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| Personal Development Plan |
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| **11/23/2017** |

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| The Personal Development Plan is a help full tool to help you reflect on your performance and achievements. |

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**Introduction**

**“**IF allmoney equally distribute among everyone in this world then the all the money must flow back to same pockets”

Creating a Personal Development Plan is an organized method for what goals and achievements by improving specific skills sets and area of knowledge or behavior. At first we have to understand why most of the people in this world blame for their failures on government, weather, company policy, changed season whereas most of them lack enough skills sets, unable to read and have not a good plan for his future life however the one who succeeded In life have more skills sets and always read on daily it is not important the one have more money but more skills which put more values in market and generate the enough money for his life.

**Definition1**

PDP is a methodology designed to enable think about your career, personal development, future plans and objective in your life and in simple terms “It is a process to create an action plan based on awareness of values, reflection and goal settings.”

**Definition2**

PDP is a structure process to think before you jump in reality world what you have skills sets, balance, the promises and what you want to do in your future life how would you change and modify the skills, the balance and not left behind your promises.

**Benefits of personal development plan**

PDP starts with self-awareness of values, desires, wishes true fulfillment never be achieved by just chasing other people’s success but it will achieved by designed your life “who you are” how you become happy in your future life.

**Direction**

Once you realize the who you are, what skills you may have and you will clearer on your objectives to achieve in your future life. Decision making become easy once you aware yourself. The one must create a to do list for his or her life the task which are not worthy in one person life must be left behind.

**Improved focus**

With clear vision of direction there will be multiple task needs your attention as per your personal development increases your prioritization becomes much easier. You can quickly identify the tasks you needed to complete and what available resources you may have. What is less necessary must be left behind and what is more important to do first.

**Learning**

Learning things that enable one to communicate with some expertise and to synthesize distinctive real-life issues, learning a special way of viewing the reality on which they still can build today, learning that passion and a go-getter mentality for a subject or trade are crucial, and learning to explore affinities. Learning outcomes in the side-job and leisure domain are two-dimensional: they first of all learned what work not to do and with what kind of people not to work with and they secondly learned from passionate others (adults and peers) that passion was the key desirable for later life as well as aiming for a high-quality and unique product or project that signals this passion.

*Diepstraten, Isabelle. 2006. The new learner: Trendsetting learning biographies in a knowledge society [PhD dissertation, in Dutch]. Amsterdam: F&N Bookservice.*

**Life Trajectory**

What to do, How to act? These are focal questions for every one living in circumstances of late modernity and ones which, on some level or another, all of us answer, either discursively or through day to day social behaviors .Reconstruction of the past goes along with the anticipation of the likely life trajectory of the future. Self-therapy presumes what rainwater calls a “dialog with time”. A process of self-questioning about how the individual handles time of her life span.

*Giddens, Anthony. 1991. Modernity and self-identity: Self and society in the late modern age. Cambridge: Cambridge Polity Press*

**Career guidance**

In educational career guidance, traditionally a person–environment approach dominates, in which knowledge about person and environment for the most part is not based on real-life experiences with work but is created by instruments and professionals and transmitted by standardized methods that are not aimed at the creation of personal meaning via dialogue. A traditional approach does not support the use of career competencies. A learning environment, however, that stimulates real-life experiences with work and a dialogue about these experiences does contribute to the use of career competencies. Even when personality traits of the student and their education are taken into consideration, the characteristics of the learning environment influence the degree to which and the kind of career competencies learned and used by students. In particular, the career dialogue and the conversation students have in the workplace prove to be crucial. Both contribute to career reflection, career forming, and networking; in fact, this dialogue is more strongly correlated with the development of career competencies than personality traits are.

*Kuijpers, M., F. Meijers, and J. Bakker. 2006. Powerful career-oriented learning environments in (pre)vocational education: How does it work? [in Dutch]. Driebergen: HPBO*

**Genetics**

All arguments for the genetic determination of learning styles are necessarily based on analogy, since no studies of learning styles in identical and non-identical twins have been carried out, and there are no DNA studies in which learning style genes have been identified. This contrasts with the strong evidence for genetic influences on aspects of cognitive ability and personality. It is generally accepted that genetic influences on personality traits are somewhat weaker than on cognitive abilities (Loehlin 1992), although this is less clear when the effects of shared environment are taken into account (Pederson and Lichtenstein 1997). Pederson, Plomin and McClearn (1994) found substantial and broadly similar genetic influences on verbal abilities, spatial abilities and perceptual speed, concluding that genetic factors influence the development of specific cognitive abilities as well as, and independently of, general cognitive ability (g). However, twin-study researchers have always looked at ability factors separately, rather than in combination, in terms of relative strength and weakness. They have not, for example, addressed the possible genetic basis of visual-verbal differences in ability or visual-auditory differences in imagery which some theorists see as the constitutional basis of cognitive styles.

*Coffield, F., D. Mosely, E. Hall, and K. Ecclestone. 2004. Learning styles and pedagogy in post-16 learning: A systematic and critical review. London: Learning and Skills Research Centre.*

**Learning environment**

A strong learning environment is defined as an environment having a constructivist program characteristics (career identity is the basic principle of the program, the program is oriented towards authentic (i.e. functional) learning, and there is an integrated thematic and subject based approach), (b) students participate in cognitive processing activities (mainly construction and reflection), (c) teacher guidance activities (adaptive instruction, coaching, and the promotion of self-regulating skills), and (d) evaluation (functional testing of knowledge, insight, and skills, as well as assessment of broad competences in situated action).

*Geurts, J., and F. Meijers. (forthcoming). Vocational education in The Netherlands: in search for a new identity. In International handbook on vocational education and training for the changing world of work, ed. R. Maclean and D.N. Wilson, New York: Springer*

**Change**

Change is inherent to human culture. In the early days of human kind, people had to adapt to changing environmental conditions. People were nomads moving constantly from one place to another to adapt to different seasons and hostile environments. Later people adapted more sedentary modes of living, trying to hunt down animals, sometimes travelling long distances into unknown grounds and spaces, and trying to gather berries, roots and plants; then humans discovered agriculture, found a geographically more stable mode of living, but still facing the changing climatic conditions. Later, humans developed their mode of functioning through the exchange of goods, the introduction of craftsmanship, of trade, of home manufacturing systems and finally by the introduction of industrial production. This completely changed the working environment and redefined social relations and hierarchies.

Economic independence of a large part of the population was a consequence of it. Change is also inherent to human nature. From a state of a little baby we grow into childhood, adolescence, adulthood before reaching old age. Over our life time, we keep changing our ideas, our views on the world, and our goals in life. Our bodies change physically over a determined period of time; all the cells in our body having a short lifetime of several months are constantly being renewed. In reality, our body is renewed several times during our lifetimes. Change is finally also inherent to nature. Creation and destruction is a subtle balance that shapes our world. Mountains are created and then eroded by the elements. Animal species emerge and other disappear – the sad fact that human kind and its actions has caused an increase in the disappearance of species should not make us forget that species have being extinct before humans existed

*Sennett, Richard. 1998. The corrosion of character: The personal consequences of work in the new capitalism. Norton: London*

**Fundamental aims**

One of the fundamental aims of personal development planning is to develop skills of personal understanding students’ motivations for writing something in their portfolio or personal development plan, or the learning goals students will set for themselves Individuals must, after all, learn to make choices in order to cope with a flexible, constantly changing and complex society

*Wijers, G., and F. Meijers. 1996. Careers guidance in the knowledge society. British Journal of Guidance and Counselling 24: 185–198*

**Objectives**

The objectives and goal settings are the essential determining factor in PDP you don’t have enough focus when you have not clearer objective set first if you have not any wish left you can’t achieve anything in your life therefore objectives and goals of life must be set before.

**Obstacles**

There are so many obstacles in developing a PDP like repeating the same mistakes over and over again without realizing the judgement mistakes every year in his entire life span and not have clear objective in his mind below are the common problems and obstacles one face in his life.

* Mismanagement of time
* Unorganized in life
* Blaming other for failures
* Feeling pity
* No self confidence
* Lack of well written plan
* Escaping and avoiding PDP
* Accepting abuse and giving your power away

**Assertiveness**

Assertiveness can allow a person to enhance his career because those who are assertive tend to reach to the higher goals and can achieve the higher ambitions in his life. You will not become assertive if you are not self-confident to become more assertive you have to get the more skills and one in them is self-confidence. You can’t become assertive without first developing the faith on yours skills and abilities to do the daily task. In order to become successful in workplace the one must be more assertive in social standing. We lived in this world where everyone takes care of his own life it’s up to one person what he wants in his life while being aggressive you always loose.

**Conclusion1**

Professional development plan is an accurate indicator of one man success and happiness in life decide today to get organized and overcome obstacles that are stopping you to back finding your passion of living and dreams no matter how much you have experience and obstacles always face the reality improve yourself not to blame for others for any reason check your judgment errors, Try to finding new skills sets, the methods of your success.

**Conclusion2**

Professional development plan is process a critical thinking which accommodate the future needs of a person, How one override the his past how one sets his sense of direction, effective improved thinking and greater resilience and create better future plans, Overcome the obstacles like unorganized, mismanagement of time and unresolved fears.

**Recommendations1**

As we know the PDP needs well set priorities sort out insignificants task define your dreams set your goals in life. Overcome your ego, Victim's Mentality you must sure to know why everyone owes you in life. Keep a well written plan always in front of you.

Planning in your head is different from formalizing a plan that you can share, view and evaluate. Talk to a personal tutor about creating a written up and agreed upon plan, identifying long-term, medium-term and short-term goals. Sharing them with someone like a tutor will also help you to self-monitor and evaluate.

**Recommendations2**

Most good PDP is the reflection of your choices you have made get into the habit of questioning yourself where to you want to be and how you can make that happen does your future prospects or career trajectory have standards or performance indicators Many professional level roles require evidence of what, when, where and how development activities have taken place notice how and when you spend time and energy categorize each area you where you spent your time eliminate unnecessary unworthy workings.