

## Developing Action Plans

**Definition from CLS:** Creating short and long term strategies for improvement

### Performance Description

Developing action plans involves a designed approach for personal change often initiated by an assessment, a self-assessment, or a reflection. Action planning includes determining who is going to do what actions, in specific ways, with which opportunities, and with what resources. One creates a pre-thought blueprint that is quickly actionable when the opportunity occurs. First, one uses performance criteria and assessment feedback from past outlier experiences to inform future actions. One chooses actions by leveraging strengths, using improvement plans, and turning learning into transferable knowledge using the generalizing or insight methodologies. This strategic thinking is integrated into a script with specific steps to enhance growth, address impediments, produce better results, and move towards a greater quality of life (QoL). When developing action plans, one analyzes current opportunities, capabilities, impediments, potential challenges, measures, and available resources to optimize future success. One then enumerates a sequence of steps to get to a desired level of capability. Finally, one validates that the action plans will produce buy-in for implementation.

### Dimensions

**Use assessment:** compile relevant reflective observations and feedback from recent experiences that may provide future benefit

**Self-evaluate:** be honest about oneself and where one is with respect to their life vision

**Be growth-oriented:** align results of assessment and evaluation with desired change

**Set Goals:** define tangible outcomes to drive personal change and enhance QoL

**Be proactive:** identify opportunities for initiating improvement within current and future contexts

**Inspire:** motivate by showing how pursuing opportunities will have a major impact

**Be methodical:** identify strategies that address the what, why, when, and how

**Plan:** generate structured tasks with steps that promote a successful performance

**Use resources:** leverage available tools, information, people and systems

**Validate results:** ensure the plan efficiently and effectively addresses goals and opportunities

**Connections to classification of learning skills:** blue=individual learning skill, purple=skill cluster

**Mentoring skills that support this skill:** Self-evaluating

### **Level 5: Self-grower**

- Uses assessment feedback from recent highs and lows to align plans with upcoming opportunities to support a life vision through use of a growth plan to improve QoL
- Targets critical growth needs using criteria for quality of life that support short and long-term goals
- Consistently creates opportunities that significantly improve QoL for oneself and others
- Contextualizes the what, how, and why of action plans to address selected opportunities that include specific steps aligned to one's vision of their best self
- Develops resources to ensure action plans will be highly successful in addressing all impediments under all conditions

### **Level 4: Grower**

- Leverages assessment feedback to increase capabilities that support one's life plan, self-growth plan, and current measures of success
- References an annual growth plan to set goals for enhanced life experiences, life achievements, and QoL
- Leverages significant opportunities to produce greater capabilities and results
- Defines the what, how and why for action plans by creating a natural sequence of steps
- Customizes resources to test action plans under varying conditions

### **Level 3: Performer**

- Uses recent assessments and reflections to choose where to focus to elevate performances
- Focuses on needed growth capability in a performance area to set goals for reaching the next level
- Analyzes opportunities in upcoming performances that will improve capability and quality
- Clearly sees the what, how, and why for action plans that use a performance model to integrate each step
- Collects relevant resources needed for the plans in order to rehearse how they will be used

### **Level 2: Learner**

- Interprets assessment feedback to guide selection of potential action plans that address capabilities important in upcoming situations
- Seeks ways to improve through a set of learning goals
- Selects opportunities to improve on existing efforts to improve future performance
- Takes time to understand the what, how, and why of action plans so that each step makes sense
- Explores resources to ensure ability to carry out the specific actions

### **Level 1: Assessee**

- Accepts assessment feedback from mentors because one knows how it is going to improve one's quality of life
- Acknowledges growth areas recommended will be best achieved when goals are set
- Welcomes advice about which opportunities to pursue because they see when and why it will be valuable
- Listens for the what, the why, and when within plans in order to implement specific steps
- Uses existing resources to check that all parts of the plans add value