Individual Development Planning Guide

THE NEXT STEP ON YOUR CAREER JOURNEY
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PREPARE FOR THE INDIVIDUAL DEVELOPMENT PLAN JOURNEY

INTRODUCTION

The College of New Jersey encourages you to take responsibility for your development and professional growth, and to pursue experiences and exposures that will enable you to attain your career goals.

As an advocate, the Human Resources Professional Development Team supports your development efforts by providing guidance, training opportunities and performance coaching.

WHAT IS AN INDIVIDUAL DEVELOPMENT PLAN?

An Individual Development Plan (IDP) is a personal action strategy that assists you to identify, pursue and achieve professional growth. The IDP emphasizes discussion, collective decision making and a commitment between you, the employee, your manager, and the Office of Human Resources Professional Development team whereby you mutually determine an appropriate path to achieve your short term and, potentially, long term goals. An IDP is not a performance evaluation tool or a one-time activity. The plan requires that you take an inventory of your skills, abilities and background, and define development areas that, once addressed, will enable you to attain your career objectives. Each IDP is uniquely tailored to your professional needs and requires preparation and continuous feedback during the IDP period.

The Office of Human Resources is committed to your development and will assist you to successfully complete your IDP. HR offers programs designed to meet your development objectives and educational needs through the delivery of courses facilitated through online self-study, classroom-based, or blended instructional formats, including Lynda.com.

WHAT AN INDIVIDUAL DEVELOPMENT PLAN IS NOT

An IDP is not a binding document. Rather, the plan provides documentation of intent between you, your manager and the Human Resources Professional Development team to support your growth.

Please keep in mind that you may not be able to take advantage of certain developmental opportunities due to budgetary or workload constraints, relevancy to your career path or objectives, or when a developmental request fails to align with TCNJ priorities or goals.

Completion of an IDP does not guarantee advancement. Completion of an IDP may, however, improve upon your potential, and candidacy, when you pursue future positions within The College of New Jersey for which your skills, experience and education meet the requirements of available roles.

WHY WOULD YOU IMPLEMENT AN IDP?

Employees pursue an individual development plan for many reasons, including:
To enhance skills and behaviors that may be applied across the college
To strengthen your impact in your current role, and to gain credibility needed to assume a higher level of responsibility
To gain exposure needed to ascend a particular career ladder
To prepare for future promotional opportunities and enhance your contributions to TCNJ’s success

You may complete an IDP at any time, but it may helpful to build this process into annual goal planning. Regular dialogue with your manager and the HR Professional Development team throughout the year about your progress will help position you to achieve your objectives.

**INDIVIDUAL DEVELOPMENT PLANNING**

Individual development planning enables you to align training and development efforts with the mission, priorities, goals and objectives of The College of New Jersey. As a vehicle for discovery, the IDP provides a forum for communication between you, your manager and the HR Professional Development team about your professional goals, strengths and development needs. To the degree appropriate, the IDP provides opportunities, experiences, learning and development to close the gap between your skills, experience and education today, and that of the goal (future) state. Ultimately, you take responsibility and accountability for your career development, and for acquiring and/or enhancing the skills necessary to achieve your goals. Once created, the IDP provides for documentation of progress toward your future development.

Key elements of the IDP include:

**Career goals:** Short term goals (those that may be achieved within a year) are defined, along with anticipated and actual completion dates. Longer term goals (those that would be achieved in a timeframe of one to three years) may, at your discretion, also be identified.

**Development objectives:** Your development objectives are determined within the context of TCNJ organizational priorities, objectives and goals.

**Training and development opportunities:** You will define the activities to be pursued during the IDP period, along with the anticipated and actual completion dates. Such activities may include formal classroom training, web-based training, rotational assignments, shadowing assignments, on-the-job training, self-study programs, and professional conferences/seminars.
HOW DO I GET STARTED?

The five phases of IDP preparation and implementation are:

**Pre-Planning:** You and your manager prepare independently for your initial meeting. This is the time for self-reflection, self-evaluation and for you to define and document what you hope to gain from the individual development plan process.

**Employee & Manager Meet:** You and your manager meet to discuss your strengths, developmental areas, interests, goals, and organizational requirements. Once the meeting between you and your manager has taken place, you will schedule a meeting to discuss planning of the IDP with an HR Professional Development team member.

**IDP Preparation:** You complete the IDP in consultation with your manager and HR Professional Development.

**IDP Implementation:** You pursue training, experiences, learning and development consistent with the IDP.

**Evaluation of IDP Outcomes** – You, your manager and HR Professional Development discuss how well IDP goals were achieved.
PRE-PLANNING

A self-assessment helps you to focus on your career goals, especially in comparison to your current job responsibilities, and in consideration of your development objectives. Questions you might ask to determine career direction include:

1. Are you content in your current role?
2. What are some other work areas or roles that are of interest to you?
3. What are the specific skills you would like to develop to enhance performance in your current role?
4. What interests you about your current position?
5. What interests you about The College of New Jersey?
6. Are there any additional responsibilities you are interested in taking on related to your current role?
7. How can you be more innovative in your job?
8. What type of development would enable you to improve or enhance your professional efforts?
9. Is there a position, aside from your own, that you’re interested in pursuing? If so, why?

You will likely be able to align your development journey to one of three common areas of focus, as described in the table below.

<table>
<thead>
<tr>
<th>Need</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The scope of your current role has been redefined or altered.</td>
<td>You are content in your current role, but technology or job duties have changed and you need to gain additional knowledge, skills, or abilities.</td>
</tr>
<tr>
<td>You want to enhance performance in your current role.</td>
<td>You are content in your current role, but you want to improve your skills or competencies by engaging in development activities (inside or outside of the organization). You are content in your current role, but would like to take on more challenging assignments. You are content in your current role, but want to exceed expectations.</td>
</tr>
<tr>
<td>You are in search of a new role.</td>
<td>You are seeking greater challenges, considering a move to another area of TCNJ, or are oriented to achieve the next step in your career.</td>
</tr>
</tbody>
</table>

COMPLETE COMPETENCY ASSESSMENT SURVEY

During the pre-planning exercise, you and your manager are encouraged to complete the Competency Assessment Survey to assist you to focus on specific behavioral competencies and skills you have already mastered, and to define areas of development. Once you and your manager have assessed your competencies by way of the survey, you, your manager and HR Professional Development will engage in discussion to calibrate your own perceptions, and those of others, including your manager.
Competency Assessment Survey for the IDP Participant

Instructions:

The purpose of the competency assessment survey is to help you to identify your strengths and developmental areas in advance of your completion of the Individual Development Plan (IDP). Please use the scale indicated below and score each competency area. This information will be used by your manager and Office of Human Resources Learning and Professional Development staff to determine the variety and type of development (formal or informal training, experiential opportunities, shadowing, on the job training) that would benefit you to achieve your IDP goals.

Please read the following statements and indicate the number that most closely reflects your current work behaviors/actions:

1 = No experience
2 = Minimal experience
3 = Some experience, but need opportunities to enhance this competency
4 = Consistently demonstrate proficiency in this competency
5 = Leadership demonstrated in this competency
N/A = Competency is not applicable to my job

1. Oral Communication
Express ideas and facts in ways that achieve mutual understanding; make convincing oral presentations; listen to others; encourage and facilitate open exchanges of ideas; create atmosphere in which timely and high-quality information flows smoothly; actively attend to and convey understanding of the ideas of others.

1 2 3 4 5 N/A

2. Written Communication
Express facts and ideas in various forms in a succinct and organized manner; review and edit written work.

1 2 3 4 5 N/A

3. Interpersonal Skills
Relate to people in an open, friendly, accepting manner; show interest in others and their concerns; initiate and develop relationships as a key priority; consider and respond appropriately to needs, feelings and capabilities of others; adjust approaches as needed to suit different people and situations.

1 2 3 4 5 N/A
4. **Influencing Others**
   Develop effective relationships with others; understand the agendas and perspectives of others; use internal and external networks to get things done; assert ideas and persuade others; gain support and cooperation from others to obtain information and accomplish goals; negotiate to find mutually acceptable solutions that balance the interests and needs of one’s own group with those of others and the broader organization.

   1 2 3 4 5 N/A

5. **Conflict Management**
   Bring conflicts and disagreements into the open; manage and attempt to resolve conflicts in a positive and constructive manner; build consensus.

   1 2 3 4 5 N/A

6. **Problem Solving**
   Identify and analyze problems by gathering crucial information; consider a range of issues concerning different stakeholders; understand relationships between various problems or issues; use logical reasoning to arrive at conclusions; find alternative solutions to complex problems; distinguish between relevant and irrelevant information to make logical judgments; seek input from others.

   1 2 3 4 5 N/A

7. **Customer Service Orientation**
   Anticipate customer needs; take action to meet customer needs; deliver high quality services; define and set high objectives and standards; achieve outcomes by evaluating services/processes against established standards; commit to continuous improvement.

   1 2 3 4 5 N/A

8. **Decision Making**
   Consider a range of internal and external factors when making decisions; make sound and well-informed choices; perceive the impact and implications of decisions; commit to action even in uncertain situations, in order to accomplish organizational goals.

   1 2 3 4 5 N/A
9. **Time Management**
   Establish realistic timeframes for projects and initiatives; able to meet deadlines; able to manage competing priorities; not easily distracted or bothered by interruptions or distractions; able to prioritize tasks according to their relative importance.

   | 1 | 2 | 3 | 4 | 5 | N/A |

10. **Data Analysis and Planning**
    Demonstrate ability to interpret and understand quantitative data, reports; capable of preparing or administering budgets for various programs.

   | 1 | 2 | 3 | 4 | 5 | N/A |

11. **Project Management/Results Focus**
    Determine/identify project objectives and strategies; develop short and long term plans that are appropriately comprehensive, realistic and effective in meeting objectives; establish appropriate standards and controls to measure progress; coordinate with other parts of the organization to accomplish goals; anticipate potential opportunities or obstacles; handle a multitude of tasks simultaneously.

   | 1 | 2 | 3 | 4 | 5 | N/A |

12. **Collaboration, Team Building and Relationship Building**
    Establish a network of relationships and leverage those relationships to advance work/projects; build alliances between team and other departments; provide assistance to other departments when needed; build effective teams committed to organizational goals; encourage and facilitate cooperation and trust; foster collaboration, commitment and team spirit; work with others to achieve goals.

   | 1 | 2 | 3 | 4 | 5 | N/A |

13. **Managing Diversity**
    Show and foster respect and appreciation for each person, whatever that person’s background, race, age, gender, disability, values, lifestyle, perspectives or interests; seek to understand the views of others, see differences in people as opportunities for learning about and approaching things differently; integrate such differences into strategies, approaches and management decisions.

   | 1 | 2 | 3 | 4 | 5 | N/A |
14. **Performance Management**
Effectively retain, recruit and promote people; build a department with complementary strengths; assign and clarify roles and responsibilities; provide clear direction and priorities; delegate appropriate authority; empower staff; provide needed resources; accurately assess strengths and development needs of employees; give timely, constructive, and specific feedback; provide challenging assignments and opportunities for development.

1 2 3 4 5 N/A

15. **Leading People**
Drive for results and success; inspire, encourage and empower others toward goal achievement; create enthusiasm; coach and challenge staff; adapt leadership style to various situations; model high standards of honesty, integrity, trust, openness and respect for individuals; follow through on commitments; work with others to achieve goals

1 2 3 4 5 N/A
Competency Assessment Survey for the IDP Participant’s Manager

Instructions:
The purpose of the competency assessment survey is to help the Individual Development Plan participant to identify his/her strengths and developmental areas in advance of completion of the Individual Development Plan (IDP). Please use the scale indicated below and score each competency area. This information will be shared with the IDP participant and the Office of Human Resources Learning and Professional Development staff to determine the variety and type of development (formal or informal training, experiential opportunities, shadowing, on-the-job training) that would benefit the employee to achieve his/her IDP goals.

Please read the following statements and indicate the number that most closely reflects the employee’s current work behaviors/actions:

1 = No experience
2 = Minimal experience
3 = Some experience, but need opportunities to enhance this competency
4 = Consistently demonstrate proficiency in this competency
5 = Leadership demonstrated in this competency
N/A = Competency is not applicable to my job

16. Oral Communication
Expresses ideas and facts in ways that achieve mutual understanding; makes convincing oral presentations; listens to others; encourages and facilitates open exchanges of ideas; creates an atmosphere in which timely and high-quality information flows smoothly; actively attends to and conveys understanding of the ideas of others.

1 2 3 4 5 N/A

17. Written Communication
Expresses facts and ideas in various forms in a succinct and organized manner; reviews and edits written work.

1 2 3 4 5 N/A

18. Interpersonal Skills
Relates to people in an open, friendly, accepting manner; shows interest in others and their concerns; initiates and develops relationships as a key priority; considers and responds appropriately to needs, feelings and capabilities of others; adjusts approaches as needed to suit different people and situations.

1 2 3 4 5 N/A
19. **Influencing Others**
Develops effective relationships with others; understands the agendas and perspectives of others; uses internal and external networks to get things done; asserts ideas and persuades others; gains support and cooperation from others to obtain information and accomplish goals; negotiates to find mutually acceptable solutions that balance the interests and needs of one’s own group with those of others and the broader organization.

![Rating Scale](image)

1 2 3 4 5 N/A

20. **Conflict Management**
Brings conflicts and disagreements into the open; manages and attempts to resolve conflicts in a positive and constructive manner; builds consensus.

![Rating Scale](image)

1 2 3 4 5 N/A

21. **Problem Solving**
Identifies and analyzes problems by gathering crucial information; considers a range of issues concerning different stakeholders; understands relationships between various problems or issues; uses logical reasoning to arrive at conclusions; finds alternative solutions to complex problems; distinguishes between relevant and irrelevant information to make logical judgments; seeks input from others.

![Rating Scale](image)

1 2 3 4 5 N/A

22. **Customer Service Orientation**
Anticipates customer needs; takes action to meet customer needs; delivers high quality services; defines and sets high objectives and standards; achieves outcomes by evaluating services/processes against established standards; commits to continuous improvement.

![Rating Scale](image)

1 2 3 4 5 N/A

23. **Decision Making**
Considers a range of internal and external factors when making decisions; makes sound and well-informed choices; perceives the impact and implications of decisions; commits to action even in uncertain situations, in order to accomplish organizational goals.

![Rating Scale](image)

1 2 3 4 5 N/A
24. **Time Management**
   Establishes realistic timeframes for projects and initiatives; able to meet deadlines; able to manage competing priorities; not easily distracted or bothered by interruptions or distractions; able to prioritize tasks according to their relative importance.

   ![Rating Scale]
   1 2 3 4 5 N/A

25. **Data Analysis and Planning**
   Demonstrates ability to interpret and understand quantitative data, reports; capable of preparing or administering budgets for various programs.

   ![Rating Scale]
   1 2 3 4 5 N/A

26. **Project Management/Results Focus**
   Determines/identifies project objectives and strategies; develops short and long term plans that are appropriately comprehensive, realistic and effective in meeting objectives; establishes appropriate standards and controls to measure progress; coordinates with other parts of the organization to accomplish goals; anticipates potential opportunities or obstacles; handles a multitude of tasks simultaneously.

   ![Rating Scale]
   1 2 3 4 5 N/A

27. **Collaboration, Team Building and Relationship Building**
   Establishes a network of relationships and leverages those relationships to advance work/projects; builds alliances between team and other departments; provides assistance to other departments when needed; builds effective teams committed to organizational goals; encourages and facilitates cooperation and trust; fosters collaboration, commitment and team spirit; works with others to achieve goals.

   ![Rating Scale]
   1 2 3 4 5 N/A

28. **Managing Diversity**
   Shows and fosters respect and appreciation for each person, whatever that person’s background, race, age, gender, disability, values, lifestyle, perspectives or interests; seeks to understand the views of others, sees differences in people as opportunities for learning about and approaching things differently; integrates such differences into strategies, approaches and management decisions.

   ![Rating Scale]
   1 2 3 4 5 N/A
29. **Performance Management**
Effectively retains, recruits and promotes people; builds a department with complementary strengths; assigns and clarifies roles and responsibilities; provides clear direction and priorities; delegates appropriate authority; empowers staff; provides needed resources; accurately assesses strengths and development needs of employees; give timely, constructive, and specific feedback; provides challenging assignments and opportunities for development.

1 | 2 | 3 | 4 | 5 | N/A

30. **Leading People**
Drives for results and success; inspires, encourages and empowers others toward goal achievement; creates enthusiasm; coaches and challenges staff; adapts leadership style to various situations; models high standards of honesty, integrity, trust, openness and respect for individuals; follows through on commitments; work with others to achieve goals

1 | 2 | 3 | 4 | 5 | N/A
IDP PREPARATION

After you assess your development needs and have received input from your manager and the HR Professional Development team, you may begin creating your individual development plan.

The IDP Worksheet will help you organize your activities with short term goals (within one year) and, if you decide, longer term development goals.

IDP Worksheet Depiction 1

<table>
<thead>
<tr>
<th>Development Focus</th>
<th>Development Activities</th>
<th>Outcomes</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate the skills, knowledge and/or experiences that are foundational to your IDP.</td>
<td>Activities you will complete to achieve your development goals. Examples are: training courses, on the job training, job shadowing</td>
<td>What does success look like? How will you know that you have achieved your goal?</td>
<td>Please indicate the deadlines associated with your IDP activities.</td>
</tr>
</tbody>
</table>

Optional: Longer term Development Goals (one to three years)

<table>
<thead>
<tr>
<th>Development Focus</th>
<th>Development Activities</th>
<th>Outcomes</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate the skills, knowledge and/or experiences that are foundational to your IDP.</td>
<td>Activities you will complete to achieve your development goals. Examples are: training courses, on the job training, job shadowing</td>
<td>What does success look like? How will you know that you have achieved your goal?</td>
<td>Please indicate the deadlines associated with your IDP activities.</td>
</tr>
</tbody>
</table>

DEFINING YOUR GOALS AND OBJECTIVES

Measurable goals and objectives enable you to evaluate your IDP progress. A goal is a desired result or possible outcome that you envision, plan and commit to achieve. An objective, on the other hand, is a specific result that you aim to achieve within a time frame and with available and/or defined resources.

In general, objectives are more specific and easier to measure than goals inasmuch as objectives are specific, measurable steps that can be taken to meet the goal. For example:

**Goal:** Increase my knowledge of careers in higher education administration by December 2017.

**Objectives:** Find five job descriptions for higher education administration positions by September 2017.
Interview two current higher education administrators by October.

Review trends in higher education administration by November.

Instead of setting a goal of talking to people about higher education administration, you might plan to interview three higher education administration professionals and will ask questions about their position and career development by December.

Below is a description of goals versus objectives.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals are broad</td>
<td>Objectives are narrow</td>
</tr>
<tr>
<td>Goals are general intentions</td>
<td>Objective are precise</td>
</tr>
<tr>
<td>Goals are intangible</td>
<td>Objectives are tangible</td>
</tr>
<tr>
<td>Goals are abstract</td>
<td>Objectives are concrete</td>
</tr>
<tr>
<td>Goals are often difficult of measure</td>
<td>Objectives are measurable</td>
</tr>
</tbody>
</table>

The SMART acronym can help you create specific, measurable, achievable, realistic and time-bound development objectives. Applying these elements to each IDP area of focus will assist you to clarify what will be required in order for you to achieve success.

**SMART GOAL SETTING**

<table>
<thead>
<tr>
<th>Element</th>
<th>Answers the question...</th>
<th>Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific</td>
<td>What do I need to accomplish?</td>
<td>Include all expected tasks or responsibilities, explained in as much detail as possible, rather than in general terms.</td>
</tr>
<tr>
<td>Measurable</td>
<td>How will I know if the goal is accomplished?</td>
<td>Define what success looks like, what should happen as a result of achieving the goal? Consider what it would mean not only to meet the expectation associated with this goal, but also how you would know if you exceeded the expectations for this goal.</td>
</tr>
<tr>
<td>Achievable</td>
<td>Is it possible for me to achieve this goal in the coming year (short-term) or in the next one to three years (long-term)?</td>
<td>A goal should be challenging, but not so difficult that success is unattainable. Define the actions that you need to take to achieve the goal, and ensure that those actions align with your development needs.</td>
</tr>
<tr>
<td>Realistic/Relevant</td>
<td>Does this goal support my development needs?</td>
<td>Relate your goals to the results of your self-assessment activities.</td>
</tr>
<tr>
<td>Time-bound</td>
<td>What is the due date for this goal?</td>
<td>Every goal should have a deliverable date.</td>
</tr>
</tbody>
</table>
MEETING WITH YOUR MANAGER

Once you have identified your goals and objectives, discuss them with your manager. This step is important because your manager is an important and valuable resource to support you in your development journey. This partnership will increase your chances of success and will heighten your own sense of accomplishment once you achieve your goals.

Here are some thoughts to keep in mind when beginning a dialogue with your manager about your development:

- Take a copy of your completed IDP preparation document.
- Discuss with your manager what he or she believe to be your strengths and developmental opportunities in consideration of your IDP, especially if any of your development focus or activities are outside of the scope of your current position. Your manager may be able to help you expose gaps in your skill set, education or performance that you may not have recognized yourself, or that limit the prospect of achieving certain outcomes of the IDP.
- Ask questions that help to clarify your areas of opportunity for achieving your development goals:
  - What potential outcomes could this knowledge, skill, or competency provide?
  - What would my development mean to TCNJ, and to my career with TCNJ?
  - What learning and development activities may be beneficial to me?
- Ask for support in the form of access to development activities, time for development, and commitment to continuing dialogue as you work toward achieving your development goals.

The Office of Human Resources Professional Development staff encourages you to check in with HR once the meeting with your manager concludes, and before preparing your IDP.
INDIVIDUAL DEVELOPMENT PLAN PREPARATION

Once you have reviewed your IDP with your manager, go back to your IDP preparation document and complete each category of the IDP form.

Development activities: The specific activities you will complete to achieve the goal (training, shadowing, stretch assignments, job rotation, etc.).

Outcomes measurement: What the outcome of the development should look like (how advancing your skills impacts your performance or your mobility within TCNJ).

Timing: The deadline for completing the activity.

IMPLEMENTING YOUR INDIVIDUAL DEVELOPMENT PLAN

Now you are ready to implement your IDP!

Tips for Successful IDP Implementation

Clear obstacles: Identify possible obstacles that might make it difficult to stick to your plan (workload, family, volunteer work) and formulate strategies to overcome those barriers.

For example, you may commit to completing an online degree from home in the evenings. One potential obstacle may be that your household doesn’t settle down until very late at night, leaving you no time to devote to your studies. To overcome this, you may need to get some help with the nightly routine a few nights a week from your partner, your extended family, or a friend.

Enlist Support: In addition to the support and counsel of your manager, you may benefit from joining a study group, joining professional organizations, networking with other professionals within TCNJ, or leveraging social media sites such as LinkedIn and Twitter. The encouragement and assistance of others can serve to strengthen your own commitment to your plan.

Monitor Progress: Review your IDP with your manager and HR Professional Development on a regular basis to track your progress and make any adjustments necessary.

EVALUATION OF INDIVIDUAL DEVELOPMENT PLAN OUTCOMES

It is important that you receive feedback on your progress and evaluate your success in meeting your development goals and objectives. You should schedule follow up meetings with your manager and with the HR Professional Development team member who is working with you to achieve your IDP. The duration and frequency will depend on your specific needs but as a general guideline, at least one 30 minute meeting on a monthly basis is recommended and will assist you to stay on track.

Congratulations on taking this important step in your career! The Human resources Professional Development Team looks forward to working with you on your journey.