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Individual Development and Career Planning

FAPM 410 - Training and Development

Career Planning and Development. An effective training and development system grounded in organizational needs provides a sound basis for individual career planning and development. Lines of business (LOBs) and staff organizations will support the career development of their employees by: (1) communicating near term and long range mission, business, and occupational changes; (2) providing opportunities to assess current skills and expand professional experience; and (3) fostering an organizational culture in which development is an integral part of operations. Successful career development, however, depends on individual initiative and follow-through.

Continuous Learning. In an agency facing accelerating technological change and dramatic realignment of functions and resources, employees and their managers must continuously reevaluate job demands and seek opportunities to develop new skills and knowledge.

Annual Learning Plans. As part of their annual performance plans, all employees, together with their managers, are encouraged to identify: (1) occupational, organizational, and team performance requirements; (2) job and career-related learning needs; and (3) developmental strategies for meeting them.

Individual Development

*What we call the beginning is often the end
And to make an end is to make a beginning...
-T.S. Eliot*

Individual development is a process, not an event that occurs at a given point in time. There are no distinct starting and stopping points. Your individual development is influenced by events that occurred in your childhood and continues through all of your adult life. You are influenced by your past experiences as much as you are by your present personal and professional situations.

Your individual development should take into consideration this reality. Reflect upon your past and present situations to advance your future goals.

Individual development has many faces, however it begins to take on different twists when we look at the **purpose** for the development.

Individual development can be **personal**, **career**, or for **job enhancement**.

- ☑ Individual **PERSONAL** development is generally undertaken because you want to for your own betterment or satisfaction. It may or may not have any relevance to your job.
- ☑ Individual **CAREER** development is undertaken for the express purpose of helping you acquire skills, knowledge, abilities, and/or other attributes to qualify for a different job or a job with greater opportunities.

- Individual development for **JOB ENHANCEMENT** is undertaken to enable you to perform your current job more effectively and more efficiently.

Individual development is concerned primarily with identifying learning experiences. Development itself is actually a composite of those learning experiences which are organized and designed to meet identified criteria. The learning experiences are usually for a specified period of time and should result in a behavioral change.

Your own individual development, whether it is personal, career, or for job enhancement, is **ALWAYS YOUR RESPONSIBILITY**. Your supervisor has a responsibility to counsel you, let you know what resources are available to you, support you, encourage you, and guide you in the development of your **INDIVIDUAL DEVELOPMENT PLAN (IDP)**, but the ultimate responsibility is yours. It is your career; you must decide where you want to go.

IDP OVERVIEW

*If you don't have a plan for where you want to go,
you'll probably end up somewhere else.*

-Yogi Berra

WHAT IS AN IDP?

An Individual Development Plan (IDP) is a “road map” to help you identify where you want to go with your career. It is a written schedule or plan intended to address your career development needs.

The IDP is a method of systematically planning training and developmental experiences which will prepare you to improve performance in your current line of work, or prepare you for another line of work or movement into a position of increased responsibility. Rather than haphazardly allocating time and money on what may or may not be useful learning experiences, the IDP provides you and your supervisor the opportunity to establish objectives which support the needs of the organization while meeting your developmental needs.

The primary purpose of an IDP is to help you set up reasonable goals, assess individual strengths, and identify opportunities for personal and professional improvement and growth.

The IDP is composed of several elements including:

- ☑ Identification of specific knowledge, skills, abilities, and other attributes (KSAOs) for which you require development;
- ☑ Identification of specific formal training experiences, as appropriate, such as correspondence courses or out-of-agency training; and/or
- ☑ Identification of developmental activities or assignments, as necessary, such as details, shadow assignments, job rotation, special projects, etc.

It is important for your plan to be realistic, considering both your supervisor's and your perspective. Finally, the IDP is a dynamic and flexible document. Your goals as well as the manner in which those goals are attained can be adjusted to meet the needs of both you and your organization. It should be reviewed and adjusted periodically as you attain your goals.

EMPLOYEE RESPONSIBILITIES

1. Conduct an honest self assessment before formulating developmental objectives and activities.
2. Conduct research pertaining to the occupation/position desired; determine what skills and abilities need to be developed.
3. Determine which developmental objectives are required in your current position, and which are required for future positions. Address the developmental objectives in order of their priority.
4. Prepare a draft IDP, outline the training courses, developmental activities, and assignments necessary to achieve goals.

SUPERVISOR RESPONSIBILITIES

1. Educate employees on the IDP process.
2. Assess employees prior to the IDP interview, focusing on the skills that are required for the employee to perform in his/her current position.
3. Determine what resources will be available for employee development.

4. Identify organizational goals; be prepared to discuss future trends/directions of the work unit/agency and how the employee will fit into those plans.
5. Work with the employee to develop a realistic, attainable goal for development. Help identify the KSAOs that require development as well as the resources available to address that development.
6. Meet periodically with the employee to review his/her progress on the IDP and discuss/recommend possible changes.
7. Coordinate with the Human Resource Management Training Program Manager or your organization's training official to request formal training approved in your IDP. Include projected training needs in the annual "call for training".

SUPERVISOR AND EMPLOYEE JOINT RESPONSIBILITIES

1. Discuss the IDP thoroughly; resolve differences between the individual desires and the needs of the organization.
2. Once common developmental objectives are determined, identify the priority of those objectives, considering available resources, needs of the organization, and needs of the employee.
3. Forward the completed IDP for the approval of the second level supervisor.
4. Once approved, implement the IDP, and hold meetings periodically to review and discuss your progress.

EMPLOYEE'S RESPONSIBILITIES

*Blessed is he who has found his work.
-Thomas Carlyle*

The FAA depends upon the talent and dedication of its employees to accomplish its mission. To meet this challenge, employees must recognize and take advantage of opportunities - whether on the job, outside of work, or informal training - to develop expertise required by changing job requirements. As members of a learning organization, FAA employees must be active participants in identifying skill needs and career goals, devising learning strategies, evaluating impact on performance, and helping others to develop.

The IDP process begins with **you**, the employee. You must first conduct a self-assessment to determine the direction of your career. Additionally, you must determine what knowledge, skills, abilities, and other attributes (KSAOs) are required to meet your desired career goals.

Once the KSAOs are identified, you can then prepare a tentative IDP which specifies the type of developmental assignments or formal training desired. Your supervisor or organization's training official may be able to assist you with this phase of the IDP process.

SELF-ASSESSMENT

Who Am I?

The awareness of who you are affects every choice and decision you make. You cannot relate well to your career until you can answer the most basic career question: **Who Am I?** You need to consider:

- What do I really do well?
- What is my most effective working style?
- What really holds my attention?
- What are my work-related personal values?

Successful careers are more than just jobs. They represent successful relationships between individuals and the skills, interests, and values they possess. Creating such a relationship means that you need to be aware of your unique work-related characteristics.

Career self-assessment entails openly and honestly evaluating your skills, values, and interests to fully appreciate who you are and where you are, before deciding where you would like to go and how you are going to get there.

The first step in mapping out your future is to establish a thorough understanding of where you are in the present.

TAKE ACTION - Write a Career Autobiography

Perhaps the easiest exercise to help you define how you got where you are is to write a career autobiography. This should be a concise summary of your career highlights. Identify all jobs you have held, including part-time and volunteer positions. Also include time spent in education or training programs, as well as periods of unemployment.

Writing your career autobiography gives you the opportunity to pat yourself on the back. Include any awards or special recognition received and reflect upon how you felt about that accomplishment.

After you complete the career autobiography, you are ready to assess the specific aspects of your career life and begin defining your career goals. You should address your skills, interests, and values, as well as others' perception of you, in determining your career goals and designing your IDP.

SKILLS

*The secret of joy in work is contained
in one word - **EXCELLENCE**. To know how to do
something well is to enjoy it.
-Pearl Buck*

SKILLS - A skill is a specific, effective, productive ability and/or behavior used to produce some clear result.

Everyone has many skills and uses a variety of them everyday in both professional and personal endeavors. Identifying and using your best and most fulfilling abilities lets you expand your career choices. It also helps you enhance your current position by more frequently using the skills you find most satisfying. Identifying specific skills can help you link your career plans and activities to new skills you wish to gain or weaker ones you wish to strengthen.

TAKE ACTION - Examine your skills

WHAT ARE YOUR SKILLS?

Think about your proudest accomplishments and the skills you used for each one. Write them out as an action verb and noun: “**planned sales strategy**” or “**wrote the final report**”. Be specific. Your list will probably consist of those things you enjoyed doing and did well.

Try to see those skills in broad groups - technical and managerial.

There are different, but equally valuable, kinds of abilities. Technical skills are concrete and specialized (budgeting, designing, engineering, etc.), while managerial skills are general and transferable (coordinating, speaking, writing, etc.).

Now think of your working style. Identify your traits, the “**way**” you work. Think of traits in terms of descriptions, adverbs and adjectives that explain how you apply your skills (i.e., reliably wrote reports on time, perceptive in judging applicants, confident in public speaking, etc.). If your adverbs were negative, you would be describing weaknesses (i.e., hesitantly addressed groups, haphazardly scheduled meetings, etc.).

After you have established a list or register of skills and traits, you may find it helpful to rate your expertise on each from 1 to 3. This will provide you with a clearer picture of who you are in relation to your skills.

Consider this list in relation to your current position. Apply the following questions to your skill register:

- Which skills do I use regularly?
- Which would I like to add?
- How much opportunity do I have to use them in my job?
- Which skills need improving?

- Is my manager/supervisor aware of a skill I possess that may not be used on my current job?
- How do my skills fit into the overall organization?

INTERESTS

INTERESTS - Interests are the ideas and activities that provide fulfillment and pleasure, or things we really enjoy doing.

You can identify your interests by imagining a “dream” day at work. What kinds of things would you want to do if you could create your ideal workday or choose any career? Knowing your general interests makes it easier for you to make career choices. If you can develop your career to include more of your interests, you will increase your career satisfaction and overall productivity.

TAKE ACTION - Assess your interests

Make a list of all of your work activities for a day. Describe them only broadly (i.e., held discussion, analyzed numbers, did physical work, wrote report, etc.). Circle the ones that you really enjoyed performing.

Most interests fall into four (4) possible categories:

- PEOPLE** - helping, serving, selling, etc.
- DATA** - facts, computers, numbers, etc.
- THINGS** - machines, hardware, tools, etc.
- IDEAS** - designing, concepts, theories, etc.

Categorize each circled activity according to the appropriate interest group and see which group has the most entries.

Consider the following questions relative to your activity list:

- What does this say about the type of tasks you prefer?
- What jobs might you pursue in the future?

- Can any of your daily activities be revised to better reflect your interests?
- Would this be helpful positive information to share with your manager/supervisor?
- Could any of your interests be utilized within your work group?

VALUES

VALUES - Values are attitudes and beliefs that influence our behavior. They are the ideas we cherish, the ideals within which we prefer to live and work.

Personal fulfillment means living and working in harmony with our values. Yet we often unknowingly allow our work to conflict with our values. Values often become the common denominators that people use to make important decisions - at work, at home, and in relationships. Knowing your values makes it easier to formulate career choices and adds a strong personal foundation to all of your career planning activities.

TAKE ACTION - Rank your values

Consider some of the examples of values below and rank them from most to least important. Think about some tough choices that you have made and the values you have considered in making those choices.

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Career Advancement _____
Creativity _____
Autonomy _____
Colleagues _____
Job Recognition _____
Travel _____
Salary _____ | Career Challenge _____
Job Flexibility _____
Decision Making _____
Commute _____
Job Security _____
Shift Work _____
Family _____ |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Community Service ____
Religious Beliefs ____

Hobbies ____
Job Location ____

Consider the following questions relative to your ranked list of values:

- What does your ranking of these factors indicate?
- Do your values match up to your “dream job”?
- Do they match your current job? Your non-work activities?
- What could you do to add them to your present job?
- Could they be included in a discussion with your supervisor?

HOW DO OTHERS SEE ME?

Work is Love made visible.
-Kahlil Gibran

Every workplace revolves around interactions and interdependence between its many individuals and the way they do their jobs. You should obtain and use feedback from others throughout your organization to learn what people think of you and what they expect of you. You can then use that knowledge to enhance skills, change performance habits, emphasize strengths, and develop weaker areas. With a broad, accurate self-image,

you will be able to establish more realistic and more attainable career goals.

Your primary source for gaining outside views of your performance and potential will always be your current and former supervisors. Supervisors' formal and informal performance ratings provide insight into how you approach work. You can also draw inferences from their assignments and from how they respond to your everyday work. Learning about others' opinions of you is an excellent source of outside confirmation.

The relationship you have with co-workers can offer another perspective regarding your strengths and weaknesses. Co-workers have watched you on different projects over a long period of time, so they know you, your performance, and your working style. They may be willing to "trade" career help with you.

You can solicit feedback directly as well as gather it by observation and casual conversation. Asking for feedback can entail taking a risk. You may or may not agree with it, but it will give you another's perspective of you.

TAKE ACTION - Review your reviews

Review past performance appraisals. Consider the following questions relative to your work:

- What words have people used to describe your work?
- Are there any patterns in the positions, responsibilities, or assignments you've been given?
- What have been identified as your common strengths and weaknesses?
- Are the perceptions of supervisors and co-workers similar or very different?

WHAT ARE MY OPTIONS?

Having taken a look at **WHO** you are and **HOW** others may see you, it is time to investigate the options available to you. Most people think of career development in only one way - **PROMOTION**. Although promotions are often the traditional focus, many satisfied career builders know that moving up is not necessarily the only route to job satisfaction. You must match your needs with those of the organization.

Recognize other possible career moves.

VERTICAL - Seeking promotion and more responsibility.

LATERAL - Moving to new duties or areas, but at the same level.

DOWNGRADE - Starting over or returning to a position at a lower level.

EXPLORATORY - Testing changes without permanent commitment through a detail or temporary move.

RELOCATION - Looking outside immediate organization or location for a better fit.

ENRICHMENT - Enhancing present or adding new duties to existing position.

TAKE ACTION - Examine your current position

List the key activities it entails. Mark those you most enjoy, and consider the following:

- What percentage of your time is devoted to them?
- How might you increase those percentages without harming performance?
- What would add a new sense of challenge and stimulation?

- How can you bring those factors in?
- Which of these enrichment possibilities would your supervisor be likely to consider? Discuss these possibilities after you have researched them.

BE FUTURE THINKING

There is more to consider than just the next available promotion. Future thinking means reading signals, keeping in touch with sources of information and support, pursuing information on openings and opportunities, setting relevant and reachable goals and making contingency plans. Career success **COMBINES REALISM AND IDEALISM.**

You need to gather information on your specific goals and desires. You must work within the organizational structure to obtain available training and career assistance. Be familiar with the “norms” and “culture” of the organization. Learn the informal as well as formal lines of communication in the organization.

Engage in professional development activities that will keep you abreast of changes in your career field. View learning as a life-long activity.

CAREER PLANNING

The following INTERNET sources may provide assistance in choosing a career:

- Career Web Assessment Center
(<http://www.cweb.com/assessment>)
- Choosing a Career
(<http://safetynet.doleta.gov/choose.htm>)
- Industrial Strength Career Toolkit
(<http://www.myfuture.com/output/iscp.htm>)

- Career Planning/Competency Model
(<http://www.bgsu.edu/offices/careers/process/process.htm>)

SELF-ASSESSMENT BIBLIOGRAPHY

In addition to feedback from your supervisor and/or peers, the following books may provide some assistance.

Bolles, Richard N., What Color is Your Parachute?, Berkley, CA: Ten Speed Press, 1977

Bolles, Richard N., The Three Boxes of Life, Berkley, CA: Ten Speed Press, 1981

Bolles, Richard N., and Crystal, John C., Where Do I Go From Here with My Life?, Berkley, CA: Ten Speed Press, 1974

Harragan, Betty Lehan, Games Mother Never Taught You; Corporate Gamesmanship for Women, New York: Warner Books, 1977

GOAL SETTING

*Most of us don't know exactly what we want,
but we're certain we don't have it.*

-Anonymous

What is a goal? A goal, for the purpose of the IDP, is something pertinent to your work and your career that you see as worth achieving - 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 may be long term or more immediate (short term). They should be realistic and attainable, present a challenge and require some effort. Goals should not be so lofty as to make them impossible to attain. In thinking about goals, you should not make a decision which may **box you in**.

Remember that goals may be changed at any time depending on your interests and current circumstances. There are numerous knowledges and job skills which could enhance your ability to perform your present position which will make you competitive for different or higher level positions in the future.

FEASIBLE GOALS INCLUDE CONSIDERATION OF:

Your Other Commitments. You may have obligations to family, your current work schedule, hobbies, community, etc. Do not outline a program with a lot of self-study and formal course work if you know you have a very heavy work schedule in the near future which requires substantial travel.

Your Previous Training Experience. It is easier to start an ambitious university program if you have been to formal university courses in the recent past. If not, it might be better to try just one course, or a short course or seminar before becoming involved with a full time academic schedule.

Your Knowledge of the Organization. Find out as much as possible about career ladders, forecasted staffing needs, expected vacancies, potential reorganizations, and what skills your organization will be needing.

Your Honest Self-Appraisal. No one has to know exactly what your self-appraisal is, but being honest with this process really helps avoid disappointment. Use all the feedback you can obtain from supervisors and peers to depict a realistic picture of your strengths and weaknesses. Your goals should emphasize your strengths. If you are weak in some of the KSAOs critical to reaching your goal, ask yourself how feasible it is to develop these skills in order to reach the desired goals.

If you have assessed your own abilities and level of commitment honestly (i.e., how much work is involved, whether the goal is really achievable, and whether you are really willing to take on the work), you are much more likely to achieve your goal.

YOU SHOULD ASSURE THAT YOUR GOALS ARE:

SPECIFIC - Goal statements should indicate precisely what is to be accomplished. For example, improve writing skills.

MEASURABLE - Goals should be measurable so that your progress in attaining the goal can be recognized. For example, if the goal was to improve your writing skills, a measure might be that work is returned less frequently for rewriting or that you are asked to compose more complex documents or reports.

ACTION ORIENTED - Goals should present a challenge and require effort on your part. Use descriptive, action-oriented words to define your goal attainment process.

REALISTIC - Establishing realistic goals may initially require considerable time and initiative, but the effort will be well worthwhile in the long run. Remember, goals should not be so lofty as to be unattainable. Set your goals far enough out to create drive and motivation, but close enough to be realized.

TIMELY - Both short and long term goals should be established. Short term goals are generally those defined for accomplishment within a period of one to three years; long term goals are those specified over a period of three to five years, or possibly out to 10 years. It is extremely important to tie completion dates to goal attainment in order to measure your progress. The completion dates you identify should be viewed as targets. Don't restrict yourself by imposing a time schedule. You may be able to realize your goals much sooner!

IDENTIFYING KSAOs

The next step in the goal setting process is stating your objectives in terms of **Knowledge, Skills, Abilities, and Other Attributes (KSAOs)**. Describing your developmental objectives as KSAOs is important because KSAOs provide a specific starting point at which you can begin to achieve your longer term goals. Once KSAOs are identified, even in rough form, you are in a position to identify the appropriate combination of formal courses and alternative training required.

KSAO identification is not complicated. Generally, the first step requires identification of the tasks associated with a specific job, line of work, or level of proficiency. Once the task is identified, the knowledge, skills, and abilities needed to perform that task can then be formulated.

Resources that can be used in task identification include:

The X-118 Qualification Standards Handbook for General Schedule Positions - located in the Human Resource Personnel Operations Division, Organization's Administrative Office, and the Career Corner in the Aeronautical Center Library (ACAD Room 101).

The Alternate Qualification Standards (currently under development by LOBs for specific series) - will be located in the Human Resource Personnel Operations Division, Organization's

Administrative Office, and the Career Corner in the Aeronautical Center Library (ACAD Room 101).

Position Descriptions - Contact your supervisor or the Human Resource Personnel Operations Division.

Classification Standards - Contact the Human Resource Personnel Operations Division and the Career Corner in the Aeronautical Center Library (ACAD Room 101).

Merit Promotion Announcements - Specific KSAOs for positions can be obtained by reviewing **REVAMP**, the FAA Vacancy Announcements Internet World Wide Web Site (<http://jobs.faa.gov>).

Interviews - With incumbents of the position in which you are interested.

The Occupational Outlook Handbook and Dictionary of Occupational Titles - Contact the Aeronautical Center Library (ACAD Room 101), local library, U.S. Department of Labor (Internet <http://www.dol.gov>), Bureau of Labor Statistics, State Employment Offices, or Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

STEPS IN KSAO IDENTIFICATION

1. Briefly jot down the basic duties and tasks involved in your current position or the position which you have identified as your goal.
2. Select one duty or task at a time.
3. For each task or duty selected, determine the specific KSAOs required to perform the task. Write these down. Ask the following questions: What would someone have to know to perform this task? What would a new person have to learn?
4. Decide which KSAOs you already have versus those you need to develop. Eliminate from your list those KSAOs that you already possess.

5. Of the remaining KSAOs, determine how necessary each is to the performance of the task, and rank them.
6. This ranked list of KSAOs can now be used as your developmental objectives. Using these developmental objectives, you can now determine specifically what your developmental activities and formal training requirements are.

Starting with your goal (e.g. to become a project leader) you can get to the KSAOs in this way:

Write basic duties or tasks involved in being a project leader.

- Planning new projects
- Negotiating
- Guiding team members
- Doing complex technical work
- Writing technical reports

Select one duty or task .

- Writing technical reports

Write KSAOs important to doing the work.

- Ability to analyze data and form conclusions
- Ability to express oneself in a clear logical manner
- Substantive knowledge of technical area
- Skill in writing clearly
- Knowledge of agency's reporting requirements

Eliminate KSAOs you already have.

Rank the remaining in order of importance. Write those most needed under "developmental objectives" on the IDP form.

- Skill in writing clearly
- Knowledge of agency's reporting requirements

Describe the appropriate formal training and develop-

- Writing Seminar
- Assigned project X report

mental assignments for each KSAO.

under guidance of team leader
- Self-study agency's reporting regulations

DEVELOPING A DRAFT IDP

Now that the specific KSAOs have been identified for development, you should prepare a draft IDP before meeting with your supervisor. The draft should:

1. List the developmental objectives (KSAOs) in order of priority.
2. Describe the appropriate formal training and developmental assignments for each KSAO which you have identified. These may include: on-the-job training (OJT), details, rotational assignments, special projects, task forces, self-study, and formal course work.

When planning, keep in mind that your supervisor will have to consider other factors relative to your IDP. Is it consistent with individual career goals and agency objectives? Does it reflect operational and agency priorities? Is it cost effective and realistic?

SUPERVISOR'S RESPONSIBILITIES

Supervisors play a key role in assessing gaps between mission requirements and actual workforce capability, prioritizing training and development needs, defining and certifying the accomplishment of learning objectives, fostering on-the-job development, and supporting employee-initiated career development. They are specifically responsible for ensuring that learning requirements are identified for all assigned employees and addressed through systematic, cost-effective learning strategies in accordance with merit, EEO, affirmative action, and diversity principles.

FIRST LEVEL SUPERVISOR

Prior to meeting with an employee to discuss the tentative IDP, you should:

1. Determine whether or not there are KSAOs which need to be enhanced to improve performance in the employee's present position.
2. Be aware of the training resources that you have to offer.
3. Be alert to organizational trends and/or planned changes that require the employee to develop different or enhance current skills.

SECOND LEVEL SUPERVISOR

Once the employee and immediate supervisor have determined the content, priorities, resource requirements, and developmental opportunities to be included in the IDP, the plan needs your review and signature. You are responsible for:

1. Allocating training resources/opportunities among the various units supervised.
2. Assuring that all employees have the opportunity to develop and implement a realistic IDP which is consistent with the needs of the organization.
3. Ensuring that the organization's overall productivity is not unduly reduced by having significant portions of the work force engaged in developmental activities at the same time.
4. Assessing the degree to which the IDP adequately addresses the organization's affirmative action emphasis.

THE IDP INTERVIEW

*Some people never hear opportunity knock
because they're too busy knocking opportunity.
-Hal Chadwick*

Once you have developed a tentative IDP, you are ready to meet with your supervisor to discuss the plan. During this meeting, your supervisor may discuss where your skills fit into the organization and what the future needs of the organization will be. Additionally, your supervisor will be able to provide you with another perspective on how your strengths and weaknesses are perceived. This meeting is also an opportunity for you to make your supervisor aware of your interests, goals, and career aspirations.

You and your supervisor should discuss every aspect of the plan as thoroughly as possible. If it does not appear that all of the developmental assignments or training courses requested can be provided, your supervisor will have the opportunity to discuss the reasons for denial and recommend alternatives. The meeting should be open and frank; your supervisor and you must work together to adjust and prioritize the

objectives of the IDP. Attention should focus on the developmental areas and activities that are most likely to be fruitful for both you and the organization.

Once the high-priority objectives have been singled out, specific developmental objectives can be established. If the objectives are reasonable, specific developmental exercises and anticipated completion dates can be determined. The discussion should include a dialogue of what both the organization and you expect to derive from the developmental exercises.

It is important that you realize that an IDP may address career development in terms other than just being promoted. For example, the IDP may focus on developing your skills as much as possible to improve performance in your current position.

Planned developmental activities should emphasize on-the-job experience, such as job rotations and task force assignments, supplemented as necessary by formal training. Your supervisor and you should discuss the possibilities for development through job enrichment in your present position. Your supervisor should explore ways to use normal work assignments as developmental opportunities.

DEVELOPMENTAL ACTIVITIES AND TRAINING GUIDE

DEVELOPMENTAL ACTIVITIES/ASSIGNMENTS

Acting Assignments - Temporary assignment of managerial, supervisory, or team lead responsibilities to an employee.

Collateral Duties - Assignment of duties outside an employee's normal range of responsibilities which provide a broadening experience. For example, assignment of quality assurance responsibilities to a Supply Specialist in order to enhance analytical and reporting skills.

Committee/Task Force Participation - Involvement in employee groups or special emphasis groups. For example, participation on Human Relations Committees, Employee Involvement Groups, assignment to a task force organized to create a handbook describing a new program, or Quality Action Teams.

Detail - A temporary assignment to another position, work unit, branch, division, or office. For example, temporary assignment to Public Affairs Office to enhance writing skills by writing press releases.

Discussion Groups - Groups arranged with co-workers (to take place during lunch or after duty hours) for the purpose of researching and discussing technical, managerial, or supervisory skill areas.

Job Redesign - Assignment of new responsibilities to a position for the purpose of utilizing an employee's natural abilities or interests. For example, assigning liaison responsibilities to an employee who would otherwise not deal with others outside his/her immediate work unit.

Job Rotation - Temporary reassignment of duties from another position, but within the same occupational area, to the employee's current position in order to enhance the employee's experience. For example, assignment of classification responsibilities to a personnel management specialist normally involved in the staffing function.

Professional Organizations - Membership in groups comprised of representatives from specific occupations or meetings to develop specific skills. These offer opportunities for employees to develop a variety of organizational and leadership skills. Examples include: Professional Women Controller, pilot associations, Toastmasters, American Society for Training and Development, etc.

Shadow Assignments - Accompanying a technical or managerial employee for a brief period to better understand the type of work being performed. For example, to enhance knowledge of affirmative action plans and programs, "shadowing" a Civil Rights Specialist may be appropriate.

Special Projects - Work of a one-time or infrequent nature given to an employee whose normal range of duties would not include that assignment. For example, to enhance planning skills, the employee may be asked to participate in developing a schedule, organizing a meeting/conference, etc.

FORMAL TRAINING RESOURCES

AGENCY TRAINING

Locally Arranged and Conducted Training Courses (LACT) - Contact your organization's training coordinator or training official.

CMD Lending Library Catalog - Includes listings of videotapes, audiotapes, books, stand alone modules (SAMs), and computer based instruction (CBI). Located in the Human Resource Information Center, Room 101, Headquarters building.

FAA Correspondence Study - Contact AMA-300D via cc:Mail (address Correspondence Study) for ordering information.

FAA Academy and CMD - Offer both technical and managerial training. Must be coordinated with your organization's training coordinator or training official.

OUT-OF-AGENCY TRAINING

Out-of-Agency training must be coordinated with your immediate supervisor before it will be approved or arranged.

INTERAGENCY TRAINING

Course information on Office of Personnel Management (OPM) and General Services Administration (GSA) courses can be obtained from the Human Resource Management Training Program Manager.

NON-GOVERNMENT TRAINING

Consult with the Human Resource Management Training Program Manager for more extensive information on local college and university courses and private training vendors. The Federal Employee Education

& Assistance (FEEA) Scholarship Program provides funds to attend college. Contact FEEA, 8441 W. Bowles Ave., Suite 200, Littleton, CO 80123-3245 for scholarship information and application forms.

INSTRUCTIONS FOR COMPLETING IDP FORM

*Plans are nothing, **PLANNING** is everything.
-Dwight D. Eisenhower*

This IDP form has been designed to help you realistically lay out specific actions designed to assist you in achieving your goals and help you improve your capabilities in your current position.

Name (self explanatory)

Current Position, Series, and Grade

Organization (i.e., AF, AT, FS, HR, etc.)

Short-term Career Goal - Describe your goal in terms of job title, series, and grade. It should be one you want to reach and can feasibly attain within the next one to two years. For further assistance, see section on **GOALS**.

Long-term Career Goal - Describe the goal you want to attain within the next five to ten years.

Present Competencies - Define the KSAOs you currently possess. In other words, what knowledge do you have and what tasks can you perform without any training, help, or guidance.

Developmental Objectives - List the KSAOs needed to carry out your goals. Ask yourself, "Are there any KSAOs that I lack or in which I am weak?" What do you need to accomplish to get from where you are to where you want to be with your career? This is the basis of your IDP. Your IDP will outline how you will get the necessary KSAOs to enable you to reach your goals. For further assistance, see section - ***Identifying KSAOs***.

Formal and/or Informal Training - List any FAA, interagency, non-government, self-study, and correspondence study courses in areas that provide the necessary KSAOs to meet your goals. The projected cost and completion date should also be stated if applicable.

Other Developmental Activities - This portion should be discussed between you and your supervisor. Developmental assignments are ones in areas which will provide the knowledge and skills necessary for accomplishing your goals. This may be accomplished through details, task force assignments, OJT, special projects, etc. The projected cost

and completion date should also be included. For further suggestions, see section, ***Developmental Activities and Training Guide***.

Signatures and Date - You, your immediate supervisor, and your second level supervisor are required to sign the IDP form.

SUMMARY

Mapping a course of action to achieve a career goal requires considerable planning and careful judgment. You must decide what you ultimately want to achieve and what career field(s) you want to pursue. Don't try to complete your IDP in an hour or two. When properly done, much planning, research, and soul searching will go into completing an IDP. It may take you several weeks to develop a final product that meets your needs for years to come.

You may want to create two IDPs, one for your short-term and one for your long-term goals. IDP content will vary from person to person. Depending on your needs, you may even vary the IDP format.

As you assess your present competencies and compare them with the qualifications required for your chosen career goal, you can easily identify any gaps or deficiencies. Identify the developmental objectives that will move you toward your goals. Plan for any formal training or education that may be required for you to meet your goals. Estimate the individual costs, in terms of time and money, required to prepare you for the attainment of the goal.

Discuss the plan with your supervisor. He/she should be aware of those things you are trying to accomplish and your plan for accomplishing them. It is much easier to achieve your career goals if you seek guidance, counsel, and support from your supervisor.

NOTES

