



United States Department of the Interior



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In Reply Refer To:
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September 24, 2012

Instruction Memorandum No. 2012- 023
Expires: 09/30/2013

To: All Supervisors and Managers

From: Alaska State Director

Subject: Implementation and Use of Individual Development Plans (IDP)

Program Area: Performance Management

Purpose: This Instruction Memorandum (IM) delineates the requirement for all BLM-Alaska supervisors and managers to implement Individual Development Plans (IDP) and to update that plan annually.

Policy/Action: In accordance with DOI Personnel Bulletin No. 06-04(412) dated November 9, 2005, the BLM-Alaska will require the completion of an IDP by all supervisors and managers beginning October 1, 2012. The use of an IDP by all other employees is encouraged. The Workforce Development and Training Specialist and/or the Human Resource Office will make the IDP form available to all supervisors and managers with the annual notification of the new performance appraisal cycle. An electronic version of this form can also be found at the following link: http://www.blm.gov/ntc/st/en/ntc_information/00.html

The Workforce Development and Training Specialist and Human Resource Office will provide training to all supervisors, managers and other interested employees regarding the development of the IDP by November 30, 2012.

At a minimum, supervisors and managers will discuss the IDP with subordinate supervisors regarding developmental and/or training needs during every performance assessment meeting. It is expected that each supervisor/manager will have different training needs and/or desires, so a one-on-one approach to the training assessment process is the preferred approach. IDPs should be initiated for new supervisors/managers when their performance standards are initially set. The IDP is a living document and may be updated at any time. Supervisors will

assure that identified training supports improvement of the supervisor's/manager's performance and career development.

All supervisors' performance evaluations will be updated to reflect the requirement to initiate and monitor IDP's for each of their subordinate supervisor/managers commencing with the FY 2013 performance cycle.

Visit the Leadership Excellence Web page at <http://www.ntc.blm.gov/leadership> for more information on IDPs or development ideas.

Timeframe: The IDP annual summary form will be completed by each supervisor 30 days after the performance rating period ends and sent to the next level supervisor. After the DSD/DM/AFSM has received the summary form from their subordinate supervisors the summary form(s) will be forwarded to the Employee Development Specialist for tracking purposes.

Budget Impact: None

Background: The BLM-Alaska needs qualified and highly competent supervisors and managers to successfully accomplish the mission and goals of the BLM. As outlined in Personnel Bulletin No. 06-04(412), through development of the targeted behaviors that demonstrate competency mastery, supervisors will be able to build and maintain a supportive work environment for the recruitment, hiring, and retention of highly skilled employees.

The IDP process is a useful tool for supervisors/managers and the employee. It can be used for both formal development and keeping supervisory skills current. Career development through the use of IDP's makes good business sense. Supervisors and Managers can improve employee productivity, engagement, morale and retention rates by developing and retaining supervisory competencies. Being current in supervisory/managerial skills and knowledge is directly related to how an employee performs their job and can increase their motivation and job satisfaction. The IDP process also promotes better communications through the collaborative nature of IDP development.

Manual/Handbook Sections Affected: None

Coordination: This IM was coordinated with the Alaska Leadership Team

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Signed by:
Bud Cribley
State Director

Authenticated by:
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Attachments:
PB06-04.pdf
BLM IDP form.pdf



United States Department of the Interior

OFFICE OF THE SECRETARY
Washington, D.C. 20240



NOV 9 2005

PERSONNEL BULLETIN NO. 06 – 04 (412)

SUBJECT: Supervisory Development

- 1. Purpose.** This Personnel Bulletin describes the Department of Interior's policy and curriculum for supervisory development and replaces Personnel Bulletin No. 00-8 (412). It is vital that all supervisors possess leadership and supervisory competencies in human resources such as, but not limited to, conduct and performance management, ethics, staffing, classification, safety, diversity and equal opportunity.
- 2. Authority.** Chapter 41 of Title 5, United States Code and Parts 410 and 412 of Title 5, Code of Federal Regulations; Public Law 108-411, 203, Workforce Flexibility Act of 2004.
- 3. Policy.** Effective immediately, each bureau and office must ensure new probationary and non-probationary supervisors receive training to develop competencies needed for entry-level proficiency and to upgrade skills to maintain supervisory competencies. Supervisory training and development will be based on the Office of Personnel Management's (OPM) Leadership Competencies as defined in OPM's *Executive Core Qualifications* (<http://www.opm.gov/ses/ecq.asp>). Bureaus and offices must allocate sufficient resources, including funds, staff and managerial support, to attain development objectives.
- 4. Competencies.** A highly competent workforce is key to the successful accomplishment of the mission goals and program objectives within the Department, and the interaction between the first-line supervisor and the employee is critical to this success. Through development of the targeted behaviors that demonstrate competency mastery as found in *Appendix I*, supervisors will be able to build and maintain a supportive work environment for the recruitment, hiring, and retention of highly skilled employees. This flexible and skilled workforce can, through individual and team efforts, produce positive results in the stewardship of our Nation's natural resources.

A comprehensive training program, of which supervisory training is one component, should result in increased employee engagement and productivity, as demonstrated by the biannual OPM Survey of Federal Employees or similar instruments such as the Gallup Q12, fewer employee grievances, lower worker's compensation costs, smaller drains on the organization's budget from administrative settlements and court or EEOC-imposed judgments, increases in the fraction of employee grievances resolved through the use of workplace alternative dispute resolution, higher organization scores using the Gallup

Survey or the biannual OPM survey of federal employees, and reduced employee turnover.

Success of the training in improving supervisory competency will be measured through systematic use of a level 3 evaluation¹ which measures successful application of training competencies on the job. This is accomplished through a structured, performance-based analysis of supervisory behavior by the trainee and his or her manager approximately six months after completion of training. Results of this analysis will identify additional training and competency development needed by the supervisor and will also inform changes needed in the design of the training program to ensure continual improvement.

5. Training Framework. The development objectives, competencies, and training topics outlined in *Appendix I* describe minimum supervisory training requirements and outline the training in two phases. Although these requirements are not considered mandatory for Team Leaders (and other unofficial supervisors), the training outlined below is recommended for anyone who performs supervisory functions. Phase I includes a minimum of 40 hours of basic training in human resources management, equal employment opportunity, diversity, and ethics. Phase II objectives and competencies support development of supervisory leadership skills based on individual needs. Newly appointed supervisors who are subject to a probationary period are required to complete Phase I during their first-year probation. Their managers will assure that the required training is completed and hold performance discussions during the probationary period in order to provide feedback and coaching, assess performance, ensure comprehension and application of training, and make progress checks. At the end of the probationary period the manager will certify to the servicing Human Resources Office that the new supervisor has completed the required 40 hours of basic training. Although only 40 hours of training are required, the goal of this policy is for all supervisors to be able to successfully perform all of the "Desired Performance Objectives" identified in *Appendix I*.

In Phase II the manager will work with the new supervisor to ensure he or she meets entry-level proficiency requirements for Phase II objectives and provide support for any additional training and development activities deemed appropriate or necessary. New supervisors should have entry-level proficiency in Phase II competencies by the end of the second year of service in a supervisory position. All other supervisors are required to demonstrate competency in Phase I and II objectives and topics and to address any developmental needs through continuous learning activities.

Phase I Competencies²:

¹ **Level 1. Reaction:** Measures satisfaction of participants with training program;

Level 2. Learning: Measures changes in knowledge, skills and attitudes of participants;

Level 3. Application: Identify changes in on-the-job behavior and skills. Typically, student evaluated 3-6 months post training;

Level 4. Impact: Identify impact of behavioral changes on organization or work unit performance;

Level 5. Return on Investment (ROI): Compares program benefits to training investment.

² : The Competencies listed used OPM definitions and are detailed in the Appendix.

Human Resource Management
Service Motivation
Technical Credibility
Partnering
Interpersonal Skills

Leveraging Diversity
Accountability
Integrity/Honesty
Conflict Management
Team Building

Phase II Competencies:

Continual Learning
Influencing/Negotiating
Customer Service
Oral Communication
Flexibility

Decisiveness
Resilience
Problem Solving
Written Communication

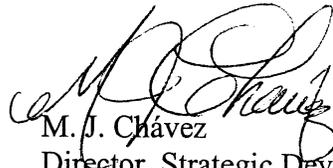
At a minimum any refresher training should review roles and responsibilities, update supervisors on human resource policies and regulations, and provide a review and update on tools that are available to supervisors to help them effectively manage the workforce. Ideally, the training should be based on results of 360 degree feedback that allows targeting of the training to focus on those competency areas needing improvement for that supervisor. Other specific topics could be included based on the needs of the bureau.

6. Individual Development Plans. All supervisors are required to have an Individual Development Plan (IDP) that is updated annually. Required training as well as individual training needs and developmental activities will be identified in the IDP. Periodic reviews and evaluation of the performance of all supervisors should be accomplished during the annual performance reviews and evaluation to determine further developmental needs and appropriate refresher training.

The key steps to developing an individual development plan start with the supervisor having a conversation with his or her employee comparing the competencies (knowledge and skills) needed to perform the employee's job with those that the employee possesses and discussing approaches to address any gaps identified by this comparison. This is also an opportunity to discuss the employee's career goals and identify opportunities to enhance competencies necessary to achieve those future goals. The individual development plan is a way to document this conversation and any agreement reached by the supervisor and the employee on appropriate developmental activities. While the timing for such a conversation is best aligned with the performance agreement, it can take place at any time and frequency that facilitates the communication process. Care should be taken to separate discussions about specific performance accomplishments for the current performance cycle and the associated compensation implications from discussion about career plans and future performance. More information about individual development plans is available in the performance management handbook

<http://www.doi.gov/hrm/guidance/370dm430hndbk.pdf>). In 2006, the Departmental learning management system will include a tool for analyzing competencies and determining what developmental activities are most appropriate to close gaps. Training delivery systems may include, but are not limited to, traditional classroom training, computer- and web-based training, interactive television via satellite, or individual development activities. Bureaus and offices should use *Appendix 1* to establish specific development activities and training programs for new supervisors. Existing programs should be measured against these standards to ensure they meet current requirements.

This policy is effective as of the date of this Bulletin and will remain in effect until superseded or incorporated into 370 DM 412 on executive, manager and supervisory development.



M. J. Chávez

Director, Strategic Development of Human Capital

Attachment:
Appendix I

Appendix I: Supervisory Development Curriculum

Phase I

Desired Performance	Competency¹	Behavioral Examples²	Suggested Training Topics³	Approx. Time Allocation⁴
Phase I:				
Given the challenges of transitioning from a staff to a supervisory position, the new supervisor is able to perform in the new position consistent with the roles and responsibilities of a supervisor within the Federal government work environment.	Technical Credibility	<ul style="list-style-type: none"> • <i>Manage a productive workforce.</i> • <i>Protect employee rights.</i> • <i>Support Bureau and Department programs and policies.</i> 	<ul style="list-style-type: none"> • Key supervisory roles and responsibilities. • Employee rights and responsibilities. • Transitioning from a staff position to a supervisory position. • Bureau and Department programs and policies related to human capital, including but not limited to: Strategic Plan for Achieving and Maintaining a Highly Skilled and Diverse Workforce, Strategic Plan for Accessibility, DOI Strategic Plan: Management Excellence. 	2-4 hours

¹ Although many competencies may be partially covered in any given objective, we have limited the list to the primary 3-4 competencies for each objective.

² Behavioral examples are taken from OPM's HR Manager except for those written in *italics*, which were taken or modified from other documents.

³ This list of training topics is not exhaustive and latitude is given to make minor adjustments to the supervisory training program, while maintaining the integrity of a comprehensive development program that covers broad areas of supervisory responsibility.

⁴ The time allocations are only estimates and actual training may take less or more time depending on the depth and breadth of the training or specific bureau needs.

Appendix I: Supervisory Development Curriculum

Desired Performance	Competency¹	Behavioral Examples²	Suggested Training Topics³	Approx. Time Allocation⁴
Given the organization's mission and goals, funding, and other resources, the supervisor assesses current and future staffing needs and develops a staffing plan for successfully accomplishing the organization's mission.	Human Resource Management Written Communication	<ul style="list-style-type: none"> • Prepare workforce plans with projected number and type of staff needed. • Prepare position descriptions and performance elements and standards. 	<ul style="list-style-type: none"> • Staffing and Classification • Position Management • Bureau specific recruitment and hiring processes. • SWOT analysis • How to write a PD (and crediting plan if applicable) • DOI and Bureau Workforce Planning initiatives. 	4-6 hours
Given a staffing need as identified in an approved workforce plan, the supervisor recruits and selects individuals based on merit principles and EEO regulations in the interest of building a diverse workforce.	Human Resource Management Leveraging Diversity	<ul style="list-style-type: none"> • Recruit individuals with the knowledge and skills identified in the approved staffing plan and position description. • Recruit and hire a diverse workforce. • Make decisions on significant personnel actions. 	<ul style="list-style-type: none"> • Merit System Principles • Prohibited Personnel Practices • Equal Employment Opportunity • Hiring Authorities, including special hiring authorities for the disabled and for veterans • Recruitment Tools and Resources 	2-4 hours
Given a recruitment action, the supervisor plans for and conducts applicant and reference interviews that meet legal parameters and result in hiring the best candidate for the position.	Human Resource Management	<ul style="list-style-type: none"> • Conduct selection interviews for making hiring decisions. 	<ul style="list-style-type: none"> • Interviewing Do's and Don'ts • How to conduct an Interview that focuses on competencies and behaviors required by the job. • Selection and Approval Process 	2-4 hours

Appendix I: Supervisory Development Curriculum

Desired Performance	Competency ¹	Behavioral Examples ²	Suggested Training Topics ³	Approx. Time Allocation ⁴
<p>Given work to be accomplished through subordinate employees, the supervisor will coach and counsel subordinates in meeting critical elements as identified in the employee's performance plan.</p>	<p>Human Resource Management</p> <p>Interpersonal Skills</p> <p>Service Motivation</p> <p>Oral Communication</p>	<ul style="list-style-type: none"> • Advise employees of their performance plan and keep them informed individually of their performance. • Conduct formal performance appraisals. • Communicate the organization's mission and vision to the staff. • Explain specific goals, activities, policies, and procedures to subordinates. • Inform subordinates about developments and their impact on organization activities. • Motivate subordinates and peers towards future goals. • Establish organizational procedures and policies to empower subordinates. • Monitor and evaluate employee work products. • Develop procedures for evaluating work products. • Provide regular guidance to subordinates. 	<ul style="list-style-type: none"> • Making reasonable accommodations for disabled applicants. • DOI Performance Management System • Coaching and Counseling Skills • Feedback Skills • Performance Evaluation Skills • Writing Critical Elements/ Performance Standards • Conducting a Performance Appraisal Session • Motivational Theory/ Models • Reasonable accommodation and resources 	<p>4-6 hours</p>

Appendix I: Supervisory Development Curriculum

Desired Performance	Competency¹	Behavioral Examples²	Suggested Training Topics³	Approx. Time Allocation⁴
Given an employee's less than successful performance of critical elements identified in the employee's performance plan, the supervisor will take steps to improve the employee's performance in accordance with the policies of the organization.	Human Resource Management Accountability	<ul style="list-style-type: none"> • Help employees improve performance. • Assist individual workers with job-related problems. 	<ul style="list-style-type: none"> • Performance Improvement Plans • Performance Based Actions • Employee Assistance Program • Accessible Technology Center • Appeal Rights and MSPB 	2-4 hours
Given outstanding performance by subordinates the supervisor will use the awards and recognition program to create and sustain a motivating and productive work environment.	Human Resource Management Service Motivation	<ul style="list-style-type: none"> • Provide recognition and rewards for effective performance. 	<ul style="list-style-type: none"> • DOI Awards and Recognition Program • Bureau specific levels of authority, policies, and procedures for granting awards. 	1-2 hours
Given employees with disabilities, the supervisor makes accommodations for those needs consistent with the requirements of the Rehabilitation Act of 1973 and Department and Bureau policy and directives.	Human Resource Management Leveraging Diversity	<ul style="list-style-type: none"> • <i>Document individual needs</i> • <i>Make reasonable accommodations based on individual needs.</i> 	<ul style="list-style-type: none"> • Characteristics of people with various disabilities. • Rehabilitation Act of 1973. • Department and Bureau policies on reasonable accommodation • EEOC Role and Responsibilities 	2-4 hours
Given a diverse workforce, the supervisor creates an inclusive work environment that includes respect, understanding, valuing, and maximizing the talents of each individual towards the accomplishment of the mission.	Leveraging Diversity Human Resource Management	<ul style="list-style-type: none"> • Create a work environment where individuals are treated fairly. • Implement workforce diversity training programs for self and subordinates. 	<ul style="list-style-type: none"> • Benefits and Challenges of a Diverse Workforce • Job Aids and Available Resources for Supervising a Diverse Workforce • Religious Accommodation 	2-4 hours

Appendix I: Supervisory Development Curriculum

Desired Performance	Competency¹	Behavioral Examples²	Suggested Training Topics³	Approx. Time Allocation⁴
<p>Given a task to be assigned, the supervisor assesses the employee's level of competence and commitment to the task, and provides the level of direction and support the employee needs for successful performance.</p>	<p>Leveraging Diversity HR Management Accountability</p>	<ul style="list-style-type: none"> • Match subordinate interests and abilities with the job. • Set deadlines for project completion. • Establish organizational procedures and policies to empower subordinates. • Empower employees with authority and responsibility to make decisions. • Schedule work assignments, set priorities, and direct work of the staff. • Motivate subordinates and peers towards future goals. • Determine program or project priorities to allocate resources. • Design processes and structures for doing work. • Give subordinates substantial authority and discretion to carry out work activities and make decisions. 	<ul style="list-style-type: none"> • Situational Leadership Model • Coaching • Delegation 	<p>2-4 hours</p>

Appendix I: Supervisory Development Curriculum

Desired Performance	Competency¹	Behavioral Examples²	Suggested Training Topics³	Approx. Time Allocation⁴
<p>Given identified individual training needs and mandatory or required training, the supervisor will ensure that all employees, including the supervisor, receive the training in a timely manner.</p>	<p>Leveraging Diversity Human Resource Management Accountability</p>	<ul style="list-style-type: none"> • Train employees to know how and when to use automation or other technology related equipment. • Create an organizational environment, which encourages staff to stay current/informed about new automation or other technology. • Provide career growth opportunities for staff. • Provide employee coaching and counseling for career development. 	<ul style="list-style-type: none"> • OPM, DOI and Bureau specific training policies and resources. • Career development activities and resources. • Mandatory and Required Training (DOI and Bureau specific) • OPM's e-Scholar Programs • Reasonable accommodations related to training activities. 	<p>1-2 hours</p>
<p>Given an employee situation of concern, the supervisor is able to differentiate between conduct and performance issues and take the appropriate steps to resolve conduct issues in accordance with organizational policies, procedures and standards.</p>	<p>Accountability Human Resource Management</p>	<ul style="list-style-type: none"> • Conduct disciplinary actions such as warnings and reprimands. • Take corrective action when problems arise. • Identify potential problems in employee behavior and take appropriate action. • <i>Conduct a "root cause" analysis of the situation.</i> 	<ul style="list-style-type: none"> • Conduct vs. Performance • Progressive Discipline • Table of Penalties • RISC Model for Feedback (Report, Impact, Specify, Consequence) 	<p>2-4 hours</p>

Appendix I: Supervisory Development Curriculum

Desired Performance	Competency¹	Behavioral Examples²	Suggested Training Topics³	Approx. Time Allocation⁴
Given the Standards of Conduct and other applicable guidance the supervisor determines the correct course of action when an ethical or conduct concern occurs and provides guidance to the employee.	Accountability Human Resource Management Integrity/Honesty	<ul style="list-style-type: none"> • Maintain internal control systems to ensure protection against fraud, waste, and mismanagement. • Model high standards of honesty and integrity. • Review internal control systems for compliance against established procedures and standards. 	<ul style="list-style-type: none"> • Standards of Conduct • Ethics in the Workplace • Statutory Prohibitions • Post Employment • Disclosure of Financial Interests • Table of Penalties • Progressive Discipline 	2-4 hours
Given an indication or claim of a hostile work environment, sexual harassment, or discrimination, the supervisor promptly conducts an investigation and takes measures as appropriate to correct the situation and maintain an environment free of discrimination and other inappropriate behavior.	Accountability Decisiveness Problem Solving	<ul style="list-style-type: none"> • Prevent complaints from employees. • Resolve complaints from employees. • <i>Immediately address inappropriate behavior.</i> • <i>Reduce liability</i> 	<ul style="list-style-type: none"> • Guidelines for documenting an incident. • Indicators of Potential Hostile Work Environment • Sexual Harassment and Quid Pro Quo • Discrimination: Disparate Treatment and Disparate Impact. • DOI Zero Tolerance Policy • Protected Categories 	4-6 hours
Given complaints or grievances, the supervisor takes measures as appropriate to resolve them.	Accountability Conflict Management Problem Solving	<ul style="list-style-type: none"> • Resolve complaints from employees. • Recommend solutions to critical or sensitive problems. 	<ul style="list-style-type: none"> • EEO Complaint Process • Grievance Process • Alternative Dispute Resolution Process • No Fear Act 	2-4 hours

Appendix I: Supervisory Development Curriculum

Desired Performance	Competency¹	Behavioral Examples²	Suggested Training Topics³	Approx. Time Allocation⁴
Given organizational policy and procedures, supervisors will act in accordance with any bargaining unit agreement that exists and/or uphold the rights of employees when they are attempting to organize.	Accountability Human Resource Management Technical Credibility	<ul style="list-style-type: none"> • Deal with representatives of bargaining unit on matters involving employees. • Act as a liaison between workers and management to facilitate organizational progress. 	<ul style="list-style-type: none"> • Labor Management Relations in general. • Specific knowledge of any binding agreements impacting the workplace. • Labor Agreement Information Retrieval System (LAIRS) 	1-2 hours
Supervisor will make decisions regarding employee leave, coverage for leave, approval and administration of overtime for staff in accordance with all regulations and policies.	Decisiveness Human Resource Management Technical Credibility	<ul style="list-style-type: none"> • Control attendance and leave, including approval of sick and annual leave. 	<ul style="list-style-type: none"> • Leave Administration • Pay Administration • FLSA • FMLA • Work Schedule Flexibilities including reasonable accommodations for people with disabilities and for religious affiliations • Federal Wage System 	3-6 hours
Given workforce/ workplace injuries/ accidents, the supervisor completes accident/incident reports and Worker's Compensation claim forms and facilitates the employee's return to duty as quickly as possible.	HR Management Technical Credibility	<ul style="list-style-type: none"> • Promotes Safety • <i>Conducts risk assessments.</i> • <i>Conducts accident investigations.</i> • <i>Reports accidents using SMIS/OWCP documents.</i> 	<ul style="list-style-type: none"> • DOI and Bureau Specific Safety Program • Accident/Incident Reporting • Worker's Compensation Program • Risk Assessment • Bureau Safety Program • Legal Liabilities 	2-4 hours

Appendix I: Supervisory Development Curriculum

Phase II:

Training Objectives	Competency⁵	Behavioral Examples⁶	Suggested Training Topics⁷	Approx. Time Allocation⁸
Given feedback from management, peers, subordinates and others, the supervisor is able to develop a professional growth plan that is focused on developing supervisory and leadership skills.	Continual Learning Technical Credibility Interpersonal Skills	<ul style="list-style-type: none"> • Maintain a high level of professional expertise. • Invest time and energy in self-development and growth. • Maintain communication network with others for self-learning and growth. • Establish networks with key individuals or groups. 	<ul style="list-style-type: none"> • IDP Development and Approval process. • 360° Assessment of Leadership Skills • How to Use Feedback Effectively • OPM's 27 Competencies • Position/Job Series specific competencies 	3-5 hours
Given a conflict situation involving the supervisor and a stakeholder or an employee-to-employee conflict, the supervisor is able to manage the situation in a constructive manner and seek out assistance as needed in keeping with organizational policies, procedures and standards.	Conflict Management Decisiveness Interpersonal Skills	<ul style="list-style-type: none"> • Resolve problems and reach workable solution among parties. 	<ul style="list-style-type: none"> • Conflict resolution techniques. • Alternative Dispute Resolution Program • Employee Assistance Program • Mediation Techniques 	2-4 hours

⁵ Although many competencies may be partially covered in any given objective, we have limited the list to the primary 3-4 competencies for each objective.

⁶ Behavioral examples are taken from OPM's HR Manager except for those written in *italics*, which were taken or modified from other documents.

⁷ This list of training topics is not exhaustive and latitude is given to make minor adjustments to the supervisory training program, while maintaining the integrity of a comprehensive development program that covers broad areas of supervisory responsibility.

⁸ The time allocations are only estimates and actual training may take less or more time depending on the depth and breadth of the training or specific bureau needs.

Appendix I: Supervisory Development Curriculum

Training Objectives	Competency⁵	Behavioral Examples⁶	Suggested Training Topics⁷	Approx. Time Allocation⁸
<p>Given the requirement to build a cohesive work group or team, the supervisor applies team processes and group dynamic techniques to accomplish work.</p> <p>Organizational Indicators:</p> <p>Track mission accomplishments.</p>	<p>Team Building</p> <p>Interpersonal Skills</p> <p>Service Motivation</p>	<ul style="list-style-type: none"> • Foster consensus building with subordinates, peers, and superiors. • Encourage open communication and input from employees. • Promote teamwork within the organization. • Involve staff in developing organizational plans. • Establish team or group achievement awards. 	<ul style="list-style-type: none"> • Value of a team approach • Utilizing Team Member Abilities • Creating a Shared Purpose • Setting Team Goals and Objectives • Group Dynamics • Conducting Effective Meetings • Group Problem Solving and Decision Making • Evaluating Team Process and Performance 	<p>16-32 hours</p>
<p>Given the need to provide products and services to internal and external customers, the supervisor will seek continuous improvement in the quality of services, products, and processes.</p>	<p>Customer Service Partnering</p>	<ul style="list-style-type: none"> • <i>Collaborate with clients, including people with disabilities and other underserved populations to identify their expectations.</i> • Anticipate the needs of clients. • Work with clients to set standards for services and products. • Integrate client expectations into the delivery process for services or products. • Encourage regular communication with clients to ensure their needs are met. 	<ul style="list-style-type: none"> • Customer Service Standards • ID Internal and External Customers • Methods for Identifying Customer Needs • Dealing with Difficult Customers • Strategies for Improving Customer Service Processes • Continuous improvement strategies. • Modification of Customer Services to meet the needs of customers with disabilities • Collaboration with customers 	<p>4-6 hours</p>

Appendix I: Supervisory Development Curriculum

Training Objectives	Competency ⁵	Behavioral Examples ⁶	Suggested Training Topics ⁷	Approx. Time Allocation ⁸
		<ul style="list-style-type: none"> • Use client feedback system to evaluate delivery of services. • Train employees in client interaction techniques. • Awareness of program accessibility requirements 		
<p>Given work-related challenges or tasks and situations requiring buy-in and/or approval, the supervisor will apply power, authority, and influence to build support and/or consensus for achieving organizational goals.</p>	<p>Influencing / Negotiating</p>	<ul style="list-style-type: none"> • Seek opportunities to move the organization toward future goals. • Identify and use power sources to facilitate goal attainment. • Negotiate with internal or external groups to facilitate program implementation. • Obtain support from superiors before taking critical action. • Gain support of key individuals to ensure goal accomplishment. • Market work plans to higher management to gain their support. 	<ul style="list-style-type: none"> • Influencing Skills • Sources of Power • Handling Objections • Active Listening 	<p>16–32 hours</p>

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Training Objectives	Competency⁵	Behavioral Examples⁶	Suggested Training Topics⁷	Approx. Time Allocation⁸
Given the normal activities of a first level supervisor, the supervisor demonstrates communication skills that facilitate an open exchange of ideas and build relationships.	Interpersonal Skills Oral Communication	<ul style="list-style-type: none"> • <i>Treats employees and others with respect, caring, and courtesy.</i> • <i>Maintains an open door policy.</i> • <i>Exhibits tact and restraint in difficult situations.</i> • <i>Maintains effective working relationships with subordinates, peers, higher management and customers</i> 	<ul style="list-style-type: none"> • Communication Model • Barriers to Communication • Active Listening • Communication styles assessment 	4-6 hours
Given new information or changing conditions, unexpected obstacles, and/or ambiguity in the work environment, the supervisor recovers quickly and maintains focus.	Resilience Flexibility Technical Credibility	<ul style="list-style-type: none"> • Implement new or revised programs and policies. • Adjust work/action plans as a result of budget changes. • Adjust work schedules to meet changing priorities. • Establish a balance among competing objectives to accomplish overall organizational goals. • Keep abreast of key agency policies and priorities likely to affect the program area. 	<ul style="list-style-type: none"> • Current issues and hot topics in the Department and/or agency. • Change Management Techniques • How to Prioritize Work • Stress Reduction Techniques 	6-8 hours
Given the oral communication requirements associated with supervision, the supervisor is able to express facts or ideas in a clear and organized manner that is appropriate to the	Oral Communication Technical Credibility Service Motivation	<ul style="list-style-type: none"> • Make oral presentations to higher management or outside organizations. • Conduct briefings or other meetings. 	<ul style="list-style-type: none"> • Presentation Skills • Briefing Skills • Awareness of requirements and options for communicating with the disabled. 	8-16 hours

Appendix I: Supervisory Development Curriculum

Training Objectives	Competency⁵	Behavioral Examples⁶	Suggested Training Topics⁷	Approx. Time Allocation⁸
audience and purpose of the presentation.		<ul style="list-style-type: none"> • Explain significant goals, activities, policies, and procedures to subordinates. • Discuss management practices with staff. • Communicate the organization's vision and mission to staff. • Inform subordinates about developments and their impact on organizational activities. • Explain and defend management's policies or practices. • Inform higher-level management of program developments. 		
Given the written communication requirements associated with supervision, the supervisor is able to express facts or ideas in a clear and organized manner that is appropriate to the audience and purpose of the document.	<p>Written Communication</p> <p>Human Resource Management</p> <p>Technical Credibility</p>	<ul style="list-style-type: none"> • Establish clear and concise policies and guidelines for program area. • Develop procedures for evaluating work products. • Present cost/benefit estimates of projects or programs to higher management. • Present data in a clear and organized format. 	<ul style="list-style-type: none"> • Department and/or Bureau Correspondence Guidelines • Technical Writing Skills • Plain Language Guidelines 	8-16 hours

Appendix I: Supervisory Development Curriculum

Training Objectives	Competency⁵	Behavioral Examples⁶	Suggested Training Topics⁷	Approx. Time Allocation⁸
<p>Given the supervisor's work unit and the various programs and options available to promote employee health and well being, the supervisor is able to create a work environment that maximizes flexibility and minimizes stress.</p>	<p>Flexibility Human Resource Management Interpersonal Skills</p>	<ul style="list-style-type: none"> • Adjust work schedules to accommodate employee's personal and work needs. • Make use of Department, Bureau, or Local Work/Life Programs to benefit employees. • Sponsor a Health Fair for employees. 	<ul style="list-style-type: none"> • DOI and Bureau Work/Life Programs. • Alternative Work Schedules. • Stress Management 	<p>1-2 hours</p>

Appendix I: Supervisory Development Curriculum

Training Objectives	Competency⁵	Behavioral Examples⁶	Suggested Training Topics⁷	Approx. Time Allocation⁸
<p>Given the activities of a first level supervisor, the supervisor will be able to clearly state the problem or issue, identify and involve stakeholders in the decision-making process, identify alternatives and evaluate them against criteria, select and implement the best alternative(s), and evaluate the results.</p>	<p>Problem Solving Decisiveness Technical Credibility</p>	<ul style="list-style-type: none"> • Monitor programs to identify problems. • Analyze potential organizational problems for changing situations. • Take corrective action when problems arise. • Involve relevant people in decision-making. • Ask questions to clarify issues. • Obtain relevant information before making a decision. • Analyze diverse viewpoints to make planning decisions and solve work problems. • Assess the various aspects of a problem. • Recommend solutions to critical or sensitive problems. • Encourage staff to make innovative approaches to problem solving. 	<ul style="list-style-type: none"> • Problem Solving Model • Decision Making Fundamentals • Consensus Building Techniques 	<p>2-4 hours</p>



Bureau of Land Management Individual Development Plan

Introduction

The Individual Development Plan (IDP) is an organized approach to professional development activities and programs that are designed to improve the employee's professional skills and the Bureau's productivity. The IDP is **developed jointly by the supervisor and employee**. It outlines the employee's developmental objectives and the developmental activity for achieving these objectives. The purpose of the IDP is to target competencies and skills to be developed for two purposes: 1) for use and growth in the employee's current position 2) for future career goals.

Technical credibility is the cornerstone for a successful career in any organization. Development in your technical area coupled with leadership development will set a solid foundation for career growth. Use your IDP as a tool to balance development in these two essential areas.

All employees are encouraged to use this form. The IDP is mandatory for all executives, managers, and supervisors.

Note: this form is a "living document" and should be updated throughout the year as actions are completed, deleted, changed or added. We recommend that the IDP be used as a part of the Employee Performance Appraisal process.

Section 1: Employee Information

Employee Name:

State/Center/WO:

Position:

Grade:

Series:

Supervisor Non-Supervisor

Length of Service Information

Federal Service:

BLM Service:

Other (Industry, Self-Employed, Internship, etc...):

Time in Position:

Are you completing this IDP as a result of participating in a 360 Degree Assessment?

Yes No

Section 2: Your Career Goals and Developmental Objectives

You and your supervisor should work together to complete the goals for successful performance in your current position and your short- and long-term career goals. Your career goals may focus on developing your technical credibility for your current position or helping you bridge into another position. The more specific you can be with defining your goals, the easier it will be to identify actions that will help you achieve them.

<p>Short Term Career Goals (up to 1 year) <i>(Example: Improve skills to qualify for a Senior Recreation Planner position)</i></p>	<p>Developmental Objectives <i>Objectives describe what you need to learn or achieve in order to reach your short term goals. Developmental objectives should be as specific as possible Examples: write NEPA documents, develop leadership skills, improve presentation skill, improve technical presentation skills, help in developing an RMP and partnerships, etc...</i></p>

<p>Long Term Career Goals (2-5 years) <i>(Example Become a Field Manager)</i></p>	<p>Developmental Objectives <i>In this section describe what you need to learn or achieve in order to reach your long term goal Examples: learn how to facilitate a public meeting, learn how to supervise supervisors develop others, improve facilitation skills, understand the budget process, work on RMP, etc.</i></p>

Section 3: Competency Review

A solid organization is built on the premise that anyone can be a leader. Leadership should permeate through all levels. The framework below reflects leadership competencies targeted for various levels of employee development. The listed competencies are not meant to replace or eliminate science or the technical competencies. They are listed as a supplement to building on your technical credibility. **Review this framework with your supervisor** along with the itemized list of each of these competencies in the Leadership Competency Check List on the next page. Check those competencies you need to improve to support your short term career goals and those you will need to develop which support your long term goals. After completing this process for all 28 competencies, select the top 2-3 competencies to target for your personal development this year. **Definitions of each competency are found in the appendix to this document.**

BLM Leadership Development Competency Framework

Employee Level	Competencies Emphasized	Examples of Courses
*Executive (Leading and Managing Organizations)	Entrepreneurship External Awareness Vision	SES Candidate Development Program
Manager (Leading and Managing Programs)	Creativity and Innovation Financial Management Partnering Political Savvy Strategic Thinking Technology Management	Leadership Academy
Supervisory (Leading and Managing People)	Accountability Conflict Management Developing Others Human Capital Management Leveraging Diversity	Supervisory Training Leadership Academy
Project Manager and Team Leader (Managing Projects)	Decisiveness Influencing Negotiating Team Building Technical Credibility	Emerging Leaders Transitioning to a Supervisory Role Team Training
All Employees (Managing Yourself)	Continual Learning Customer Service Flexibility Integrity/Honesty Interpersonal Skills Oral Communications Problem Solving Public Service Motivation Resilience Written Communication	New Employee Orientation Local Perspectives SCEP Pathways

*Leadership Development at the Executive Level is managed by the Office of Personnel Management.

Leadership Competency Check List

Competency	Need to Improve in my current job	Needed for career advancement	Selected to Develop
Creativity and Innovation			
External Awareness			
Resilience			
Flexibility			
Strategic Thinking			
Vision			
Conflict Management			
Leveraging Diversity			
Developing Others			
Team Building			
Accountability			
Customer Service			
Decisiveness			
Entrepreneurship			
Problem Solving			
Technical Credibility			
Financial Management			
Human Capital Management			
Technology Management			
Partnering			
Political Savvy			
Influencing/Negotiating			
Interpersonal Skills			
Integrity/Honesty			
Written Communication			
Continual Learning			
Oral Communication			
Public Service Motivation			

Section 4: Developmental Activities

In this section you should 1) identify what type of training or developmental activities are needed to support your career goals and developmental objectives, 2) identify the competency addressed for each activity, 3) the proposed time frame for the activity, and if indicated, 4) the actual or estimated cost for each activity.

Developmental activities that are appropriate for IDPs include the following:

Classes, conferences and seminars	Self-Study
On the job training (OJT)	Video or computer-based instruction
Shadowing	Mentoring
Webinars/WebEx/Podcasts	Special projects/assignments
Reading books and professional journals	Structured interviews with content experts
Internships, apprenticeships	Rotational assignments
Research and analysis	Task Forces/Committees
Correspondence and e-learning courses	General Management Evaluations (GMEs)
Developmental Details	Job swaps
Joining/leading community groups	Giving presentations

Developmental Activity	Competency Addressed	Time Frame Start - Complete	Cost
			Total =

Section 5: Comments and Approvals

I understand this Individual Development Plan (IDP) is being used in conjunction with the employee's EPAP. The employee and I have discussed this IDP and will work jointly to assure that these strategies are implemented in a reasonable and prudent manner. We understand that implementation is dependent upon the commitment of the individual, supervisor, support, budget, workload and the needs of the organization. This plan will be modified as situations or needs change.

Employee Additional Comments:

Date: _____

Supervisor Signature: _____

Employee Signature: _____

Appendix to IDP – Definition of OPM Leadership Competencies

EXECUTIVE CORE QUALIFICATIONS and COMPETENCY DEFINITIONS

ECQ 1: Leading Change

Definition: This core qualification involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this ECQ is the ability to establish an organizational vision and to implement it in a continuously changing environment.

Competencies	
Creativity and Innovation	Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.
External Awareness	Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment.
Flexibility	Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.
Resilience	Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.
Strategic Thinking	Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks.
Vision	Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change. Influences others to translate vision into action.

ECQ 2: Leading People

Definition: This core qualification involves the ability to lead people toward meeting the organization's vision, mission, and goals. Inherent to this ECQ is the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.

Competencies	
Conflict Management	Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.
Leveraging Diversity	Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.
Developing Others	Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.

Team Building	Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.
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ECQ 3: Results Driven

Definition: This core qualification involves the ability to meet organizational goals and customer expectations. Inherent to this ECQ is the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.

Competencies	
Accountability	Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.
Customer Service	Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement.
Decisiveness	Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions.
Entrepreneurship	Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.
Problem Solving	Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.
Technical Credibility	Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.

ECQ 4: Business Acumen

Definition: This core qualification involves the ability to manage human, financial, and information resources strategically.

Competencies	
Financial Management	Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities.
Human Capital Management	Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manages a multi-sector workforce and a variety of work situations.
Technology Management	Keeps up-to-date on technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems.

ECQ 5: Building Coalitions

Definition: This core qualification involves the ability to build coalitions internally and with other Federal agencies, State and local governments, nonprofit and private sector organizations, foreign governments, or international organizations to achieve common goals.

Competencies	
Partnering	Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.
Political Savvy	Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly.
Influencing/Negotiating	Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.

Fundamental Competencies

Definition: These competencies are the foundation for success in each of the Executive Core Qualifications.

Competencies	
Interpersonal Skills	Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.
Oral Communication	Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed.
Integrity/Honesty	Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.
Written Communication	Writes in a clear, concise, organized, and convincing manner for the intended audience.
Continual Learning	Assesses and recognizes own strengths and weaknesses; pursues self-development.
Public Service Motivation	Shows a commitment to serve the public. Ensures that actions meet public needs; aligns organizational objectives and practices with public interests.