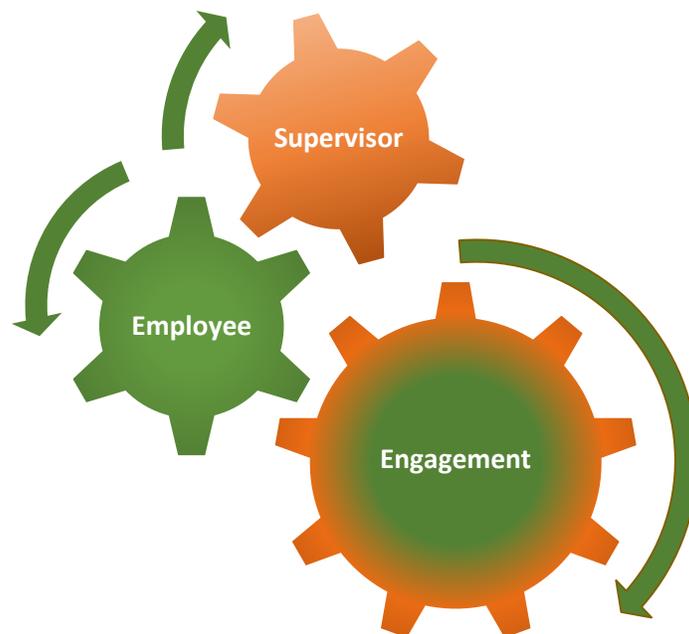


# Supervisor and Employee Engagement Guide

1<sup>st</sup> Edition



***DEVELOPING A NEEDS ASSESSMENT  
TO SUPPORT THE  
EMPLOYEE ENGAGEMENT APPLICATION***

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# Supervisor and Employee Engagement Guide



## Foreword

The United States Army Garrison Fort Campbell accomplishes a wide array of missions that requires an engaged workforce that accepts and adopts change. To meet the recurring challenges, institutional and organizational training and education must be complemented with continuous and planned self-development. Self-development is planned, goal-oriented learning that reinforces and expands the depth and breadth of an individual’s knowledge base, self-awareness, and situational awareness.

Self-development is also important to achieving personal and professional goals. You can use the information and exercises in this guide to establish needs for development and personal growth. In other words, developing your needs through assessment of your current knowledge, skills and abilities (competencies). This will complement what you have learned in the classroom and on the job, enhance your professional competence, and help you meet your objectives.

The “Needs Assessment” complements supervisor and employee discussion concerning the Individual Development Plan (IDP). The employee does a self-assessment of strengths and weaknesses using automated tools such as the Army Career Tracker (ACT). The employee establishes goals and objectives for development. This is captured in the Individual Development Plan which is then discussed with the supervisor. The supervisor in turn supports the developed plan by providing developmental or training opportunities.

## Foreword Continued.

The “Employee Engagement Application” is the means for the employee to seek various opportunities for personal and professional development as provided in the course overview below. The program selection is a shared responsibility between supervisors, managers and employees. The engagement programs are designed to meet the command’s long-term performance needs in the most productive and efficient ways possible. The overall intent of the programs are to have engaged employees with enhanced skills at their current position. Participation in any of the programs is voluntary and participation can be withdrawn at any time. The employee will be given reasonable duty time for program activities at the discretion of the supervisor. Participation in a program **is not a guarantee** of training, assignment, promotion, or career advancement. All recommended formal training courses and related events are subject to applicable regulations and availability of funds.

### **PROGRAM OVERVIEW:**

**USAG Local Development Assignment Program (LDAP).** LDAP provides multifunctional training assignments to broaden employee experience, prepare participants for increased responsibility, and improve organizational communication. Based on the employee’s needs, the LDAP may be 30 to 90 days in length.

**USAG Mentoring Program (GMP).** GMP is a key program to grow multi-skilled and adaptive leaders as well as a resilient, sustainable, and healthy workforce. The purpose of the GMP is a program is to identify and develop exceptional employees and future leaders; develop an agile, adaptive workforce, and to institute and promote a culture of coaching and mentoring USAG- wide.

**USAG Job Shadowing Program (JSP).** JSP provides the opportunity for an employee to work alongside another employee within or external to their organization to gain experience of the role of another individual, to gain an insight into another work area, or to work alongside more experienced colleagues so they can learn and develop within their current role, and to help improve communication across organizations.

# How to Use this Guide

The contents of this guide will help you perform three types of self-development. If you are pursuing personal self-development, this guide offers exercises and information to determine your direction and how to work toward it. This guide is organized to assist with:

1. Recognizing strengths and weaknesses (What am you good and not so good at?)
2. Setting or confirming direction (Where should I go?)
3. Making the most of learning opportunities (How do I learn?)
4. Measuring progress and continuing to move forward (How well am I doing?)

## 1. Identify Your Strengths and Weaknesses.

Before you can set your direction, you need to understand your current strengths and weaknesses. This is part of being self-aware.

Formal assessments are a good place to start gaining insight into your strengths and weaknesses, as they measure your performance and compare it to a standard. Formal assessments include things like your performance evaluation, tests administered in schools or training, Self-assessment tests or personality assessments.

You can also gather feedback from others. There are two ways to get feedback from others. You can watch how they act around you to figure out what they think or you can ask them directly. The supervisor has an explicit role and is the consultant for guidance about direction for development or any other aspect of the development process.

The ARMY CAREER TRACKER (ACT) (<https://actnow.army.mil>) provides an enhanced, personalized career development platform. You can track and plan your career in one place. It will allow you to assess competencies related to your career or professional development.

Once you gather the information or do a self-analysis, look for recurring themes or patterns of feedback you heard from more than one person. Strengths are usually indicated by repeated success or expertise in a particular type of activity. Weaknesses are tasks that you struggle to learn; have difficulty performing; or find boring, draining, or tedious.

To assist with your self-analysis, a list of competencies and definitions are provided. This is not all inclusive and you are encouraged to review competencies covered in the Army Career Tracker for your current and next higher grade. Annotate each of the listed competencies as a strength or a weakness. Share the results with your supervisor. Together, formulate a plan for enhancement of the strengths or growth of identified weaknesses.

## **SELF-ANALYSIS**

### **Strengths**

The skill or ability that I am best at is

The personal quality that I rely on most for my success is

I am most knowledgeable about

The activities I look forward to include

I would love to learn more about

The accomplishment I am most proud of is

Other usually come to me for help on

Others think the best job for me would be

### **Weaknesses**

The skill or ability that is always difficult for me is

I don't know as much as I should about

I usually go to others for help on

The situation that causes me the most frustration is

I am most hesitant when I try to

I am most concerned about my

Others think I am not very good at

I would become a more valued member of my organization if I

## **COMPETENCIES DEFINED**

**Accountability** - Assures that effective controls are developed and maintained to ensure the integrity of the organization. Holds self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans, focuses on results and measuring attainment of outcomes.

**Conflict Management** - Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.

**Creativity and Innovation** - Develops new insights into situations and applies innovative solutions to make organizational improvements; creates a work environment that encourages creative thinking and innovation; designs and implements new or cutting-edge programs/processes.

**Continual Learning** - Grasps the essence of new information; masters new technical and business knowledge; recognizes own strengths and weaknesses; pursues self-development; seeks feedback from others and opportunities to master new knowledge.

**Customer Service** - Balances interests of a variety of clients; readily readjusts priorities to respond to pressing and changing client demands. Anticipates and meets the need of clients; achieves quality end-products; is committed to continuous improvement of services.  
**Decisiveness** - Exercises good judgement--(should be judgment) by making sound and well-informed decisions; perceives the impact and implications of decisions; makes effective and timely decisions, even when data are limited or solutions produce unpleasant consequences; is proactive and achievement oriented.

**Entrepreneurship** - Identifies opportunities to develop and market new products and services within or outside of the organization. Is willing to take risks, initiates actions that involve a deliberate risk to achieve a recognized benefit or advantage.

**External Awareness** - Identifies and keeps up-to-date on key national and international policies and economic, political and social trends that affect the organization. Understands near-term and long range plans and determines how to best be positioned to achieve a competitive business advantage in a global economy.

**Financial Management** - Demonstrates broad understanding of principles of financial management and marketing expertise necessary to ensure appropriate funding levels. Prepares, justifies, and/or administers the budget for the program area; uses cost-benefit thinking to set priorities; monitors expenditures in support of programs and policies. Identifies cost-effective approaches. Manages procurement and contracting.

**Flexibility** - Is open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.

**Human Resources Management** - Assesses current and future staffing needs based upon organizational goals and budget priorities. Using merit principles, ensures staff are appropriately selected, developed, utilized, appraised and rewarded as well as takes corrective action.

**Influencing/Negotiating** - Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates "win-win" situations.

**Integrity/Honesty** - Instills mutual trust and confidence; creates a culture that fosters high standards of ethics; behaves in a fair and ethical manner toward others, and demonstrates a sense of corporate responsibility and commitment to public service.

**Interpersonal Skills** - Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect.

**Leveraging Diversity** - Initiates and manages cultural change within the organization to impact organizational effectiveness. Values cultural diversity and other individual differences in the workforce. Ensures that the organization builds on these differences and that employees are treated in a fair and equitable manner.

**Oral Communication** - Makes clear and convincing oral presentations to individuals or groups; listens effectively and clarifies information as needed; facilitates an open exchange of ideas and fosters an atmosphere of open communication.

**Partnering** - Develops networks and builds alliances, engages in cross-functional activities; collaborates across boundaries, and finds common ground with a widening range of stakeholders. Utilizes contacts to build and strengthen internal support bases.

**Political Savvy** - Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of organizational and political reality, recognizes the impact of alternative courses of action.

**Problem Solving** - Identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and organizational problems.

**Resilience** - Deals effectively with pressure; maintains focus and intensity and remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. Effectively balances personal life and work.

**Service Motivation** - Creates and sustains an organizational culture which encourages others to provide the quality of service essential to high performance. Enables others to acquire the tools and support they need to perform well. Shows a commitment to public service. Influences others toward a spirit of service and meaningful contributions to mission accomplishment.

**Strategic Thinking** - Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long term perspective. Determines objectives and sets priorities; anticipates potential threats or opportunities.

**Team Building** - Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride, trust. Develops leadership in others through coaching, mentoring, rewarding and guiding employees.

**Technical Credibility** - Understands and appropriately applies procedures, requirements, regulations, and policies related to specialized expertise. Is able to make sound hiring and capital resource decisions and to address training and development needs. Understands linkages between administrative competencies and mission.

**Technology Management** - Uses efficient and cost-effective approaches to integrate technology into the workplace and improve program effectiveness. Develops strategies using new technology to enhance decision making. Understands the impact of technological changes on the organization.

**Vision** - Takes a long-term view and acts as a catalyst for organizational change; builds a shared vision with others. Influences others to translate vision into action.

**Written Communication** - Expresses facts and ideas in writing in a clear, convincing and organized manner.

## IDENTIFYING LIFE AND WORK VALUES

Values are issues that influence how you feel about your job and life and how much satisfaction they bring to your life. This survey can help you identify the values and issues that are important to you and would impact the way you feel about your career. The more your career and the organization you work for supports and align with your own values, the more career satisfaction you will experience.

## CIRCLE ALL VALUES THAT ARE IMPORTANT TO YOU

**Help Society:** Contribute to the betterment of the world I live in.

**Help Others:** Help other people directly, either individually or in small groups.

**Public Contact:** Have a lot of day-to-day contact with people.

**Work with others:** Have a close working relationship with a group; work as a team toward common goals.

**Affiliation:** Be recognized as a member of an organization or club that is important to me.

**Friendship:** Develop close personal relationships with people I work or go to school with.

**Competition:** Test my abilities against others; there are clear outcomes.

**Make Decisions:** Have the power to make rules and to determine where to go next.

**Work under Pressure:** Participate in situations where deadlines and high-quality work are required of me.

**Power and Control:** Be responsible for programs, activities, and people.

**Influence People:** Be in a position to change other people's attitudes and opinions.

**Knowledge:** Seek knowledge, truth, and understanding.

**Have Intellectual Status:** Be regarded by others as a person of intellectual achievement

**Use Creativity:** Be creative in any art form.

**Inventive:** Invent and implement new ideas, programs, and organizational structures.

**Achievement:** Be able to see the results of my efforts.

**Balance:** Having energy and time to enjoy all aspects of my life: career/school, community, family/home/ friends, and personal time.

**Change and Variety:** Live a life that involves a lot of change or that is done in a lot of different settings.

**Precision Work:** Do activities/work that allow little tolerance for error.

**Stability/Routine:** Live a life that is predictable and not likely to change over a long period of time.

**Fast Pace:** Work/play quickly; keep up with a fast pace.

**Recognition:** Be recognized for the quality of my work in some visible or public way.

**Excitement:** Do work that is very exciting or that often is exciting.

**Adventure:** Be involved in activities/work that requires me to take risk.

**Profit/Gain:** Expect to earn a large amount of money or material possessions.

**Independence:** Decide for myself what I will do and how I will go about it; not have to do what others tell me to do.

**Moral Fulfillment:** Feel that what I do contributes to moral standards that I feel are very important (e.g., honesty/integrity).

**Location:** Find a place to live that matches my lifestyle and allows me to do things I enjoy the most.

**Physical Challenge:** Do work/play that is physically challenging and rewarding.

**Time Freedom:** Handle my life according to my own time schedule; no specific schedule is required.

**Supervision:** Have a career where I guide other people in their work.

**Security:** Be assured of keeping my career and a reasonable financial reward.

**Community:** Live in a town or city where I can get involved in community affairs.

**Competitive Salary:** Over 100,000K plus benefits (401K, retirement plan, status and prestigious title or career).

**Travel Opportunities:** Have a career that will allow me to travel as part of the career assignment.

**Leisure Time to Work:** Have a career that is more project oriented with no deadlines.

**40-Hour Work Week:** Make sure to have a career that will guarantee 40 hours of work per week, but no more than that.

**Mental Challenge:** Do work that is mentally challenging.

**Clear Expectations:** Have no doubts about what is required of me because of clear verbal and written communication; procedures and corporate expectations are well written.

**Freedom from Stress:** Perform work without deadlines in a non-pressure work environment.

**Quality of a Product:** Believe in the product or service produced (which means it must meet the high standards of quality I expect) in order to be able to productively contribute to the corporation.

**Integrity and Honesty:** Work for a corporation that sets a high standard of integrity and is known by others as being forthright and honest.

**Goal Oriented:** Have a career where goals can be set and the results are visually measurable.

**Recognized:** Work for a corporation who recognizes employees for accomplishment and a career well done.

## **DETERMINING YOUR WORK PREFERENCES**

Your personal preferences about what you want to do are critical to your career. If you think about what kind of work you prefer, you will have a better idea of who you are and what you want. You will also be better prepared to evaluate if your needs match the organizations.

**The following questions will give clarification to your work preferences. Read each question, circle your choice (you may circle more than one choice), and then summarize your preferences at the end.**

### **Do you want a career that involves?**

A lot of travel  
Some travel  
No travel

### **Which situation appeals to you?**

The structured and scheduled  
Some structure  
The unstructured and unscheduled

### **Do you prefer to:**

Manage data (information, ideas, words or numbers)  
Manage things (machines and equipment)  
Lead or work with people

### **Would you prefer a career that requires?**

A lot of contact with people  
Some contact with people  
Very little contact with people

### **Do you prefer to work:**

In a group  
With a few people  
Alone

### **Do you work best:**

Under pressure all the time  
With some pressure for a short time  
With no pressure

### **Do you prefer to have:**

Work duties that change a lot or where there is a great deal of variety  
Work duties that are fairly routine

## **DETERMINING YOUR WORK PREFERENCES CONTINUED**

**To what degree are you a risk-taker?**

A great deal

A little

None

**How do you feel about leading others?**

Enjoy leading others

Do not want to lead anymore

**If a career or promotion required relocating, would you:**

Not be able to relocate

Be willing to relocate

**If a career required more training or education, would you:**

Be willing to return to school

Not want to return to school

**Do you prefer:**

Creating your own pressure to perform

Having expectations set by others

**Work Preference Statement.** Review the questions and write a summary of your answers, add in some of your values too. This statement will help you focus on what you want in the next phase of your career.

## IDENTIFYING AND DEVELOPING EXAMPLES OF YOUR STRENGTHS

Identifying your strengths and providing evidence that you have what the organization needs will support your goals and objectives. The following is a list of strengths you most likely acquired and used while performing your job.

### Circle Your Strengths (and/or asterisk known weaknesses)

Ability      Accomplishment Pride      Accountability      Adaptable      Analytical Abilities

Attitude

Caring      Client Oriented      Confident      Committed to Excellence

Complete Projects on Time      Concern for People      Conform to Rules

Deadline Oriented      Decision Maker      Decisive      Determination

Drug Free

Educated      Efficiency Minded      Emphasis on Safety      Enthusiasm      Effective

Eye for Economy

Flexible      Follow Directions      Follow Procedures

Give Directions      Global Outlook      Global View      Goal Oriented

Good Work Ethics      Good Work Habits

Initiative      Inspiring Capabilities      Integrity      Intelligent

Keep Accurate Records

Leadership      Loyal

Motivated

Perseverance      Physically Fit      Positive Attitude      Positive Role Model      Prioritize

Problem Solver      Proactive      Profit Oriented

Quick      Responsible      Reliable      Reprioritize for Change      Resilient

**Circle Your Strengths (and/or asterisk known weaknesses) Continued**

Security Clearance    Self-Assured    Self-Confidence    Self-Direction    Smart

Social Maturity    Strong Public Image    Structured    Systematic Planner

Team Leader    Team Worker    Think on My Feet    Thoughtful    Tough

Training

Visionary Strengths

Work under Pressure    Work with Diversity

**DEVELOP EXAMPLES OF YOUR STRENGTHS**

Develop statements that give examples of your strengths. These statements need to reflect a synopsis that highlights your skills, strengths, personality traits, and experience.

The following is an example of how a leader might develop his or her strength statements. Fill in the other boxes using your strengths and your examples of how you exhibit each one.

**Example:**

**Key Strength:** Leadership

**Strength Example:** Effectively led engineering project for the design, acquisition, and construction of two 60,000 square foot buildings costing \$800M; set priorities and goals, facilitated communication between customers, design, procurement, and major systems acquisitions teams

Key Strength: \_\_\_\_\_

Strength Example: \_\_\_\_\_

Key Strength: \_\_\_\_\_

Strength Example: \_\_\_\_\_

Key Strength: \_\_\_\_\_

Strength Example: \_\_\_\_\_

## 2. WHERE SHOULD I GO?

To make the most of your development efforts and avoid wasting time and energy, it is crucial that you set a direction for your development. Identify your personal and professional goals and decide where you should go.

### **Gather Information to Decide Where You Should Go.**

With an understanding of your strengths and weaknesses, you should now analyze your personal and work roles and responsibilities and the needs of your organization. Roles that you have chosen for yourself usually reflect your interests and values, but even the roles you are given will affect the value of different development paths you may take. The more your roles and responsibilities overlap with your talents and interests, the more likely you are to get satisfaction from your work and be successful.

### **Set Your Development Direction.**

Your direction is a personal choice and should be made based on the experiences and goals you would like to achieve as well as your interests, needs, and resources. Ideally, your self-development direction will give you a long-term professional aim that you will work toward by doing a variety of activities that may be big or small.

Your developmental activities can be aimed at learning new knowledge, gaining or enhancing skills, changing your attitudes or values, or a combination of these. Keep in mind that it is easier to improve upon your strengths than your weaknesses, as you will generally learn more quickly and effectively when concentrating on your strengths. If there is a particular weakness holding you back however, you may want to concentrate on improving it.

There is no formula for choosing a direction for your development. Key considerations in setting your direction include:

- Personal strengths
- Personal Weaknesses
- Current or future roles
- Organizational needs
- Your interests.

Your development decision is a personal choice and should be made based on the experiences and goals you would like to achieve in your career, as well as your interests, needs, and resources. Ideally, your development direction will give you a long-term professional aim that you will work toward by doing a variety of activities that may be big or small. When you have weighed your options and selected a direction, complete the following sentence:

My self-development direction is to \_\_\_\_\_

---

## **SETTING GOALS**

### **Make Your Dreams a Reality**

Setting goals lets you take control of your life. It is an indication that you have direction and are not wandering around aimlessly without a career plan. Goal setting allows you to make informed decisions. Having consistency between your short-term and long-term goals produces harmony in your life. Goals can always be changed to meet new needs, so be flexible.

### **Goals Lead to Success**

Successful people set realistic goals. They have a plan to achieve their goals, and they take action. A goal will help concentrate your efforts. A goal will help you feel more excited and enthusiastic. It lets you recognize opportunities and helps you make decisions easier. A goal will help you overcome every deterrent in your life. You will gain self-confidence as you see your goals coming about. A goal is a dream with a deadline. It is a statement describing a specific performance.

Goals have different time frames. For the purpose of career development and staying on target, use the following time frames:

- Mini Goals — 1 Day to a Month
- Short-Range Goals — 1 Month to 1 Year
- Medium-Range Goals — 1–3 Years
- Long-Range Goals — 3–5 Years

To be effective, a goal should be: Attainable; Realistic; Verifiable; Specific; Positive; Measurable; Rewardable.

- Make your goal very specific and positive
- Make sure it is realistic and attainable
- Have someone verify that you are achieving your goal
- Have a reward in place for when you achieve your goal

### **Steps for Consideration to Achieve Your Goals**

Decide what you want to do, have or become. Ask yourself, “Why do I want it?”

- Prioritize... I must... I should... I could...
- Pick the most important one. “Shoulda,” “Woulda,” “Coulda,” doesn’t count!
- Make a plan to achieve.
- Set a timeline to begin and end. This creates urgency!
- Take action. Action sets you free! It will help you get started and motivated as you begin achieving mini and micro goals designed to help reach your short-, medium-, and long-range goals.
- Establish support goals.

## Plan Milestones to Keep You on Track

A milestone is an action or event marking a significant change or stage in development. Once you have set your direction, create one or more milestones to get you started in the right direction and to help you gauge your progress. Each time you reach a milestone, make another one that will stretch you even more. They can be short or long term – whatever works for you and keeps you on track. Milestones should:

- **Be specific and measurable.** Say what you will accomplish so you can tell if you have met it or not.
- **Be meaningful.** They should help you achieve your development aims.
- **Provide a challenge.** Stretch your abilities and be challenging to accomplish. Challenging milestones increase motivation.
- **Have a time limit.** Time limits will help motivate you and will help you gauge success.
- **Be flexible.** Build in some flexibility so that obstacles can more easily be overcome or milestones can be revised if your situation changes.
- **Be realistic.** Make sure that you are able to reach the milestone with the resources you have (time is a resource). Keep in mind that you will likely be faced with obstacles along the way.
- **Be cost effective.** The benefits that you are likely to gain must be worth the effort, resources, risk, and other costs of reaching the milestones.

Every milestone requires at least a minimal amount of planning. Once you set a milestone, create a plan to achieve it. A plan can increase your chance of success by:

- Making sure that you have identified all of the actions you must take.
- Identifying the resources you will need to meet the milestone.
- Establishing time estimates and deadlines that help you track your progress
- Keeping you from being overwhelmed by dividing large tasks into bite-sized pieces.
- Identifying obstacles that you may encounter and the actions and resources that you will need to overcome them.
- Helping you make the best use of your time and other resources.

## INDIVIDUAL DEVELOPMENT PLANS (IDP)

Organizations must create a culture that encourages, supports, and invests in the short- and long-term development of their employees. Employees' professional development should be an ongoing process to ensure employees are staying current—if not one step ahead—in their fields and mission-critical competencies. Planning for continuous development must be anchored to the agency's mission, goals, objectives, and needs, as well as be tied to the employee's work and career goals.

This section describes the roles and responsibilities of the employee and supervisor in the development of an Individual Development Plan (IDP).

**Regulatory guidance** is contained within Army Regulation 350-1, Army Training and Leader Development.

- IDPs will be developed and updated annually for all Army Civilians.
- IDPs will document education and training requirements.
- IDPs will record short and long range career goals.
- Army Career Tracker (ACT) is the Army's authoritative source for the IDP.

**Competency-Based Management (CBM)** is a systematic approach to evaluating and effectively aligning employee competencies with mission and job requirements.

- **Competency:** An (observable) measurable pattern of knowledge, abilities, skills, and other characteristics that individuals need in order to successfully perform their work.
- **Core Competencies:** A certain knowledge, skill and attitude that each person from an organization should have. Core competencies are deeply rooted in the mission and vision of an organization.
- **Functional Competencies:** Technical specialty areas of knowledge, skills, and abilities and other characteristics that are required by the position in an occupational series or career program for the successful execution of critical tasks associated with the duties and responsibilities of position.

IF the IDP is followed closely, you will see that there is no definite end date; this is a lifelong learning experience. As you implement the plan, the employee moves closer to their goals and identify new needs and possibly more defined goals.

The employee is acquiring the experiences, knowledge, and competencies they will need to fulfill their full potential and increase their effectiveness and performance within the organization.

## INDIVIDUAL DEVELOPMENT PLANS (IDP) CONTINUED

### Employee Roles and Responsibilities

- Identify competencies, skills, and knowledge needed for current position.
- Assess level of competence in relation to the competencies, skills and knowledge required in their jobs.
- Identify specific mission related and/or required training.
- Identify personal/professional goals
- Create IDP in Army Career Tracker (ACT) and submit to supervisor
- Periodically assess progress toward reaching goals.

### Supervisor Roles and Responsibilities

- Assess competencies, skills, and knowledge needed for current position.
- Ensure the alignment of employees' career goals and development needs support organization goals and objectives.
- Indicate priority level for identified training needs.
- Discuss and provide feedback on employees plan.
- Approve the IDP in ACT
- Periodically assess their progress toward reaching their goals.



## IDP TUTORIAL

- Army Career Tracker (ACT) is the Army's authoritative source for the IDP
  - System has upgraded to ACT 2.0
  - The upgrade provides:
    - Intuitive interface & easy navigation
    - Two-way leader/subordinate selection
    - Enhanced dashboards
    - Redesigned professional development model
    - Interactive career path builder
    - Updated & improved knowledge base

Mouse over and click “LOGIN”. Then select the appropriate sign in option.

**CareerTracker** LOGIN

---

### ARMY CAREER TRACKER

Track & Plan Your Career in One Place.  
Enhanced, Personalized Career Development.

Army Career Tracker (ACT) is a leadership development tool that integrates training and education into one personalized, Army-wide system. Users can search multiple Army education and training resources, monitor their career development and receive personalized advice from their supervisor and Army leadership.

 [LOG IN NOW](#)



### NAVIGATE YOUR CAREER.

- Follow the Professional Development Model (PDM).
- Build Your Personalized Career Path.
- Manage Your Career Goals.
- Search for Courses & Duty Positions.
- Collaborate with Your Leader.

### ARE YOU TRACKING?

- Join Over 1,000,000 Army Users.
- Create & Track Your IDP in ACT.
- Compare Progress to Your Peers!
- Manage Your TASP & PCS Process.
- Follow Proponent News.



### BUILD & REFINE YOUR IDP.

- Create & Track Your IDP in ACT.
- Share & Collaborate with Your Leader.

### LEAD & MANAGE.

- Track Subordinate & Mentee Progress.
- Manage & Process Subordinate IDPs.
- Send Personalized Recommendations.

### ARMY-WIDE REPORTING.

- Range of Reports - PME, SSD, IDP, and more...
- Interactive Data Dashboards.
- Export Data to Excel.

### TOTAL ARMY SPONSORSHIP PROGRAM (TASP)

- PCS Smoothly.
- Manage Sponsorship Tasks.

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## Full Service Login

If you are an Army Service Member, Army employee, or authorized Contractor, please login to ACT with your CAC to use all available ACT features and functionality.

If you are an Army Service Member, Army Employee, Joint Forces Leader, or authorized Contractor without a CAC, please visit the [Getting Your Common Access Card \(CAC\)](#) website.



**ACCEPT & LOGIN VIA  
CAC**

## Self Service Only Login

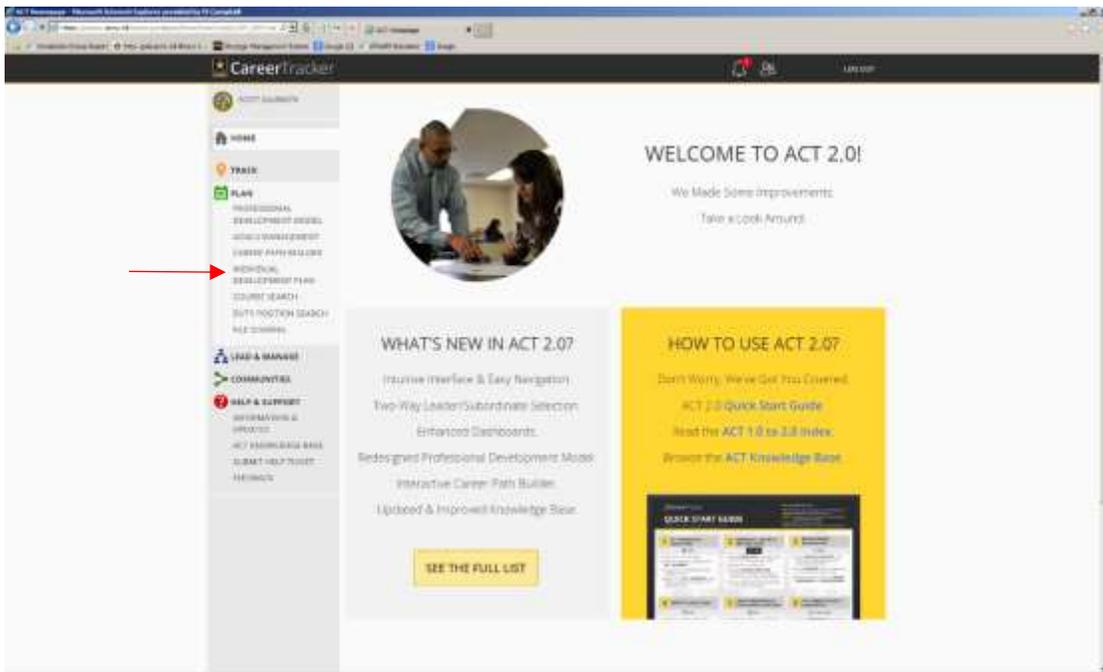
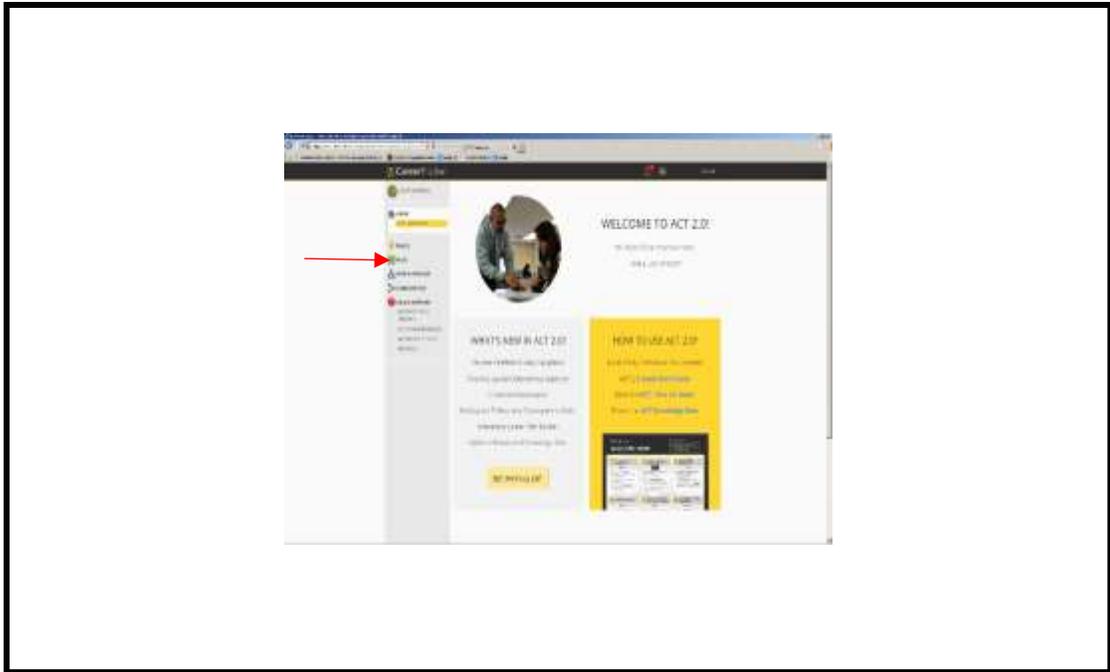
If you are an Army user who does not have a CAC, please login to ACT using DSLogon. If you have questions about DSLogon or need to register for a DSLogon account, please visit the [DSLogon website](#).

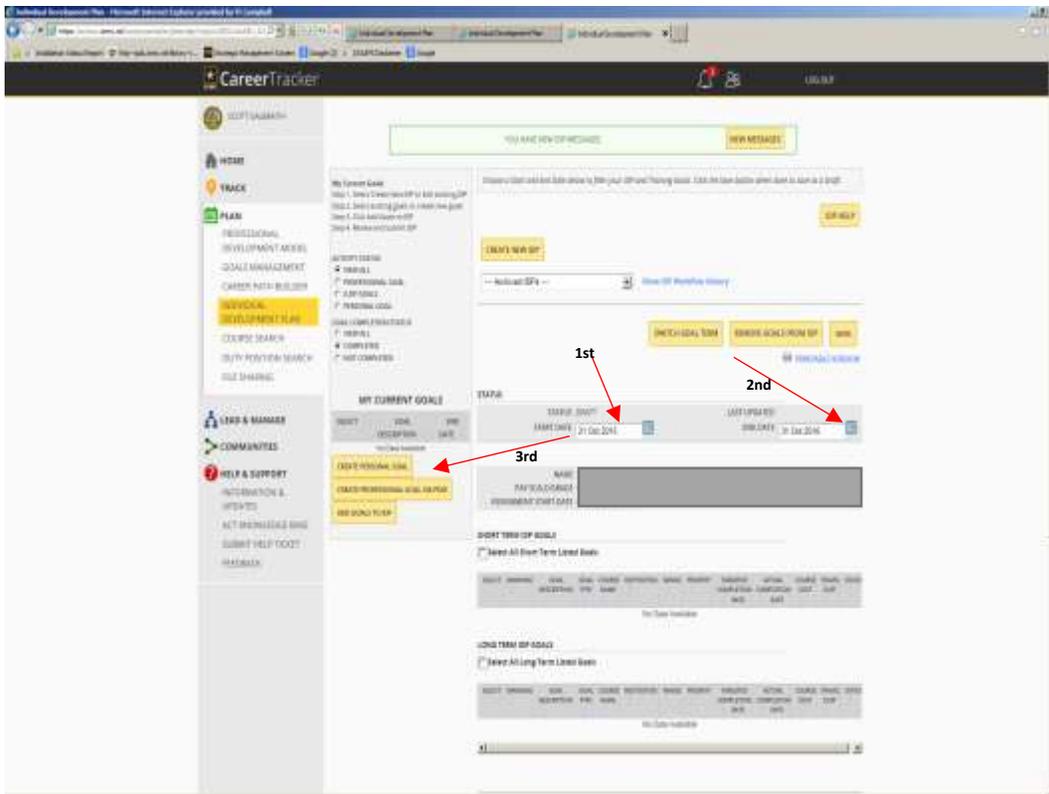
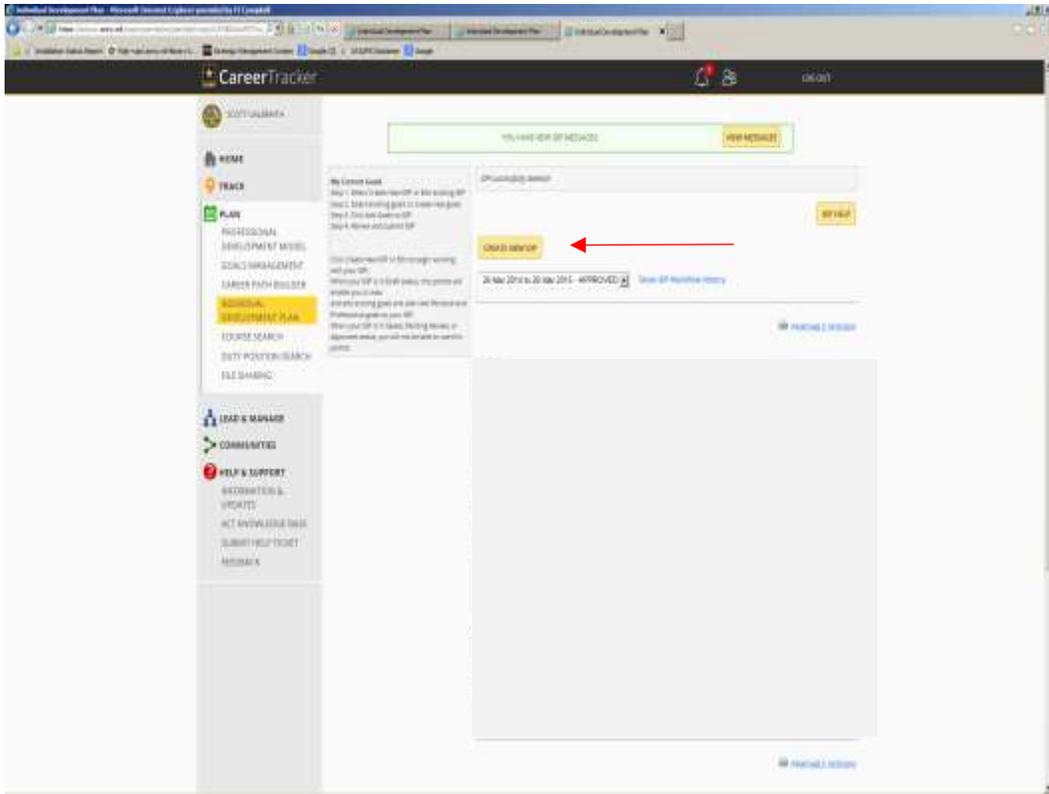
Logging in with DSLogon is limited to self-service functionality only. ACT self-service login is for managing your personal records. Features for Leaders/Supervisors, Sponsorship Administration, Career Administrators or Staff Role must be completed with your CAC Login.

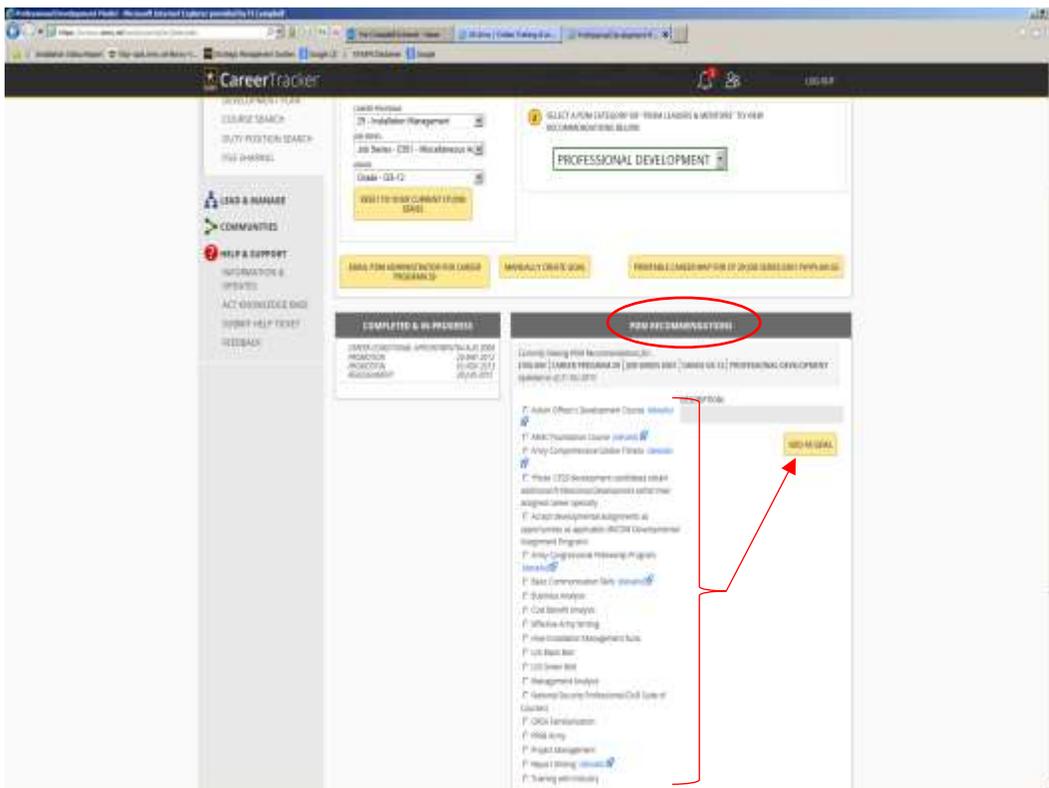
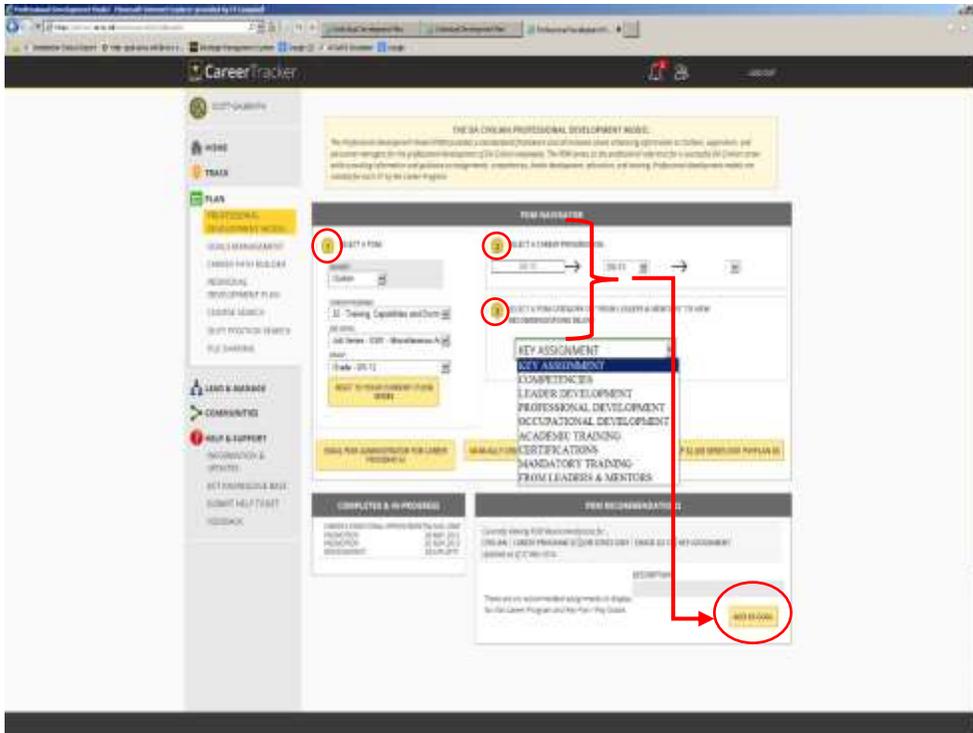


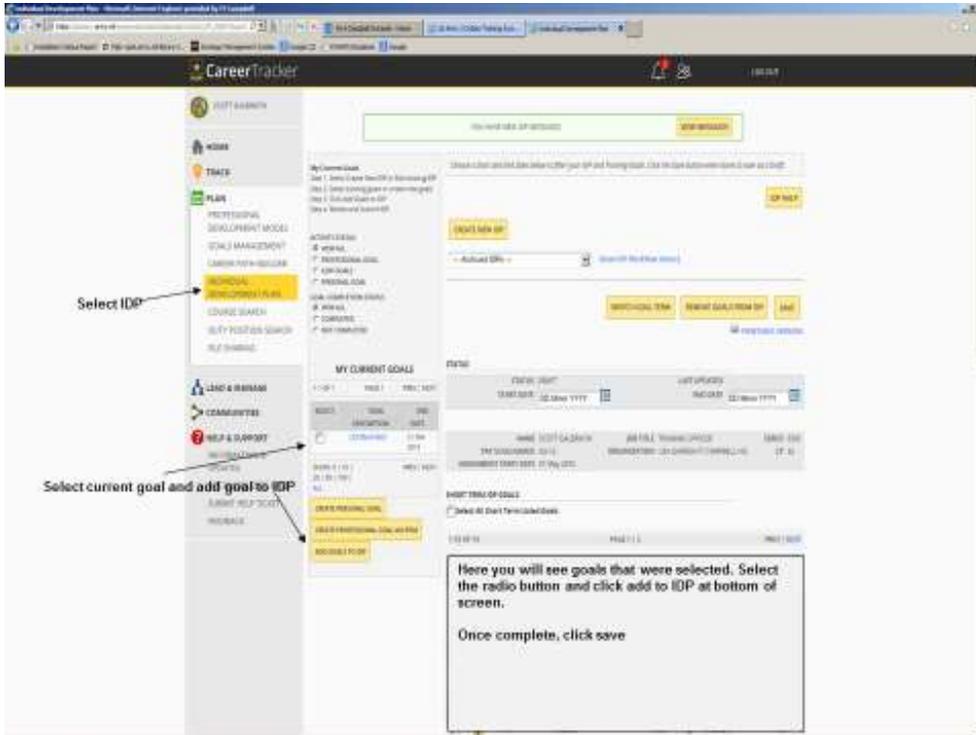
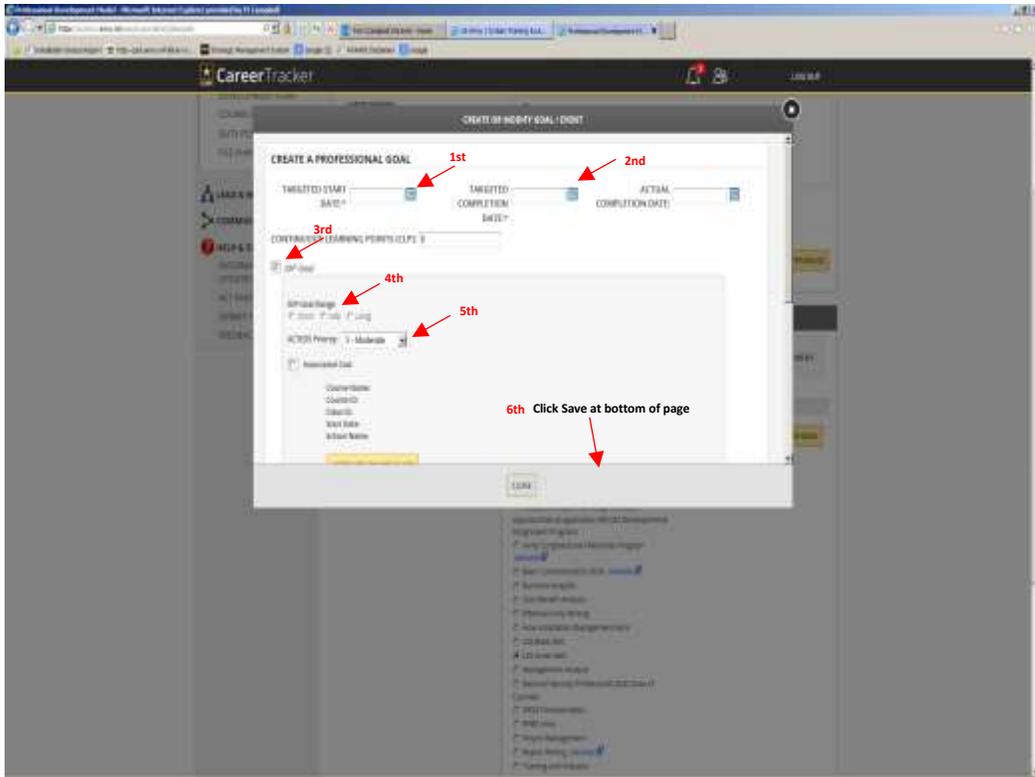
**ACCEPT & LOGIN VIA  
DSLOGON**

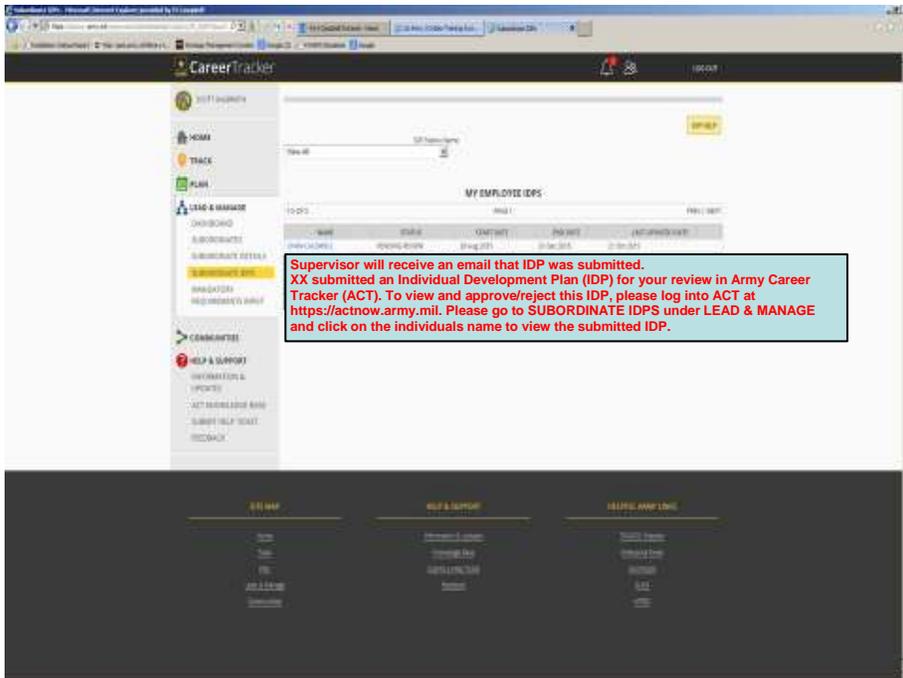
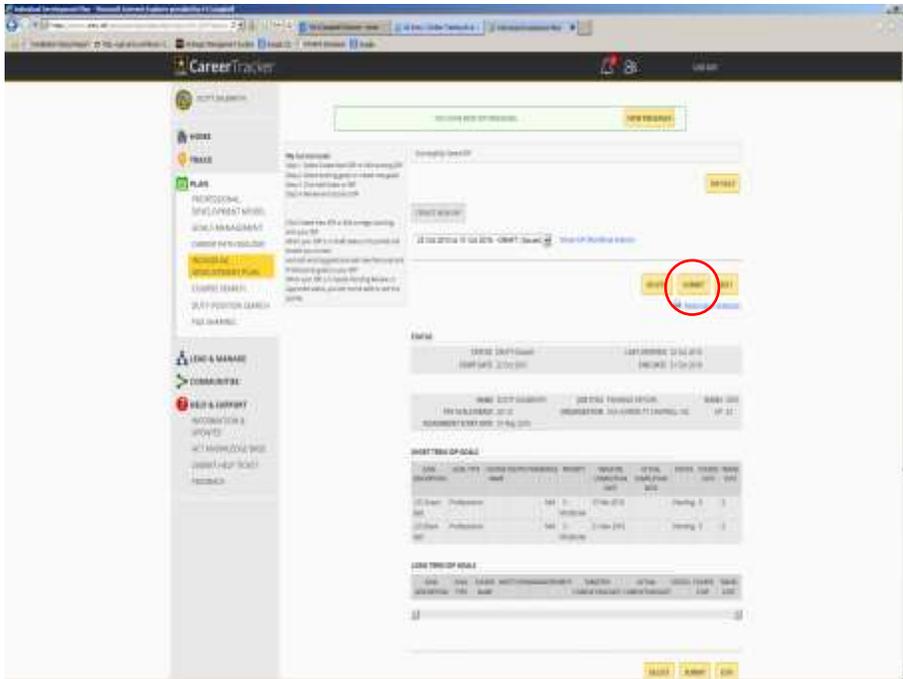
**DECLINE & CANCEL**











## **Supervisor Checklist for Reviewing Individual Development Plans**

Individual Development Plan (IDP) objectives result from negotiation and mutual agreement. Supervisors act on behalf of the organization to ensure that development or application of the targeted competencies is needed by the organization. Employees act on their own behalf to ensure that developing or more fully utilizing the targeted competencies will result in greater satisfaction with their work and enhanced potential for career progression

### **Reviewing the IDP:**

1. Are the employee's goals realistic based on your assessment of the employee's capabilities and past performance?
2. Are the employee's goals consistent with our department needs, core competencies, and organization goals?
3. 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?
4. Is the level of proposed developmental activities reasonable given the anticipated workload?

### **Analysis of Organizational Needs**

1. Thinking from the perspective of the organization as a whole, and of your specific supervisory perspective, what are the organization's needs and objectives, now and in the future?
2. What are the functions and tasks that must be accomplished in your organization's daily work if it is going to meet those objectives?
3. What competencies are needed among your staff to accomplish these functions and tasks?

### 3. How Do I Learn?

**Development requires learning.** Knowing how to learn is the most important competency required for development. Because learning is so crucial, this section is devoted to helping you learn how you can learn better. Understanding yourself, setting your development direction, and planning your milestones all influence your ability to learn. Beyond that, effective learning requires you to:

- Be motivated and persistent.
- Make the most of all learning opportunities.
- Use effective learning methods.
- Practice deep processing.
- Learn effectively from books.

#### **BE MOTIVATED AND PERSISTENT**

Development may require hard work over a long period of time, especially if you hope to become an expert in an area or undergo significant personal growth. It will take more than good intentions to keep you effort alive – it will take motivation and effort. Genuine motivation provides lasting energy because it is the internalization of your goals and your desire to achieve them.

- Recognize the benefits of your efforts. Think about:
  - Why the results of your efforts are important to you.
  - How you will feel when you have reached your milestones.
  - The positive impact your efforts will have on others.
- Plan learning activities so that they:
  - Are connected to the real world.
  - Teach you knowledge, skills, or attitudes that will help you understand and function better.
  - Satisfy your curiosity.
- Set specific and difficult milestones to help move you along your developmental path.
  - Milestones should “Stretch” you enough to provide a sense of accomplishment and satisfaction when you have achieved them.
  - Not be so difficult that you stand a high chance of failing (know your limits).
- Reward yourself for accomplishing your learning tasks and milestones.
  - Decide on the reward before you begin learning.
  - Keep the size of your rewards appropriate for the size of the task.
  - Don’t give yourself the reward if you don’t accomplish what you planned.

- Treat working on your development like it is your job.
  - Pick specific times during the day to work on development tasks. Make it part of your routine.
- Keep up the momentum.
  - Don't start a learning task then put it down for too long.
  - Work on the task a little every day until you have accomplished it.
  - Break a big task into smaller ones that you can accomplish in a reasonable amount of time.
- Get support from others.
  - Find other people to encourage you, recognize your accomplishments, and act as sounding boards.
  - Observe people who have successfully achieved their goals. Learn and model what they do.
- Review what you have learned so far.
  - Think about the progress you have made, how you have grown, and the challenges you have overcome.
  - Learn from your mistakes and do not repeat them.

### **MAKE THE MOST OF LEARNING OPPORTUNITIES**

You can learn from deliberate planning activities, or from the unplanned experiences of daily life. Whether planned or not, you should make the most of each learning opportunity as it presents itself.

### **General Learning Principles**

- Use as many of your senses as you can. The more senses used, the better you will remember the information and be able to recall it later. Involve several senses by writing, highlighting, reciting aloud, observing etc.
- Space out your learning sessions. Do not try to learn a large amount of information or a complex skill in one long session; try to study material a little at a time.
- Study the information or practice the skill on multiple occasions.
- Know the time of the day when you learn best and study your most difficult material during that time.
- Design your learning activities so that they mimic real life as much as possible. If you cannot duplicate the conditions in which you expect to use the information, try to imagine the conditions as vividly as possible.
- Review information soon after you learn it, such as right after class is over. Using the information is a good way to review and test your memory.
- When learning an entirely new field, go slow at first to make sure you thoroughly understand the basics – it's important to have a solid foundation to build on.

- Learn in layers. Start with what you know and then determine what the first level of understanding, information, or skill is that you need to learn. Learn that level and continue to build. Each level builds on the previous and usually becomes more detailed and connected.
- Learn like a scientist. All knowledge is tentative and new discoveries may prove old beliefs or assumptions wrong. Start your inquiry with a problem or question. Find evidence that answers the question and test possible explanations to gather evidence. Analyze the evidence and develop your explanation.

## Principles for Specific Types of Learning

- Learning new **knowledge** requires that you link the new information to information that you already know. You do this by deeply processing the information that you want to learn.
- Learning or improving a **skill** requires repeated, deliberate practice. Deliberate practice is not just repetition of a skill. Deliberate practice involves:
  - Making your best attempt at performing the skill
  - Analyzing the results of your attempt to identify ways of improving your performance
  - Attempting the skill again using the improvements you identified.
- Learning a new **attitude** about something requires repeated exposure to and testing of the attitude. Taking on a new attitude might involve realizing that a viewpoint that you had is counterproductive to your goals. Changing your attitude can be done in two ways:
  - You can behave as if you have already adopted the new attitude. If you do this often with positive results, it is likely that you will actually adopt the attitude.
  - You can observe another person behaving in a way that reflects that attitude. If you respect this person as a role model and you see the person gaining some benefit from the behavior, you may eventually come to accept and adopt the attitude for yourself.

## Critical Thinking

Critical thinking involves questioning what you see, hear, read, or experience. Critical thinking requires you to analyze, compare, contrast, make inferences and predictions, evaluate the strength of evidence, and draw conclusions. It also requires self-discipline to use reason and avoid impulsive conclusions.

Most times critical thinking comes down to applying an attitude of high quality in your thinking.

- **Clarity** – What is really meant, what is the problem?
- **Accuracy** – Is the point true, is it possible?
- **Precision** – What are the specifics related to an assertion or proposed solution?

- **Relevance** – Does it matter, is there a good connection to the larger issue?
- **Depth** – What factors make this difficult, what are the most important complexities?
- **Breadth** – Is there another perspective that is helpful?
- **Logic** – Does a conclusion follow from the evidence, does everything fit together?
- **Significance** – What is the central issue or idea, what is most important to consider?
- **Fairness** – Would any reasonable, unbiased person view this as fair; have opposing, multiple viewpoints been treated fairly?

## Reflective Thinking

Reflective thinking is closely related to critical thinking, but it seeks to build understanding, interpret experiences, and resolve questions. Reflective thinking requires that you think through the information you have gathered in detail to organize it, apply principles, make connections, and form conclusions.

- What does this information mean?
- What conclusions can I draw from this?
- How does this fit with my existing knowledge and past experiences?
- What are the implications of this for me or others?
- What is the big picture and how does this fit into it?
- What is the best way to learn about this subject?
- Where should this take me in my studies and development?

## Learn effectively from Written Materials

Books and other written materials are likely to be key learning resources for your development. To maximize learning, you must approach reading for learning differently than you do casual reading. Deep processing of written materials is essential to your ability to understand, recall, and use the information contained in the books and other documents you read. Even though books may present information in a logical way, you must take an active role in teaching the information to yourself.

1. **Survey:** Before you begin to read, look over the chapter, article, or other material you are about to read to build a mental framework or outline of the material and establish a purpose for reading it. Survey the material by leafing through it and doing the following:
  - Make predictions about what you think the sections of the documents will discuss.
  - Note the title, headings, and subheadings so that you can see the sequence of topics and how they relate to each other.
  - Look at graphs, charts, diagrams, and pictures, and read their captions.
  - Read quotations, vignettes, and other short statements that are set off from the main text.

- Scan footnotes to get a sense of where ideas come from or what they mean.
  - Note words and phrases that are highlighted.
  - Read the introduction, abstract, and summary if there is one; if not, read the first and last paragraphs.
  - Review other learning aids that the material may have, such as study guides, advance organizers, chapter outlines, learning objectives, or review questions.
  - Decide what you want to learn from the material.
- 2. Question:** As you survey the material, write down questions that you want to have answered as you read the material. Developing questions to guide your study increases your interest in the material, makes you more alert to important information, helps you stay involved with the material, and relates the new knowledge to what you already knows. To develop questions:
- Turn the title, headings, and subheadings into questions. For example, a graph showing a four-step process, your question might be, “What are the four steps of the process?”
  - Ask questions about graphs, charts, diagrams and pictures.
  - Consider questions that the author includes in the document. Rephrase these questions in your own words so that they are more meaningful to you and easier to remember.
- 3. Read:** Read the material one section at a time. Use multiple senses by reading, writing, highlighting, and maybe even reading aloud. This will help you understand, remain interested, and retain the information.
- 4. Recite:** Reciting tests your knowledge and understanding of the information you read. Reciting as you learn also helps ensure that you do not leave gaps in your knowledge.
- 5. Review:** Reviewing helps refresh and strengthen your memory of the material you read.
- Review immediately after you have read the entire article or chapter. Review the document again within 24 hours and again several days later.
  - Flip back through the material and study to fill in any gaps.
  - Go back through the questions you wrote and see if you can answer them from memory.
  - Explain how the sections or chapters fit together. What are the overarching points and principles?
  - Explain how the information in this document relates to your development goals.
  - Review with a friend who has studied the same document.

## EXPAND YOUR READING

Documents often suggest related documents that you may want to read to expand your knowledge of the subject.

## 4. How Do I Move Forward?

**Let Your Milestones Guide You.** Use your first milestone as your guide to get started.

**Overcome Developmental Roadblocks.** Procrastination is a major obstacle. Here are techniques to help you get back on track.

- Write down your direction and milestones and post them where you see it.
- Involve others.
- Break down big jobs into smaller tasks.
- Make a routine. Time to work on development activities, make a schedule, plunge into the task immediately to gain momentum – keep it going.
- Know yourself. Your habits, self-defeating attitudes and replace them with positive ones. Be open to deviations in your plans and milestones. If you repeatedly put off a task, decide if you really intended to do it. If not, remove from the plan.
- Get motivated.

### Work Efficiently

- Take care of yourself – food, exercise, rest.
- Keep a “To Do” list. Prioritize each task.
- Look for ways to accomplish daily activities and routines in less time.
- Learn to quickly locate and obtain the information you need.
- Organize your work and living areas so that the information, tools, and workspace you need are readily available.

### Assess Your Progress

Use objective and subjective measures. Objective are things you can see and can be expressed in numbers. Subjective are things that cannot be easily observed or expressed in numbers.

Compare your milestone plan to what actually happened and adjust the remainder of the plan.

Make course corrections by examining other possible directions or milestones.

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