

Professional and Personal Development Tool

Fictional staff personas:

See fictional examples of how staff across the college might benefit from using the Professional and Personal Development tool.



Chris

**Internal and
External
Relations**



Kirsty

**Registry
services**



Danny

**Information
Centre**

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Fictional staff persona: Chris

Department – Internal and External Relations

Chris identified that achieving results was a key area of strength for them. They consistently organised their work to meet deadlines, which meant their work was delivered to a high standard. They were able to effectively prioritise tasks so that they focussed on those which brought the most benefit to the university. Following discussion at the PRA they:

- Were asked to mentor and support a member of staff who was having difficulty managing their workload
- Worked with their line manager in developing an overview of key tasks / deadlines for the department over the academic year

Chris enjoyed supporting their colleague and seeing them gain confidence in better managing their work. They encouraged them to be more assertive in saying 'no' to work outside their remit.

Under the heading managing self and personal skills Chris rated their confidence low on the wheel. In discussion at their PRA, it was revealed that this was largely because they felt that they lacked confidence presenting to larger groups of staff which was frustrating given that they felt confident in other contexts. Their line manager suggested building this confidence slowly in a number of ways:

- They were asked to co-chair a regular team meeting so that they gained confidence in public speaking
- They attended a UAL course called 'Speak to Inspire'
- A new process which they developed allowed them an opportunity to present to a small group of staff in another College and put into practice the learning from the course.
- They presented to the University networking group LGBTQ+

Although difficult at first, actively taking opportunities to present to groups built Chris's confidence over time. Their line manager was proactive in finding opportunities for them to take opportunities to do so. The training had helped and given them tips to structure a presentation and reduce nerves. By the end of the year, the thought of presenting to groups no longer caused them panic, and they enjoyed the feeling when it went well.

Towards the end of the year, a secondment opportunity arose in a central department. Chris was keen to apply for this role and having built a strong record in achieving results and improving their presentation skills was successful in gaining the role.



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Fictional staff persona: Kirsty Department – Registry Services

When reflecting on the personal and professional development tool Kirsty realised that she had key strengths in the area of working together. She had developed excellent relationships with colleagues from other departments, and had used these to enable her to get things done quickly and easily, and was able to see opportunities for collaborative working. Her line manager also confirmed that they had observed that this was a strength, and they discussed how this could be built upon over the coming year.

They agreed:

- She would take a lead role in 'buddying' with a new member of staff in order that they could get up to speed and understand the College.
- She would contribute to a project working with another department which was looking at developing a new process to improve the student experience.
- She would gather opinions from colleagues/peers in her service area to feedback to colleagues working on a wider change programme in order to influence decisions.

Kirsty enjoyed mentoring the new member of staff and realised that she had potential to lead staff in the future which she wanted to build upon. The project allowed her to contribute to a positive development outside of her usual day to day role, and the feedback she gave to staff involved in a change project positively influenced a number of decisions that were subsequently made. In terms of areas for development, Kirsty felt less confident at engaging with the wider

context and wanted to develop a better understanding of sector-wide and organisational developments. In order to address this she undertook a number of development activities which included:

- Scheduling one hour each week in her diary to actively research sector developments
- Signing up for a weekly email update on sector news from wonkhe.com
- Attending an external conference which focussed on the implications of BREXIT for higher education
- Arranging to meet a colleague in another department she worked with to find out more about what they did in their role
- Attending a number of UAL wide events and activities, including Learn While You Lunch

At the end of the year, Kirsty felt that she had a much greater awareness of the wider context of her work. Seeing how her role fitted into the bigger picture gave her a greater sense of job satisfaction. She also felt the tool had enabled her to reflect on her strengths and incorporate these into her day to day work more actively, which she was really enjoying.



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Fictional staff persona: Danny Department – Information Centre

Danny had been working in the Information Centre for two years and completing the tool reinforced his belief that he was strong in the area of delivering excellent service, something he really enjoyed. Danny was also keen to try new things and to make suggestions for improvement, and realised his confidence in embracing change. Following discussion with his line manager a number of opportunities to build upon these strengths arose.

These included:

- Scheduling time in his diary to reflect on what was working and what could be improved
- Reviewing the process for how students were able to access information about other services across the College and University
- Devising a process for obtaining customer feedback

As a result of this, Danny came up with an idea about how to more actively promote other services within UAL. Feedback showed that students felt that this had greatly improved their experience. Allowing time for reflection had also been beneficial and engaged Danny in thinking more creatively. He was proud of what he had achieved in a short space of time.

Danny was also keen to have the opportunity to commit more time to his own professional development and skills, having rated his confidence in developing self and others less highly. He was frustrated that the nature of his role did not allow sufficient time to reflect and take part in informal and formal learning.

As a result his manager was able to reassure him that appropriate cover could be found to enable this, and also highlighted online learning and podcasts available. Danny realised that there were more opportunities for development than he had thought.

More about LCC's Professional and Personal Development Tool

This practical tool aims to help staff reflect upon their individual strengths and identify areas for professional and personal development. It can be used for both personal reflection on development throughout the year and as an informal conversation tool during regular one to ones and PRAs.

This tool is not compulsory, it a useful aid for staff to think about their own development.

