

**BY ORDER OF THE COMMANDER  
88 AIR BASE WING**

**88 AIR BASE WING INSTRUCTION  
36-2670**



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**Personnel**

**INDIVIDUAL  
DEVELOPMENT PLAN (IDP)**

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This publication provides objectives, requirements, and assigned responsibilities for the use and sustainment of the Individual Development Plan. It implements the administration and maintenance of an individual's development and possible growth. It complies with the intended use identified in the AFI36-2670, *Total Force Development*. This publication applies to all Air Base Wing employees and supervisors for the proposed use to appropriately create and maintain a plan of development. This publication does not apply to the Air National Guard or the Air Force Reserve Center [ANG/AFRC] units. Refer recommended changes and questions about this publication to the Office of Primary Responsibility (OPR) using the AF Form 847, *Recommendation for Change of Publication*, route through the chain of command. Ensure that all records created as a result of processes prescribed in this publication are maintained in accordance with (IAW) Air Force Manual (AFMAN) 33-363, Management of Records, and disposed of IAW Air Force Records Information Management System (AFRIMS) Records Disposition Schedule (RDS).

## 1. General Information

1.1. Human resource processes and tools are developed and implemented to ensure personnel have the required knowledge and skills needed to meet job and mission requirements and expectations. One tool that can assist both employee and supervisor with meeting these expectations is the Individual Development Plan (IDP).

1.2. The purpose of the IDP is to foster job and career goal discussions between the employee and supervisor and to ensure job training and career development efforts are strategically aligned with Air Force competencies and the Command's mission. All 88 ABW civilians, including the acquisition workforce, are required to create, utilize, and keep an up-to-date, supervisor-approved IDP.

1.3. This instruction is designed to lead an employee and supervisor through the IDP development and execution process.

1.4. According to AFMAN3606, Chapter 4.2. "Completion of an individual development plan is mandatory for civilian employees". (See DoDI 1400.25, Vol 410, *DoD Civilian Personnel Management System: Training, Education, and Professional Development*).

1.5. The IDP is tailored to an individual employee's needs and is based on the employee's position description. An Employee Development Specialist (EDS) or Human Resource Specialist (HRS) can provide guidance and instruction on developing an IDP.

1.6. The Education and Training Management System (ETMS) Web is a web-based interactive training management system developed by Air Force Materiel Command (AFMC) to systematically identify employee development requirements. ETMS Web has an automated IDP that can be used to document short and long term goals, training requirements, and developmental opportunities. ETMS is the most widely used system to input IDP information, however, other IDP platforms exist.

1.6.1. Other similar development plans are available through various Air Force sources such as the Air Force Personnel Center (AFPC) and Career Field Teams (CFT). This guidance focuses specifically on the ETMS IDP. (see HQ AFMC/A1DC ETMS IDP Guide

[https://cs2.eis.af.mil/sites/12510/AFKN\\_Docs/ETMS%20Forms/ETMS\\_IDP\\_Guide.pdf#search=idp](https://cs2.eis.af.mil/sites/12510/AFKN_Docs/ETMS%20Forms/ETMS_IDP_Guide.pdf#search=idp))

## 2. What is an IDP

2.1. An IDP is the foundation of the career partnership between the employee and the supervisor. It is a time-bound plan designed to meet particular short- and long-term goals for career development. The IDP is a method of planned training and experience used to develop necessary competencies. It is a framework to identify the strengths and developmental needs of an employee, and align them with the goals of the organization. It is an individually tailored action plan that outlines developmental objectives with the activities to achieve agreed upon objectives. The IDP gives both the employee and the supervisor the opportunity to set objectives that will assist the employee with making job and career related progress.

2.2. The IDP is extremely beneficial in that it provides both the employee and supervisor an opportunity to collaborate and document potential job and career goals and track progress, as needed. The employee has the ability to provide information and receive feedback so that realistic goals can be established.

2.3. IDPs are also used to plan training and related developmental experiences (details, special projects, on-the-job training, etc.). They can change from year to year, and their primary purpose is to help employees establish reasonable goals, assess their particular strengths, and chart where they can best contribute and grow. An effective IDP not only addresses how an organization can assist an individual in development, it also addresses activities of self-development undertaken by the individual on their own time and at their own expense.

### **3. What an IDP is not.**

3.1. An IDP is not a binding contract. While every effort should be made by both the employee and the supervisor to adhere to the plan, circumstances may require periodic modifications. Unexpected situations can cause some planned training and development efforts to be updated or cancelled. Completing an IDP does not imply that an employee will receive career advancement; it is intended to facilitate employee growth in their current position while preparing them for future challenges, which may or may not include advancement.

3.2. An IDP is not a performance appraisal. The IDP focuses exclusively on the employee's growth and development. Actual performance will certainly enter into the discussion, but the IDP discussion is not a performance review. Performance appraisals and IDP discussions are two separate but related conversations. Care should be taken to keep them as such if the two discussions are held at the same time. The performance appraisal reviews the past and the IDP plans for the future.

3.3. Because "development" does not have to mean promotion or transitioning into another job, the IDP should also include developmental opportunities related to the employee's growth in their current job, mastery of skills, or learning different facets of the positions. Employees planning to stay in their current positions still must continue to keep their skills current, remaining productive and being successful. No position remains the same year after year; changes are constant. Just like positions, developmental requirements also change and it is critical to be current, if not ahead of change.

### **4. The Individual Development Planning Process**

4.1. The IDP Process is a seven-step process that involves continuous two-way communication between employee and supervisor.

4.1.1. Step One: Identify Short Term Goals (one year or less) and Long Term Goals (two to five years). Identifying career goals is a personal decision. While some people have clear goals identified, others do not. The Air Force Portal has various subject areas that deal with careers; follow the link below to see what is available <https://www.my.af.mil/gcssaf/USAF/ep/globalTab.do?command=landing&channelPageId=sF1D9EE47BB312480E0400F9E4DDA2DD3>. One of the subject areas discussed on the site is mentoring. Mentoring is an inherent responsibility of leadership. The immediate supervisor can be a mentor for their subordinates, however it is often recommended that an individual seek a mentor outside of their chain of command. The immediate supervisor is more of a coach ensuring that their subordinates are successful in their responsibilities.

4.1.2. A goal is something pertinent to an employee's work and career that they see as worthwhile to strive for; either the improvement or mastery of a skill in their current job, new responsibilities in their current job, or the attainment of some other position.

4.1.3. Goals should be realistic and attainable and should imply some work and challenge; but they should not be set so high that they are practically unattainable. In preparing goal statements, be as specific as possible.

4.2. Step Two: Identify Required Functional, Military and Technical Training. All required training and development must be included on the IDP. Required training is often mandated for all employees of a specific duty type, office, and/or profession. Required training and development may be technical or non-technical. To find out what training is required for a position, one must check with their supervisor, organizational Training Focal Point (TFP) or Unit Training Manager (UTM).

4.3. Step Three: Determine Developmental Opportunities and Objectives. Developmental opportunities can be defined as: (1) Critical job competencies that are needed to be developed to improve work performance. (2) Talents that the employee would like to use more and that the office needs for effective performance. (3) Competencies the employee need to develop to reach their short and long term career goals.

4.4. Step Four: Explore Developmental Options and Select Activities. Generally, this step is easy to complete once the developmental opportunity has been identified. There are many different types of developmental activities; formal training is only one option. The following is a list of various types of developmental options. It is not all-inclusive.

4.4.1. On-the-Job Training - Structured training in which learning objectives are achieved while in the work environment and while completing work tasks.

4.4.2. Classroom Training - Structured formal instruction presented in a classroom environment by a qualified instructor.

4.4.3. Self-Study Courses - Courses that the employee completes at his or her own pace. May or may not be completed during the regular workday. The Air Force's e-Learning site offers over 1200 Computer Based Training (CBT) courses.

4.4.4. After-Hour Courses - Generally college-level courses taken outside the normal workday.

4.4.5. Shadowing - Opportunity for an employee to observe an individual who has demonstrated successful work strategies.

4.4.6. Discussions with Subject Matter Experts (SME) – Structured “question and answer” sessions with subject matter experts to answer employee’s questions. May be used to explore career opportunities or to learn specific tasks.

4.4.7. Rotational Assignments - Short-term work assignments appropriate for the important skills identified in the development objective. This may be accomplished through a formal detail.

4.4.8. Developmental Assignments - Work assignments that challenge the employee to develop and use new competencies within the current position.

4.4.9. Reading - Selected books and articles to increase understanding of a specific topic.

4.4.10. Development of Job Aids - Development of job aids to assist in the training of other employees. Employee must first learn the task completely before he or she will be able to teach other employees.

4.4.11. Participation on Task Force – Short and/or long term assignments that afford the opportunity to develop new skills.

#### 4.5. Step Five: Develop/Review IDP with Supervisor.

4.5.1. Preparing an IDP is the foundation of a career development partnership between the employee and the supervisor. The employee will complete the IDP worksheet and then schedule a formal development discussion with their supervisor. The objective of the developmental discussion between the employee and supervisor is to gain support for their plan of action and to modify their IDP as necessary based on input received from their supervisor. IDP discussion meetings should be scheduled in a neutral place such as a conference room, where there will be no interruptions. Plan at least an hour for the meeting. Stay focused on the task at hand – discussing career development and agreeing on a plan of action.

4.5.2. An employee should be prepared to demonstrate to their supervisor why they should support the developmental activities identified, especially for those activities that are not related to critical job competencies.

#### 4.6. Step Six: Take Action.

4.6.1. Once the employee and supervisor agree on the IDP content, they now have established the foundation for the employee’s development. All information should be entered into and confirmed via MyETMS/ETMSWeb

4.6.2. Once the information is entered into ETMS, the employee and supervisor will take action and complete the activities that were agreed upon. If formal training is identified, check with the organizational TFP about enrolling in the identified course or developmental activity. If developmental assignments were identified, develop an action plan and arrange access to complete the specific developmental assignment(s). If it was recommended that an employee read certain books and/or complete online courses (e.g., eLearning), the employee should follow through with the recommendation(s). It is very important that both parties communicate and keep working on the plan that was established in the IDP meeting.

4.7. Step Seven: Monitor Progress.

4.7.1. The IDP process is an on-going, never-ending process of growth and development. The employee and supervisor will need to periodically reevaluate where the employee is, where they have been, and where they want to go.

4.7.2. At a minimum, the IDP should be reviewed semi-annually. It should also be reviewed/revised whenever employee duties and responsibilities change as a result of a reassignment or promotion.

GREGORY A. LEINGANG, NH-IV, DAF  
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**Attachment 1**

**GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION**

*References*

AFI 36-2670, *Total Force Development*, 25 June 2020

*Abbreviations and Acronyms*

**AFICA**—Air Force Installation Contracting Agency

**AFMC**—Air Force Materiel Command

**AFMAN**—Air Force Manual

**AFPC**—Air Force Personnel Center

**AFRIMS**—Air Force Records Information Management System

**CBT**—Computer Based Training

**CFT**—Career Field Teams

**EDS**—Employee Development Specialist

**ETMS**—Education and Training Management System

**IDP**—Individual Development Plan

**ILC**—Information Learning Center

**IAW**—In Accordance With

**MyETMS**—My Education and Training Management System (for employees)

**OPR**—Office of Primary Responsibility

**RDS**—Records Disposition Schedule

**SME**—Subject Matter Experts

**TFP**—Training Focal Point

**UTM**—Unit Training Manager