IDP Leader Resource Handout

This handout provides valuable resources to support your preparation for facilitating an Individual Development Plan (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. In the tables below, you will find:

- A checklist to help you prepare for the IDP meeting.
- A checklist to guide your IDP conversation.
- A checklist to help your subordinate prepare for the IDP meeting.
- Resources you can refer to and recommend to subordinates.
- Potential developmental activities.
- Guidance on the creation of SMART goals.
- Additional helpful resources.

MANAGING YOUR IDP DISCUSSION

Meeting Preparation Checklist	☐ Send an email to the subordinate ahead of the meeting to provide guidance on how they can prepare (refer to the next table for a checklist that you can include in your email). ☐ Brush up on developmental resources and opportunities (see lists below). ☐ Review your own IDP to use as an example.

Conversation Checklist	☐ Start with the "why." Discuss the value of the IDP as a developmental tool.
	 ☐ Review the IDP and discuss the following:
	   ▪ 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.
	 ☐ Create a plan for follow-up (e.g., schedule a follow-up meeting to check progress and discuss any obstacles).

SUBORDINATE CHECKLIST

Subordinate Preparation Checklist	**Identify Personal Goals** ☐ Identify assignments or job duties for the year: Think about any assignments or duties you are interested in completing or learning this year. ☐ List future activities: Outline any future activities or projects you would like to pursue as part of your career development. **Identify Organizational Goals** ☐ Identify organizational core competencies: Familiarize yourself with the core competencies valued by the organization. ☐ Identify career field core competencies and career ladders: Reflect on the competencies required in your career field and the paths available for advancement. ☐ List long-range training opportunities: Identify any training or developmental opportunities that might involve rotational or external assignments. **Identify Objectives** ☐ List enjoyable job activities from the past year: Consider activities or aspects of your job that you found fulfilling or enjoyable. ☐ List less enjoyable job activities from the past year: Identify tasks or responsibilities that you did not enjoy as much, as these may provide insight for development areas. ☐ Identify areas of excellence: Reflect on aspects of your job where you feel you excel, as well as areas for potential growth.

IDP RESOURCES

Resources	
	Career Goals DA PAM 600-3, DA PAM 600-4, DA PAM 600-5, AR 690-950 Army Career Tracker
	Broadening Assignments DA PAM 600 series HRC Broadening Opportunities Program
	Educational Goals DA PAM 600 series AR 690-300
	Next PME/CES Considerations DA PAM 600-3, DA PAM 600-4, DA PAM 600-25, AR 350-1
	Family Considerations Ready and Resilient (R2) Program (see Army Resilience Directorate website)
	Promotion/Selection Board Info (HRC or CPAC) *Options/Requirements*: DA PAM 600-3, DA PAM 600-4, DA PAM 600-5, AR 690-950 *Explanations of the promotion process*: DA PAM 600-8-19 or AR 690-300
	Key and Developmental Assignments DA PAM 600-3, DA PAM 600-4, DA PAM 600-25, AR 690-950 Career Management Fields (CMF) Career Programs
	Rank/Grade *Timelines*: DA PAM 600-3, DA PAM 600-4, DA PAM 600-25, AR 350-1
	Other LDR 180/360 feedback, fitness metrics (e.g., ACFT, 20KM march), instructor feedback/test scores from PME/CES
Potential Developmental Activities	• *Observing*: The leader observes other leaders, professionals, and similar organizations. • *Modeling*: The leader observes individuals who possess the desired skills, discusses and analyzes the observations, and emulates the behaviors. • *Reading*: The leader reads books, articles, manuals, and professional publications. • *Researching*: The leader searches for information and materials, asks questions, and solicits information from others within a specific topic or field. • *Practicing*: A leader practices a skill or behavior for improvement at work or away from the unit.

	• *Consulting*: A leader can practice with friends, bosses, peers, subordinates, a spouse, coaches, mentors, or other professionals who can give advice in the area of concern. • *Coursework and study*: Coursework and study includes organizational institutional training, unit training programs, correspondence courses, special qualifications courses, outside seminars, adult education classes, degree programs, and professional certifications. • *Thinking differently*: The leader enhances awareness by learning what is important to other individuals or groups, considering ideas from multiple perspectives, addressing root causes instead of symptoms, adopting a systems perspective, and considering second- and third-order effects. • *On-the-job opportunities*: The leader takes opportunities to include giving presentations, teaching classes, volunteering for special duty assignments, assuming acting positions, job cross training, or representing their superior at meetings. • *Off-the-job applications*: The leader could join or lead community groups, try a new skill in a volunteer organization, or give presentations to schools and civic organizations.
Goal Guidelines	**Goal Timing** *Short-term Goals*: Use 1-12 months as the timeframe to accomplish each goal. *Long-term Goals*: Use 12-48 months as the timeframe to accomplish each goal. **SMART Goal Criteria** *Specific*: Goals are clear and defined so you can picture the end goal. For example, "lose 10 pounds in three months" is more specific than "lose weight". *Measurable*: Goals have precise dates and what you want to achieve by those dates. You can use apps, tallying, or journaling to measure your progress. *Attainable*: Goals that are achievable so you don't lose confidence. *Relevant*: Goals are relevant to your lifestyle and what you want to achieve. *Time-bound*: Milestones and deadlines are set to help prioritize the goal. **Goal Evaluation** Use the following criteria from AR 600-100 to evaluate goals: ☐ Are employee goals realistic based on your assessment of their capabilities and past performance? ☐ Are employee goals consistent with unit needs, core competencies, and organizational goals? ☐ Has the employee considered a full range of potential developmental activities, including self-study, on-the-job training, seminars, workshops, professional society meetings and conferences, details, and special assignments? ☐ Is the level of proposed developmental activities reasonable given the anticipated workload?

Helpful Resources	**Center for Army Leadership website**: https://usacac.army.mil/CAL
	YouTube video on the IDP Counseling Process: https://www.youtube.com/watch?v=an2CcxY9uEw
	ATP 6-22.1: Providing Feedback: Counseling—Coaching—Mentoring (refer to 3-66 and 3-67 for information specific to the IDP)
	ADP 6-22: Army Leadership and the Profession
	FM 6-22: Developing Leaders