

## Performance Planning: Developing a Learning Plan

The learning plan establishes specific professional development objectives and actions that will contribute to the employee's achievement of skills and knowledge required to successfully perform his / her job functions, project accountabilities and career aspirations. Learning plans will be unique to all employees. Some individuals may choose to focus on *general areas of learning* (e.g.) improve critical thinking skills or increase knowledge in hospital management, while others may focus on *specific job related skills* (e.g.) effectively start an IV or use of a specific piece of equipment. The Learning Plan provides the opportunity for the employee and his / her manager to discuss and document strategies and timelines associated with achieving professional development objectives.

### Writing Learning Objectives and Action Plans

When establishing learning objectives, think about:

- Have any of my job functions changed, or have new processes and practices been introduced? What knowledge and skills do I need in order to perform these job functions, processes or practices successfully?
- What are my career aspirations? What knowledge and skills do I need to acquire to prepare for my next career move?
- What projects will I be working on this coming year? What knowledge and skills will I need to carry out my project responsibilities?

As with job objectives, learning objectives should also be **SMART**:

- Specific:** the objective should be focused and concrete, with a tangible, observable outcome
- Measurable:** it should be easy to determine the achievement of the objective in qualitative or quantitative terms
- Attainable:** the objective should be manageable and possible to achieve considering available resources and expected timelines
- Relevant:** the objective should contribute to the employee's role and organizational / unit goals and objectives,
- Timely:** the objective should identify deadlines and milestones for tracking

In setting an actions for each learning objective, think about:

- How could I best acquire this skill or knowledge?
  - formal learning (either classroom or e-learning)
  - self-directed learning (reading)
  - peer-to-peer learning (job shadowing, peer coach or mentor, networking)
  - action learning (participating in a project, committee or task force)
- How you will measure achievement of learning? Your targets/measures may be quantitative or qualitative. (e.g., time target such as a date of completion or a qualitative measure of peer or customer feedback, etc.)

### Example - Writing Learning Objectives & Action Plans

Typically, you will set between one to four (1 - 4) learning objectives.

(Examples are random and not reflective of any one person's job, or currently identified needs)

LEARNING OBJECTIVES AND ACTION PLAN	
<p><b>LEARNING OBJECTIVE:</b> Develop strong critical thinking skills</p> <p><b>ACTION PLAN:</b></p> <p>Read articles / books on critical thinking (July - August)</p> <p>Identify and apply tools and techniques for critical thinking to job situations (September - November)</p> <p>Seek out feedback from peers and manager on my critical thinking skills (September - November)</p> <p>Self-assess outcomes of applying critical thinking to specific work situation (September - November)</p> <p>Continue to apply critical thinking skills (on-going)</p>	<p>GENERAL AREA OF LEARNING</p> <p>SPECIFIC: ATTAINABLE</p> <p>RELEVANT</p> <p>TIMELINES AND MILESTONES FOR TRACKING</p> <p>MEASURABLE ACHIEVEMENT</p>
<p><b>LEARNING OBJECTIVE:</b> Increase skill in PIV insertion (May - June)</p> <p><b>ACTION PLAN:</b></p> <p>Seek out a peer to provide coaching on PIV insertion</p> <p>Observe more experienced colleagues inserting PIVs</p> <p>Identify opportunities to practice PIV insertion</p> <p>Seek out feedback from peer coach and clients</p>	<p>SPECIFIC JOB RELATED SKILL</p> <p>PEER TO PEER LEARNING</p>