

## Staff Development Plans

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## 2014 Staff Development Plan Guidebook - Libraries

Staff Member's Name: \_\_\_\_\_

Position Title: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Today's Date: \_\_\_\_\_

*The Staff Development Plan Guidebook is a collaborative document between the supervisor and staff member.  
This document is updated and revised throughout the performance period.*

### Step 1: Job Assessment

*The staff member and supervisor will work together to answer the following questions.*

1. What is the primary purpose of the position?

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2. What service/work product is generated by the position?


3. What are the key skills needed to effectively perform the job today?

4. What are the aspirational skills to be required within the next 1-2 years?


## Step 2: Career Readiness Assessment

Part 1: Both the staff member and the supervisor will each make an independent judgment and select a box.

Part 2: Only the staff member will respond to this question.

- Use the **9Box** grid to determine the staff member’s career readiness. Please check the grid level that best reflects the staff member’s abilities at this time:

<input type="checkbox"/> Highly competent in current role and capable of assuming new task/role at the same level of complexity  7	<input type="checkbox"/> Highly competent in current role and capable of growing into more complex task/role within same level  8	<input type="checkbox"/> Highly competent in current role with potential to grow into a task/role with much broader responsibility and complexity  9
<input type="checkbox"/> Competent in current role and capable of assuming new task/role at the same level of complexity  4	<input type="checkbox"/> Competent in current role and capable of growing into more complex role within same level  5	<input type="checkbox"/> Competent in current role with potential to grow into a role with much broader responsibility and complexity  6
<input type="checkbox"/> Lacks competence in current role not capable of assuming new task/role  1	<input type="checkbox"/> Lacks competence in current role, potentially adapting slowly to role, capable of growing into more complex task/role within the same level  2	<input type="checkbox"/> Too early to assess competence but perceived to be able to take on greater responsibilities/roles once performance is demonstrated  3

- Other than the staff member’s current position, what are additional career & skill interests?


### Step 3: Development Plan

*The staff member and supervisor will work to identify development goals as outlined below.*

- Review **Steps 1 and 2** of this document and insert developmental goals into the table below.
- Identify the learning strategy for each goal (on-the-job training, workshops, outside work activities). For additional assistance with strategy identification, please attend a staff development workshop facilitated by central Human Resources.
- Assign a completion date under “Timeline” for each development goal.

Developmental Goal	Learning Strategy	Timeline
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

**Supervisor and Staff Notes:**

*Both the staff member and supervisor can use this page to record training and development accomplishments, progress, and/or issues.*