

*Personal and Professional
Development (PDP): what it is, and
what it can do for you*

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PDP

What is it exactly?

Why should we do it ?

How do we do it?



Why bother with PDP?

- Understanding how you 'work': who you are
 - Strengths
 - Weaknesses
 - Directions for change
 - Learning style
- Responsibility for your own development
- Articulate your skills and knowledge
- Focus, motivation, confidence
- Make more informed choices



Are you engaged in PDP?

PDP is...

“A structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development.”



Personal Development – highlighting its importance

We catch our students early (at induction events)

- emphasise the need to stand out from the crowd (you need to lay down the foundation of your future)
- take ownership of your needs (build it into your research plan)
- develop your direction of travel – **research methods**, presentation skills (networking), publishing, managing time and people, gaining teaching experience, organising meetings, developing new initiatives, contributing to the Institutional agenda (student voice), engaging with enterprise activities, considering internships, carrying out public outreach



University Graduate College

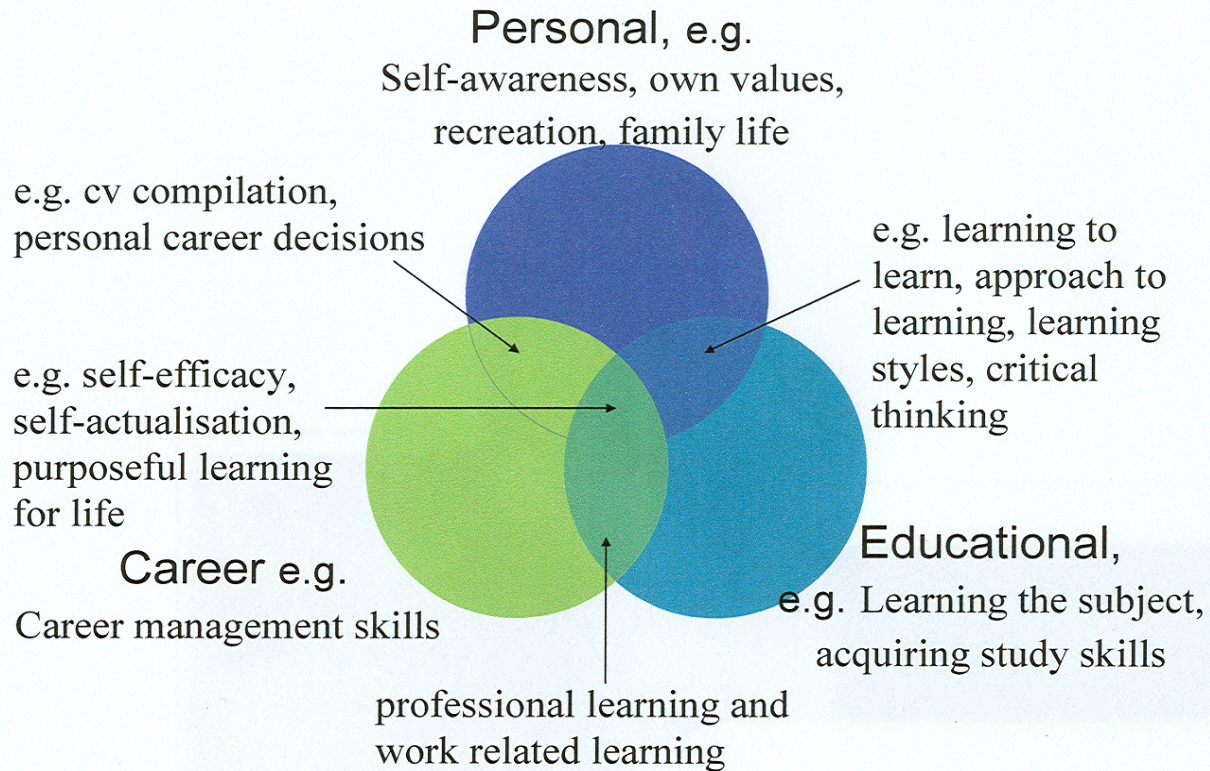
Imperial College
London

The value of Graduate Schools

“the product that the PhD researcher creates is not the thesis – vital though that is to their subject area through the creation of original knowledge – no, the product of their study is the development of themselves”

Sir Gareth Roberts





The PDP cycle



Action planning introduction



REFLECT

Reflect upon your development, evaluate achievements and progress
(use the RDF Professional Development Planner to identify your strengths and weaknesses)

RECORD

Maintain a record of your progress and construct an evidence base of newly developed skills and competencies

PLAN

Prioritise development needs in consultation with your supervisor and develop a plan of action to address your personal, academic and career development

TAKE ACTION

Develop your skills e.g. through workshops, online courses, seminars, self-study, mentoring, practice etc.

**University Graduate
College Programme**
for Postgraduate Researchers

**Rhaglen Coleg
Graddedigion y Brifysgol**
i Ymchwilywyr Ôl-raddedig

September 2012 to July 2013
Medi 2012 i'r Gorffennaf 2013



Local Survey Feedback

- A survey of third year PGRs conducted in spring 2010 asked researchers to rate the value of the courses they had attended both with reference to making **progress in their PhD** and to them personally, including research and transferable skills offered by Academic Schools, [then] Graduate Schools and Graduate Centre.
- Only a small minority (4-11% depending on the category of course) disagreed or strongly disagreed with the statement that the courses had assisted in making progress on the PhD or had been useful personally.

Planning- This is not what it is!!



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Personal Development Planning (PDP)

Tools

Lies within domain B of the **Researcher Development Framework (RDF)**

Lies within **RSSDP approach**

Skills forge - a PDP tool



Personal Development Planning (PDP)

Enables students to:

Self-analyse competencies

Reflect on their abilities

Quickly identify skills gaps

Choose and book development activities

Record their progress

Increase their chance of success

Signpost the student journey



Personal Development Planning (PDP)

Enables supervisors to:

Easily and quickly overview student skills

Quickly identify skills gaps in their students

Ensure records are always up to date and available

Improve overall efficiency

Reduce student/supervisor communication
barriers

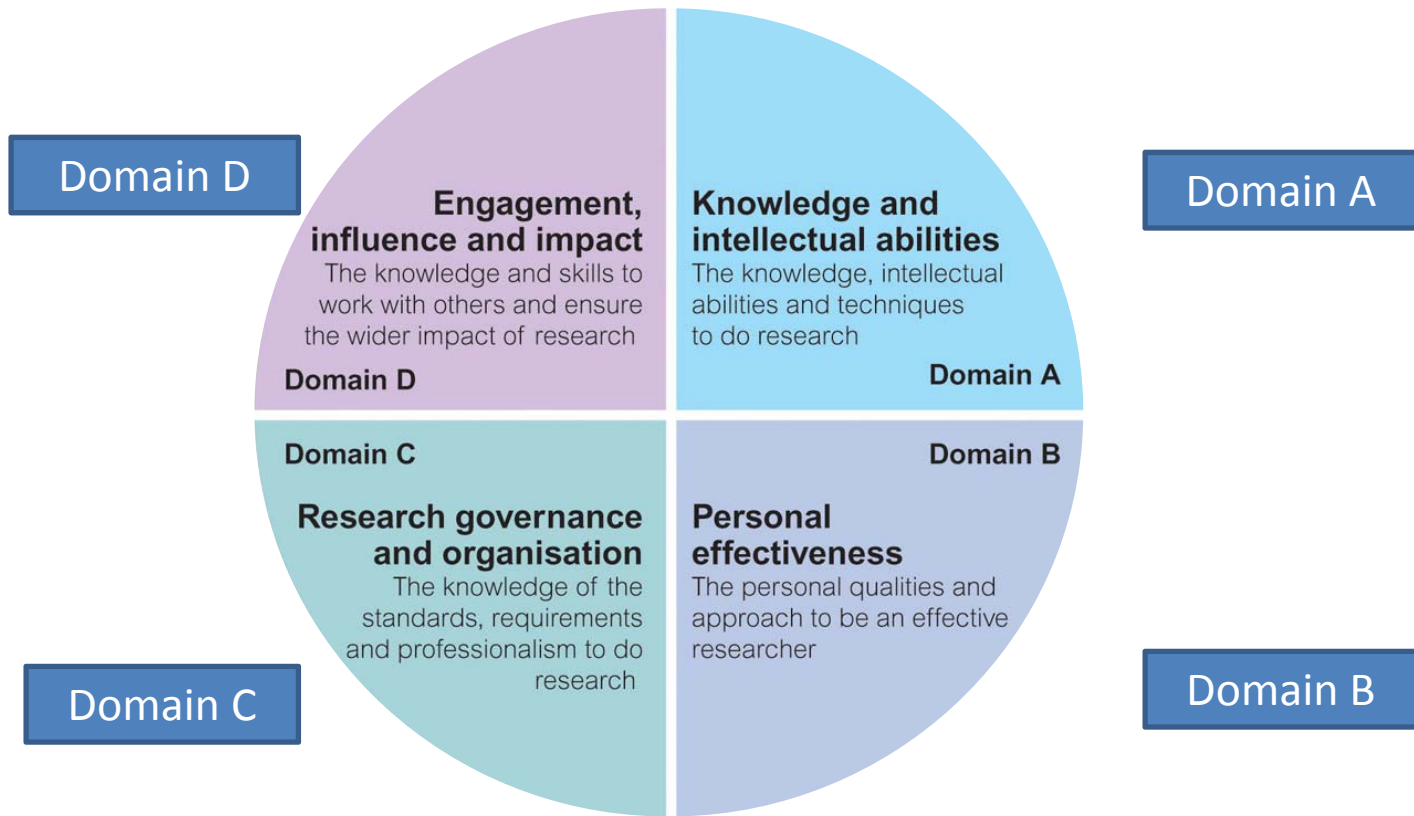


Researcher Development Framework (RDF)

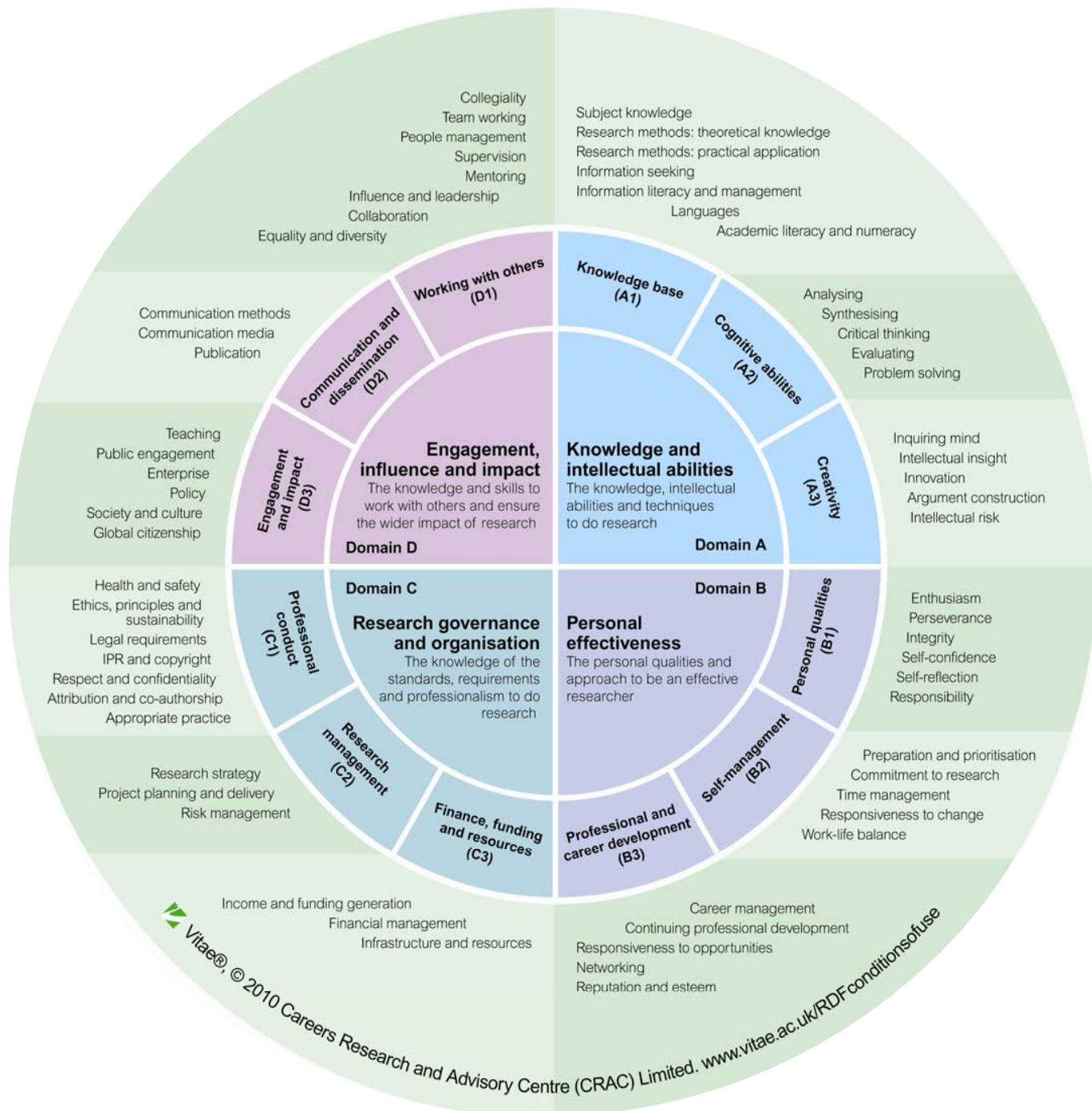
- The **RDF** is an operational framework for planning, promoting and supporting the personal, professional and career development of researchers
- How was it created?
 - Core of the framework consists of data drawn from over 100 interviews
 - Phenomenographic method* – identified over 1,000 characteristics and their variants
 - Input from experts, specialists and stakeholders
 - Clustered into the 4 main areas or Domains

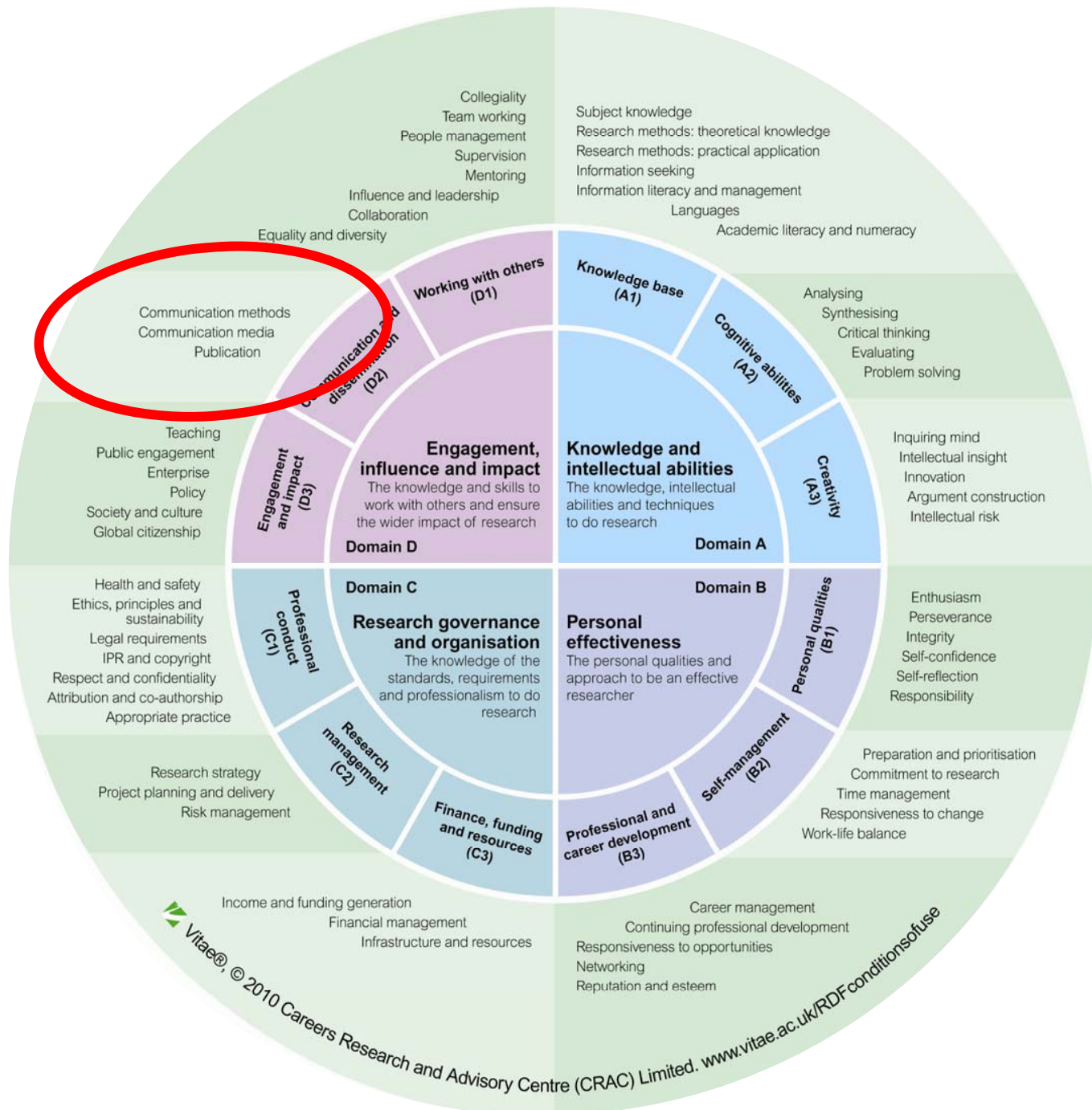
* See <http://www.vitae.ac.uk/policy-practice/167281/Background-documents.html> for further details on method.

The Researcher Development Framework (RDF)









The Researcher Development Framework (RDF)

D2 Communication and dissemination					
Sub-domains and key descriptors	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
1. Communication methods	<p>Constructs coherent arguments and articulates ideas clearly to a range of audiences, formally and informally through a variety of techniques, (E2)* including written and oral formats.</p> <p>Listens to debate and engages with the audience. Actively engages in knowledge exchange with colleagues, sometimes between disciplines/research areas.</p>	<p>Appreciates key rhetorical and interrogative skills, including how to persuade others of a viewpoint's merits**, asking the right questions at the right time, demonstrating and communicating credible suggestions to achieve aims**.</p> <p>Can communicate research to a diverse and non-specialist audience. Recognises the value of ideas from outside academia and incorporates them where appropriate. Actively engages in inter-disciplinary knowledge exchange.</p> <p>Presents work confidently and fluently.</p>	<p>Eloquently makes the complex accessible.</p> <p>Demonstrates incisive examination and interview techniques.</p> <p>Contributes originality of argument construction and widens command of language.</p> <p>Actively engages in knowledge exchange with the public, business, industry, the professions and other users of research.</p>	<p>Varies approach and presents research to professional peers/expert and non-expert audience in an inspirational way.</p> <p>Produces finely honed argument rapidly.</p>	
2. Communication media	<p>Develops skills in a range of communication means, e.g. face-to-face interaction using interactive technologies, and/or textual and visual media, where useful/necessary.</p> <p>Has a web presence as a researcher.</p> <p>Uses visual aids effectively in presentations.</p>	<p>Is confident in face-to-face interactions. Uses interactive communication technologies for networking, information/data sharing and promoting research presence.</p> <p>Engages with locally available media.</p> <p>Uses complex audio-visuals in presentations.</p> <p>Willingly learns additional skills.</p>	<p>Confidently uses e-resources.</p> <p>Establishes and leads virtual research environments.</p> <p>Collaborates and communicates research 'virtually'.</p> <p>Uses national/international media and web media.</p> <p>Continuously seeks self-improvement in terms of media usage. Educates, advises and guides others.</p>	<p>Maintains advanced level of knowledge and skill in interactive communication technologies.</p> <p>Has international media use and presence.</p>	<p>Is an institutional/disciplinary figurehead with global presence on key issues.</p>

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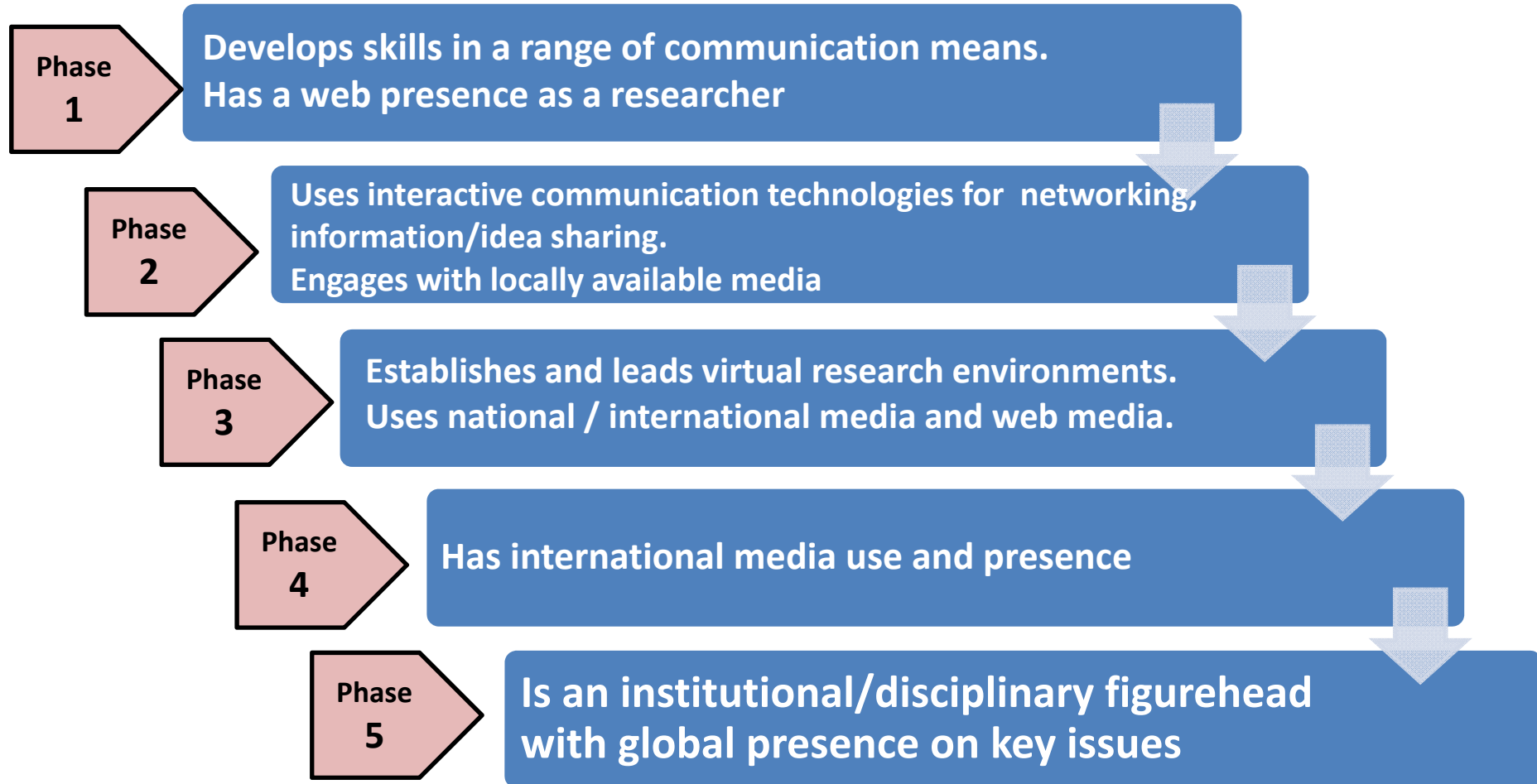
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“STAR” approach

Situation

Behavioural Interview Techniques – The STAR Approach

Tasks

Situation or Task

Action

Describe the situation that you were in or the task that you needed to accomplish. You must describe a specific event or situation, not a generalized description of what you have done in the past. Be sure to give enough detail for the interviewer to understand. This situation can be from a previous job, from a volunteer experience, or any relevant event.

Result

Action you took

Describe the action you took and be sure to keep the focus on you. Even if you are discussing a group project or effort, describe what you did -- not the efforts of the team. Don't tell what you might do, tell what you did.

Results you achieved

What happened? How did the event end? What did you accomplish? What did you learn?

“SMART” approach

SMART is a mnemonic of criteria to guide in the setting of objectives in project management or personal development. The letters conform to the words **specific, measurable, attainable, relevant** and **time-bound**.

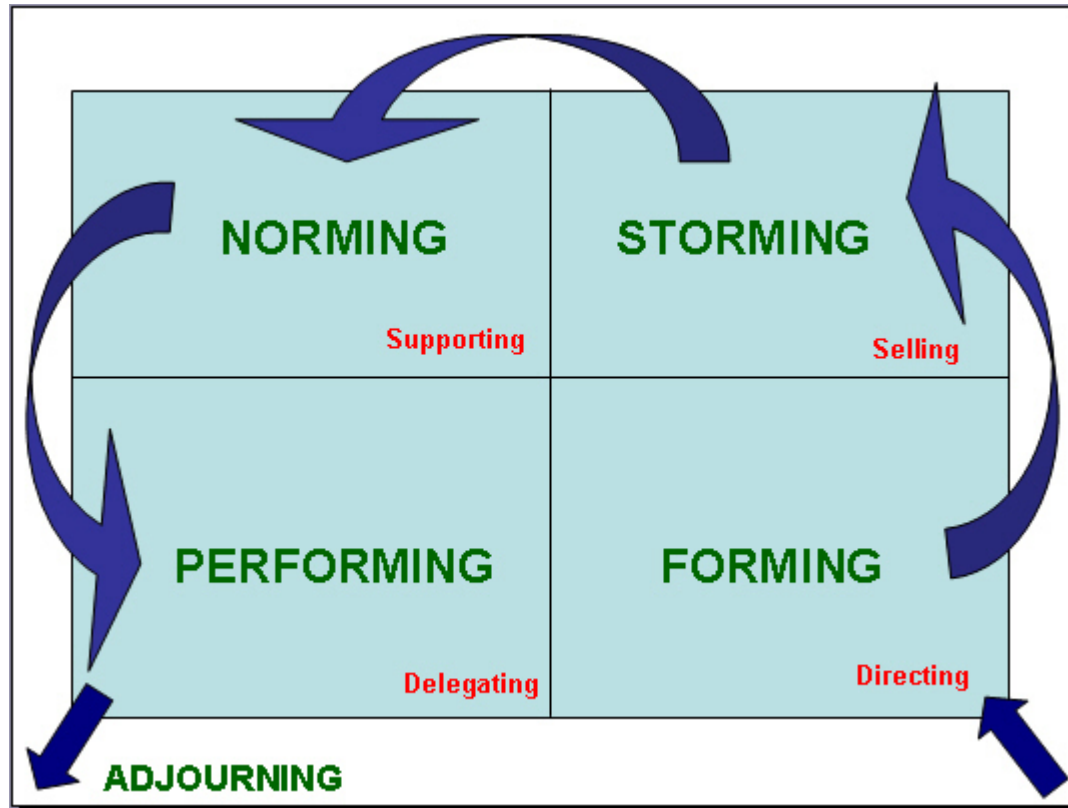
(1981) Management Review by George T. Doran

Letter	Most common	Alternative
S	Specific	Significant, stretching, simple
M	Measurable	Motivational, manageable, meaningful
A	Attainable	Appropriate, achievable[2], agreed[4], assignable, actionable, action-oriented, adjustable, ambitious, aligned with corporate goals[5], aspirational, acceptable
R	Relevant	Result-based, results-oriented, resourced, resonant, realistic, reasonable
T	Time-bound	Time-oriented, time framed, timed, time-based, time-limited, timely

SMARTER gives two additional criteria, **evaluate** and **reevaluate**, intended to ensure that targets are not forgotten.

E	Evaluate	Evaluated, evaluate consistently, ethical, excitable, enjoyable, engaging, ecological, evidenced
R	Reevaluate	Reviewed, rewarded, reassess, revisit, recordable, rewarding,

Choosing certain combinations of these labels can cause duplication, such as selecting 'attainable' and 'realistic', or can cause significant overlapping as in combining 'appropriate' and 'relevant' for example. The term 'agreed' is often used in management situations where buy-in from stakeholders is desirable (e.g. appraisal situations). The first column of terms provides an adequate starting structure.



Personal Development – highlighting its importance

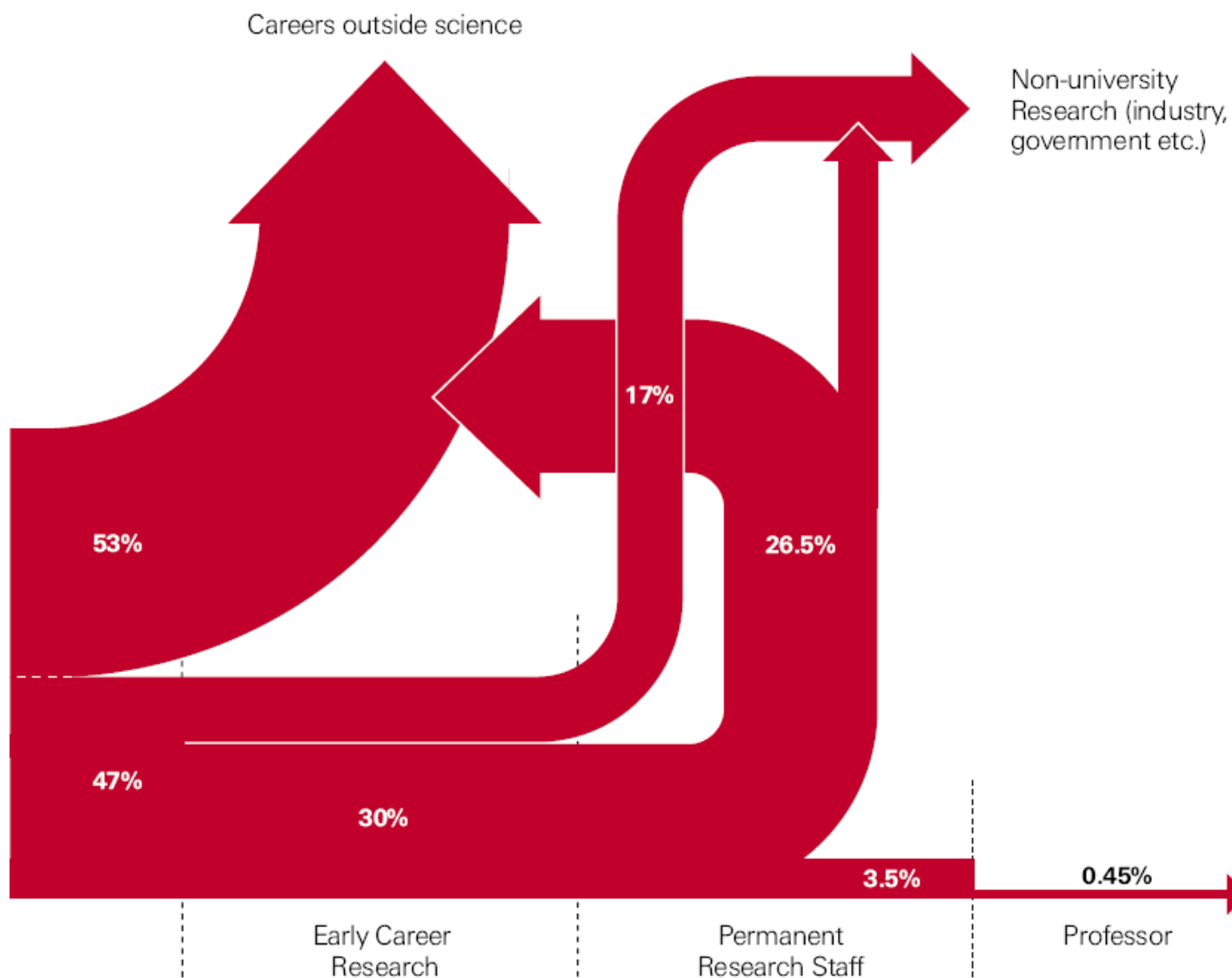
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Academic v Non-Academic

Figure 1.6 Careers in and outside science



The Scientific Century: securing our future prosperity (The Royal Society, 2010)