

Employee Development for Retention and
Succession/Replacement Planning

For

Florida A&M University

Office of Human Resources

February 2018

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FAMU Career Development

A Guide To A Career Development

Companion Guide to the FAMU IDP Process

There are six phases to creating a successful IDP

- 1. Assess**
- 2. Determine Goals**
- 3. Identify Development Activities**
- 4. Create a Plan**
- 5. Implement and Monitor**
- 6. Recognize the Change**

Phase1 –Assessment (Skills Needed -Initial Discussion)

Who: Employee and Manager (Aligned with Step “1” in FAMU IDP process)

Identifying strengths and development needs is the first important step in the process of improving performance. To help assess strengths and weaknesses use your knowledge of employee’s skills, as well as getting input from others who work with them. You may ask the employee to do the same. Research has found that most people become more accurate assessors of their own skills when they solicit feedback from others. If an employee evaluates self solely on the personal opinion of what he/she believes to be effective, he/she may overlook some critical skills important for their job.

It is also useful to assess important skills based upon a set of standard competency criteria needed for the employee’s career goal or what the manager needs while the employee is seeking their aspirations within the organization. If the manager is not familiar with the skill set required for the employee’s career goal, do some research and ask those in the know (especially those within the organization). The employee should also contribute to finding out what skills are needed and support findings with rationale as to why they are needed if the manager has any questions. More refinement of the knowledge, skills and abilities needed are done in in stage two.

Employees should ask the following questions and the manager should then answer them from their perspective. Listed below are some sample questions and activities useful in the initial assessment phase.

Employee

- 1. Where do you believe development is needed?**
- 2. Where do I lack skills?**
- 3. What present skills would help me to do my job better? More efficiently?**
- 4. What future skills will help me achieve my career goals?**
- 5. What I like and dislike about his/her job?**

Manager

1. What kind of development plan does employee have in mind?
 - a. Short term?
 - b. Long term?
2. Can FAMU/HR meet employee's professional needs? How?
3. What are your short (0-3yr.) career goals with the organization?
4. What sort of skill development does the employee need for short-term?
5. What are your long-term (3-5yr.) career goals?
6. What sort of skill development does the employee need for long-term?
7. Talk to others about employee's development needs.
8. What sorts of feedback has employee received (performance review, 360*, peers, or customers)? Self- collected or through other approaches

Phase 2 – Determining Areas to Develop

Who: Manager (Aligned with Step "2" in FAMU IDP process)

After initially assessing developmental needs, the next phase is to determine the areas in which the employee wants or needs to develop. These should be based on the skills critical to employee's current job and those important in the employee's future career goals. Choose the skills to be developed keeping in mind the importance of those skills now, in the future and those that with the greatest priority. Please keep in mind all skills should be aligned with the organization's business vision and strategies.

Development is an ongoing process rather than an event. Approach the employee's goal setting with this in mind. **Limit the employee's focus and avoid trying to develop too much at one time.** As manager, address the areas currently targeted for development. You will want to revise and update his/her goals to meet changing needs and conditions.

Leverage employee's strengths and develop his/her weaker areas in determining developmental goals. Create some specific objectives for each goal based on what the employee needs. For example:

- More information and knowledge?
- Practice in applying the knowledge or skills (for example, handling group conflict or problem solving in ambiguous situations)?
- Increase priority on using the employee's existing skills.

Technical skills needed for the career should be discussed initially as these may be the most relevant in career goals and easiest to develop through cross training, job enlargement, training, education, and /or certification.

For key behavioral skill goals its best to write employee's objectives specific to needs. For example, one manager may write as an objective "to increase employee's priority on acknowledging people's feelings and preferences," while for another, an objective might be "to increase employee's skill at using participative decision-making with his/her team."

Phase 3 – Identify Development Activities

Who: Manager and Employee (Aligned with Step "2" in FAMU IDP process)

Once priorities and specific objectives have been identified, the next step is to determine possible development activities and experiences.

Keep in mind development activities should be aligned to employee and departments needs and his/her learning style. For example, if employee learns best by seeing something done rather than reading about it or simply being thrown into the situation, employee's plan should reflect that. If employee needs to put a higher priority on using a skill, make that behavior a priority.

When you are doing development planning, one should consider and respect learning styles. Ask the employee how they best learn or how they have learned things successfully in the past. For example: visual learning style (seeing, reading), auditory learning style (talking /listening), kinetic learning style (hands on), or a combination.

Create developmental activities both technical and behavioral that might suit their style and needs. Here are some examples of development activities to meet an employee's particular developmental:

- Use on the job opportunities, including:
 - Improving a process or procedure that is inefficient or out of date
 - Starting something new – new policy/practice, system, process, or new service
 - Representing manager at meetings or functions
 - Coaching someone who is weak in an area in which employee excels
 - Managing new projects
 - Making presentations
 - Taking on special assignments that challenges employee
 - Offering to follow up on certain items generated at meeting
 - Volunteering to lead a task force or committee
 - Transferring to gain experience in a different job, function or business
 - Benchmarking employee's counterparts at other universities about their "Best Practices," or summarizing what employee has learned at a staff meeting

- Learn from off the job experience, including:
 - Joining and/or leading community groups
 - Trying a new skill in a volunteer organization
 - Making presentations to civic organizations, human resources organizations, or other campus units
- Model others who are competent at a skill, which involves:
 - Watching them in action
 - Asking them how they handle certain situations
 - Asking what lessons they have learned about being effective
 - Trying some of the ideas yourself
 - Discussing what employee tried, and asking for additional ideas
- Take formal courses, such as:
 - Workshops, on and off-campus training courses, webinars
 - Seminars
 - Conferences
- Read books, articles, and manuals
- Conduct research which involves:
 - Searching for information and materials in a certain area
 - Asking questions and seeking information from other people
 - Consulting with friends, managers, associate, mentor or others who can give advice in the area of concern
- Practice, which involves:
 - Identifying a skill or behavior that needs improvement
 - Trying out the behavior away from work in a similar situation
 - Practicing the behavior in the actual work situation

Phase 4 – Prepare an Individual Development Plan (IDP)

Who: Manager (Aligned with Step “2” in FAMU IDP process)

Next, create a firm development plan that includes employee’s objectives, action steps, support needed, and time frames. The following parameters can help manager prepare a development plan:

1. Identify no more than four strengths and four development needs. Don’t try to change too much too fast. Focus employee’s efforts on priority areas or changes that would be most beneficial to both him/her and Human Resources. Keep Development Plans manageable.
2. Specify objectives for each strength or development need. For example, in the Leverage Networks area, an objective might be to “establish networks with people in the same discipline.” Focus on tangible outcomes.
3. Do not promise activities that cannot be implemented or that are not aligned with budget.

4. Create an action plan consisting of specific development activities to help employee attain each performance objective.
5. Identify the support employee wants. Employees who receive ongoing feedback and coaching from managers and others are shown to be more successful with behavior change.
6. Specify a timetable for attaining each objective. Completion dates that have been targeted will help to encourage employee's steady progress toward his/her objectives.

Phase 5 – Implement and Monitor IDP

Who: Manager and Employee (Aligned with Step "3" in FAMU IDP process)

Finalize the plan you and the employee have agreed upon. Monitor the employee's progress and keep the employee motivated, provide opportunities to recognize employee's successes, and help him/her determine when and how to review his/her current development goals and objectives.

Build progress checks into employee's overall development process by doing the following:

- Get regular feedback from others on how he/she is performing
- Schedule time to periodically compare employee's actual accomplishments with the objectives in his/her plan
- To increase his/her accountability for his/her goals, ensure goals/objectives are part of employee's performance plan, discuss his/her development objectives and progress with manager
- Track progress in the area he/she is working to develop
- As he/she progresses toward his/her goals, take time to congratulate him/her

Phase 6 – Recognize the Change

Who: Manager (Aligned with Step "3" in FAMU IDP process)

There are many rewards to a developmental plan; recognition can be an essential part of those rewards and helps generate momentum. Many managers may create and work development plans, but it is also important they acknowledge that change has occurred with the employee's development. Subtle changes may be hard for others to see and acknowledge. It is important to recognize changes. It helps employee sustain the gain. Personal recognition reinforces progress because it supports the idea of development, provides ongoing energy and offers confidence in the employees continued growth.

In addition, the manager and others should take steps to recognize and acknowledge the changes made to in order to develop the employee. Being clear with the employee's colleagues and staff about what the manager and employee are doing differently can be an effective way to alert others to the changes they can expect to see.

FAMU IDP Process

IDP PROCESS

(Please take some time to review the Companion Guide to the IDP process)

Step 1

- Explain to the employee that this is a career development exercise not a performance review. It is to better understand:
 - The employee's career aspirations in current or future roles;
 - The supervisors perspective and feedback on the potential accomplishment of those aspirations;
 - Ways the supervisor and employee can work together within the resources, budget workload and opportunities for learning to facilitate that development.
- Explain to the employee and make sure they understand that **completion of the individual development plan does not guarantee another position or promotion within Florida A&M University.**
- Have employee fill out page 1 and 2, specifically their desired career goals for the next two years (short term) and three to five years (long term). If no aspirations they may put their existing position. Have the employee return this information to you. You will need the positions they desire before proceeding to step 2.

Step 2

- Check to make sure the employee's career aspirations are realistic in that they fall within a reasonable time period, are practical and appropriate in their current position. In the box "*manager's assessment of career desires*" on page "2" either reaffirm or suggest alternative career paths that are actionable and suitable for working together to make the developmental activities a success.
- On page "3", based on the information given by the employee **assign a level of competency needed in behavioral skills and technical skills sections for the employees to prepare and be ready for their desired position.**
 - If the employee's desired position is outside your expertise seek advice from someone with the expertise who would direct an individual at that level and ask about desired behavioral and most importantly key technical skills needed.
 - Please refer to the *Behavioral Competency Matrix* to help support level needed. The behavioral competencies should be created by the department or based on common institutional values. Please see the sample *Behavioral Competency Matrix* to use or construct your own.

- The manager should also include technical competencies especially for replacement planning. If the manager does not know the technical skills needed, he or she may ask another manager in the employee's interested field or ask the employee to research and benchmark the level of technical skills needed for their desired goals. It's important to note, the institution is not responsible or liable for providing or paying for the training/education needed, but by being aware of the employee's goals and the mutual benefit to both employer and employee may provide opportunities or work within the policies and procedures of the University in achieving goals.
- If an employee wishes to stay in their position consider what competencies they will need to work on to compete in a changing environment or where they might be able to fill in if needed in other areas of the operational unit.
- Schedule a meeting with the employee. Using page 3:
 - Using the competency criteria (**level needed**) for behavioral skills and the technical skills, **in a discussion the manager and employee** make a reasonable appraisal of the employee's current level.
 - Please note any difference between the level needed and the current competency level (e.g. level needed proficient, current level advanced –the difference "1"= a strength; level needed advanced, current level basic- the difference "-2" = opportunity for development; level needed proficient, current level proficient-"0" = meets.
 - After rating; a gap difference should appear in the far right column. These numbers are only to help identify areas of strength or opportunities for improvement or development.
 - Go to page "4" and document strengths and key development areas with the employee. There is a summary section the supervisor should fill out to support the selections and how he/she and the employee came to the decision, but I can be filled out later and a copy given to the employee.
 - Work with the employee to draft an action plan page "5". These plans can be training; educational opportunities (degrees or certifications) special assignments, cross training, stretch goals related to the developmental objectives. It may also include mentoring opportunities with those that hold positions similar to the ones the employee wishes to develop towards.
 - Page 6 should be used to review progress toward developmental goals from previous IDP. If it is the first IDP leave it blank, if second or beyond document any progress or modified opportunities.

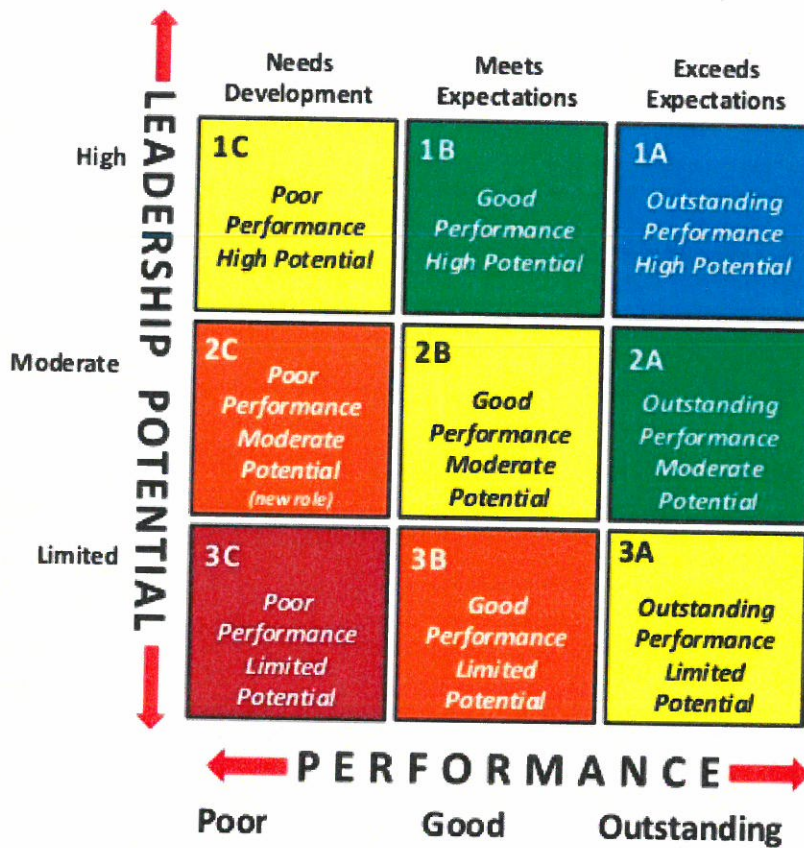
Step 3

- Finalize pages 1 through 5 and give a copy to the employee. File your copy and use as a baseline for future IDP meetings. Meetings should be held at least twice a year to review progress. One meeting should be the formal IDP meeting as described above; the other can be an informal review.
- During these meetings the manager should take to recognize any gains in development. Personal recognition reinforces progress because it supports the idea of development, provides ongoing energy and offers confidence in the employees continued growth. In addition, being clear with the employee's colleagues and staff about what the manager and employee are doing differently can be an effective way to alert others to the changes they can expect to see.

Step 4

- This step helps identify talent for any possible succession planning exercise or unexpected departures of individuals in key positions. This information sheet can be used to conduct calibration exercises and establishing possible talent pools when interim, acting, and temporary or applicants needed to fill a position. **THIS SHOULD NOT BE SHARED WITH THE EMPLOYEE. THIS IS FOR MANAGEMENT CALIBRATION EXERCISES ONLY.**
 - Using the employees IDP and other source materials (performance evaluations; performance management meetings etc.) indicate the employee's potential to fill positions in an interim; acting; temporary or by submitting an application and being selected for an advertised position.
 - The 9 box method can be used as a resource(see below)
 - Please utilize both positions 0-2 (short term) and positions in 3-5 years (long term)
 - Support your selections and give your rationale in the summary.

9 Box Performance-Potential Matrix



Performance - technical skills, abilities, and subject matter knowledge in job related field; ability to develop and maintain working relationships which incorporate DOHR's values.

Potential - the ability or capacity for growth and development into a leadership role.

Leader - one who guides, directs, influences, and shows the way to others.



HR Talent Review Assessment – 9-Box Matrix

Assistant Director, Human Resources

← **PERFORMANCE** →

	Needs development	Meets/Performance	Exceeds
High Potential	Box 1C	Box 1B	Box 1A
Medium Potential	Box 2C	Box 2B	Box 2A
Low Potential	Box 3C	Box 3B	Box 3A

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Sample IDP Form

INDIVIDUAL DEVELOPMENT PLAN

COMPLETION OF THIS INDIVIDUAL DEVELOPMENT PLAN DOES NOT GUARANTEE ANOTHER POSITION OR PROMOTION
WITHIN FLORIDA A&M UNIVERSITY

Employee Information

Name			
Location/Department			
Current Position			
Pay Grade		Job Code	
Original Hire Date		Start Date of Current Position	
Supervisor/Facilitator			

Relevant Experience/Positions (FAMU)

Title	Division/Department	Dates

Relevant Experience/Positions (Other Than FAMU)

Title	Division/Department	Dates

Education

Degree/Level/Certification	School	Date Completed

Employee's Career Desire

Next Position (0-2 Years)	Long Term (3-5 Years)

Manager's Assessment of Employee Career Desire

Next Position (0-2 Years)	Long Term (3-5 Years)

Review Date:

(Previous IDPs should be reviewed for progress on Plan)

COMPETENCIES

This Section should be filled out by the facilitator first then discussed with employee for employee's self-rating.

Competency Development						
Facilitator (Rater) <i>Facilitator rates based on expertise and research before discussion</i>		Current Competency Level Manager's Assessment and Employee's Self Rating <i>After Discussion</i>				Opportunity Gap (Difference between level needed and current competency)
<i>Rates Levels needed for Career Desire (i.e., Basic, Proficient, Advanced, Expert)</i>		Basic	Proficient: <i>Experienced</i>	Advanced	Expert	0=meets >1=Strength <1= Development opportunity
Behavioral Skills		Level Needed				
Communication						
Conflict Management						
Results Orientation						
Problem Solving						
Continuous Learning & Self Improvement						
Project Management						
Innovative Practice						
Strategic Thinking						
Teamwork						
Leadership						
Technical Skills		Level Needed				
Add Appropriate skill (facilitator/employee)						
Add Appropriate skill (facilitator/employee)						
Add Appropriate skill (facilitator/employee)						
Add Appropriate skill (facilitator/employee)						
Add Appropriate skill (facilitator/employee)						

Capability/Development Assessment

Demonstrated Strengths/Capabilities (Limit 4)*	Key Development Needs (Limit 4)*

Summary of Meeting

Highlight key discussions recommendations and action steps regarding increasing or sustaining strengths, overcoming challenges, development needs and any progress from last career development meeting.

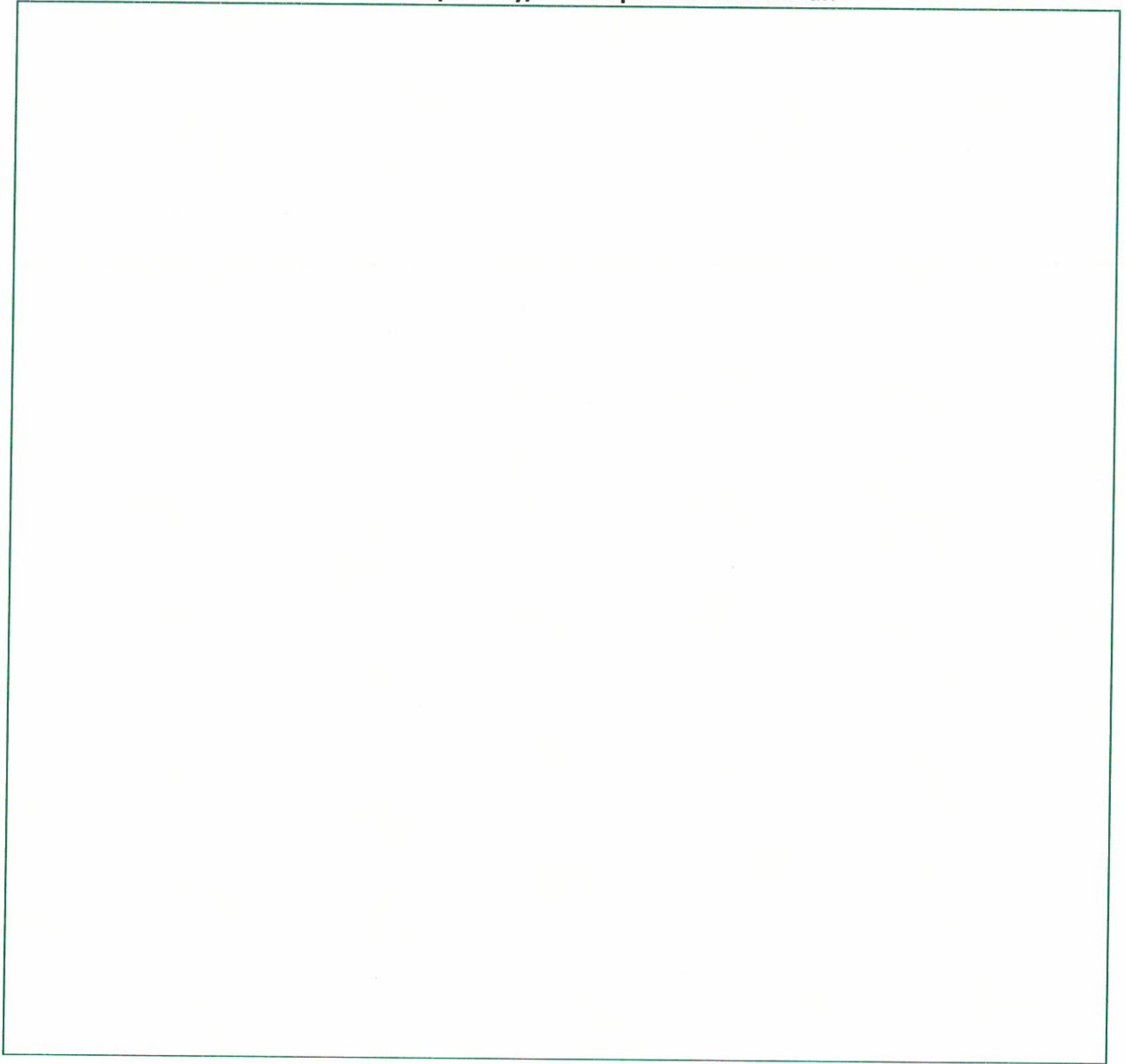
This section is to be completed by the manager.

Recommended Development Activities– Current/Future Position

(To address a need/expand a strength)

Development Focus Area	Special Developmental Projects	Education & Training (Internal/External)	Identify who will Coach/Counsel	Other Activities (Mentoring, 360 feedback, etc.)

**Summary of Progress Made Since Last IDP
Previous Capability/Development Action Plan**

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the user to provide a summary of progress made since the last IDP, based on the previous capability or development action plan.

This section is for supervisor, talent pool availability, calibration exercise and succession planning only.

Replacement/Succession Planning

Internal Potential Positions *(Could serve as interim or apply- Filled by Facilitator /Supervisor)*

Positions (0-2 Years)	Potential high-med-low	Long Term (3-5 Years)	Potential high-med-low

Summary of Potential (rationale)

*Highlight recommendations potential and current skills needed for serving in interim, temporary assignments or succession as internal applicant.
This section is to be completed by the manager.*

Attachment A
Sample Behavioral Competencies

Communication

Basic	Proficient	Advanced	Expert (ability to coach others)
Clearly articulates information orally and in writing.	Demonstrates awareness that communication styles and tools need to be matched to situations.	Effectively matches appropriate communication tools and styles to different situations.	Coaches others in matching different communication tools and styles to specific situations.
Asks appropriate questions to get information from others.	Selects and applies appropriate style with some help.	Models effective listening and feedback skills for others.	Effectively uses communication as a business tool to foster learning, manage change and create a sense of involvement and ownership in the organization.
Actively listens to others and correctly identifies the intended message.	Uses questions effectively to surface information and to clarify intended message when needed.	Uses productive questioning and corkscrewing to surface information and generate learning.	Models and encourages others to communicate across boundaries

Conflict Management

Basic	Proficient	Advanced	Expert (ability to coach others)
Appropriately identifies conflict situations and analyzes contributing factors in simple solutions.	Appropriately identifies conflict situations and analyzes contributing factors in most situations.	Effectively identifies contributing factors and root causes in complex situations.	Models effective conflict resolutions approaches and coaches others.
Requires help identifying root cause for complex situations.	Requires help identifying root cause for only very complex situations.	Conducts conflict analysis and selects appropriate conflict management approach.	Ability to use high level negotiation, mediation, and conflict resolution techniques.
Assesses personal conflict management style.	Assesses others' conflict management style.	Actively engages others in resolving the conflict.	Consistently successful demonstration in resolving types of conflict

Results Orientation

Basic	Proficient	Advanced	Expert (ability to coach others)
Demonstrates a sense of urgency and achieves results, seeking support as necessary.	Demonstrates a sense of urgency and works with identified resources to deliver results.	Creates a sense of urgency. Identifies and obtains needed resources to deliver results.	Creates and environment with high performance standards and aligns the organization to achieve results.
Understands and work towards short-term goals, setting priorities with assistance.	Sets priorities for self.	Establishes and balances short and long term goals for self and other consistent with a clear understanding of organizational priorities.	Sets results without benefit of an existing framework.
Identifies barriers and seeks assistance to remove them.	Identifies and removes barriers.	Anticipates barriers and removes them, or develops contingency plans to mitigate them.	Creates an environment where barriers are eliminated or minimized. Aligns the organizational infrastructure to support results focus.
Identifies ideas for performance improvement and assist in the execution	Develops and executes plans that result in performance improvement.	Demonstrates ability to formulate ideas and ensures execution, resulting in performance improvement.	Establishes environment that is focused on accountability and results orientation.
Measures and monitors performance for self.	Measures and monitors performance for self and others.	Creates performance indicators to drive and measure performance (develop performance evaluation systems.)	Explains and develops new performance areas as needed by the business.

Problem Solving

Basic	Proficient	Advanced	Expert (ability to coach others)
Surface problems and conducts simple analysis in own area of work (can identify directly related causes).	Accurately identifies problems.	Knows different tools for problem analysis and selects appropriate approach.	Anticipates problems, surfaces contributing factors and resolves them before there is a negative impact.
Uses logic and basic analytical thinking processes to solve problems.	Looks beyond the obvious and goes beyond easy answers to identify root cause of an issue.	Assesses multiple variables, grasps interdependencies and accurately identifies key problem drivers.	Coaches others in selecting and using appropriate problem solving methods
	Is familiar with a basic problem solving model and can apply it to various situations. Requires help in only the most complex situations	Generates learning from problem analysis and is able to transfer learning to other related issues.	Generates data through analysis and active makes optimal decisions based on those data and analysis.

Continuous Learning and Self Improvement

Basic	Proficient	Advanced	Expert (ability to coach others)
Seeks feedback and adjusts behavior accordingly.	Leads other through the learning process.	Identifies key competencies to drive organizational success.	Creates a learning process for the organization and gets employees to use it.
Learns from doing (successes and mistakes) and applies to present and future situations.	Seeks information from outside the work unit and draws insight from others' experiences. Applies it to present and future situations.	Synthesizes new information from multiple sources into coherent understanding of the business.	Models continuous learning and champions a learning environment.
Asks questions that demonstrate willingness to learn.	Challenges existing assumptions. Tries new approaches and experiments.	Demonstrates the ability to unlearn processes and assumptions that are no longer effective.	Supports continuous "unlearning" and the creation of new mental models and mindsets.
Seeks learning and skill development.	Seeks challenging assignments to enable learning and personal/professional growth.	Retains learning in the organization and adapts best practices across the organization.	Teaches and integrates new practices across the organization.

Project Management

Basic	Proficient	Advanced	Expert (ability to coach others)
Puts together simple action plan for own, short-term projects.	Is familiar with key concepts of tactical project planning.	Is familiar with strategic project analysis approaches.	Plans and implements strategic, long-term projects with multi-functional components.
	Creates project implementation plan and identifies resource requirements for medium-term, departmental projects.	Plans and implements cross-functional projects.	Coaches in all aspects and phases of project management.
		Anticipates barriers and creates contingency plans.	Overcomes barriers with contingencies. Assures project complete and accurate.
		Identifies, selects and manages project resources.	Consistently assures all resources are in place eight time; right place.
		Leads and motivates project management team.	Consistently brings project team through forming, storming, norming, performing and adjourning.

Innovative Practice

Basic	Proficient	Advanced	Expert (ability to coach others)
<p>Within scope of assignment, approaches work processes by asking appropriate questions and generation ideas.</p> <p>Working with supervision builds on others' ideas and actively experiments and tries new things.</p> <p>Can articulate ideas and support with basic presentation.</p>	<p>Recognizes trends, patterns and events that surface new opportunities.</p> <p>Surfaces external information and experiments to find better ways to accomplish tasks. Generates ideas on their own or synthesizes ideas into a new way to make things work</p> <p>Demonstrates understanding of innovation process and can apply basic innovation tools within that context. Can present ideas in way that is understood by constituents. Usage</p>	<p>Demonstrates ability to generate original ideas, or synthesize existing ideas for success, individually and through others.</p> <p>Understand and plans for risk without inhibiting innovation. Pursues change with willingness to destroy what exists. Generates ideas through others on complex business issues.</p> <p>Is familiar with various approaches to innovation and selects situation - appropriate innovation models. Easily presents ideas in a way that is understood by constituents.</p>	<p>Creates an environment that encourages others to be innovative and that challenges the status quo. Always entertains emerging ideas and strategies.</p> <p>Creates an environment of continuous improvement, creative problem solving and flexibility to ensure innovative or best practices are championed through mentoring, recognition and rewards.</p> <p>Serves as a positive role model by continually demonstrating innovation recognizing innovative talent that moves the organization forward. Can present ideas in a way that resonate with those that can use the innovation.</p>

Strategic Thinking

Basic	Proficient	Advanced	Expert (ability to coach others)
<p>Looks to the future and identifies key trends with some supervision.</p> <p>Recognizes the gap between current and future state and seeks help to address it. May use tactical actions to address problems from tactics used currently or in the past.</p> <p>Understands the organization as a whole and how individuals contribute to common goals. Has a line of sight to organizational mission.</p>	<p>Understands how trends may impact the organization and one's job. Adjusts own focus as new information impacts the current situation (demonstrates flexibility).</p> <p>Develops appropriate actions to address gaps with assistance. May use tactical as well as strategic actions to address problems. Strategy may go beyond common tactics currently used.</p> <p>Understands organizations as systems and how different components impact the whole. Practices systems thinking as part of alignment and line of sight.</p>	<p>Looks to the future to anticipate changes in the organization. Identifies appropriate strategies and action plans.</p> <p>Generates urgency around the need for adapting to change and creating new strategy with team. Weights alternatives, prioritizes and makes recommendations based on understanding of long-term strategy and how to modify or adjust current plans accordingly.</p> <p>Aligns activities and projects to broader organizational strategies and structure. Understands the impacts of actions on the larger organizations and adjust accordingly.</p>	<p>Identifies emerging changes in the broader organizational environment and the impact on the organization. Excels at identifying and prioritizing strategies and action plans to address trends.</p> <p>Recognized as effective change and strategy leader. Coaches on leading through changes and strategy making. Recognizes emerging strategies and the need for strategic plan flexibility</p> <p>Recognizes the organizational impact of change, consistently aligns the strategy and adapts the organization's design needed to deliver results. Coaches others in aligning the organization and adapting to change.</p>

Team Work

Basic	Proficient	Advanced	Expert (ability to coach others)
<p>Understands the role of team members, team structure, his/her own role; develops positive relationships with other team members. Admits mistakes to others.</p>	<p>Understands foundational model of teamwork and knows which element to apply in any given situation. Motivates and encourages participation from all members; Facilitates teams.</p>	<p>Commissions the team and creates systems and environments to allow for partnerships to form.</p>	<p>Provides tips and expertise on how to facilitate teams. Coaches others in building teamwork.</p>
<p>Understands that diverse environments and teams benefit projects.</p>	<p>Leverages the different talents, attributes and skills to diverse people.</p>	<p>Understands agendas of other functions, groups and business units and applies them to the decision making process of the team.</p>	<p>Applies knowledge on team dynamics and team development stages. Coaches other teams to become more effective, regardless of topic of functional are.</p>

Leadership

Basic	Proficient	Advanced	Expert (ability to coach others)
Communicates expectations, vision and direction. Ability to supervise at a basic level for tasks (technical) and behavioral environment (people skills)	Contributes to and aligns against the vision. Inspires others to perform above their perceived levels of capabilities. Ability to supervise tasks (technical) and behavioral environment (people skills).	Creates vision and inspires commitment and passion in others to follow the vision/strategic intent. Ability to manage tasks (technical) and behavioral environment (people skills).	Demonstrates extensive depth and breadth of leadership across different businesses and stages of business cycles. Knows when to apply which type of business leadership skill.
Identifies ambiguity and recommends various solutions/approaches.	Synthesizes a high level of information quickly and makes decisions in ambiguous situations with limited complexity.	Makes decisions in ambiguous situations with multiple interdependencies and variables.	Explores and integrates new approaches to leadership. Coaches others through complex decision-making situations.
Perseveres and contributes during crisis situations.	Leads with confidence through crises situations with limited complexity and that are within own span of control.	Leads with confidence through crisis situations with multiple variables, outside of own scope of control.	Understands and applies situational leadership principles to individuals and the organization.
Learns and applies cultural and organizational values in limited situations.	Communicates and applies cultural and organizational values, encourages and challenges others to follow.	Creates and role models cultural organizational values; puts initiatives in place to institutionalize values.	Consistently practices value based management. Actively helps develop values that are relevant, provide clear and consistent cohesive organizational anchors, and are easily understood and accepted by the organization.
Awareness of self, attributes, traits, strength and weaknesses as leader.	Awareness of self and impact of self on others as a leader.	Modifies leadership behaviors based on perceived impact on others.	Role models for effective leadership. Coaches others in effective leadership practices.

Attachment B
Sample IDP Completed



INDIVIDUAL DEVELOPMENT PLAN

COMPLETION OF THIS INDIVIDUAL DEVELOPMENT PLAN DOES NOT GUARANTEE ANOTHER POSITION OR PROMOTION
WITHIN FLORIDA A&M UNIVERSITY.

Employee Information

Name			
Location/Department	Human Resources		
Current Position	Coordinator, Employee Relations		
Pay Grade	002	Job Code	9215
Original Hire Date	February 26, 2016	Start Date of Current Position	February 26, 2016
Supervisor/Facilitator	Sandi Smith-Anderson		

Relevant Experience/Positions (FAMU)

Title	Division/Department	Dates
Coordinator, Employee Relations/Records Management	Finance and Administration/Human Resources	February 2016 to Present

Relevant Experience/Positions (Other Than FAMU)

Title	Division/Department	Dates
HR Generalist/Payroll Administrator	First Commerce Credit Union	February 2015 to February 2016
Director of Corporate Affairs	SHRM FSU Student Chapter	January 2013 to December 2013
Accounts Payable Specialist/Adm. Asst.	KWB Pathology Associates	February 2006 to February 2015



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Education

Degree/Level/Certification	School	Date Completed
Finance and Real Estate, B.S.	Florida State University (FSU)	2005
Human Resource Management, B.S.	Florida State University (FSU)	2013

Employee's Career Desire

Next Position (0-2 Years)	Long Term (3-5 Years)
Assistant Director (Human Resources)	Associate Director (Human Resources)
	Director (Human Resources)

Manager's Assessment of Employee's Career Desire

Next Position (0-2 Years)	Long Term (3-5 Years)
Assistant Director, Human Resources	Associate Director, Human Resources
	Director, Human Resources



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Review Date:

(Previous IDPs should be reviewed for progress on Plan)

COMPETENCIES

This Section should be filled out by the facilitator first then discussed with employee for employee's self-rating.

Competencies Needed For Career Desires						
Facilitator (Rater)		Employee's Self Rating				Opportunity Gap (Difference EE vs. rater)
<i>Rates Levels needed for Career Desire (i.e., Basic, Proficient, Advanced, Expert)</i>		Basic	Proficient: Experienced	Advanced	Expert	
Behavioral Skills						
	<i>Level Needed</i>					
Communication	A			x		
Conflict Management	P		x			
Results Orientation	A			x		
Problem Solving	P		x			
Continuous Learning & Self Improvement	A		x			-1
Project Management	P		x			
Innovative Practice	A		x			-1
Strategic Thinking	P		x			
Teamwork	A			x		
Leadership	P		x			
Technical Skills						
	<i>Level Needed</i>					
Specialized Knowledge of Accounting Software	n/a		P			
Document Management Software	P		P			
Enterprise Resource Planning Software	P		P			
HR Software	P		P			
Time Accounting Software	n/a		P			
Spreadsheet/Presentation Software	A		P			+1



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Capability/Development Assessment

Demonstrated Strengths/Capabilities (Limit 4)*	Key Development Needs (Limit 4)*
Results Orientation	Conflict Management
Teamwork	Problem Solving
Continuous Learning & Self Improvement	Communication
Innovative Practice	

Summary of Meeting

Highlight key discussions recommendations and action steps regarding increasing or sustaining strengths, overcoming challenges, development needs and any progress from last career development meeting.

This section is to be completed by the manager.

has over two years of experience as an HR professional. has responsibilities such as, but not limited to, managing projects, programs, and initiatives, implementing plans passed down, and delegating tasks to early-level staff.

should continue to heighten strengths and further develop high performance competencies in employee relations, diversity and inclusion and records management.

In addition, should continue to build the necessary level of expertise needed to become one of the university's employee relations and records management go-to persons.



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Recommended Development Activities– Current/Future Position

(To address a need/expand a strength)

Development Focus Area	Special Developmental Projects	Education & Training (Internal/External)	Identify who will Coach/Counsel	Other Activities (Mentoring, 360 feedback, etc.)
Communication	<p><u>Goal</u> Establish partnerships with internal and external customers.</p> <p>Continue to promote a cohesive, effective and high performing workplace by providing guidance and assistance to non-faculty employees and managers in administrating FAMU BOT Policies and University Regulations, in support of the University's mission, vision, and strategic imperatives.</p> <p>Special Projects include: Attend University's Jeanne Clery Committee, Co-facilitate Employee Relations courses within the Supervisory Bootcamp, etc.</p>	<p>Involvement with section, department, division and university professional development opportunities; Participation with SHRM and CUPA HR professional associations.</p>	<p>Sandi Smith Anderson</p>	<p>Making presentations; Attend workshops, conferences, on and off campus training courses and webinars. Diversity & Inclusion Council.</p>
Conflict Management	<p><u>Goal</u> Provide sound consultation relating to difficult employee relations and/or assist with resolving conflict.</p> <p>Continue to develop superb assessment, coaching and consulting skills and locate hot spots, assess the situation and look for ways to resolve.</p> <p>Special Projects include: Active participation in the Predetermination Conference Committee meetings and with the investigatory process for disciplinary action cases, etc.</p>	<p>Involvement with section, department, division and university professional development opportunities; Participation with SHRM and CUPA HR professional associations. Utilize Gartner (formerly CEB) Leadership Council.</p>	<p>Joyce A. Ingram Sandi Smith Anderson</p>	<p>Model others who are competent in this skill; Attend workshops, conferences, on and off campus training courses and webinars</p>



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<p>Problem Solving</p>	<p><u>Goal</u> Partner with key internal/external constituents to ensure the delivery of high quality results.</p> <p>Continue to consistently deliver required business results; sets and achieves achievable, yet aggressive, goals; consistently complies with quality, service excellence and productivity standards and meets deadlines; maintains focus on individual, section and department goals.</p> <p>Special Projects include: Coordinate and administer University's Performance Management Program for annual evaluations of A&P and USPS employee</p>	<p>Involvement with section, department, division and university professional development opportunities; Participation with SHRM and CUPA HR professional associations. Utilize Gartner (formerly CEB) Leadership Council.</p>	<p>Sandi Smith Anderson</p>	<p>Model others who are competent in this skill; Attend workshops, conferences, on and off campus training courses and webinars</p>
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Summary of Progress Made Since Last IDP Previous Capability/Development Action Plan

Not applicable



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This section is for supervisor, talent pool availability, calibration exercise and succession planning only.

Replacement/Succession Planning

Internal Potential Positions (Could serve as interim or apply- Filled by Facilitator /Supervisor)

Positions (0-2 Years)	Potential high-med-low	Long Term (3-5 Years)	Potential high-med-low
Assistant Director, Employee Relations	High	Associate Director, Human Resources	High

Summary of Potential (rationale)

Highlight recommendations potential and current skills needed for serving in interim, temporary assignments or succession as internal applicant.

This section is to be completed by the manager.

Over the next 12 months, should continue to respond positively to constructive feedback to heighten strengths and further develop high performance competencies in employee relations, diversity and inclusion and records management. Successfully complete the FAMU Supervisory Bootcamp and CUPA HR Bootcamp.

Over the next 3 – 5 years pursue the following professional development opportunities:

- SHRM Competency Certification
- Professional HR (PHR) Certification
- Master’s Degree in Business
- Ph.D. Degree

9-Box Matrix: 1A (See HR Talent Review Assessment – 9-Box Matrix)

HR Talent Review Assessment – 9-Box Matrix

Assistant Director, Human Resources

