



Professional Development Plan

Name:

Title:

Organizational goals completed in the annual evaluation

Employee Strengths		
Professional Development Goals Career Growth & Aspirations		
Goal	Activities to Achieve	Resources/Support to Achieve
Specific Training Topics To Assist Employee in Development		
Topic/Training Course	Delivery Method	Employer Driven or Elective
Additional Comments		

Date(s) to Review:

Employee Signature:

Date:

Supervisor Signature:

Date:

PROFESSIONAL DEVELOPMENT PLAN INSTRUCTIONS

BHN is committed to supporting employees to replenish their knowledge and acquire new skills to excel at their positions. When employees learn new skills or tools, they are more likely to feel more positive about their work and their ability to create change. Achieving success towards goals not only helps employees feel more satisfied, but it helps BHN fulfill its mission.

Who: The supervisor will complete the Plan in partnership with the employee, supervisory and employee signatures are required.

Where: The form will be a working document that the employee should keep and refer to over the course of the following year. A copy of the Plan will be filed in the employee's HR folder.

When: The Professional Development Plan will be completed annually along with the employee's performance evaluation. The supervisor and employee should discuss professional development opportunities collaboratively. **Each employee should have at least one goal in the category of professional development. Activities and resources should be listed for each.**

Review: It is recommended that the supervisor (through routine supervision) review and discuss progress towards goals mid-way through the year or as needed.

Professional Development Goals: This section addresses opportunities for the Employee's continued professional growth. At least one goal, with corresponding activities and resources should be established.

Professional development may be geared towards improving an area outlined in the evaluation which may need improvement or can be related to an employee's new responsibilities or future career goals.

The following are examples of actions to support an employee's professional development. This is not considered to be an exhaustive or complete list of opportunities:

- A. Continuing education: enrollment in formal degree or certification programs or pursuing training or accreditations
- B. Participation in short-term educational opportunities such as conferences, courses, webinars or workshops
- C. Participation in professional organizations, serving as an officer, board member or other volunteer capacity. This may also include presenting project outcomes at conferences or workshops;
- D. Gaining new technological skills or improving skills in software, data systems, etc.
- E. Participation in online communities of practice and other informal learning opportunities
- F. Improving job performance such as learning about developments in the employee's field or improving existing skills
- G. Increased duties and responsibilities which may include taking on new challenges in current position, projects, long or short-term assignments.

Example:

Statement of the Goal: To improve public speaking skills.

Specific Actions I can Take: Take a class, take on a new assignment that requires public speaking, present a paper, read a book and present information to others, etc.

Support necessary for completion: time, monetary resources, support from specific people, networking connections, etc.

APPROACHES TO PROFESSIONAL DEVELOPMENT:

Skill Based Training

- Effective skill-based training allows participants to learn conceptual information or necessary behaviors, practice learning the new information or behaviors, and receive feedback on their performance.
- Making the most of a training program: Have a discussion with supervisor regarding reasons for attending, what you hope to get out of it; **Post-conference – debrief the experience.** Discuss what you have learned at the training session and how you might immediately apply it to your work. Practice skills that you learned.

Job Assignments

- Learning by doing – by working on real problems and dilemmas
- May be an entirely new job, a responsibility added to an existing job such as a short-term project
- The key element in a developmental assignment is challenge, something that stretches people, pushes them out of their comfort zones, and requires them to think and act differently

Developmental Relationships

- Learning through interaction with others. Three major roles that a person can play include:
(1) assessment (feedback provider, sounding board, point of comparison, feedback interpreter),
(2) challenge (dialogue partner, assignment broker, role model),
(3) support (counselor, cheerleader, reinforcer, cohort).