

Personal Development Plan

Personal Development Plan

Lifelong Learning applies to your instructional skills development just as it does to your subject matter expertise. There are always opportunities for improvement of your instructional skills.

Consider the following inputs for your Personal Development Plan to identify specific areas to target for self-improvement and growth:

- Complete the Instructional Skills Self-Evaluation form. Recap your recent student evaluations.
- Review what you have learned in the APICS Train the Trainer and in the Learning Dynamics for Instructors courses.
- Analyze the critiques of your Train the Trainer practice training presentations.
- Reflect on input from your peers, coaches, and mentors.
- Consider your observations of highly regarded trainers and presenters.

The plan consists of four steps:

1. Assess Your Current Status
2. Identify Key Opportunities For Improvement
3. Create Your Improvement Action Plan
4. Follow-up On Your Progress

You are encouraged to modify this plan to suit your needs and circumstances

Personal Development Plan

Step 1 -- Assess Your Current Status

The first step is to complete a high level assessment of your current status. This should include:

- General overview statement of your skills as an instructor
- Strengths as an instructor
- Opportunities for self-improvement and growth

When thinking about opportunities consider that your APICS instructor skills could be applied in other areas, e.g., teaching other topics or in other organizations.
- Threats to your role as an instructor

Note that a “threat” is anything that might negatively impact their ability/value as an instructor. EXAMPLE: increased web based distance learning.

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Step 2 -- Key Opportunities for Improvement

Now it is time to identify those skill improvement opportunities that would make you a better instructor. Use your insights about your skills and the data you identified from various inputs to develop your list of opportunities. Some of these action items will be evaluation-driven opportunities for improvement and are a result of feedback from your learner evaluations and peer comments or suggestions. Other improvements will be self-driven opportunities based on new information you learned in this course, your own understanding of your skills, and what you would like to improve.

Below are suggestions for key opportunities for improvement:

- ◆ Skill enhancements that will make you a better instructor
- ◆ Expanded skills that provide the most chance for new instructing opportunities
- ◆ Instructional techniques such as the ideas, methods, and behaviors that you want to include in your future training Lessons
- ◆ Learning insights or action items from the LDI that will improve your skill set the most
- ◆ Changes that will be the easiest or quickest to make

Record your key development opportunities on Step 2 of your Personal Development Plan. Be specific.

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Step 3: Improvement Action Plan

Now that you have developed a list of opportunities for instructional skills improvement, you need to create a detailed action plan for each objective that you will pursue. Below is an **example**:

Objective^(A): Based on my instructor evaluations, I want to improve my score for —using time efficiently from 3.0 to 4.2^(C) within six months.

Action Plan

I will take the following steps^(B):

- Obtain a small ‘_icon’ to place on the corner of my laptop. This visual cue will serve as a reminder to watch my timing.
- Get, and use, a small clock^(D) which I can place next to my other materials.
- Specifically review this aspect of my performance before each class and self-assess at the end of each class.
- Periodically survey the class on this aspect of my performance and review the evaluations on this immediately including averaging the scores before I leave the classroom.
- When available, enlist the help of my co-instructor to observe and prompt me on this issue during class. Will also ask for periodic input from my mentor, John Jones^(E).
- Do a full review of my performance after three months^(F) and again after six months.

	Element	Explanation
A	Specific statement of the objective	Just like a learning objective, make sure it has a condition, performance, and standard.
B	Identify the steps you will take to accomplish the specific goal	Be specific. What are all the tasks you need to accomplish in order to reach your objective? Check with your mentor to see if he/she has any other suggestions to things you might try.
C	Define objective measurement(s) of skill improvement	Explain the standard(s) such as improve my —uses time effectively score from an average of 3.5 to 4.0.
D	Identify any resources you might need	Not all objectives will need additional resources, but many will. Be sure to consider how quickly you can get the resources when you determine the time frame for evaluation.
E	Identify who might mentor or coach you	Find someone who can help you discover new ways to work on the skill you want to improve—ideally someone who does it very well.
F	Specify a time frame for evaluation of progress	Be aggressive but realistic in determining time frame. If you cannot get a resource you need for four months, then the evaluation needs to be after that time.

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Step 4 -- Follow Up On Your Progress

No plan is likely to succeed unless you create a follow-up strategy. Establish a timetable to follow-up and reassess your Personal Development Plan. For each specific activity or outcome, regularly track progress toward that goal (for example, at one month, three months, six months, and one year intervals).

If you set challenging goals and timeframes, you may not always make your desired deadline. That is fine. This is your plan, and the point of setting the timeframe is to keep you focused on reaching the goal. Step 4 allows for reassessment of the timeframe based on the current circumstances, if needed. The goal is to become the best instructor you can, through lifelong learning and continuous improvement.

Personal Development Plan Step 1 -- Assess Your Current Status

Name: _____

Date: _____

General overview statement of your skills as an instructor: _____

Strengths: _____

Opportunities for self-improvement and growth: _____

Threats to your role as an instructor: _____

Personal Development Plan Step 2 -- Key Opportunities for Improvement

Self-driven opportunity for improvement: _____

Self-driven opportunity for improvement: _____

Self-driven opportunity for improvement: _____

Evaluation-driven opportunity for improvement: _____

Evaluation-driven opportunity for improvement: _____

Evaluation-driven opportunity for improvement: _____

Personal Development Plan Step 3 -- Improvement Action Plan

Evaluation-driven

Objective # _____

Self-driven

Statement of the objective: _____

Define objective measurement(s) of skill* improvement: _____

Resources needed: _____

Identify mentor/coach: _____

Time frame for evaluation of progress: _____

Steps you will take to accomplish the specific goal:

* Per Webster's Ninth New Collegiate Dictionary, "skill" is "the ability to use one's knowledge effectively and readily in execution or performance."

Personal Development Plan Step 4 -- Follow Up On Your Progress

Objective # _____

Objective measurement results: _____

Exceeded goal _____

Met goal _____

Goal not met _____

Mentor/Coach comment: _____

Time frame next evaluation of progress: _____

Additional steps (if any) to be taken: _____

Instructional Skills Self-Evaluation Form

Name: _____

Date: _____

6 = expert, 5 = very good, 4 = good/acceptable, 3 = Needs Improvement, 2 = Inadequate, 1 = Unacceptable/Seriously Deficient

		6	5	4	3	2	1
Platform skills	1. Appeared prepared & demonstrated subject knowledge						
	2. Exhibited poise & confidence						
	3. Effectively delivered (attitude, enthusiasm, voice, eye contact)						
	4. Nonverbal behavior shows available, enthusiastic, respectful attitude						
	5. Maintained eye contact						
	6. Encouraged participation & questions						
	7. Listened effectively to students						
	8. Used questioning effectively						
	9. Paused 5 seconds for questions to be answered						
	10. Gave useful feedback (incl. answering questions)						
	11. Used questions asked during session as lead into review for session						
	12. Effective use of hands						
	13. Put things down when not using them						
	14. Handled disruptions from learners in class						
	15. Handled interruptions to the class						
	16. Voice tone, pitch, inflection, volume						
	17. Did not use fillers, i.e. "OK," "UM," "You know," . . .						
	18. Did not display nervous mannerisms						
	19. Did not repeat the same phrase						
	20. Learned participants' names (quickly) and used them						
Training process, Message & Content	21. Stated objectives & main points clearly at beginning of each lesson						
	22. Asked for questions after stating the objectives						
	23. Covered main points adequately enabling students to meet objectives						
	24. Presented material in easy to follow format – logical sequence						
	25. Provided practical exercises						
	26. Watched to be sure everyone got started on exercises						
	27. Was quiet and available during exercises						
	28. Got everyone 's attention before addressing comments to the whole group						
	29. Used appropriate exercise/work problem for the learning objective						
	30. Assessed comprehension of students						

6 = expert, 5 = very good, 4 = good/acceptable 3 = Needs Improvement, 2 = Inadequate, 1 = Unacceptable/Seriously Deficient

		6	5	4	3	2	1
Training process, Message & Content	31. Used effective handouts						
	32. Was quiet while distributing handouts						
	33. Cited practical examples/applications from real life to illustrate points made						
	34. Explained how the material could be used (relevancy to the workplace)						
	35. Supplemented material with items of interest to stress importance of topic						
	36. Summarized main points at the end of each lesson						
	37. Summarized the entire set of material at the end						
	38. Used (could identify) two LSI techniques for expanded group learning						
	39. Stimulated learning with games, group discussion, or role play						
	40. Stimulated learning with reading or case study						
	41. Stimulated learning with simulation or group exercises						
	42. Stimulated learning with group discussion or exercises						
	43. Balance between Visual, Auditory, Read/write, & Kinesthetic learning activities						
Media use	44. Used effective projected visuals– 6 of 6, print size, 1 subject each, color						
	45. Used room effectively – set up, face audience, not block views						
	46. Effective use of laptop/LCD projector						
	47. Used flipcharts effectively – their words, large print, silent writing						
	48. Used video segments correctly -- good lead in & paraphrasing afterwards						
Logistics & Facilities	49. Tables and seating appropriate for the desired learning situation						
	50. Monitored room temperature and adjusted as best possible						
	51. Insured appropriate lighting for participants						
	52. Lighting on screen did not interfere with viewing						
	53. AV setup well for viewing and use – sight lines, media conflict, clutter						
	54. Maintained good control of session start/finish times						
	55. Took breaks at appropriate time intervals						
	56. Maintained good control of time on breaks						
	57. Used time effectively; was concise & to the point; did not go on tangents						
Overall Instructional Skills Self-evaluation							

Suggestions for improvement: