

Employee's Guide For Individual Development Planning

Follow the steps below to effectively use the Role Impact Maps and Skill Assessments to identify and address the development needs of your staff.

- ❑ **Meet with your supervisor to agree on goals and select skills to assess**
 - Before the meeting, think about the goals you have for growth or advancement
 - With your supervisor, use the Role Impact Map to identify 1-2 key *Early On*[®]/personal goals and 3-5 related skill areas to be assessed
- ❑ **Complete the Skill Assessments for yourself** (The supervisor simultaneously completes the assessments.)
 - Assess yourself on each Key Area of Expertise on the selected assessments
 - Determine which 1-3 Key Areas of Expertise are most critical to improve
- ❑ **Meet with your supervisor to compare assessment results and identify 1-3 areas for growth**
 - Compare and discuss both sets of assessments (yours and the supervisor's)
 - Agree upon 1-3 areas of expertise in which you should focus development for this planning cycle
 - Brainstorm with your supervisor possible sources of development activities (workshops, community college courses, one-on-one coaching, computer-based training, etc.)
- ❑ **Research development activities and draft the Individual Development Plan; review and finalize the plan with your supervisor**
 - Make sure the plan:
 - Defines specific learning activities, outcomes, and measures
 - Is practical and achievable
 - Make any necessary changes after your supervisor reviews your plan
 - Discuss with your supervisor the specific types of support that will help you achieve your plan
- ❑ **Implement your Individual Development Plan**
 - Follow through on learning steps to which you committed
 - Bring obstacles that you can't resolve to the attention of your supervisor
 - Meet with your supervisor at least twice to discuss plan status, including:
 - Progress to date and how you feel about the progress
 - Obstacles encountered and how they may be overcome
 - Changes that need to be made to the plan
 - Next actions and required support

Writing a Draft Development Plan

Consider these tips when creating your Individual Development Plan:

- ❑ **Fill in the *Early On*[®] System Goals, Role Outcomes, and Areas of Expertise sections of your Plan, based on your discussion with your supervisor**
 - You can do this during your initial meeting with your supervisor, if you wish
- ❑ **Define the Learning Steps you will complete**

Remember:

- Classroom training is not always the answer and is rarely the complete answer
- For many skills, the most effective path may be to get coaching on the job and actually practice the skills you're learning
- Even when training is appropriate, you have to apply it and get feedback on the job for it to “stick.”

- ❑ **Define your Desired Outcomes** (how you'll know you've completed the Learning Steps successfully)
 - Measures will vary by Area of Expertise and by learner. Example Outcomes might include:
 - Creating a checklist based on what you've learned
 - Keeping a journal or log of instances in which you use new behaviors
 - Obtaining feedback from your supervisor, peers, or others
 - Pre- and post-learning surveys to get feedback from others
 - Having a colleague review your work or approach to a situation
 - Taking a test to demonstrate learning
 - Successfully completing a college course
 - Select one strong, clearly defined measure, rather than multiple vague ones
- ❑ **Set a Completion Date for each Learning Step**
 - This is the date by which you will have achieved your Desired Outcome for that Learning Step
 - Make sure the date is realistic and achievable

Methods for Learning

Refer to this list when completing the Learning Steps portion of the Individual Development Plan. Keep in mind that the list contains suggestions only – you and your supervisor can devise whatever approach to learning gives you the skills you need.

Assignments	With the support of your supervisor or a coach, complete an assignment that "stretches" your current skill level
Books	Read a book on a topic and then debrief it (Discuss it with a mentor, create a checklist for yourself, work with its content in other ways)
College courses	Complete a course at a community college, technical school, university, etc.
Experts	Follow an expert around for a period of time (one day, one week, etc.) to see how he/she performs the specific key skill Receive on-the-job coaching/mentoring from an expert
Internet research	Research a topic on the Internet and then debrief what you learn (Discuss it with a mentor, create a checklist for yourself, work with the content in other ways)
Job aids/technical manuals	Learn to perform a procedure by following along step by step with a job aid or technical manual
Professional organizations	Attend relevant meetings or conferences sponsored by a professional organization (Mi-AIMH, NEA, nurses association, etc.)
Self-paced instruction	Complete a self-study course, in either paper-based or computer-based format
Workshops	Participate in a workshop offered either by <i>Early On</i> [®] Training and Technical Assistance, your employer, or another source