

Transforming IDPs into Powerful Growth Tools

Facilitator Guide

Leader Professional Development
United States Army
Center for Army Leadership



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Table of Contents

Introduction..... 4

 Who is CAL..... 4

 Intent of the Leader Professional Development Kits 4

 Contact Details 4

Overview 5

 Purpose of This Session..... 5

 Target Audience 5

 Recommended Materials..... 5

 Agenda 6

 Preparing for Your LPD Session 6

 How to Use This Guide..... 7

How to Facilitate This LPD Session 8

 Opening Segment – Slide 1..... 8

 Army Leadership Requirements Model (LRM) – Slide 2 9

 Session Objectives – Slide 3 10

 The Benefits of IDPs – Slide 4 11

 What Is an IDP? – Slide 5 12

 IDPs and Development – Slide 6 13

 IDPs as a Conversation Guide – Slide 7 14

 Benefits of A Career Map – Slide 8 15

 A Win-Win Strategy – Slide 9 16

 Discussion – Slide 10 17

 The Role of Leader Support in the IDP Process – Slide 11 18

 IDP Messaging – Slide 12 19

 How Leaders Can Support IDP Use – Slide 13..... 20

 Creating a Climate to Support IDP Use – Slide 14 21

 IDP Resources – Slide 15 22

 Preparing For Your IDP Conversation – Slide 16..... 23

 Discussion – Slide 17 24

 Elements of an Effective IDP Conversation – Slide 18 25

 General Conversation Tips – Slide 19..... 26

 IDP Conversation: Start with the “Why” – Slide 20 28

 IDP Conversation: Review the Plan – Slide 21 29

 IDP Conversation: Put the Plan into Action – Slide 22..... 30

 Wrap-Up – Slide 23 31

 Summary – Slide 24 32

 Want to Learn More? – Slide 25..... 33

 After Action Review – Slide 26 34

 Let’s Connect – Slide 27..... 36

Introduction

WHO IS CAL

The Center for Army Leadership (CAL) is the Army's designated action agent for Leader Development and Leadership in the areas of research, assessment, doctrine, initiative management, and quality assurance to sustain excellence in the Army's core competency of growing leaders.

INTENT OF THE LEADER PROFESSIONAL DEVELOPMENT KITS

Leadership is the unifying and multiplying element of combat power (ADP 6-0). Leader development programs are a proven method organizations can use to ensure regular improvement and refinement of critical leadership skills. In 2022, CAL began the design and development of a collection of ready-made Leader Professional Development (LPD) kits that you can use to deliver professional development sessions. These LPD sessions are designed to address topics of need; educate you on the Army Leadership Requirements Model (ADP 6-22); generate group discussion by asking thought-provoking questions; help you identify gaps in your unit, team, or organization; and determine actions leaders can take to improve the gaps.

It takes a lot of effort to create slides and briefing materials. Knowing that every Soldier's time is valuable, CAL created a pre-packaged set of materials (slides, facilitator guide, etc.) with everything you need to conduct an LPD. Now you can focus on learning and presenting the materials. Use this LPD kit as an opportunity to have a leader development discussion with others. The intent isn't for you to lecture for an entire session or read slides verbatim. Instead, think about the content, put it in the context of your unit, and get your audience talking about how to improve as Army leaders and a team.

CONTACT DETAILS

If you have any questions about the LPD kits or have suggestions for additional topics, please contact CAL at usarmy.leavenworth.tradoc.mbx.cal@army.mil.

You can also connect with CAL in the following ways:

- On the web: <https://usacac.army.mil/CAL>
- On Facebook: <https://www.facebook.com/USArmyCAL>
- On Instagram: <https://www.instagram.com/usarmycal>
- On X: <https://twitter.com/USArmyCAL>
- On YouTube: <https://www.youtube.com/@USArmyCAL>

You can find the materials for this LPD, as well as others, at the CAL website at: <https://usacac.army.mil/CAL>.

Overview

PURPOSE OF THIS SESSION

The goal of this session is to help leaders understand the value of Individual Development Plans (IDPs) and how to leverage them when developing subordinates.

The specific learning objectives for this session include:

- Explain the benefits of an IDP.
- Explain the role of leader support in subordinates' use of IDPs.
- Identify the elements of an effective IDP conversation.

TARGET AUDIENCE

The target audience encompasses junior Army leaders (O1-O3, E4-E6).

The optimal facilitator-to-learners ratio for this LPD session is one facilitator to approximately 20 participants. If the anticipated audience is to be more than 20 participants, those organizing the session should consider having multiple facilitators.

NOTE: If the anticipated audience is greater than 50 participants, some features of this Facilitator Guide will have to be adapted. For example, instead of conducting whole group discussions, you may need to split the audience into smaller groups to ensure everyone has an opportunity to contribute. To facilitate group discussions, the allotted time may also need to be increased.

RECOMMENDED MATERIALS

The following table lists recommended materials and equipment for facilitating this session. While these are recommended, not all of the listed equipment is required. For example, if you deliver the session out in the field and do not have access to a computer, monitor, or projector, you can still facilitate the session using just this facilitator guide and participant packets.

Materials	Quantity
Quick Start Guide	1 per facilitator
This Facilitator Guide	1 per facilitator
Participant Packet <ul style="list-style-type: none"> • IDP Leader Resource Handout • After Action Review Form 	1 per participant
PowerPoint Slides	1 per facilitator
PC Computer or Laptop	1 per facilitator
Monitor or Projector and A/V cables	1 per room
Screen (if projecting)	1 per room
Chart Paper and Markers or White Board and Dry Erase Markers	1 per room

Documents can be accessed on the CAL website here: <https://usacac.army.mil/CAL>.

AGENDA

The session is designed to be presented in a 45-minute block of time. Later in this guide, you will see the suggested timing for each individual slide, from which the below duration times were calculated.

Segments	Duration
Session Opening	6 minutes
The Benefits of Individual Development Plans (IDPs)	13.5 minutes
The Role of Leader Support in IDPs	16.5 minutes
Elements of an Effective IDP Conversation	5.5 minutes
Session Closing	3.5 minutes
Total Duration	45 minutes







PREPARING FOR YOUR LPD SESSION

This facilitator guide aims to provide all of the information necessary to lead a successful session and discussion on this topic. To that aim, here are steps that you should take before the session.

1. Read through this facilitator guide and review the PowerPoint slides. Make sure you feel comfortable speaking to the key points and leading the discussion(s). Based on the audience, prepare to modify discussion questions to ensure they are meaningful and apply to your specific unit/organization. The more you can get the audience discussing how they can improve the organization by applying the material, the better.
2. Be prepared to include personal experiences related to the topic or familiarize yourself with examples you can reference throughout the session. Real-life examples help tie together the individual segments, engage the audience, and enable learners to connect the content to their day-to-day jobs. Feel free to add short video clips or other materials you think the audience would find engaging.
3. Familiarize yourself with the suggested timing of slides and discussion activities.
4. Determine the anticipated audience size. Recruit additional facilitators or plan for modifications to the session if the audience size exceeds 20 participants.
5. Invite the commanding officer or organization director to speak at the beginning of the session to introduce the purpose/intent of the session. This will increase audience engagement and attention.
6. Review the additional resources so you can direct the audience to the appropriate information. Share the resources electronically via email before the session. Print participant packets ahead of the session.

HOW TO USE THIS GUIDE

The facilitator guide contains PowerPoint slides embedded with facilitation notes and discussion questions to guide you through the session. The facilitation notes include icon cues that are designed to provide visual references for you as to the type of action required, operational instructions, or other special points (e.g., discussion). Each icon is described below.

Icons	Icon Name	Descriptions
	Slide	This icon indicates that a slide should be presented. An image of each slide in the associated PowerPoint is provided. These slides help you identify which slide goes with each instructional strategy, duration, and key points.
	Duration	This icon indicates the suggested amount of time to spend on each slide.
	Key Points	This icon indicates the key points that should be covered. Although you should not read the key points verbatim during the session, you can read through it beforehand to familiarize yourself with the content.
	Discussion	This icon indicates that a discussion should be facilitated.
	Activity	This icon indicates that an activity should be facilitated.
	Resources	This icon indicates when any resource (handout, case study, example, article, etc.) should be used.

How to Facilitate This LPD Session

This section provides you with details on how to facilitate each slide in the session.

OPENING SEGMENT – SLIDE 1



5 minutes



- Orient participants to the context of the session by reading the following scenario.
 - Imagine that you overhear a subordinate asking another what they put on their IDP (Individual Development Plan), and the other says, "I'm not even sure. I just typed in a bunch of random stuff so I could check it off as being done."
- Discuss the following questions.
 - Have you heard similar types of comments in your unit or organization? What specific comments have you heard?
 - As a leader, what would you say to these subordinates?
 - What value do you see in IDPs and having a personalized career map for your career? What are some of the benefits to having individuals plan for their career development?



- Share that the purpose of this lesson is to help you understand the value of IDPs and how you can leverage them when developing subordinates.
- Explain that this session is part of the Leader Professional Development series designed to address and generate discussion about various topics of importance and determine actions you can take to improve your organizations.

ARMY LEADERSHIP REQUIREMENTS MODEL (LRM) – SLIDE 2



Army Leadership Requirements Model (LRM)

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2

- This LPD session focuses on the following competency:
 - Gets results (Achieves)
- Learn more about the LRM by reviewing:
 - ADP 6-22
 - Describes what right looks like for all leaders
 - FM 6-22
 - Teaches you how to develop as a leader



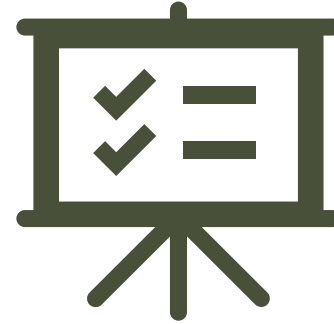
30 seconds



- Explain that it's important that everyone be familiar with the Army Leadership Requirements Model, which lays out the core set of requirements of what the Army expects all leaders to be, to know, and to do. By understanding these expectations, you will be better prepared to deal with a range and variety of situations. Soldiers who regularly and successfully apply these expectations have better trained units, command climates, and leaders who possess the necessary skills to win the fight. The Leadership Requirements Model can be found in ADP 6-22 and FM 6-22, which you should also take some time to check out if you haven't already. ADP 6-22 describes what right looks like for all leaders, and FM 6-22 tells you how to develop as a leader.
- Point out that this leader professional development session ties directly to the Gets Results competency under the Achieves section of the model. To get results, effective leaders give and seek accurate and timely feedback, use feedback to modify goals, and recognize and retain talent. The IDP is a tool that leaders can leverage for this purpose.

SESSION OBJECTIVES – SLIDE 3**Session Objectives**

- Explain the benefits of Individual Development Plans (IDPs).
- Explain the role of leader support in subordinates' use of IDPs.
- Identify the elements of an effective IDP conversation.



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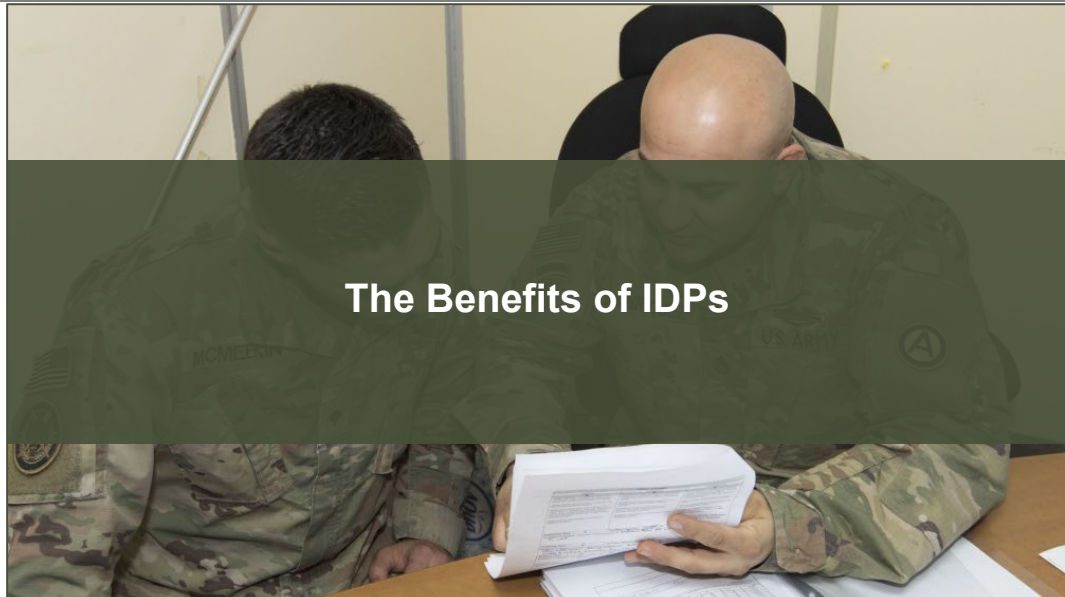
3



30 seconds



- Explain that this session will cover the objectives shown on the slide.
- To help make this session as impactful as possible, encourage participants to contribute to the discussions with their own perspectives, reflections, and experiences.

THE BENEFITS OF IDPs – SLIDE 4

30 seconds



- Explain that we'll first discuss what an Individual Development Plan is and how they can benefit leaders, subordinates, and the larger Army organization.

WHAT IS AN IDP? – SLIDE 5



What Is an IDP?

INDIVIDUAL DEVELOPMENT PLAN (IDP)		
For use of this form, see FM 6-27, the proponent agency's TRADOC.		
AUTHORITY: (1) DOD 3013, Secretary of the Army, AF 305.5, Army Training and Leader Development; AF 600-130, Army Profession and Leadership Policy; and AF 600-960, Career Program Management.		
PRINCIPAL PURPOSE: A leader development tool for Army military and civilian individuals to assess their individual development plans. Allow civilian and military supervisors and mentors to monitor the individual's goals and provide developmental recommendations, notifications, and career advice.		
ROUTINE USES: There are no specific routine uses designated for this form.		
DISCLOSURE: Disclosure is voluntary.		
1. Leader's Name		2. Date
3. Short-Term Goals (Personal/Professional, 0-1 year)		4. Long-Term Goals (Personal/Professional, 1-4 years)
5. Self-Assessment: Physical Fitness:	6. Cognitive: Critical Thinking:	7. Leadership: Competencies:
Self-Assessed Strengths:	Communications (Reading, Writing, Verbal)	
Self-Assessed Developmental Needs:	Technical & Tactical Knowledge (Warfighting)	Self-Awareness:
8. Immediate Actions (Next 90 Days)		

DA FORM 7906, NOV 2022 AFM 6-27-13033 Page 67

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2 minutes



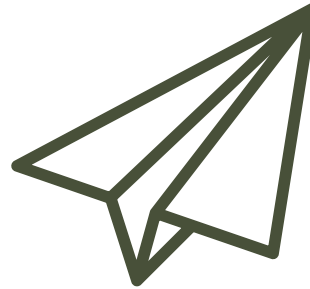
- Explain that the IDP is a strategic tool used by the Army to aid in the career progression and skill enhancement of its members.
 - The IDP is designed to outline an individual's self-assessed strengths and developmental needs and identify short-term and long-term goals.
 - The IDP outlines an immediate plan of action for what the individual will do in the next 90 days to begin their self-development.
 - The IDP helps individuals set and achieve goals while allowing their supervisor, mentors, and coaches to help guide their growth.
- Point out that the Center for Army Leadership (CAL) created DA Form 7906 as an easy way to create an IDP. The form is shown on the slide. This form can be accessed via the CAL website and on the Army Publishing Directorate website. The form provides a place to document:
 - Areas to develop.
 - Supported leader competencies for those areas.
 - Desired personal and professional outcomes.
 - Specific developmental activities leading to those outcomes.
- Explain that later in the session, we will be covering how to help subordinates complete the form in more detail.

IDPs AND DEVELOPMENT – SLIDE 6



IDPs and Development

When you encourage the use of IDPs, it sends the message that you support your subordinates' growth and development.



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6



1 minute

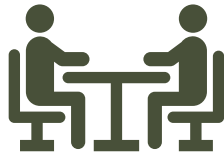


- Explain that as leaders, we all have the duty and obligation to develop Army leaders. Leader development is an ongoing and purposeful process that takes thought, planning, and dedication. Developing leaders leaves a lasting impact on teams, organizations, and the Army.
- Promoting IDPs and using them to guide the development of subordinates helps reinforce a learning culture within the Army organization. According to AR 600-100, “the development of a culture of lifelong learning coupled with professional and personal goal setting is mutually beneficial to the Army and its personnel.”
- Point out that by promoting the use of IDPs to your subordinates, you send the message that you support their goals and development.
 - For many years now, Army research has shown that Soldiers do not think their leaders are doing enough to develop them.
 - Promoting the IDP as a developmental tool will help counter this idea.

IDPs AS A CONVERSATION GUIDE – SLIDE 7



IDPs as a Conversation Guide



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7



2 minutes

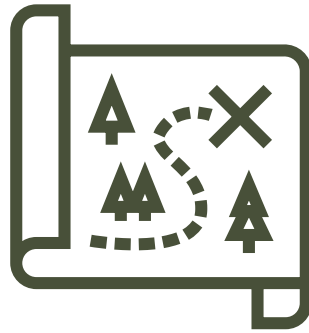


- Explain that a major benefit of IDPs is they are a useful way to guide developmental discussions.
 - As will be covered in more detail later in this session, the structure of the IDP guides the user to reflect on their strengths and weaknesses in different areas, come up with both short- and long-term personal and professional goals, and decide on some immediate next steps.
 - This structure benefits you as the leader because it ensures that these conversations are productive. An IDP discussion is an opportunity to get to know your subordinates and build trust. You will better understand your subordinates' goals, strengths, and areas for growth, helping you spot future opportunities to support their development.
 - The structure of IDPs also benefits subordinates because it gets them thinking about where they want to go personally and professionally and how to get there. Also, it gives them a chance to get your sign off on their developmental activities (e.g., attending a course or working towards a certification).
- Point out that having a developmental discussion with a subordinate about their IDP is also an excellent way to develop and practice your coaching skills (e.g., asking open-ended questions, helping the subordinate commit to development, etc.). ATP 6-22.1 (Providing Feedback: Coaching, Counseling, and Mentoring) is a good resource for effective coaching practices and guidance on IDP development and coaching.
 - Focus on having an open and honest discussion about where the Soldier wants to go and their progress. Celebrate successes, but also address any setbacks constructively. The goal is to understand their aspirations, identify challenges, and create a plan to keep them moving forward.

BENEFITS OF A CAREER MAP – SLIDE 8



Benefits of a Career Map



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8



2 minutes



- Point out that another benefit of the IDP is it provides the individual with a chance to create their own personalized career map.
- Explain that there is evidence to support the role of employee career mapping in desired outcomes for the organization including a more engaged, focused, and accountable workforce with higher levels of job satisfaction and retention. More specifically:
 - Engaged Soldiers are more productive and motivated. By aligning their career goals with the Army's objectives, you create a force that is not just present but actively contributing to mission success. Research indicates that career development initiatives enhance employee **engagement**.
 - With a clear career map, Soldiers understand their roles and responsibilities better. This clarity leads to improved **focus** and **accountability**, as they know what is expected of them and what they need to achieve to progress. Studies have found that career development initiatives improve focus and accountability among employees.
 - Career mapping helps Soldiers see a clear path for their growth within the Army. When they know that investments are being made in their future, their **job satisfaction** increases significantly. Studies have shown that career development opportunities are directly linked to higher job satisfaction.
 - High turnover can be costly and disruptive. Career mapping shows Soldiers that you are committed to their long-term development, which can reduce turnover and increase **retention** of top talent. This is particularly crucial in maintaining a skilled and experienced force.

A WIN-WIN STRATEGY – SLIDE 9**A Win-Win Strategy**

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9

IDPs benefit both the Soldier and the organization.



1 minute



- Explain that IDPs are a win-win strategy because they benefit both the Soldier and the organization. Soldiers benefit because implementing an IDP helps them grow in ways that enhance both their personal and professional lives.
- Point out that investing in Soldiers lets them know they are supported and valued by the organization. When individuals perceive that they are supported by the organization, they tend to have higher levels of organizational commitment. When leaders commit to the Army profession, they are more likely to stay in the Army. Soldier retention benefits the Army, as does having more highly developed Soldiers.

DISCUSSION – SLIDE 10



Discussion



Revisiting the scenario from the beginning of this session, how would you change your answer to the subordinate?

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10

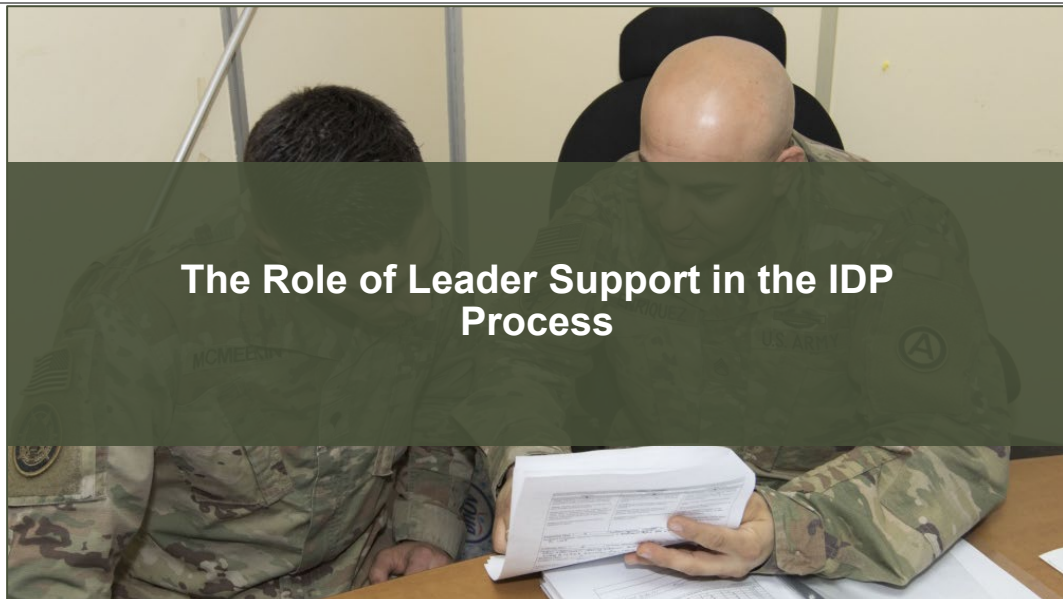


5 minutes



- Revisit the scenario at the beginning of the session where you overheard subordinates describing their IDPs as a check-the-block activity.
- Ask participants:
 - After hearing the information in this section, how would you change your response to them?
 - What information would you add?

Answers will vary.

THE ROLE OF LEADER SUPPORT IN THE IDP PROCESS – SLIDE 11

30 seconds



- Explain that in this section, we will discuss messaging around IDPs, how to support IDP use, and how to prepare for an IDP conversation.

IDP MESSAGING – SLIDE 12



IDP Messaging

Email #1


Do your IDPs ASAP

Thompson, Sarah
To: Alpha Company <alphacompany@army.mil>

6:55 PM

It's that time again for quarterly performance counselings so you need to get your IDPs updated and submitted by 31 DEC at 1700.

W/r,
CPT Sarah Thompson
Company Commander, Alpha Company
U.S. Army
Sarah.thompson@army.mil



Email #2


Let's Talk about Your IDP

Thompson, Sarah
To: SSG James Miller <james.miller@army.mil>

3:27 PM

SSG Miller,
Quarterly counselings are coming up, and during our meeting, we'll be reviewing your IDP. Come prepared to discuss your goals and the direction you want to take in your career. I want to ensure we're aligned and that I'm doing everything I can to help you succeed. If you have any questions or need clarification before the meeting, reach out to me directly. Let's make this count.

W/r,
CPT Sarah Thompson
Company Commander, Alpha Company
U.S. Army
Sarah.thompson@army.mil



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2 minutes



- Explain that you should be thoughtful in the way you discuss IDPs with subordinates. Soldiers will gauge the importance you place on something through your tone, choice of words, and how often you discuss it. For example, take a look at the two emails on the slide.
 - The one on the left says, “It's that time again for quarterly performance counseling, so you need to get your IDPs updated and submitted by 31 DEC at 1700.”
 - The one on the right says, “Quarterly counselings are coming up, and during our meeting, we'll be reviewing your IDP. Come prepared to discuss your goals and the direction you want to take in your career. I want to ensure we're aligned and that I'm doing everything I can to help you succeed. If you have any questions or need clarification before the meeting, reach out to me directly. Let's make this count.”
- Ask participants:
 - Which of these signals a leader who understands the value that an IDP can bring to a first line supervisor counseling session? What can you infer from the tone of the emails and the information they contained?

Answer: The email on the right (Email #2) signals a leader who values the IDP.

Additional context for discussion: The email on the left has a tone that the IDP is a burden. By addressing it to the entire team, it suggests that the IDP is a check-the-box activity. In contrast, the email on the right is addressed to each individual team member, sets expectations for the meeting, and shows that the leader has an interest in the subordinate's success.
- Point out that when you view the IDP as a tool to help you develop subordinates and treat it as such, it will make a difference in how it is perceived by the members of your unit.

HOW LEADERS CAN SUPPORT IDP USE – SLIDE 13



How Leaders Can Support IDP Use



Remove barriers.



Provide encouragement.



Provide guidance and feedback.



Provide resources and opportunities.



Advocate for career progression.



Protect time for development.

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13



3 minutes



- Explain that in addition to messaging, there are a lot of things that leaders can do to support subordinates' use of IDPs:
 - **Remove barriers to goals.** Leaders can identify and address obstacles that might hinder subordinates' progress on their IDP goals. This may include reorganizing workload, managing team dynamics, or addressing organizational limitations that might restrict development opportunities.
 - **Provide encouragement.** Regularly acknowledge efforts and progress, offering words of encouragement to keep subordinates motivated. Recognize achievements, both big and small, to maintain morale and inspire progress.
 - **Provide guidance and feedback.** Offer constructive and actionable feedback on progress, including insights on areas of strength and opportunities for improvement. Guidance should be tailored to each individual's goals, with feedback sessions that emphasize both immediate improvements and long-term growth strategies.
 - **Provide resources and training opportunities.** Leaders should keep an eye out for resources and opportunities that support their subordinates' IDP objectives. Identify specific skills needed for career growth and recommend training or learning materials to support those areas.
 - **Advocate for their career progression.** Actively support subordinates' career advancement by endorsing their skills and advocating for them in organizational discussions. This could include recommending them for stretch assignments, promotions, or opportunities that align with their IDP goals.
 - **Protect time for development.** To the extent possible, ensure subordinates have protected time to focus on their development without the distraction of daily responsibilities. Leaders can help carve out dedicated periods for skill-building, learning sessions, and other IDP-related activities.

CREATING A CLIMATE TO SUPPORT IDP USE – SLIDE 14**Creating a Climate to Support IDP Use**

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1 minute



- Explain that to help create a climate to support IDP use, you can conduct LPD sessions or trainings on IDPs to allow the group to benefit from brainstorming and reinforce your support of IDPs. You can also promote the IDP in all of your professional developmental briefings.
- Point out that while the IDP is not binding, you should make every effort to ensure that each subordinate can accomplish the training and developmental opportunities listed on their IDP. For example, if you never allow subordinates the time to accomplish previously agreed upon learning opportunities, it will breed cynicism and mistrust and undermine the IDP's motivational benefits.

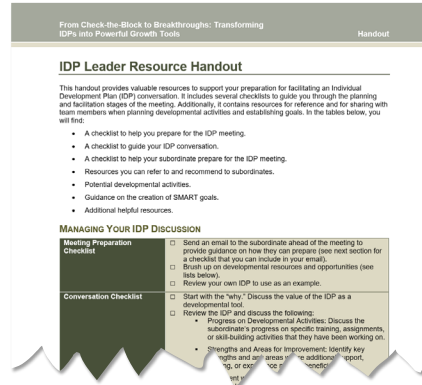
IDP RESOURCES – SLIDE 15



IDP Resources

Your handout contains resources you can use to help subordinates fill out their IDPs.

- Checklists
- References
- Potential developmental activities
- Goal-setting guidance



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15



3 minutes



- Refer participants to the IDP Leader Resource Handout.
- Explain that the handout provides helpful resources to support your preparation for facilitating an IDP conversation. It includes several checklists to guide you through the planning and facilitation stages of the meeting. Additionally, it contains resources for reference and for sharing with team members when planning developmental activities and establishing goals.



- Ask participants:
 - Aside from what is listed on the handout, do you have ideas for other places to look for information on developmental opportunities?
 - What resources have you personally used or recommended to subordinates?
 - Is there anything that you wished someone would have mentioned to you when creating your IDP?

Answers will vary.







- Refer to the accompanying handout for resources to aid in the development of IDPs.

PREPARING FOR YOUR IDP CONVERSATION – SLIDE 16



Preparing for Your IDP Conversation



-  *Send a checklist to your subordinate prior to the meeting.*
-  *Brush up on available developmental resources and opportunities.*
-  *Review your own IDP to use as an example in the conversation.*

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16



2 minutes



- Explain that another way that you as a leader can support IDP use is to make sure you spend a few minutes preparing for your scheduled conversations. Here are a few things that you can do:
 - Send out a checklist prior to your session to help your subordinate prepare for the discussion. You can use the one provided in AR 600-100 (p. 27), which is also found on your handout.
 - In some cases, subordinates might not know what to put on their IDP and will be asking for recommendations. You should prepare for these questions or be able to point subordinates in the right direction. Refer to the IDP Leader Resource Handout for places to point subordinates and example activities to put on their IDPs. You may also refer them to resources that are specific to your own location/installation (e.g., buildings, classes, facilities, websites, etc.).
 - During the conversation, you can share your own IDP and how you use it. When subordinates see that you have used the time and energy to complete it, this will help demonstrate that you value the IDP process.



- Refer to the accompanying handout, which contains a checklist you can email to your subordinate ahead of the meeting.

DISCUSSION – SLIDE 17



Discussion



Reflect on your own career or personal growth and share an experience where someone showed an interest in developing you as a Soldier, as an Army Professional, and/or as a person.

- What did that person do to support, guide, help, or inspire you?
- What impact did this have on you and your career?
- How could you apply what you learned from this person to develop your own subordinates?

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17

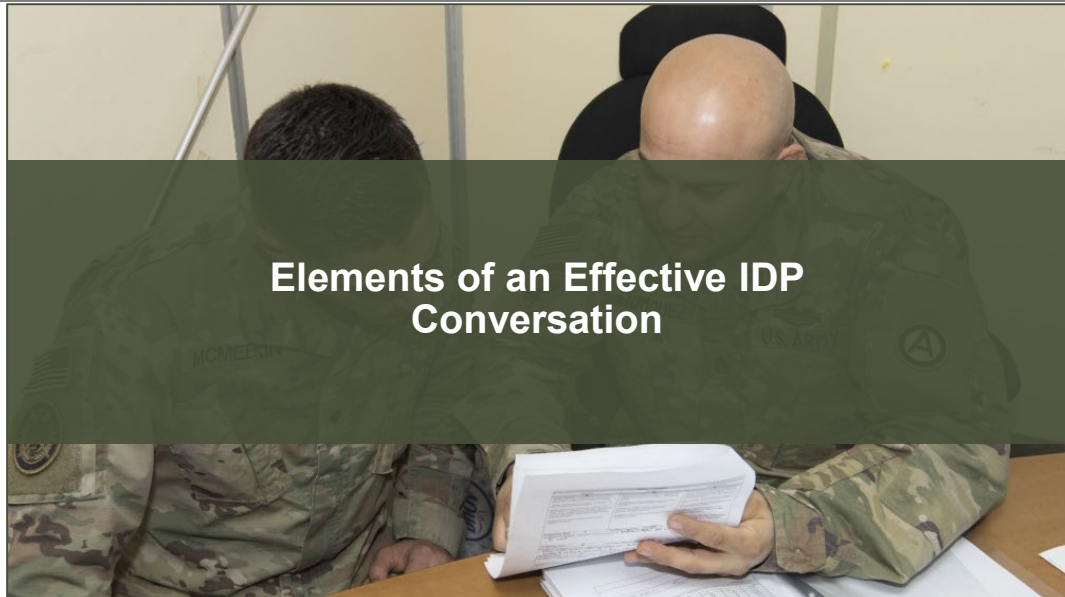


3 minutes



- Ask the participants to reflect on their own career or personal growth and share an experience where someone showed an interest in developing them as a Soldier, as an Army Professional, and/or as a person.
 - What did that person do to support, guide, help, or inspire you?
 - What impact did this have on you and your career?
 - How could you apply what you learned from this person to develop your own subordinates?

Answers will vary.

ELEMENTS OF AN EFFECTIVE IDP CONVERSATION – SLIDE 18

30 seconds



- Explain that in this section, we will cover the elements that should be present in an effective IDP conversation.

GENERAL CONVERSATION TIPS – SLIDE 19



General Conversation Tips

Keep the Goal in Mind

Support Autonomy

Elicit Change Talk

Ensure IDP is Personalized and Actionable



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19



3 minutes



- Point out some general tips to keep in mind throughout your IDP conversations.
 - **Keep the goal in mind:** Your job is to facilitate a conversation, ask questions, and get your subordinate to think through their goals and what they need to do to accomplish them. You aren't expected to have answers to every question they might ask.
 - **Support your subordinates' autonomy** by emphasizing that the decision about which goals to pursue is ultimately theirs.
 - Empower subordinates by giving them the flexibility to explore development opportunities, make decisions, and take risks in pursuit of their goals.
 - Explain that autonomy boosts motivation and encourages ownership of their development, helping them to invest more deeply in their growth.
 - You can say something like, "You know best what will help you grow, so I'm here to support whatever path you choose."
 - **Elicit change talk** by encouraging subordinates to express why they might want to pursue specific goals.
 - Getting subordinates to talk about their own reasons for growth helps them take ownership of their development, making it more likely they'll stay committed to their goals.
 - You can ask questions like, "What benefits do you see if you achieve this goal?" or "How would you feel if you didn't pursue this goal?"
 - Ensure that the IDP is **personalized** and **actionable**.
 - For an IDP to be personalized, this means that you can't provide cookie-cutter guidance to everyone. Personalized development plans are important because they address each subordinate's unique

strengths, needs, and goals, making growth more relevant and motivating while helping them reach their full potential.

- Help subordinates set actionable SMART goals. SMART goals are Specific, Measurable, Attainable, Relevant, and Time-bound.
 - **Specific:** The goal should be clear and precise, answering the questions of who, what, where, when, and why.
 - **Measurable:** You should be able to track progress and know when the goal is achieved.
 - **Attainable:** The goal should be realistic and attainable, given your current skills and resources.
 - **Relevant:** The goal should align with your broader objectives or values.
 - **Time-bound:** There should be a deadline or time frame for achieving the goal.
- Goal setting theory shows that individuals who set specific, challenging goals outperform those with vague goals or no goals.



- Refer to the accompanying handout for guidance on SMART goals.
-

IDP CONVERSATION: START WITH THE “WHY” – SLIDE 20



IDP Conversation: Start with the “Why”



Understanding the purpose behind development creates clarity, motivation, and alignment.



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20



30 seconds



- Explain that when starting the conversation:
 - **Start with the why.** When subordinates understand the purpose behind development, it creates clarity, motivation, and alignment. When starting your IDP conversation, explain **why** having goals outlined in the IDP is important. For example, you can say, “Setting clear goals in your IDP is crucial because it turns your career aspirations into a focused, actionable plan. With well-defined steps, you’ll have a roadmap that guides your growth, keeps you motivated, and ensures you’re making progress toward the future you want.” This will help you gain buy-in.
 - **Lay out the flow for the conversation.** You can start by assessing where the subordinate is, where they want to be, and how they will get there.





- Refer to the accompanying handout for an outline to guide this conversation.

IDP CONVERSATION: REVIEW THE PLAN – SLIDE 21



IDP Conversation: Review the Plan

 Progress on Developmental Activities	 Strengths and Areas for Improvement	 Alignment between Career Path and Army Needs
 Resources and Support Needed	 Feedback and Adjustments	 Timeline and Milestones

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21



1 minute



- Point out that the main “meat” of the IDP conversation is where you will discuss the specific elements of the IDP form.
- Explain that following the prompts on the IDP form (DA Form 7906) will help you cover the main points of a developmental discussion. You can highlight:
 - **Progress on Developmental Activities:** Discuss the subordinate’s progress on specific training, assignments, or skill-building activities that they have been working on.
 - **Strengths and Areas for Improvement:** Identify key strengths and any areas where additional support, training, or experience may be beneficial.
 - **Alignment with Career Path and Army Needs:** Ensure their goals and development align with Army mission requirements and potential career advancement opportunities.
 - **Resources and Support Needed:** Identify any resources, mentorship, or additional training needed to help them achieve their goals.
 - **Feedback and Adjustments:** Provide constructive feedback on their performance and help them to update the IDP as needed to keep it relevant and achievable.
 - **Timeline and Milestones:** Review key milestones and set target dates for completing activities, so progress is measurable and stays on track.
- Explain that ATP 6-22.1 is a resource they can leverage prior to having this conversation. It provides detailed guidance on conducting an IDP counseling session, including questions you can ask, examples you can use, activities and resources you can recommend, etc.



- Refer to the accompanying handout for an outline to guide this conversation.

IDP CONVERSATION: PUT THE PLAN INTO ACTION – SLIDE 22



IDP Conversation: Put the Plan into Action



Add self-review sessions to calendar.



Find an accountability partner.



Print IDP and place it somewhere visible.



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22

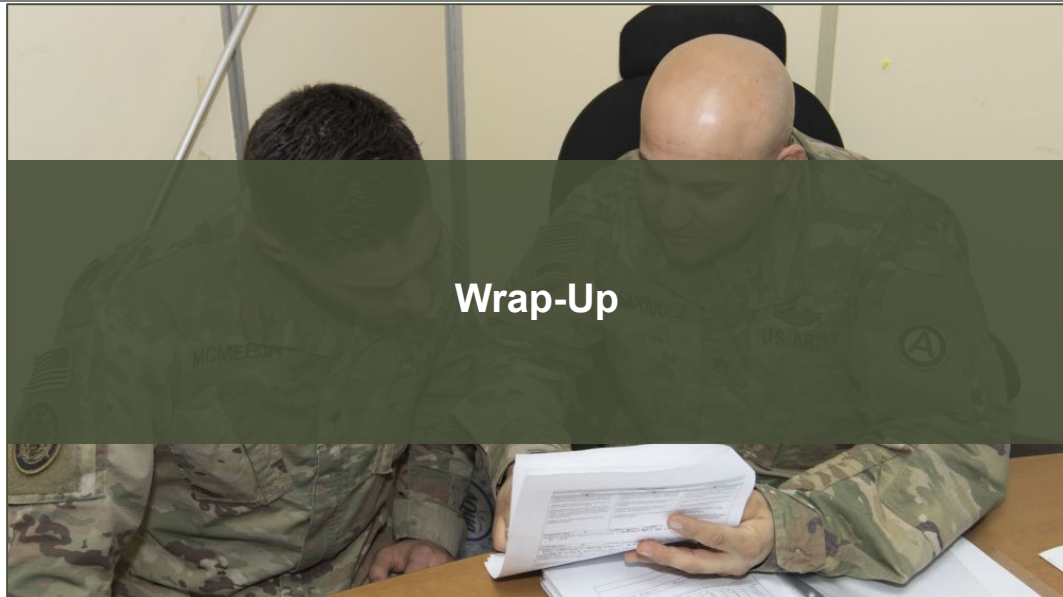


30 seconds



- Explain that this slide shows some action items that you can recommend when wrapping up your IDP conversation. These will help subordinates stay on top of their goals.
 - One major barrier to working on self-development activities is competing priorities. Blocking time on your calendar to work on self-development will help ensure that it remains a priority.
 - Finding an accountability partner is another way to ensure that self-development remains a priority. Plan to check in with your partner on a regular basis to discuss the activities that you are currently working on.
 - Another major barrier to self-development is forgetting to work on the plan. Printing your IDP and placing it in a location where you see it every day can help prevent this.
- Schedule a follow-up session with you to discuss progress on their goals.
- Refer to the accompanying handout for a guide to this conversation.



WRAP-UP – SLIDE 23

30 seconds



- To summarize, remind participants that when leaders actively support IDPs, subordinates are more likely to stay motivated and focused on meaningful goals, leading to higher performance and engagement.
- Emphasize that IDPs create a clear roadmap that aligns individual growth with team and organizational objectives, directly contributing to mission success and your success as a leader.

SUMMARY – SLIDE 24



In Summary

“
If you are going to achieve excellence in big things, you develop
the habit in little matters.
”

– Colin Powell

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24



30 seconds



- Read the following quote by Colin Powell: “If you are going to achieve excellence in big things, you develop the habit in little matters.”



- Ask the participants:

- How do you think this quote applies to the use of IDPs?

Potential answer: The IDPs create a habit of developmental activities. Goals are broken down into small things that contribute to an overarching long-term goal.

WANT TO LEARN MORE? – SLIDE 25



Want to Learn More?

<https://usacac.army.mil/CAL>

**Doctrine**

- ADP 6-22
 - *Page 6-8, Develops others*
 - *Page 7-1, Gets results*
- AR 600-100
 - Page 27
- ATP 6-22.1
 - Page 53-56

**YouTube Video on IDP Process**

<https://www.youtube.com/watch?v=an2CcxY9uEw>

“Developing Others Through Coaching” LPD Kit

<https://usacac.army.mil/CAL>

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25



30 seconds



- Point out that, given the time constraints, we weren't able to cover everything in detail. To learn more about the IDP process, go to the CAL site and check out these resources.

AFTER ACTION REVIEW – SLIDE 26**After Action Review**

- Complete the AAR form in your Participant Packet and return it to the facilitator.
 - The form allows you to provide feedback about this session.
 - Your feedback will be used to improve future deliveries of this session.

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26



1 minute



- At the end of the session, tell participants to complete the AAR form in their Participant Packet (also on the next page for your reference) and to return it to you before they leave.



- Tell participants that:
 - The form allows them to provide feedback about the session.
 - Their feedback will be used to improve future deliveries of the session.

Transforming IDPs into Powerful Growth Tools After Action Review Form

Purpose

The purpose of this After Action Review (AAR) is to help your organization improve its Leader Professional Development program. Your feedback will help identify areas of this session that went well and areas that could be improved.

Session Goals

The goal of this session was to help leaders understand the value of Individual Development Plans (IDPs) and how to leverage them when developing subordinates.

After you participate in this session, it is expected that you will be able to:

- Explain the benefits of an IDP.
- Explain the role of leader support in subordinates' use of IDPs.
- Identify the elements of an effective IDP conversation.

Your Feedback

Answer the following question below:

Question	Your Feedback
<p>Were the goals of this session met? If not, explain why.</p>	
<p>What went well during this session?</p>	
<p>Are there any areas in which the session could be improved? If so, please specify.</p>	

LET'S CONNECT – SLIDE 27**Let's Connect**

- On the web: usacac.army.mil/CAL
- On Facebook: USArmyCAL
- On Instagram: @usarmycal
- On X: @USArmyCAL
- On YouTube: @USArmyCAL



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27



1 minute



- Display this slide while participants are completing their After Action Review.