Examples of Individual Development Plans (IDPs)

1. **University of Pittsburgh Schools of the Health Sciences**

2. **Duke University School of Medicine**

3. **University of California-Davis**

Additional examples are available at: https://mentoringresources.ictr.wisc.edu. Mentors may also wish to refer their mentees to http://myidp.sciencecareers.org where they can develop their IDP through a guided, online process.

*Example #1: Postdoctoral Individual Development Plan (IDP)**

Individual Development Plan for the Next Year

An Individual Development Plan is a professional tool which outlines objectives that you and your mentor/supervisor have identified as important for your professional development. A comprehensive review of your career goals and objectives identified at the beginning of your appointment and during your semi-annual appraisal provide constructive feedback from your mentor/supervisor that can help you become an independent investigator.

Career Goals/ Objectives	Educational Activities	Research Projects Products/Dates
Goal One: Objective 1. 2. 3.		
Goal Two Objective 1. 2. 3.		
Goal Three Objective 1. 2. 3.		

Please describe the plan that you and your mentor have for your transition from your current position to the next position.

Additional Comments:

*****Adapted from IDP used with post-docs at the University of Pittsburgh Schools of the Health Sciences. http://www.caph.pitt.edu/PostDocSemiAnnualEval.pdf Accessed 04/13/12

*EXAMPLE #2: MENTORING PLAN WORKSHEET**

YOUR GOALS

Take some time to think about and write down your research and professional goals. You may want to articulate one- and five-year goals. For example, a short-term goal might be "to complete a series of experiments" and a long-term goal might be "to have enough publications to get a faculty job."

Short-term Goals (next year)	**Long-term Goals (next 5 years)**
1.	1.
2.	2.
3.	3.

IDENTIFY MENTORSHIP NEEDS

Identify competencies that you will need to gain expertise in to reach your goals (see Table below for examples). Identify people who can assist you in achieving these competencies and in meeting your goals. These can be mentors internally at your institution, or at other institutions. A blank grid is included on the next page to help you organize your thoughts. Put your initial thoughts down on paper before you approach a mentor, and then revise it as your relationship changes.

Designing research	Establishing goals
Writing grants	Finding funding
Managing your career	Managing staff
Leading teams	Preparing for promotion
Cultural competence	Navigating institution
Organizational dynamics	Managing conflict
Speaking before groups	Knowing career paths
Teaching effectively	Hiring personnel
Collaborating effectively	Managing budgets
Managing data	Mentoring others
Giving feedback	Evaluating literature
Assessing students	Medical informatics

POTENTIAL MENTORS

Identify people who can assist you in developing the competencies you identified and therefore help you to reach your goals. For each potential mentor, identify objectives, develop a list of what you can offer, and propose outcomes. Put your initial thoughts down on paper before you approach a mentor, and then revise it as your relationship changes.

APPROACHING MENTORS

We suggest that you first approach mentors by sending an e-mail that includes a request for a meeting, a brief summary of your goals, and why you think there would be a good fit between you and the mentor. Let potential mentors know how you are hoping to work with them, such as one-on-one, as one of many mentors, or as part of a mentoring team or committee. You might want to let them know how you think they would be able to contribute.

MANAGING RELATIONSHIPS WITH YOUR MENTORS

Relationships should be nurtured and respected. If you and your proposed mentor develop a working relationship, have some guidelines for how you will work together. Here are some tips:

- Schedule standing meetings ahead of time and keep them
- Give your mentor(s) plenty of time to review drafts of grants and manuscripts
- Don't be a black hole of need – limit the number of requests you make of any given mentor
- Develop authorship protocols so that expectations are clear
- Saying thank you is priceless

Mentoring Plan					
Mentor	***Long and/or Short Term Goal*** *(e.g. manage own research group)*	***Competency*** *(e.g. learn how to mentor)*	***Activity*** *(e.g. mentor an undergrad)*	***What I can offer*** *(e.g. increase lab's capacity to do research)*	***Outcome*** *(e.g. increased productivity in lab)*

*Adapted from Ann J Brown, MD MHS, Vice Dean for Faculty, Duke University School of Medicine. Accessed 5/28/10 at http://facdev.medschool.duke.edu

*Example #3: Mentoring Worksheet**

Mentor: _____ Mentee: _____

Date of Meeting: _____

Goal: Research ☐Goal met ☐Making Progress ☐No Progress

Accomplishments:_____

_____

_____

Obstacles:_____

_____

_____

New goal or strategy to overcome obstacles (if needed):_____

_____

Goal: Teaching ☐Goal met ☐Making Progress ☐No Progress

Accomplishments:_____

_____

_____

Obstacles:_____

_____

_____

New goal or strategy to overcome obstacles (if needed): _____

_____

Goal: Service ☐Goal met ☐Making Progress ☐No Progress

Accomplishments:_____

_____

_____

Obstacles:_____

_____

_____

New goal or strategy to overcome obstacles (if needed): _____

_____

Goal: Self Development ☐Goal met ☐Making Progress ☐No Progress

Accomplishments:_____
_____
_____

Obstacles: _____
_____
_____

New goal or strategy to overcome obstacles (if needed): _____
_____

Goal: Networking ☐Goal met ☐Making Progress ☐No Progress

Accomplishments:_____
_____
_____

Obstacles: _____
_____
_____

New goal or strategy to overcome obstacles (if needed): _____
_____

Goal: Work/Life Balance ☐Goal met ☐Making Progress ☐No Progress

Accomplishments:_____
_____
_____

Obstacles:
_____
_____
_____

New goal or strategy to overcome obstacles (if needed): _____
_____

Goal: Additional Mentors ☐Goal met ☐Making Progress ☐No Progress

Accomplishments:_____
_____
_____

Obstacles:_____
_____
_____

New goal or strategy to overcome obstacles (if needed): _____
_____

*Accessed from University of California-Davis on 5/15/10 at *www.ucdmc.ucdavis.edu/.../NewCareerMtrgMentoringUpdateWkst.doc*

Individual Development Plan for Postdoctoral Scholars

Adapted and used with permission from the Federation of American Societies for Experimental Biology (FASEB)'s Science Policy Committee

Individual Development Plans (IDPs) for postdoctoral scholars provide a planning process that identifies both professional development needs and career objectives for the individual postdoc. Furthermore, IDPs serve as a communication tool between postdoctoral scholars and their mentors. An IDP can be considered one component of a broader mentoring program that needs to be instituted by all types of research institutions.

Goals of the IDP:
Help the postdoctoral scholar identify:

- Long-term career options he or she wishes to pursue and the necessary tools to meet these; and
- Short-term needs for improving current performance.

Benefits of the IDP:
The IDP provides postdoctoral scholars with a process that assists in developing long-term goals. Identifying short-term goals will give postdocs a clearer sense of expectations and help identify milestones along the way to achieving specific objectives. The IDP also serves as a tool for communication between the postdoctoral scholar and his or her faculty mentor/supervisor/PI.

Outline of IDP Process:
The development, implementation and revision of the IDP require a series of steps to be conducted by the postdoctoral scholar and her or his mentor. These steps are an interactive effort, so both the postdoc and the mentor must participate fully in the process.

BASIC STEPS

	…for Postdoctoral Fellows	*…for PIs/Faculty Advisor/Mentors*
Step 1:	Conduct a self-assessment; look at your skills, interests and identify areas where you want to improve, gain more knowledge or strengthen skills.	Become familiar with available opportunities, especially those offered through the NC State University Office of Postdoctoral Affairs (OPA) [http://postdocs.ncsu.edu].
Step 2:	Discuss goals and opportunities with mentor.	Discuss opportunities with postdoc.
Step 3:	Write an IDP, share with mentor and revise, if needed.	Review postdoc's IDP and offer input.
Step 4:	Implement the IDP. Revise the IDP as needed.	Establish regular review of progress and help revised the IDP as needed.

Postdoctoral Scholar Individual Development Plan

Name of Postdoctoral Scholar: _____ **Implementation Date:** _____

Department: _____

GOALS FOR THE POSTDOCTORAL EXPERIENCE

Research Projects postdoc is expected to undertake as well as any independent research projects the postdoc hopes to pursue:

_____
_____
_____

Skills postdoc wishes to gain during postdoctoral experience (research, teaching, etc.):

_____
_____
_____

Number of Articles postdoc plans to publish from postdoctoral experience (also note any goals to be first author, which journals to submit articles, collaborations in writing, etc.):

_____
_____
_____

Grantwriting endeavors postdoc wishes to undertake (i.e., training grants, postdoctoral fellowships, co-author as senior personnel on a research grant, etc.).

_____
_____
_____

National or Other Professional Meetings or Conferences postdoc would like to attend (also note any goals to present a topic, moderate a discussion, etc.):

_____
_____
_____

Mentoring or Supervision of undergraduate or graduate students (or others) postdoc would like have responsibility for:

_____
_____
_____

Teaching Experience postdoc would like to gain (course lectures, assistance with classes):

_____
_____
_____

Service Activities that are of interest to the postdoc (serving on committees, assisting with departmental endeavors, etc.):

_____
_____
_____

Additional Professional Development opportunities the postdoc would like to engage in (such as attending Office of Postdoctoral Affairs seminars/workshops; attending career fairs; strengthening presentation or English-speaking skills, etc.):

CAREER GOALS

What type of career is the postdoc interested in pursuing (faculty position in a research institution, faculty position at a teaching college, research scientist in industry, entrepreneur, etc.):

What does the postdoc need to achieve/accomplish to pursue his/her career goals (keep in mind the postdoctoral position is meant to be one that fosters independence as a researcher and a scientist; what will the postdoc need to be competitive for the career s/he wants to pursue)?

When does the postdoc anticipate starting his/her job search?

Are there issues/concerns that impact the postdoc's job search (such as visa issues, limited ability to move to a different area, etc.)?

ADDITIONAL GOALS/CONCERNS

This Individual Development Plan (IDP) was reviewed and discussed and will be used as a working document to assist both the postdoctoral scholar and the PI/faculty advisor with the overall goals, endeavors and expectations associated with the postdoc's appointment.

Date Reviewed: _____

Name of Postdoctoral Scholar	**Name of PI/Faculty Advisor**
Signature of Postdoctoral Scholar	**Signature of PI/Faculty Advisor**

CREATING AN INDIVIDUAL DEVELOPMENT PLAN (IDP)

Preparing your IDP

The purpose of an IDP is to prepare you for your future career. It is important that you think carefully about your individual career goals and the skills that you need to be successful in that career. It is quite likely that your career success will require a much wider range of skills than the ability to design and perform research. Your mentor and other resources at UW and affiliated institutions will be helpful, but you must take primary responsibility for your career preparation.

The most effective way to begin this process is to define your career interest(s), based on your strengths and the jobs that you might want in different employment sectors (e.g. academia, industry, non-profit, government, or other research-related areas). If you find it difficult to identify your career interests, you will find workshops and seminars offered at UW and affiliated institutions that can inform you about these occupations. There are also a number of useful resources on the web:

- UW Bioscience Careers [http://courses.washington.edu/phd/]
- UW Future Faculty website [http://www.uwmedicine.org/research/events/future-faculty]
- FHCRC Office of Scientific Career Development [http://www.fredhutch.org/en/education-training/oscd.html]
- FHCRC Student/Postdoc Advisory Committee [http://www.fredhutch.org/en/education-training/spac.html]
- National Postdoctoral Association [http://www.nationalpostdoc.org/] has information for graduate students and postdocs, and a list of core competencies for successful scientists: [http://nationalpostdoc.org/publications-5/competencies]
- The AAAS has developed an exceptional tool for IDPs in the sciences: [http://myidp.sciencecareers.org]
- Video libraries of professional development workshops can be found at the Institute for Translational Health Sciences [https://www.iths.org] and the National Institutes of Health [https://www.training.nih.gov/for_trainees_outside_the_nih]

Crafting your IDP

Think about where you want to be in your career. Once you have an idea of your career goals, you will need to consider what skills are needed to be successful in that career and how you will develop those skills and gain needed experience. You should involve your mentor and committee members in helping you define what you need and to help you address those needs. This template includes prompts that will guide you in: 1) acquiring discipline specific knowledge and research skills; 2) gaining skills in written and oral communications, including teaching; 3) development of professionalism, management, and leadership skills.

For each goal, identify how you will accomplish the goal and the time by which the goal will be accomplished. No plan exists until the individual steps are defined and a time line is attached. If you can't decide on your preferred career path now, define what you need to know to make the choice, how you will obtain that information, and the time period over which you will work on determining your path. Execute that plan and then develop the actual IDP as your specific career goals become better defined.

Once you have drafted your IDP, meet with your mentor(s) to discuss the draft, and schedule regular meetings to review and assess your progress. Make use of as many mentors as you find helpful—you will find that most people are very willing to help to guide you in understanding your goals and defining what mentoring you need.

Your IDP should be considered a living document that will evolve over time as you move through your training. You will be expected to update it in consultation with your mentor before your annual committee meeting and discuss it at your committee meeting, and perhaps also update it after quarterly or semi-annual meetings with your mentor(s). You will be required to submit your IDP, along with your annual committee meeting report, to the MCB office each year. For each of the sections below, you should indicate the progress you have made since the last update of the IDP, as well as your plans for further development.

Individual Development Plan

1. Career Goals

Identify your existing strengths and the gaps in your knowledge or experience, then think of ways to fill those gaps during your training period.

I. Overall career goal (as of now -- you can change your mind later)

II. What do you think you want to be doing in 10 years? (long-term objectives)

III. What do you want to be doing once you graduate? (medium-term objectives)

IV. What do you want to accomplish in the next year? (short-term goals; be specific)

2. Acquiring of Discipline-Specific Knowledge and Research Skills

I. Briefly describe your research project goals (1 paragraph)

II. What specific skills or expertise (methods, techniques, specific courses, etc) have you already acquired during the course of your project?

III. What specific skills or expertise (methods, techniques, specific courses, etc) do you need to learn to accomplish this project?

3. Development of Career Skills

I. Development of communication skills (list progress you have made in this area and specific areas to improve in the future; e.g. grant writing, manuscript writing, poster and oral presentations, science writing for the public, networking)

II. Gaining experience in teaching or public outreach (list previous, current and future specific teaching opportunities, formal or informal training in didactics)

III. Developing mentoring skills (list previous and potential opportunities for training)

IV. Other opportunities for developing skills in leadership, mentoring, time management etc.

4. Setting Goals for Progress

I. Anticipated oral or poster presentations (list dates of previous and future presentations, if possible)

II. Anticipated publications (describe previous and anticipated titles/topics of manuscripts and anticipated dates of submission; include both first author and collaborative publications)

III. Applications for funding (list specific source of previous and potential funding and type of award, with expected submission dates)

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5. Timeline for Planning to Move to the Next Step in Your Career

I. Key contacts to make to explore career options and investigate leads

II. Potential sources for letters of reference (cultivate these relationships early)

III. Development of CV, research summary, etc.

IV. Other actions to facilitate the move to your next position (e.g. attending Biosciences career seminars, meeting with the Director of the Office of Scientific Career Development, other professional development, informational interviews, networking)

Graduate Progress Plan – 2nd year Graduate Student

Skills Target – Preparedness for Qualifying Exam/Admission to Candidacy

IMSD Participant: Date: PI:

	Skill	Below Target 1 → 3	Target 4→6	Exceeds Target 7→8	Recommended Activities to Achieve Improvement
1	Scientific Writing				
2	Presentation Skills				
3	Work Ethic				
4	Time Management				
5	Organizational Skills				
6	Interpersonal Communication a. With PI and lab/research group				
	b. With departmental faculty, others within institution, leaders in field				
7	Interpersonal Skills a. Ability to take direction				
	b. Receptive and responsive to feedback (pos/neg)				
8	Critical Analysis of Scientific Literature				
9	Scientific Knowledge a. Background knowledge in _____				
	b. Knowledge of literature Relevant to research hypothesis(es)				
10	Development and Testing of a Research Hypotheses				
11	Lab Techniques				
12	Research Progress				
13	Completion of courses				
14	Preparedness for Comprehensive and/or Qualifying Exam(s)				
15	Meeting student needs/expectations by PI, PhD program and department, and/or IMSD.				
16	Career Planning A. My IDP tool B. Participation in professional development workshops C. Career coaching				

Other Skills:

Additional Comments:

Individual Development Plan – 4th year Graduate Student

Skills Target – Competitiveness for Postdoctoral Fellowships/Career

IMSD Scholar: Date: PI:

	Skill	Below Target 1 → 3	On Target 4 → 6	Exceeds Target 7 → 8	Recommended Activities to Enhance Skills
1	Scientific Writing				
2	Presentation Skills				
3	Work Ethic				
4	Time Management				
5	Organizational Skills				
6	Interpersonal Communication a. With PI and lab/research group				
	b. With departmental faculty, others within institution, leaders in field				
7	Interpersonal Skills a. Ability to take direction				
	b. Receptive and responsive to feedback (pos/neg)				
8	Critical Analysis of Scientific Literature				
9	Background knowledge in field				
10	Knowledge of Literature relevant to Research Project				
11	Development and Testing of a Research Hypothesis				
12	Lab Techniques				
13	Research Progress				
14	Committee Meetings				
15	Publications				
16	Funding Applications/Awards				
17	Confidence				
18	Competitiveness for postdoc/chosen career path				
19	Meeting student needs/expectations by PI, PhD program and department, and/or IMSD.				

Individual Development Plan – 4th year Graduate Student

Skills Target – Competitiveness for Postdoctoral Fellowships/Career

IMSD Scholar: Date: PI:

Other skills:

Additional Comments: