

Individual Development Plan (IDP)

The Individual Development Plan (IDP) serves as the “road map” for all short and long-term training and developmental activities which are intended to enhance an individual’s skills, attributes, and performance. The IDP helps supervisors to initiate and steer an open dialogue with employees about career aspirations, the alignment of employee goals with mission requirements, and to forecast future manpower and funding. Because mission requirements and funds availability can change rapidly, the content of an IDP is not contractual in nature. Plans should be reviewed and updated on a semiannual basis between an individual and his/her supervisor. The use of the Individual Development Plan Worksheet is encouraged but not required. The IDP Quick Guide can be found on pages 8 and 9.

EMPLOYEE NAME	POSITION
OFFICE	SECTION
Knowledge and skill strengths – Employee input	Knowledge and skill opportunities for improvement – Employee input
Knowledge and skill strengths – Supervisor input	Knowledge and skill opportunities for improvement – Supervisor input
EMPLOYEE Signature - Annual kick off	EMPLOYEE – Signature - Mid-point
DATE	DATE
SUPERVISOR Signature - Annual kick off	SUPERVISOR – Signature - Mid-point
DATE	DATE

Supervisor Concur

Non-concur

Training Goals - 1 to 2 years

Be sure your goals are SMART: S (Specific), M (Measurable), A (Achievable), R (Realistic), and T (Time-bound).

What is your goal? Why did you select this goal? To what extent will this goal benefit you and your office/organization?

Training Course/Conference Vendor Name	Priority	Hours	Cost		Developmental Objective	Course Date(s)	Expected Outcome
			Tuition	Travel			

Supervisor Concur

Non-concur

Training Goals - 1 to 2 years (Continuation form if needed)

Be sure your goals are SMART: S (Specific), M (Measurable), A (Achievable), R (Realistic), and T (Time-bound).

What is your goal? Why did you select this goal? To what extent will this goal benefit you and your office/organization?

Training Course/Conference Vendor Name	Priority	Hours	Cost		Developmental Objective	Course Date(s)	Expected Outcome
			Tuition	Travel			

Supervisor Concur

Non-concur

Short Term Goals - 1 to 2 years

Be sure your goals are SMART: S (Specific), M (Measurable), A (Achievable), R (Realistic), and T (Time-bound).

What is your goal? Why did you select this goal? To what extent will this goal benefit you and your office/organization?

Developmental Activities <small>Career Broadening Opportunities, Assignments, or Temporary Duties that expand your knowledge of the Agency or Enterprise</small>	Competency or core qualification addressed	Expected Completion Date	Expected outcomes and how progress is measured <small>How will you know that you were successful? How will you demonstrate your acquired competency? How can your supervisor validate that you have acquired the new skills?</small>

Supervisor Concur

Non-concur

Mid Term Goals – 3 to 4 years

Be sure your goals are SMART: S (Specific), M (Measurable), A (Achievable), R (Realistic), and T (Time-bound).

What is your goal? Why did you select this goal? To what extent will this goal benefit you and your office/organization?

Developmental Activities <small>Career Broadening Opportunities, Assignments, or Temporary Duties that expand your knowledge of the Agency or Enterprise</small>	Competencies Addressed	Expected Completion Date	Expected outcomes and how progress is measured <small>How will you know that you were successful? How will you demonstrate your acquired competency? How can your supervisor validate that you have acquired the new skills?</small>

Supervisor Concur

Non-concur

Long Term Goals - 5 years

Be sure your goals are SMART: S (Specific), M (Measurable), A (Achievable), R (Realistic), and T (Time-bound).

What is your goal? Why did you select this goal? To what extent will this goal benefit you and your office/organization?

Developmental Activities <small>Career Broadening Opportunities, Assignments, or Temporary Duties that expand your knowledge of the Agency or Enterprise</small>	Competencies Addressed	Expected Completion Date	Expected outcomes and how progress is measured <small>How will you know that you were successful? How will you demonstrate your acquired competency? How can your supervisor validate that you have acquired the new skills?</small>

Supervisor Concur

Non-concur

Supplemental information or additional comments

Supervisor Concur Non-concur

Individual Development Plan (IDP) Quick Guide

Individual Development Plans (IDPs) are an effective tool to help employees articulate and achieve their developmental goals and specific training needs. Creating an IDP is a joint partnership between the employee and supervisor. IDPs help employees and supervisors identify the skills needed to meet professional goals and help the Agency identify and meet strategic training objectives.

1	Pre-Discussion Planning and Self- Reflection The purpose of the pre-discussion planning phase is to prepare the supervisor and employee for their joint discussion. This planning will not only provide time for discussion during the conference, but should also provide direction to the discussions by having this information readily available. The employee should conduct a self-assessment of current job proficiency, skills, strengths, and developmental areas; examine interests and values; establish your goals and priorities; and examine management priorities.
2	Employee-Supervisor IDP Discussion The employee-supervisor IDP discussion provides the opportunity for open dialogue about all that has been considered during the pre-conference planning phase. Discuss the new skills, knowledge, and experiences the employee would like to acquire. Do these goals match personal and career interests? Are the goals in agreement with agency's goals, mission and vision?
3	Prepare and Select Optimum Developmental Activities The matching of identified developmental needs with available development opportunities is a major step in the IDP process. A variety of developmental approaches and strategies should be considered. Identify the gap between the current situation and the desired outcome. This will produce a statement of purpose that should clarify why you want to learn something, and what specific skills, knowledge and abilities you wish to develop. Consider constraints such as time, cost, and personal responsibilities. There are four basic types of developmental experiences to consider in planning the IDP: On-the-job-training, Formal classroom training, Self-Development, and Developmental activities. Identify what skills, knowledge, and abilities are to be acquired or enhanced. Remember that this is only a plan, not a rigid promise; the IDP can and should be revised as goals change and as learning occurs.

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Implementing and Refining the IDP

Before carrying out the IDP, the employee and supervisor should seek feedback with mentors, SMEs, and colleagues for another view of proposed learning needs and strategies. This will help ensure that training and goals set will not only be based on personal needs but will also be relevant to agency's mission and vision. The IDP form is simply a means of formally documenting the development plan. Once the employee-supervisor discussion has been held, the designated form should be completed and put into action. The IDP should be revised and modified twice annually, at kick-off and mid-term evaluation, or as necessary.

Step	Who	Responsibilities
1	Employee	Completes the form.
2	Employee and Supervisor	Discuss employee strengths and opportunities for improvement. Agrees on contents of the form.
3	Supervisor	Ensures the form is properly completed
4	Employee and Supervisor	Signs the form
5	Employee and Supervisor	Keeps a copy of the form
6	Supervisor	Maintains a copy of the IDP until the next review.
7	Employee and Supervisor	Implements the IDP and makes updates as needed

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Evaluate Outcomes

- After completing the projects in the IDP, the employee and supervisor should evaluate the success of these activities. What insights were gained? What new understandings does the employee have? What new skills, abilities and knowledge were acquired? What experiences did you have, and what did you learn from them? How do you feel about this process? The Supervisor and Employee should evaluate the outcome of training and development experiences regularly.
- Adjustments and updates should be made to the plan as needed
- Review the accomplishments and successes of this project with your supervisor (and others, as appropriate). Then update your learning plan for the next cycle. Remember that learning and growth are processes that may, and should, continue indefinitely.