

Individual Development Plan (IDP)

(1) Leader's Name:

(2) Short-Term Goals (Personal/Professional, 0-1 Year):

(3) Long-Term Goals (Personal/Professional: 1-4 Years):

**(4) Self-Assessment:
Physical Fitness (ACFT ____/APFT ____):**

**(5) Cognitive:
Critical Thinking:**

**(6) Leadership:
Competencies:**

Self-Assessed Strengths:

Communications (Reading; Writing: Verbal)

Self-Assessed Developmental Needs:

Technical & Tactical Knowledge (Warfighting):

Self-Awareness

(7) Immediate Actions (Next 90 Days):

Individual Development Plan (IDP)

(8) Career Timeline/Planning

Career Goals (Branch/FA Assignments):

Next PME Considerations (Timeline, Options):

Broadening Assignments (Desired):

Family Considerations:

Educational Goals:

Promotion/Selection Board Info (HRC):

Key and Developmental Assignments (DA PAM 600-3/600-4/600-25):

Rank/Grade:



Years in Service

0

5

10

15

20

(9) Additional Comments:

Individual Development Plan (IDP) Form Instructions

(1) Leader's Name: self-explanatory

(2) Short-Term Goals (Personal/Professional, 0-1 Year):
 Each goal should meet SMART (Specific, Measurable, Achievable, Realistic, and Time-Specific) criteria using 12-months to frame each goal. Short-term goals should have set completion dates or linkages to long-term goals with established/agreed upon pathways to completion.

(3) Long-Term Goals (Personal/Professional: 1-4 Years):
 Each goal should meet SMART Specific, Measurable, Achievable, Realistic, and Time-Specific) criteria using 12-48 months to frame each goal. Long-term goals could be a continuation of a short-term goal, build upon the foundations of short-term goals, or be entirely independent new goals.

(4) Self-Assessment: Physical Fitness (ACFT ____/APFT ____):
 Input data generated from the latest fitness assessment along with other common Army fitness metrics (ACFT, 20KM, HPDT...etc.)

Self-Assessed Strengths:
 Leader summarizes select strengths most dominant in their cognitive and non-cognitive domains.

Self-Assessed Developmental Needs:
 Leader summarizes select weaknesses most dominant in their cognitive and non-cognitive domains.

(5) Cognitive; Critical Thinking:
 Leader may use verbiage directly from a Project Athena feedback and from course performance report(s), as they relate, to communicate the most dominant sustains and improves. When in PME, the instructor and student can discuss the accuracies of these conclusions and agree upon a way forward.

Communications (Reading; Writing: Verbal)
 Leader may use verbiage directly from a Project Athena feedback and from course performance report(s), as they relate, to communicate the most dominant sustains and improves. When in PME, the instructor and student can discuss the accuracies of these conclusions and agree upon a way forward.

Technical & Tactical Knowledge (Warfighting):
 While in PME, the leader should use instructor feedback and graded course materials (MOS-based testing, exercises, and other evaluations) as Warfighting metrics to determine sustains and improves in technical and tactical fundamentals.

(6) Leadership: Competencies:

Self-Awareness
 Leader may use verbiage directly from their LDR180, LDR360, or feedback received throughout their PME experience to determine most dominant sustains and improves. While in PME, the instructor and student can discuss these areas and a way forward.

(7) Immediate Actions (Next 90 Days):
 Each goal should meet SMART (Specific, Measurable, Achievable, Realistic, and Time-Specific) criteria using 90-days to frame each criteria. Every goal represents a change the leader seeks to make in their behavior and actions in the near-term. These may be tied to accomplishing one of the leader's short- or long-term goal(s) identified above. Leaders should consider identifying a realistic and achievable number of goals by considering their course workload (PME) or assigned duties (operational force) and additional requirements.