College of Public Health & Health Professions

# Individual Development Plan

## RESPONSIBILITIES

**STUDENTS:** Read the following responsibilities in advance of your meeting, and discuss with your advisor any questions you may have. This list is intended to help you understand where you should take ownership over your graduate training and how your advisor can support you with your goals.

**STUDENT RESPONSIBILITIES**

... take the primary responsibility for the successful completion of my degree.

... meet regularly with my advisor and provide her/him with updates on the progress and results of my activities and experiments.

... work with my research advisor to develop a thesis/dissertation project and select a committee.

... initiate requests for feedback and seek advice from my advisor, committee, and other mentors.

... be knowledgeable of the policies and requirements of my program.

... attend and participate in lab meetings, seminars, and journal clubs.

... keep up with original literature in my field.

... be a good lab citizen, maintaining a safe and clean space and working collegially with everyone.

... maintain a detailed, organized, and accurate lab notebook.

... discuss policies on work hours, sick leave, and vacation with my advisor.

... discuss policies on authorship and attendance at professional meetings with my advisor.

**ADVISOR RESPONSIBILITIES**

... be committed to your education and training as a future member of the scientific community.

... be committed to helping plan and direct your research project, allowing you to take ownership of your research while setting reasonable goals and establishing a timeline for completion.

... provide and seek regular and honest feedback on an ongoing basis.

... be committed to improving as a mentor.

... be open, encouraging you to come to him/her with concerns and helping to find acceptable solutions to problems as they arise.

... be knowledgeable of, and guide you through, your Home Program's requirements/deadlines.

... advise and assist with your thesis committee selection.

... lead by example and facilitate your training in complementary skills needed to be a successful scientist, such as communication, writing, management, and ethical behavior.

... discuss authorship policies, acknowledge your scientific contributions to the advisors lab, and work with you to publish your work in a timely manner prior to your graduation.

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## CAREER PLANNING

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1. What Program requirements do you need to complete, and what is your plan to fulfill them?

2. What are your primary goals in your academic training?

3. What are your career goals?

    a. Where do you envision yourself 1 year post-graduation?

    b. Where do you envision yourself 5 years post-graduation?

    c. What guidance would help you with your development and exploration of career options?

    d. Are there any factors that you are concerned may negatively affect your progress?

    e. What help can your advisor or other faculty/staff provide? Also, indicate if you need help finding professional or personal development resources.

4. What positions are you applying to, and have you been able to get the guidance you need?

5. What features of the research group (if applicable) and your relationships with colleagues are most helpful and supportive to your wellbeing?

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## SELF EVALUATION

One of the most important parts of your PhD training is to develop a skill set transferrable beyond graduation. Evaluate your strengths and weaknesses below relative to your own goals, checking the boxes for skills that you would like to target in the coming year (1 being low; 3 being high). Ask your advisor how s/he agrees or disagrees with this assessment. An honest self-assessment and discussion will help you set goals for your training.

### RESEARCH SKILLS & SCIENTIFIC THINKING

| | | | | Target Skill |
|---|---|---|---|---|
| Broad-based knowledge of science | 1 | 2 | 3 | ☐ |
| Critical reading of scientific literature | 1 | 2 | 3 | ☐ |
| Experimental design | 1 | 2 | 3 | ☐ |
| Interpretation of data | 1 | 2 | 3 | ☐ |
| Statistical analysis | 1 | 2 | 3 | ☐ |
| Creativity and innovative thinking | 1 | 2 | 3 | ☐ |

### LEADERSHIP/PERSONNEL MANAGEMENT

| | | | | Target Skill |
|---|---|---|---|---|
| Delegating; providing instruction | 1 | 2 | 3 | ☐ |
| Providing constructive feedback | 1 | 2 | 3 | ☐ |
| Dealing with conflict | 1 | 2 | 3 | ☐ |
| Leading and motivating others | 1 | 2 | 3 | ☐ |
| Serving as a role model | 1 | 2 | 3 | ☐ |
| Setting expectations | 1 | 2 | 3 | ☐ |

### WRITING

| | | | | Target Skill |
|---|---|---|---|---|
| For a scientific publication | 1 | 2 | 3 | ☐ |
| For a research proposal | 1 | 2 | 3 | ☐ |
| For a lay audience | 1 | 2 | 3 | ☐ |
| Grammar / structure | 1 | 2 | 3 | ☐ |
| Editing your own writing | 1 | 2 | 3 | ☐ |

### PROFESSIONALISM/INTERPERSONAL

| | | | | Target Skill |
|---|---|---|---|---|
| Identifying and seeking advice | 1 | 2 | 3 | ☐ |
| Upholding commitments / deadlines | 1 | 2 | 3 | ☐ |
| Maintaining positive relationships | 1 | 2 | 3 | ☐ |
| Approaching difficult conversations | 1 | 2 | 3 | ☐ |
| Contributing to a team | 1 | 2 | 3 | ☐ |

### ORAL COMMUNICATIONS

| | | | | Target Skill |
|---|---|---|---|---|
| To a specialized audience | 1 | 2 | 3 | ☐ |
| To a lay audience | 1 | 2 | 3 | ☐ |
| In a classroom | 1 | 2 | 3 | ☐ |
| One-on-one | 1 | 2 | 3 | ☐ |
| English fluency | 1 | 2 | 3 | ☐ |

### PROJECT MANAGEMENT

| | | | | Target Skill |
|---|---|---|---|---|
| Planning projects | 1 | 2 | 3 | ☐ |
| Breaking down complex tasks | 1 | 2 | 3 | ☐ |
| Time management | 1 | 2 | 3 | ☐ |
| Managing data and resources | 1 | 2 | 3 | ☐ |

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## MENTORING

Mentoring is a distributive process, allowing you to take advantage of the talents and experiences of many people throughout your training. You may want to consider using all or some of the IDP as an impetus for conversations with each of your mentors, not just your advisor. In the space below, consider the breadth of mentoring you currently receive.

| | |
|---|---|
| **Lead Mentor** | |
| **Thesis Committee: as a group** (list names) | |
| **Thesis Committee: one-on-one** (list names) | |
| **Additional Mentors** (list names) | |
| **Collaborators** (list names / roles in your research) | |

**What have you found most beneficial of the mentoring you have received? Is there anything that would improve the mentoring you receive?**

**What important activities and skills do you bring to a mentoring relationship?**

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## ACTION PLAN

**THIS ACTION PLAN IS TO BE DEVELOPED JOINTLY BY THE GRADUATE STUDENT AND THE MENTOR DURING OR AFTER THE DISCUSSION OF THE STUDENT'S RESPONSE TO IDP ITEMS.** Keep it accessible for your yearly IDP meetings and potential monthly check-ins, as determined by the two of you.

## 1 Communication

What is the best way to set meetings and communicate regularly?

## 2 Target Skills

What skills did you identify as most important development targets for the coming year?

## 3 Activities

List any activities in which you and your advisor agree you should participate to achieve your academic objectives in the coming year.

## 4 Projected Timeline for Major Goals

## 5 Financial Support

What is the current plan for financial support during the upcoming year? If financial support is not assured, or if additional support is needed, what opportunities exist to apply for or secure this funding (e.g.: scholarships)?

## 6 Additional Actions

In order to aid your success, are there any additional actions that can be initiated or continued by you? By your advisor?

## 7 Following-Up

How often do you and your advisor plan to meet?

## 8 Other