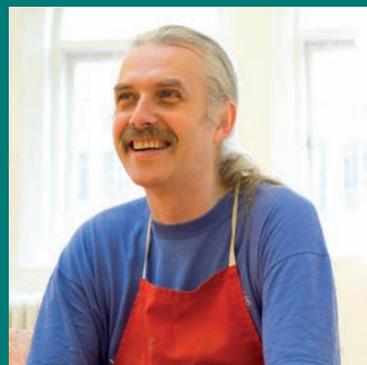




Manchester
Metropolitan
University

Department of Human Resources

Staff Development Planning



Staff Development Planning

Guidance Notes

1. Introduction

1.1 As identified within the [Professional and Personal Staff Development Policy](#), staff development planning is the shared responsibility of individual members of staff, managers and supervisors, the Staff Development and CPD (Continuing Professional Development) Forum, central training providers, the Director of Human Resources, Organisation Development Training and Diversity, and the Directorate.

1.2 These notes provide guidance for managers and supervisors on their responsibilities for staff development planning.

1.3 The notes indicate key dates throughout the year where requests will be made from central teams for

information, together with an indication of when activities should be occurring. However, this will depend on local needs. So, for example, for some areas it may be more appropriate to do PDRs earlier than April or for reviews of the local development plan to take place more regularly throughout the year. [Please note that this will also be subject to ongoing review, dependent on changes to the University's strategic development cycle.](#)

1.4 The guidance includes best practice examples from different faculties and departments and, if there are other examples which are not included here but you feel would be helpful to share, please contact the Development and Training Manager.

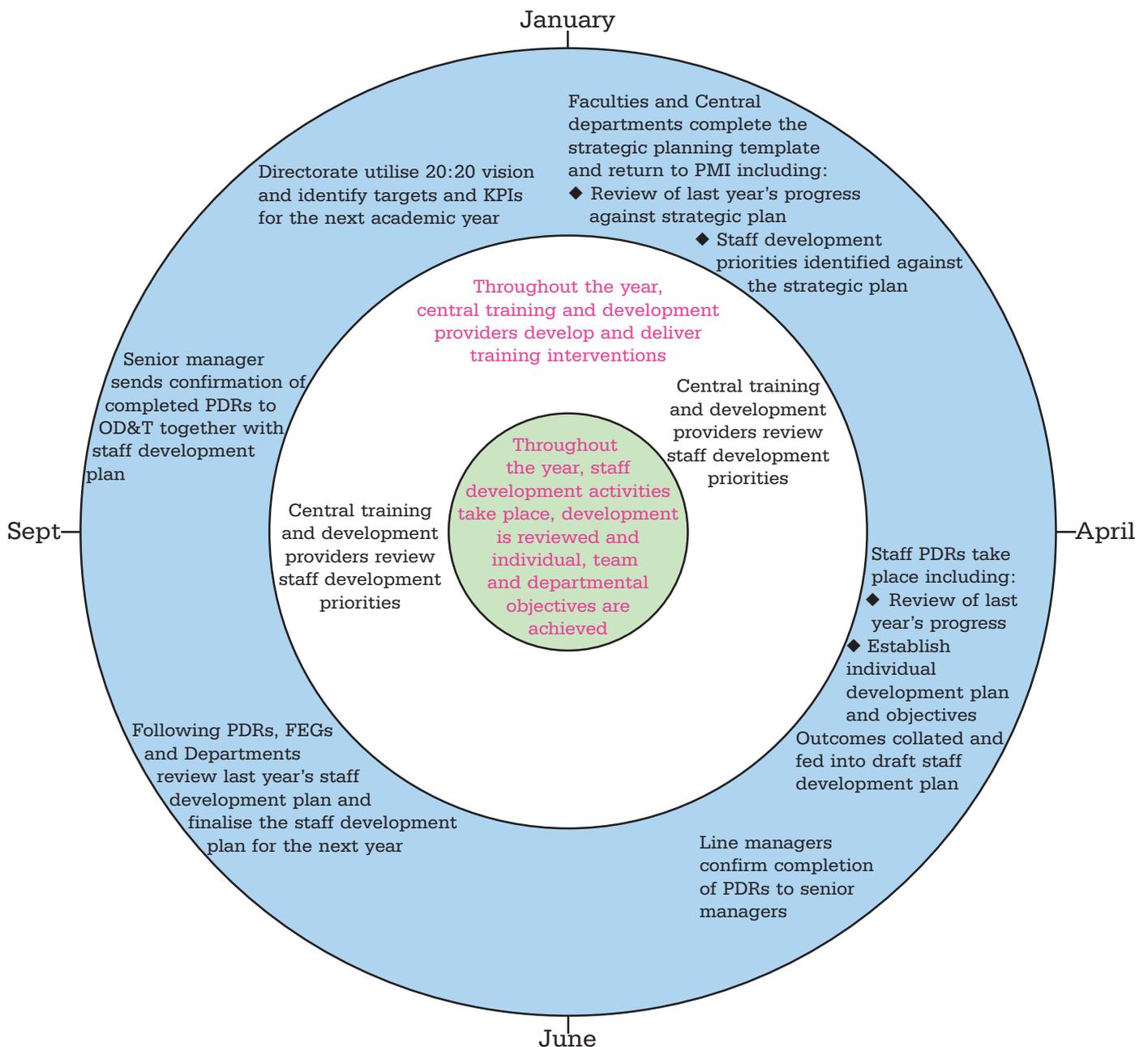


2. The staff development planning cycle

Staff development planning is part of the annual strategic planning cycle. This cycle is identified below, with a timeline describing what happens at each of these stages.

Though there are key dates when things are requested centrally throughout the year, the cycle is indicative so, for example, you may decide to do PDRs earlier due to local needs.

Staff Development Planning Cycle



Details of activities in each of the terms are identified below. Activities by central teams are in blue, with local actions in green:

Autumn & Spring Term/Oct – April

faculties and heads of central departments. This template highlights the University's critical Success Factors, allowing identification of departmental actions under each of these factors.



Strategic planning template is completed by faculties and central departments, including any staff development need associated with the plans.



The current staff development plan is reviewed to consider progress and ensure the relevance of the priorities.



Strategic planning template sent back to the PMI Department



Central departments consider the strategic plans and development priorities to feed into the University staff development priorities.

Examples

Faculties and central departments utilise different methods to engage staff at this stage of the planning process. Some of their approaches are outlined below.

The Faculty of Science and Engineering held a planning workshop to get principal lecturers' technicians' and admin input into the strategic plans. At this workshop, faculty plans were shared and each of the departments considered what they would contribute.

At MMU Cheshire and HLSS, extended FEG (Faculty Executive Group) meetings are arranged to discuss planning. Principal lecturers and others attend these longer meetings to share their thoughts and contributions.

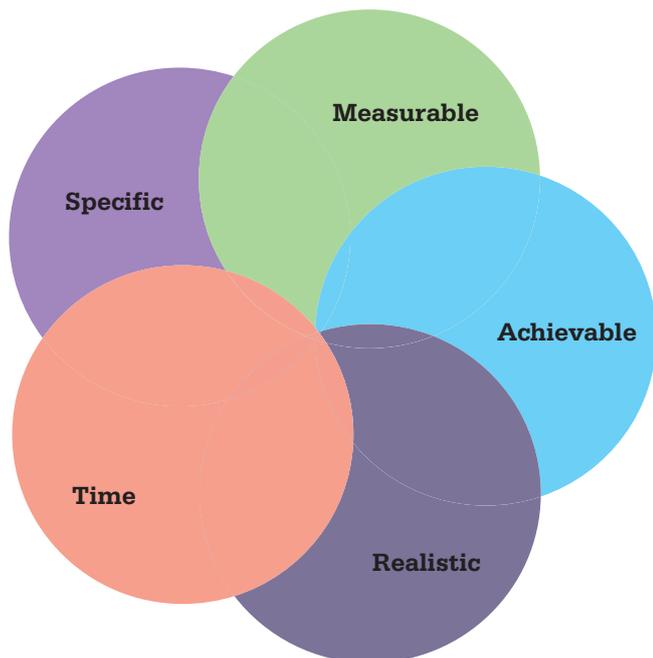
The Business School has a podcast to communicate the strategic plans for all staff. The IiP assessors commented on planning at the school as follows:

'The school has a collegiate style of planning. Senior staff set broad objectives and engage their teams through Away Days and distribution of plans for consultation and comment. The school's strategic plan reflects the University's vision and people are aware of key performance measures. There is a good understanding of how people contribute to objectives such as student achievement, research and internationalisation. Typical views include "managers encourage colleagues to get involved ..." "after the strategy days, planning is opened up to all staff". At the micro level, people confirm that they make a strong contribution to planning course units and developing new Masters level degree courses.'

Identifying staff development needs

Within the strategic planning template, faculties and central departments are encouraged to identify any specific staff development needs associated with particular actions, to ensure that staff development needs (and any resource implications) are considered at the earliest stage.

Staff development objectives should be as SMART as possible, so:



Specific – be precise about what you are going to achieve

Measurable – wherever possible, quantify the objective

Achievable – are you attempting too much?

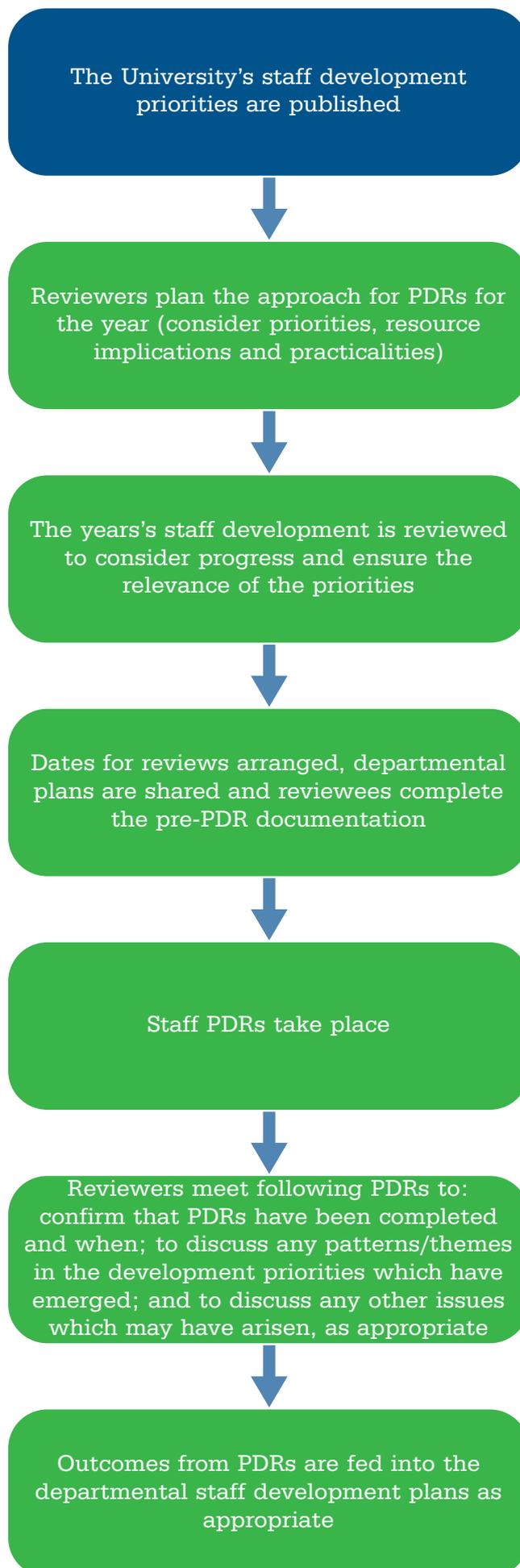
Realistic – do you have the resources to make the objective happen?

Time – when will you have achieved the objective?

Review

At this time, the previous year's strategic planning document is also reviewed. This review should include consideration of the previous year's staff development plans.

Summer Term/April – June



Key reminders to reviewers

- ◆ Dates for reviews should be set at least 2 weeks before the PDR to allow reviewees the reflective time needed to complete pre-PDR documentation.
- ◆ Reviewees should also be reminded of the details of the departmental strategic plans to enable them to reflect on individual priorities which will align with these objectives.

Examples

Departments use different techniques to inform and involve staff at this stage, dependent on local communication channels.

In the School of Law, reviewees were sent a summary of the departmental plans (and information on where they could get the full documents if they wanted to consider these) prior to PDRs taking place. This was to ensure that reviewees received key information for reflecting before PDR, but were not over-faced by large documents.

At the Institute of Education, the staff development priorities (from strategic plans) were shared in a summary document with reviewers prior to reviews taking place.

Departmental staff development plans

Departmental staff development plans should be discussed and developed during this time, and should feed into Faculty or Divisional Staff Development plans. Faculty or Divisional plans are forwarded to the Head of Organisation Development Training and Diversity in October and are incorporated into the University Staff Development Plan.

Departments approach staff development planning in different ways dependent on local need and communication channels.

In ICTS, one of the managers, Tony Neill (Campus Team Leader), has responsibility for development and training to ensure consistency across the service.

At the Institute of Education and in HLSS, small staff development groups review priorities and feedback to FEG.

Monitoring

Monitoring of completion of PDRs is carried out by ODTD in October each year. Heads of Department are sent a PDR recording template for completion. The completed record templates are then collated and form the basis of the PDR section of the annual Staff Development Report which is submitted to Directorate and the DEOC during the autumn term.



The faculty and divisional staff development plans and PDR recording templates are sent to the Head of Organisation Development Training and Diversity

Organisation Development Training and Diversity produce University Staff Development Report including report on completion of PDRs

Central training providers scrutinise plans to identify priorities and any additional support required

In the departmental staff development plan template (appendix 1), departments are invited to consider the following:

Critical success factor, faculty or divisional objective, staff development priority

To ensure that departments are linking development needs back to departmental priorities, departments are invited to consider the critical success factors, faculty or divisional objectives and staff development priorities.

Development objective

From the departmental objectives and given the knowledge gained through the PDR process, the department can then identify resulting development objectives.

Target staff groups

Departments are then invited to consider which groups of staff will require this development. This is to encourage practical considerations about the number of staff who will require the development, which might then impact on the way that the development need is funded and delivered, and to ensure that the department is thinking across their staff groups, to avoid silo working.

Due date

Departments are encouraged to identify realistic timeframes for the development activity to be completed.

Resources and funding within the faculty staff development budget

Departments are invited to consider the resource implications, to ensure that budget is allocated appropriately and to ensure that departments are being realistic about staff time involved and any necessary cover arrangements.

Review

At the end of the year, departments are invited to review whether the development has met its objective (including a cost benefit analysis where appropriate). The review should be carried out against the development objective set (column 2) and indicate whether the objective was met as well as what the impact of this has been/whether it has been effective. The University's Evaluation of Staff Development and Training framework can be useful at this stage.

An example from the HR plan is provided below:

Critical Success Factor, Faculty/divisional objective or University staff development priority	Development objective	Target staff group(s) (staff groups/individual roles and no. of staff)	Due date	Resources and funding within the faculty staff development budget (cost inc. no. of days)	Review (to be completed following local reviews)
To implement PDR for all staff in HR CSF EE CO17 HR Strategic Priority 1 Staff Development Priority 1	All reviewers to be trained to conduct effective PDR reviews. Attend internal PDR training	All new reviewers who have not yet attended (16 staff members)	Prior to commencement of 2009 PDR round	1 day course	16 members of staff completed the PDR training. All HR PDRs completed for 09/10. HR senior team (second level reviewer) feedback: objectives in line with HR departmental objectives in all areas. Team development day (voting pod) feedback: 100% of staff satisfied/very satisfied with their PDR.

3 Ongoing review

Best practice is that at least twice a year or termly, a review of the departmental staff development plan should take place to monitor progress, and make any necessary amendments or revisions.

Additionally, this review should incorporate some level of evaluation of the impact of the staff development undertaken to date.



4 So what might this process look like in practice?

Below are working examples of what the overall process could look like in practice:

Staff Development Priority: develop bid writing capability MMU Critical Success Factor – Securing and Diversifying Income

Faculty Strategic Plan identified	Staff development priority to further develop bid writing capability Risk – lack of staff engagement/buy in with income generation and revenue sharing
PDR Reviewers planning meeting takes place (HoDs and PLs meet to clarify Faculty/ Departmental priorities, key objectives and staff development priorities for year ahead)	Bid writing and engagement in income generation activity is identified as a priority for reviewers to discuss with every reviewee as part of their PDR
PDR meeting	Reviewers and reviewees discuss individuals' contribution to income generation, establish what contribution they feel they can make and identify opportunities for engagement alongside any development needs or support required.
PDR Reviewers outcomes meeting takes place (HoDs and PLs meet to share and summarise the outcomes from individual PDR discussions, especially to ensure HoD is aware of individual responsibilities and common staff development needs can be captured)	A summary of the staff development needs is pulled together that identifies who needs what and by when. Options for meeting the staff development needs in relation to engaging in income generation and bid writing are discussed.
Faculty staff development plan is written and identifies	<ol style="list-style-type: none"> 1. "X" members of staff to attend RED workshops on How to develop commercial income, Bid writing and Developing a grant funding proposal 2. Faculty identifies a list of staff who have experience and expertise in income generation and arrange for them to mentor staff with little experience 3. Away Days/Team meetings include session to update on MMU guidelines on commercialism and clarify funding streams
ODT review staff development plans	Advise RED office of common staff development needs and numbers. Look to establish a network of good practice for sharing expertise and knowledge on Income generation
Development takes place	Individuals attend events, mentoring takes place, team meetings planned
Staff development plan is reviewed	FEG review staff development plan termly and monitor progress to ensure activity is taking place
Regular 1-1s with staff include	Managers review progress against objectives, ensure development has been booked or is planned to take place and that learning is transferred to the workplace. Identify additional support required
Next strategic planning round	FEG review the impact that development has had on the capacity/success of the Faculty to generate income.
Next annual PDR round	Reviewers and reviewees discuss achievements in relation to income generation and how any development has been implemented or supported the individual.

Staff Development Priority: develop frontline staff ability to deal with student queries
MMU Critical Success Factor – The Student Experience

Faculty Strategic Plan identified	Staff development priority to develop frontline staff ability to anticipate and deal with student queries.
PDR Reviewers planning meeting takes place (Heads and reviewers meet to clarify Departmental priorities, key objectives and staff development priorities for year ahead)	Developing frontline staff to anticipate and deal with student queries is highlighted as a priority for reviewers to discuss with every reviewee as part of their PDR, as follows: <ul style="list-style-type: none"> ◆ Middle managers to include an objective to establish team communication structure to ensure that information is shared and frontline staff are kept informed. ◆ Line managers to include an objective to coach their staff on the approach to take to deal with student queries. Reviewers to discuss specific needs with individual members of staff. Reviewers agree how success will be measured.
PDR meeting	Reviewers and reviewees discuss individuals' approach to anticipating and dealing with student queries, establish what best practice there is and any gaps, alongside any development needs or support required.
PDR Reviewers outcomes meeting takes place (HoDs and PLs meet to share and summarise the outcomes from individual PDR discussions, especially to ensure HoD is aware of individual responsibilities and common staff development needs can be captured)	A summary of the staff development needs is pulled together that identifies who needs what and by when. Options for meeting the staff development needs in relation to developing staff ability to deal with student queries are discussed.
Departmental staff development plan is written and identifies	<ol style="list-style-type: none"> 1. Managers to coach staff with little experience and set up peer coaching/buddying for new members of staff. 2. Session in team meetings to ensure consistent standards and to highlight common queries and responses. 3. Cross-departmental action group set up to identify common areas for skills development. "X" members of staff to attend sessions for skills development.
ODT review staff development plans	Follow up with departmental heads regarding development which might be required. Work with departments to develop skills sessions.
Development takes place	Individuals attend sessions, coaching takes place, team meetings planned, internal communications structure established.
Staff development plan is reviewed	Departmental management team review staff development plan termly and monitor progress to ensure activity is taking place
Regular 1-1s with staff include	Managers review progress against objectives, ensure development is being undertaken and that learning is transferred to the workplace. Identify additional support required
Next strategic planning round	Departmental management team review the impact that development has had on students e.g. through the use of the National Student Survey.
Next annual PDR round	Reviewers and reviewees discuss achievements in relation to how queries are handled and how any development has been implemented or supported the individual.

5. Support for managers

If you have any questions or queries about this guidance, please contact the Development and Training Manager at k.rowland@mmu.ac.uk or on **6176**.



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