



# MODULE 10: **PERSONAL DEVELOPMENT PLAN**

**PARTICIPANT WORKBOOK**  
LIFE SKILLS PROGRAMME

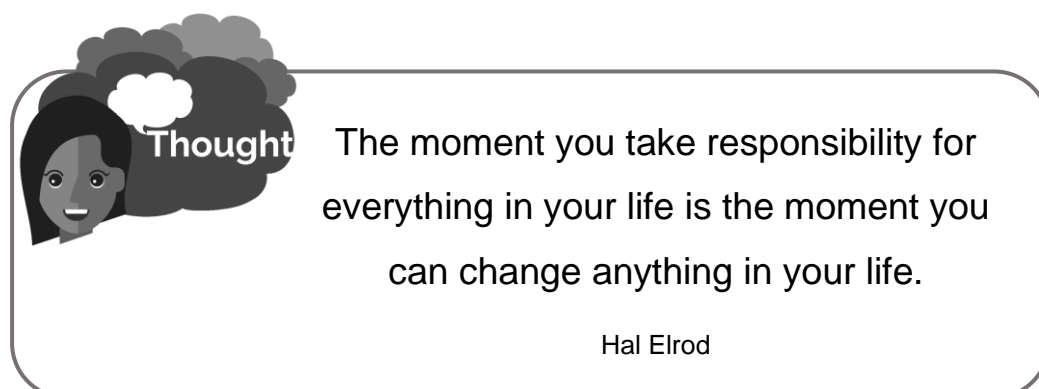


**nyda**

NATIONAL YOUTH DEVELOPMENT AGENCY  
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## Module outcomes

By the end of this session, you will be able to:

- Identify your own strengths and areas for development
- Set goals and objectives for personal development
- Develop a personal development plan
- Implement your own development plan
- Monitor your progress on your personal development plan
- Adjust your personal development plan where and when necessary

## 1. Introduction

One of the main goals in our lives should be to continuously try and improve ourselves. There are many people and other resources that can help us in our own development. Let us start this module by looking at who is responsible for YOUR development.

## 2. Who is responsible for my development?

### ACTIVITY 1

# Task



Working on your own, read the article: **“Be responsible for your development”** published in *The Star, Workplace*, Wednesday January 14, 2004, which you will find on the next page.

1. Identify the main points in the article. List them below.

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2. What does “Be responsible for your own development” mean to you in your life right now?

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## Educational Experts have the following to say on the value of continual learning

**Mamphela Ramphela, managing director, human development of World Bank (Washington):**

"Take responsibility for your own development and success. As an individual, you hold the ultimate key to success or failure. Taking responsibility for yourself is crucial to breaking the victim image women and blacks often adopt"

Remember: "Learners' ability to succeed depends not only on their own efforts and skill but on how much support is provided for their development, and how much value the institution places on the time and energy expended in developing human resources. An essential part of the nurturing which helps people succeed is the setting of developmental goals early on. Learners need to know what is expected of them, and to negotiate goals which they feel are achievable."

**Cecile Kotze, managing director of Bergzicht Adult Training Centre:** "Don't accept your position as disqualifying you. There is so much help outside, and only you can escape from your situation, so make a choice and don't fall in the trap of blaming others. Go beyond the circumstances. I started Bergzicht Training Centre when I was 55, but each year I enjoy it more. This goes to prove that even older women can successfully pursue their dreams."

Remember: "Empowerment goes much further than the individual – if you empower a woman, you empower her community."

Self-empowerment affects all sectors – family, community and eventually our economy and society at large. It enables decision-making within the family and the community and it inspires self-confidence and enables people to dream."

**Dr Caroline Leaf:** author of *Switch on your brain*: I believe that everyone is gifted. I see this in my husband, my children, my family, my clients and even in myself. I am not ashamed of my brain. I celebrate the fact that I, and all mankind, can think and learn. It is a magnificent



**You hold the key ...** Mamphela Ramphela believes taking responsibility for your own development is the way to break the victim image.

## Be responsible for your development

gift from our Creator to be used proudly. It's my desire that people will use their brains and not be scared to say "I've done well."

Remember: "It is imperative that we all realise that we have an amazing brain that is made up of approximately 100-trillion nerve cells and that would take 3-million years to fill up! The more we use our brains the more intelligent we become, and therefore the older you get the more intelligent, if you have continued to use your brain."

The average person uses less than 0,001% of their brain for intellectual functioning. Therefore, never stop learning: if you are retiring, go and study, get that

degree you always wanted; if you never got matric, now is the time. My oldest client was a 75-year-old who decided to change career paths and was going back to university!"

**Sinnah Ramakhula, CEO National Economic Education Trust:** "Further that education – learning only ceases when you have taken your last breath. Every contact you make, every meeting you have, should be a learning one."

Remember: "Hard work is often shunned. It is important that one realises that work should not be time set. Often important work comes after hours. Be prepared to work overtime!"

(This article is reproduced with permission of The Star Workplace and Independent Newspapers)

## ACTIVITY 2

# Task



Read the following and then indicate whether you agree more with option A or option B:

	A		B	Answer
1	Making a lot of money is really a matter of luck.	1	Promotions are earned through hard work and persistence.	
2	I have noticed that at school there is usually a direct connection between how hard you study and the marks you get.	2	Often, the marks given by teachers seem haphazard to me.	
3	The number of divorces indicates that more and more people are not trying to make their marriages work.	3	Marriage is largely a gamble.	
4	It is silly to think that you can really change another person's basic attitude.	4	When I am right, I can convince others.	
5	Getting a job is really a matter of being a little luckier than the next person.	5	In our society, a person's future earning power is dependent upon his or her ability.	
6	If you know how to deal with people, they are really quite easily led.	6	I have little influence over the way other people behave.	
7	The things I achieve are the result of my own efforts; luck has little or nothing to do with it.	7	Sometimes I feel that I have little to do with what I achieve. I often feel like a puppet.	
8	People like me can change the course of world affairs if we really try.	8	It is only wishful thinking to believe that one can really influence what happens in our society or our communities.	
9	A great deal that happens to me is probably a matter of chance.	9	I am the master of my fate.	
10	Getting along with people is a skill that must be practised.	10	It is almost impossible to figure out how to please some people.	

(Adapted from Julian B. Rotter "External and Internal Control")

### Scoring instructions:

1. This exercise is designed to measure your **locus of control**. When you score your answers, you need to give **1 point** for each of the following answers:

**1B; 2A; 3A; 4B; 5B; 6A; 7A; 8A; 9B and 10A**

2. Calculate your total score by adding the points. Total score = \_\_\_\_\_

3. Interpret your score as follows:

8-10 **High internal** locus of control

6-7 **Moderate internal** locus of control

5 **Mixed** locus of control

3-4 **Moderate external** locus of control

1-2 **High external** locus of control

The **higher** the score, (i.e. the greater the **internal** locus of control), the more the person believes he/she is in control of his/her own destiny. These people have accepted that **they** are responsible for what happens in their lives.

The **lower** the score, (i.e. the greater the **external** locus of control), the more the person believes that what happens in life is due to luck or chance. In other words, they have not accepted responsibility for what happens in their own lives and sit back and wait for somebody else to fix their problems.

(Adapted from JB Rotter "External and Internal Control", Psychology Today, June 1971)

- What type of locus of control do you have?  INTERNAL  EXTERNAL
- What does this mean to you?

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- How does this affect your personal development plan?

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### 3. How do I develop a personal development plan?

You have been learning the skills you need for creating a personal development plan over the last few weeks in the Life Skills Programme. Let's see what tools you've developed:

Module	Tool
1. Who am I?	Understand why self-knowledge is important; define different aspects of the self; understand your strengths and development areas; know how to give and receive feedback; appreciate your unique qualities; skills for ongoing self-discovery.
2. Building my brand	Distinguish between identity, reputation, and brand; know what the main characteristics of a brand are; develop and maintain a brand identity.
3. Managing time	Set goals, plan, and prioritise activities; use the urgent/important principle; overcome procrastination.
4. Be more resilient	Knowing strengths to use to cope with challenges; using social support.
5. Creative problem solving and decision making	Use the six-step problem-solving model; identify and use different problem-solving tools; use brainstorm tools to generate ideas for solutions; use the Six Hats technique when making decisions; evaluate potential solutions against criteria; identify methods necessary to implement solutions; evaluate and adapt a solution.
6. Building interpersonal relationships	Build trust and relationships for help and support when building and implementing self-development plans.
7. Communicating effectively	Communicating wants and needs effectively; asking for support and help.
8. Dealing with conflict	Use a six-step model to solve conflict; generate options; making decisions.
9. Understanding the world of work	Know what employers are looking for and what you need to develop to make yourself employable and to be a successful entrepreneur; networking.

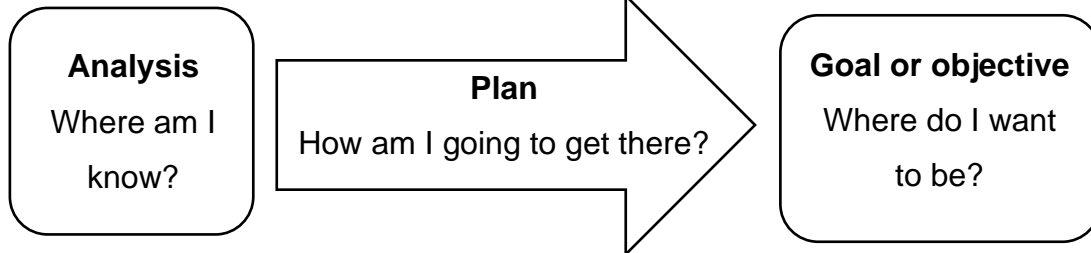
#### 4. Designing your personal development plan



### Key Learning

The following process is useful to **DESIGN** your personal development plan:

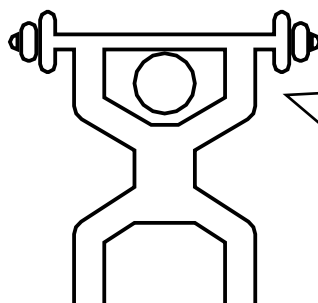
(Adjusted from © UYF 2004)



The following process is useful to **PLAN** your personal development plan:

(Adjusted from © UYF 2004)

- Step 1 • Define goals and objectives.
- Step 2 • Define the action steps for achieving the goal or objective.
- Step 3 • Develop the written plan.
- Step 4 • Implement the plan.
- Step 5 • Follow up meeting: If successful, goal or objective was achieved. If not successfully, revise steps 2 & 3
- Step 6 • Recognise and celebrate the accomplishment!



This is how I can build my personal development plan!

You can start implementing your plan tomorrow! It is important that you write down your goals, action steps, relevant starting and finishing dates, and what you may need to achieve the goals. You can use a framework such as the one provided below. Later in this workbook you

will find a few worksheets that you can use to develop your action plans. When completed, don't just leave it in your workbook. Put it somewhere where you can constantly see it and be reminded of it!

**Action Plan**

**Goal / Objective:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Action Steps	Success Criteria	When?		Possible alternatives	Material required?	Status
		Start	Finish			

**Follow up review date:** \_\_\_\_\_

Remember, that once you have achieved your goal, you cannot stop developing. Self-development is a continuous process!

But I have discovered the secret that after climbing a great hill, one only finds that there are many more hills to climb. I have taken a moment here to rest, to steal a view of the glorious vista that surrounds me, to look back on the distance I have come. But I can only rest for a moment ...

Nelson Mandela

## 5. How do I develop my action plan?

### ACTIVITY 4

# Task



### Where am I now?

#### Assessing your current reality.

1. Close your eyes and think about your life. Think about your family, your community, yourself, your work (or lack of work), your relationships, your skills, abilities, interests, values, needs, wants, qualifications, and work experience.
2. Go back to the module “Who am I?” and go through the lists you have been keeping. Focus on your areas for development. Also look at the Action Plans you have completed at the end of each of the other modules of the. Missing word?
3. **Ask yourself: What is my current situation? Where am I now?**
4. Write it down. Draw pictures. Use colours. You can use the form provided below or you can create your own. Brainstorm all your ideas about your current situation first, then sort them out and categorise them. Take your time. Do this job properly!

My current situation	
<b>Myself</b> <ul style="list-style-type: none"><li>- my body</li><li>- my feelings and emotions</li><li>- my thinking</li><li>- spirit</li></ul>	<b>My relationships</b> <ul style="list-style-type: none"><li>- family</li><li>- friends</li><li>- workplace</li><li>- community</li></ul>

<b>My work</b>	<b>My ...</b>
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## ACTIVITY 5

### Task



#### Where do I want to be?

1. Close your eyes again and think about the way you would like your life to be.
2. **Ask yourself: Where do I want to be?**
3. Visualise what it will look like when you get there.

*If you don't know where you are going, then how will you get there?  
Make pictures in your mind. See the destination. Imagine your arrival. The dream should be in perfect details. See yourself the way you want to be when you arrive. See yourself arriving. Make yourself a road map and study it every day until you know the way and destination by heart.*

Bryce Courtenay

4. At this point in the process, you will make decisions. You will choose between options. Remember, some of the decisions you make will have a huge impact on your life. Use the problem-solving and decision-making process discussed in module 5 of this programme to help you with making these decisions.

Your dream of where you see yourself can also be described as your vision for your life. Carl Sandburg once said: “Nothing happens unless first we dream.”

## ACTIVITY 6

### Task



Create a vision for your life. Write it all down or draw colourful pictures. Remember don't judge yourself!

### 5.1 My goals and objectives

Now that you know what your dream or vision for your life is, you need to convert your vision into goals and objectives to help you make your dreams a reality. Remember that for every **area for development** you have identified in “Who am I?” and the other modules you have completed, you need to set an objective and draw up an action plan.

For example, you may have discovered that you have a passive communication style. This means that you often don't get the things you want and you feel unhappy a lot of the time because of this. You will need to:

- (a) set a **goal**, for example: “I want to communicate assertively”
- (b) set **objectives**, for example:
  - I must express my feelings
  - I must increase my level of self-esteem
  - I must improve my vocabulary
  - I must speak more clearly
- (c) and create a **plan** for each objective

Use as many pages as you need to create your goals and objectives. Remember goals and objectives must be **Specific, Measurable, Achievable, Results orientated, and Timeframe specified.**

## ACTIVITY 7

### Task



**How am I going to get there?  
Creating goals and objectives**

1. Visualise each goal. See it in your mind.
2. Write it down in clear, simple language.
3. Divide the goal into smaller objectives if necessary.

My long-term goals (longer than 3 years)

- a) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My medium-term goals (6 months to 3 years)

- a) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My short-term goals (less than 6 months)

- a) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

By now you have identified your development areas and set your goals and objectives. Sometimes you may have so many goals and objectives, that you may feel overwhelmed and don't know where to start. It is therefore important to prioritise your goals and objectives. Which ones are most urgent and important? Which do you need to work on first?

## 5.2 Define the steps for achieving each goal or objective

Work on each of your goals or objectives, one by one. First, brainstorm ideas of how you are going to achieve the goal. Write down all the ideas. The order of the ideas is not important at this stage – rather look at **quantity**.

Secondly, **evaluate** the ideas listed. Look for those that will be most effective in helping to achieve the goal or objective. In other words, now look for **quality**.

Thirdly, **select the steps** that will be necessary to achieve the objective and put them in the correct order. The steps must be *logical* – it must be clear how you get from one step to another. They must also be *realistic* – you must be able to achieve what you have set out to do! The planning steps must also be *detailed* – you need to say exactly what you need to do.

## 5.3 Develop written action plans

- Now write these action steps into your **Action Plans**.
- Define **success criteria**. The only way you know if you have achieved something is to measure it.
- Set a **deadline** for each step.
- Write down possible **alternatives**, for example I can study part time while working as a waiter.
- Decide **who is responsible** for each step, as well as who could possibly assist you with each step.
- Decide **what resources** are needed for the completion of the step, for example material, other persons, and money.
- Set a specific **follow-up date** for you to check your progress on the plan.
- Once the plan has been completed, go back and identify **possible barriers** to the implementation of the plan and potential problems that may arise. Develop **contingency plans** for each of these. If something does go wrong, you already have a plan in place to deal with this problem.
- For example, if I do not get a job by ..... then I will .....

**Use the action plan sheets you have been given below.**

# My Action Plans

(© Umsobomvu Youth Fund 2004)

Goal / Objective: \_\_\_\_\_

Date: \_\_\_\_\_

Action Steps	Success Criteria	When?		Possible alternatives	Material required?	Status
		START	FINISH			

Follow up meeting date: \_\_\_\_\_

## My Action Plans

(© Umsobomvu Youth Fund 2004)

Goal / Objective: \_\_\_\_\_

Date: \_\_\_\_\_

Action Steps	Success Criteria	When?		Possible alternatives	Material required?	Status
		START	FINISH			

Follow up meeting date: \_\_\_\_\_

## My Action Plans

(© Umsobomvu Youth Fund 2004)

**Goal / Objective:** \_\_\_\_\_

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

Action Steps	Success Criteria	When?		Possible alternatives	Material required?	Status
		START	FINISH			

**Follow up meeting date:** \_\_\_\_\_

## My Contingency Planning Sheet

Objective / Task	What could go wrong or change the plan?	Is it likely or significant?	Preventative action – what can I do to keep this from happening?	Contingency action – what will I do if it happens anyway?

#### 5.4 Implement your plan

Start implementing your plans immediately! **Monitor your progress** on a regular basis to make sure you are still on target. Revert to your contingency plans if you come across a barrier or obstacle. **Modify and adapt** your plans if anything in the environment changes, or, if you need more or less time to achieve an objective.

#### 5.5 Follow-up meeting

The facilitator may set a follow-up date to meet with you to monitor your progress on one of the action plans you have developed. This will be part of the assessment process and will also provide an opportunity for you to get feedback and discuss any problems you may be experiencing.

If you do not have a chance to meet with your facilitator after the course, make sure that you have a friend that can help you discussing your plan and also keep you accountable for sticking to your plans.

#### 5.6 Achieve the objective!

As you implement your action plans, you will achieve the objectives and goals you have set. Remember to **celebrate your achievements** and then move on to the next objective or goal. Once you have achieved a goal, start the process all over again by setting new, more challenging goals! Personal development is an ongoing, lifelong process. It never gets “done”!

### 6. Recommended resources

Canfield, J. (2015). The success principles. How to get from where you are to where you want to be. New York: Harper and Collins.

Chartered Management Institute. (n.d). Personal development planning, available at <https://www.managers.org.uk/knowledge-bank/personal-development-planning>

Gladwell, M. (2008). Outliers. The story of success. New York: Little, Brown and Company.

Lu, E. (2015). How to create a personal development plan, available at <http://www.mindofwinner.com/create-personal-development-plan/>

## Did you know?

We have many more modules that were specifically designed to help you develop those skills that are essential to function effectively in life and in the workplace. Ask your facilitator about the following modules:

1. Who am I?
2. Building my brand
3. Managing time
4. Be more resilient
5. Creative problem solving and decision making
6. Building interpersonal relationships
7. Effective communication
8. Dealing with conflict
9. Understanding the world of work
10. Personal development plan

For e-Learning and other resources, visit  
[www.nyda.gov.za](http://www.nyda.gov.za)

You cannot teach a man anything.  
You can only help him discover it  
within himself.

Galileo

