

Personal and Professional Development



WEEK NINE
LECTURER: N. QUARRIE

Objective



- By the end of this lesson you should be able to:
- 3.3 Reflect critically on own learning against original aims and objectives set in the development plan
- 3.4 Update the development plan based on feedback and evaluation

Personal Development Plan



- Evaluation of Development Plan could result in some form of progress



Overview



- After developing and implementing a developmental plan it is very important for you to critically analyze the process you went through to put the plan together, as well as, to update the plan where necessary.
- For the rest of this lesson I will go through the process of reviewing and updating your plan.

Critical Analysis of Process



- In analyzing the process there are a number of factors/points to use to evaluate the process of evaluating the developmental plan process. These factors include but are not limited to:
 - 1. Aims and objectives
 - 2. Timeline used to achieve plan
 - 3. Factors that influence success/failure of accomplishing plans
 - 4. Different steps that could be taken to improve process

Aims and objectives



- After executing the developmental plan it is important for you to cross check to see whether or not you accomplished the goals and objectives that you had outlined.
- The following are some important questions to ask as it relates to aims and objectives.
 1. How many of the objectives did you achieve?
 2. For the objectives that you accomplished were they accomplished exactly as expected?

Aims and objectives



- Its important that these objectives are outlined as they help to motivate you to accomplished in the plan, Zimmerman (2008).
- So as long the goals were realistic etc then the evaluation of them could help to improve your future plan

Timeline used to achieve plan



- At the start of a developmental plan you would have outlined that time period within which you want to achieve goals outlined.
- Do a thorough evaluation of the length of time it took you to accomplish each aspect of the plan.
- Were the time for each aspect enough? Realistic?
- Did you have to adjust time allotted to different sections?

Factors that influence success/failure of accomplishing plans



- 1. Financial Challenges
- 2. Psychological eg lack of motivation, stress etc
- 3. Social
- 4. Poor time management practice
- What other factors affected your completion of plan?

Different steps that could be taken to improve process



After evaluating all the different factors that affected the success/failure of the implementation of the plan, it is then for you to outline the different steps that can be taken to improve the process. Some steps/factors that could improve the process include:

1. Setting realistic goals
2. Asking for help
3. Time management
4. Continuous evaluation of plan

Analysis of the impact doing an DP



- Did doing a PDP make you a better person? How so?
- What areas of your career etc were improved?
- What new skills did you acquire during the process?
Public speaking? Researching? Communicating?

Update the development plan based on feedback and evaluation



- The next step after evaluating the development plan process is to update the plan.
- Update the plan based on the new information gathered.
- What are some of the areas you would need to update in YOUR development plan?

Review Questions



- 1. Discuss THREE factors to consider when reflecting on your developmental plan.
- 2. What are some of the steps that could be taken to improve the process of creating a development plan?
- 3. Discuss any of the methods identified in # 2.
- 4. Are you more confident about constructing development plan?

References



- Nixon (2013). Personal development planning; an evaluation of student perceptions, *Practice and Evidence of Scholarship of Teaching and Learning in Higher Education* Vol. 8, No. 3, December 2013, pp. 203-216
- Zimmerman, B.J. (2008), Goal setting: A key proactive source of academic self-regulation. In Schunk, D.H., & Zimmerman, B.J.(2008) *Motivation and self-regulated learning*, (267-295). New York: Lawrence Erlbaum Associates.
- <http://community.dur.ac.uk/pestlhe.learning/index.php/pestlhe/article/viewFile/160/264>