



Competency-based 360° Assessment Report

Sibtain

360 Degree Assessment Report

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About this Report

This report is designed to provide valuable insight and opportunities for development.

The report contains information gathered from both yourself (self rating) and people who were identified as your raters. These raters may be your manager, peers, direct reports, customers, or others and will be labeled as such throughout this report.

Scores

You and your raters responded to the exact same items assessing your performance across a variety of competencies.

Confidentiality

Aside from your Manager and yourself, there must be a minimum of 3 respondents in rater groups in order for results to be shown. If fewer than 3 individuals responded in the Direct Reports or Peer groups, their ratings will be rolled into an "Other" group to protect the confidentiality of the respondents.

It is important to start with your self-evaluation first and then look at how others rated you, which is why throughout this report, you will see your results separated into "Self" and how "Others" Raters Responded.

Contents

1. Raters
2. Introduction
3. Benefits of 360 Degree Assessment
4. Standard Competency Framework
5. Competency Summary “ Self and Others
6. Consensus Item Ratings - Range of Scores
7. Competency Summary
8. Competency Profile Radar Chart
9. The top 4 and bottom 4 statement
10. Johari Window Analysis
11. Self-Awareness Indicator
12. Blind Spot and Hidden Strengths
13. Self-Awareness Grid
14. Summary Item Ratings
15. Open-ended Comments
16. Individual Development Plan

Raters

Manager	1
Peer	2
Direct Report	1
Self	1
Others	0
Total	5

Introduction

The best leaders, managers, and employees make the most of their strengths and work to improve upon their shortcomings. To do this, they must first have a clear and realistic understanding of what their strengths and shortcomings are. Participating in a 360 degree Assessment is a powerful way for employees to obtain this understanding and for a department to show that it supports employee development.

360-degree assessments are the backbone of most corporations' leadership and employees development programs. More than 85% of Fortune 500 companies use multi-rater feedback as a central part of their overall leadership development processes.

360 degree assessment is widely recognised as being the best all-round assessment of a participant's perceived performance. Research has demonstrated that 360 degree assessment can provide superior performance data, promote participant self-awareness, and facilitate behavioural change.

What is 360 Degree Assessment?

360 degree Assessment is a tool that can be used to measure an employee's strengths and development needs. The measures an employee's strengths and development needs through feedback provided by the employee and his/her supervisor, colleagues, direct reports, and customers.

A 360 degree Assessment is a process through which feedback from an employee's subordinates, colleagues, and supervisor(s), as well as a self-evaluation by the employee themselves is gathered.

360 degree Assessment allows you to use multiple raters such as supervisors, peers, direct reports, subordinates and external raters (clients or vendors) to leave feedback on an employee. When a group makes a decision collectively, its judgment can be better than that of any of its members.

To gather feedback, respondents are given an assessment where they share their views of a employee's behaviour or performance. The employee also completes a self-assessment, which gets compared with the other feedback. This means the employee gets a well-rounded view of his/her attitudes, behaviour and performance.

The feedback is often used as a benchmark within the employee's development plan.

Objectives of 360 Degree Assessment

It is possible to aim at the following through 360 degree Assessment:

- Insights into the strong and weak areas of the candidate in terms of the effective performance of roles, activities, styles, traits, qualities, competencies (knowledge, attitudes and skills), impact on others and the like.
- Identification of developmental needs and preparing development plans more objectively in relation to current or future roles and performance improvements for an individual or a group of individuals.
- Data generation to serve as a more objective basis for rewards and other personnel decisions.
- Reinforcement of other change management efforts and organisation effectiveness directed interventions. These may include: TQM efforts, customer focused or internal customer satisfaction enhancing interventions, quality enhancing and cost reducing interventions, decision process changes etc.
- Alignment of individual and group goals with organisational vision, values and goals.

Benefits of 360 Degree Assessment

360 Degree Assessment is a valuable development tool which aids the improvement of individual performance and contributes to increased managerial effectiveness shortly after intervention. 360 Degree Assessment process is designed to assist you, your team and your organisation in professional development.

When used effectively, the 360 Degree Assessment can:

For the individual:

- Help the person understand his or her own personality from an outsider's perspective
- Gain deeper insight into how work behaviour is perceived by others with whom they work Development needs are revealed
- Provide an opportunity to find out the opinions of the people they work with and compare them with their own opinion
- Improve the dialogue between Employee and manager
- Encourage increased self awareness and a focus on personal development
- Lead to increased job satisfaction and feeling valued by the organisation

For the team:

- Increase communication between team members
- Support teamwork by involving team members in the development process
- Improve team working, by raising awareness of how others perceive individuals as a contributor to the group

For the organisation:

- Better career development for employees
- Improves customer service by having customers contribute to evaluation
- Reinforce the link between the competencies, behaviours and values required for a job and performance.
- Provide employees with a better understand of their strengths and weaknesses and a sound basis for development planning and performance improvement
- Generate commitment to development
- Involve people with different perspectives, in different roles and at different levels
- Provide a fair and transparent process that will encourage an open culture that values feedback
- Help identify top performers

It is important to define the goal of the 360 Degree Assessment process and then to pick the competency profile most suited to support this goal. These competencies will serve as the measurement standards in the assessment process.

Standard Competency Framework

A competency framework defines the knowledge, skills, and attributes needed for people within an organisation. Each individual role will have its own set of competencies needed to perform the job effectively. This Behavioural Competency Framework aligns with the organisation's Strategic Plan, Mission and Values, and puts them at the heart of everything we do.

The competency framework is a guide for managers and staff to help them understand expected behaviours and skills. It provides a clear behavioural link to organisation Strategic Plan, i.e. clarifying how you are expected to behave in delivering the priorities set down in key corporate documents. The framework identifies and describes the behaviours that drive successful performance, and enables you to deliver your technical expertise effectively.

A Competency is an underlying characteristic of a person which enables him /her to deliver superior performance in a given job, role or a situation. Competencies are clusters of related knowledge, skills, abilities, and other requirements necessary for successful job performance.

The competency model forms the basis for acquiring, developing and managing leadership and management talent in the organisation.

A Behavioural Competency Framework identifies and describes the behaviours that drive successful performance, and enables us to deliver our technical expertise effectively. Defining how we go about our tasks is particularly important in establishing common understanding around work practices. It provides a clear behavioural link to our Strategic Plan, Mission and Vision Statements, and our Values.

The Competency Framework document outlines the 12 competencies and behaviours. The competencies have been grouped into four broad areas each includes three competencies as shown below:

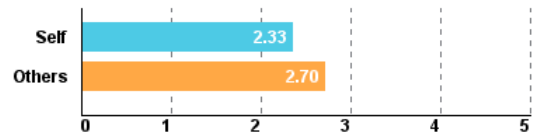
Cluster	Competencies
Personal Effectiveness	Adaptability
	Resilience
	Continuous Development
Enabling Solutions	Problem Solving
	Innovation
	Communication
Engaging People	Relationship Building
	Teamwork
	Leadership
Delivering Results	Initiative
	Customer Service
	Results Focus

Competency Summary - Self and Others

Competency Summary

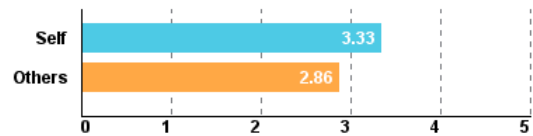
Adaptability

Adapts to changing business needs, conditions, and work responsibilities.



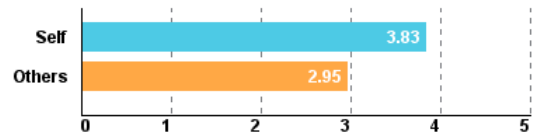
Resilience

The ability to respond professionally in stressful and difficult situations.



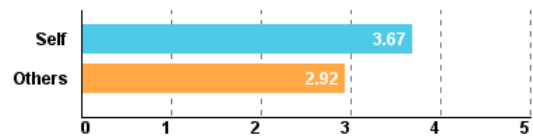
Continuous Development

Builds professional skills and competencies and improves work processes.



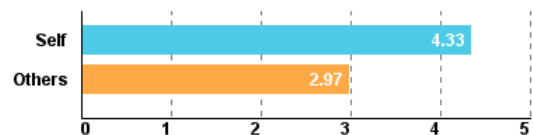
Problem Solving

Resolves difficult or complicated challenges.



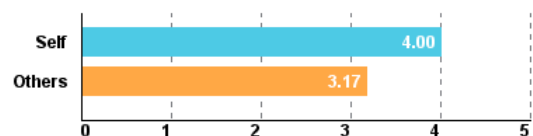
Innovation

Fosters and initiates new ideas, methods and solutions.



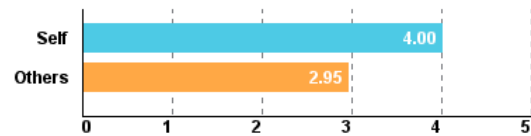
Communication

Clearly conveying information and ideas through a variety of media to individuals or groups in a manner that engages the audience and helps them understand and retain the messages.



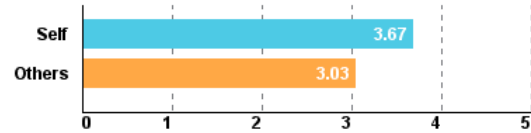
Relationship Building

Builds constructive working relationships characterized by a high level of acceptance, cooperation, and mutual respect.



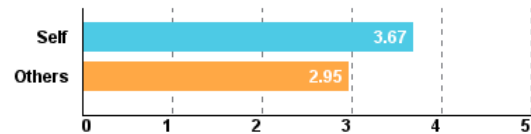
Teamwork

Promotes cooperation and commitment within a team to achieve goals and deliverables.



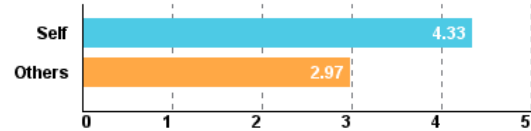
Leadership

Develops and uses effective strategies, change management and interpersonal skills to influence others toward the accomplishment of identified objectives



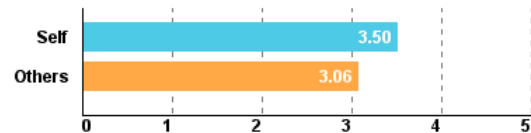
Initiative

Evaluates, selects and acts on various methods and strategies for solving problems and meeting objectives before being asked or required to do so.



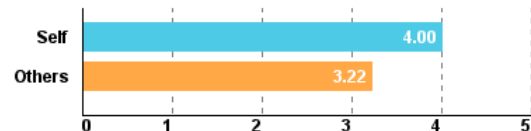
Customer Service

Demonstrates concern for meeting internal and external customers'™ needs in a manner that provides satisfaction for the customer within the resources that can be made available.



Results Focus

Focuses on results and desired outcomes and how best to achieve them. Gets the job done.



Consensus Item Ratings - Range of Scores

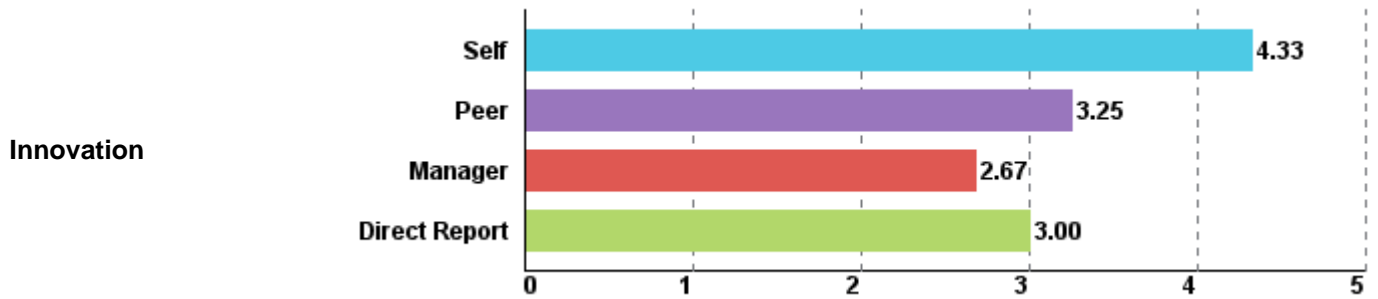
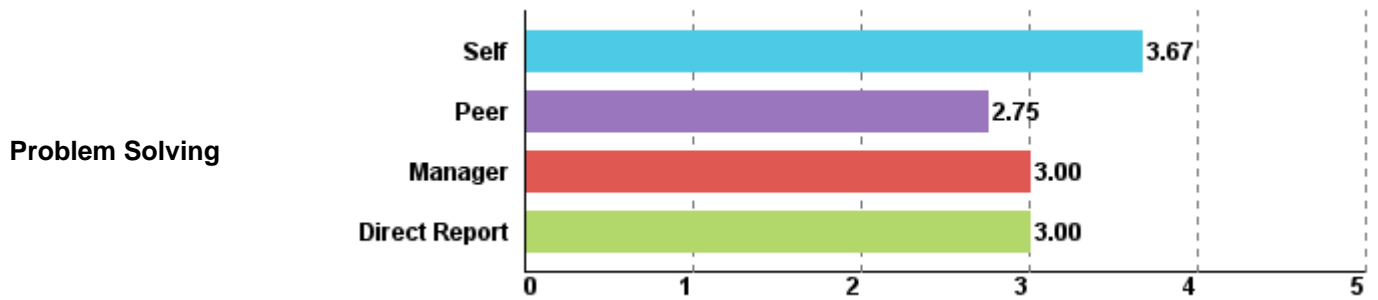
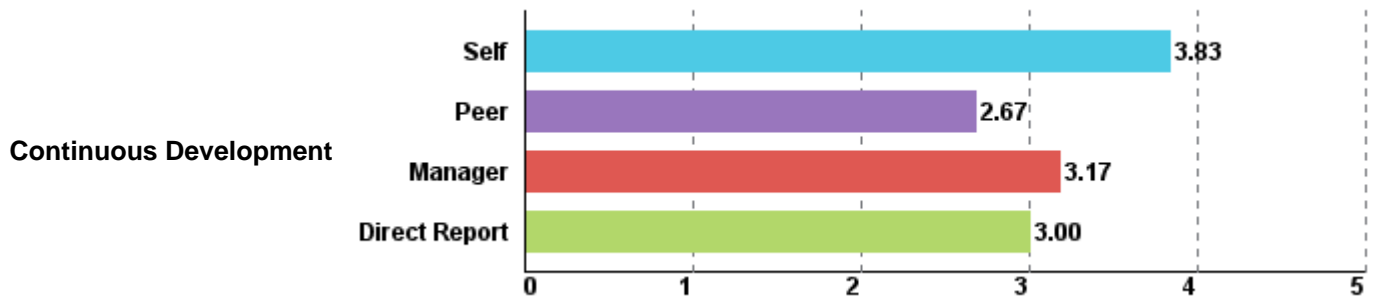
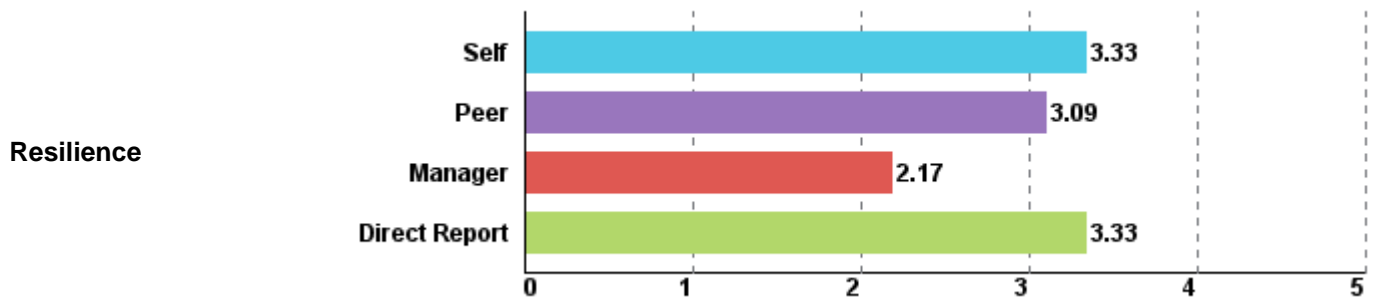
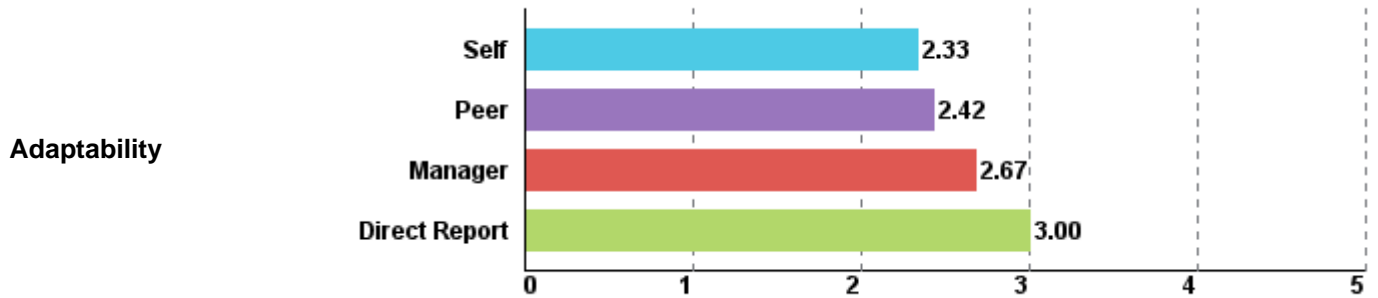
The rating form includes the items rated on a scale of 1 to 5. The average score is based on all who provided feedback, but does not include your self ratings.

The horizontal bars indicate the range of scores from Others. The vertical red lines show the average score from Others.

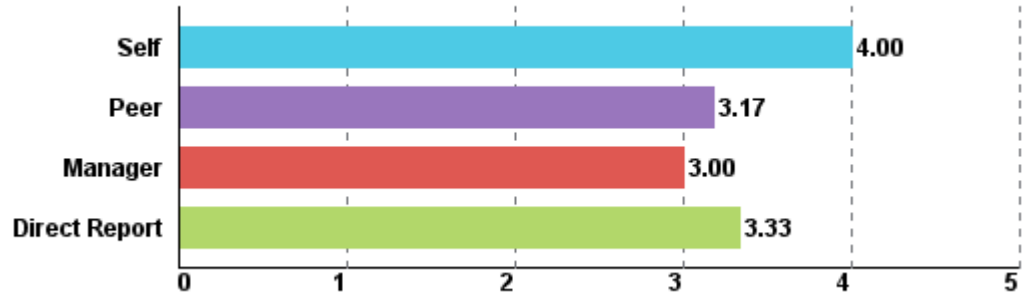
Rank	Item	Self	Avg	1	2	3	4	5
1.	Adaptability	2.33	2.70		[Bar from 2 to 4]			
2.	Resilience	3.33	2.86			[Bar from 3 to 4]		
3.	Continuous Development	3.83	2.95			[Bar from 3 to 4]		
4.	Problem Solving	3.67	2.92			[Bar from 3 to 4]		
5.	Innovation	4.33	2.97			[Bar from 3 to 4]		
6.	Communication	4.00	3.17			[Bar from 3 to 4]		
7.	Relationship Building	4.00	2.95			[Bar from 3 to 4]		
8.	Teamwork	3.67	3.03			[Bar from 3 to 4]		
9.	Leadership	3.67	2.95			[Bar from 3 to 4]		
10.	Initiative	4.33	2.97			[Bar from 3 to 4]		
11.	Customer Service	3.50	3.06			[Bar from 3 to 4]		
12.	Results Focus	4.00	3.22			[Bar from 3 to 4]		

Competency Summary

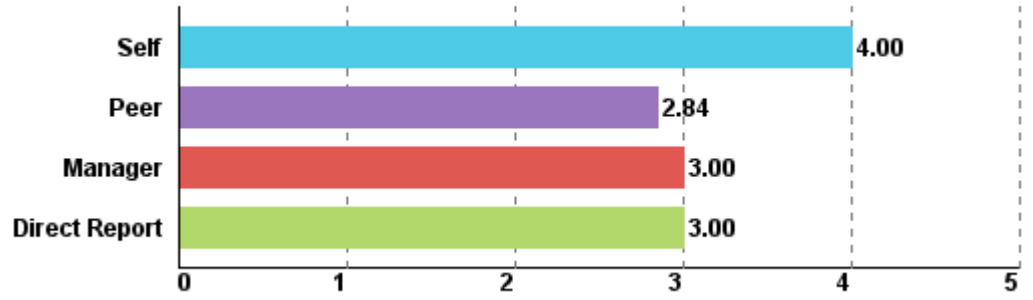
This chart shows average ratings for each competency segmented by rater group. The Hi and Lo columns present the highest and lowest ratings submitted by each rater group for a given competency.



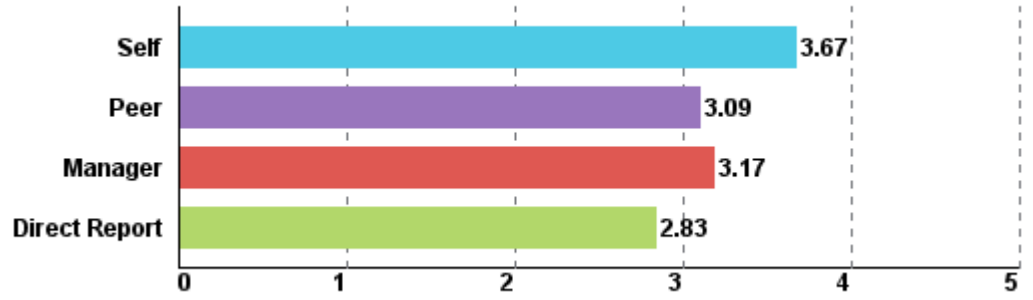
Communication



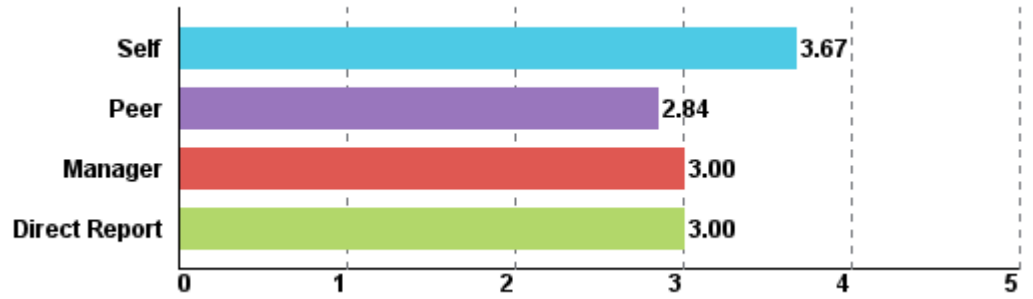
Relationship Building



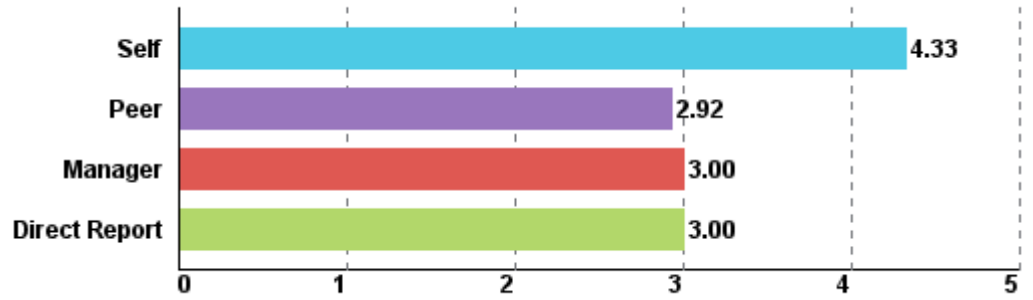
Teamwork



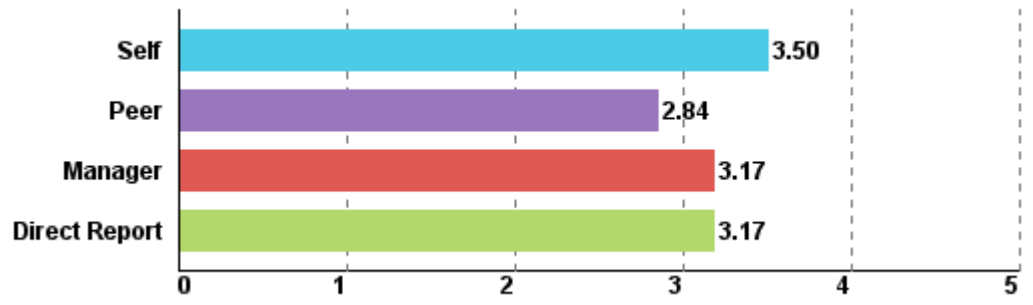
Leadership



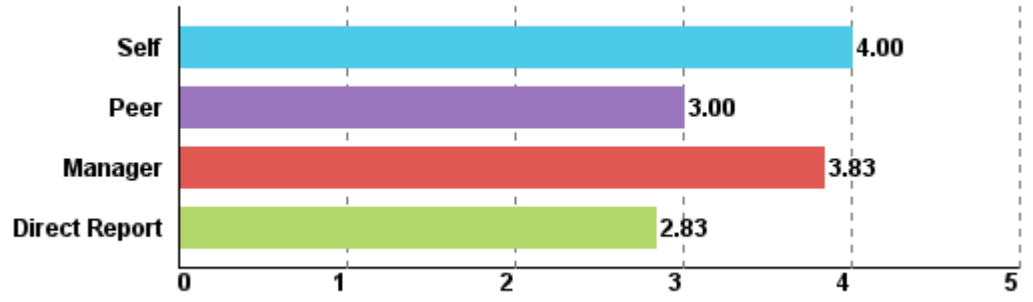
Initiative



Customer Service



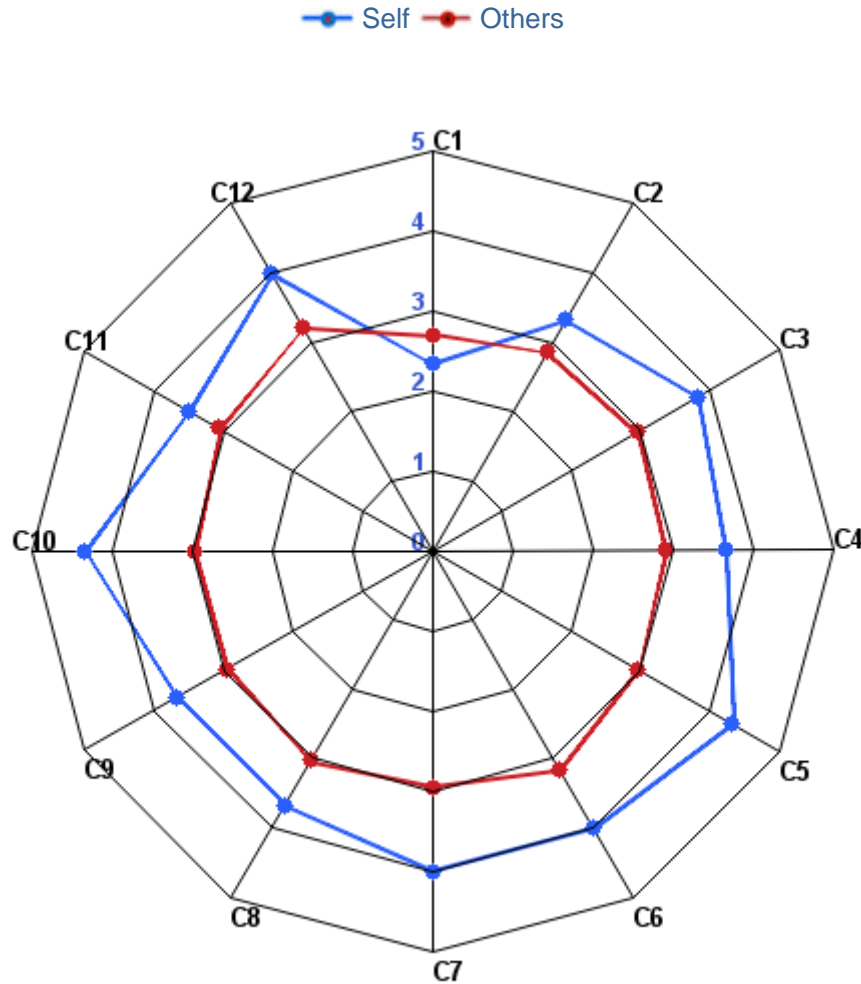
Results Focus



Competency Profile Radar Chart

The Competency Profile Radar Chart shows scores for each rating group across all competencies. Radar Charts are useful in easy spotting gaps between rater groups' perceptions and observations of an individual's behaviours. More favourable scores fall toward the outside of the chart.

Competency Summary



- C1 = Adaptability
- C2 = Resilience
- C3 = Continuous Development
- C4 = Problem Solving
- C5 = Innovation
- C6 = Communication
- C7 = Relationship Building
- C8 = Teamwork
- C9 = Leadership
- C10 = Initiative
- C11 = Customer Service
- C12 = Results Focus

The top 4 and bottom 4 statement

The horizontal bars indicate the average score from Others. The vertical red lines show your own score.

Your four highest scoring behaviours

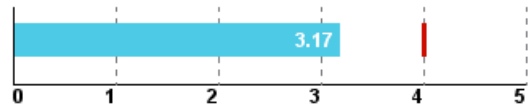
Results Focus

Focuses on results and desired outcomes and how best to achieve them. Gets the job done.



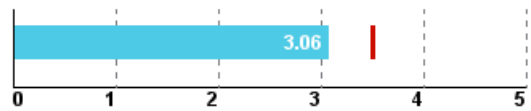
Communication

Clearly conveying information and ideas through a variety of media to individuals or groups in a manner that engages the audience and helps them understand and retain the messages.



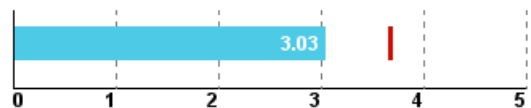
Customer Service

Demonstrates concern for meeting internal and external customers' needs in a manner that provides satisfaction for the customer within the resources that can be made available.



Teamwork

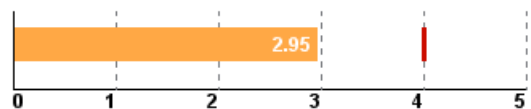
Promotes cooperation and commitment within a team to achieve goals and deliverables.



Your four lowest scoring behaviours

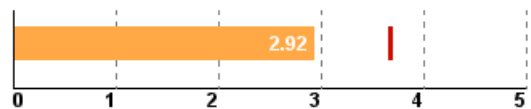
Relationship Building

Builds constructive working relationships characterized by a high level of acceptance, cooperation, and mutual respect.



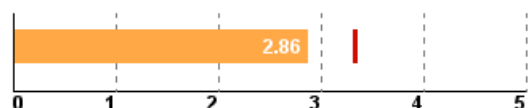
Problem Solving

Resolves difficult or complicated challenges.



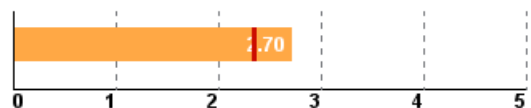
Resilience

The ability to respond professionally in stressful and difficult situations.



Adaptability

Adapts to changing business needs, conditions, and work responsibilities.



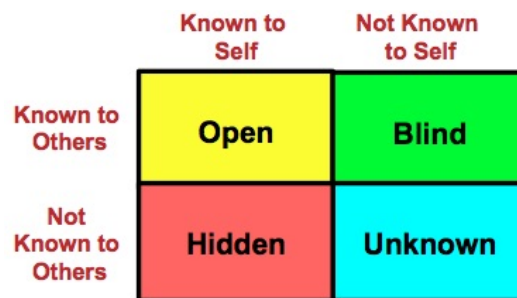
Johari Window Analysis

Johari Window is a model that can be used for evaluating and using the outputs from 360 degree assessment. The Johari window is an excellent tool for helping people to build their self-awareness and understand how they can interact more effectively with others.

The Johari window is a technique that helps people better understand their relationship with themselves and others. It helps people understand their self-perception and the perception others have of them, by organising information into a four-square matrix, based on two opposing axes:

- What a person knows or doesn't know about themselves, and
- What others know or don't know about that person

The resulting quadrants define a person in four perspectives, known as areas (or 'windows'). This understanding of oneself can help in many ways, in particular, for developing and training individuals and teams; for increasing effective communications among leaders, managers and team members; and for establishing and understanding group dynamics and inter-group relationships.



The Four Quadrants

Open

This quadrant shows the behavior, motives, attitudes, knowledge skills of an individual that are known to him/her and to others around them.

Hidden

This quadrant of the Johari window shows what the person knows about him/herself that others do not know. This may consist of private information, which the individual chooses to keep hidden.

Blind Spot

The blind self shows that an individual's behaviors are known to others, but the individual is not aware of them. Information in this area is particularly useful in 360 assessment for personal and professional development.

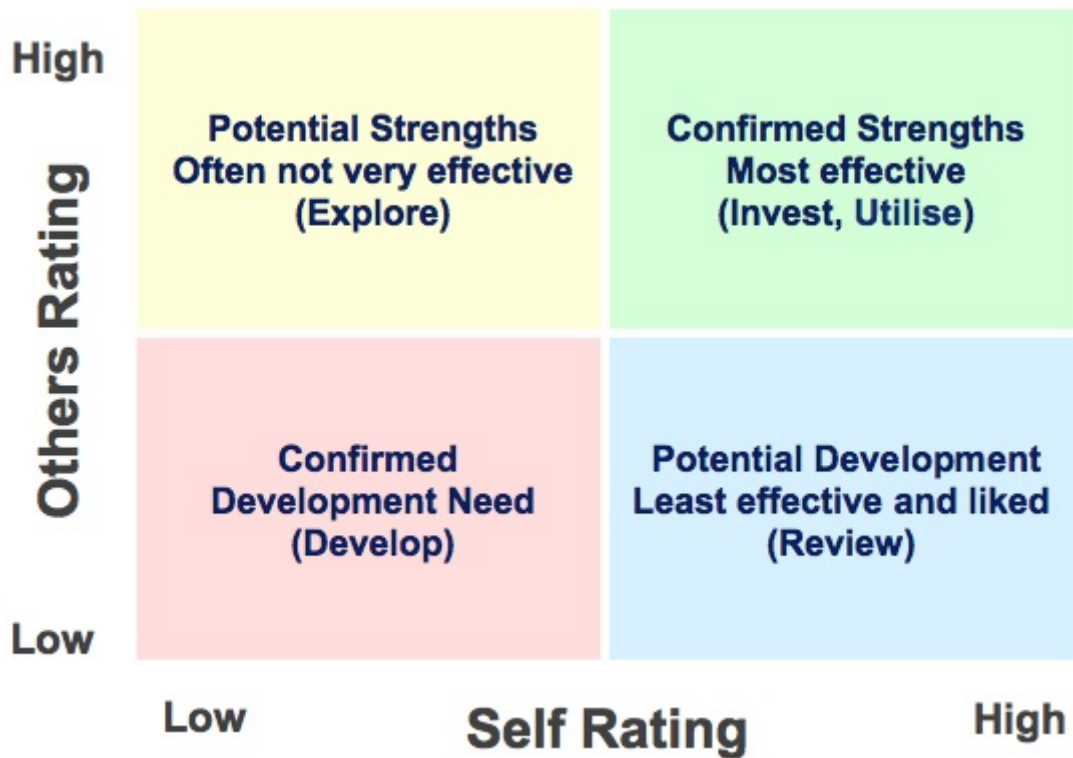
Unknown

The unknown self: what is unknown by the person about him/herself and is also unknown by others. This includes information, skills, behaviors, etc. that are unknown to the individual and to others.

Self-Awareness Indicator

The Self-Awareness Indicator provides a way for you to compare your own self-ratings to your raters on the critical competencies measured by the 360.

The scores for all your raters have been averaged together and are compared to your own self-ratings and graphically displayed in one of the four quadrants shown below.



The Self-Awareness Indicator can be categorized in four distinct ways

Potential Strengths

The competencies represented in this quadrant are those that were rated higher by your rater groups than your own self ratings

Confirmed Strengths

The competencies represented in this quadrant are those that were rated high by yourself and other rater groups

Potential Development Areas

The competencies represented in this quadrant are those that were rated lower by your rater groups than your own self ratings

Confirmed Development Areas

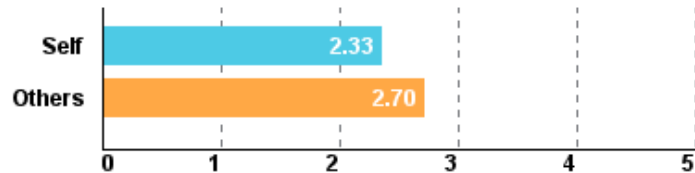
The competencies represented in this quadrant are those that were rated low by yourself and other rater groups

Blind Spot and Hidden Strengths - Items

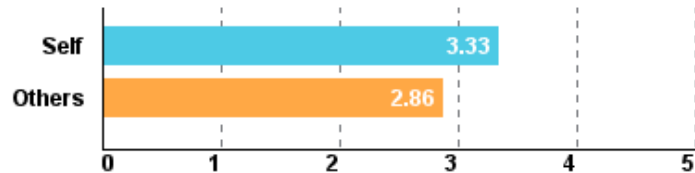
The items below show the difference between your self rating and all other Rater Groups. Items that have a higher self-score are commonly considered "blind-spots" or behaviours you believe you are exhibiting more frequently than those around you perceive.

"Hidden Strengths" are the opposite: behaviours that are more frequently observed by others than by you, and therefore may constitute a strength you are unaware of.

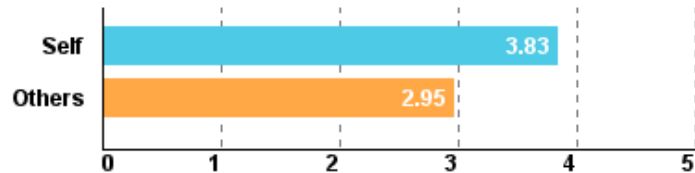
HIDDEN STRENGTH Adaptability



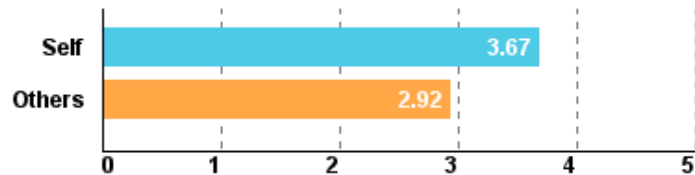
BLIND SPOT Resilience



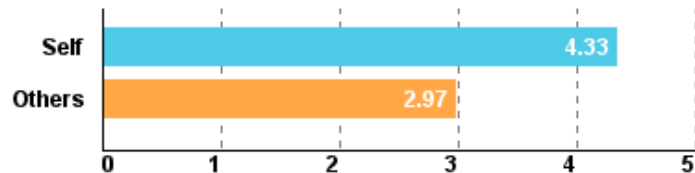
BLIND SPOT Continuous Development



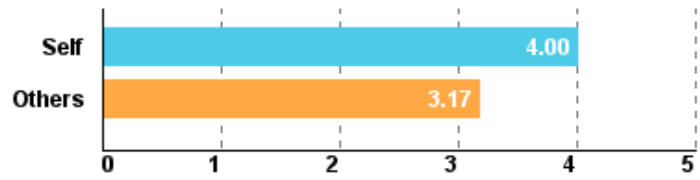
BLIND SPOT Problem Solving



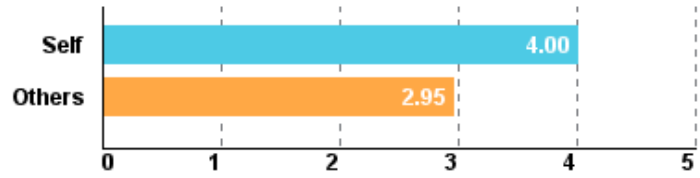
BLIND SPOT Innovation



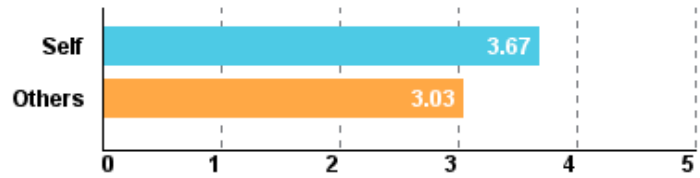
BLIND SPOT
Communication



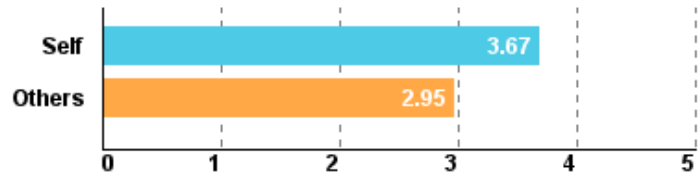
BLIND SPOT
Relationship Building



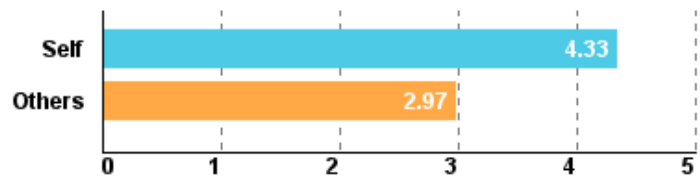
BLIND SPOT
Teamwork



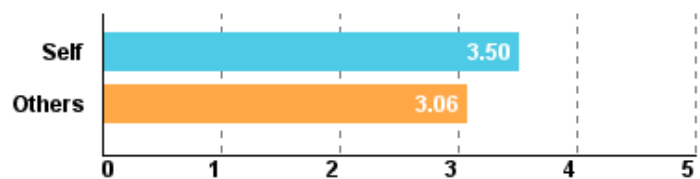
BLIND SPOT
Leadership



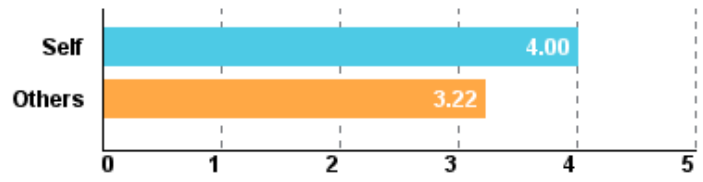
BLIND SPOT
Initiative



BLIND SPOT
Customer Service



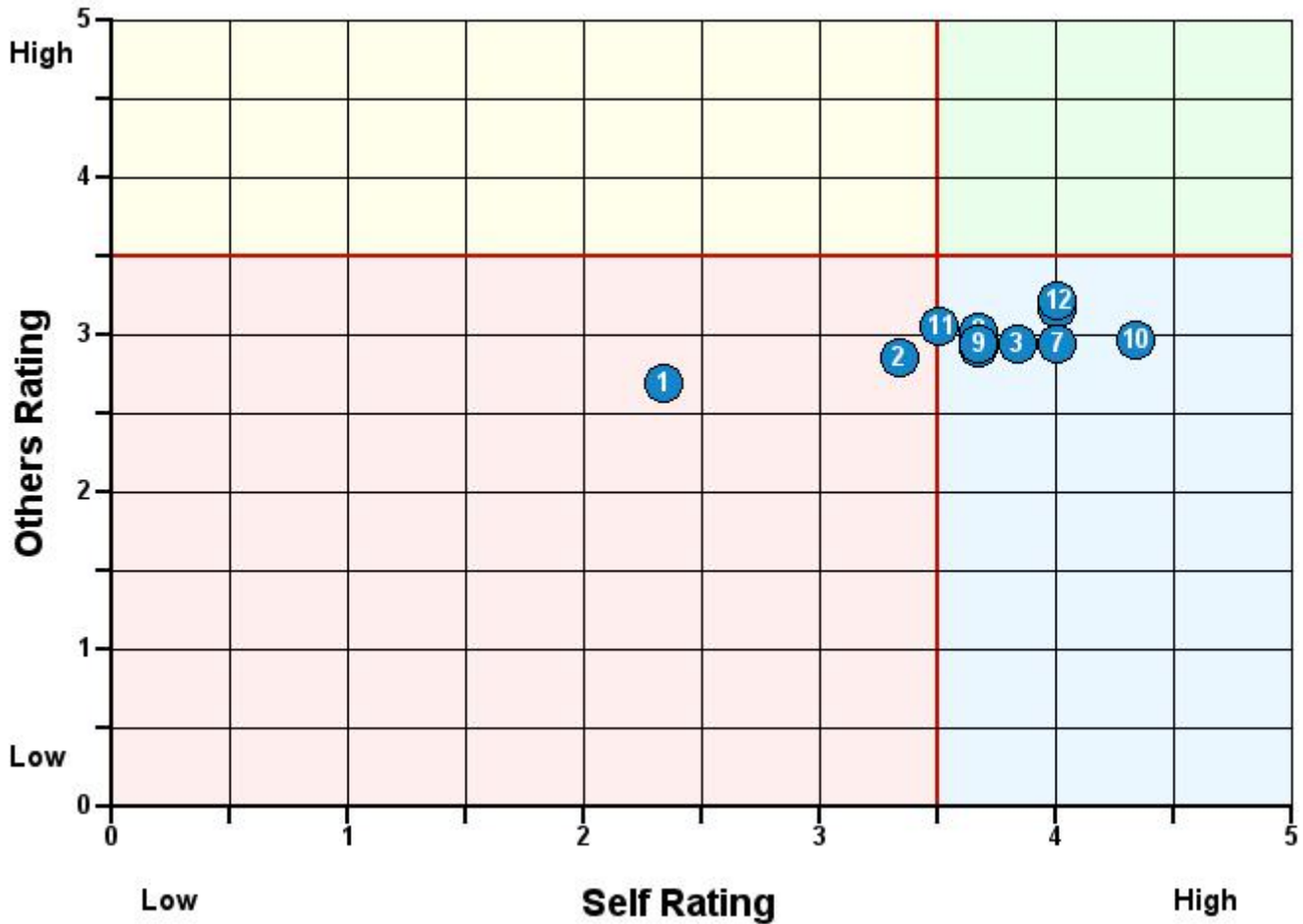
BLIND SPOT
Results Focus



Self-Awareness Grid

How do your self rating compare with how others rated you? The grid below shows your self ratings against the average of all other individuals that rated you for each competency in the survey.

From research the average rating of 3.5 is taken as a cut-off scores based on clients using a 5 point rating scale.



- 1. Adaptability
- 2. Resilience
- 3. Continuous Development
- 4. Problem Solving
- 5. Innovation
- 6. Communication
- 7. Relationship Building
- 8. Teamwork
- 9. Leadership
- 10. Initiative
- 11. Customer Service
- 12. Results Focus

HIDDEN STRENGTH Potential Strengths (Explore)	Confirmed Strengths Most effective (Invest, Utilise)
Confirmed Development Need (Develop)	BLIND SPOT Potential Development (Review)

Summary Item Ratings

The table below contains the items in descending order. Read through them to identify any common themes among the highest and lowest rated items. The score 'Others' is based on all who provided feedback, but does not include your self ratings.

Rank	Item	Self	Avg
1	Responds positively to change, embracing and using new practices or values to accomplish goals and solve problems.	1.00	2.00
2	Adapts approach, goals, and methods to achieve solutions and results in dynamic situations.	2.00	2.50
3	Copes well and helps others deal with the ongoing demands of change; sees and shows others the benefits of change.	3.00	2.50
4	Recovers quickly from setbacks, and finds alternative ways to reach goals or targets	2.00	2.25
5	Manages change in a way that reduces the concern experienced by others.	5.00	2.75
6	Clarifies priorities when leading change.	1.00	3.75
7	Responds professionally in stressful and difficult situations.	1.00	2.50
8	Maintains a professional demeanour and deals effectively with stressful and difficult situations.	3.00	1.25
9	Maintains focus and intensity and remains optimistic and persistent, even under adversity.	2.00	2.50
10	Recovers quickly from and responds constructively to setbacks (e.g. identifies lessons learned, looks for other opportunities to succeed)	5.00	3.75
11	Supports others when reversals or setbacks occur.	5.00	3.25
12	Accepts negative feedback in a constructive fashion	4.00	4.25
13	Consistently seeks out business opportunities that will create growth and development.	4.00	1.50
14	Identifies personal skill areas to be developed.	5.00	2.75
15	Invests time and resources to learn, grow, and develop.	3.00	2.25
16	Looks for opportunities to learn from mistakes.	4.00	4.50
17	Looks for ways to improve performance and efficiency on the job.	5.00	3.00
18	Uses a variety of resources to generate potential ideas for improvement.	2.00	3.25
19	Breaks down problems and identifies all of their facets, including hidden or tricky aspects.	5.00	2.00
20	Shows insight into the root-causes of problems. Generates a range of solutions and courses of action with benefits, costs, and risks associated with each.	3.00	3.00
21	Probes all fruitful sources for answers, and thinks "outside the box" to find options. Seeks advice from those who've solved similar problems.	4.00	2.25
22	Tests proposed solutions against the reality of likely effects before going forward.	5.00	3.50
23	Looks beyond the obvious and does not stop at the first answers.	3.00	3.25

24	Evaluates the chosen course of action after it has been implemented to determine its worth and impacts.	2.00	3.25
25	Supports and implements new methods and processes.	3.00	2.00
26	Shares new ideas with decision-makers.	5.00	3.00
27	Identifies opportunities for innovation.	4.00	3.00
28	Encourages others to innovate.	5.00	4.50
29	Draws from a variety of resources and perspectives to come up with new ideas and approaches.	4.00	3.00
30	Creates new and effective processes and systems to foster new ideas and methods.	5.00	2.75
31	Facilitates the open exchange of ideas and information.	5.00	2.25
32	Fosters an atmosphere of open communication in the organisation.	4.00	3.25
33	Practices meaningful two-way communication.	5.00	3.25
34	Ensures people are clear about what the information s/he has communicated.	5.00	3.25
35	Communicates decisions, strategies and approaches and the rationale behind them.	3.00	3.50
36	Communicates regularly to the organisation regarding strategic issues, program progress and other important issues.	2.00	3.50
37	Maintains an open, approachable manner, and treats others fairly and respectfully.	3.00	2.00
38	Preserves others' self-confidence and dignity, and shows regard for their opinions.	3.00	3.00
39	Seeks and considers ideas from those who are reluctant to express their points of view.	5.00	3.25
40	Builds rapport by listening to, discussing and negotiating with, and rewarding, encouraging, and motivating others.	5.00	2.75
41	Celebrates workplace success and achievement. Supports the good ideas of others.	3.00	3.75
42	Promotes the contributions and accomplishments of customers or clients to others.	5.00	2.75
43	Knows and supports teammates' work and deliverables.	2.00	1.25
44	Helps teammates who need or ask for support or assistance.	4.00	2.75
45	Acknowledges and celebrates the achievements of teammates.	3.00	3.00
46	Praises the team and its achievement to others.	4.00	3.25
47	Helps remove barriers to team productivity and success.	4.00	3.75
48	Ensures joint ownership of goal setting, commitments, and accomplishments. Involves everyone on the team.	5.00	4.25
49	Creates a positive work environment where all staff are motivated to do their best.	3.00	2.25
50	Conveys confidence in a group's ability to prevail over challenges to reach its goals.	2.00	1.75
51	Links mission, vision, values, goals, and strategies to everyday work.	4.00	3.25
52	Sees the potential in others and takes opportunities to apply and develop that potential.	4.00	3.75

53	Suggests and asks for others' ideas to improve quality, efficiency, and effectiveness.	5.00	3.25
54	Serves as a role model to others, demonstrating commitment and a vision of challenging goals and objectives.	4.00	3.25
55	Recognises and acts on opportunities.	5.00	1.50
56	Digs beneath the obvious to get at the facts, even when not asked to do so	5.00	3.00
57	Creates opportunities or minimizes potential problems by anticipating and preparing for these in advance	4.00	2.75
58	Requires minimum supervision and is self-directed within the scope of his/her accountabilities.	5.00	4.00
59	Anticipates needs in different situations and takes appropriate action	3.00	3.75
60	Seeks out and/or accepts additional responsibilities in the context of the job.	4.00	2.75
61	Asks questions to identify customer's needs or expectations or to determine customer's awareness of the full range of available services.	1.00	2.25
62	Takes a variety of actions to fully understand and meet a customer's needs.	5.00	2.25
63	Monitors customer satisfaction regularly.	4.00	3.00
64	Responds to customers with an appropriate level of urgency.	4.00	4.50
65	Looks for ways to continuously improve results or outcomes to increase customer satisfaction.	2.00	3.75
66	Works with customers to develop realistic objectives or time frames.	5.00	2.25
67	Looks for opportunities to help move a project along; volunteers to help others with projects or assignments.	3.00	3.50
68	Sees when analysis and discussion have served their purpose and moves to action.	5.00	2.75
69	Responds to setbacks with renewed and increased efforts; is persistent in the face of difficulty.	3.00	3.50
70	Willingly puts in extra time and effort in crisis situations; goes the "extra mile" to ensure the goal is met.	4.00	2.00
71	Persists in the face of significant difficulties to achieve goals.	4.00	3.75
72	Motivates others to translate ideas into actions and results.	5.00	3.50

Open-ended Comments

All respondents were asked to provide open-ended commentary on skills. The comments below are segmented by question and are presented exactly as they were entered by the respondent.

Please list this person's three greatest strengths

Peer

1. Comments from Zaki
2. Hi, This is Elithy's comments.

Manager

1. This is Dr. Tikrity comments.

Direct Report

1. Comments testing...

IDP

**Individual
Development Plan**

Alpha360

360 Degree Assessment System

Individual Development Plan 1

In your 360-degree feedback report, identify significant or consistent differences between the groups of raters (self, manager, peers, direct reports, etc.).

The 360 degree report gives you the opportunity to reflect on the feedback from your 360 survey and any other assessments “ and to turn the feedback into concrete action points.

The **Individual Development Planning (IDP)** is a tool to assist you in career and personal development. Its primary purpose is to help you reach short and long-term career goals, as well as improve current job performance.

Create an **Individual Development Plan** that is targeted to address the **development** priorities that you identified from your **360 feedback** results.

An IDP should be looked at like a partnership between you and your supervisor.

The IDP is NOT:

- A performance plan or appraisal.
- A promise of promotion.
- A binding document.

The purpose of the IDP is to:

- Build on strengths
- Recognise areas for development

The Discussion with Your Manager / Supervisor

Schedule an hour with your manager to discuss your IDP. Go through each section of the plan. Listen to the manager, ask questions for clarification, probe to find out the reasons why your manager chose a goal, and offer your own development goals. Discuss with your manager action plans, and accept, modify, reject (explain why), and offer your own ideas.

Individual Development Planning Process

- Step 1: Preparing for the IDP Discussion
- Step 2: The IDP Discussion and Creating a Draft IDP
- Step 3: Finalising the IDP
- Step 4: IDP Implementation and Follow-up

Individual Development Planning is a partnership, a joint effort, led by the employee and supported by the manager. The plan begins to come alive during the IDP meeting. In this meeting the employee and manager discuss and refine the ideas they have prepared before the meeting, and talk about development within the current job, and possibilities for future career development.

Individual Development Plan 2

The output from the discussion is a refined IDP with goals and activities spelled out that will allow the employee to grow in directions of interest, while contributing to the needs of the organization. Together, the employee and manager create a plan the employee can act on and the manager can support.

INDIVIDUAL DEVELOPMENT PLAN				
Employee Name	Position Title	Division, Section	Division, Bureau,	Supervisor's Name

Section I - ORGANIZATIONAL ENHANCEMENT OR CAREER GOALS	
Short-Term Goals (1-2 Years)	Long-Term Goals (2-5 years)

Section II - INDIVIDUAL DEVELOPMENT PLAN (Completed by Supervisor & Employee)		
Development Objectives (KSAs) needed to reach goal.	Developmental Assignments, etc., including target completion dates.	Other Activities

Section III - Formal Training and Accomplishment Schedule				
Remarks	Formal Training (e.g. In-house, public, e-Learning, etc.)	Projected Cost	Target Completed Date	Actual Completed Date

Note: This IDP is subject to change depending on availability of funds, courses, and candidate's requirements				
Employee's signature		Date		
Supervisor's signature		Date		
Manager's signature		Date		

Individual Development Plan Worksheet

Research indicates that most learning in the workplace occurs on the job, not in the classroom, so resist the urge to devote 100% of your development to classroom or online learning. An effective IDP includes development activities that include learning by doing, learning from others, and classes and e-learning. Your Manager will assist you in finding on-the-job development activities.

Developmental Goal Number		Skill, Knowledge, Competency to be Developed	
Type	Development Activity	Description	Resources
Learning by Doing: On-the-Job Development			
Learning from Others			
Classes, E-learning, Education, Readings			