

INDIVIDUAL DEVELOPMENT PLAN (IDP)

9. Career Timeline/Planning:

Career Goals (Branch/Functional Area or Position/Career Assignments):

Next PME/CES Considerations (Timeline, Options):

Broadening Assignments (Desired):

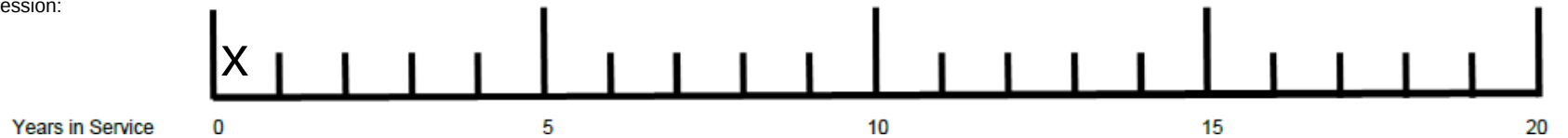
Family Considerations:

Educational Goals (Include certifications/licenses):

Promotion/Selection Board Info (HRC or CPAC):

Key and Developmental Assignments (DA PAM 600-3, DA PAM 600-4, DA PAM 600-25; AR 690-950):

Provide timeline for career progression:



10. Additional Comments:

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DA Form 7906 Instructions

1. Leader's name: Self-explanatory.
2. Date: Self-explanatory.
3. Short-Term Goals (Personal/Professional, 0-1 year): Each goal should be specific, measurable, achievable, realistic, and time-specific using 1-12 months to frame each goal. Short-term goals should have set completion dates or linkages to long-term goals with established or agreed upon pathways to completion.
4. Long-Term Goals (Personal/Professional, 1-4 years): Each goal should be specific, measurable, achievable, realistic, and time-specific 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.
5. Self-Assessment:

Physical Fitness. Input data generated from the latest fitness assessment along with other common Army fitness metrics (APFT/ACFT, 20KM march, 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.
6. Cognitive:

Critical Thinking. Leader may use related verbiage directly from Project Athena and/or course performance report(s) to communicate the most dominant sustains and improves. When in PME/CES, the instructor and student can discuss the accuracies of these conclusions and agree upon a way forward.

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

Technical & Tactical Knowledge (Warfighting). While in PME/CES, 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.
7. Leadership:

Competencies. Leader may use related verbiage directly from Project Athena and/or course performance report(s) to communicate the most dominant sustains and improves. When in PME/CES, the instructor and student can discuss the accuracies of these conclusions and agree upon a way forward.

Self-Awareness. Leader may use related verbiage directly from their LDR180, LDR360, or feedback received throughout their PME/CES experience to determine most dominant sustains and improves. While in PME/CES, the instructor and student can discuss these areas and a way forward.
8. Immediate Actions (Next 90 Days): Each goal should be specific, measurable, achievable, realistic, and time-specific 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 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/CES) or assigned duties (operational force) and additional requirements.
9. Career Timeline/Planning:

Career Goals (Branch/FA Assignments or Position/Career Assignments). Career goal(s) should be specific, measurable, achievable, realistic, and time-specific using 5 -10 years from current year to frame the goal(s). Refer to DA PAM 600-3, DA PAM 600-4, DA PAM 600-25, or AR 690-950.

Broadening Assignments (Desired). Desired Broadening Assignments should be specific, measurable, achievable, realistic, and time-specific using 5 -10 years from current year. Rank/grade, leadership positions, and PME/CES requirements should be considered. Refer to DA PAM 600 series when considering assignments.

Educational Goals. Educational goal(s) should be specific, measurable, achievable, realistic, and time-specific for professional and personal goals. Include certifications/licenses. Refer to DA PAM 600 series or AR 690-300 for guidelines.

Next PME/CES Considerations (Timeline, Options). Career goal(s) should be specific, measurable, achievable, realistic, and time-specific. Refer to DA PAM 600-3, DA PAM 600-4, DA PAM 600-25, or AR 350-1 when framing timelines and options.

Family Considerations. Seek out resources available to families that support quality of life improvement, financial readiness, and enrich family relationships. Refer to the Ready and Resilient (R2) program on the Army Resilience Directorate website.

Promotion/Selection Board Info (HRC or CPAC). Career goal(s) should be specific, measurable, achievable, realistic, and time-specific. Refer to DA PAM 600-3, DA PAM 600-4, DA PAM 600-25, or AR 690-950 when framing timelines and options related to promotion and selection requirements. Refer to DA PAM 600-8-19 or AR 690-300 for explanations of the promotion process.

Key and Developmental Assignments. Assignment goal(s) should be specific, measurable, achievable, realistic, and time-specific. DA PAM 600-3, DA PAM 600-4, DA PAM 600-25, or AR 690-950 provide details for specific branches, Career Management Fields (CMF), or career programs.

Rank/Grade. DA PAM 600-3, DA PAM 600-4, DA PAM 600-25, or AR 350-1 provide timelines for career progression based on rank and years in service. If past the displayed years on the scale, input current future/years with rank or grade.
10. Additional Comments. This space is for additional comments, additional goals/desired outcomes, or supervisor/mentor/coach comments.