

Individual Development Plan

Team Member:		<p style="text-align: center;">Process</p> <ul style="list-style-type: none"> • Team Member first sends a draft with responses to Manager. • Manager includes input, synthesizing and incorporating team member's feedback. • IDP is presented by the Manager as part of a discussion about the Team Member's professional development. Feedback is welcomed in both directions, and is relevant, constructive, and actionable.
Position:		
Primary Manager:		
Review Period:		
Date:		

Section 1: Description of Responsibilities and Projects

Rating Categories	General Definition
ROLE MODEL FOR EXCELLENCE (RME)	<ul style="list-style-type: none"> • Team member who "lives the values", and makes a point of mentoring others; a role-model within the organization. • Work quality and timeliness EXCEEDS ALL requirements for the job, and the employee regularly takes initiative to take on additional responsibility • Employee demonstrates exceptional knowledge of their role and content expertise and is recognized within the organization as a thought leader
EXCEEDS EXPECTATIONS (EE)	<ul style="list-style-type: none"> • Projects are completed on time, and quality and quantity of work and initiative EXCEEDS MOST requirements • Often takes initiative to go above and beyond set expectations
MEETS EXPECTATIONS (ME)	<ul style="list-style-type: none"> • Competent, knowledgeable individual who consistently meets core requirements of the position • Each job or project the employee tackles is done in a timely and accurate manner • Rarely takes initiative to go above and beyond minimum expectations

IMPROVEMENT NEEDED (I)	<ul style="list-style-type: none"> • Demonstrates adequate performance in most areas, but needs improvement in one or more aspects critical to the position; the quality and quantity of work and initiative MEETS SOME requirements • Rarely takes initiative to go above and beyond minimum expectations
UNSATISFACTORY (U)	<ul style="list-style-type: none"> • Performs responsibilities in an unsatisfactory manner; the quality and quantity of work and initiative DOES NOT MEET requirements for the job. • Goals are consistently unmet or quality of output is unacceptable. • Immediate and corrective action is required.

SECTION 2: Core Competencies				
Core Skills: Policy and Procedures	Self Assessment	Supervisor Assessment	Trainings	Goals
Competency 1: Ensures for the health and safety of participants BASELINE <ul style="list-style-type: none"> • Prepares the program space to be free of foreseeable hazards • Intervenes when potentially unsafe situations occur • Can perform basic first aid • Is aware of participants' health and medical needs as appropriate, and adjusts activities as needed 				
Competency 2: Follows safety and emergency procedures BASELINE <ul style="list-style-type: none"> • Can summarize legal responsibilities for reporting requirements for reporting child abuse or when a person may do harm to him or herself or another • Understands when it is appropriate to inform and involve supervisor • Can implement key aspects of site safety plan • Knows health and safety procedures and can share them with other staff, youth, and families 				
Competency 3: Maintains accurate program records and follows reporting procedures BASELINE <ul style="list-style-type: none"> • Keeps accurate program attendance • Follows procedure for reporting incidents, as required by the program policies (e.g., accidents, criminal activity, serious violation of program rules, etc.) 				

Core Copetencies: Program Goals and Content				
Competency 4: Deliberately designs and conducts activities that are focused on program goals BASELINE <ul style="list-style-type: none"> • Articulates program goals and how individual activities support them • Develops lesson plans that state the purpose of the activity as it relates to program goals • Designs and/or adopts existing materials appropriate for background and experience of participants 				

Section 5: Values Story (Optional)

Describes an example of a time when the team member exemplified the organization's values, going above and beyond their responsibilities and goals.

Section 6: Overall Professional Development Goals

- *Professional development and training opportunities
Action Plan items, as needed, to address growth opportunities
Personal Development Path within Organization*

Section 7: Work-Life Balance

Action steps, as needed, to promote healthy work-life balance

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Section 8: Team Member (Upward) Feedback

Comments regarding Manager

- Strengths
- Weaknesses
- Recommended changes
- Other

Comments regarding Organization

- Strengths
- Weaknesses
- Recommended changes
- Other

Other comments

OVERALL RATING (provided by Manager): _____

Agreed and Acknowledged:

By: _____
(Manager signature)

Name: _____

Date: _____

Agreed and Acknowledged:

By: _____
(Team Member signature)

Name: _____

Date: _____