

I.N.D.I.A. TRUST

Nodal Centre for Andhra Pradesh, Tamil Nadu, Kerala for

Entrepreneurship Development Institute of India - Ahmedabad

Sponsored By: Friedrich - Naumann - Stiftung, Germany

Supported By: National Science & Technology Entrepreneurship Development Board,

Department of Science & Technology (Government of India)

& National Entrepreneurship Development Board.

Department of Small Scale Industries. (Government of India)

The Individual Development Plan

**General Guidelines for
Charting the Career Path**

Prepared for Engineering Students

Table of Contents

Introduction	1
What Is an IDP?	1
When to Prepare an IDP	2
What's in an IDP	2
Competencies	3
Responsibilities	4
Procedures	5
Student Checklist for Preparing an IDP	5
Supervisor Checklist for Preparing an IDP	7
Development Activities	8
Frequently Asked Questions	8
Tips for Supervisors on IDP Planning	10
Definitions and Explanations	11
Additional Resources	14

Introduction

This booklet explains the responsibilities of the I.N.D.I.A. Trust Centre in completing the Individual Development Plan (IDP) and outlines a step-by-step process for preparing an IDP. As the Plan to build, I.N.D.I.A. Trust Centre will outline development objectives and career goals. The I.N.D.I.A. Trust Centre will also select learning activities for achieving these objective and goals.

The purpose of an IDP is twofold. First, it ensures that the I.N.D.I.A. Trust Centre maintains the current level of proficiency though continued training and developmental activities. Secondly, the I.N.D.I.A. Trust Centre a career path by identifying new knowledge, skills and abilities to pursue, as well as learning activities needed to reach the established goals. Third, the IDP will support organization mission and career field needs.

This IDP will help you:

- ∂ Analyze your career goals and objectives
- ∂ Learn how to make Individual Development Plans
- ∂ Prepare your formal IDP
- ∂ Analyze the organization's needs for individual development planning
- ∂ Get ready for the I.N.D.I.A. Trust Centre assessment system
- ∂ Find and use resources for individual development planning

IDPs are individually tailored and describe objectives and activities for the student's career development. IDPs can be a win-win strategy because they benefit both the students and the colleges. Student benefit, because implementing an IDP helps them enhance their knowledge, skills and experiences, improved competencies help them achieve personal and career goals both inside of and external to the institutions. The college benefits by developing improved students' capabilities, work load planning, and resume needs. Competent student performance, plus the added bonus of improved morale, and personal satisfaction can make the institution more effective

IDPs work by helping a I.N.D.I.A. Trust Centre clarify things that are important to them and plan to achieve them. In the IDP are career objectives, and the knowledge, skills and abilities needed to achieve these objectives, as well as, activities that will provide student the opportunity to learn and apply the knowledge and skills.

An IDP is a written plan for the benefit of both Student/Institution. It describes competencies that the student will apply and enhance and how this development will occur. This includes the following.

- Responsibility areas – IDPs describe the areas of responsibility assigned to the student stated in his/her position description and the competencies needed to perform the responsibility.
- Developmental activities – Each responsibility area is accompanied by one or more specific developmental activities that will enable the individual to achieve or practice that company.
- Time line with milestones and date completed – Realistic start dates, end dates, and other major milestones are established for each activity. The date completed will be listed when the student can document proficiency based on the competency, skill or ability obtained.

Preparing an IDP

Timing is an important factor in developing the IDP, because the following processes work together to establish the same objectives:

- The performance appraisal
- The training needs analysis
- Career development planning, and
- The IDP

The optimum time for preparing the IDP is during the first few weeks immediately following the performance appraisal.

What's is an IDP

An IDP will include all of the developmental assignments, activities, and training courses indicated for the student as a result of the

- Training needs analysis
- Mandatory or core competencies, and
- Career counseling

It will include:

- Activity that is intended to improve performance at the student present position or a target position, and
- The desired time frame for completion of training

Competencies

Achieving career goals is usually met by applying or developing job competencies. Job competency is defined as an underlying characteristic of a student, i.e., a motive, trait, skill, aspect of one's self image, or a body of knowledge which results in effective and/or superior job performance. It is simple and useful to think of a competency as the ability to perform a task well. Each set of knowledge, skills, and experiences is one competency. Students use many competencies in their jobs, and changing jobs requires students to master new competencies.

Competencies can generally be broken down into categories like: Professional, technical, Business management, communication, facilitation, mentoring, problem solving, leadership, and other interpersonal skills. Technical competencies include specific skills and abilities related to performing the function or process of the job.

Business Management Competencies

Customer Relations
Financial Management
Marketing
Negotiating
Organizational Awareness

Professional Competencies

Coaching and Mentoring
Communication
Conflict Management
Decision Making
Ethics
Facilitation
Interpersonal Relations
Problem Solving
Self-Management
Teamwork
Technology Applications

Other Competencies

Conceptual and strategic thinking
Group Management
Judgment and Analytical Thinking
Networking
Organizational Commitment
Self Confidence
Initiative
Interpersonal Awareness
Use of Influence Strategies
Group Leadership

Students

Each student has the primary responsibility for working closely with I.N.D.I.A. Trust Centre to develop and monitor his or her IDP.

This includes:

- Identifying short and long-range goals, developmental objectives and activities to achieve these goals.
- Identifying additional knowledge, skills and abilities required to achieve the stated career objectives.
- Discussing and obtaining concurrence of goals, objectives and developmental activities.
- Satisfactorily completing all assigned reading, education and developmental assignments.

I.N.D.I.A. Trust Centre

I.N.D.I.A. Trust Centre is responsible for assisting each student in the development of their IDP and supporting development activities outlined in the IDP. This includes:

- Performing a developmental needs assessment, in cooperation with the student, to assist the individual in planning and formulating actions to successfully accomplish identified career objectives.
- Counseling student concerning career development and encouraging student to set goals to improve their performance through systematic and continuous self-development.
- Assuring that developmental activities support the objectives of the IDP.
- Evaluating the development, activities and training completed by each student.

Procedures

Where am I now?

Contact a self-assessment to determine current skills, interests and values. In addition to an assessment of current education strengths and areas for improvement, ask question such as: What do I value? How satisfied am I am my current status? How well does my job meet my needs? If I wanted to make a change, what would it be? How do others see me? How do I want to be seen? What kind of person do I want to be? What makes me happy?

Where do I want to be?

Once you have reviewed your current skills, interests and values, begin to examine the options available. Ask questions such as: Do I want to move up or over to a new understanding? Enrich my present status? Develop new skills? If so, which ones and why?

Talk with lecturers and tutors and see what options are available. Interview, collect information, and ask others about their perceptions of you. Do a reality check – match your needs with your options. Think about what the institution needs, how the institution is planning to meet student needs, and what the demands and risks are.

How will I get there?

After deciding where you want to be, identify developmental areas. Ask questions such as: What specific skills, knowledge and abilities do I possess? What do I strengthen now to meet where I am? What do I strengthen for future assignments?

Determine your barriers? What do I need to overcome the barriers? What is in my way? Where do I need to change? Identify the sources of the barriers and determine the need and actions to overcome them.

What is my current level of competency?

You may want to conduct knowledge analysis to determine exactly what knowledge related tasks are necessary for successful performance. These tasks can then be used to identify the specific knowledge, skills, and abilities needed. Once identified, the student can determine the areas within which improvement is needed. Ask questions such as: Why does the job exist? What is its purpose? What are the major duties and responsibilities involved? What special requirements are necessary or helpful to know?

Student Checklist for Preparing an Individual Development Plan

Identification of Personal Goals

1. Identify the assignments or job duties you would like to complete this year.
2. Define your short-range (1 year) goals.
3. List future activities that you would like to accomplish.

4. List possible career paths open to you
5. Define your long-range (1-3 years) goals.
6. Ask yourself. Are my goals realistic? How strong is my desire to achieve these goals? Are my goals compatible with my strengths and weaknesses? Are my goals compatible with the parts of my education that I like and dislike?

Identification of Organizational Goals

1. Identify organizational core competencies
2. Identify career field core competencies and career ladders.
3. List long-range training opportunities that provide rotational assignments or developmental assignments outside your chosen career.

Identification of Objectives

1. Read your responsible description.
2. Read your most recent performance appraisal.
3. Read your office/division mission and function statement.
4. List specific activities that you enjoyed in the past year.
5. List specific activities that you did not enjoy in the past year.
6. Identify elements of your responsible where you excel.
7. List those elements of your responsibilities where you believe performance could be improved
8. List those activities within your role that are interesting to you.

Identification of Development Activities

1. List the ten most common tasks that you perform. (Tasks are single activities that cannot be meaningfully broken down into smaller elements)
2. Identify the knowledge, skills and abilities that are needed to perform each task.
3. Identify and prioritize the knowledge, skills and abilities you do not have or those you need to strengthen.
4. Identify short-term development activities that will help you acquire the needed knowledge, skills and abilities.
5. List the knowledge, skills and abilities needed to improve your performance.

I.N.D.I.A. Trust Centre Checklist for Reviewing Individual Development Plans

Reviewing the IDP:

1. Are the student's goals realistic based on your assessment of the student's capabilities and past performance?
2. Are the student's goals consistent with our needs, core competencies, and institution goals?
3. Do the proposed development activities support the student's goals?
4. Has the student considered a full range of potential developmental activities, including self-study, on-the-job training, seminars, workshops, professional society meetings and conferences, details, and special assignments?
5. Do the developmental activities address performance improvement areas noted in the most recent performance appraisal?
6. Are my additional development activities needed to address upcoming changes in responsibilities and planned assignments or to maximize cross training of the staff?
7. Is the level of proposed developmental activities reasonable given the anticipated workload?
8. Are proposed developmental activities within the student's capabilities?

Developmental Activities

Developmental activities are undertaken by an individual to achieve a developmental objective. Some objectives may be achieved by the familiar means of formal training and attending events such as conferences and seminars. However, the skills, knowledge and abilities that comprise many competencies may be better learned and practiced by means of other activities. Activities other than formal training classes or attending meetings that are appropriate for IDPs include the following:

Shadowing (following and observing a person closely)	Reading
Reviewing and analyzing examples	Research
Internship, apprenticeship	Correspondence courses
On-the-job training	Self-study
Video or computer based instruction	Mentoring
Special projects/assignments	"Just doing it"
Structured interviews with content experts	Rotational assignments

Is this a performance appraisal? What effect does the IDP process have on performance appraisals?

This is not a performance appraisal. The IDP focuses exclusively on the student's growth and development. Actual performance will certainly enter into the discussion, but the IDP discussions are two separate but related conversations. Care will be taken to keep them so, especially if the two discussions are held at the same time. The performance appraisal reviews the past and the IDP discussion plans for the future.

How can I learn about training opportunities?

Your developmental needs should be a regular topic of discussion between you and I.N.D.I.A.Trust Centre. Announcement of programs are usually circulated. I.N.D.I.A.Trust Centre also maintains information on training programs. Periodically you will talk with your I.N.D.I.A.Trust Centre training officer about opportunities available to you.

Is it required that training be applicable only to my present role?

Generally, Yes. However, in some cases, you may be given training relevant to your projected future assignments or to accomplish special initiatives.

Tips for Students

Student use IDPs to maintain and improve their employability skills and thus advance their careers. However, the I.N.D.I.A. Trust Centre uses IDPs to enhance the organization's ability to achieve its objective, both now and in the future. Specifically, I.N.D.I.A. Trust Centre use IDPs to encourage students to enhance their competencies and to make the best use of their competencies. Hence, IDPs include objectives to improve knowledge and skills to build experience that will be used to benefit the institution as a whole. The responsibility also includes assigning work to students that allows them to make a maximum contribution to mission accomplishment.

However, in a more general sense, the I.N.D.I.A. Trust Centre responsibility is to recognize that students are the college's greatest assets, and to help develop these assets. That development is not limited to near term organizational needs and requirements. It takes into account the organization's longer needs, and the need to help every student maintain optimism and sustain motivation that leads to doing the best possible job every day. The organization relies primarily upon I.N.D.I.A. Trust Centre make this happen. Fulfilling this role requires a willingness to invest in people. It also requires an understanding of the college's:

- Goals
- Needs
- Functions
- The competencies needed to accomplish the functions
- The competencies possessed by the individuals in the I.N.D.I.A. Trust Centre human resource pool.
- A plan for using and developing available resources that takes into account where individuals are now, and where they can be in the short-term and long-term future.

This approach does more than identify knowledge and skills students must learn. It seeks ways to change and add assignments to allow the development and practice of unused or undeveloped competencies. It takes the broad view across the organization and the long view over the coming years in imagining and evaluating career development. It empowers and motivates individuals to produce and grow, and to serve the organizations at the same time they are building their careers.

Definitions

- Classroom Training.** Structured learning that takes place in a classroom setting. Classroom training varies in format and type of activity depending upon content and time available. Classroom training is generally most effective when followed by on-the-job or laboratory experiences that reinforce learning and provide opportunities are practice.
- Computer-Based Training (CBT):** Structured learning that is self-paced and takes place at a personal computer. CBT can play a key role in closing skill gaps and improving on-the-job performance. VBT is extremely versatile, and permits students to use their time most efficiently, because they are not required to spend the entire day in a formal classroom. CBT also halts the loss of knowledge, because the I.N.D.I.A. Trust Centre owns the training resource, and it is available for training or review at any time. CBT includes CD-ROM, and web-based training.
- Contextual Learning:** Contextual knowledge is learning that occurs in close relationship with actual experience. Contextual learning enables students to test theories via tangible real world applications.

- d) **Competency Profile:** A list of knowledge, skills, and abilities that can be linked to specific job tasks.
- e) **Distance Learning:** Any approach to education delivery that replaces same-time, same-place face-to-face environment of the traditional classroom.
- f) **Distributed Learning:** A type of distance learning that is technology enabled, learning-team focused, facilitated by a content expert, and delivered anytime and anywhere.
- g) **Development Activity:** Training, education, or other developmental assignments (e.g., reading reference material) that expand upon the knowledge, skills, and abilities to perform current and future duties, and accomplish developmental objectives.
- h) **Development Needs Assessment:** A systematic process by which the I.N.D.I.A. Trust Centre and student identify the student's specific developmental activities and priorities based on a review of the position description, job analysis, performance appraisal, organizational goals and objectives, and analysis of the student's experience, training history, and career developmental goals.
- i) **Development of Job Aids:** Formulating a list of procedures, list of references, or other brief documentation targeted to help the individual more effectively perform a job or task.
- j) **Goal:** A goal is something pertinent to you work and career aspirations, such as mastering a skill in your current role or attaining a higher position. The goals should imply some work and challenge, but it should not be so high that it cannot be reasonably obtained. Short range goals are planned to be accomplished within 1 year, and long-range goals are planned to be accomplished with 2-3 years.
- k) **Learning Objective:** A summary of knowledge, skills, and abilities the student will be expected to achieve.
- l) **Individual Development Plan (IDP):** The IDP is an individually tailored written plan developed by the I.N.D.I.A. Trust Centre outlining the student's developmental objectives and the developmental activity for achieving these objectives. The purpose of an IDP is to increase the current proficiency, development, and progression of the student through a systematic development plan.
- m) **Knowledge, Skills, and Abilities:** Knowledge is an organized body of information, usually of a factual or procedural nature. Skill is the proficient verbal or mental manipulation of date, people, or things that are observable quantifiable, and measurable. Ability is the power to perform an activity at the present time. Generally, skill pertains to physical competence, knowledge pertains to the mastery of a subject matter area, and ability pertains to the potential for using knowledge or skill when needed.
- n) **Objective:** A developmental objective, for the purposes of the IDP, is something pertinent to the student's work and career and is worthwhile to obtain. Development objectives should be as specific as possible (e.g., to learn to evaluate computer systems with multilevel security features)
- o) **On-the-Job-Training (OJT):** Training that is conducted and evaluated in the work environment.
- p) **Reading or Research Project:** Review of specified set of reading on a topic or the completion of a research project and resulting report.
- q) **Rotational Assignment/Detail.** Temporarily placing an individual in a special job where he or she has the opportunity to learn and develop specific skills needed for his or her regular job.
- r) **Self-Study Program:** Learner-controlled experience generally involves the use of prepared materials an a self-paced structure with options for sequencing and level of detail required. This type of activity is appropriate when self-study materials are available, numbers of people needing the training are small, individual backgrounds and needs vary and an individual will benefit from a customized schedule of instruction. This type of activity is also appropriate when large numbers of individuals need training but cannot be easily assembled in the same place at the same time. Subject matter that is enhanced through the synergism of training participant interaction is not recommended as part of a self-study program.
- s) **Shadowing:** Learning through first observing the work of a qualified individual and then practicing the application of the same skill or set of skills followed by feedback and evaluation.
- t) **Simulation Training:** The application of classroom or other learning in a realistic but not actual situation in which the participants can practice skills. Simulation training may involve the use of specialized equipment or, in some cases, scenarios and role playing.
- u) **Structured Discussion:** Working with a mentor or other individual to learn about a specified topic through discussion. The structure might include preparation of questions for discussion or prerequisite reading or other research.
- v) **Symposium/Conference/Workshop/Seminar:** Any of a variety of events focusing on a specific topic or area of concern.
- w) **Task Force or Committee:** Serving as a member of a task force or committee for the purpose of gaining knowledge and/or experience in a particular area of expertise.