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## PDP: The End of Development Plans

### Ci Virtual Roundtable - Wednesday, 12<sup>th</sup> June 2014

This roundtable set out to explore and challenge current practices around how organisations drive development and learning.

#### PART 1: INSIGHT

Participants were seeking new ways to create rapid and effective learning: to make development more meaningful, and relevant to building future capability.

Key priorities included:

- A need for innovation, new technology and business growth
- Changes in the external business environment, new competition
- Increasing internal mobility, accelerate the talent pipeline, reduce external hires
- Changing culture and “mind-set” about the value and importance of development; to move away from “entitlement”
- How to improve the way development is identified and captured in “dry” plans
- How to engage a stable, experienced, or technical workforce in “learning”. “We’re experienced we don’t need it”

Pressures on time, fee earning activities, prevailing culture, and demanding workloads are key barriers.

#### PART 2: INNOVATION

Provocateur Jonathan Winter talked about how learning ranges from big “stretch” experiences (e.g. sailing exam) to just in time googling. For the just-in-time, Harold Jarcho talks about playful strategies for ‘Personal Knowledge Management’: Seek-Sense-Share. What kind of plan suits this blend of learning? Jonathan proposed “Fuzzy Goals and Micro Actions”. Really simple plans, reviewed frequently. An inspiring manager simply asked each month: “Since we last met, what have you done? And what have you learned?”

Provocateur Chris Macrae emphasised that you can’t leave learning to chance; it has to be driven to build future capability. She shared GSK’s evolving approach based on

“differentiated development. This has involved a shift from diving straight into a plan to first being really clearly about the purpose for the development. And then: *What would make a difference?* That gives focus. Fewer things in the plan, with greater impact. Development, and structured learning is part of the Employer Value Proposition for all employees, and this is key for emerging markets especially. Younger workers don’t value informal, experiential development (which needs clear signposting, and support for people to reflect). A focus on formalised development will continue, alongside adding specific experiences.

Other examples of innovation included:

- Mid-Year review bursts-90 min Peer coaching sessions. Go in with draft, come out with development plan
- Building mechanisms to reward managers for people development
- Using “career stories” to set expectations about how career and development works in practice
- A focus on “what’s in it for me” to drive self-directed development
- Career conversation cascade. Building the “basic” coaching skills for managers to drive the dialogue

#### PART 3: IMPACT

Could it be that a combination of several “slightly radical” or “simple” practices might finally achieve a change in culture?

- No prescribed format for development plans, but you must do them!
- Real rewards for managers who do it well
- Simple competency framework that is outcome based (not behaviour based)
- Induction and career deal: Employees join with expectations. Shaping these from the start
- Don’t force fit 70:20:10
- Agile performance management and development is an ongoing activity, not a once a year process