

INDIVIDUAL DEVELOPMENT PLANNING



SMART Development Planning

Building a SMART Individual Development Plan

- **Specific:** High clarity. Fully understood.
- **Measurable:** Expected measurable outcomes.
- **Accepted:** Full commitment. Take responsibility.
- **Realistic:** Challenging but achievable stretch goals.
- **Time driven:** Expected timeframe. Monitor progress.

STEP 1: Identify Target Behaviors

- Break down your area of development (or strength) into its specific behavioral components.
- Use the Supervisory Competency Model to help you do this.

STEP 2: Identify Action Steps

- **On-the-job activities**
 - Seeking input from others
 - Seeking feedback from others
 - Learning and practicing new skills
 - Taking on new tasks or responsibilities
- **Training**
 - Skills training
 - Academic training
 - Self study programs
- **Reading**
 - Books, journals
 - Magazines, newspapers

STEP 3: Determine Resources

<u>People</u>	<u>Contribution</u>
Your manager	Perspective and guidance
A mentor or expert	Expertise and advice
Coworkers	Feedback
A development partner (someone working on his/her development too; maybe the same skill)	Motivation and encouragement
Training Unit	Consultation; information about other resources
<u>Other</u>	<u>Contribution</u>
Books	Knowledge with low investment
Training courses	Knowledge; a development network

STEP 4: Outline a Timeframe

- **Be focused:** Start with one issue. Don't work on more than two to three at a time.
- **Be conservative:** Allot enough time to realistically complete action steps.
- **Be committed:** Identify important milestones, and stick to them.

STEP 5: Specify Outcome Measures

- **Objective measures:** Time spent, number of corrections, gaps between ideal and actual, measures of quality or productivity
- **Subjective measures:** Ratings from others

STEP 6: TAKE ACTION! (Monitor progress. Celebrate successes!)

1. **IDENTIFY** target behaviors.
2. **LEARN** the behaviors through reading, coworkers, or training.
3. **PRACTICE** the behaviors, first in a safe setting, then in more aggressive ones.
4. **SEEK FEEDBACK**, either objective or subjective. Quantify when possible.

Schedule progress checks throughout the year. Begin this process at the completion of your initial Individual Development Plan by scheduling your first "follow-up" date. Then at each successive follow-up date, schedule your next date. These dates may be monthly, bi-monthly, quarterly, or semi-annually depending on what is appropriate for your situation. Some skills can be mastered quickly; others take a significant amount of time to develop fully. However, to ensure development stays on track, checkpoints of 6 months or less are strongly encouraged.

Once you've mastered a target behavior, repeat the process with a new target behavior or additional, higher level skill refinement of a current target behavior. Continually modify your development plan. Remove behaviors you've mastered and add behaviors you'd like to develop. It's not a one-time plan that you "complete." Development is ongoing and never-ending.

Finally, don't forget to acknowledge your progress and celebrate your successes!

Employee-Manager Partnership

The Process

Purpose: To reach agreement on your strengths and developmental areas as well as your individual plan of action.

Review Feedback Data: Review your manager's feedback and compare to your data. Why do gaps in perspective exist? What can you learn from your manager?

Focus on Development: Discuss and reach agreement on your areas of development. Brainstorm development action steps. Agree on your Individual Development Plan. Discuss ways in which your manager can support your development.

(Note: Two shorter meetings are encouraged over one longer meeting. The first meeting is a discussion of the manager's feedback and input. That is, how the manager rated the employee's effectiveness on the various behaviors and the manager's importance ratings of the competencies. The second meeting, is a discussion of the employee's Individual Development Plan. This gives the employee time to internalize and accept the manager's feedback and to draft his/her Individual Development Plan.)

Closing: Commit to a timeframe for revisiting your Individual Development Plan. Agree on a timeframe for your next developmental discussion.

Follow-up: Revise your Individual Development Plan and provide it to your manager. Make progress on your Plan. Utilize your manager for ongoing feedback on your developmental efforts. Schedule monthly, quarterly, or semi-annual developmental discussions.

Individual Development Plan: SAMPLE

Competency Delegate more effectively	<div style="text-align: right;"> <input type="checkbox"/> ? Strength <input checked="" type="checkbox"/> Area of Development </div>
Target Behaviors 1. Assign work to others based on their skills 2. Communicate clearly when delegating to ensure common expectations 3. Monitor progress and give constructive feedback	
Action Steps 1. Read <i>Situational Leadership</i> to learn delegation skills 2. Learn delegation techniques from others by consulting with co-workers who are effective at delegating tasks 3. Develop a list of what tasks I should delegate 4. Identify types of tasks to delegate to each employee 5. Practice communicating expectations and deadlines when delegating 6. Establish checkpoints for delegated tasks 7. Provide weekly job performance feedback to each of my employees. 8. Practice active listening skills, and paraphrasing when getting work updates from associates 9. Get feedback on delegation skills through 1:1 meetings with employees and via an employee survey	Timeframe February February March 1-15 March 1-15 March 15 on March 15 on weekly ongoing weekly 1:1s August survey
Outcome Measures 1. Once a week feedback sessions with one employee regarding the quality and amount of delegation 2. Ratings on delegation skills from employee survey 3. Feedback from my manager and peers on my delegation skills 4. Increased volume of tasks delegated to staff 5. Increased skill level of staff	



Name: _____

Signature: _____ **Date:** _____

Manager's Name: _____

Signature: _____ **Date:** _____

Progress Checks to Occur on the Following Dates:

Scheduled Date	Actual Date

Schedule progress checks throughout the year. Update entire plan annually.

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<div>Target Behaviors</div>	
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“If you’re not going to keep score, don’t bother playing the game.”

“Measure only what matters.”

Developing Measures and Monitoring Progress

Effective measurement systems: 1) guide decision making, and 2) serve as a basis for evaluating performance. Include both substantive performance indicators (outcomes) and process indicators (leading indicators of progress toward desired outcomes). The measurement process is not an end in itself. It has value only if its results provide meaningful input into subsequent decisions (what to keep doing, start doing, stop doing) and/or contribute to more effective performance.

Outcome measures are designed to help you know when you’ve accomplished your goal. They can also be used to monitor your progress. For example, maybe I want to stop interrupting people in meetings. My outcome measure is to reduce my number of interruptions during staff meetings to 0. It’s unlikely I’ll master this skill in my very next staff meeting. Development takes time. However, at each staff meeting I can monitor myself and keep a tally of the number of times I interrupt others and chart my progress over time. Hopefully my number will decrease over time until I consistently have 0 interruptions at all staff meetings.

Alternatively, I can ask a trusted co-worker to monitor my interruptions and secretly signal me when I am reverting to my old habits.

Use whatever works for you to monitor your progress. For example, you may want to keep a list of your Top 3 developmental areas in a place in which you will frequently see it on a daily basis. At the end of each day/week, ask yourself “How did I do today? What did I do to help me meet my goals in these areas? What set-backs did I have? What do I need to focus on?”

Try checking in with trusted others. Tell a trusted co-worker what you are working on and ask for his/her honest feedback. For example, if you are trying to work on being less visibly nervous when you present, get feedback from a trusted co-worker after each presentation. Truly listen to the feedback, thank the person for his/her feedback, and modify your behavior as appropriate based on the feedback.

Let your staff know you are trying to change a skill and seek their help and support. For example, state that you know staff meetings start late because you are often running late. Let them know that you are going to work on changing this behavior and want their help.

Seek feedback. Involve others. This will increase your accountability and likelihood of success.

Always consider what you are truly trying to accomplish. Ask, “What will be different once I master this skill?” It could include outcomes such as those listed in the Outcome Directory.

Outcome Directory

Use this directory to identify appropriate ways of tracking progress toward meeting your developmental goals. The list is certainly not all-inclusive. Even if you can’t find a measure appropriate to your specific goal, scanning the list will at least give you ideas for possible measures appropriate to your situation.

Outcome Directory (con't)

- Delays caused by errors
- Number of user complaints
- Number of ____ processed in ____ hours/days
- Time required to produce a report/product
- Number and types of errors
- Customer satisfaction rating on cost, timeliness, accuracy, or other key characteristics
- Number of outputs
- Number of customer complaints
- Number of waivers to procedures per day/week/month
- Elapsed time to complete a process
- Amount of time devoted to re-work
- Number of on-time deliveries
- Number of areas cross-trained
- Responses within agreed-upon time frames
- Number of meetings started on time
- Average delay for meeting start times
- Number of meetings in which the meeting's purpose is accomplished
- Number of meetings that run over schedule
- Opinion survey rating on responsiveness and timeliness
- Number of unfilled requests
- Number of days to fill a request
- Turnaround time to process ____
- Number of requests for clarification
- Number of error-free communications
- Percentage reduction of elapsed process time
- Change in response time
- Cost reduction
- Increase in accuracy
- Increase in timeliness
- Time required to solve customer problems
- Development time
- Phone calls returned within 24 hours
- e-mails responded to within 24 hours
- Agreed to levels achieved on customer satisfaction survey
- Actual expenses vs. budget
- Government compliance
- Number of new approaches incorporated in own job
- Schedule delays or downtimes
- Time required to replace incorrect material
- Percentage of business retained
- Number of new clients/contracts
- Revenue vs. projections
- Reduced absenteeism

Outcome Directory (con't)

- Time to fill a job
- Percent of jobs filled internally
- Percent of employees with development plans
- Percent of employees receiving performance appraisals
- Lost work days
- Incidence of injuries
- Clarity of messages
- Effectiveness of responses to customer complaints
- Average time for dispute resolution
- Percent of employees making suggestions
- Percent of suggestions implemented
- Extent to which the average employee can describe the department's goals
- Extent to which employees are clear about their own goals
- Effectiveness of information sharing among departments
- Extent to which employees have ready access to the information and knowledge that they need
- Number of ideas generated per staff meeting
- Number of times seek others' input prior to stating own opinion
- Number of times involve others in decisions
- Frequency of information sharing with other departments
- Frequency of one-on-one interaction with each employee
- Time spent listening to employees per week
- Time spent developing employees per week
- Time spent doing tasks which my staff should be doing
- Number of projects delegated
- Time spent planning
- Time spent on tasks which drive the department's goals
- Time spent on tasks which do not drive the department's goals
- Number of times I restate another person's position before stating my own position
- Number of questions asked to seek understanding
- Time spent responding to employees' questions
- Time available to employees
- Time spent on activities which will improve the department
- Commitments kept
- Meetings with employees kept
- Frequency of checking for understanding when communicating
- Frequency of use of agendas
- Frequency of summarizing at the end of each meeting
- Extent to which employees understand work standards
- Time spent on top priority items vs. lower priority items
- Frequency of positive and developmental feedback provided to each employee
- Time spent out of office interacting with staff

Sources of Feedback

- Informal and formal feedback/assessments (self, manager, peer, staff, customers)
- Surveys (formal and informal)
- Development Tool for Supervisors/Managers
- Diary
- Progress reports
- Any method/tool that works for you personally