#).

Benefits

It is anticipated that PDR will benefit both reviewees and reviewers who engage with the process, as well as bringing value to the organisation.

Reviewees

The PDR framework provides every reviewee with the opportunity to:

- Take regular time out to discuss their role and development, career plans, and any support required.
- Recognise, discuss and celebrate their achievements and contributions.
- Review how their development has supported their contribution and impact.

- Connect individual goals and aspirations for the coming year to the aims of the department and the wider University.
- Begin to discuss how the University's [values and behaviours](#) may be helpful in offering an approach towards goals.
- Discuss development needs and any support required for forthcoming goals and areas of work, or to help enable future career plans.
- Maintain a record of the conversation.

Reviewers

The PDR framework provides reviewers with the opportunity to:

- Spend regular time with individuals to discuss their role and development, achievements and contributions, and aspirations.
- Recognise achievements and progress against goals, and the importance of these.
- Review the impact of development through constructive conversations.
- Ensure that their teams and reviewees have an agreed set of goals that collectively contribute to the aims of the department and the wider [University strategy](#).
- Prioritise and plan development needs for the individual and the department.
- Hear feedback and generate suggestions for enhancing the work of the individual, the team or the wider University.
- Support reviewees' career plans where possible.

The University

The University believes that in implementing a PDR scheme it:

- Provides all employees with a voice and a role in the achievements and future development of the University.
- Provides the opportunity for colleagues to develop and be appropriately equipped for their roles, both now and for the future.
- Provides a framework for the consistent review and recognition of development, achievements and contributions.
- Ensures clear and effective communication of departmental aims and strategic objectives through regular two-way conversations.
- Increases reviewee engagement and motivation.
- Provides a framework to enable the alignment of individual goals with those at a team, departmental, and University level.

Who should complete a PDR?

All staff are expected to engage with a PDR, including Graduate Teaching Assistants (GTAs), and agency workers with more than twelve weeks' employment.

There might be exceptions under which it may be reasonable for colleagues not to engage during the PDR window, which include:

- Those on long-term leaves of sickness absence.
- Those on maternity, paternity, adoption, or shared parental leave.
- Those on career breaks or study leave.
- Colleagues employed on clinical terms and conditions.

However, such colleagues do still have the option to complete a PDR if they wish.

Completion of a PDR by 31st July 2024 is a prerequisite of eligibility for a contribution award. Completion data will be collected locally for the allocation of contribution awards, and will be returned to the Reward team. The Leadership and Management Development team will also access completion data for benchmarking and continuous improvement purposes.

Further information and detail around the contribution award is available on the [Reward team's webpages](#).

PDR frequency and window

It is anticipated that conversations around goals, development, and career plans will take place on a regular basis throughout the year as part of good and normal working practice. A PDR conversation should take place during the summer of each calendar year as a minimum requirement.

The PDR window for the 2023-24 cycle is 22nd May to 31st July 2024. Within this window, it is expected that all PDR conversations will take place between reviewees and reviewers. On occasion, you may choose to hold two conversations that separate the retrospective and forward-looking parts of the form and conversation.

It may be necessary to consider working patterns and make arrangements for PDR meetings locally, such as ensuring that PDRs are conducted with term-time only staff before the summer break.

PDR and Warwick Transformation

For some teams and areas, the window for PDR 2023-24 may coincide with phases of Warwick Transformation. The below guidance provides a suggested approach for engagement with PDR during this time. As it is important to ensure that colleagues feel supported, you may wish to flex this guidance slightly and apply agreed alternative local arrangements.

Colleagues not directly affected by Warwick Transformation

This may include staff working in departments or roles which are not within the scope of the Warwick Transformation programme. It may also include areas which are not due to commence any Warwick Transformation activity until after the PDR window has closed.

In these circumstances, it is recommended that you engage with PDR as usual.

Pre-consultation

Staff who are in a pre-consultation phase are encouraged to engage with PDR as usual.

However, there may be the need to adjust and flex the approach taken in response to the emergent situation. For example, an area may be in a pre-consultation phase at the beginning of the PDR window, but then find that colleagues are then undergoing consultation partway through. Alternatively, colleagues may be in a pre-consultation phase to begin with and do not enter formal consultation processes due to the level of change that the Warwick Transformation programme brings. In these cases, you may need to refer to the guidance given in this document for other phases of Transformation and engage with PDR according to the changing circumstances.

During consultation

Colleagues who are undergoing formal consultation processes at any point during the PDR window are encouraged to complete the review of the previous year in line with the usual 'look-back' in the PDR that acknowledges key achievements and wider contributions. When reflecting on progress against goals and the year under review, it may be particularly useful to also support reviewees with identifying skills and strengths in readiness for future role or team developments.

Rather than setting formal or long-term goals for the upcoming year, a light-touch discussion of immediate work priorities for the coming weeks and months is recommended to ensure that core business-as-usual activity is maintained and the reviewee has the support they need to complete this. These interim goals may be appropriate until such time as a post-consultation phase is anticipated to commence.

You may also wish to discuss any development needs or support that might be helpful in the short-term, such as interview skills or receiving coaching through transition/change.

Post-consultation

The retrospective part of the PDR conversation should be completed in order to review goals, achievements, and development. The 'look-back' part may require input from more than one reviewer, depending on whether the reviewee has moved roles or line reporting structures as part of Warwick Transformation.

As the future state becomes clearer, it may be possible to hold the forward-looking part of the PDR conversation and to set goals. These may be short-term or interim goals whilst colleagues and teams transition to the future state. Also consider development needs for the transition period.

You may wish to schedule further meetings beyond the PDR window to identify longer-term goals and development needs once the transition period draws to a close and the future state is more embedded.

Documentation to support PDR

Two PDR forms are available, with different versions designed to most appropriately reflect the nature of roles and contexts for staff on academic contracts and staff in Professional Services roles and CCSG. These can be downloaded from the [main PDR page](#).

Within each of the documents, reviewees are provided with sections whereby they may record their comments in preparation for discussions with their reviewer. These sections include:

- A review of contributions and achievements, which may help to drive the University's strategy and may already be using some approaches from our organisational values and behaviours.
- A review of progress against goals during the past year.
- A review of development during the past year and the impact of this.
- Future goals for the forthcoming year, including the opportunity to begin considering how the University values and behaviours may be helpful in your approach.
- Development and support required for the year ahead.
- Future work and career plans.

The reviewer has the opportunity to provide input to the form in the overall comments section at the end.

Roles and responsibilities

Typically, two people are involved in a PDR conversation: the reviewee and the reviewer. Occasionally, input may be sought from others with whom the reviewee works closely. There may also be local variation on the approach to PDR depending on operational and departmental needs, which may include the central collation of PDRs within a department, and the sharing of a collated anonymised summary of departmental development needs with HR.

Please note that for 2023-24, completion of a PDR by 31st July 2024 is a requirement for those who wish to be considered for a contribution award. Heads of Department will need to be aware whether PDR forms have been completed, but the content of the forms does not need to be shared for this purpose.

Prior to the discussion, the reviewee reflects on and records their development, achievements and contributions during the period in preparation for the PDR conversation. Reviewees may also wish to draft thoughts on their future development and goals for discussion in the PDR meeting.

Reviewees then forward the document to their reviewer (one week before the PDR meeting) to enable reviewers to prepare.

The reviewee

- Allow yourself sufficient time to prepare for your PDR, meeting the specified PDR timeframes, wherever possible.

- Ensure you complete the necessary parts of the documentation before your meeting, and send to your reviewer one week prior to your meeting.
- Prepare to have a two-way conversation.
- State your views constructively and put forward your own suggestions.
- Ask questions if you are not clear about something.
- Be prepared to listen to constructive feedback.
- Reflect on your achievements and contributions from the previous review period; and consider any particular successes, or challenges you might have experienced.
- Consider the degree to which each previous goal has been achieved.
- Give thought to the goals you think are appropriate or you would like to achieve for the coming year (or appropriate time frame). You may also want to consider or reflect the values and behaviours in your approach to your goals.
- Think about any development or support you might need to help you, either in your current role or for any future role. What support will be the most appropriate and practical for you? Think about a range of development options available to support you.
- Consider any career plans that you would like to discuss or share with your reviewer.
- Identify how your reviewer could help you achieve your goals, aspirations and development needs.

The reviewer

The reviewer is the person facilitating the PDR conversation. In many cases this will be the reviewee's line manager. In some cases however (including academic departments), where leaders and managers are managing large groups of staff, Heads of Departments can share review meetings among a number of appropriate reviewers. In these cases, reviewees will be informed beforehand as to who has been appointed by the Head of Department as their reviewer. The reviewer may ask for additional input from other colleagues who have worked closely with the reviewee in order to obtain helpful feedback prior to the PDR conversation.

In a rare circumstance where there is disagreement, the reviewer's line manager or a third party can be asked to be involved in the PDR. Please speak with your HR Business Partner if required.

Planning and preparation

- Agree a date and time for the review meeting, allowing enough time for preparation (usually at least a week).
- Refresh your memory of the PDR process and skills, which can be found in the [PDR Top Tips Moodle course](#).
- If this is your first PDR conversation with the reviewee, talk through the purpose and process with them, and ensure they know you are committed to having a constructive, useful discussion.
- Ensure the reviewee has the appropriate form to complete, and has the opportunity to ask any questions.
- Based on the reviewee's previous PDR documentation, consider their development, achievements and contributions during the period. If appropriate, gain additional input from other colleagues who have worked closely with the reviewee to obtain helpful feedback prior to the PDR conversation.

- Consider future goals and areas of development for the individual, seeking input from more senior managers and individuals as necessary in order to predict future requirements and changes.
- Complete your part of the PDR documentation as appropriate.
- Anticipate any potential challenges that may arise as part of the discussion (noting that any challenges should have been discussed at the time they occurred), and think through how you will handle them.
- Don't raise any major concerns with the reviewee during the PDR if these have not previously been discussed. There should be no surprises raised at the discussion.
- Make a note of any actions that need to be agreed by the end of the conversation.

Practical arrangements

- Book an appropriate venue for the conversation.
- Ensure there are no interruptions.
- Ensure you are familiar with the department's/school's five year plan and strategic goals and objectives so that individual goals can be appropriately linked. You may find the [University's Strategy on-a-page](#) useful.

Follow up

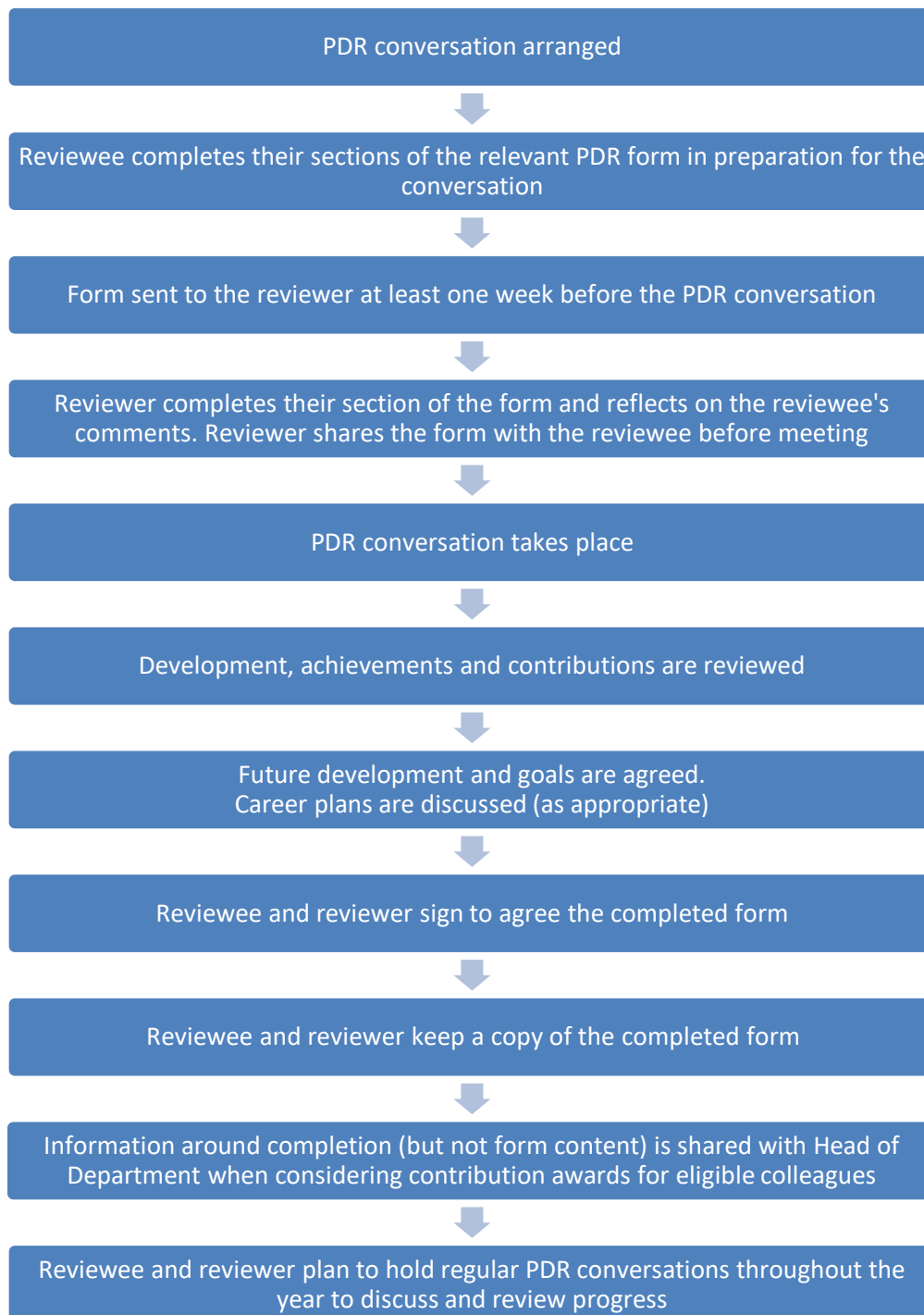
- Provide the reviewee with the necessary support and appropriate resources to access agreed development and as agreed with your Head of Department.

Head of Department

The Head of Department will need to ensure that:

- All employees are offered the opportunity to take part in PDR and to discuss their development and role, and that the PDR scheme is organised appropriately in the department.
- Reviewees are made aware of the aims of the department and the wider University to ensure they can appropriately align their goals.
- All reviewers are clear on their role and responsibilities and have had any appropriate 'training' or instructions as required.

PDR process flowchart



- There may be some local variations to the above process depending on operational and departmental needs including the central collation of PDRs within a department, and the sharing of a collated anonymised summary of departmental development needs with HR.
- If it is appropriate, you may wish to separate the 'look back' and 'look forward' conversations.

Techniques to enable effective PDR conversations

Reviewees who have taken part in PDR report that the conversations are more likely to be productive when you:

- Ensure you read the relevant parts of the form returned to you by your reviewer in advance of the meeting, so that you know what they wish to discuss in the meeting.
- Are prepared to discuss your development, achievements and contributions to focus the conversation.
- Are prepared to do most of the talking (70% as a guideline).
- Are ready to listen, as well as offer information, ideas and solutions. This is a two-way conversation that should result in a plan agreed by both parties.
- Seek clarification on anything you are unsure of.
- Adopt a joint problem-solving approach where needed.

Effective listening

Listening is a vital skill involved in effective 1:1 conversations. Experienced reviewers and reviewees typically define the essential pre-requisites of an effective listening conversation as follows:

- Choosing an appropriate venue for the discussion.
- Not allowing outside interruptions.
- Giving the meeting your full attention.
- Allocating an appropriate amount of time.
- Being open to what is being said.
- Sharing the 'air-time', typically a 70:30 split with the reviewee doing most of the talking.

Listening is not simply about being silent and allowing the other person to reflect and talk in their own time.

Effective conversations occur where both parties are engaged and responsive. Techniques to enable this include:

- Testing our understanding of what has been said by asking clarifying questions.
- Giving or receiving feedback.
- Summarising what has been said and the point which the conversation has reached.
- Developing an idea or suggestion in collaboration.

How to handle difficult conversations

- Prior to meeting, it is important that both parties are clear about the agenda for the discussion. This will help to ensure that there are no surprises raised during the meeting.
- If you anticipate that there might be any 'difficult' aspect to your conversation, it is important that you address this prior to the meeting. You may find it useful to speak to an experienced colleague or to your HR Business Partner on how to approach the situation.

Goals

Reviewing goals

Consider the extent to which goals in the period under review have been achieved in line with the measures of success that were previously set. You may wish to consider any particular challenges or extenuating circumstances relating to goal achievement, instances where priorities may have changed and goals have been adapted, or where new goals were introduced which make the original goal less relevant.

Drafting goals

Drafting goals is a core element of the PDR scheme. Goals are developed and agreed so that the reviewer and the reviewee have a shared understanding of the key focus of work and results which need to be achieved moving forward. Goals must be appropriate to the grade and role of the reviewee and should be set in the context of the aims of the department and the wider University.

When starting to plan goals, you may find it helpful to consider these questions:

- What are the main areas of work or tasks that are performed at the moment?
- What is the overall purpose of the goal and how does it link to wider priorities?
- What are the tasks and projects that are necessary in order to keep on moving forward?
- Is there anything new coming up?
- How should this work be done? Are there any defined standards set? If not, what standards could be set?
- What are you expected to produce as outputs or outcomes in your role?
- What knowledge, skills and behaviours do you need to do this work?
- What support do you need to do this?
- What development needs do you have in your current role?
- What knowledge, skills and behaviours will you need for any future role if the landscape is changing?
- When and how will you measure achievements against your goal milestones?

It is typical for an individual to have between four and seven core goals. Any larger goals can be split into sub-goals or milestones if that is useful. Effective goals should be written positively and should concentrate on the outcome or result you are seeking. Good practice recommends that when goals are discussed and agreed that they are defined in terms of 'what good looks like'. The SMART(ER) model provides a useful framework to capture such deliverables.

SMART is a well-known model used to design and capture effective goals and stands for:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime-bound

Sometimes **E** (Engaging) and **R** (Reviewed) are added:

- Engaging - aligned to people's interests and motivation where possible.
- Reviewed - on a regular basis.

SMART(ER) goals:

- Are consistent with the aims of the department and wider University.
- Are expressed in positive language.
- Start with an **action** to ensure they are focussed on something that can be subsequently measured (e.g. complete, publish, investigate, propose, revise, plan, install, design, develop, produce).

You may also wish to think about how the University's [values and behaviours](#) might apply in your work and to your role.

Strategic alignment of goals

All individual goals should be aligned to the University's overall purpose of 'Pointing the way ahead so that together, we can make a better world.' Depending on your role, your work and contributions will relate to the University's goals in Research and Education, or to the five key priorities around Innovation, International, Regional Leadership, Social Inclusion, and Sustainability. In some cases, the link between your goals and the strategy will be fairly apparent, but in other cases, it may be a little more indirect.

Your work may directly align to Research or Education, or you may be involved in activities that create the right conditions for Research or Education to take place effectively. For example, you may be teaching students, undertaking research activities, or supporting these areas directly, all of which have clear alignment to our purpose and strategy. Alternatively, you may be involved in processing student data; measuring research impact; bringing specialist knowledge and skills to support research and student success; cleaning or maintaining study or research spaces; or managing facilities that are accessed by our community for study, research, or leisure purposes. All of these activities and goals make a valuable contribution to positive student outcomes and progress in research, and support the University's strategic goals and aspirations.

You may also find the [University's Strategy-on-a-page](#) useful.

Example goals

Below are some examples of SMART goals that reference the values and behaviours, and the University strategy:

Staff in Professional Services roles and CCSG

- By the end of term one, update the team's webpages on examination regulations so that they provide accurate and reliable information to users, and make a plan with a timeline and process to ensure these are checked and amended as appropriate on a regular basis.

- Explore potential options for improving students' experience of Induction Week, and by working collaboratively, embrace and develop creative ideas that take us beyond the status quo of more traditional induction methods. By the end of term two, be prepared to share a proposed approach to reshaping Induction Week over the next three years utilising innovative methods and being considerate of financial and sustainability implications.
- By January 2025, develop and implement a plan to boost engagement by x% with our Instagram and LinkedIn channels so that we can create wider connections and build relationships with an audience both within and beyond the University and share content that matters to them.
- Conduct a thorough health and safety risk assessment for the lab by October 2024, ensuring that we meet the required standards, which will allow us to deliver our core services safely and efficiently. Where standards are not quite reached, learn from this and identify ways to fix it.
- Collate feedback on workshops within one week of the workshop being run and send a summary report to x, which outlines key trends. Where feedback might indicate the need for change, speak to participants to find out what the challenges are from their perspective and then share suggestions to for improvement.
- Throughout the year, take the lead in establishing strategic partnerships with three identified external organisations, and foster meaningful connections based on respectful engagement in order to raise the department's profile.
- Increase customer satisfaction ratings at the helpdesk to x% by DATE by taking the responsibility to respond to queries with 48 hours and to communicate information clearly and without jargon.
- To help make a more sustainable service, reduce cleaning costs by x% across the team by avoiding wastage of water and chemicals.
- Contribute to an increase in overall sales by x% by the end of quarter three by sharing some tips and techniques to support a junior colleague with showing good customer service.

Staff on academic contracts

- Over the course of the academic year, provide one public engagement event that helps to disseminate research findings to a wider audience and creates potential for the research to have an effect on, change, or benefit the economy, society, culture, public services, health, the environment, or quality of life beyond academia.
- Lead on the creation of a draft research grant application for a project into x ready for the next round of funding.

- To provide mentoring to support colleagues in achieving the next level of HEA Fellowship this academic year, which enables the University to celebrate the contribution of teaching colleagues through professional recognition and allows us to point the way ahead.
- Attend an SSLC session this academic year so that students and staff within the department are able to address any challenges relating to student experience or to recognise what is working well in ensuring student success.
- In line with scholarship of teaching and learning, review the assessment strategy, at programme or module level, to ensure that assessments enhance students' learning and employability, and are aligned to programme/module content and outcomes.
- To lead a successful departmental engagement with our Athena Swan recognition to demonstrate our commitment to thriving on difference by valuing, promoting and developing diversity within our community.

Planning and prioritising development needs

Why is development important?

Warwick is committed to supporting the development of its staff. Whether you need to take on new challenges, keep on top of changes and developments in your field, plan your career, or enhance your profile, undertaking development can help. By ensuring you have the right balance of knowledge, skills and behaviours, you can achieve your goals, enhance your motivation, improve your contribution, and fulfil your potential and future career plans.

Whose responsibility is it to make development happen?

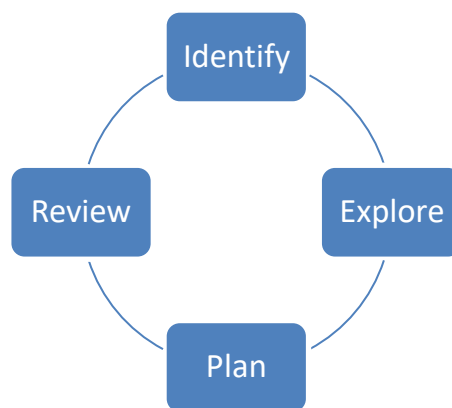
Reviewees must own their development plans, and take responsibility for making their development happen, and applying it in the workplace.

Reviewers must work with individuals to ensure they:

- Understand the skills and expertise needed to achieve key objectives and departmental priorities.
- Are clear about any skills and experience gaps that are essential to enable and support them to carry out their roles effectively, now and in the future.
- Prioritise development that is critical to the achievement of agreed goals. There are finite resources and it is unlikely that every development opportunity requested will be fulfilled.
- Consider the most appropriate and effective development method(s).
- Are given the support and appropriate resources to access agreed development.
- Are effectively supported to use what they have learned to enhance their contributions in their role.
- Review and report back on the effectiveness of their development.

Planning development

The following four-step model can be a useful way of guiding development planning:



Identify your development needs

Identifying your development needs can be challenging. One approach is to identify the skills, knowledge and behaviours that are required for you to do your job well, and to consider how confident you are with these. Every role in the University has a job description and this will list the things that you are expected to do. The person specification will identify the skills, experience, knowledge and behaviours that you need to do that job well.

You may find it helpful to talk to your line manager or Head of Department if you feel you want to clarify any of the requirements set out in the person specification. Your PDR meeting will provide one opportunity for you to have this discussion, but you can discuss your development needs at any meeting with your reviewer, line manager or Head of Department as appropriate during the year.

It is worth thinking about the skills, knowledge and behaviours that you may need to develop in the future for your current job. You may know, for example, that your role will be changing or that you will be working on different projects, or you may be interested in a career change. What new or different skills, knowledge and behaviours will you need to be effective in the future?

It is also important to reflect and to be honest with yourself. Are there areas of your work, for example, where developing more confidence would make a real difference to your success? Are there knowledge, skills and behaviours that you need only on occasions that would benefit from some development? Can you identify areas where you feel confident and capable but where these areas could become even greater strengths for you with some further development?

Explore

When deciding how to meet your development need and which opportunity will best support this, you may wish to consider the following factors:

Consider a range of possible solutions for your particular need

Remember to start by identifying what it is that you need to learn. Try to be as precise as you can. What is it that you need to do differently? Make sure that the development you choose will result in the change you need. If you are thinking about a course, check the content and learning outcomes advertised and then review these against your development need. How well do they match?

Remember to consider all the options to make sure you don't miss the right opportunity. It is important to consider the full range of development methods available which might include: apprenticeships, on-the-job training, eLearning, videos, podcasts, coaching, mentoring, peer observation, forums, conferences, job shadowing, reading, involvement in a project, secondments, as well as formal training workshops.

How do I prefer to learn?

Think about how you prefer to learn or how you learn best. For example, do you learn most successfully observing, trying things out, reading, listening, discussing, reflecting, researching, or questioning? Think about the times when you have successfully learnt something, and try to identify what it was about the experience that helped you learn effectively. You might find it helpful to think about a time when you didn't learn well and compare it to a more successful experience to identify what it is that makes learning work for you. Most people learn work-related skills from other colleagues on-the-job, and it is important to practice the new skill soon after learning in order to remember it and to refine the skill.

Practicalities

It is important to think about some practicalities, such as cost, timescales and urgency of the development need at the outset. How much funding or resource is likely to be available, what possible solutions there are, and when will all have a bearing on how the needs are met. If you are asking your department to fund the cost of your development, remember that your line manager and Head of Department will need to consider your request in light of budgetary restrictions, and within the wider development needs of the department in order to be inclusive and fair. This may mean that your preferred option may not be feasible, so it might be helpful to consider a number of ways of meeting the identified development need where possible.

Plan

By producing and recording a development plan, you are much more likely to achieve the goals you have set yourself. Your PDR conversation provides a good opportunity to produce or review your plan.

You will need to consider:

- **What do I need to learn?**
These are your development goal details: the knowledge, skills or behaviours that you identified as part of this process.
- **How will I do this?**
These are the development methods or solutions that you have identified.

- **By when?**

When do you aim to complete each activity? Prioritise the most important and consider what is manageable for you in terms of time commitment.

- **Measuring success**

Think about how you will know that the development has worked. For example, what will you be doing differently?

Try and be as specific as possible about what you need to do differently. It is best practice to develop a SMART goal as this will help you when you are deciding how to best address your development needs. It will also help you review and measure your success and progress.

For example, 'I need to learn how to use Outlook to sort, prioritise and store my emails' will be much more helpful than 'I need to be more organised' when it comes to deciding what development you need. It will also help you check how the Outlook training you undertook actually made a difference in your ability to be organised.

Reviewees are responsible for working with their reviewers to ensure that what has been agreed is implemented. At your PDR discussion, you should make sure that you are clear on how agreed development needs are going to be met and what you need to do to make them happen. If there are development needs which need higher approval, then this should also be recorded, and it should be clear who is responsible for seeking the relevant approvals. Ultimately though, reviewees are responsible for their own development.

Review

Reviewing and recording your progress means you can track your development, and this should be shared with your reviewer. A personal development plan in a format of your choosing is useful for recording what you have learned compared to what you planned. This will help you prepare for your PDR conversations, revise your CV, or apply for new roles.

You may also find that you develop skills, knowledge or behaviours that you didn't plan for, perhaps because new opportunities have come your way in your role. Also don't forget that development can happen in informal ways such as reading, networking and on-the-job training. It's worth recording all of these on your plan too. In this way, your plan becomes a record of your ongoing growth and progression and celebrates your achievements.

Remember to make time to regularly review your personal development plan. As you complete learning, you need to start thinking about the process of planning your development again. Work contexts are evolving all the time, and this inevitably means that your roles and priorities will change, with a resulting impact on your development needs. You may also have career plans that will encourage you to think about your development needs. Developing yourself opens up new opportunities for both you and the University.

Specific development for staff on academic contracts

For staff on academic contracts, development needs are likely to be identified from the following examples or practices:

- Feedback from students.
- Peer review/peer observation.
- Gaining professional recognition (e.g. Fellowship of the HEA or equivalent).
- Development arising from the setting of an objective, e.g. developing and leading the validation of a new module for the first time.
- Writing publications, grant applications, impact cases, project management etc.
- Identification of areas of practice that the individual considers they need to develop or enhance.
- Changes to the requirements for curriculum design, content, delivery, or assessment etc.
- Changes arising from innovation, technological developments, developing international activity etc.

Collation of development needs

This year, we are inviting departments to share an optional, anonymised summary of development needs in their areas with HR. This will help HR to better understand learning and development needs across the University. It may also help to inform future learning provision for staff and the future development of our learning and development service. The information shared would consist of a list of high-level topics or development options (such as 'presentation skills' or 'coaching') and an indication of numbers of staff within the department who would like these kinds of support.

Career planning and career conversations

PDR provides an ideal opportunity to discuss a range of career plans. Career conversations can be broad and can incorporate a number of different career options, not just upwards progression.

Career planning conversations may include:

- Ideas around the next or future roles that a reviewee aspires towards, which may be within the same area in a more senior or advanced role, or in a different area, and how to support these aspirations.
- Exploration of opportunities across the University to help develop breadth of knowledge and skill, and to build experience of new and different areas. This may include informal options such as shadowing or supporting on a project, as well as more formal options such as a secondment or a permanent move.
- Development in-role, which may include mentoring less experienced colleagues; or attending events, receiving training, or areas of enhanced responsibility which may further develop the skillset used within an existing or current role.
- Discussion of a career break, period of study leave, phased return following a leave of absence, or different working arrangements which may suit colleagues at different stages of their career.

Further information and support

There are a number of resources available to support with PDR:

- MindTools e-learning playlists, with a range of content for both [Reviewees](#) and [Reviewers](#).
- A short Moodle course on [PDR Top Tips](#), with information on the key skills required for effective conversations.
- A document with guidance on inclusive PDRs, which is available to download on the [main PDR webpage](#).
- A PDR Questions Quick Guide, with examples of questions to support with productive PDR conversations. This is available to download on the [main PDR webpage](#).
- A [PDR FAQs page](#) to support with queries you may have at point of need.
- A [PDR for Reviewers Prep Day](#), with facilitator-led input around goals, development, and career planning; time to prepare for and write your team's PDRs; and an opportunity for a 1:1 appointment to particular questions.

If you have any specific questions about PDR, please speak to your line manager or HR Business Partner in the first instance, or contact LMD@warwick.ac.uk.

Privacy

Our [Staff Privacy Notice](#) contains information on how and why we collect, store, use and share your personal data, your rights in relation to your personal data and who to contact in the event that you have a query or complaint.

Information Management Requirements for appropriate handling of PDR forms in departments

PDR forms will contain the personal data of staff members and may include 'restricted' information (as set out in the [Information Classification Policy](#) at Warwick). All individuals conducting, undergoing or handling the information within the PDR document should be conscious of the confidential nature of content and the personal data contained therein, in relation to their handling, sharing and storing of the forms whether electronic or paper based. Should you have any queries regarding the management of this information, please contact Infocompliance@warwick.ac.uk