POLICY STATEMENT

Policy Statement 410.6
Policy Area: Executive Development
Effective Date: OCT 1 8 2004
Approved: *[signature]*
Paul A. Quander, Jr., Director

EXECUTIVE DEVELOPMENT

I. COVERAGE

This Policy Statement covers all permanent GS-14, GS-15 and Senior Level (SL) employees of the Court Services and Offender Supervision Agency (CSOSA or Agency) who are in an active duty status and have a current performance rating of "Fully Meets Expectations" or higher (or whose supervisor certifies their performance at that level). All eligible employees will have equal access to developmental activities without regard to age, race, color, religion, national origin, disability, gender, or sexual orientation.

II. BACKGROUND

The purpose of this Policy Statement is to establish policies and procedures for providing training and development opportunities for executive development within CSOSA. Executive development opportunities are certified by the U.S. Office of Personnel Management (OPM) and address the five Executive Core Qualifications (ECQs) OPM has deemed necessary for the success of federal government executives.

CSOSA's objectives for participation in Executive Development opportunities are to:

❑ Strengthen the quality of leadership throughout the agency.

❑ Ensure that the agency's leadership and senior employees are exposed to and understand the five ECQs identified for executives by OPM (See Appendix A).

❑ Ensure that assignments to training and development activities are consistent with merit systems principles.

❑ Provide opportunities for career employees to participate in a planned program of individual development leading to greater leadership responsibilities.

❑ Provide the agency with a sufficient number of qualified executives to meet its present and future needs.

❑ Expose agency executives to a wide range of activities designed to expand their management abilities.

❑ Foster a comprehensive understanding of the mission and functions of the agency and how strategic policy and program decisions are formulated and carried out in a socio-political setting.

❑ Provide executive employees with an opportunity to interact with other federal executives in a career development setting.

III. POLICY

It is the policy of the Court Services and Offender Supervision Agency to promote executive development and provide continuing professional development opportunities for qualified employees at the GS-14, GS-15, and Senior Level.

IV. AUTHORITIES, SUPERSEDURES, REFERENCES, AND ATTACHMENTS

A Authorities

5 C.F.R. Part 412 Executive, Management, and Supevisory Development

5 U.S.C. § 2301 (b) (1) and (2)

B. Supersedures

Human Resources Directive 410.6 Change 1

C. Procedural References

None

D. Attachments

Appendix A. Definitions

Appendix B. General Procedures

Appendix C. Instructions for Preparing an Individual Development Plan (IDP)

APPENDIX A
DEFINITIONS

A. **Executive Core Qualifications (ECQs)** as defined by the U.S. Office of Personnel Management (OPM) are:

-   Leading Change
-   Leading People
-   Results Driven
-   Business Acumen
-   Building Coalitions and Communication

B. **Executive** is an individual who occupies a GS-14, GS-15 or Senior Level position.

C. **Executive Development** is a planned process for improving executive effectiveness through participation in developmental experiences such as developmental work assignments, formal training, education or coaching.

D. **Developmental Work Assignments** may be located within or outside the Agency and vary in length. These assignments usually include details, task force assignments, committee memberships, understudy and special assistant roles, rotational assignments and personnel exchanges. Gaining executive and managerial skills and experiences in a variety of progressively responsible positions develops executive abilities and competencies.

E. **Formal Executive Development Training Programs** are available from government and non-government sources. OPM sponsors courses and programs of interest to executives through the Federal Executive Institute in Charlottesville, Virginia and the Management Development Centers located in Shepherdstown, West Virginia and Denver, Colorado. In addition, many colleges and universities offer executive development training programs. The Training and Career Development Center maintains a list of highly recommended colleges and universities.

F. **Individual Development Plan (IDP)** is a systematic training and development plan designed to develop the specific knowledge, skills and competencies they may need. It is a logical and structured framework for assessing the needs of both the employee and the organization and then merging individual goals with the organization's mission.

APPENDIX B
GENERAL PROCEDURES

A.   It is the policy of the Court Services and Offender Supervision Agency to provide executive level training opportunities for eligible employees within the constraints of budget and the agency's strategic plan and priorities. CSOSA will adopt the core leadership competencies developed by OPM as the basis for executive training and development.

B.   CSOSA will use the Individual Development Planning (IDP) process to determine and record executive developmental needs and the developmental activities required to accomplish this goal. (See Appendix C). The IDP shall begin with an assessment of the employee's developmental needs in terms of the knowledge, skills, and abilities required for a senior level position. The IDP must account for the organization's executive work force needs and the individual's career development goals. GS-14, GS-15 and Senior Level staff, in consultation with their immediate rating officials, must analyze their individual needs and devise an IDP that provides developmental work assignments as one of the principal means of developing executive abilities and competencies.

C.   CSOSA's Training and Career Development Center will monitor the development of the IDP for all executives and will recommend appropriate developmental assignments and opportunities.

APPENDIX C
INSTRUCTIONS FOR PREPARING AN INDIVIDUAL DEVELOPMENT PLAN (IDP)

(Attached)

Court Services and Offender Supervision Agency
INDIVIDUAL DEVELOPMENT PLAN

TO BE COMPLETED BY THE SUPERVISOR WITH THE EMPLOYEE			
I. Employee's Name (Last, First, Middle Initial)	II. Current Position (Title, Series, and Grade)	III. Target Grade of Current Position	IV. Performance Appraisal Period

COMPETENCIES

V. Required Critical Competencies:	
1.	4.
2.	5.
3.	6. (Additional Competency)

COMPETENCY ASSESSMENT						
VI. List of Competencies to be developed for Current Position	Current Level of Need	Desired Level of Need	Developmental Activities	Start Date	End Date	Comments
1.						
2.						
3.						
4.						
5.						
6.						

Outcome of Plan (After completion of Developmental Activities)	Level of Need Reached
1.	
2.	
3.	
4.	
5.	
6.	

PROFESSIONAL GROWTH ASSESSMENT						
VII. List of Competencies to be developed for Professional Growth	Current Level of Need	Desired Level of Need	Developmental Activities	Start Date	End Date	Comments
1.						
2.						
3.						
4.						
5.						
6.						

Outcome of Plan **(After completion of Developmental Activities)**	Level of Need Reached
1.	
2.	
3.	
4.	
5.	
6.	

TO BE COMPLETED BY EMPLOYEE AND DISCUSSED WITH THE SUPERVISOR AND HUMAN RESOURCES SPECIALIST

EMPLOYEE'S CAREER GOALS

VIII. Short Term Career Goals (1 Year)	Developmental Activities	Start Date	End Date	Comments
1.				
2.				
3.				

Outcome of Plan **(After completion of Developmental Activities)**	Level of Need Reached
1.	
2.	
3.	

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IX. Long Term Career Goals (2-3 Years)	Developmental Activities	Start Date	End Date	Comments
1.				
2.				
3.				

Outcome of Plan **(After completion of Developmental Activities)**	Level of Need Reached
1.	
2.	
3.	

X. Employee's Signature:	Date Signed (Month, Day, Year):	XI. Supervisor's Signature:	Date Signed (Month, Day, Year):
XII. Human Resources Specialist Signature	Date Signed (Month, Day, Year):		

KEYS FOR DEVELOPMENTAL ACTIVITIES & LEVEL OF NEED

Developmental Activities		Level of Need	
A.	Academic Coursework	1.	Beginner (no prior training or experience)
B.	Conference	2.	Knowledge (educated; can do work with guidance)
C.	Detail	3.	Skilled (proficient; can do work unassisted)
D.	External Training	4.	Expert (accomplished; can train others)
E.	Internal Training	5.	Not Applicable (competency not required for position)
F.	Job Rotation/Crossing Training		
G.	Mentor Program		
H.	Professional Membership		
I.	Self-Study		
J.	Special Project		
K.	Task force/Committee		
L.	Workshops/Seminars		
M.	Other		

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Instructions for preparing an Individual Development Plan

Sections II - VII should be completed only after the supervisor and the employee have fully discussed and assessed the employee's needs and the developmental activities.

SECTION I

Indicate employee's full name.

SECTION II

Indicate employee's current position. Include title, series and grade.

SECTION III

Indicate the target grade of the employee's position as shown on the employee's position description.

SECTION IV

Indicate the employee's performance appraisal period.

SECTION V

Discuss and list critical competencies that have been identified from the employee's most recent performance appraisal. Advise the employee that these competencies have been identified as critical to their success in the job.

Discuss and list additional competencies that have been identified from the employee's most recent performance appraisal, as applicable.

SECTION VI

Conduct a Competency Assessment using the following steps.**(use the key on page 3)**

NOTE: *A Competency Assessment is a systematic process by which the supervisor and employee identify the employee's competencies based on a review of the position description and performance appraisal.*

List all competencies to be developed for current position from employee's most recent performance appraisal.

Using the **level of need key** on page 3, choose the appropriate number (1-5) that identifies the employee's level of need for that competency. Indicate in the current level of need column.

Using the **level of need key** on page 3, choose the appropriate number (1-5) that identifies the desired level of need for that competency. Indicate in the desired level of need column.

Identify the developmental activities for achieving the competencies (e.g., internal training, special projects or details, on-the-job training, etc.) by using the **developmental activities key** on page 3. Choose the appropriate letter for each developmental activity. Whenever there are multiple developmental activities for a competency, separate them with a comma.

Indicate a start and end date for each developmental activity.

Include any comments in the section provided.

Indicate the outcome of the developmental activities after implementing the plan.

Using the **level of need key** on page 3, indicate the accomplished level of need, after the employee completes the developmental activities by choosing the appropriate number (1-5) that identifies the level of need for that competency. Indicate in the accomplished level of need column.

SECTION VII

List competencies to be developed for the employee's performance, which support his/her professional growth. In this section, you will need to utilize the key on page 3. Indicate in the current level of need column.

Using the **level of need key** on page 3, indicate the current level of need by choosing the appropriate number (1-5) that identifies the level of need for that competency

Using the **level of need key** on page 3, choose the appropriate number (1-5) that identifies the desired level of need for that competency. Indicate in the desired level of need column.

Identify the developmental activities for achieving the competencies (e.g., internal training, special projects or details, on-the-job training, etc.) by using the **developmental activities key** on page 3. Choose the appropriate letter for each developmental activity. Whenever there are multiple developmental activities for a competency, separate them with a comma.

Indicate a start and end date for each developmental activity.

Include any comments in the section provided.

Indicate the outcome of the developmental activities after implementing the plan.

Using the **level of need key** on page 3, indicate the accomplished level of need, after the employee completes the developmental activities by choosing the appropriate number (1-5) that identifies the level of need for that competency.

SECTION VIII

The employee should indicate his/her **Short-term career (1 Year) goals**.

Identify the developmental activities for achieving the short-range career goals (e.g., internal training, special projects or details, on-the-job training, etc.) by using the **developmental activities key** on page 3.

Indicate a start and end date for each developmental activity.

Include any comments in the section provided.

Indicate the outcome of the developmental activities utilized after implementing the plan.

Using the **level of need key** on page 3, indicate the accomplished level of need, after the employee completes the developmental activities by choosing the appropriate number (1-5) that identifies the level of need for that competency.

SECTION IX

The employee should indicate his/her **Long-term (2-3 Years) career goals.**

Identify the developmental activities for achieving the short-range career goals (e.g., internal training, special projects or details, on-the-job training, etc.) by using the **developmental activities key** on page 3.

Indicate a start and end date for each developmental activity.

Include any comments in the section provided.

Indicate the outcome of the developmental activities utilized after implementing the plan.

Using the **level of need key** on page 3, indicate the level of need accomplished, after completing the developmental activities by choosing the appropriate number (1-5) that identifies the level of need for that competency.

SECTIONS X

Employee signs and dates the IDP form.

SECTIONS XI

Supervisor signs and dates the IDP form.

SECTIONS XII

Human Resources Specialist signs and dates the IDP form.

Please contact the Training and Career Development Center at (202) 220-5627, if you have any questions or need assistance.

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INDIVIDUAL DEVELOPMENT PLAN

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What is an Individual Development Plan?

The Individual Development Plan (IDP) is a career development tool that the supervisor and employee cooperatively use to document planned developmental activities for the employee to pursue. The IDP is instrumental in that it allows the employee to have direct input in identifying their training needs, sources of training, and career planning. It is a logical and structured framework for assessing the needs of both the employee and the organization and then merging individual goals with the organization's mission.

What are the Benefits of Creating an IDP?

The IDP is beneficial to the employee, supervisor and the organization as a whole. It assists employees in career development planning which promotes employee retention, morale and commitment to the organization. It creates a culture of continuous learning, which benefits both the employee and organization. The IDP also assists management and the Training and Career Development Center in forecasting training costs and needs for employees.

What are Competencies?

Job related knowledge, skills, or characteristics for successful performance.

How are Competencies Related to the IDP?

It is a pathway for job performance competencies and career goals to be directly aligned with targeted developmental opportunities.

Who Should Complete an IDP?

The use of the Individual Development Plan is recommended for all employees. However, IDPs are required for identified full-time employees. Full-time employees required to complete an IDP include:

◊ Career Senior Level (SL) positions
◊ Supervisors and managers
◊ Employees in long-term (120 hours or more) career development programs:

  ° Tuition Reimbursement Program
  ° Mentoring Program
  ° New Employee Orientation
  ° Basic Skills for Community Supervision Officers Training
  ° Leadership Development Program
  ° Programs for Senior Executive Service (SES) Candidates
  ° Executive Potential Program
  ° Executive Leadership Program for Mid-Level Employees
  ° New Leader Program
  ° Aspiring Leader Program

IDP Process

The IDP form should be completed by the employee and supervisor collectively.

° Obtain resources needed to complete IDP form

° Conduct competency assessment (Is it a new skill or performance gap?)

° Identify methods for achieving competency/goal

° Identify sources for achieving competency/goal

° Prioritize competencies/goal to be developed

° Implement plan for achieving competency/goal

° Evaluate developmental opportunity

° Obtain feedback from supervisor

° Monitor achievements

° Repeat this process to identify developmental activities for career ladder advancement and career goals.

Resources Needed to Complete IDP

♦ Current position description

♦ Current performance appraisal

♦ Applicable Individual Development Plan Form

♦ Training course catalogs