



**INDIVIDUAL  
DEVELOPMENT  
Plan Worksheet  
Fall 2005**

***The purpose of this worksheet is to walk you through the type of information you will need to put together for this year's fall planning. Every task or activity you do will need to be associated with a plan.***

A screenshot of the TExAS web application interface. At the top center is the TExAS logo. Below it is a navigation bar with links: "Home | Task List | About TExAS | Pending Development Tasks | Plans Review/Approval Catalog | LOGOUT |". The main content area contains a "Login" section with the text "Please enter your UIN and password. Entries ARE case sensitive!". There are two input fields: "UIN:" and "Password:". Below the "Password:" field is a "Login" button.

**IMPORTANT DEFINITIONS:**

**Outcome Programs Plans** comprise a series of educational activities, events, and/or experiences that use appropriate methods designed to help targeted audiences to reach a goal (client change level). This means that the educator is providing a sequential learning opportunity for the same audience over several educational meetings. Moreover, multiple educational strategies are used to teach this audience. Some potential strategies include lectures, case studies, newsletter series, seminars, etc. The end result is an outcome or client level change. These client change levels include: Behavior Change/Adoption of best practice or new technology, change in attitudes, development of skills, or increase in knowledge. Evaluation strategies are purposefully developed to measure toward one of these client change levels.

**Output Programs Plans** comprise a series of educational activities, events, and/or experiences that use appropriate methods designed to measure targeted audiences' satisfaction levels and general clientele feedback. Such programs do not measure client change. However, satisfaction data is collected using either customer satisfaction or informal means to measure satisfaction feedback. In addition to a series of educational activities, there may be one extensive educational event that could be considered an output program if deemed appropriate by the Regional Program Director and District Extension Director/County Extension Director.

**Organizational Support Plans** are based on activities and/or functions that enhance or support the Extension program. Organizational support plans address items such as EPC management, county/unit management, county/unit marketing, support of county programs, collaborations and partnerships, and faculty development. There are no expectations for evaluation with this type of plan.

**Individual Development Plans** are an employees plan to improve themselves. These plans are based on activities and/or functions that promote growth for the faculty member. These are individual plans are there is only one per person.

**Plans have two parts, a plan overview and then tasks. Typically there are seven (7) types of tasks:**

1. **Planning Groups**
2. **Marketing/Promotion**
3. **Educational Methods**
4. **Evaluation**
5. **Interpretation**
6. **Individual Development**
7. **Resource Acquisition/Management**

*Each plan will have multiple tasks according to what is needed to accomplish the plan. What follows in this worksheet is a section for putting together information needed for the plan overview, then a section that includes information needed for each type of task. These task planning sheets can be replicated as needed.*

## **THIS IS AN INDIVIDUAL DEVELOPMENT PLAN WORKSHEET**

# Individual Development Plan Overview

**Type of Plan:**

- Outcome
- Output
- Organizational Support
- Individual Development

**Discussion:** To help determine what type of a plan needs to be selected, review plan definitions on page two of this document. The first thing you will be asked to do in TExAS is to select your plan type.

**Title of the Plan:** \_\_\_\_\_

**Discussion:** The title of your Individual Development Plan should be descriptive such that you will know what time frame that the plan is for and/or what may be your goals with regard to your development.

**NOTE:** You are doing an Individual Development Plan to provide an overview of your overall development needs as it relates to your job responsibilities and career goals. The Individual Development Tasks included in this plan will be those that support your career growth. Individual Development Tasks related to your job responsibilities may be entered in the Individual Development Plan or as a task in an Outcome, Output, and/or Organizational Support Plans. The choice is yours whichever works for your type of planning and organization. When retrievals are available, ALL individual development tasks no matter where they have been entered will be pulled together into one summary to include your Individual Development Plan Overview and ALL Individual Development Tasks (regardless of where they were entered).

**Briefly describe your job and responsibilities.** \_\_\_\_\_

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**Discussion:** This should be taken from your job description and is a foundation for thinking about what Individual Development Tasks (professional development activities or programs, etc.) you might participate in to be successful in your job given your responsibilities.

**Note:** There is discussion underway to have the job description information automatically pulled into TExAS, but for 2005-2006 this feature will not be available.

**Describe your long term (5 years plus) career goals:** \_\_\_\_\_

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**Discussion:** An important area to think about with your Individual Development Plan are those Individual Development Tasks (professional development activities or programs, etc.) that will help you be successful in reaching your LONG term career goals.

Describe your short term (1-3 years) career goals. \_\_\_\_\_

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**Discussion:** Think about those Individual Development Tasks (professional development activities or programs, etc.) that will help you be successful in reaching your SHORT term career goals.

**What are your degree plans:**

- No degree plans at this time
- Associates Degree
- Bachelors Degree
- Master's Degree
- Doctorate Degree

**Discussion:** If you are working on a degree this is where you will note that you are currently pursuing a degree. Pursuing a degree is considered individual development. If you have completed all intended degrees, then you will note "No degree plans at this time". Then skip the next three questions regarding degrees and go to the certification information statement.

If you have degree plans, please indicate your major: \_\_\_\_\_

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If you have degree plans, what are the number of hours completed: \_\_\_\_\_

If you have degree plans, what university or college are you attending: \_\_\_\_\_

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Describe any certifications you want to obtain or renew: \_\_\_\_\_

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**Discussion:** Certifications are considered individual development and should be included in your Individual Development Plan.

**What percent of your time do you anticipate spending on individual development:**

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**Discussion:** This will vary from individual to individual and year to year. If you are starting a new position or new educational program then the percent of time you spend on individual development might be higher. Or if you are on the last push to a complete a degree, then it might also be higher. Typically the range is 10-20 percent of time spent learning or in individual development. This percentage should be a point of discussion for you and your supervisor.

## Individual Development Task

**Discussion:** Individual Development Plans only have one task type and that is the Individual Development Task. There will not be any planning group, marketing, interpretation, evaluation, etc. tasks with your Individual Development Plan. There can be multiple Individual Development Tasks. Individual Development Tasks related to your job responsibilities may be entered in the Individual Development Plan or as a task in an Outcome, Output, and/or Organizational Support Plans. The choice is yours whichever works for your type of planning and organization. When retrievals are available, ALL individual development tasks no matter where they have been entered will be pulled together into one summary to include your Individual Development Plan Overview and ALL Individual Development Tasks (regardless of where they were entered).

**NOTE:** The more complete the information is in your Individual Development Tasks, the easier it will be for you to report. If all information is complete, reporting will be a verification of that information and validation that you did in fact complete the task. In short, the more complete your planning, the easier reporting will be.

**Title of Individual Development Task** \_\_\_\_\_

**Discussion:** Titles for Individual Development Tasks should be descriptive of the individual development program or activity that is easily recognized by you when you see it on your task list in Texas Extension Accountability System (TEXAS).

**Name of Activity/Program:** \_\_\_\_\_

**Discussion:** In TEXAS there is a link to a Learning Opportunities Catalog and Calendar for ideas on activities and programs. You can also check with your supervisor and other colleagues or resources that you know of to identify activities and programs.

### Competency Category

- Action Orientation-- the knowledge, skills, ability and behaviors that demonstrate strong initiative, being a champion for change, having a vision, and working diligently toward a goal.
- Communications--the knowledge, skills, ability and behaviors needed to communicate effectively in interpersonal and group situations, whether through written or oral means.
- Organizational Effectiveness— the knowledge, skills, ability and behaviors that help accomplish the mission of Extension through program development and evaluation efforts, as well as the ability to act with accountability.
- Develop and Involve Others— the knowledge, skills, ability and behaviors to work with other people including mentoring, delegation, teamwork, facilitating groups, and providing direction for volunteers.
- Personal Effectiveness-- the knowledge, skills, ability and behaviors that demonstrate a commitment to the profession as well as the flexibility to balance aspects of personal and professional life in order to work effectively.
- Subject Matter-- the knowledge, skills, ability and behaviors related to the performance of a given task or subject matter area, including skills in providing education and instruction, solving problems, and integrating technology.

**Discussion:** Individual development tasks should relate to one of the key competency areas that has shown to make Extension personnel successful in their work. Above are the categories and descriptions of each.

**Type of Professional Development**

- Face to Face Workshop or Seminar
- Conference
- Instructor Led Online Training
- Publications and Printed Resources
- One on One Coaching/Assistance
- Certification Program
- Self Directed Technology Based Course (Web Trainings)
- Self Directed Printed Workbook
- Graduate Program or Course
- Undergraduate Program or Course

**Discussion:** We typically think of professional development activities/programs being those things that we do in a face to face environment, but Texas Extension recognizes professional development activities and programs in a variety of learning situations as listed above. This information will also be helpful in management decisions regarding learning resources in the future.

**Who is the Provider/Organizer:** \_\_\_\_\_

**Discussion:** This should be the instructor, organization, name of publication or publisher, coach/mentor, etc. of the learning resource.

**Description of Learning Activity/Program including modules, titles, sessions, etc.**

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**Discussion:** This area is where you can help your supervisor better understand the particular professional development activity/program you are planning to do or participate in..

**Location of this Activity/Program.**

- International
- National
- Regional
- State
- District
- Local
- Other/Self Directed

**Discussion:** This information is useful in pulling information for performance review, dossiers, and making management decisions.

**What City/State:** \_\_\_\_\_

**Discussion:** If you are doing a self directed or web/technology type program or activity then just note your office's location and of course Texas.

**Start Date:** \_\_\_\_\_

**End Date:** \_\_\_\_\_

**Discussion:** *If you are doing a self directed or web/technology type program or activity then put in the "estimated" dates you plan to work through the self directed materials. This is very important because often if we do not set the time for the self directed activity it will not happen. In the case of college courses put the "approximate" start and end dates of the semester.*

**Type of Credit**

- Not Applicable
- CEU
- Graduate Credit
- Certification
- Certificate of Participation
- Undergraduate Credit Hours

**If it is for college credit or continuing education, how many hours?** \_\_\_\_\_

**Estimated Hours of Participation:** \_\_\_\_\_

**Discussion:** *This information is useful in pulling information for performance review, dossiers, and making management decisions.*

**Notes/Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Discussion:** *The notes/comments section is where you can make any other notes that will be valuable to you in the future or that you want to share with your supervisor regarding this particular individual development task.*