

PERSONAL DEVELOPMENT PLAN

WITHIN THE TOOLKIT 'CAREER GUIDANCE & PROFESSIONAL GROWTH'

THIS TOOL FOCUSES ON CAREER GUIDANCE & COACHING

OF STUDENTS IN WORK BASED LEARNING

CONCEPT

A Personal Development Plan (PDP) enables individuals to take charge of their personal learning. Learning becomes a proactive and reactive process, designed and prioritized to support development needs as well as longer ambitions.

MOTIVATION

A Personal Development Plan enables to identify key areas of the learning and development activity that will enable the students to either acquire or expand existing skills and knowledge for purposes:

- Enhance **performance in their current** role
- Address **anticipated changes** in their current role
- Address **career aspirations** towards a future role

THE TOOL PERSONAL DEVELOPMENT TEMPLATE

Recommendations:

- Prior to completing the Personal Development Plan the learner should undertake a **skills analysis** (SWOT) to determine their learning and development needs and identify development objectives to meet those needs.
- The personal development planning process should be undertaken **initially by the learner** followed by discussion and agreement with their manager.

Key to terminology used in template

- **Development Objectives**
objectives identified to enable meeting the learning and development needs identified at the skills analysis stage.
- **Priority**
identifies whether the development objective is:
 - **critical** to your **current role**
 - **beneficial** but non-critical to your **current role**
 - **critical** to your progressing in to **future role**
 - **beneficial** but non-critical to progressing in to **future role**
- **Activities**
any learning or development activity that will enable the achievement of development objectives e.g. formal training, on-the-job training, work-shadowing, etc.
- **Support/Resources**
Describes the need of help to achieve the development objectives. This would involve support from your manager, department or colleague to enable a learning or development activity such as allowing the student time away from his role or funding from the department.
- **Target and Actual dates**
state when the individual intend to achieve your development objectives followed by the date of actual achievement. Data in these columns is particularly useful to review the PDP as it will enable the student to identify any factors that may have prevented them from achieving the development objectives on the target date and build in contingencies to prevent this from occurring in the future.
- **Review date**

states when the student will review progress on their Personal Development Plan. Enabling to:

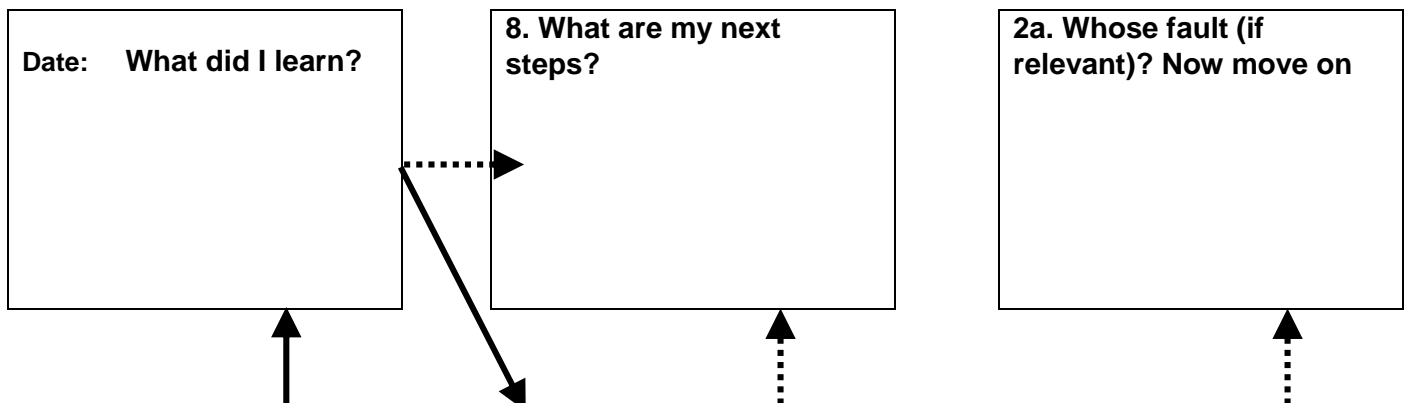
- Assess the personal progress
- Reflect on the learning
- Identify whether the development objectives need to be amended
- Identify factors that may have prevented the student from achieving the development objectives
- Build in contingencies to enable to meet your agreed target date in the future

What are my development objectives?	Priority	What activities do I need to undertake to achieve my objectives?	What support/resources do I need to achieve my objectives	Target date for achieving my objectives	Actual date of achieving my objectives
Review Date:					

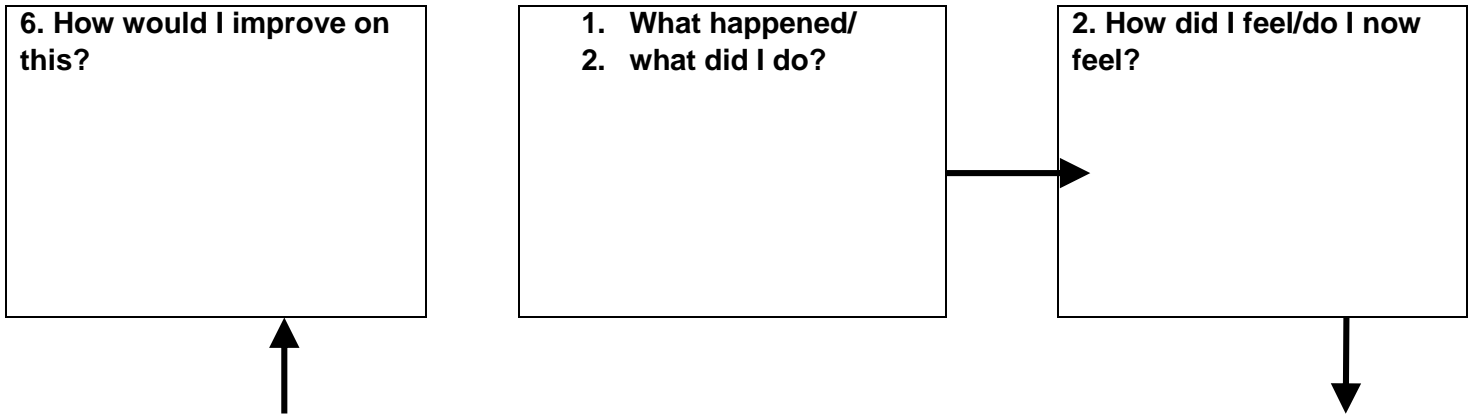
THE REFLECTIVE DIARY TEMPLATE

Students are strongly advised to keep a reflective diary/log throughout their work based learning.

- This will greatly facilitate and enhance the review of your PDP and overall course evaluation as well as developing key skills in critical reflection and evaluation.
- The reflective diary template may be a useful guide for students when writing the diary/log and can be kept electronically.



date each entry – add new reflections any time



it's okay to keep some/all of your reflections private, although feedback can be helpful



Quick notes template – where necessary use supplementary sheets and refer back to this template – keep in a ring-binder or electronically.

reflective Diary/Journal – supplementary sheet

Date:

reflection stage: _____ date of entry _____

reflection stage: _____ date of entry _____

- each stage is optional – seek feedback where helpful
- date each entry – add new thoughts later
- use the quick notes template for each issue/event
- use supplementary sheets as necessary
- you can use different coloured text, e.g. red:priority, green: positive etc
- try to focus on things you can change and accept those you cannot

RELATED CONCEPTS

- **EMPOWERMENT**
 - Management practice of sharing information, rewards and with employees stimulating their
 - Initiative
 - Decision making
 - Problem solving
 - Improving their performances
 - Maximizing the full potential of the person to bring about change
- **RECOVERY**
 - *A way of living as satisfying, hopeful and contributing life even with the limitations caused by illness or burn out.*
 - *The practice involves hope, empowerment, self-responsibility and meaningful roles.*
- **WORK BASED LEARNING**
 - **2 models of WBL (NETWBL):**
 - School based VET including periods of on the job learning in companies
 - Work based learning integrated in a school based program
- **CAREER GUIDANCE**
 - *All elements of guidance of an individual to secure

 - their employability
 - and their (vocational) education, training and (lifelong) learning*
 - *in function of their career process.*

RELATED BEST PRACTICES OF WORKING PARTNERS

Preventing this learning partnership of 'reinventing the wheel' and aware of existing best practices of career coaching on the part of our partners, we are grateful to the expertise delivered by:

- **CZ, LEDOVEC**
- **BE, HIVSET & LIFELONG LEARNING CENTRE HIVSET**
- **UK, NORTH WEST REGIONAL COLLEGE**
- **SI, VRTEC JELKA**
- **BG, TOKUDA**
- **FI, KPEDU**