

FOREWORD

WHAT IDP'S ARE

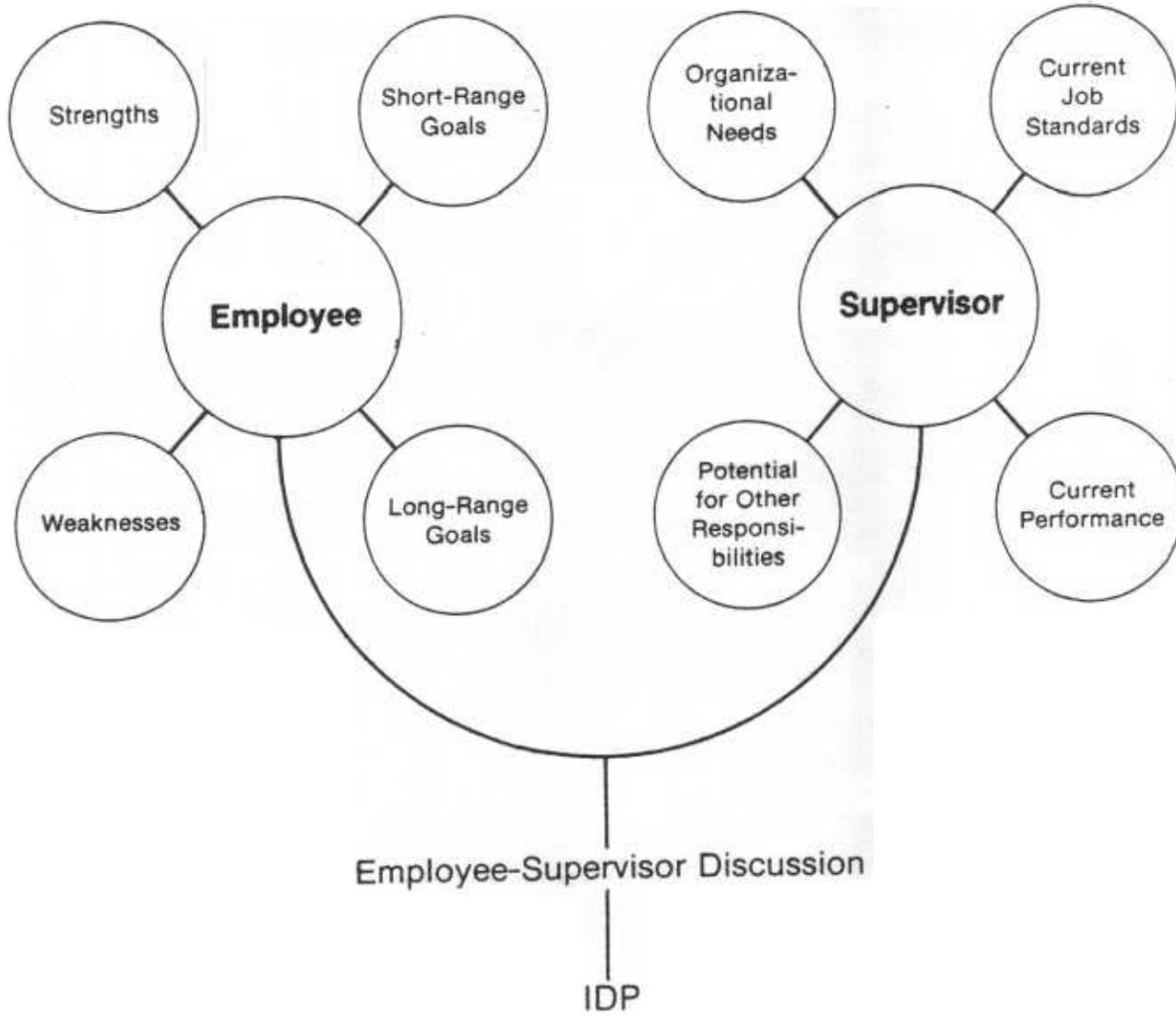
An individual development plan is a written schedule or plan designed to meet your particular goals for development. IDP's are a method of systematically planning for training and experience in order to develop the specific skills and knowledges you may need. Rather than haphazardly chancing time and money on what may or may not be a useful learning experience, the IDP gives both you and your supervisor the opportunity to set objectives and plan only those experiences that will support these objectives.

The IDP is realistic; because the process includes both the supervisor's and the employee's perspective, the employee's goals are considered as far as they are feasible in the organization. The employee has a chance to get information and feedback so that goals can be set that are reasonably achievable.

IDP's will be used to plan training and related developmental experiences (details, special projects, OJT, etc.) They can change from year to year, and their prime purpose is to help employees - to help them set up reasonable goals, assess their particular strengths, and chart where they can best contribute and grow

This booklet was prepared to explain IDP's: how to prepare them, how to use them, and what you can expect from them.

The IDP Process



IDP's - THE PROCESS

This is how it works. The IDP is for you, to chart and plan your own individual development over the next several years. According to your goals and how they fit into the plans and programs at your agency, the IDP will be a way you can realistically set down specific training and experience to help you achieve your goals and help you do a better job where you are now.

The IDP also involves your supervisor and your agency. This process is a chance for your supervisor to find out about your goals and how you see yourself in this organization. It also implies a responsibility on your supervisor's part: in order to get a true picture of your career possibilities at your agency, you need information on your agency's long and short range plans, its staffing needs, its need for particular skills, and what career ladders exist or are planned. You need feedback, too, on your strengths and weaknesses and your goals.

The IDP process, then, involves information from two sources: from you and your supervisor. Every year within 30 days of the annual performance evaluation, you and your supervisor will jointly meet and discuss your goals for individual development and you'll develop a plan for accomplishing the agreed upon goals. What will come out of the discussion will be an IDP. The IDP will be implemented over the next year and modified as necessary when it's time for the next IDP.

Step by step, the process looks like this:

EMPLOYEE - You will prepare to meet with your supervisor and talk about your IDP. To help you get started, we recommend you ask yourself a set of questions that are on page 12, and then jot down the following:

1. You should first list your short-range goals. (Goals you want to attain within the next year or so.) Based on these goals, you should also make a list of the particular knowledges, skills, and abilities (KSA's) you need to accomplish these goals. Guidance on setting goals and identifying KSA's is further on in this booklet.
2. Next, you should write down your long-range goals (2-5 years). Goals farther than 5 years are not just practical for our purposes here, though, if you're quite certain about a longer range goal, you can certainly go ahead. After you have your long-range goals set, you should again identify a list of KSA's necessary to these goals.
3. Based on what you have for short and long-range goals, and the questions you've asked yourself, you should have a fair idea of where your strengths lie, in terms of KSA's. You should make a list of these strengths, being very fair with yourself, and especially noting your strongest KSA's. Pay attention to how these strengths relate to your goals.
4. Once you have goals and strengths listed, the next step is to list your weaknesses, in terms of KSA's you don't have or need work on. This is one area where you have to be brutally honest with yourself. (No one else has to see everything you write, but you need this information very much.)

5. You should then look at your short and long-range goals, the KSA's needed to carry out these goals, and your own strengths and weaknesses. Are there any KSA's that you're weak in or that you lack? This is the basis of your IDP; your IDP will outline how you will get the KSA's to your goals.
6. As a final step, write down the KSA's you need in priority order, and list what training and experience you think will give you the KSA's. Include both "formal training" (courses) and "developmental assignments" (OJT, projects, details, self-study, etc.). You'll have a chance to talk over training and experience in detail with your supervisor, so your list at this point doesn't have to be comprehensive.

You are now ready for the employee-supervisor discussion.

SUPERVISOR - While you are thinking about your IDP, your supervisor will also be preparing for the discussion. He/she will consider the following areas:

1. Your supervisor will first consider your current job and the standards for doing that job. He/she will consider the KSA's most necessary for performing the job well, and your own particular strong and weak KSA's.
2. Next, your supervisor will consider your agency's particular organizational needs over the next several years. He/she will consider mission changes, changes in technology, expected turnover, staffing needs, program plans and future needs for particular skills.
3. After coming up with projected needs, your supervisor will consider your overall potential to meet these needs - your potential to take on either different responsibilities or higher level responsibilities.
4. Based on all these considerations, your supervisor will come up with some short and long-range goals projected for you and a rough idea of training and experience aimed at getting you the KSA's to achieve your goals.

EMPLOYEE-SUPERVISOR DISCUSSION - The discussion is the chance for both you and your supervisor to discuss plans for achieving goals considering your personal concerns and your agency's particular needs. As a result of this discussion, the two of you will come up with the IDP.

The IDP, which is good for one year, is then implemented, and you will begin your individual plan to develop particular knowledges, skills, and abilities to meet your goals.

INC. VIDI 1. DEVELOPMENT TRAINING PLAN

EMPLOYEE NAME FIRST, MIDDLE INITIAL

2. CURRENT POSITION, SERIES, AND GRADE

3. ORGANIZATION AND GRADE

4. NO FURTHER DEVELOPMENT DESIRED/REQUIRED AT THIS TIME (IF THIS BLOCK IS CHECKED, SIGN AND RETURN)

5. SHORT RUN DEVELOPMENTAL GOALS (IMMEDIATE, WITHIN A YEAR)

5A. DEVELOPMENTAL OBJECTIVES (KNOWLEDGES, SKILLS, AND ABILITIES NEEDED)

5B. DEVELOPMENTAL ASSIGNMENTS (IDENTIFY TYPE, DATES, LENGTHS, AND LOCATIONS IF POSSIBLE)

5C. FORMAL TRAINING (IDENTIFY SPECIFIC COURSES, LOCATIONS AND DATES IF POSSIBLE)

5. LONG RUN CAREER GOALS (OVER NEXT FIVE (5) YEARS)

6A. OBJECTIVES

6B. DEVELOPMENTAL ASSIGNMENTS (CITE BEST INFORMATION AVAILABLE)

6C. FORMAL TRAINING (CITE BEST INFORMATION AVAILABLE)

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7. ROTATIONAL ASSIGNMENTS DURING THE NEXT 12 MONTHS
 CHECK APPROPRIATE BOXES A. ROTATIONAL ASSIGNMENT PLANNED
 (INDICATE WHERE IN 5B)

B. ROTATIONAL ASSIGNMENT NOT PLANNED/REQUIRED

C. REQUIRED ROTATIONAL ASSIGNMENT COMPLETED

8. EMPLOYEE SIGNATURE

DATE

8. SUPERVISOR SIGNATURE

DATE

9. DEPARTMENT HEAD SIGNATURE

DATE

THE IDP FORM

The IDP form has been designed to record your specific developmental plans over the next year. After your discussion with your supervisor, the two of you can jointly prepare the form. (After the plan is finalized, the second level supervisor signs it and it goes to the Training Office. You should keep a copy for your own reference during the year.)

The form (see opposite) is divided into two sections: the front page is for plans concerning your short-range goals, and the other side is for long-range goals.

In the upper block on the front page, write a brief statement about your short-range goals. (See information pp. 8-9 on setting goals.)

Below this block are sections for your actual plan. The column for developmental objectives is very important; these objectives should be in the form of specific KSA's that you need in order to meet your goal. (See information pp. 10-11.)

The next column, developmental assignments, is for all the kinds of training other than formal training courses, and for all the kinds of assignments that will help develop needed KSA's. You should include target dates and be as specific as possible. An example would be "complete a rotational assignment to Branch X for 4 weeks to work on X project: target May, 1979). There are many ways of getting trained without training courses: more information on all the alternatives to formal training is on page 12.

The next column is for formal training, the training gotten through formal training courses, either government or non-government. If possible, list specific courses, where they are given, and dates. If these aren't known, list the new skill or knowledge to be developed, e.g., "course in making oral presentation" or "course in quantum mechanics."

The last column, "other", is generally used for developmental experiences not covered in the other two columns, e.g., for meetings of professional societies, conferences, etc.

Once the form is completed and discussed, it becomes the plan of action for the year. It isn't fixed in stone. Should unexpected situations come up, such as new projects or a new workload, new training needs may be created, or some of the old plan may not be feasible. The plan can be modified; it should be useful and reflect your changing needs. Your supervisor should be notified about substantial changes, especially in formal training.

The following pages contain a variety of guidance on helping you make out a useful and realistic IDP.

WHAT MAKES A GOAL

A goal, for the purposes of the IDP, is something pertinent to your work and your career that you see as worthwhile to strive for - either the improvement or mastery of some skill in your current job, some new responsibility in your current job, or the attainment of some other position. Goals should be realistic and attainable - your goal should imply some work and challenge, but it shouldn't be set on something so high that getting there will be almost impossible. In preparing goal statements, be as specific as possible. e.g.:

- Goals*
- "To be project leader on the Acoustic Performance Prediction project in the next year"
 - "To become an Accounting Technician GS-7"
 - "To take on team leader responsibilities for fire control system MK117 software development"
 - "To learn to work on the new holographic or distributed processing equipment"
 - "To become an Electronic Engineer, GS-12"

OK

You should be very careful that you stand a reasonable chance of attaining these goals. Feasible goals include:

- Balance*
- YOUR OTHER COMMITMENTS - Family, your current work schedule, hobbies, community obligations, etc. Don't outline a program with lots of self-study and formal courses if you know you have a very heavy work schedule coming up with a good deal of travel.
 - YOUR PREVIOUS TRAINING EXPERIENCES - It's easier to start an ambitious university program if you've been to formal university courses often in the past. If not, it might be better to try just one course, or a short course or seminar before getting involved in a whole involved curriculum.
 - YOUR DESIRE TO ACHIEVE GOAL - You don't have to have lofty goals. Most of us are generally satisfied where we are, and we shouldn't feel we have to try for lots more. That has to lead to disappointment ultimately.
 - YOUR KNOWLEDGE OF THE ORGANIZATION - (IMPORTANT!) Find out as much as possible about career ladders, forecasted staffing needs, expected vacancies and reorganizations, and what skills your organization will be needing. This is very important. The great value of the employee-supervisor discussion is that you have a chance to find out the organization's perspective about its needs. Also, keep as many options open as possible - make yourself valuable to the organization by developing skills that are in demand.

You may have to go to a number of sources to get much of this information, but it is vital to your planning.

- YOUR HONEST SELF-APPRAISAL - No one has to know exactly what your self-appraisal is, but being honest here really helps to avoid disappointment. Use all the feedback you can get from supervisors and peers to come up with a real picture of your strengths and weaknesses. Your goals should play up your strengths; if you are weak in some KSA's critical to reaching your goal, ask yourself, "How really feasible is it to develop these skills and overcome weakness to the point of reaching the goal?"

If you know your own abilities honestly, how much work is involved, that the goal is really achievable, and that you're really willing to take on the work, you're much more likely to achieve the goal.

Setting realistic goals may initially take some time and digging but the effort will be well worth it in the long run. Few of us think in terms of objective specific goals, but the course of where we're going tends to be much harder if we don't plan a direction.

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HOW TO IDENTIFY KNOWLEDGES, SKILLS, & ABILITIES

The IDP form has a column for "developmental objectives." These are objectives you have for developing certain knowledges, skills, and abilities (KSA's) in order to reach a goal.

Throughout the IDP process, we've stressed the importance of putting objectives (and also your strengths and weaknesses) in terms of KSA's. Describing your developmental objectives as KSA's is important because with KSA's you have something concrete to deal with - something clear and non-personality oriented that you can base a plan of action on. Once KSA's are identified, even in rough form, you are in a good position to decide on just the right combination of formal courses and alternative training methods to help you get the KSA's you need.

Picking out important KSA's does not have to be complicated. Starting with your goal, e.g., to become a project leader, you can get to the KSA's in this way:

- | | | |
|--|---|---|
| 1. Briefly, jot down the basic duties or tasks involved in being a project leader | ◊ | <ul style="list-style-type: none"> - Planning new projects - Negotiating - Guiding team members - Doing the most complex technical work - Writing technical reports |
| 2. Pick out one duty or task at a time | ◊ | Writing technical reports |
| 3. For that one duty or task, (e.g., writing technical reports) write down whatever knowledges, skills or abilities are important to doing the work. Ask: What would someone new to this task have to have to do it? What would that new person have to learn? | ◊ | <ul style="list-style-type: none"> - Ability to analyze data and form conclusions - Ability to express oneself in a clear logical manner - Knowledge of a substantive technical area - Skill in writing clearly - Knowledge of the agency's technical reporting requirements |
| 4. Decide which KSA's you already have that are needed to reach goal. Eliminate them. (You don't need more training in them.) | | |
| 5. Of the ones left, how important are they to the task? Rank them. Write these <u>Most needed</u> KSA's under "developmental objectives" on the IDP form. | ◊ | <ul style="list-style-type: none"> - Skill in writing clearly - Knowledge of agency's reporting requirements |
| 6. Describe the appropriate formal training and developmental assignments for <u>each</u> knowledge, skill, and ability needed. | ◊ | <ul style="list-style-type: none"> - Writing Seminar, August, 1979 - Assigned project X report under guidance of team leader - Self-study agency's reporting regulations |

Don't worry about differentiating between a knowledge, skill, or ability. (Generally, a skill pertains to a physical competence or physically doing something; a knowledge pertains to mastery of a subject matter area; while an ability pertains to the potential of using a knowledge or skill when needed.) Whether or not these definitions are clear or useful, it makes no sense to dwell on the language. What does make sense is to describe objectives in terms of KSA's.

You don't have to list every KSA, because many work tasks involve a certain number of basic skills, e.g. ability to understand written and oral instructions, ability to communicate adequately to others, ability to read and write, etc. These don't have to be put down. Concentrate on the most important ones, the ones you need to get to your goal.

Once you have the important KSA's you need, you can decide on a plan of action. You have some control now - you know whether the training or experience is going to meet a specific need. You can ask, is this training going to specifically provide me with that knowledge (or skill)? You'll find you'll be able to eliminate a lot of haphazard training that doesn't do anything for you.

QUESTIONS TO HELP YOU GET STARTED

Even with guidance on setting goals and picking out important KSA's, preparing an IDP and deciding on what's most important to you can be difficult. The following questions have helped employees through the self-assessing process to arrive at realistic goals. They are meant to help you go from looking at the work you do now to work at the end of your goal.

These questions are merely to help you get started on your IDP. You can use them along with the guidance on pages 8-11. You don't have to write all the answers down or show them to anyone. Taking the questions one by one in order is highly recommended to help you build up the data to see where you are now, where you can realistically go, and how to get there.

First, take out your position description and read it. Think about the work you have done over the last year and your past performance appraisals, and answer the following:

1. What assignments did I like doing in the last year?
2. What assignments did I not like?
3. What parts of my job am I good at? What work in general am I good at?
4. Where are my weaknesses? Did these weaknesses hinder my getting my job done well?
What kinds of assignments would I like to have this year? Is there any different or new work I might like to get into? STATE YOUR IMMEDIATE SHORT-RANGE (1 year) GOALS.
What work would I not like to be assigned this year, if possible?
What skills or knowledges are necessary to do the work I'd like to get into? (see page 10)
8. Do I have these skills/knowledges already? How strong or weak am I in these skills?
9. What kinds of training or experience would I need to develop these skills? How extensive would the training have to be?
10. Is it feasible for me to develop these skills?
GO BACK TO #5. LOOK AT YOUR SHORT-RANGE GOALS. DOUBLE CHECK TO BE SURE THEY'RE REALISTIC AND PROBABLY ATTAINABLE.
11. Now consider the career ladders in your organization - in your immediate unit - in other departments - in your whole agency. Are these clear to me? Still keeping in mind your strengths (#3) and weaknesses (#4) - job opportunities in your organization, and the work you like. STATE YOUR LONG-RANGE GOALS (5 years).
What skills/knowledges are necessary to do work defined in my long-range goals? (Again, check page 10.)
Which of these skills and knowledges do I have already? How much?
What kinds of training/experience do I need to develop these skills?
How much? How long will it take?
16. Is it feasible for me to develop these skills?
GO BACK TO #12. LOOK AT YOUR LONG-RANGE GOALS. DOUBLE CHECK - ARE THEY REALISTIC? PLAN A COURSE OF ACTION.

Refer to these questions every time you make out an IDP. The planning will help assure that the developmental efforts you take on will be worthwhile to you and your organization.

TRAINING OR "DEVELOPMENTAL ASSIGNMENTS" - ALL THE OPTIONS

We often think of training only in terms of formal training courses. There are many other ways that people learn, and often people learn better if their training includes a variety of learning experiences. "Alternative training" can present as good if not better a way to learn practically and efficiently. Budget and time constraints, as well as your particular needs, also make it undesirable to go a route made up entirely of training courses.

There are many ways you can take on a "developmental assignment". It might be via:

- OJT
(On-The-Job Training) (Provided there are specific objectives of what you're supposed to learn and someone has done some thinking about the order of your assignments, your progress, etc.)
- Details
(or "rotational assignments") (Excellent way to learn. Some departments may have more trouble arranging these than others, but where it can be done, details are invaluable for gaining new skills. Again, needs to be thought out and planned.)
- Self-study | (Often a very good way to pick up a technical body of knowledge. Useful especially if you have a mentor - someone already with the knowledge who can outline a program of reading and assignments and check your progress. Your training office can tell you about programmed self-instructional packages that are very useful.)
- Correspondence courses (Check out available catalogs)
- Special projects, assignments | (Really a form of OJT, but worth mentioning separately, since a project might not be part of the regular job, but can be assigned to teach you.)
- Attendance at conferences, seminars, etc. | (Very valuable for keeping up to date, learning what's new.)

Once you've isolated your goals and needed KSA's, see how many of these KSA's can be gained via alternative "developmental assignments". Make the variety as wide as possible for interest and maximum learning. You may be surprised - excellent training is often gotten in unexpected ways right in your own organization.

THE EMPLOYEE-SUPERVISOR DISCUSSION

Your discussion with your supervisor is very important, and can help you enormously for several reasons. First you need information on where your skills fit into the organization and what the organization needs in the future. Second, you need another perspective on how your skills are viewed - your strengths and weaknesses, and where you are valued right now. Third, this is a good chance to let your supervisor know of your interests and goals - he/she may not realize everything you're interested in or how carefully you've gone through the self-assessment process.

You and your supervisor will both come to the meeting with rough ideas about the IDP. You should discuss every aspect of the plan as thoroughly as possible. If it doesn't look like one of the developmental assignments or training courses you'd like will be possible, your supervisor can let you know the reasons. One of the advantages of the discussion is that you'll find out about what's possible in the organization - what constraints management is under from a budget, policy, or time standpoint. This is useful information that you need in order to come up with a practical and feasible plan.

Ask all the questions you have, but expect that your supervisor may have to go to higher levels to get the information, especially about future organizational changes and needs. The meeting doesn't have to resolve all issues. Other questions, especially about qualification requirements, classification, KSA's, etc. can be answered by your personnel office.

You should expect the meeting to be informal and frank. You may find out that you have to rethink some of your priorities. Since the IDP is only for one year at a time and can be adjusted, changing priorities can be accepted and worked into the plan. (It might be good to go into the discussion with several options ready, in case one isn't possible.)

The IDP and discussion are not performance appraisals. Certainly, your strengths and weaknesses are an important part of the IDP planning process, but you're not being "rated" - weaknesses are isolated simply to see where gaps exist and where training may help you arrive at your goal.

Remember also, that IDP's don't imply always rising in the organization, just as "career development" doesn't always mean just promotions. IDP's mean developing you as much as possible in the work you do or will do. That development should be the main thing discussed.

REMEMBER ... (Questions About IDP's)

- 1) Q: I'm interested in going to a one-day seminar I just found out about. It's not in my IDP. Can I still go?
- A: In most cases, yes. The IDP tries to plan for as much predictable training as possible, but this isn't always possible. It's not expected that all training instances be on the IDP in order to participate. Be careful, though, about instances of non-government training; your training office has an obligation to carefully check these to be sure the training couldn't reasonably be gotten through government channels.
- 2) Q: Where does the IDP go after the employee-supervisor discussion?
- A: The IDP goes to the second level supervisor for review after you and your supervisor have finished preparing it. It then goes to the Training Officer. (We've recommended that you keep a copy for reference through the year.)
- 3) Q: I'm satisfied with my current job and I'm not interested in moving into any other position (at least not in the immediate future). What can an IDP do for me?
- A: Because "development" doesn't mean just moving up or into another job, the IDP can be concerned with your growth in your current job - mastery of skills or learning facets of the job better. The IDP is useful to plan just the right training and experience, such as special projects to be sure there is no time wasted on material you already know.
- 4) Q: Once something is on the IDP, can I change it?
- A: Absolutely. Unexpected situations can make some planned training impossible and things can happen that require training that wasn't foreseen. Your supervisor should notify the training office of major changes, changes involving funds, or changes involving nongovernment training.
- 5) Q: Is this a performance appraisal? What effect does the IDP process have on performance appraisal?
- A: This is not a performance appraisal. The chart on page 2 shows that among the things considered, performance of current duties is certainly one, but the main concern in the IDP process is to come up with a list of skills and knowledges that an employee needs in order to get to goal. Strengths and weaknesses do have to be considered, but that appraisal is not the purpose: an action plan (the IDP) is.
- Since a discussion of performance, strengths, and weaknesses are a part of the feedback the employee needs, the scheduling of the IDP is close to the performance appraisal time: your agency's official instruction

calls for the IDP to be submitted to the Training Office within 30 days of the employee's annual performance appraisal.

6) Q: I'm not interested in career development now. If I "opt out" this year, will I ever be able to take training again if I want?

A: Certainly. The IDP isn't fixed in stone. Circumstances in your life may make training plans simply not feasible or desirable now, but that doesn't mean it will always be so. They're made out fresh every year, so if you want to prepare a plan next year, you'll be able to, around the time of your anniversary date. (If you don't want a plan this year, just check block #4 on the form, but do talk it over with your supervisor.)

7) Q: I'm in an organization that offers little advancement possibility. What can an IDP do for me?

A: The IDP gives you a chance to get some control over your career future and lets you plan realistically; setting goals and then finding out the organizational realities are very useful to you to expand your organizational options. (This is why information on organizational needs is vital.)

8) Q: Where can I get more information and guidance on the IDP process?

A: The Personnel Management Specialist from your Personnel Office can give you more advice and guidance on IDP's. An Employee Development Specialist from your Training Office can also help you. Also, check your agency's official instruction covering the IDP process.

VISION 2000

OFFICE OF THE
DEPUTY ASSISTANT
SECRETARY OF DEFENSE
(CIVILIAN PERSONNEL POLICY,
DIRECTORATE OF CIVILIAN
EQUAL OPPORTUNITY POLICY—
FEDERAL WOMEN'S PROGRAM)
PENTAGON
WASHINGTON, D.C. 20301-4000

INDIVIDUAL DEVELOPMENT PLAN of



THE INDIVIDUAL DEVELOPMENT PLAN (IDP) is a formal document between employee and supervisor, used to address training needs and career plans, at all civilian grade levels, for the purpose of employment growth. It should be generated in conjunction with the annual performance management review, and may be revised at any time. The six executive competencies should be developed throughout an employee's career. Skills, knowledge and abilities which comprise a base for the six executive competencies can include on-the-job activities, as well as special details and training programs, and volunteer experiences.

Employee's Signature	Date	SES only. The Employee Career Development and Training Division will review and obtain the signature below.
Supervisor's Signature	Date	Approved: _____ Date _____
Title:		Chairperson, Executive Resources Board

Executive Activity Areas and Competencies

I. Integration of Internal and External Program/Policy Issues—Involves seeing that key national and agency-wide goals, priorities, values, and other issues are considered in making program decisions.

Major competencies within this activity area are:

- Identifying and integrating key issues affecting the organization. These issues include political, economic, social, technological, and administrative factors.
- Working with and through the national policy-making/implementation structure and procedures (e.g., Presidential leadership and political positions, legislative processes, judicial review) and, as relevant, other governmental jurisdictions and private sector organizations.

II. Organizational Representation and Liaison—

Focuses upon the external communications aspects of executive positions, including being a representative for the work unit and/or organization and coordinating with other work units and organizations. Major competencies within this activity area are:

- Representing (e.g., presenting, negotiating, selling, defending) the organization before a variety of people, including agency heads and other political and career executives, members and staff of Congress, the media, clientele, and professional groups.
- Working in groups and teams, conducting briefings and other meetings.
- Establishing and maintaining working relationships within the organization (e.g., with other program areas and staff support functions) and with relevant external groups and organizations.
- Seeing that reports, memos, and other documents reflect the position of the organization.

III. Direction and Guidance of Programs, Projects, or Policy Development—Involves activities related to establishing program/policy goals and the structure and processes necessary to carry them out. Major competencies within this activity area are:

- Planning—setting goals, objectives and priorities; integrating short- and long-term goals; identifying contingencies, strategies, and resources needs.
- Assessing program, policy, or project feasibility.

- Setting effectiveness, efficiency, and productivity standards.
- Organizing structure and work.

IV. Acquisition and Administration of Financial and Material Resources—Concerns activities and procedures related to obtaining and allocating the financial and material resources necessary to support program or policy implementation. Major competencies within this activity area are:

- Managing the budgetary process—preparing, justifying, operating through organizational and congressional procedures, administering.
- Overseeing procurement/contracting procedures and process.
- Directing/coordinating logistical operations.

V. Utilization of Human Resources—Involves activities and processes for ensuring that people are appropriately employed, effectively and efficiently utilized, developed, and dealt with in a fair and equitable manner. Major competencies within this activity area are:

- Acquiring staff through appropriate staffing processes—workforce planning, recruitment and selection, including affirmative action and EEO.
- Delegating work among subordinate groups and individuals.
- Conducting performance appraisals and providing appropriate rewards and/or disciplinary action.
- Assessing individual capabilities and needs and providing coaching, counseling, and career development opportunities.
- Resolving conflicts and attending to morale and organizational climate issues.

VI. Review of Implementation and Results—

Involves activities and procedures for seeing that programs and policies are being implemented, adjusted as necessary, and that the appropriate results are being achieved. Major competencies within this activity area are:

- Monitoring work status through formal and informal means.
- Diagnosing and consulting on problem areas relating to implementation and goal achievement.
- Evaluating technical and non-technical programs outcomes and impacts.



INDIVIDUAL DEVELOPMENT PLAN

1. Date Prepared

2. Name (Last, First, Middle Initial)

4. Social Security Number

7. Date of Birth

10. Position Type
(Mark (X)
One Only]

3. Organization Mailing Address
(Branch-Division/Office/Agency)

5. Office Telephone No.

8. Years of Continuous
Civilian Service

a. Non-supervisory

b. Supervisory

6. Position Title

9. Series Grade

11. Short-range Career Goals: [State career goals for the next 1-2 years. Specify position titles & grade (if appropriate) or subject area.]

12. Long-range Career Goals: [State career goals for the next 3-5 years. Specify position titles & grade (if appropriate) or subject area.]

13. Developmental Objectives: [State the goal to be derived from the developmental activity or activities in as specific terms as possible. What knowledge, skills or abilities (KSA's) need to be obtained immediately to meet current objectives or to make performance more effective in the present position. Or identify specific areas in which the employee will need to gain competence in order to achieve the short- or long-range goals stated above. The Developmental Objectives should be stated in the order of priority. SES please see note below.]

Note to SES Members — All Development Objectives for SES personnel and candidates will be stated in terms of the six standard SES competencies.

- I. Integration of Internal and External Program/Policy Issues
- II. Organizational Representation and Liaison
- III. Direction and Guidance of Programs, Projects, or Policy Development

- IV. Acquisition and Administration of Financial and Material Resources
- V. Utilization of Human Resources
- VI. Review of Implementation and Results

[An expanded description of each area is on the back page.]

Executive Activity Areas and Competencies

I. Integration of Internal and External Program/Policy Issues—Involves seeing that key national and agency-wide goals, priorities, values, and other issues are considered in making program decisions. Major competencies within this activity area are:

- Identifying and integrating key issues affecting the organization. These issues include political, economic, social, technological, and administrative factors.
- Working with and through the national policy-making/implementation structure and procedures (e.g., Presidential leadership and political positions, legislative processes, judicial review) and, as relevant, other governmental jurisdictions and private sector organizations.

II. Organizational Representation and Liaison—Focuses upon the external communications aspects of executive positions, including being a representative for the work unit and/or organization and coordinating with other work units and organizations. Major competencies within this activity area are:

- Representing (e.g., presenting, negotiating, selling, defending) the organization before a variety of people, including agency heads and other political and career executives, members and staff of Congress, the media, clientele, and professional groups.
- Working in groups and teams, conducting briefings and other meetings.
- Establishing and maintaining working relationships within the organization (e.g., with other program areas and staff support functions) and with relevant external groups and organizations.
- Seeing that reports, memos, and other documents reflect the position of the organization.

III. Direction and Guidance of Programs, Projects, or Policy Development—Involves activities related to establishing program/policy goals and the structure and processes necessary to carry them out. Major competencies within this activity area are:

- Planning—setting goals, objectives and priorities; integrating short- and long-term goals; identifying contingencies, strategies, and resources needs.
- Assessing program, policy, or project feasibility.

- Setting effectiveness, efficiency, and productivity standards.
- Organizing structure and work.

IV. Acquisition and Administration of Financial and Material Resources—Concerns activities and procedures related to obtaining and allocating the financial and material resources necessary to support program or policy implementation. Major competencies within this activity area are:

- Managing the budgetary process—preparing, justifying, operating through organizational and congressional procedures, administering.
- Overseeing procurement/contracting procedures and process.
- Directing/coordinating logistical operations.

V. Utilization of Human Resources—Involves activities and processes for ensuring that people are appropriately employed, effectively and efficiently utilized, developed, and dealt with in a fair and equitable manner. Major competencies within this activity area are:

- Acquiring staff through appropriate staffing processes—workforce planning, recruitment and selection, including affirmative action and EEO.
- Delegating work among subordinate groups and individuals.
- Conducting performance appraisals and providing appropriate rewards and/or disciplinary action.
- Assessing individual capabilities and needs and providing coaching, counseling, and career development opportunities.
- Resolving conflicts and attending to morale and organizational climate issues.

VI. Review of Implementation and Results—Involves activities and procedures for seeing that programs and policies are being implemented, adjusted as necessary, and that the appropriate results are being achieved. Major competencies within this activity area are:

- Monitoring work status through formal and informal means.
- Diagnosing and consulting on problem areas relating to implementation and goal achievement.
- Evaluating technical and non-technical programs outcomes and impacts.