



Graduate School

UNIVERSITY OF WISCONSIN-MADISON

The Individual Development Plan ...for mapping out your academic and professional development

As you begin your graduate school career, an Individual Development Plan (IDP) is an essential tool to help you

assess your current skills and strengths,

make a plan for developing skills that will help you meet your academic and professional goals, and

communicate with your advisors and mentors about your evolving goals and related skills.

The IDP you create is a document you will want to revisit again and again, to update and refine as your goals change and/or come into focus, and to record your progress and accomplishments.

Sciences and Engineering

For graduate students and postdocs in the natural sciences and engineering, the American Association for the Advancement of Science (AAAS) online tool "myIDP" provides a comprehensive set of materials and exercises that will guide you through the process of self-assessment, career exploration, goal-setting, and implementation of your plan. Set up a free account and create and monitor your IDP at myidp.sciencecareers.org.

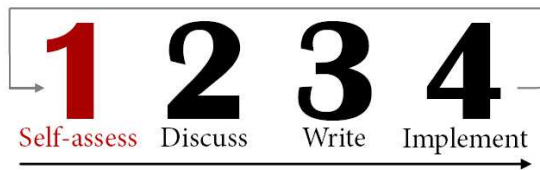
Social Sciences and Humanities

For graduate students and postdocs in the social sciences and humanities, the information included here provides some important dimensions to consider as you assess your skills and interests, and an outline for creating your own individualized plan.

Overview of steps for creating an Individual Development Plan (IDP)



Basic Steps	For Graduate Students and Postdocs	For Mentors
Step 1	Conduct a Self-Assessment	
Step 2	Discuss pertinent self-assessment items, career interests, and career opportunities with mentor	Discuss career opportunities with mentee; suggest resources
Step 3	Write an IDP Share IDP with mentor and revise	Review IDP and help mentee revise as needed
Step 4	Implement the plan Revise/update IDP as needed Share your progress and challenges with your mentor	Establish regular review of progress and provide support



Self Assessment

STEP 1: Conduct a Self-Assessment

Take some time to assess your skills. The strengths and areas of need you identify, together with the milestone activities that mark successful progress through your graduate program (e.g., preparing for prelims...), plus any other specific skills and knowledge needed to prepare for your career, form the foundation for the goals you will include in your IDP.

The suggested assessment items listed below are intended to cover basic/common skill areas across a broad range of fields. Be sure to tailor the list to meet your own assessment needs by adding additional items, such as discipline- or career-specific skills that you become aware of after discussions with your advisor, mentors or others.

You are also encouraged to explore other assessment resources (such as O'Net or WISCareers) so that you can create an assessment that provides a realistic picture of where you stand now vs. what areas need further development.

General Research Skills		1=Needs Improvement - 5=Highly Proficient				
Research Methods		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Analytical skills/Data analysis and interpretation		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Problem-solving		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Creativity/developing new research direction		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Search strategies and critical evaluation of the literature		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Grant application and scientific publishing processes		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Other:		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Other:		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Discipline Specific Knowledge		1=Needs Improvement - 5=Highly Proficient				
Broad-based and cross-disciplinary knowledge acquisition		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Detailed knowledge of specific research area		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Other:		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Other:		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Teaching and Mentoring		1=Needs Improvement - 5=Highly Proficient				
Mentoring		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Understanding learning styles		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
One-on-one teaching		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Facilitating small groups		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Lecturing		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Understanding the role of technology in education		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Inclusiveness in the classroom		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Other:		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Other:		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Communication		1=Needs Improvement - 5=Highly Proficient				
Writing (e.g., writing for a non-scientific audience...)		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Oral presentation		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Multi-media communication and digital tools		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Other:		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Other:		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Interpersonal Effectiveness		1=Needs Improvement - 5=Highly Proficient				
Getting along with others		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Conflict resolution, incl. difficult conversations/minimizing conflict		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Networking		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Ability to give/receive constructive feedback		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Managing the news media		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Other:		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Other:		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Leadership		1=Needs Improvement - 5=Highly Proficient				
Leading and motivating others		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Understanding mission, vision, and strategy		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Demonstrating cultural competence		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Being a change agent		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Coaching and developing others		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Other:		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Other:		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Project Management		1=Needs Improvement - 5=Highly Proficient				
Managing projects and time		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Budgeting		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Organizational skills		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Setting goals and monitoring results		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Working with diverse teams/groups		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Other:		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Other:		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Job search Skills		1=Needs Improvement - 5=Highly Proficient				
Identifying transferable skills		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
CV/Resume building and writing cover letters		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Informational interviewing		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Preparing a job-talk		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Job interviewing		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Other:		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Other:		<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5



As part of the assessment process, and in preparation for creating a truly individualized IDP, ask yourself some questions related to your graduate program responsibilities/requirements and career goals. Doing so will lead you to actions or goals to incorporate into your plan. Your aim is to develop skills that will lead to your success as a graduate student and beyond.

Graduate Program Responsibilities

What are the requirements and responsibilities outlined in your graduate handbook that you will need to meet during the next year? Two years?

Are there scholarly activities *you* would like to accomplish or work toward during the next year? Two years? (Examples: join a professional organization, present at a conference, co-author a paper...

Other?

Comments:

Career Exploration/Career Interests

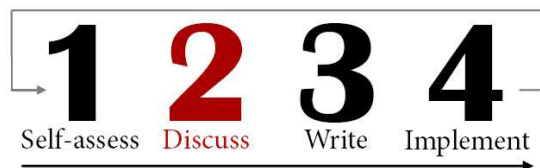
What type of work would you like to do? What is important to you in your post-graduate career?

What are your short-term goals related to career exploration? (Examples: learn about teaching at a community college vs. a research institution, find out where graduates in my field are working/finding careers, get familiar with the Versatile PhD web-based community...

How will you develop contacts--a network--related to your career exploration goals?

Other?

Comments:

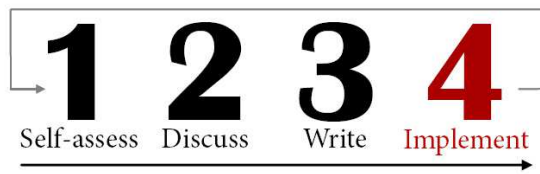


Discuss with Your Mentor

STEP 2: Discuss with Mentor/Advisor

Discussing your ideas for assessing your current skills, and talking about your career interests with your advisor and/or trusted mentor might help you identify developmental needs and areas to work on. By helping you compare current skills and strengths with those needed to achieve your career objectives, an advisor can be an important ally.

Some students might feel it's risky to share their weaknesses with an advisor or share their interest in a career outside the academy, for example. While it's not necessary to share all goals/thoughts/assessment results right away, consider how the feedback from your advisor might support your plan and provide insights and resource ideas.



Implement the Plan

STEP 4: Implement the Plan

Put your plan into action. Stay organized and seek out the support you need to stay on track. Commit to the plan, but also remember that you will need to be flexible and modify your plan as your goals or circumstances change. Keep your IDP in a convenient place and check it often. Add your IDP deadlines to your calendar to integrate them with deadlines for other work and personal events.

Review the IDP with your mentor on a regular basis (on a schedule decided upon together) and revise/update. And, importantly, celebrate your achievements!

Your name:

Today's date:

Adapted from:

Federation of American Societies of Experimental Biology (FASEB) Individual Development Plan for Postdoctoral Fellows: <http://www.faseb.org/portals/2/pdfs/opa/idp.pdf>

myIDP website:

<http://myidp.sciencecareers.org/>

Individual Development Plan for UCSF Faculty:

http://medschool2.ucsf.edu/academy/faculty_development/Individual_development_plan.pdf