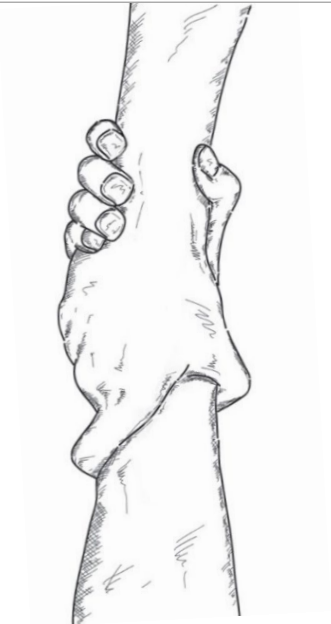




City of
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INDIVIDUAL DEVELOPMENT PLAN

Leadership, Guidance, Growth

SECTION A: INTRODUCTION

IDPs provide a planning overview that identifies professional development needs and career objectives. They also serve as a communication tool between faculty advisors and mentees to define short-term and long-term goals. The IDP has multiple sections, including a self-assessment which can be revised as often as needed

The benefits of documenting your goals, having an action plan, and sharing with your mentors will be an invaluable tool in your professional development. The IDP will help to guide you through the steps needed to meet your goals

BASIC INFORMATION

ACADEMIC RANK

Fellow Grad Student Post Doc Assistant Professor Professor

FACULTY NAME	
DEPARTMENT	
YEAR IN TRAINING	
CURRENT SOURCE OF FUNDING	
SIGNATURE	
DATE	

PRIMARY MENTOR	
ADDITIONAL	
ADDITIONAL	
ADDITIONAL	

- What are you looking for in a mentor?

- What 3 qualities do you value most in a successful leader?

SECTION B: YEAR 1 (INITIAL) SELF ASSESSMENT

The self-assessment portion of this IDP focuses on core competencies noting your strengths and areas of improvement. This step is critical to addressing areas of focus. The results will help you understand where you currently stand, and act as a guide to your career planning. As you continue on your career path, you will conduct a yearly self-assessment, using the first year as a tool to reflect and measure progress. This section also includes a 5-year career vision prompt, and additional career questions.

Using the table on page 5, consider your current level of development in the 7 core competency areas: scientific knowledge, research skills, communication, professionalism, management & leadership, responsible conduct of research, and career advancement. Mark each competency area with the appropriate number (using the key below) most appropriate to your level of expertise. The results of this self-assessment will be reviewed/discussed during your collaborative review with your mentor/research advisor. You will repeat this process each year during your annual assessment.

KEY: 1-Needs Work 2-Moderate 3-Good 4-Strength

SELF ASSESSMENT - CORE COMPETENCIES	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Scientific Knowledge					
Broad based knowledge of science					
Deep knowledge of specific research area					
Critical evaluation of scientific literature					
Research Skills					
Technical skills related to my specific research area					
Experimental design					
Statistical analysis					
Interpretation of data					
Creativity/innovative thinking					
Navigating the peer review process					
Communication					
Basic writing and editing					
Writing scientific publications					
Writing grant proposals					
Writing for nonscientists					
Speaking clearly and effectively					
Formulating and asking sound questions					
Presenting research to scientists					
Presenting to nonscientists					
Teaching in a classroom setting					
Training and mentoring individuals					
Seeking advice from advisors and mentors					
Negotiating difficult conversations					
Professionalism					
Demonstrating workplace etiquette					
Complying with rules and regulations					
Upholding commitments and meeting deadlines					
Maintaining positive relationships with colleagues					
Contributing to discipline (e.g. professional society member)					
Contributing to institution (e.g. committee participation)					
Bench to Bedside Manner (patient care)					
Management and Leadership Skills					
Providing instruction and guidance					
Providing constructive feedback					
Dealing with conflict					
Planning and organizing projects					
Time management					
Developing/managing budgets					
Managing data and research resources responsibly					
Leading and motivating others					
Creating vision and goals					
Serving as a role model					
Responsible Conduct of Research					
Careful recordkeeping practices					
Understanding of data ownership/sharing issues					
Demonstrating responsible conduct in human/animal research					
Able to identify and address research misconduct					
Able to identify and manage conflict of interest					
Career advancement					
Creating and maintaining a professional network					
Identifying career options					
Preparing application materials/CV upkeep					

SECTION B: YEAR 1 SELF ASSESSMENT CONTINUED

BASIC CAREER OBJECTIVES

- What type of work do I enjoy? (Think about setting, content, etc.)

- Where would I like to be in this organization?

- What is important to me in a career?

- Is recognition important to me?

- Am I comfortable in a highly competitive environment?


- Do I hope to be more research based or clinical, or both?

SECTION C: CAREER GOALS

This section addresses some of the essential components for a career as a successful researcher. Write your goals in each section: research project, career advancement, skill development, and long term career goals. Keep your self-assessment results in mind. Creating goals to develop your skills for career advancement will be key in planning the steps you will take to hone these specific skills revising your IDP as needed.

5-YEAR CAREER VISION

Why did you choose a profession in medicine/public health? Where do you see yourself in 5 years? What is your dream position in 5 years? Explain your vision.



SECTION C: CAREER GOALS

RESEARCH PROJECTS: CURRENT STANCE V.S GOALS FOR THE YEAR

RESEARCH PROJECT GOALS	CURRENT STANCE	GOAL FOR THIS YEAR
Current research project(s)		
Brief Description(s) of project(s)		
Number of Grants		
Number of fellowship applications To submit		
Conferences attended		
Workshops attended		
Seminars attended		
Additional comments		

CAREER ADVANCEMENT: CURRENT STANCE V.S GOALS FOR THE YEAR

CAREER ADVANCEMENT GOALS	CURRENT STANCE	YEAR GOAL
Networking goals for the year		
Number of networking events attended		
Who do you hope to meet?		
How do you propose to keep in contact w/ new colleagues?		
Which networking events do you hope to attend in the coming year?		
Additional comments		

SECTION D: SKILL DEVELOPMENT GOALS

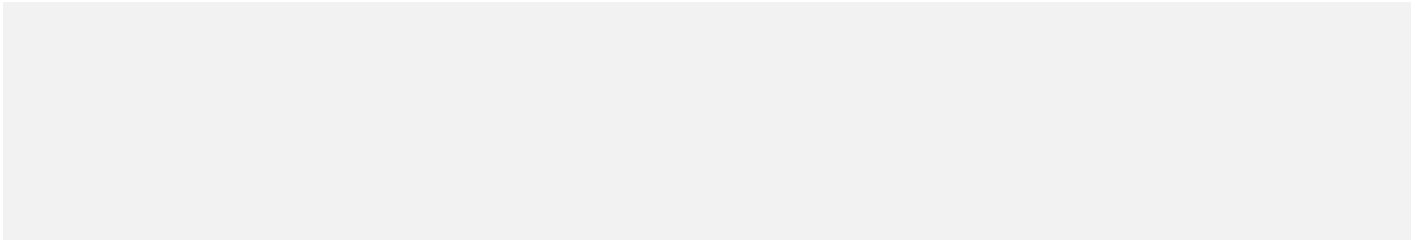
In this section, you will refer to the completed self-assessment in section B, taking note of skills that need further development and your current stance. Jotting down a goal and making an action plan will help you to achieve success!

SKILLS DEVELOPMENT GOALS: CURRENT STANCE V.S GOALS FOR THE YEAR & ACTION PLAN

SKILL Which Skills did you report as needing more work?	CURRENT STANCE (needs work, good, moderate)	YEAR GOAL	ACTION PLAN (Courses, projects, etc.)
Which skills did you report as being your strengths?			
Do your current future goals align with capitalizing on these skills?			

ACTION PLAN

As part of your action plan to further develop your skills, what are the steps you will take to build your skills? What options are available for improvement (courses, collaboration, projects, and mentors). Elaborate on your course of action below.



How can your mentor contribute to your action plan? Make a list of what you may need from your mentor below.

- 1.
- 2.
- 3.
- 4.
- 5.

SECTION E: LONG TERM CAREER GOALS

It's important to have a solid plan of action and a long term career vision, even if you regularly revise and update your career vision. Long term career goals may evolve over time, as you are exposed to new areas of the health care spectrum.

DESIRED OUTCOMES OF YOUR LONG-TERM CAREER GOALS

What is your ultimate, long-term career goal?

- When is your completion target date for training?

- What type of job will you apply for?

- When do you plan to start applying to jobs?

- Are there additional certs/training/milestones required before applying?

- Do you know who will provide letters of recommendation besides your mentor?

- Is your CV updated with your most recent work?

- How do you plan to measure success?

SECTION F: FOR MENTORS

The IDP is a great tool to help plan, communicate, and embolden communication between mentors and mentees during the process of seeking out goals. Please complete this section and provide any necessary feedback you find valuable to the mentee.

ASSESSING MENTEES BACKGROUND AND SKILLS

- Reflecting on the individual's self-assessment, would you agree that the entries are accurate?
- From your interaction with the individual, which skills do you believe need further development?
- What collaborations do you plan to establish to help the individual grow?
- How often do you plan to meet with the individual?

GOALS CHECKLIST

I would like my mentee and I to:

- _____ Tour the lab, my workplace, and introduce s/he to my team
- _____ Attend conferences to present projects we collaborate on
- _____ Meet at least once a week
- _____ Meet quarterly
- _____ Other _____

I would like to share with my mentee:

- _____ Constructive feedback
- _____ Networking tips
- _____ Professional preparation
- _____ Pros, cons, realities of work
- _____ Job opportunities in my department, or within the organization

- How can I, as mentor, assist the junior faculty to develop and achieve their career goals?

Additional Comments

SECTION G: COLLABORATIVE REVIEW

Approximately every 6 months after your initial completion of this IDP, you will complete the bi-annual progress report, noting milestones, areas of focus, and challenges faced.

Make the most of this time by preparing a list of questions you would like to ask. Discuss which skills which require further development, and take note of possible steps you may take in making improvements; note these in your skills development plan.

Be sure to bring these items with you to the collaborative review meeting:

- List of questions
- This completed IDP
- CV

Possible topics to discuss:

- Discuss your career interests
- Come to an agreement on meeting frequencies
- Exchange contact information

Date of Meeting:

GOALS	MENTOR	MENTEE	ACTION PLAN
GOAL 1			
GOAL 2			
GOAL 3			
TARGET DATE			

MEETING PROGRESS REPORT

ACCOMPLISHMENTS	OBSTACLES	GOAL MET? Please check a box		
		Yes	In progress	No progress
		Yes	In progress	No progress
		Yes	In progress	No progress
		Yes	In progress	No progress
		Yes	In progress	No progress

*Use this collaborative review sheet each time you meet with your mentor to review progress, make copies as needed.

SECTION G: COLLABORATIVE REVIEW

Date of Meeting: _____

GOALS	MENTOR	MENTEE	ACTION PLAN
GOAL 1			
GOAL 2			
GOAL 3			
TARGET DATE			

MEETING PROGRESS REPORT

ACCOMPLISHMENTS	OBSTACLES	GOAL MET? Please check a box		
		Yes	In progress	No progress
		Yes	In progress	No progress
		Yes	In progress	No progress
		Yes	In progress	No progress
		Yes	In progress	No progress

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INDIVIDUAL DEVELOPMENT PLAN

ANNUAL PROGRESS REPORT

Graduate Students & Post-doctoral Fellows

ANNUAL PROGRESS REPORT

ACCOMPLISHMENTS	OBSTACLES	GOAL MET? Please check a box		
		Yes	In progress	No progress
		Yes	In progress	No progress
		Yes	In progress	No progress
		Yes	In progress	No progress
		Yes	In progress	No progress

- Have you completed post-doctoral training? (if applicable)

- Did you apply for new jobs? If so what kind?

- When did you plan to start applying to jobs? Did you receive follow up calls?

- Did you face challenges during the interview process?

- How do you plan to measure success?