

Phase 3: Strategy

The purpose of this phase is to identify succession planning strategies that will address the results of the analysis phase.

Relevant Tools

- **Individual Development Plan**
- **Knowledge Transfer Questions**
- **Leadership Development Matrix**

Phase 3: Strategy – Individual Development Plan

The Individual Development Plan (IDP) is an employee development tool that identifies activities that will help individual employees enhance their job-related knowledge, skills, and abilities. Conversations on performance between individual employees and their supervisors help clarify and update current job requirements and expectations, which in turn supports improvements in our ability to achieve our science mission.

The IDP process is not limited to consideration of an employee's readiness to meet the requirements of their current position. The IDP also captures short term (2-3 years) and long term (3-5 years) career goals, including advancement to other positions, and what will be required to successfully achieve those goals. IDPs are used during the succession planning process to document and support potential current and longer term developmental needs and opportunities, including details, rotational assignments, mentorship or coaching, action learning projects, formal training, etc., to provide exposure to the skills, knowledge, and ability needed for successful current performance as well as advancement to positions of greater responsibility and complexity.

IDPs are not a promise or contract for training, or for promotion or other advancement.

https://www2.usgs.gov/humancapital/ecd/ecd_idphome.html



Individual Development Plan Performance Year 20__

See Instructions

Employee's Name	Position Title/Grade	Office Phone	Email Address		
Current Supervisor's Name	Supervisor's Title	Office Phone	Email Address		
Goals for Successful Performance in Current Position	Short-term Career Goals (2-3 years)		Long-term Career Goals (3+ years)		
Developmental Objectives: What do you need to do this year to work toward your goals?	Developmental Activities (training, assignments, projects, details, etc.)		Proposed Dates	Estimated Costs	Date Completed
Notes:		Employee's Signature/ Date			
		Supervisor's Signature/ Date			

This form is required for all DOI supervisors and should be updated annually (Personnel Bulletin 06-04). It is highly recommended for use by all employees. The employee and the supervisor/manager should each retain a copy for his/her records.

Instructions

Complete the Individual Development Plan following these steps:

1. Employee Developmental and Career Goals:

The employee and supervisor should work together to complete the goals for successful performance in the employee's current position and the employee's short- and long-term career goals on the first page of the IDP.

Developmental Objectives:

In this section describe what the employee needs to do this year to work towards his/her goals. Objectives describe what the employee needs to learn or achieve in order to reach his/her goal. Example: Develop leadership skills; etc.

2. Determine a method of training and a training time frame.

Determine what type of training or activity is needed to accomplish the employee's developmental goals. It could be On the Job Training (OJT), a detail, or an actual training course or a combination of methods. Identify the proposed dates for the training or activity in the *Proposed Dates* column. Enter the actual or estimated cost of the activity in the *Estimated Costs* column. Once the training is completed, write the date in the *Date Completed* column.

Methods of training:

- **OJT:** On the job training. This can include coaching by a skilled individual or details into positions that will give the employee the skills and knowledge needed.
- **Details:** Temporary assignments to another location and/or position to gain specific knowledge and/or experience.
- **Courses:** Information available on our website <http://training.usgs.gov>.
- **Web Based Learning:** On-line training is available from DOI University at <http://www.doi.gov/training> , and OPM's website at <http://www.golearn.gov>.

3. Discuss the Development Plan with your Employee

Discuss the IDP with the employee and make any necessary modifications. The supervisor and employee should sign and date the plan. This plan should be completed within 60 days from the beginning of the performance year.

4. Review and Modifications

This plan should be reviewed at each performance review and modified as situations or needs change.

Phase 3: Strategy – Knowledge Transfer Questions

What is Knowledge Transfer?

It is the process that allows an organization to 1) capture, honor, and preserve the knowledge, work experiences, and accomplishments of individuals in key positions and 2) to support the continuity of the work when those positions are vacated.

What are the Benefits of Knowledge Transfer?

Knowledge transfer supports smoother staff transitions and enables the ability to capture best practices and legacy knowledge.

Why is it important for employees who are leaving the organization participate in a Knowledge Transfer interview?

The knowledge transfer interview prompts an employee to think about personal experiences and lessons learned. The information gathered will be shared with the employee(s) backup or eventual successor(s) to prepare them for a succession transition.

When should a Knowledge Transfer interview be completed?

If this is a planned transition, the incumbent should complete the knowledge transfer interview as soon as he or she is preparing to leave the current position, preferably no later than one month prior to the last day on the job.

What happens after the Knowledge Transfer interview?

Employees who complete the interview should provide their responses to their Manager/Supervisor. [Note: If the Office of Human Capital (OHC) conducts the interview, OHC will compile a written interview script and provide it to the incumbent and Manager/Supervisor for continued action.] The information collected may support a variety of purposes, such as identifying opportunities for improvements; documenting legacy knowledge to share with others; providing insights into training needs for future successors; and capturing tips and suggestions to share with colleagues and future successors. The information gathered during the interview should be handled appropriately and shared on a need to know basis.

Knowledge Transfer Questions

Please note that some questions may not be applicable to your position.

Your Organization

1. What are your organizational unit's greatest strengths?
2. Are there currently (or are there anticipated) gaps in staffing and/or capabilities in your organizational unit?
3. What cultural norms⁴ (e.g., taking breaks with coworkers, sharing relevant industry articles) would you want to tell the future incumbent of this position about? Please address any one or more of the following:
 - How the organization conducts its business, treats employees, customers, and the wider community
 - The extent to which autonomy and freedom are allowed in decision making, developing new ideas, and personal expression
 - The flow of information through the organization's hierarchy
 - Employee commitment towards organizational objectives

Looking Forward

4. What ideas, goals, or projects have you not yet had the opportunity to pursue in this position?
5. Are there any business processes that you would change?
6. Are there any resources or responsibilities that you would reallocate or realign?

Advice for Your Successor

7. What are some of the most important lessons you have learned in your time in this position?
8. What are some of the key issues and challenges faced in accomplishing the work?
9. Of the key meetings/committees/working groups you attend, which are most critical for achieving success in your position?

Your Legacy

10. What have been your greatest contributions, accomplishments, or innovations in this

⁴ Norms are based on shared attitudes, beliefs, customs, expressed or implied contracts, and written and unwritten rules that the organization develops over time.

position?

Phase 3: Strategy – Leadership Development Matrix

This Leadership Development Matrix, developed by the Office of Personnel Management (OPM) in partnership with George Mason University, summarizes recommended developmental activities for leadership competencies. The leadership competencies are part of the competency model for executive positions called the Executive Core Qualifications (ECQ).⁵ The ECQs and the recommended leadership development activities are relevant for executive positions. The competencies are also relevant for other positions requiring leadership skills, such as team leaders, supervisors, and managers.

<i>Competency</i>	<i>Recommended Leadership Development Activities</i>
Leading Change: <i>Creativity and Innovation</i>	Engage in action learning projects with leaders from different functional areas within the organization. Projects should focus on development of new ideas, policies, and other activities that require creative and innovative thinking. Action learning projects should include feedback mechanisms, and mentoring. Engage in a developmental assignment that entails such activities as brainstorming and refining new policies, leading a policy launch effort, assessing implications of new technologies on organizational processes, or turning around a failing policy or process. Such assignments should be paired with feedback mechanisms and mentoring.
Leading Change: <i>External Awareness</i>	Engage in scenario planning exercises where generating future scenarios for the organization requires consideration of key stakeholders, numerous external trends (political, economic, societal, technological, legal, environmental, and industry), and the uncertainties of the future. Utilize a mentor who can serve as a source of additional information regarding the industry and its external strategic environment. Work on a developmental assignment or job rotation outside the organization or one that requires the leader to work with others from different organizations to set up a new policy or strategic direction.
Leading Change: <i>Flexibility</i>	Engage in job rotations where the leader experiences different work environments and learns new perspectives. Engage in multiple developmental assignments that differ significantly from one another in the nature of the challenges they present to the leader. Each assignment should require the leader to work with new and different frames of reference. Work with leadership and peer coaches who promote considerably different ways and

⁵ <https://www.opm.gov/policy-data-oversight/training-and-development/leadership-development/effective-learning-interventions-for-developing-ecqs.pdf>

Competency	Recommended Leadership Development Activities
	perspectives for understanding work problems. Participate in leader development workshops that utilize complex work simulations featuring active learning, significant variety in experienced problems, and structured feedback and guidance.
Leading Change: Resilience	Engage in structured training programs that emphasize stress management tools and stressor-coping mechanisms. Work with a coach to identify and develop solutions to stress-inducing work problems. Such coaching should be paired with multi-source feedback.
Leading Change: Strategic Thinking	Engage in developmental assignments that involve setting new directions, working on strategic formulation projects, and leading change. Participate in a variety of strategically oriented experiential exercises, including (a) active learning projects that have a strategic focus; (b) group dialogue of strategic case discussions; and (c) strategic business games and simulations. Attend courses and workshops that provide models of strategic thinking and pair these models with experiential exercises. Utilize a mentor who can guide the leader's cognitive development of more strategic frames of reference.
Leading Change: Vision	Engage in developmental assignments that entail long term planning and development of new directions for the organization. Participate in team-based workshops comprised of action learning projects that create cross-functional exposure and include exercises aimed at future trends of the organization. Engage in scenario planning with team members to create a shared vision towards the future.
Leading People: Conflict Management	Engage in developmental assignments that entail working in situations likely to be significantly conflict-laden (e.g., dealing with a problem employee, serving as a negotiator or mediator, working with people from different cultures, and leading groups with diverse members). Participate in and/or lead an action learning project with teams composed of members from different functional areas and with different perspectives. Work with a leadership coach that helps identify leadership problem areas that can contribute to poor conflict management. Construct a leader development plan to address these areas. Coaching should be combined with conflict management workshops, and development/ action learning assignments. Attend workshops that provide insight into conflict management styles and conflict resolution strategies. Such workshops should include not only lectures but discussions around conflict management case studies and role play exercises.

Competency	Recommended Leadership Development Activities
Leading People: Leveraging Diversity	Engage in developmental assignments that entail working with groups containing members from diverse backgrounds and perspectives. Such assignments should be paired with feedback providers. Engage in service learning assignments paired with feedback and coaching. Participate in extended workshops that utilize behavioral modeling, role plays, cultural assimilators, and reflective discussions to foster greater appreciation for diversity. Such course work should be paired with mentoring and action learning projects.
Leading People: Developing Others	Participate in a coaching relationship. The coaching should focus specifically on skills in providing feedback and opportunities to subordinates, active listening techniques, and asking open-ended questions. Engage in a mentoring assignment -- such assignments should be paired with peer and leadership coaching. Attend workshops that focus on active listening, providing feedback and helping subordinates construct individual development plans. Engage in a formal self-development intervention that requires diagnosis of self-learning needs, construction of a self-learning curriculum, and evaluation of learning gains. Practice with such an intervention can foster skills that generalize to developing others. Solicit multisource feedback from supervisors, peers, and subordinates, focusing on skills in developing others, including active listening, providing feedback, and assigning developmental activities. Such feedback should be paired with coaching.
Leading People: Team Building	Lead a team-based action learning project. The action-learning project should also include feedback mechanisms, and mentoring. Participate in coaching with multi-source feedback. These coaching exercises should focus on team management strategies such as the use of team charters and team process facilitation that motivates team members and increases team commitment. Such coaching should also be paired with multi-source feedback to increase the self-awareness of the team building skills that need improving. Engage as a team lead in challenge exercises, adventure learning exercises, and team-based simulations. Feedback should be included to ensure that leaders grasp the purpose of these exercises, and their team's sense of cohesion continues when they return to the organization.
Results Driven: Accountability	Establish a coaching relationship that emphasizes the importance of concrete goal establishment and responsibility for goal completion. Such coaching can also focus on delegation as well as time and project management skills. Coaching should include multisource feedback that focuses on these skills. Establish peer coaching relationships to foster a climate of shared responsibility and accountability. Peer coaches create a higher level of self-awareness and reflection as well as a greater awareness of others' responsibilities and needs.

Competency	Recommended Leadership Development Activities
	Take workshops and courses on time/project management skills and performance management strategies. These workshops should include role play exercises that utilize scenarios displaying low accountability by peers and subordinates.
Results Driven: Customer Service	Engage in an action learning project that focuses on improving internal and external customer service systems and processes. This project should be paired with self-reflection or personal growth programs to foster greater self-awareness Take part in a coaching program that centers on growing self-awareness and on improving recognition of client needs and balancing those with the leader's own needs and constraints. This coaching should include guidance on how to set attainable goals towards the final product and on developing the leader's planning techniques. Take an interpersonal skills workshop that includes role playing exercises reflecting both typical and non-typical internal customer service situations.
Results Driven: Decisiveness	Participate in workshops and courses that offer simulation-based training exercises requiring multiple complex decisions. Such exercises need to reflect novel and ill-defined situations leaders are likely to encounter on the job. Offer opportunities to work through appropriate solutions. Opportunities should be interactive in nature and accompanied by feedback and guidance. Engage in an action learning project that focuses on solving multiple problems within a constrained time period. This will serve to foster decision making under time pressure.
Results Driven: Entrepreneurship	Participate in workshops or courses that focus on entrepreneurship. The requirements of the class or workshop should include the leader's completion of a formal business plan for a new venture and its presentation to others. This program should be paired with catalytic coaching, where coaches/instructors encourage leaders to engage in more entrepreneurial thinking. Engage in an action learning project that includes the exploration of new ventures and opportunities. Such projects should be paired with coaching and mentoring. Engage in a developmental assignment that entails such activities as exploring, designing, and developing new ventures (e.g., policy, service-related tools and products). Such assignments should also be coupled with coaching, or mentoring for expert support and advice.
Results Driven: Problem Solving	Engage in problem solving experiences with co-workers. The intent is to help each other better understand problem approaches and solutions. Participate in a workshop where external case studies are presented and discussed. These case studies should provide examples of the kinds of problems a leader is expected to confront in their leadership environment. Participate in a simulation exercise where leaders have the opportunity to work through realistic problem scenarios. Engage in an action learning project that entails working on existing problems within the sponsoring organization. Such projects should be paired with feedback mechanisms and coaching opportunities.

Competency	Recommended Leadership Development Activities
	Engage in developmental assignments that entail opportunities to work on problems that are ill defined or reoccurring within the organization. Such assignments should be paired with feedback mechanisms and coaching opportunities.
Results Driven: Technical Credibility	Take formal courses or workshops on specific topics and areas where there is a need to develop technical competence. Such courses should be followed by job assignments that allow acquired skills to be practiced. Develop a mentoring relationship with a senior (i.e., more technically expert) employee in the organization. The mentor should encourage open communication and be available to answer technical questions. Engage in <i>job rotations</i> that entail work tasks utilizing targeted technical skills.
Business Acumen: ☐ Financial Management ☐ Human Capital Management ☐ Technology Management	Take formal courses or workshops on specific topics and areas where there is a need to develop business acumen. Such courses should be followed by job assignments that allow acquired skills to be practiced. Develop a mentoring relationship with a senior (i.e., more technically expert) employee in your organization. The mentor should encourage open communication and be available to answer technical questions. Engage in job rotations that entail work tasks utilizing targeted financial management, human capital management, or technology management skills.
Building Coalitions: Partnering	Engage in action learning projects with a team of leaders from different functional and organizational areas. The project should involve extensive collaboration. Engage in job assignments that entail working on cross functional and cross boundary teams. Develop a mentoring relationship with a more established and senior leader in the organization. The mentor should provide access to a wider professional network, and especially to "brokers" who can link to other professional networks. The organization should help match mentors to the appropriate mentees. Join and participate in professional societies and organizations that foster networking opportunities among its members.
Building Coalitions: Political Savvy	Take a workshop on organizational political dynamics that includes case studies of successful political climate navigation. The course should involve interactive and role play exercises and simulations in which leaders need to evaluate political acceptance of decisions in several decision contexts. Attend a workshop or forum of senior employees who share their experiences working within the organization. The sessions should provide opportunities for interaction and engagement between speakers and attendees. Develop a mentoring relationship with a more senior employee in the organization, who can provide insight into organizational political dynamics.

Competency	Recommended Leadership Development Activities
	Engage in developmental assignments that require navigation of different organizational areas and levels of management to reach successful solutions. Such assignments should be paired with mentoring and/or coaching.
Building Coalitions: Influencing/ Negotiating	Engage in simulations in which leaders are required to influence someone's opinion or negotiate a position. This simulation should be paired with feedback that evaluates the leader's performance and provides recommendations for improved strategies. Engage in a role-play activity in which influencing opinions or negotiation is a key component. This exercise should be paired with instructive feedback and facilitation. Take a workshop that presents case studies of negotiation situations and explains the strategies involved. An important component of this session should be a direct comparison between different cases that highlights underlying principles of influencing and negotiation. Engage in developmental assignments in which leaders must influence peers working on the same project or from whom they need to engender support. Ideally this exercise should be paired with coaching to help leaders uncover the strategies needed to be successful.
Fundamental competency: Interpersonal Skills	Take workshops that include behavior modeling or role-play exercises. Modeling exercises should target specific interpersonal skills with modeled skill displays and sustained practice with feedback. Role plays should be paired with feedback by trained facilitators. Workshops should be with coaching to extend the lessons learned to your actual behavior on the job. Complete multisource or 360-degree assessments that evaluate interpersonal skills. Work with a coach to develop a learning plan to address identified gaps.
Fundamental competency: Oral Communication	Attend a workshop that covers techniques and strategies for effective communication. This introduction should be paired with interactive activities such as behavior modeling or leadership simulations that allow leaders to put the content of the workshop into action. Take on a developmental assignment that offers the opportunity to present to or communicate with areas of the organization with whom the leader normally does not interact. Enter a coaching relationship in which oral communication abilities is the focal point of development. This relationship should be anchored in a skills audit and assessment or in multisource feedback results as the foundation from which the development plan is created. Participate in Toastmasters or similar club that practices public speaking.
Fundamental competency: Written Communication	Participate in a writing <i>workshop</i>, or a course on written communication skills. This <i>workshop</i> should be interactive in nature and allow for group discussion as well as direct instructor feedback on participant writing samples Make use of learning partners and peer <i>coaches</i> to solicit <i>feedback</i> on written communications.

Competency	Recommended Leadership Development Activities
Fundamental competency: <i>Integrity/Honesty</i>	Develop a mentor relationship with a senior employee early on in the leader's career to serve as a role model for ethical conduct. This mentoring should be paired with a formalized organizational 'code of ethics' that clearly reinforces a climate of integrity. Attend a workshop that provides heuristical decision making tools for leaders to rely on in potentially challenging ethical situations on the job. These decision making tools will help guide appropriate action in times of uncertainty. Take a course or workshop that includes case-studies involving poor ethical conduct. The discussion should emphasize what the ethical failures are, potential causes for the behavior, and recommendations for what should have been done in that situation Engage in a service learning project with an organization to enhance contact with and understanding of the community in which the organization exists.
Fundamental competency: <i>Continual Learning</i>	Engage in self-development skills training. This training should be two-fold—identifying skills that should be developed and discussing how to effectively set goals to development these skills. This identification can be completed through multi-source feedback. Along with the evaluation of the leader's skills, there should be a formative evaluation so the leader understands why these activities are effective. Organizational support is also important to encourage these self-developmental activities. Participate in a coaching relationship that can facilitate self-development efforts. Multi-source feedback from supervisors, peers, and subordinates can be used as part of coaching to identify self-learning objectives.
Fundamental competency: <i>Public Service Motivation</i>	Engage in service learning activities where leaders apply skills learned in the classroom to actual problems in the community. Engage in behavioral modeling paired with mentoring. The behavioral modeling should consist of actively portraying public service values of the organization. Leaders should use mentors as support and as experts who embody and model organizational values.
Cultural Savvy (USGS-specific competency) Definition: Knows how to operate in a science agency. Being cognizant of the organization's mission, functions, and interdependencies; and how the dynamics of its social, political, and technological systems work and operates effectively within them; this includes the programs, policies, procedures, rules, and regulations of the organization.	Attend a workshop or forum of senior employees who share their experiences working within the organization. The sessions should provide opportunities for interaction and engagement between speakers and attendees. Develop a mentoring relationship with a more senior employee in the organization, who can provide insight into cultural norms and dynamics. Engage in developmental assignments that require navigation of different organizational areas and levels of management to reach successful solutions. Such assignments should be paired with mentoring and/or coaching.

This table is related to the Leadership Development Matrix and describes the variety of learning interventions referenced in the matrix.

<i>Interventions/ Activities</i>	<i>Definitions/Descriptions</i>
Instructor-led	This type of training is facilitated by an instructor either online or in a classroom setting. Instructor-led training allows for learners and instructors or facilitators to interact and discuss the training material either individually or in a group setting.
Structured Training Programs; Formal Course Work; Skills Workshops; Web-based Training	Structured learning activities involve instructor led presentations of leadership theories, models, principles, and skills. Students are provided with lectures, demonstrations, and exercises to foster knowledge and skill acquisition. These types of learning activities are usually a precursor to more active learning exercises.
Case Discussion	Case discussions, or the case method approach, present learners with descriptions of organizational and leadership problems and the effective (or ineffective) solution strategies used by the actors in the case scenario. Learners analyze and discuss the case in groups to form understanding of the issues involved in particular cases, learn appropriate solution strategies, and develop relevant skills.
Experiential Variety	Experiential variety involves providing learners with multiple, carefully structured practice problem scenarios that vary significantly in the kinds of solutions that need to be generated for success.
Cultural Assimilator	A cultural assimilator is a computer-based training intervention in which a learner receives a series of intercultural vignettes and is asked to respond to forced choice questions about cultural nuances and differences. Responses are followed by automatic feedback.
Experiential Activities	Experiential activities are developmental tasks that occur in immersive environments and allow learners to naturally generate questions. These questions are optimally answered at the time they are generated. The key to experiential activities is hands-on learning and conversation; either virtually or in face-to-face interaction.
Action Learning; Active learning	Action learning and active learning are a self-directed approach to learning in which individuals and teams develop and present solutions to actual organizational problems.
Outdoor Challenge Exercises; Personal Growth Programs	Outdoor challenge exercises involve groups of learners participating in physically oriented team exercises. These exercises are designed to encourage growth in team trust, team communication, and interpersonal cooperation. Personal growth programs focus more decision making and self-exploration exercises that are intended to foster greater self-awareness.
Service Learning	Service learning involves active learning projects and exercises where the central tasks and problems have a form of community service as their primary focus.
Scenario Planning	In scenario planning, learners consider and develop multiple future strategic alternatives for organizations. These alternative scenarios are then used as the basis for collective discussions, decision making, and organizational learning.
Error Management Training	In error management training, learners engage in active learning where they are encouraged to experiment with different solutions, and learn from the errors they make in their problem solving.
Simulations; Games	Simulations and games present learners with realistic problem scenarios that require them to play roles in generating solutions. They typically include constrained problem environments with specific parameters for solution generation.

Modeling	Modeling is a training approach that involves emulating the use of targeted behaviors and skills in defined contexts. In modeling exercises, learners are shown displays of effective targeted behaviors, and provided practice opportunities with feedback.
Developmental Assignments	A development assignment is one that is designed to stretch a learner beyond existing skills, to challenge the learner to expand and grow these skills in order to meet more complex leadership performance requirements.
Job Rotation	In a job rotation, learners are reassigned to alternative organizational positions in order to learn about different functional areas and acquire new job knowledge and skills.
"Stamping-in" Assignments	Stamping-in assignments provide opportunities for learners to practice skills gained in formal courses and workshops.
Developmental Relationships	Developmental relationships are either formal or informal and involve one individual taking an active interest in and initiating actions to advance another's development. They are the kinds of relationships that serve as key sources of assessment, challenge, and support.
Coaching	Coaching involves an interaction between a coach and a leader that focuses on fostering the leader's self-understanding, the preparation of an individual developmental plan, and guidance and support in fulfilling that plan.
Networking	Networking involves the formation of learning partnerships, where learners acquire sources of social support for their developmental efforts. These partners provide advice about appropriate learning activities, and feedback about these activities. Networks can also provide support for career development and upward job mobility.
Mentoring	Mentoring is a process in which a more experienced and senior member of an organization provides developmental support and career advice to a less experienced and more junior protégé. Mentors may also help protégés gain a better understanding of complex organizational and strategic environments.
Adaptive Guidance	Adaptive guidance involves the provision of information to learners about their most appropriate developmental strategies and learning directions.
Assessments & Feedback (i.e. Multisource Feedback; Feedback intensive programs)	Multisource feedback is a process of acquiring performance feedback from multiple rates and sources, including a leader's superiors, peers, and subordinates. Leaders also provide self-ratings. Feedback intensive programs include not only assessments of performance, but of leader personality, skills, and other dispositions. Such feedback is intended to foster greater self-understanding and facilitate the construction of effective individualized development plans.
Self-Development	Self-development is any self-initiated and proactive learning process where learners are responsible for (a) assessing their own strengths and developmental needs, (b) designing and completing their instructional curriculum, and (c) evaluating their own learning progress. (e.g. individualized development plans, self-guided learning activities).