



Policy Statement

District of Columbia Pretrial Services Agency

Policy Statement 6006

Policy Area: Career Development

Date: 09/01/2005

Approved:

A handwritten signature in black ink, appearing to read "Susan W. Shaffer", is written over a horizontal line.

Susan W. Shaffer, Director

Employee Development Action Plan (EDAP)

I. COVERAGE

This policy statement applies to all D.C. Pretrial Services Agency (PSA or Agency) employees but does not cover volunteers, interns, consultants or contractors.

II. BACKGROUND

The Employee Development Action Plan (EDAP) is a voluntary individual development plan for PSA employees allowing them to plan for professional development activities that establish, maintain or enhance core and job specialty competencies and address performance plan critical elements while aligning the Agency's training and development efforts with the mission and strategic plan.

III. POLICY

This policy statement establishes guidelines, processes and procedures for formulating, maintaining and using the EDAP.

IV. PROCEDURES

The EDAP is designed as a tool to assist employees in their career development and performance improvement activities as well as to align employee goals and objectives with those of the Agency. Formulation and maintenance of an EDAP is voluntary. However, it is to the employee's advantage to formulate and execute an EDAP. In addition, an employee must have an EDAP on file with the Employee Development Specialist (EDS) in order to participate in any of the Career Management System

programs except for the New Employee Training Program. For a full list of Career Management System programs and components, see Policy Statement 6003, Commitment to Continuous Learning. In addition, employees with EDAPs on file with the EDS may receive priority for external training should budgetary shortfalls become an issue for the component in which the employee works.

A. EDAP Formulation

1. The Training and Career Development Center (T&CDC) elicits Agency-wide interest in EDAP formulation for the EDAP Pilot Program.
2. The T&CDC schedules workshops with groups consisting of four to eight interested employees for the purpose of drafting the EDAP.
 - a. If the employee participates in the Mentoring Program, the employee should consult with his or her mentor for developmental suggestions before the workshop. (Employees who participate in the Mentoring Program must have or work towards an EDAP.)
 - b. In the workshop, the instructor guides the employees through the drafting process, helping employees articulate career goals and focus on Agency core and job specialty competencies and Performance Plan elements the employees want to develop or address. See Appendix B, D.C. Pretrial Services Agency Employee Development Action Plan (EDAP) Form.
3. Each employee then individually schedules a meeting with his or her supervisor and a T&CDC staff member to discuss the draft EDAP.
 - a. The supervisor makes suggestions for additions and/or changes to the EDAP and the employee and supervisor come to consensus on the final EDAP.
 - b. The supervisor considers any unit training budgetary constraints and then prioritizes professional development activities listed on the EDAP, getting the employee's input. The supervisor must commit to ensuring that the employee has the opportunity to complete all Priority 1 professional development activities, consistent with Agency operational and budgetary constraints.
 - c. The employee makes changes as discussed with the supervisor and briefly meets with the supervisor again, both signing the EDAP in the appropriate signature box.
 - d. The employee makes two copies of the signed EDAP, one for the supervisor and one is forwarded to the EDS. The original EDAP is retained by the employee.

B. EDAP Review

1. EDAP reviews are strongly recommended to occur on a quarterly basis. The employee is encouraged to involve his or her supervisor in this process.
 - a. The supervisor and the employee monitor employee progress and maintain or readjust the employee's developmental direction, as needed.

- b. The EDAP review can most advantageously occur within the context of the employee's performance progress review. However, the supervisor and employee should agree on this process in advance. The supervisor must keep in mind that an employee cannot be rated on completion of the EDAP, which is solely a developmental tool.
 - c. The employee and supervisor review the original career goals and objectives and the professional development strategies developed at the beginning of the EDAP cycle to determine their continued relevance.
 - d. The employee and supervisor may change the priority on professional development activities to reflect unit needs or the personal needs of the employee. New objectives with new developmental activities can be added at this time to reflect unit needs or the personal needs of the employee.
2. The employee and supervisor are both *required* to review the EDAP, as described in Section IV(B)(1) above, at the six-month point to ascertain the employee's progress in completing his/her mandatory professional development hours, and to plan professional development activities for the next six months. After this review, the employee and supervisor must sign the EDAP in the appropriate signature block on the last page. The employee makes two copies of the document, one for the supervisor and the other for the EDS. The original EDAP is retained by the employee.
 3. At the end of the EDAP cycle, the supervisor and employee conduct a second *required* review of the document.
 - a. The employee and supervisor revisit the employee's short-term goals to evaluate how close (s)he has come to achieving them.
 - b. They review meaningful professional development activities the employee completed and discuss how these activities supported the employee's career goals, led to performance improvement in his or her current job and/or impacted on the unit's mission.
 - c. Any incomplete professional development activities are reviewed to determine whether they should be transferred to the new EDAP for the next cycle.
 - d. The employee and supervisor sign the document in the appropriate signature block, and the employee again makes two copies, giving one to his or her supervisor and forwarding the other copy to the EDS. The original EDAP is retained by the employee.

C. EDAP Evaluation

1. The EDS files the signed EDAP forwarded by the employee in the career development files.
2. The EDAP is effective as soon as the signed document is on file with the EDS.
3. When the EDS receives the copies from the six-month review, (s)he evaluates EDAP completion rates to determine whether PSA is providing required mandatory professional development hours for its employees. The EDS

forwards this information to the Director of the Training and Career Development Center.

4. The EDS informs units in which EDAP completion rates are low and advises on how to address shortfalls before the end of the EDAP cycle.
5. When the EDS receives the copies of signed end of the cycle EDAP reviews, (s)he completes an end of the year evaluation on the overall effectiveness of the EDAP program and forwards it to the Director, Human Resources, Strategic Planning, Analysis and Evaluation, and Director, Training and Career Development Center.
6. The Director, Training and Career Development Center reviews and forwards the results to Branch Managers/Office Directors.

D. Employees Moving to New Positions During EDAP Cycle

1. Employees that change positions during a 12-month EDAP cycle should review the EDAP document with their new supervisor to determine whether changes need to be made. If job functions are similar and differences can be addressed with additions and/or deletions, these changes should be made and a copy forwarded to the EDS. If job functions have changed significantly, a new draft EDAP should be prepared.
2. Should the supervisor and employee decide a new EDAP must be drafted:
 - a. Employee notifies T&CDC staff, who schedule a meeting with the employee individually.
 - b. The new EDAP is prepared in accordance with the provisions of this policy statement.

E. Completion of the EDAP

1. The employee continues to complete professional development activities listed on the EDAP throughout the EDAP cycle with the support of the supervisor and reviews the document as needed.
2. The employee and supervisor initial off on professional development activities as the employee completes them.

F. Responsibilities

1. **Supervisor.** Supervisors are responsible for assessing employees' strengths and weaknesses and helping employees to focus on areas needing improvement in the EDAP discussion session. Supervisors are responsible for enabling employees to complete the required minimum professional development hours (including formal training hours, within the constraints of the unit's effectiveness) during the rating period by attempting to ensure adequate unit coverage through effective scheduling. Supervisors are responsible for participating in a six-month review of

- the EDAP and a final review with employees who elect to maintain an EDAP. Supervisors are also responsible for reviewing the EDAP with the employee upon employee's or supervisor's request to make adjustments in addition to the formal reviews, as time permits. Supervisors must ensure that employees have the opportunity to complete all Priority 1 developmental activities, consistent with Agency operational and budgetary constraints.
2. **Employee.** If an employee chooses to maintain an EDAP, (s)he is responsible for attending the EDAP formulation workshop, assessing his or her strengths and weaknesses, defining career goals (if desired), and completing an initial EDAP draft for the EDAP discussion with the supervisor and T&CDC staff. If the employee is a protégé in the PSA Mentoring Program or has an informal mentor external to the Mentoring Program, (s)he should consult the mentor to receive input as to appropriate career directions and professional development activities for use in the EDAP. The employee makes agreed upon changes after the EDAP discussion with the supervisor. The employee monitors the EDAP every few months to ensure it still accurately reflects his or her duties and career objectives. The employee participates in a six-month EDAP review and a final review with the supervisor. The employee forwards documentation of these discussions with changes to the EDAP to the EDS. The employee is also responsible for making every effort to complete professional development activities as outlined in the EDAP.
 3. **Training and Career Development Center.** The Training and Career Development Center provides requisite Priority 1 EDAP training and makes other professional development activities available for all PSA employees and is represented at the supervisor/employee EDAP formulation discussion to answer questions (on-the-job training issues, developmental assignments and inquiries about formal training). Training and Career Development staff are responsible for making a schedule of courses and other professional development activities available to employees in a timely fashion. The Training and Career Development Center also makes a list of Agency core and specialty competencies available for employees and supervisors for EDAP formulation, along with suggested trainings and interventions designed to enhance those competencies.
 4. **Mentors.** Mentors may provide input to employees regarding EDAP development, as requested by employees. Mentors help protégés define career goals and objectives and advise them on EDAP focus issues, as needed.

V. AUTHORITIES, SUPERSEDURES, REFERENCES, AND ATTACHMENTS

A. Authorities

5 C.F.R. § 410.404

B. Supersedures

None

C. References

PSA Policy Statement 6001, Substance Abuse Treatment Training Program

PSA Policy Statement 6003, Commitment to Continuous Learning

PSA Policy Statement 6004, Mandatory Professional Development Hours

PSA Policy Statement 6005, Agency Mentoring Program

D. Attachments

Appendix A: Definitions

Appendix B: PSA Employee Development Action Plan Form

Appendix A
Policy Statement 6006, Employee Development Action Plan (EDAP)
Definitions

- A. **Attendance at Professional Conferences.** Going to professional conferences as authorized in 5 C. F. R. § 410.404 may count toward mandatory professional development hours and should be planned for and documented in the EDAP. Only hours spent in “planned, organized exchanges of information between presenters and audience” (5 C.F.R. § 410.404) may be counted towards the professional development requirement.
- B. **Career Goals and Objectives.** Goals and objectives that pertain to improved performance in one’s current position and professional development for future positions.
- C. **Competencies.** Measurable behaviors that exhibit the knowledge, skills and abilities that are necessary to achieve success for the organization and in one’s job.
- D. **Core Competencies.** Those competencies that every employee (at all levels) must exhibit in order for the employee to succeed personally in his/her position and for the organization to accomplish its mission. The following are PSA’s core competencies:
1. **Communications.** These are behaviors that demonstrate appropriate, effective oral, written and nonverbal communications as they relate to the employee’s position.
 2. **Customer and Stakeholder Service.** These are behaviors that demonstrate quality service to all PSA customers and stakeholders, maximizing mission accomplishment.
 3. **Leadership.** Behaviors that demonstrate leadership at all organizational levels by exhibiting initiative, vision, and motivation to fulfill the Agency mission and implement the Strategic Plan.
 4. **PSA’s Organization, Mission and Functions.** These are behaviors that demonstrate an in-depth understanding of the PSA and CSOSA organization, their respective missions and functions and their roles in the D.C. and Federal criminal justice systems. Behaviors should also demonstrate thorough familiarity with PSA’s Strategic Plan and how it relates to the individual’s position.
- E. **Developmental Programs.** Developmental programs are PSA programs or PSA-endorsed programs that allow the employee to acquire competencies that may make them qualified for other Agency positions or for promotion within their current position. Participation in these programs does not ensure an employee a new position or advancement. Such programs are also referred to as career transition programs. An example of such a program is the Substance Abuse

Treatment Training Program (SATTP). (See Policy Statement 6001 for information on the SATTP.) Employees involved in or planning to be involved in developmental programs should note this on their EDAP.

- F. **Directed Reading Activity.** This is an activity in which a group of employees read and discuss books that have been approved by the Director, Training and Career Development, as having relevance to PSA core competencies or job specialty competencies required by the group. Facilitators lead book discussions that center around applying principles learned through the readings to PSA, participants' jobs and their own personal growth.
- G. **Employee Development Action Plan (EDAP).** The Employee Development Action Plan relates the employee's immediate and long-term career goals and objectives to core and job specialty competencies and corresponding performance plan elements. Each competency or job specialty competency selected includes a developmental activity or activities that will establish, maintain or enhance those core and job specialty competencies.
- H. **EDAP Cycle.** A 12-month cycle corresponding to the fiscal year (October 1st to September 30th) in which the EDAP is to be carried out by the employee with support from the supervisor and the Training and Career Development Center (T&CDC).
- I. **EDAP Review.** A review of the EDAP document performed by the employee, or the employee and his or her supervisor, to determine how much of the Plan has been completed, and to make adjustments to the document or to make adjustments to the employee's career direction. Any new training opportunity that applies to the employee's goals and objectives should be added at this time. The supervisor should initial off on completed items as well. The review can be conducted at any time throughout the EDAP cycle but a 6-month and 12-month EDAP review is mandatory for those who elect to maintain an EDAP.
- J. **Job Specialty Competencies.** These are behaviors that exhibit knowledge, skills and abilities required by a specific job group in the Agency, i.e., technical skills.
- K. **Mentoring Program.** This is a formal, structured program that supports and enables the transfer of institutional knowledge and skills from senior leaders and subject matter experts to other employees throughout the Agency through successful mentoring relationships. See Policy Statement 6005, the Agency Mentoring Program. A protégé's meetings with his or her mentor can be counted toward the protégé's mandatory professional development hours. This activity should be documented on the EDAP.

- L. **Formal Training.** Training that is generally presented to the employee in a classroom environment with an instructor or a facilitator presenting pre-prepared course content and clear objectives. Formal training can also be presented through computer aided instruction or distance delivery formats.
- M. **On-the-job Project.** A project that relates to the employee's individual job and is performed as part of his or her duties. On-the-job projects may count toward the professional development hours requirement when the project results in learning and growth for the employee. Routine duties that do not build on skills or provide new challenges or learning for the employee will not count toward the professional development hours requirement and should not be included on the EDAP.
- N. **Professional Development Activities.** Activities that result in learning and growth and lead to professional development and individual performance improvement, thereby enabling the success of an individual's component and the Agency as a whole. Professional development activities include, but are not limited to, attending formal training and professional conferences, participating in directed reading activities, the Mentoring Program, formal shadowing or rotational activities, and other activities as validated by the employee's supervisor and the Employee Development Specialist (EDS) in consultation with the Director, Training and Career Development. These activities must be documented on the employee's EDAP. For a more detailed explanation of the professional development activities listed above, see the individual definitions in this policy statement. Professional development activities are prioritized by the supervisor in consultation with the employee on the following basis:
1. **Priority 1.** Indicates professional development activities that may be needed to perform current job duties at the "Met" level. Priority 1 professional development activities also cover activities needed by an employee whose job has been redesigned or to whom new, unfamiliar tasks or duties have been assigned.
 2. **Priority 2.** Activities that enhance the performance of an employee already working at the "Met" level.
 3. **Priority 3.** Activities that contribute to the Agency's mission and strategic plan but are developmental in nature. That is, they do not pertain directly to the employee's current position and may assist employees in gaining qualifications necessary for future positions. Formal training designated Priority 3 will only be approved when all Priority 1 and 2 training is complete, unless approved by the supervisor, EDS and Director, Training and Career Development. Other Priority 3 professional development activities may be carried out before Priority 1 and 2 activities, if approved by the supervisor.

- O. **Rotation.** A professional development activity that allows an employee to work in an Agency component other than his or her own for a specific period of time. This activity develops the core competency, PSA organization, mission and functions and enhances the employee's job specialty competencies by giving him or her in-depth knowledge and understanding of the target component. The employee's component is better able to serve or interact with the target component because of the employee's enhanced understanding of the target component and its functions.

- P. **Shadowing.** A professional development activity that allows an employee to observe another employee in his or her component or a different component as the observed employee performs daily activities in order to develop an understanding of a particular Agency process or function.

D. C. PRETRIAL SERVICES AGENCY EMPLOYEE DEVELOPMENT ACTION PLAN (EDAP)

NAME _____ **CAREER SERIES** _____ **GRADE** _____ **POSITION TITLE** _____ **IMPLEMENTATION DATE** _____

MENTORING PROGRAM PARTICIPANT: YES/NO **SUBSTANCE ABUSE TREATMENT TRAINING PROGRAM:** YES/NO **LEADERSHIP POTENTIAL PROGRAM PARTICIPANT:** YES/NO

SUPERVISORY DEVELOPMENT PROGRAM: YES/NO **MANAGEMENT DEVELOPMENT PROGRAM:** YES/NO

IMMEDIATE GOALS AND OBJECTIVES

(1) IMMEDIATE GOALS AND OBJECTIVES	(2) CORE OR SPECIALTY COMPETENCY	(3) CRITICAL ELEMENT NUMBER	(4) DUTY/TASKS ASSOCIATED WITH CORE/SPECIALTY COMPETENCY	(5) DEVELOPMENTAL ACTIVITY	(6) TYPE*	(7) PRI**	(8) HRS	(9) COMPLETED DATE/INITIALS	(10) ADD DATE/INITIALS

*TYPE OF DEVELOPMENTAL ACTIVITY:
 A. ON THE JOB TRAINING, ACTIVITY, PROJECT
 B. DEVELOPMENTAL ASSIGNMENTS
 C. FORMAL TRAINING
 NOTE: FOR TYPES OF PROFESSIONAL DEVELOPMENT ACTIVITIES, SEE POLICY STATEMENT 6004, MANDATORY PROFESSIONAL DEVELOPMENT HOURS. FOR AVAILABLE FORMAL TRAINING, CONSULT WITH T&CDC STAFF.

**PRIORITY OF DEVELOPMENTAL ACTIVITY:
 PRI 1: PERFORMANCE CRITICAL DEVELOPMENT IN NEXT 12 MONTH PERIOD.
 PRI 2: PERFORMANCE ENHANCING DEVELOPMENT IN NEXT 12 MONTH PERIOD.
 PRI 3: CAREER ENHANCING DEVELOPMENT.

IMMEDIATE GOALS AND OBJECTIVES

(1) IMMEDIATE GOALS AND OBJECTIVES	(2) CORE OR SPECIALTY COMPETENCY	(3) CRITICAL ELEMENT NUMBER	(4) DUTY/TASKS ASSOCIATED WITH CORE/SPECIALTY COMPETENCY	(5) DEVELOPMENTAL ACTIVITY	(6) TYPE*	(7) PRI**	(8) HRS	(9) COMPLETED DATE/INITIALS	(10) ADD DATE/INITIALS

*TYPE OF DEVELOPMENTAL ACTIVITY:

- A. ON THE JOB TRAINING, ACTIVITY, PROJECT
- B. DEVELOPMENTAL ASSIGNMENTS
- C. FORMAL TRAINING

NOTE: FOR TYPES OF PROFESSIONAL DEVELOPMENT ACTIVITIES, SEE POLICY STATEMENT 6004, MANDATORY PROFESSIONAL DEVELOPMENT HOURS. FOR AVAILABLE FORMAL TRAINING, CONSULT WITH T&CDC STAFF.

**PRIORITY OF DEVELOPMENTAL ACTIVITY:

- PRI 1: PERFORMANCE CRITICAL DEVELOPMENT IN NEXT 12 MONTH PERIOD.
- PRI 2: PERFORMANCE ENHANCING DEVELOPMENT IN NEXT 12 MONTH PERIOD.
- PRI 3: CAREER ENHANCING DEVELOPMENT.

LONG-TERM GOALS AND OBJECTIVES

(1) LONG-TERM GOALS AND OBJECTIVES	(2) CORE OR SPECIALTY COMPETENCY	(3) CRITICAL ELEMENT NUMBER	(4) DUTY/TASKS ASSOCIATED WITH CORE/SPECIALTY COMPETENCY	(5) DEVELOPMENTAL ACTIVITY	(6) TYPE*	(7) PRI**	(8) HRS	(9) COMPLETED DATE/INITIALS	(10) ADD DATE/INITIALS

*TYPE OF DEVELOPMENTAL ACTIVITY:
 A. ON THE JOB TRAINING, ACTIVITY, PROJECT
 B. DEVELOPMENTAL ASSIGNMENTS
 C. FORMAL TRAINING

NOTE: FOR TYPES OF PROFESSIONAL DEVELOPMENT ACTIVITIES, SEE POLICY STATEMENT 6004, MANDATORY PROFESSIONAL DEVELOPMENT HOURS. FOR AVAILABLE FORMAL TRAINING. CONSULT WITH T&CDC STAFF.

**PRIORITY OF DEVELOPMENTAL ACTIVITY:
 PRI 1: PERFORMANCE CRITICAL DEVELOPMENT IN NEXT 12 MONTH PERIOD.
 PRI 2: PERFORMANCE ENHANCING DEVELOPMENT IN NEXT 12 MONTH PERIOD.
 PRI 3: CAREER ENHANCING DEVELOPMENT.

Statement of Accountability

UPON INITIATION OF THE EDAP

(11) We certify that the supervisor has counseled this employee in connection with the initial phase of EDAP preparation. The supervisor will support the developmental activities as agreed upon in the EDAP. The supervisor understands that, consistent with Agency operational and budgetary constraints, the employee must receive the professional development hours required for this position within the next 12-month period (in accordance with Policy Statement 6004, Mandatory Professional Development Hours). The employee will make every effort to complete the developmental activities decided upon by the employee and the supervisor. The employee understands that she/he may not complete all desired formal training listed on the EDAP, but will complete the required training hours for the position from Priority 1 formal training courses listed.

Supervisor's Handwritten Name & Signature

Date

Employee's Signature

Date

SIX-MONTH EDAP REVIEW

(12) We certify that supervisor and employee have completed a career counseling session in which a mid-term EDAP review was conducted. The following topics were covered:

____ progress on EDAP completion ____ changes/additions to EDAP

Supervisor's Handwritten Name & Signature

Date

Employee's Signature

Date

TWELVE-MONTH EDAP REVIEW

(13) We certify that the employee and supervisor reviewed this EDAP to evaluate completion of activities and to transfer uncompleted activities to the new rating cycle's EDAP.

Supervisor's Handwritten Name & Signature

Date

Employee's Signature

Date