Creating an Individual Development Plan

Contents

Introduction

Creating an Individual Development Plan (IDP) can be a daunting task. Knowing where to start, or even what to look at in terms of development can be confusing. To assist you with your creation of an IDP we have developed this toolkit. There are two main benefits of using this document:

1. It will give you a step-by-step process for building an IDP
2. It will simplify what can be overwhelming

Developing Insight

The first step in developing an Individual Development Plan (IDP) is to gain insight about your current strengths and areas of development.   There are several sources from which you can gain insight: the UT Southwestern Leadership Model, peers, stakeholders, and your direct manager. Additionally, you will want to think about your current role versus future role. What skills or behaviors will need to be developed in order to meet the needs of your desired future role?

UT Southwestern Leadership Model
A place to begin your IDP is to consider the UT Southwestern Leadership Model.   If you are unfamiliar with the model, please take a few minutes now and review it. The UT Southwestern Leadership Model is divided into twelve leadership competencies specific to levels of the organization, which are Individual Contributor, Mid-Level Leader/Professional Individual Contributor, and Executive Leader. You are encouraged to review the model as a whole, and then focus in on the key actions expected of your level and your desired level within the organization.
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Leadership
- Building a Successful Team
- Coaching and Developing
- Embracing Change
- Managing Conflict

Interpersonal
- Building Trust
- Communicating
- Exhibiting Emotional Intelligence
- Leveraging Diversity

Business and Management
- Applying Business & Financial Acumen
- Creating a Culture of Service
- Driving Excellence
- Innovating

INDIVIDUAL CONTRIBUTOR

LEADERSHIP

Building a Successful Team	• Collaborates with others on the team and across the organization • Using PACT standards with peers • Puts the team goals ahead of individual goals
Coaching and Developing	• Demonstrates zeal for new information and knowledge • Quickly assimilates and applies new information • Regularly seeks and capitalizes on learning opportunities • Seeks awareness of own strengths/opportunities, and acts upon feedback
Embracing Change	• Remains effective when experiencing major changes in work responsibilities or environment • Adjusts effectively to work within new structures, processes, requirements, or cultures
Managing Conflict	• Deals directly with conflict rather than involving others • Seeks to understand others point of view • Addresses concerns appropriately and professionally

INTERPERSONAL

Building Trust	• Acts in an honest, consistent, and authentic manner • Admits mistakes • Operates with integrity in every interaction
Communicating	• Communicates clearly with customers, staff, and management in a timely manner • Uses appropriate verbal and written communication skills
Exhibiting Emotional Intelligence	• Conveys composure, even in stressful situations • Uses facts and data to support ideas
Leveraging Diversity	• Seeks to understand differences • Respects all customers and staff • Adapts to others' communication styles • Seeks to break down language and cultural barriers

BUSINESS/MANAGEMENT

Applying Business & Financial Acumen	• Utilizes available resources efficiently and effectively • Maintains confidentiality of all sensitive business information • Educates self and complies with relevant policies/procedures
Creating a Culture of Service	• Effectively meets customer needs • Builds productive customer relationships • Takes responsibility for customer satisfaction and loyalty • Diffuses upset customers by using PACT standards
Driving Performance Excellence	• Sets high standards of performance for self • Assumes responsibility and accountability for successful completion of assignments or tasks • Self-imposes standards of excellence
Innovating	• Demonstrates willingness to try out new ideas • Comes up with new ways of looking at problems, processes, or solutions • Identifies and communicates ideas to improve processes.

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MID-LEVEL LEADER
PROFESSIONAL INDEPENDENT CONTRIBUTOR

LEADERSHIP

Building a Successful Team	• Works to attract, develop, engage, and retain talented individuals • Creates an environment where people can realize full potential • Ensures the team meets all current and future clinical and business challenges by having a fully developed staff
Coaching and Developing	• Provides timely feedback, instruction, and development guidance to help others excel in their current or future job • Plans and supports the development of individual skills and abilities
Embracing Change	• Adjusts effectively to work within new structures, processes, requirements, or cultures • Encourages others to seek different and innovative approaches • Facilitates the implementation/acceptance of workplace change
Managing Conflict	• Seeks to clarify each person's point of view • Keeps self and others focused on resolution • Remains open to all ideas and perspectives • Clearly summarizes next steps

INTERPERSONAL

Building Trust	• Shares thoughts, feelings, and rationale and keeps confidences • Operates with the highest level of integrity, and admits mistakes • Listens to others ideas/opinions, promotes two-way communication • Ensures safe environment for staff to escalate issues of concern
Communicating	• Clearly communicates with staff on all issues • Models appropriate communication skills, especially in conflict • Uses appropriate verbal and written communication skills • Holds courageous conversations when necessary
Exhibiting Emotional Intelligence	• Exhibits confidence and composure even in stressful situations • Gains insight into key stakeholder needs to effectively manage one's own responses and reactions • Uses facts & motivation techniques to influence peers/stakeholders
Leveraging Diversity	• Works effectively with individuals of diverse cultures, interpersonal styles, abilities, motivations, or backgrounds • Makes the most effective use of the capabilities, insights, and ideas of all individuals

BUSINESS/MANAGEMENT

Using Business Acumen	• Uses financial, economic, and industry data to make decisions • Understands the organization's goals and objectives • Leverages appropriate budgetary resources to maintain productivity
Creating a Culture of Service	• Resolves escalated customer service issues • Uses service recovery tools as needed • Holds staff accountable for building customer loyalty • Provides excellent service to internal and external customers
Driving Performance Excellence	• Sets high goals for personal and group accomplishments • Uses measurement methods to monitor progress toward goal achievement, and continuously improves • Tenaciously works to meet or exceed goals
Innovating	• Encourages open discussion of new ways to look at problems, processes, and solutions • Generates new, breakthrough perspectives/ideas that create value • Promotes/supports continuous improvement and quality outcomes

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EXECUTIVE LEADER

LEADERSHIP

Building a Successful Team	• Establishes systems and processes to attract, develop, engage, and retain talented individuals • Uses appropriate methods and interpersonal styles to develop, motivate, and ensure the organization meets its objectives
Coaching and Developing	• Sets department performance goals, participates in talent review • Identifies and develops bench strength • Employs and values development as a business imperative • Provides timely feedback, instruction, and guidance to others
Embracing Change	• Identifies/drives organizational and cultural changes needed to adapt strategically to changing demands, technology, & initiatives • Engages new approaches to transform culture, systems, and services
Managing Conflict	• Promotes an open environment for people to discuss issues • Empowers individuals to solve their own issues by providing guidance and resources

INTERPERSONAL

Building Trust	• Admits mistake & gains trust by demonstrating openness/honesty • Behaves consistently and acts in accordance with moral, ethical, professional, and organizational guidelines • Ensures safe environment for staff to escalate issues of concern
Communicating	• Communicates the vision and strategy for the department • Models the ability to communicate effectively with all levels • Holds courageous conversations when necessary
Exhibiting Emotional Intelligence	• Always exhibits confidence, composure, and executive presence • Understands and diplomatically navigates the complexity of multiple stakeholder needs and motivations • Uses facts and effective motivation technique to influence
Leveraging Diversity	• Makes decisions and initiates action to ensure organizational systems and policies leverage the capabilities and insights of individuals with diverse backgrounds, styles and abilities

BUSINESS/MANAGEMENT

Using Business Acumen	• Understands and follows federal, state, and system guidelines • Looks at future trends to build strategic plans • Sets financial levers for use by management and staff
Creating a Culture of Service	• Ensures the customer perspective is a driving force behind business decisions and activities • Crafts and implements service standards that meet customers' and own organization's needs
Driving Performance Excellence	• Drives high standards for individual, team, and organizational accomplishment • Tenaciously works to meet or exceed challenging goals • Continuously improves
Innovating	• Creates an environment that encourages open discussion and imaginative thinking to effective problem solving in new ways • Generates fresh perspectives and breakthrough ideas • Fosters, promotes & rewards continuous improvement & results

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Current versus Future Role

In addition to looking at the UT Southwestern Leadership Model, you may also want to consider what behaviors and skills will be required to remain successful in your current role as well as any future role(s) to which you aspire. You may want to gain insight from those in roles you aspire to as a way to discover what behaviors and skill sets are required.   If your goal is to remain in your current role, you will want to consider what skills and behaviors may be needed to remain relevant and up-to-date.

Current Role Needs:	Future Role Needs:

Insight from Others

Another excellent place to look for insight is to talk to your peers, your stakeholders, and your direct manager.   Knowing what it is they think you do well, and where you could develop or improve, is very important for focusing on what you may want to develop.

My peers say my strengths are:	My peers say I could develop in:

My stakeholders say my strengths are:	My stakeholders say I could develop in:

My manager says my strengths are:	My manager says I could develop in:

Motivation

To devote the time and effort required to make progress on a developmental area, you have to WANT it! You cannot be lukewarm on a development activity and give it the time and attention it deserves. We encourage you to consider the strengths and areas you are considering for development, and then realistically rate your level of motivation about each one.

On a scale of 1 to 5 with 1 being not at all interested in developing, and 5 being enthusiastic about developing, rate your excitement level about your areas of development.

Developmental Area	Rating

Capability

Earlier we asked you to think about the future role you aspire to attain in the organization. We then asked you to think about both your current responsibilities and the future responsibilities of the desired role. Based on the differences, what areas will you need to strengthen and develop to be able to do those new responsibilities? Here is a place to capture those thoughts.

Current Responsibilities	Areas of Strength and Development Needed to Meet Future Goals	Future Responsibilities

Real-World Practice

Now that you have gained insight, looked at your motivation and your capabilities, you will want to begin considering various activities you can use for development. As you begin thinking about these, you will want to keep the 70/20/10 model in mind. This means that 70% of your activities will be on-the-job *experiences*; 20% will be *exposure* to key individuals, leaders, and teams as well as through feedback, coaching, and being mentored; 10% will be formal *education*, which could include attending training courses or reading books, articles, work-related blogs, and other literature that will create learning. For access to books, articles, and online training visit http://swlxwsprd1.swmed.edu/intranet/services/ace/.

The real world experience will be driven by the areas you select to place on your IDP. You may want to list activities in each of the categories below.

Experience (70%)	
Exposure (20%)	
Education (10%)	

Accountability

Once you have selected the activities you want to include in your IDP, you will want to consider the accountability measures you will put in place to keep you on track. Think of this like a walking buddy who helps keep you motivated and accountable. This can include information such as when it will be completed, quality standards, or any other measurement components you feel are necessary.   To prepare your IDP, you can record your activities and ideas for measurement below. Remember, this is a development plan, not a performance plan, so you want to put activities in here that will stretch you, but that are also attainable. Nothing kills motivation to develop quicker than an unrealistic goal or activity.

Development Activity	Measurement

Bringing It All Together

Now that you've gained insight as to your strengths and opportunities, looked at your motivations and capabilities, thought about real world practice and measurement, it is now time to bring it all together into an Individual Development Plan.   Taking all of the data you've collected, please fill out the template on the next page, which you will want to use in your discussion with your immediate manager.
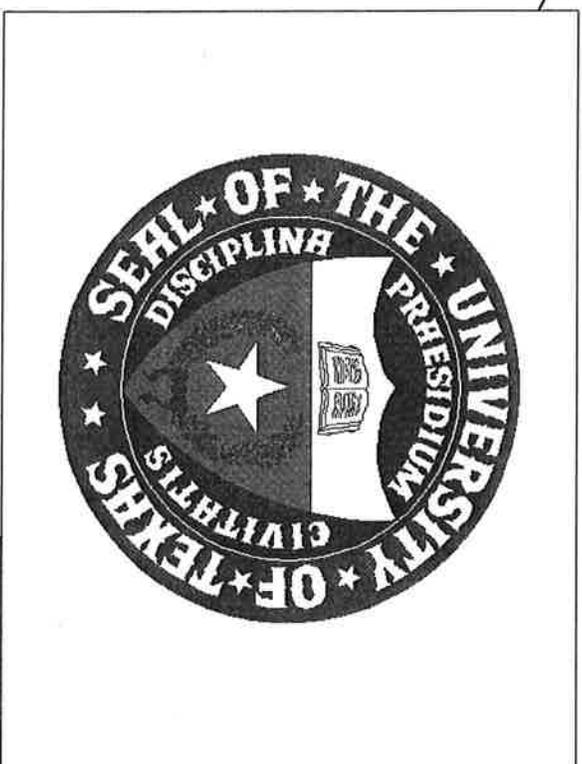
Individual Development Plan

Name:		Date:	

Professional Goals (1-2 years)	Professional Goals (3-5 years)

Strength To Use More	Area Of Development

Development Activity	Measurement	Results

Management and Leadership Development Program

The University of Texas System

Management and Leadership Development Program

Mission

To create an opportunity for employees to develop management and leadership skills through an organized training curriculum which will build business competencies, enhance performance potential, and contribute to the successful attainment of U.T. System goals.

Goal

This program is designed to encourage an inclusive and broad spectrum of qualified employees to prepare for management and leadership roles and to promote a culture which reflects and builds upon the skills, attributes, and experiences of all U.T. System employees.

Management and Leadership Development Program

Executive Committee

Tonya Brown
•Helen Bright
•Scott Kelley
• Amy Shaw-Thomas
• Dan Stewart

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• Cynthia Hammond – Program Administration

Executive Committee Responsibilities

• Program Oversight
• Mission and Strategy Development & Monitoring
• Participant Selection
• Curriculum Review
• Program Financial Management
• Participant Interaction with System Leadership
• Program Communications
• Program Champion and Advocate

Management and Leadership Development Program

MLDP Liaisons

Each of System Administration's Department heads serves as a Liaison to the Management and Leadership Development Program.

Liaison Responsibilities

- Initial Applicant Review and Selection
- Program Communications
- Provide Guidance Regarding Curriculum
- Provide Input to Program Strategies, Goals, Processes & Evaluation
- Program Champion and Advocate
- Mentor Program Participants

Management and Leadership Development Program

Participant Selection Criteria

- Selection criteria varies for each of the three programs

- Full-time employee with at least six months UT System Administration Service

- Consistently achieves high level of performance, recognition and quality in completing assigned job responsibilities.

- Exhibits talent, management, and/or leadership potential and capability to assume more complex and comprehensive duties

- Acts with integrity and professionalism and treats others with respect

- Results oriented and shows interest in continuous learning and self-improvement

MLDP Programs

- MDLP – *Advancement in Professionalism*

- MLDP – *Leading Through Collaboration and Teamwork*

- MLDP – *Managing For Excellence*

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Management and Leadership Development Program

Application and Selection Process

❖ Human Resources informs UT System Administration employees of eligibility criteria, application procedures, and timelines

❖ Eligible employees submit application to Human Resources; HR disseminates to Liaisons

❖ Liaisons select up to three applicants from their department, and forward to Human Resources

❖ Human Resources verifies eligibility, prepares quantitative analysis, and submits applications to Executive Committee

❖ Executive Committee selects 18 participants

❖ All applicants and liaisons are notified of selected participants

Management and Leadership Development Program

KEY PROGRAM ELEMENTS

- Outside instruction provided by nationally recognized experts in leadership development training and senior executives within System Administration

- Conducted in a series of seven, full-day classes

- Learning reinforced through team execution of an Applied Learning Project

- Each participant receives two individual coaching sessions with a career "coach"

- Effectiveness of the program is measured and reported on a regular basis

Management and Leadership Development Program

Program Curriculum – The overall goal of the program is to develop and enhance expertise and skills in management and leadership. The curriculum for each session is customized based on the level of experience, knowledge, and needs of individual participants.

Topics included in MLDP Classes (not a comprehensive list):

Analysis & Problem-Solving

Organizational Awareness

Project Management

Relationship Building

Team Leadership

Visioning

Applied Creativity

Business Concepts

Customer Orientation

Developing Others

Influencing

Judgment

Interpersonal Communications

Managing for Results

Leadership & Social Preferences

Technical/Professional Expertise

Collaborative Strategies

Building Trust

Change Management/Adaptability

Managing Conflict

Delegating Effectively

Leading Without Authority

Ancillary Goals and Benefits of the Program

❖ Encourage employees to be actively engaged and committed to developing skills and behaviors which proactively meet customer requirements

❖ Establish and maintain an environment of open communication, trust, mutual respect and integrity

❖ Serve as a model for consideration and adoption by U. T. System component institutions

❖ Foster cross-departmental teamwork in addressing critical issues

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U. T. SYSTEM ADMINISTRATION

MANAGEMENT AND LEADERSHIP
TRAINING PROGRAM

INITIAL IMPLEMENTATION STRATEGY

_____ 1. Establish a U. T. System Administration Executive Committee that will serve to provide guidance and leadership for the training program.

_____ 2. Establish U. T. System Administration Office of Human Resources as Program Administrator.

_____ 3. Contract with and utilize services of an appropriate consulting firm to advise and otherwise evaluate the development and delivery of the Program.

_____ 4. Establish and disseminate a program description/requirements communication for Executive Officers.

_____ 5. Solicit trainee nominations from Executive Officers.

_____ 6. Executive Committee will select and approve six to eight nominees for the training program.

_____ 7. After selection, trainees will participate in a six-month training program whereby introductions and program status will be conveyed to U. T. System Regents and Presidents at designated scheduled meetings.

_____ 8. Trainees will complete training through participation in special assignments.

_____ 9. Graduating class will be recognized through scheduled meetings of U. T. System Regents, Presidents, Chief Business officers, and component institution human resources offices.

_____ 10. U. T. System Administration Office of Human Resources will report the Program activities to the Executive Committee.

_____ 11. After review and evaluation, begin implementation for second class.

Career Development Program
Reading List

Career Development and Planning: A Comprehensive Approach
        by Robert C. Reardon

Career Development for Health Professionals: Success in School and on the Job
        by Lee Haroun

Career Development Interventions in the 21st Century
        by Spencer G. Niles

Do What You Love, The Money Will Follow: Discovering Your Right Livelihood
        by Marsha Sinetar

Don't Stop the Career Clock: Rejecting the Myths of Aging for a New Way to Work in the 21st Century
        by Helen Harkness, Ph.D.

Let Your Life Speak: Listening for the Voice of Vocation
        by Parker J. Palmer

Now, Discover Your Strengths
        by Don Clifton and Marcus Buckingham

The Career Chase: Taking Creative Control in a Chaotic Age
        by Helen Harkness, Ph.D.

The 5 Patterns of Extraordinary Careers: The Guide for Achieving Success and Satisfaction
        by James M. Citrin and Richard A. Smith

The Path: Creating Your Mission Statement for Work and Life
        by Laurie Beth Jones

What Color is Your Parachute?
        by Richard N. Bolles and Mark Emery Bolles

What Should I Do With My Life? The Real Meaning of Success and How to Find It
        by Po Branson

Who Gets Promoted, Who Doesn't, and Why: 10 Things You'd Better Do if You Want to Get Ahead
        by Donald Asher

Working Identity: Unconventional Strategies for Reinventing Your Career
        by Herminia Ibarra

The University of Texas System Employee Advisory Council

Career Development Committee

Website Resources

Gallup- http://www.gallup.com/strategicconsulting/en-us/employeeengagement.aspx

With proven links to productivity, customer engagement, quality, retention, safety, and profit, Gallup's unique employee engagement approach blends strategic analysis with practical steps and advice to change how leaders view their work, their employees, and their customers.

Society for Human Resource Management-
http://www.shrm.org/hrdisciplines/orgempdev/pages/default.aspx

Society for Human Resource Management (SHRM) is the world's largest HR membership organization devoted to human resource management.

Linked In- https://www.linkedin.com/about-us?trk=hb_ft_about

The world's largest professional network with 300 million members in over 200 countries and territories around the globe. Their mission is simple: connect the world's professionals to make them more productive and successful. When you join LinkedIn, you get access to people, jobs, news, updates, and insights that help you be great at what you do.

Workforce Satisfaction Committee

Manager's Perspective

This is a synopsis of some of the attributes which managers desire in their employees. This is not all-inclusive because it can be applied to many different types of jobs.

1. Job Knowledge: The degree of familiarity with job procedures and equipment that is essential to satisfactory job performance. Accuracy, attention to detail, and orderliness. The ability to meet or surpass established goals and use of time during the workday.

2. Trustworthiness: Carrying moral and ethical value and exhibiting this through actions at the workplace. Trust can be built by meeting expectations consistently over time and exhibiting integrity.

3. Dependability: The amount of supervision necessary to carry out assigned tasks to completion in order to meet job goals.

4. Initiative & Creativity: Ability to be innovative, talent for having new ideas, and for finding new and better ways of doing things, as well as being imaginative.

5. Continual Learning: The degree to which the employee is increasing their contribution to the department, and to their institution as a whole. This would include learning new skills and taking advantage of opportunities to make themselves more valuable to the institution.

6. Cooperation: Interpersonal relations, or the extent to which the employee recognizes the needs and desires of other people, treats others with respect and courtesy, and inspires their respect and confidence.

7. Customer Service: The degree to which the employee follows through with assisting others. Providing exceptional customer service applies not only to employees who deal with clients, patients, or students, but also to employees who interact with coworkers, managers, and other stakeholders. It should be exhibited to everyone he or she interacts with.

UT Brownsville,

About 250 full time employees were rifted

UT Brownsville offered many services to those employees who were affected by this change

- Benefits offered
    - Monetary compensation depending on years of service to the institution if stayed employed in good standards until May 31, 2013.
    - Lab was exclusively set up (computer and phone line) for rifted employees to come and prepare for a new job search. Open from 8-5 every day.
    - Apply to NextJob (Job search engine with resume and cover letter services to better prepare the employee on a successful job search.
    - Seminars, Health and wellness classes were available for employees to attend and participate
    - Employees were also given the opportunity to stay in their positions until the end of their assignment, 8/31/2013 or move full time to the Employee Development Center until the reminder of their assignment, 8/31/2013.
- Employees Rifted and ReHired
    - Incentives
    - Benefits were not interrupted, continuation of vacation hours were carried over

    - Draw downs
    - Workload doubled for many positions that were newly created or positions that were merged because of rifted employee vacancies
    - Significant salary drop
    - No deadline provided for new re-structured positions
    - Stressful working conditions
    - No professional development provided
    - Since a probationary period needs to again be completed, rehired employee cannot participate in the exceptional award merit. Employee will have to complete a 3-4 month performance review in new position with new supervisor.

- Recommendations
    - Evaluation of re-structured positions and newly created areas be done for best practice
    - Consider re-hired employees be considered for exceptional merit reward as well (reason: all re-hired employees were UTB rifted employees non outside or new persons were allowed to apply for these positions)
    - Re-classification of positions after an evaluation completed
    - Professional Development be encouraged and offered to those re-hired employees who score a high evaluation number in the Annual Employee Performance.
    - Incentives to wellness or fees be waived to campus recreational centers be