**PURDUE**
**U N I V E R S I T Y**

# Staff Development Plan
# Guidebook

**Staff Member's Name:** _____

**Position Title:** _____

**Supervisor:** _____

**Today's Date:** _____

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

# Section 1: Job/Skill Assessment

1.  What is the primary purpose of the position?

|  |
|--|
|  |

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? |
|--|--|
| ☐ | ☐ |
| ☐ | ☐ |
| ☐ | ☐ |
| ☐ | ☐ |
| ☐ | ☐ |
| ☐ | ☐ |
| ☐ | ☐ |
| ☐ | ☐ |
| ☐ | ☐ |

## Section 2: Career Readiness Assessment

1. 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:

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

2. Other than the staff member's current position, what are additional career interests?

| | |
|---|---|
| ☐ | ☐ |
| ☐ | ☐ |
| ☐ | ☐ |
| ☐ | ☐ |
| ☐ | ☐ |
| ☐ | ☐ |
| ☐ | ☐ |
| ☐ | ☐ |

# Section 3: Development Plan

- Review **Sections 1 and 2** of this document. Identify development related opportunities. Place a check mark in the box beside each position/career related notation to be transferred into the table below. By transferring the notes from **Sections 1 and 2** into the table, the note becomes a developmental goal for this planning period. An item checked but not transferred to the table, can be added to the table at a later time.
- Identify the development 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 | Strategy | Timeline |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

# Notes: