

## Cover Memo:

A department may grant a developmental increase to a staff member who demonstrates increased skill, knowledge or ability while in the current job and when current salary is less than target level. It is awarded in addition to a staff member's annual salary increase and will not change a staff member's annual salary review date.

The following materials are enclosed to assist you in creating a Developmental Growth Plan for a staff member, if appropriate.

- Developmental Growth Plan & Increase Guidelines
- Questions to Ask Yourself When Creating a Developmental Growth Plan
- Developmental Growth Plan Form (To be completed and submitted to Human Resources/Compensation for review and approval before implementation.)
- Sample List of Possible Competencies for an Administrative Coordinator

We encourage you to collaborate with your Human Resources/Compensation staff when creating a Developmental Growth Plan. They are available to guide you and answer any questions that you may have about it.

# Developmental Growth Plan and Increase Guidelines

The Developmental Growth Plan is intended to create salary and growth opportunities for staff in their current job. Developmental growth is a result of many cumulative learning experiences. The plan provides managers with the mechanism to recognize and reward a staff member’s growth and development once established milestones are reached within a job and without the need to reclassify or promote a staff member to another job. It is awarded in addition to a staff member's annual salary increase and will not change a staff member's annual salary review date. There will not be a developmental growth plan for each employee.

WHAT IT IS	WHAT IT IS NOT
<ul style="list-style-type: none"> <li>Recognizes increased competencies in the <b>current</b> job</li> </ul>	<ul style="list-style-type: none"> <li>Not to recognize a change in job</li> </ul>
<ul style="list-style-type: none"> <li>Rewards growth &amp; development; assumes no performance issues/concerns exist</li> </ul>	<ul style="list-style-type: none"> <li>Not a performance review or a performance improvement plan which assumes presence of deficiency</li> </ul>
<ul style="list-style-type: none"> <li>Assumes incumbent salary is below target (e.g., below market reference, midpoint, or salary of more experienced incumbents assuming internal equity is observed)</li> </ul>	<ul style="list-style-type: none"> <li>Not applicable when incumbent salary is on target</li> </ul>
<ul style="list-style-type: none"> <li>Focuses on the ability to perform an activity, function, responsibility gained from cumulative learning experience</li> </ul>	<ul style="list-style-type: none"> <li>Not focused on the accomplishment of a task resulting from single event or work experience</li> </ul>

A staff member progresses through three stages of development and growth: Learning, Proficient, Enhanced. The rate of development and growth is greatest in the Learning Stage, gradually slows down in the Proficient Stage, and is slowest and becomes less discernable in the Enhanced Stage. In each stage, a staff member demonstrates different competencies and contributes differently to the organization.

## Before You Start

- Consider your salary budget, internal equity, the staff member’s current and anticipated annual salary increase in relation to the job’s target salary.
- Carefully review the job description for the job

- Think of the job's salary range in terms of 3 zones – learning, proficient, enhanced
- Think of the proficient zone as the zone plus/minus 10% of the job's salary range midpoint. Staff in this zone have achieved full proficiency in the current job and perform the job as described.
- Think of the learning zone as the zone below the proficient zone. Staff in this zone are new in the job (i.e., new hire or recently promoted), possess the competencies essential for entry into the job. The lack of competencies is not a function of performance deficiencies.
- Think of the enhanced zone as above the proficient zone. Staff in this zone demonstrates advanced level of competencies well beyond full proficiency and are known to create and add value to the job in significant and important ways.

### **Defining the competencies in the Developmental Growth Continuum**

- Identify specific incumbents who exemplify each area of the continuum. What are the competencies demonstrated by the incumbents in each area of the continuum?
- Use the questions provided to guide you in defining competencies for each area (See Questions to Ask Yourself When Creating a Developmental Growth Plan)
- Developmental Growth Plans should be kept simple and easy to implement.

### **Creating the Employee's Developmental Growth Plan**

- Creating the developmental growth plan should be developed in collaboration with the employee and should be updated to reflect new priorities and work requirements as appropriate.
- Assess the employee's competencies and identify where the employee falls in the continuum (i.e., learning, proficient, enhanced) using defined competency standards
- Identify the 2-4 competencies to be developed
- Typically, there will be no more than 1 developmental plan within a 12 month period.
- Developmental increase may be made when all competencies are attained or incrementally at the discretion of the manager. The amount and timing of the developmental increase will depend on the developmental growth plan for the staff member.
- Identify developmental activities that an employee would take to achieve competency
- Define how competencies will be assessed and expected timeframe when competencies will be evaluated.
- Review the development plan with Human Resources/Compensation and obtain approval before implementing it.

## **Completing the Developmental Growth Plan Form**

- Make sure to complete the List of Competencies, Developmental Activities, and Expected Timeframe sections of the form and submit to Human Resources/Compensation for review and approval before implementing the Developmental Growth Plan for a staff member.
- Fill in and date the Results section as the staff member demonstrates successful attainment of the competencies.
- Write in important explanation or justification, e.g., when a decision is made to award less than the maximum increase amount, in the Additional Manager Comments box.
- Sign and date the Manager's Signature & Date box and forward a copy of the form to Human Resources for the staff member's personnel file.

## **Monitoring and Updating the Employee's Developmental Growth Plan**

- Compare the employee's developmental progress against the established developmental growth plan at least once a month
- Provide constructive feedback to the employee and invite comments on his/her progress and how the developmental growth plan is working for the employee
- Update the employee's developmental growth plan as necessary. Updates to the developmental growth plan may include changes to the competency list, developmental activities, target dates, and milestones. Changes to the employee's developmental growth plan will require Human Resources/Compensation approval
- Decision to suspend or terminate an employee's developmental growth plan should be made by the manager after a discussion with the employee in consultation with Human Resources/Compensation

# Questions to Ask Yourself When Creating a Developmental Growth Plan

Here are some questions you may want to ask yourself when creating a developmental growth plan.

- What are the duties and responsibilities of the job?
- For each stage of the Developmental Growth Continuum, what are the competencies required?
  - Who among your existing staff in the job might be a good example for each stage of the Developmental Growth Continuum? What characteristics do they have?
  - What education, training, and/or certification are required of a job incumbent?
  - What technical knowledge should a job incumbent have?
  - What interpersonal and communications skills should a job incumbent have?
  - What tools should a job incumbent have in the tool belt to be successful?
  - What would more experience allow a job incumbent to do in the job?
  - What major work activities or projects will the job incumbent have to learn to do and perform successfully (e.g., grants and contracts administration from multiple funding sources)?
  - What problem solving and troubleshooting will be required of the job incumbent?
- Where in the Developmental Growth Continuum is the staff member?
  - How is a staff member different from others who possess the critical competencies in the job?
  - What should a staff member do to achieve the competencies of others in the job?
  - How would you know if a staff member achieved the competencies (e.g., successfully performs a major work activity, completes a project with minimal direction and supervision)?
  - What are the development growth milestones?

# DEVELOPMENTAL GROWTH PLAN

Developmental Growth Period: \_\_\_\_\_ Employee Name: \_\_\_\_\_

Job Title: \_\_\_\_\_ Role: \_\_\_\_\_ Level: \_\_\_\_\_

Salary Range: \_\_\_\_\_ Manager Name: \_\_\_\_\_

Maximum Increase Amount: \_\_\_\_\_ HR Approval: \_\_\_\_\_

**Instructions: Competencies must be listed in specific and measurable terms. They must be attainable and relevant to the duties and responsibilities of the employee's current position. Review and evaluation of competency attainment must be made on a timely basis. These competencies must represent growth in the employee's knowledge, skills, abilities to perform in the current position.**

<b>List of Competencies</b> Competencies are knowledge, skills, abilities, and behavioral characteristics critical to successful individual performance in the position.	<b>Developmental Activities</b> Actions needed to achieve competency.	<b>Expected Timeframe</b> List expected timeframes to measure developmental growth.	<b>Results</b> List examples demonstrating that competency is successfully attained. Include date when achieved.

**Additional Manager Comments:**

**Manager's Signature & Date:** (Manager's signature is confirmation that the employee has successfully attained the competencies listed above and approval to pay the developmental increase.)

# Sample List of Possible Competencies for an Administrative Coordinator (Proficient Zone)

## DEVELOPMENTAL GROWTH PLAN

**Instructions: Competencies must be listed in specific and measurable terms. They must be attainable and relevant to the duties and responsibilities of the employee's current position. Review and evaluation of competency attainment must be made on a timely basis. These competencies must represent growth in the employee's knowledge, skills, abilities and behaviors to perform in the current position.**

<b>List of Competencies</b> Competencies are knowledge, skills, abilities, and behavioral characteristics critical to successful individual performance in the position.	<b>Developmental Activities</b> Actions needed to achieve competency.	<b>Expected Timeframe</b> List expected timeframe to measure developmental growth.	<b>Results</b> List examples demonstrating that competency is successfully attained. Include date when achieved.
<b>Budget &amp; Purchasing Competency Examples</b>			
Knowledge of budget codes, allowable/non-allowable expenses, and budget types for the department.	<ul style="list-style-type: none"> <li>○ Learn applicable policies/ guidelines.</li> <li>○ Contact/meet with the necessary people to learn about budget requirements.</li> <li>○ Create desktop procedures.</li> <li>○ Attend appropriate training classes.</li> </ul>	4 months	<ul style="list-style-type: none"> <li>○ Articulated and appropriately applied policies/ guidelines.</li> <li>○ Applied budget codes correctly.</li> <li>○ No incurred allowable expenditures.</li> <li>○ Applied training classes to perform work activities and provided accurate interpretation.</li> <li>○ Demonstrated understanding of budget requirements as shown by peer feedback.</li> </ul>
Knowledge of approved vendors and purchasing system for ordering supplies and services in a timely manner.	<ul style="list-style-type: none"> <li>○ Learn applicable policies/ guidelines.</li> <li>○ Contact/meet with the necessary people to obtain approved vendor list and purchasing requirements.</li> <li>○ Familiarize self with inventory of supplies and the team's needs.</li> <li>○ Create and maintain an ordering system.</li> <li>○ Attend appropriate training classes.</li> </ul>	4 months	<ul style="list-style-type: none"> <li>○ Articulated and appropriately applied policies/ guidelines.</li> <li>○ Understood vendor list and purchasing requirements, having placed correct order at a lower cost with appropriate vendors and following process to get them paid on time.</li> <li>○ Maintained adequate and appropriate level of inventory resulting from proactive and timely ordering. Satisfied employees; supplies always available when needed.</li> </ul>
Ability to effectively administer departmental funds and keep management well informed.	<ul style="list-style-type: none"> <li>○ Create a detailed spreadsheet to track departmental funds.</li> <li>○ Be cognizant of reporting periods, spending habits, overhead costs,</li> </ul>	4 months	<ul style="list-style-type: none"> <li>○ Accurately monitored trends and expenses.</li> <li>○ Ensured appropriateness of charges and expenses within his/her purview.</li> <li>○ Understood departmental current and future expenses,</li> </ul>

	<p>FY budgets, supplies/services needed.</p> <ul style="list-style-type: none"><li>○ Proactively meet with managers to provide updates and learn about their needs.</li></ul>		<p>making appropriate expense projections, purchasing recommendations/ decisions, budget recommendations.</p> <ul style="list-style-type: none"><li>○ Kept managers well informed of departmental funds and expenditures on a timely basis.</li></ul>
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<b>Recordkeeping Competency Examples</b>			
Knowledge of records retention policies and regulations (both legally mandated and JHU's) .	<ul style="list-style-type: none"> <li>○ Research and familiarize self with record retention policies and regulations.</li> <li>○ Visit other departments to learn their record retention system and process.</li> </ul>	4-6 months	<ul style="list-style-type: none"> <li>○ Demonstrated knowledge of record retention policies and regulations, i.e., what and how long files should be kept.</li> <li>○ Familiarized department with the record retention requirements it must comply with and took the lead in drafting the department's record retention policy and process.</li> </ul>
Ability to maintain the records system and physical area independently and without prompting.	<ul style="list-style-type: none"> <li>○ Discuss with manager items to create a complete list of records/items that must be retained and associated time period</li> <li>○ Sample department records to identify items to update or purge and review with manager</li> <li>○ Create and discuss with manager a schedule and process to update and/or re-organize older and current files.</li> </ul>	4-6 months	<ul style="list-style-type: none"> <li>○ Utilized acquired knowledge in making sound recommendations resulting in improved/efficient/streamlined recordkeeping process for the department.</li> <li>○ Was able to ascertain and explain what and when records/items must be retained in department recordkeeping system.</li> <li>○ Purged files periodically according to policy, established process and schedule resulting in up-to-date, complete and well-organized department files and records</li> </ul>
Knowledge and ability to utilize the electronic systems and applications that the department utilizes to perform its work.	<ul style="list-style-type: none"> <li>○ Obtain training on department's electronic systems by attending training class and/or having one-on-one session with experienced users.</li> <li>○ Identify and understand the meaning of data used by the department; ask questions and review understanding with manager, as needed.</li> </ul>	4-6 months	<ul style="list-style-type: none"> <li>○ Was able to utilize electronic systems effectively, with minimal errors</li> <li>○ Demonstrated understanding of data used by the department, including knowing where data resides in the system, the ability to see how the data in the system inter-relates and how data entries and changes may impact data in other parts of the system.</li> <li>○ Recommended improvements to the electronic systems</li> </ul>

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<b>Scheduling &amp; Calendaring Competency Examples</b>			
Knowledge of department's scheduling and calendaring policy and requirements.	<ul style="list-style-type: none"> <li>○ Become familiar with the specific and/or unique requirements, needs and priorities of faculty/senior staff, i.e., through frequent meetings, conversations and observation.</li> <li>○ Know the individuals with whom staff frequently work with and the specific nature of such interaction, including relative importance and significance</li> <li>○ Create next year's calendar, denoting standing meetings, holidays, vacations, etc.</li> </ul>	4 months	<ul style="list-style-type: none"> <li>○ Created a calendar that accurately depicts the availability, priorities, requirements and needs of faculty/senior staff.</li> <li>○ Developed desk procedure book on scheduling for staff in the department, noting priorities, specific requirements and needs.</li> </ul>
Ability to efficiently use the department's scheduling and calendaring software system.	<ul style="list-style-type: none"> <li>○ Attend software training class</li> <li>○ Understand the full capabilities of the scheduling and calendaring system.</li> <li>○ Identify and use the aspects of the system that simplify and expedite the scheduling and calendaring process, including use of advanced features.</li> </ul>	1 month	<ul style="list-style-type: none"> <li>○ Utilized the full capabilities of the scheduling and calendaring system</li> </ul>
Ability to efficiently set up complex meetings and effectively resolve scheduling conflicts.	<ul style="list-style-type: none"> <li>○ Create a list and schedule of complex meetings along with identifying the challenges involved in each of them, space and equipment needs, key attendees calendar, etc.</li> <li>○ Visit and/or call the meeting facilities around the university, including gathering contact information, reservation process,</li> </ul>	3 months	<ul style="list-style-type: none"> <li>○ Established a list of meeting facilities, including relevant information on each of them</li> <li>○ Was resourceful and creative in setting up meetings resulting in well attended meetings and quickly resolved scheduling conflicts and changes</li> </ul>

	<p>etc.</p> <ul style="list-style-type: none"><li>○ Identify alternatives and create/employ resources to assure attendance, i.e., conference calls, video conferencing, convenient meeting location, etc.</li></ul>		
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<b>Interpersonal and Communications Skills, Flexibility and Adaptability Examples</b>			
Ability to respond to complex problems, issues and situations that require the use of knowledge of existing processes/procedures/precedents, sound judgment, creativity, resourcefulness, adaptability and flexibility.	<ul style="list-style-type: none"> <li>○ Create reference/referral tools to frequently asked questions or situations (e.g., web site for student questions regarding taxes.)</li> <li>○ Anticipate questions/issues that may arise</li> <li>○ Identify alternative solutions and discuss appropriateness/approach with manager.</li> <li>○ Identify resources/persons and learn how others deal with similar issues/situations.</li> <li>○ Meet with specific individuals (or representative) with whom one provide service to learn about their needs.</li> <li>○ Attend a class on how to deal with difficult people.</li> </ul>	6 months	<ul style="list-style-type: none"> <li>○ Compliments received from others regarding one's ability to respond appropriately and adequately to complex problems, issues and situations.</li> <li>○ Perceived by others as a good information resource on a variety of issues and subject.</li> <li>○ Viewed as someone who can assist with problems and issues that arise.</li> </ul>
Ability to establish effective relationship and interaction with key/important contacts.	<ul style="list-style-type: none"> <li>○ Converse with department head and staff to create a list of important/key contacts for the department.</li> <li>○ Review relevant department files to further develop understanding of nature and purpose of past, current and future interactions.</li> </ul>	6 months	<ul style="list-style-type: none"> <li>○ Is viewed as important contact, resources and support by key/ important contacts.</li> <li>○ Is perceived by key/important contacts as knowledgeable and capable of appropriately responding and helping with requests and information.</li> </ul>