OPEN YOUR MIND TO NEW POSSIBILITIES

INDIVIDUAL DEVELOPMENT PLANNING GUIDEBOOK

This guidebook explains the responsibilities of the employee and manager in completing the Individual Development Plan (IDP) using a systematic process. Employees collaborate with their managers to develop the IDP. Employees have the primary responsibility to initiate the IDP process and work closely with their managers to develop and monitor their plan. An effective plan is comprised of a summary of the employee's strengths, career direction, and areas on which their development will focus.

Table of Content

Note: Place your cursor over the hyperlinked title to move directly to the corresponding page.

*Request online version of this document to access links to self-assessment tools.

Individual Development Plan

This guidebook explains the responsibilities of the employee and manager in completing the Individual Development Plan (IDP), including a systematic process. The IDP has multiple benefits. First, it ensures the employee maintains the desired level of job proficiency through continued training and developmental activities. Second, the IDP charts a career path by identifying new knowledge, skills and abilities for the employee to pursue, as well as learning activities needed to reach the established goals. Third, the IDP supports organization mission and workforce planning needs.

The employee and manager outline developmental objectives and career goals while building the plan. The employee and manager also select learning activities for achieving these objective and goals. Although having an IDP is not mandatory for all employees, managers should highly encourage employees to create a plan. The ATO recommends that new employees develop an IDP 90 days after reporting for duty.

This Guidebook will help employees:

- Analyze career goals and objectives
- Learn how to prepare a formal IDP
- Analyze the organization's needs for individual development planning
- Prepare for the employee-manager IDP discussion
- Find and use resources for individual development planning

What is an IDP?

IDPs are individually tailored action plans that describe short- and long-term goals and activities for the employee's career development (access IDP forms in Appendix A). An IDP also identifies the training and other developmental experiences needed to achieve those goals for the benefit of the individual and organization within a specified period.

IDPs benefit both the employee and the organization. Employees benefit because implementing an IDP helps them to enhance their knowledge, skills, and experiences. Improved competencies help them achieve personal and career goals both inside of and external to the organization. The organization benefits by developing improved employee capabilities, workforce planning, and strategic planning. In essence, implementing IDPs can make the FAA more effective by improving employee performance and employee morale, as well as increasing employees' personal job satisfaction.

The IDP employs a concept that emphasizes discussion and joint decisions by the employee and the manager, with input from mentor(s) or a coach, on the specific developmental experiences necessary to fulfill the mutual goals of individual career development and organizational enhancement. Each IDP is uniquely tailored to the needs of the individual and the organization. IDPs work by helping an employee and manager clarify goals that are important to them and the plans to achieve them. The IDP contains career objectives, the knowledge, skills and abilities needed to achieve these objectives, and activities planned to learn and apply the knowledge and skills.

An IDP is a written plan for the benefit of both employee and manager. It describes competencies the employee will develop and ways the development will occur. This includes:

- **Responsibility areas** – The IDP describes the areas of responsibility in the employee's position description and the competencies needed to perform the responsibility.

- **Developmental activities** – Each responsibility area should correspond with one or more specific developmental activities that will enable the individual to achieve or practice that competency.

- **Timeline with date completed** – Establish realistic start dates, end dates, and other major milestones for each activity. When the employee can document proficiency based on the competency, skill or ability obtained, fill in the date completed.

Benefits of Career Planning

Why should you be concerned about planning your career? Well, it is your career. If you do not take responsibility for the success of your career, then who will? Besides, considering all the time and energy you spend at work, why not ensure you get maximum satisfaction from your work and career? Additionally, the FAA benefits from having a competent and motivated workforce, capable of "re-tooling" itself to meet the demands placed on it by constant organizational and technological changes. Remember, significant changes and trends, which have definite implications for your career, will affect the workplace.

Sharpening the Edge

With fewer management positions and flattened organizational structures, the traditional linear career patterns may be less available. Employees will need to be more flexible, adaptable and creative in identifying their next job. Remember, career movement is not always *upward* or *vertical*. You may also need to consider *lateral* moves or rotational assignments to broaden your experience or leverage your skills as shown in a career lattice approach. A career lattice offers greater flexibility for career movement.

Technical Knowledge and
Skills Obsolescence

Rapid advancements in technology and state-of-the-art knowledge require employees to upgrade their skills and "re-tool" themselves just to remain current with their job requirements. It is definitely to your advantage to position yourself for long-term employability in the rapidly changing world of work. Begin preparing now for the future.
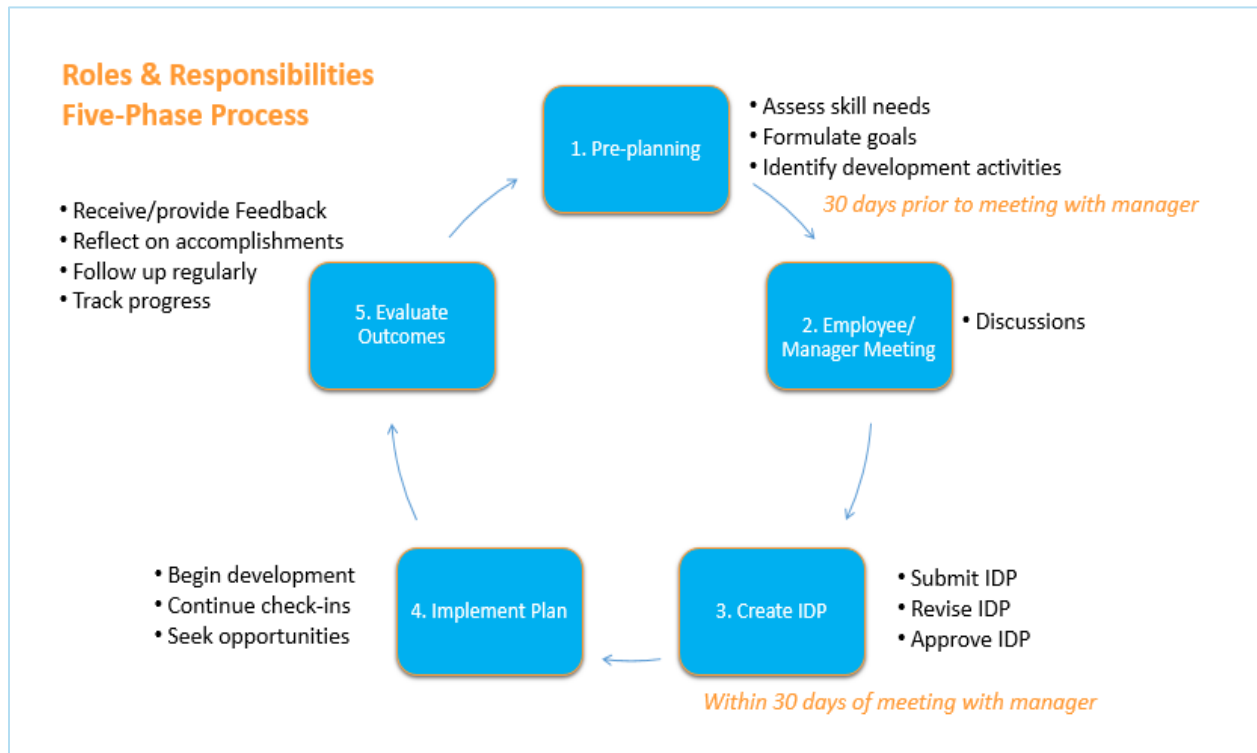
> *"I skate to where the puck is going to be, not to where it has been."*
>
> *~ Wayne Gretzky*

IDP Five-Phase Process

The individual development planning process is collaborative and requires ongoing communication and interaction between the manager and the employee. It is comprised of the five phases described in the following graphic. You will find more guidance on the five-phase process in the job aid in Appendix B.

Roles & Responsibilities Five-Phase Process

- Assess skill needs
- Formulate goals
- Identify development activities

30 days prior to meeting with manager

1. Pre-planning

2. Employee/Manager Meeting
- Discussions

3. Create IDP
- Submit IDP
- Revise IDP
- Approve IDP

Within 30 days of meeting with manager

4. Implement Plan
- Begin development
- Continue check-ins
- Seek opportunities

5. Evaluate Outcomes
- Receive/provide Feedback
- Reflect on accomplishments
- Follow up regularly
- Track progress

When to Prepare an IDP

Timing is an important factor in developing the IDP because the following processes work together to establish the same objectives:

- Performance appraisal (Valuing Performance)
- Training needs analysis
- Career development planning

The optimum time for preparing the IDP is during the first few weeks immediately following the performance appraisal. Additional information, including employee and manager checklists for preparing the IDP are included in Appendix C (Employee Checklist) and Appendix D (Manager Checklist).

What Do You Include an IDP?

An IDP should include all of the developmental assignments, activities, and training courses indicated for the employee that may result from the following:

- Training needs analysis
- Mandatory or core competencies (e.g.., FAA Strategic Leadership Capabilities and Managerial Success Profile, as described in the next section

- Career counseling
- Desired time-frame for completion of training or developmental activity
- Any activity that is intended to improve performance at the employee's present position or a target position
- The desired time-frame for completion of the developmental activity

FAA Competencies and Capabilities

You can usually achieve career goals by applying or developing job competencies. "Job competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform 'critical work functions' or tasks in a defined work setting." Each set of knowledge, skills, and experiences is one competency, as shown in the FAA Strategic Leadership Capabilities and FAA Managerial Success Profile). Employees use many competencies in their jobs, and changing jobs requires employees to master new competencies. Competencies can generally be broken down into three major categories: business management, professional, and technical.

- Business management competencies relate to common business management practices and techniques. These competencies could include contract management, accounting, marketing, project management, and other business skills.
- Professional competencies represent basic interpersonal and analytical skills needed to perform the job. These competencies include active listening, positive nonverbal communication and helpful verbal communication, problem solving, critical thinking, management, leadership, and other skills.
- Technical competencies include specific skills and abilities related to performing the functions or processes of the job. These competencies could include craft skills, such as brick laying and carpentry, or specific knowledge in a particular area of expertise, such as property management and inventory processes.

The agency's vision involves preparing and empowering managers and non-managers to become the "Workforce of the Future." The FAA Strategic Leadership Capabilities will help facilitate this transition. The agency identified eight strategic capabilities (competencies) that supplement the FAA Managerial Success Profile. You will find hyperlinks to both models in Appendix E (Developmental Resources).

The Strategic Leadership Capabilities form the basis for the FAA's executive development programs and the training policy for managers. Remember, **leadership is action not position**. This means you can demonstrate leadership at any time no matter what your title or level is. Appendix F highlights the differences between leadership and management. The agency uses the Managerial Success Profile for selection purposes.

Responsibilities

Employee

Employees have the primary responsibility to initiate the IDP process and work closely with their managers to develop and monitor their plan.   This includes:

- Identifying short- and long-range goals and developmental objectives and activities to achieve these goals.

- Identifying additional knowledge, skills and abilities required to achieve the stated career objectives.
- Discussing and obtaining concurrence of goals, objectives and developmental activities with first-line managers.
- Satisfactorily completing all developmental assignments and activities.

Managers or Supervisors

Managers or supervisors are responsible for assisting each employee in the development of their IDP and supporting development activities outlined in the IDP. This includes:

- Performing a developmental needs assessment to assist the employee in planning and formulating actions that help him or her successfully accomplish identified career objectives.
- Coaching or advising employees concerning career development and encouraging employees to set goals to improve their performance through systematic and continuous self-development.
- Assuring that developmental activities support the objectives of the IDP.
- Track employee's progress and evaluate results of training.

Pre-Discussion Planning

The purpose of the pre-discussion planning phase is to prepare the manager and employee for their joint discussion. Both the employee and the manager have specific preliminary information gathering (e.g., employee self-assessment, feedback from prior performance plans, 360 or 180-degree assessments, and customers). This planning will provide time for discussion during the conference and a framework for the discussion by having this information readily available. The manager and employee should consider how people learn (Appendix H) the best when identifying development opportunities.

Self-Assessment Questions

Where am I now?

The employee should conduct a self-assessment of current skills, strengths, and developmental areas; examine interests and values; establish your goals and priorities; and examine management priorities. In addition to an assessment of current job strengths and areas for improvement, ask questions such as:

- What do I value?
- How satisfied am I in my current job?
- How well does my job meet my needs?
- If I wanted to make a change, what would it be?
- How do others view me?
- How do I want to be seen?
- What kind of person do I want to be?
- What makes me happy?
- Where do I want to be?

Once you have reviewed your current skills, interests and values, begin to examine the options available, and ask questions such as:

- Do I want to advance or move into a different type of job?
- Should I enrich my skills for present job?
- Should I develop new skills? If so, which ones and why?
- How will I get there?
- After deciding where you want to be, identify developmental areas. Ask questions such as:
- What specific skills, knowledge and abilities do I possess?
- What do I strengthen now to meet (current needs/standards)?
- What do I strengthen for future assignments?
- What are my barriers?
- What do I need to overcome the barriers?
- What is in my way?
- Where do I need to change?
- Identify the sources of the barriers and determine the need and actions to overcome them.
- What is my current level of job competency?

Discuss your interests with manager(s) and mentor(s) and find out what options are available. Collect information, interview, and ask others about their perceptions of you. Do a reality check – match your needs with your options.

The employee and manager should discuss what job-related tasks are necessary for successful performance of the job. Review the employee's tasks (?). Then, use these tasks to identify the specific knowledge, skills, and abilities needed. Once identified, the employee and the manager can determine the areas of strength and opportunities for necessary/needed improvement. Ask questions such as:

- What are the major duties and responsibilities involved?
- What special requirements are necessary or helpful to know?
- Developmental activities

Job search and online self-assessment tools are provided in Appendix E. The self-assessment tools enable you to assess your interests, skills, traits, work values and preferences and realize your personal potential.

Developmental Activities

Employees identify developmental activities to achieve a developmental objective. They may achieve some objectives by the familiar means of formal training and attending events such as conferences and seminars. However, individuals can learn and practice the skills, knowledge and abilities that comprise many competencies through other activities. Activities other than formal training classes or attending meetings that are appropriate for IDPs include the following:

- Shadowing (following and observing a person closely)
- Reading
- Reviewing and analyzing information and data
- Research
- Internship, apprenticeship
- Online courses

- On-the-job training
- Self-study
- Video or computer based instruction
- Mentoring
- Special projects/assignments "Just doing it"
- Structured interviews with content experts
- Rotational assignments

In most cases, these activities are not as expensive as formal training because employees can accomplish them without travel while on the job. The eLMS contains many resources to develop skills.

Tips for Managers

Employees use IDPs to maintain and improve their employability and advance their careers. However, managers use IDPs to enhance the organization's ability to achieve its objective, both now and in the future. Specifically, managers use IDPs to encourage employees to enhance their capabilities/competencies and to make the best use them. Managers can use IDPs to assign work to employees, allowing them to make a maximum contribution to mission accomplishment. Ultimately, using IDPs builds organizational competence, which ultimately makes us more effective in achieving agency goals.

> *"The grass isn't greener on the other side. It's green where you water it."*
>
> *~ Unknown*

However, in a more general sense, the manager's responsibility is to recognize that employees are the engine that drive the organization [with their skills and talent] and it is their job to empower them to accomplish productive work. Managers enable employees with authority, tools, resources and processes.

Employee development should not be limited to near term organizational needs and requirements. It should take into account the organization's long-range needs, and the need to help every employee maintain optimism and sustain motivation that leads to doing the best possible job every day. The organization relies primarily upon managers to make this happen. Fulfilling this role requires a willingness to invest in people. It also requires an understanding of the organization's:

- Goals
- Needs
- Functions
- The competencies needed to accomplish the functions

- The competencies possessed by the individuals in the manager's human resource pool
- A plan for using and developing available resources that takes into account where individuals are now, and where they can be in the short-term and long-term future.

This approach does more than identify knowledge and skills employees must learn. It seeks ways to change and add assignments to allow the development and practice of unused or undeveloped competencies. It takes the broad view across the organization and the long view over the coming years in imagining and evaluating career development. It empowers and motivates individuals to produce and grow, and to serve the organization at the same time they are building their careers.

> *"Organizations learn only through individuals who learn. Individual learning does not guarantee organizational learning. But without it no organizational learning occurs."*
>
> *~ Peter Senge, the Fifth Discipline*
>
>
> *"An organization's ability to learn and translate that learning into action rapidly is the ultimate competitive advantage."*
>
> *~ Jack Welch*

Appendices

(A-H)

APPENDIX A – ACCESSING IDP FORMS

An IDP is mandatory for managers, supervisors, and individuals who take part in formal development programs. IDPs are optional for non-managers. Everyone, however, is highly encouraged to complete an IDP.   This guide provides access to a choice of two difference IDPs. Follow the instructions in the grid

FAA-Wide IDP in eLMS	ATO-Employee Development IDP
FAA-wide IDP form is located in eLMS (as of June 2018).	ATO Employee Development IDP located on the intranet. ATO Succession Planning Participants use this form. It is highly recommended for anyone's use.
Select the following link to instructions on accessing form in eLMS: Job Aid for Accessing FAA-Wide IDP in eLMS	Select the following link to access the form on the intranet: ATO Employee Development Blank IDP Form

Role of the Manager and Employee in the IDP Five-Phase Process

The employee and manager work independently and collaboratively to develop and implement the IDP using the following five-phase process. While employees ultimately own their careers, the best outcomes result from frequent interaction and mutual investment by employees and their managers.

Phase	Employee Activities	Manager Activities
1. Pre-Planning *Independent time to reflect, collect information as needed, and develop a point of view on development possibilities*	• Identify personal/professional strengths and career/growth aspirations and values • Identify organization needs • Consider potential development areas and mechanisms	• Identify employee strengths and areas for development to boost current performance • Think about near- and long-term organizational needs and possible employee contribution opportunities
2. Employee/Supervisor Meeting(s) *Interactive exchange(s) to share points of view, identify areas of mutual benefit, and hone development areas and approaches*	• Share pre-planning thinking • Ask for feedback and listen • Discuss areas of alignment • Discuss possible contents for IDP	• Listen and ask questions to learn employee's perspective • Share feedback and, if useful, pre-planning thinking • Discuss areas of alignment • Discuss possible contents for IDP
3. IDP Preparation *Working time to craft plan details and clarify mutual investments to drive or support development success*	• Initiate and craft first draft of IDP (a small number of concrete development goals and supporting developmental activities); conduct research as needed • Ask for feedback and listen • Adjust plan as needed, forward for approval, and confirm commitment to action	• Be available for questions and ideas during preparation of IDP; point to helpful resources, as needed • Share feedback and check for reaction • Ask questions to understand plan • Approve plan when ready and confirm commitment to support success
4. Plan Implementation *Action time to execute investments and other actions, and sustain forward progress*	• Follow through on developmental activities • Participate in regular check-ins on progress and issues • Provide honest assessment and needs • Seek opportunities to apply new learning	• Follow through on support commitments, if possible • Participate in regular check-ins on progress and issues • Provide specific feedback and guidance • Provide opportunities to apply new learning, if possible
5. Outcomes Evaluation *Retrospective review of IDP process implementation to assess results and prepare for next cycle*	• Reflect on accomplishments, usefulness of development activities, and what could be next • Share reflections and ask for feedback • Discuss desired process changes next round	• Reflect on employee accomplishments, usefulness of development activities, and what could be next • Listen/ask questions and share feedback • Discuss desired process changes next round

Employee Checklist for Preparing an Individual Development Plan

Identification of Personal Goals

1. Identify the assignments or job duties you would like to complete this year.
2. Define your short-range (1-2 years) goals.
3. List future activities that you would like to accomplish.
4. List possible career paths open to you. If you are in the ATO, reference https://MyATOCareer.faa.gov or http://www.mynextmove.org/ at DOL for a wider search.
5. Define your long-range (3-5 years) goals.
6. Ask yourself these questions: Are my realistic? How strong is my desire to achieve these goals? Are my goals compatible with my strengths and weaknesses? Are my goals compatible with the parts of my job that I like and dislike? (Note: Appendix G contains a variety of job search and self-assessment tools.)

Identification of Organizational Goals

1. Identify organizational core competencies (i.e., FAA Managerial Success Profile and FAA Strategic Leadership Capabilities).
2. Identify the career field's core competencies and career ladders.
3. List long-range training opportunities that provide rotational assignments or developmental assignments outside your chosen career.

Identification of Objectives

1. Read your job description.
2. Read your most recent performance appraisal.
3. Read your organization's mission and strategic plans.
4. List specific job activities that you enjoyed in the past year.
5. List specific job activities that you did not enjoy in the past year.
6. Identify elements of your job where you excel.
7. List those elements of your job where you believe you can improve your performance.
8. List those activities within your office/division that are interesting to you.

Identification of Development Activities

1. List the ten most common tasks that you perform. (Tasks are single activities that you cannot meaningfully brake down into smaller elements.)
2. Identify the knowledge, skills and abilities needed to perform each task.
3. Identify and prioritize the knowledge, skills and abilities you do not have or those you need to strengthen.
4. Identify short-term development activities that will help you acquire the needed knowledge, skills and abilities.
5. List the knowledge, skills and abilities needed to improve your performance.

Manager Checklist for Reviewing an IDP

Reviewing the IDP:
1. Do you think the goals are realistic based on your assessment of that individual's capabilities and past performance?
2. Are the individual's goals consistent with your office or work unit needs, core competencies, and organization goals?
3. Do the proposed development activities support the employee's goals?
4. Has the employee considered a full range of potential developmental activities, including self-study, on-the-job training, seminars, workshops, professional society meetings and conferences, details, and special assignments?
5. Do the developmental activities address performance improvement areas noted in the most recent performance appraisal?
6. Does the individual require additional developmental activities to address changes in responsibilities and planned assignments or to maximize cross training of the staff?
7. Is the level of proposed developmental activities reasonable given the anticipated workload?
8. Are proposed developmental activities within the employee's capabilities?

Analysis of Organizational Needs
1. Thinking from the perspective of the organization as a whole, and of your specific supervisory perspective, what are the organization's needs and objectives, now and in the future?
2. What are the functions and tasks that you must accomplished in your organization's daily work to meet objectives?
3. What competencies do your staff need to accomplish these functions and tasks?
4. What competencies do the individuals within your span of control possess?
5. What are the gaps between competencies needed, and the competencies now present in your organization?
6. In what ways can you bring the required competencies that already exist to bear on the functions and tasks that you need to have accomplished?
7. What competencies should each individual develop from the organization's point of view? From the employee's point of view?

IDP objectives result from negotiation and mutual agreement. Supervisors act on behalf of the organization to ensure that development or application of the targeted competencies address organizational needs. Employees act on their own behalf to ensure that developing or more fully utilizing the targeted competencies will result.

ATO Learning and Development Resource Guide

- Learning and Development Resource Guide

Assessments

- IDP Self-Assessment Worksheet
- Rogue Community College Transferable Skills Checklist

Career Tools

- Avoiding Common USAJOBS' Mistakes
- Free GovLoop Career Booster Toolkit
- MyATOCareer
- O*Net My Next Move Interest Profiler
- O*Net Online Career Exploration
- Transferable Skills Checklist
- Transferable Skills for Your Resume
- USAJobs.gov

Capabilities/Competencies

- FAA Strategic Leadership Capabilities
- OPM Job Specific Competencies
- OPM Leadership Competencies

Career Coaching

- AMA 10 Body Language Tips
- FAA Leadership Coaching

Career Coaching (Cont'd)

- http://www.amanet.org/training/articles/10-Powerful-Body-Language-Tips.aspx
- Your Office Coach: Secrets to Political Savvy People and More

Education & Training

- AFSCME Free College Benefit
- Coursera (Online Courses, Degrees, and Programs)
- edX Courses, Degrees, and Programs
- Free Language Training at The Joint Language University
- OPM Federal Academic Alliances (Discounted Tuition)
- Skills You Need (Interpersonal, Leadership, Learning, Writing...)

FAA

- FAA Acquisitions Professions Portal
- FAA eLMS Portal SkillSoft Courses and Books 24x7
- FAA Leadership & Learning Institute
- FAA Workforce of the Future Strategic Initiative
- FAA's Mission, Vision, and Values
- NextGen Priorities

Networking

- 9 Tips on Finding a Mentor
- How Informational Interviews Can Help Your Career

Professional Associations

- 31 Government Associations
- Directory of FAA Employee Associations
- Professional Associations and Organizations List

Resume Writing & Interviewing

- Avoiding the Most Common USAJOBS.gov Mistakes
- CCAR Accomplishment Builder (KSA Builder)
- Federal Government Official Jobs List
- How to Prepare for the Behavioral Interview
- InterviewStream Prep Tool
- OPM HRU Live Virtual Sessions: Interviewing
- OPM HRU.Gov Live Virtual Sessions: Writing Your Federal Resume
- OPM Resume Writing Video (Basics)
- Plain Language Online Resources

Leading

Managing

Vision and strategy
Creating value
Influence and inspiration
Have followers
Lead people
People focused
Charismatic style
Risk and change seekers
Appeal to the heart
Proactive
Set direction
Raise expectations
Ask questions

Accomplish a goal
Explain Vision
Organization figureheads
Motivate others

Policies and procedures
Counting value
Power and control
Have subordinates
Manage work
Work focused
Authoritarian style
Risk averse and stability
Appeal to the head
Reactive
Plans detail
Maintain status quo
Give direction

SUGGESTED READINGS

Adaptive Leadership – Leading Change -- Ted Talk by Marty Linsky, Adjunct Lecturer at Harvard. Adaptive Leadership forms the foundation for ATO leadership development programs.

Lessons on Leadership adapted from the "Wall Street Journal Guide to Management" by Alan Murray. The article highlights differences between leadership and management and why they must go hand-in-hand to maximize success.

Management expert Ken Blanchard asserts the key to successful leadership today is influence, not authority. Blanchard is the co-creator of the Situational Leadership Model, which recommends four conversation styles to develop competence and commitment.

"Six Management Styles and When Best to Use Them – The Leaders Tool Kit" by Rosalind Cardinal suggests that managers with the most flexibility in style get the best outcomes.

ATO CAREER SERVICES CENTER

Self-Assessments – Finding What You Want in a Career

Career-seekers and career-changers need to increase self-awareness in order to identify career options best suited to them. Use the three categories of career assessment tools below to assess your interests, skills, traits, work values and preferences and realize your personal potential. Move your mouse over the assessment tool title to access website.

Federal Resources

ATO Virtual Learning (AVL)

Career Planning Tool 2 (CPT2)

eLMS

FAA Leadership Coaching

Federal Resume Writing Tips

GovLoop Knowledge Network for Government

InterviewStream Prep Tool

Official Jobs List at USAJobs

The Interviewing Process

The Resume Place: The Art of Writing a KSA

Dos and Don'ts of Career Assessment Tools

- Do use more than one tool.
- Do compare the results to get the best career snapshot.
- Do not limit yourself.

Interests and Skills

- Campbell Interest and Skill Survey (Moderate fee)
- Career Focus 2000 Interest Inventory (Free)
- MyATOCareer
- O*NET Interest Profiler (Free)
- Self-Directed Search (Moderate fee)
- The Career Key (Moderate fee)
- Transferable Skills Inventory (Free)

Work Values

- Life Values Inventory (Free)
- Work Values Checklist,Monster.com (Free)
- Workplace Values, Quintcareers (Free)

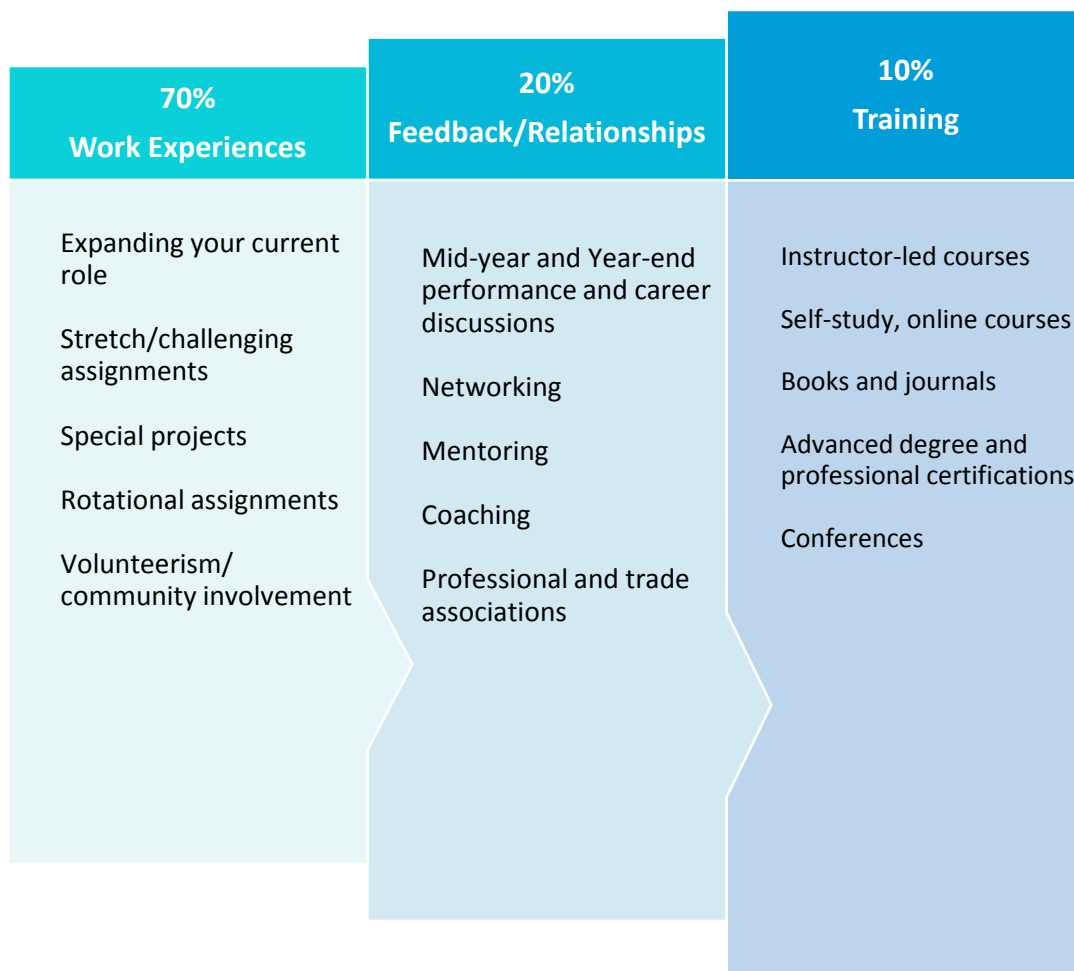### Personality

- Carl Jung Typology Personality Test (Free)
- Myers Briggs Test, Personality Pathways (Free)
- The Keirsey™ Temperament Sorter®-II (Moderate Fee)

A team of researchers from the Center for Creative Leadership created the 70:20:10 Learning and Development Model. They asked over 200 executives how they believed they learned and found the most successful and effective people learn according to the 70:20:10 ratio shown in the image below.

This model is a commonly used formula within the training profession as it describes the optimal sources of learning by successful managers, as described in this brief video titled, "How People Learn."

70% Work Experiences	20% Feedback/Relationships	10% Training
Expanding your current role Stretch/challenging assignments Special projects Rotational assignments Volunteerism/ community involvement	Mid-year and Year-end performance and career discussions Networking Mentoring Coaching Professional and trade associations	Instructor-led courses Self-study, online courses Books and journals Advanced degree and professional certifications Conferences

Source: Center for Creative Leadership

Point-of-Contact

Gaynell Dudley
Career Services Center Program Lead
ATO Employee Development
Gaynell.Dudley@faa.gov