

**INDIVIDUAL DEVELOPMENT PLAN (IDP)**  
**Classified Employees**

Name <u>Employee D</u>	Classification <u>Acad. Dept. Assoc.</u>	Review Year: <u>2006</u>
Department/Unit <u>Department D</u>	Supervisor <u>Supervisor D</u>	

**Instructions** – Complete IDP & attach to IDP checklist. (See IDP checklist for additional documents that may be required)

**PLANNING SESSION:**

NOTE - The planning session will establish the timelines in which to accomplish the established employee career goals and supervisor position expectations throughout the next year.

Department/Unit Goals (to be filled in by supervisor)

Provide excellent service to students  
Research grants  
Participate in the accreditation process

Employee Career Goals (to be filled out during discussion)

Attend professional development opportunities  
Take on additional projects  
Attend training

Supervisor Position Expectations for next review year (to be filled out during discussion)

Support Dept. chair and faculty in coordinating annual department community event  
Assist with gathering support documentation for the accreditation process  
Help research ideas for welcoming and orientating new faculty to the department  
Assist the dept. in increasing the use of D2L and other electronic educational media

**OUTCOMES (RESULTS) FOR REVIEW YEAR**

Employee Career Goals

**Outcomes (Results):**

Was able to attend two professional development conferences. Attended a D2L refresher training course. Was assigned an additional project of assisting with the coordination of the paperwork for the accreditation process.

**Comments:**

Hope to attend IT training opportunities this year

## INDIVIDUAL DEVELOPMENT PLAN (IDP) Classified Employees

### Supervisor Position Expectations

#### Outcomes (Results):

Employee D was integral in gathering the supporting documentation for the accreditation process. Employee D attended D2L training and worked with faculty to create more on-line resources for students. Employee D created and implemented welcome packet for new faculty in the department and assisted with the orientation process.

#### Comments:

Employee D goes above and beyond to take on new projects and attend training when available.

### Job Skills:

Rating Scale: Employee is to be rated using the criteria below. Please place an 'X' in the appropriate rating box.

U = Unsatisfactory - Performance is substandard and requires improvement.

M = Meets expectations - Performance fully meets and occasionally exceeds standards.

E = Exceeds expectations - Performance consistently exceeds set standards.

N/A (Not applicable) - Lack of sufficient knowledge to evaluate the performance factor.

**NOTE: Please attach an additional sheet documenting reasons for any 'U' Unsatisfactory ratings.**

Job Skills	U	M	E	N/A
<b>Job knowledge:</b> degree to which the employee knows and understands his/her job and its functions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Quality of work:</b> accuracy, presentability, neatness, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Productivity/Timeliness:</b> manages a fair work load; takes on additional responsibilities as needed; manages priorities and time; handles information flow	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Dependability:</b> punctuality, regular attendance, overall reliability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Work habits:</b> ability to plan and organize work; makes efficient use of time; follows through on work assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Organizational Skills:</b> ability to establish goals/objectives, prioritize, anticipate problems, implement plans	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Resourcefulness:</b> adaptability, versatility, initiative, ease of learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Problem solving:</b> anticipates, identifies and prevents problems; defines problems, overcomes obstacles; generates alternative solutions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Professionalism:</b> Displays a professional attitude and represents the campus well; treats co-workers, supervisors, students, customers, etc. with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Communication Skills:</b> ability to organize thoughts and present them clearly and concisely (written or orally)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

We have met and reviewed the outcomes (results) from the previous review year and have discussed and planned for the next review year.

\_\_\_\_\_  
Employee Signature/Date

\_\_\_\_\_  
Supervisor Signature/Date

(Signature does not necessarily indicate agreement of IDP results but simply that the items were reviewed)