

# Individual Development Plan or IDP



A self assessment of your strengths and weaknesses, matched to your interests and values for a long-term employment match.

An organized compact between you and your mentor.

A structured planning tool.

# Individual Development Plan or IDP

Online Science Magazine = MyIDP

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

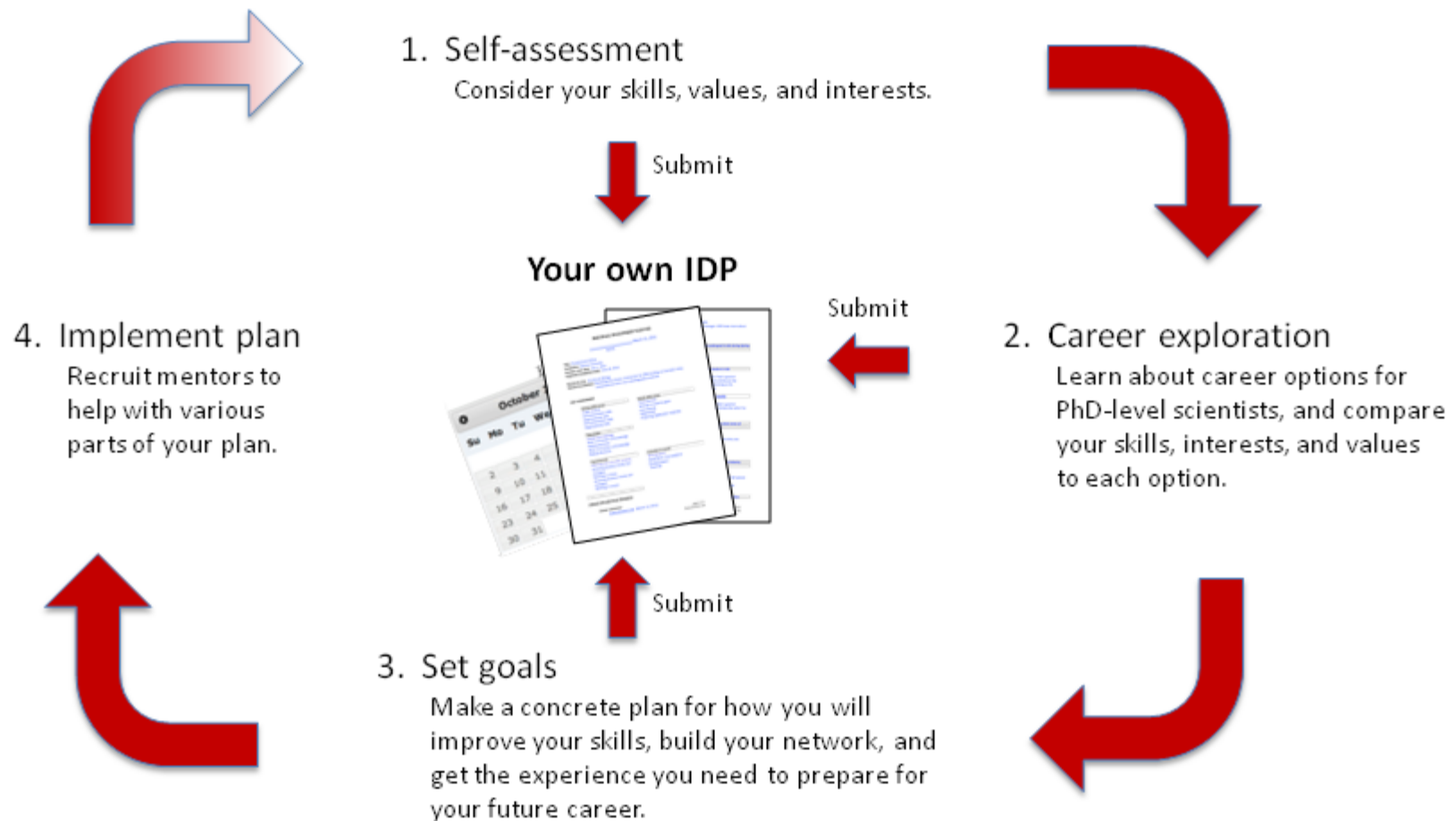
FSU IDP

<http://opda.fsu.edu/Resources/Career-Development-Resources>

## An Individual Development Plan (IDP) is a structured planning tool designed to help you:

- identify **long-term career goals** that fit with your unique skills, interests, and values,
- make a plan for **improving your skills**,
- set goals for the coming year to **improve efficiency and productivity**, and
- structure productive **conversations with your mentor(s)** about your career plans and development.

## This module will guide you through the process of creating an IDP:



# Individual Development Plan or IDP

FSU IDP, five major categories =

1. Communication Goals
2. Teaching Goals
3. Scholarly Development Goals
4. Professionalism Goals
5. Career Development Goals
6. >>>> Semester Goals (“SMART”)

# Individual Development Plan or IDP

## How to set a **SMART** goal

**S** – Specific – Is it focused and unambiguous?

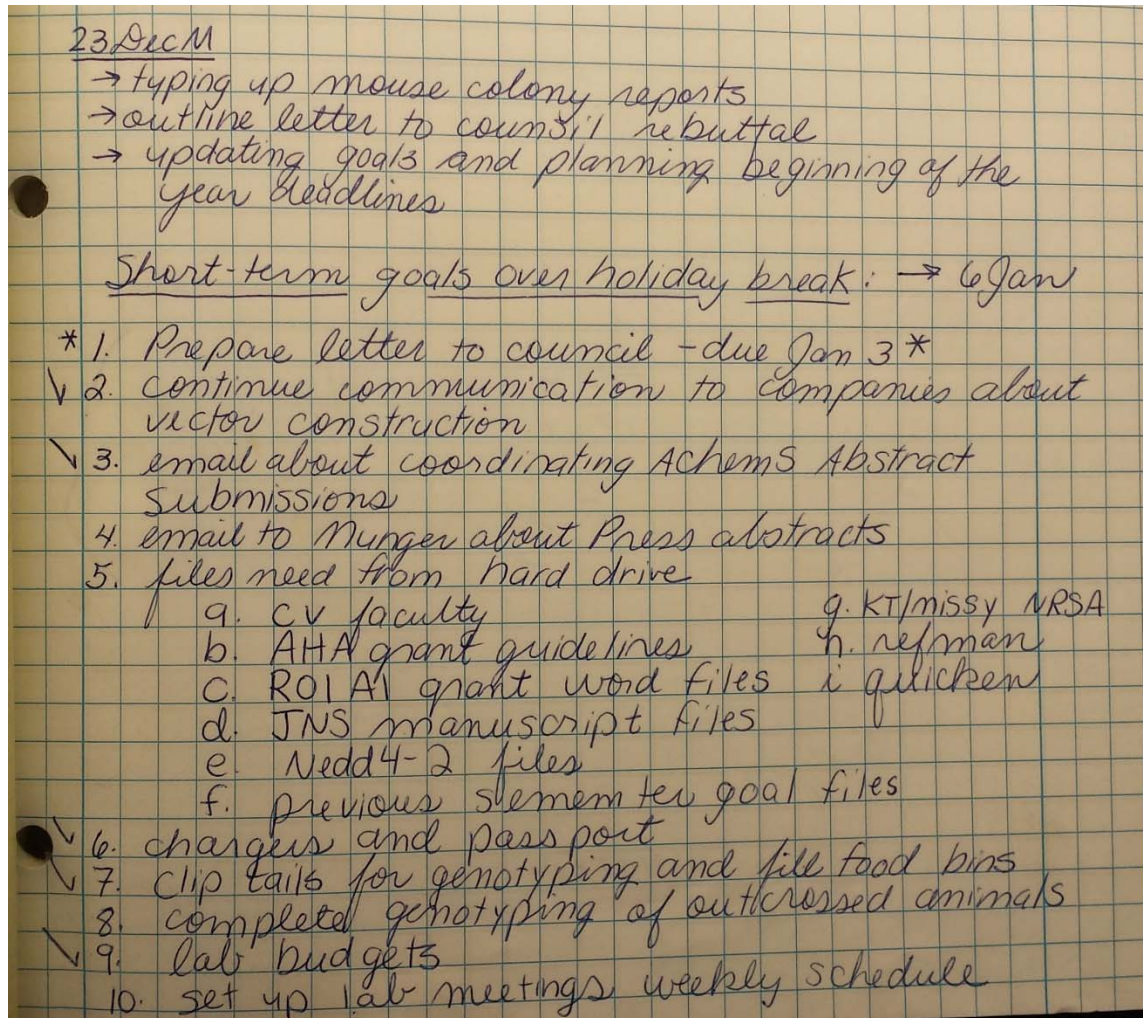
**M** – Measureable – Could someone determine whether or not you achieved this goal?

**A** – Action-oriented – Did you specify the action you will take?

**R** – Realistic – Considering difficulty and timeframe, is this goal attainable?

**T** – Time-bound – Did you specify a deadline?

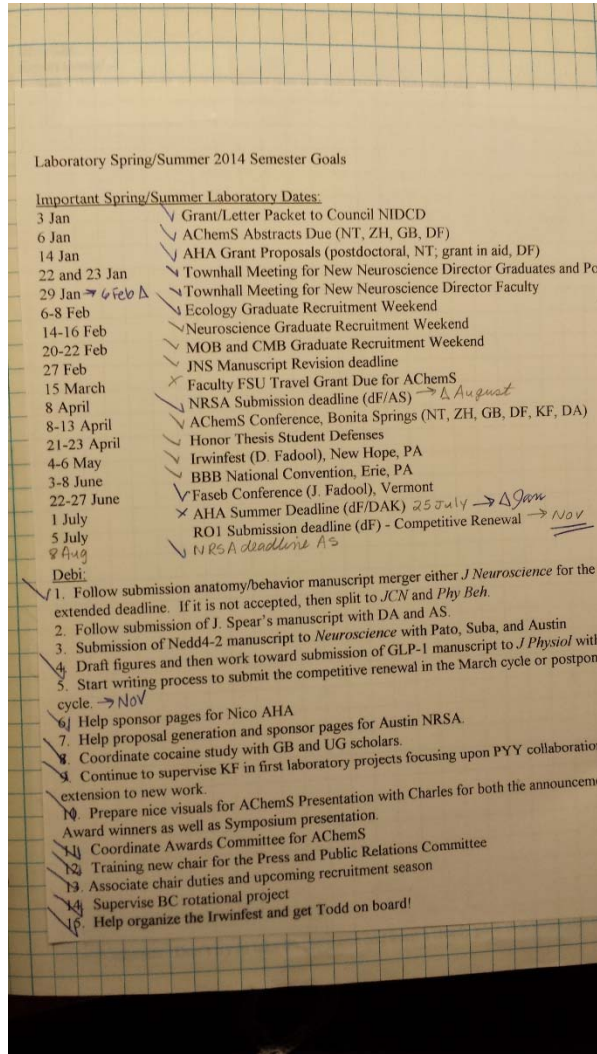
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Short-term goals are as useful as long-term goals

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## Long-term Semester Goals



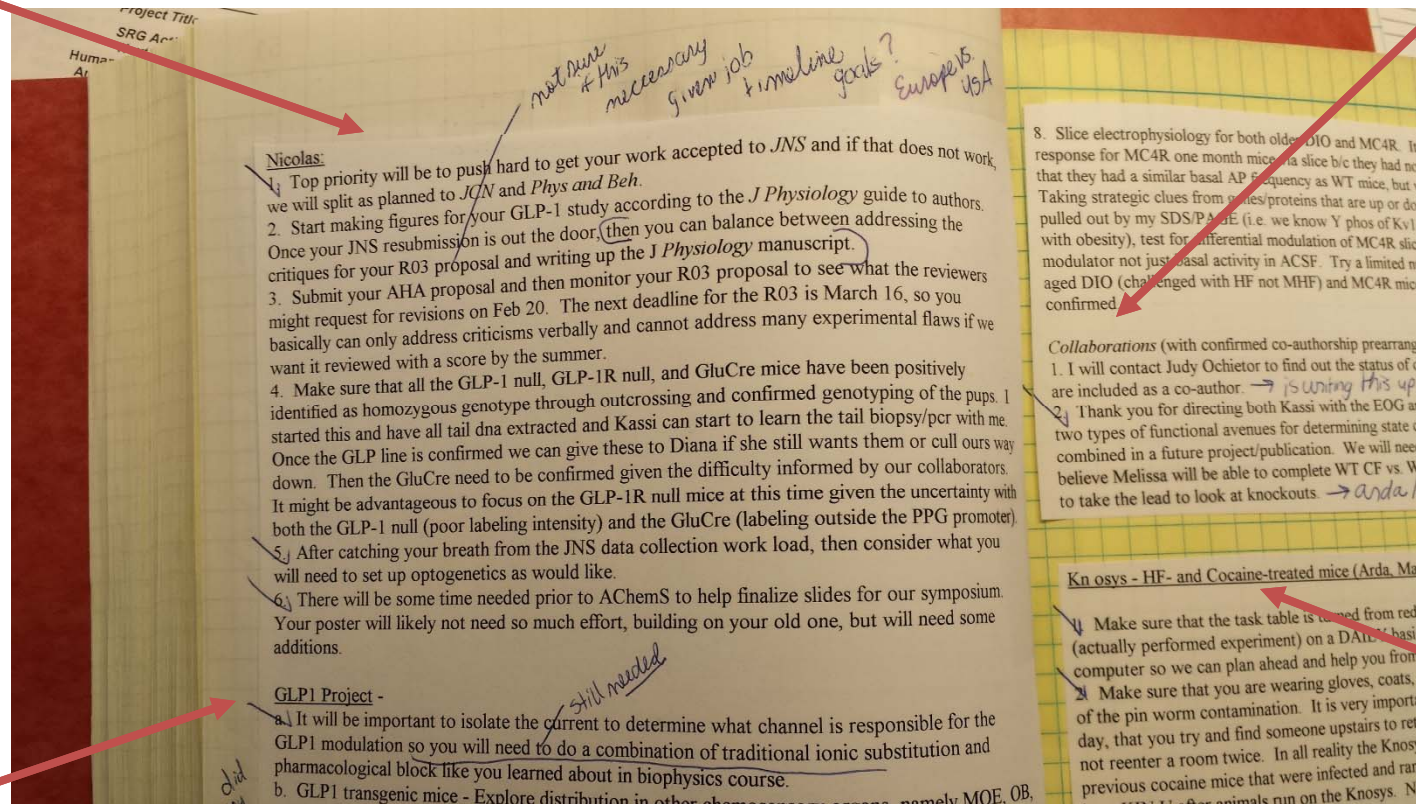
Calendar deadlines that are fixed that lab group needs to work around and participate.

Goals for myself so that lab Postdocs know what I am busy completing.

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Postdoc's Over Arching Goals and My Expected Priority

Postdoc's Collaborators



Postdoc's Independent Project

Postdoc and my shared supervision of UG DIS students



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## 1. Communication Goals

- A. Lab meeting
- B. Group meeting
- C. Regional conference
- D. National conference
- E. Symposium or platform



## 2. Teaching Goals

- A. Undergraduate DIS/honors
- B. Graduate student rotational student
- C. Seminar
- D. Instructor of record (undergraduate classroom)

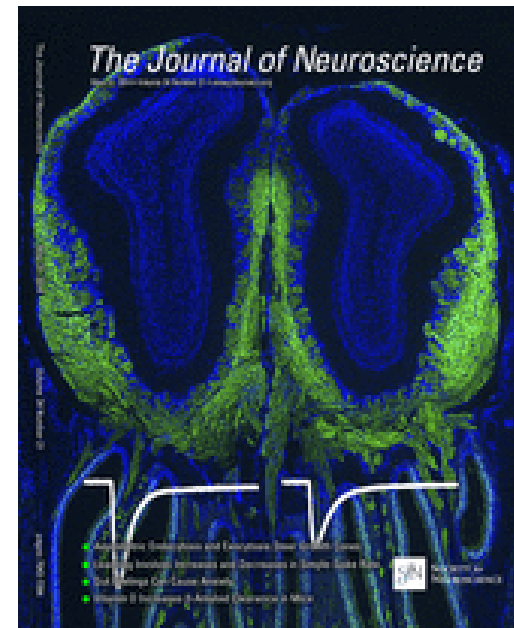
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## 3. Scholarly Development Goals

- A. Abstract
- B. Technical skill, collaboration, or off-campus program
- C. Review article
- D. Fellowship application
- E. Manuscript
- F. Grant application

## 4. Professionalism Goals

- A. Leadership on campus
- B. Society involvement
- C. RCR/EHS courses
- D. Vertebrate animal/human subjects



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## 5. Career Development Goals

- A. AAAS online or IDP assessment
- B. Annual evaluation with your mentor
- C. Compact with your mentor
- D. Biosketch for application
- E. CV
- F. Cover letter
- G. Job packet application
  - 1. Research Objectives
  - 2. Teaching Objectives

>>>>> FORMULATE 1 TO 5 INTO SEMESTER GOALS!!!

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## Fall Semester Goals

Task to Accomplish	Which IDP Category?	Specific or Semester Deadline?	Met Goal or Reformulate?
Record neuromodulation of adult neurons following high-fat diet treatments	1 = present at lab meeting 2= allow DIS to shadow 4 = sign change form to LAR	End of October	Leave blank for your mentor and you to evaluate after the Fall Semester

## Spring/Summer Semester Goals

Task to Accomplish	Which IDP Category?	Specific or Semester Deadline?	Met Goal or Reformulate?
Follow the neuromodulation manuscript through publication with an editor	3 = manuscript writing	July 1 <sup>st</sup>	Leave blank for your mentor and you to evaluate after the Fall Semester
Submit the neuromodulation data to a foundation grant award (Juvenile Diabetets Foundation mechanism 489)	3 = grant writing	August 5th	Leave blank for your mentor and you to evaluate after the Fall Semester

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## Commitments of Postdoctoral Appointees

- **I acknowledge that I have the primary responsibility for the development of my own career.** I recognize that I must take a realistic look at career opportunities and follow a path that matches my individual skills, values, and interests.
- **I will develop a mutually defined research project with my mentor that includes well-defined goals and timelines.** Ideally, this project should be outlined and agreed upon at the time of the initial appointment.
- **I will perform my research activities conscientiously, maintain good research records, and catalog and maintain all tangible research materials that result from the research project.**

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- **I will respect all ethical standards when conducting my research including compliance with all institutional and federal regulations as they relate to responsible conduct in research, privacy and human subjects research, animal care and use, laboratory safety, and use of radioisotopes.** I recognize that this commitment includes asking for guidance when presented with ethical or compliance uncertainties and reporting on breeches of ethical or compliance standards by me and/or others.
- **I will show respect for and will work collegially with my coworkers, support staff, and other individuals with whom I interact.**
- **I will endeavor to assume progressive responsibility and management of my research project(s) as it matures.** I recognize that assuming responsibility for the conduct of research projects is a critical step on the path to independence.
- **I will seek regular feedback on my performance and ask for a formal evaluation at least annually.**

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- **I will have open and timely discussions with my mentor concerning the dissemination of research findings and the distribution of research materials to third parties.**
- **I recognize that I have embarked on a career requiring “lifelong learning.” To meet this obligation I must stay abreast of the latest developments in my specialized field through reading the literature, regular attendance at relevant seminar series, and attendance at scientific meetings.**
- **I will actively seek opportunities outside the laboratory (e.g. professional development seminars and workshops in oral communication, scientific writing, and teaching) to develop the full set of professional skills necessary to be successful for my chosen career.**
- **At the end of my appointment, in accordance with institutional policy, I will leave behind all original notebooks, computerized files, and tangible research materials so that other individuals can carry on related research. I will also work with my mentor to submit the research results for publication in a timely manner.**



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## Commitments of Mentors

- **I acknowledge that the postdoctoral period is a time of advanced training intended to develop the skills needed to promote the career of the postdoctoral appointee.**
- **I will ensure that a mutually agreed upon set of expectations and goals are in place at the outset of the postdoctoral training period, and I will work with the postdoctoral appointee to create an individual career development plan.**
- **I will strive to maintain a relationship with the postdoctoral appointee that is based on trust and mutual respect.** I acknowledge that open communication and periodic formal performance reviews, conducted at least annually, will help ensure that the expectations of both parties are met.

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- **I will promote all ethical standards for conducting research including compliance with all institutional and federal regulations as they relate to responsible conduct in research, privacy and human subjects research, animal care and use, laboratory safety, and use of radioisotopes.** I will clearly define expectations for conduct of research in my lab and make myself available to discuss ethical concerns as they arise.
- **I will ensure that the postdoctoral appointee has sufficient opportunities to acquire the skills necessary to become an expert in an agreed upon area of investigation.**
- **I will provide the appointee with the required guidance and mentoring, and will seek the assistance of other faculty and departmental/institutional resources when necessary.** Although I am expected to provide guidance and education in technical areas, I recognize that I must also educate the postdoctoral appointee by example and by providing access to formal opportunities/programs in complementary areas necessary for a successful career.

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- **I will provide a training environment that is suited to the individual needs of the postdoctoral appointee in order to ensure his/her personal and professional growth.** I will encourage a progressive increase in the level of responsibility and independence to facilitate the transition to a fully independent career.
- **I will encourage the interaction of the postdoctoral appointee with fellow scientists both intra- and extramurally and encourage the appointee's attendance at professional meetings to network and present research findings.**
- **I will ensure that the research performed by a postdoctoral appointee is submitted for publication in a timely manner and that she/he receives appropriate credit for the work she/he performs. I will acknowledge her/his contribution to the development of any intellectual property and will clearly define future access to tangible research materials according to institutional policy.**

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- **I recognize that there are multiple career options available for a postdoctoral appointee and will provide assistance in exploring appropriate options.** I recognize that not all postdoctoral appointees will become academic faculty. To prepare a postdoctoral appointee for other career paths, I will direct her/him to the resources that explore non-academic careers, and discuss these options.
- **I will commit to being a supportive colleague to postdoctoral appointees as they transition the next stage of their career and to the extent possible, throughout their professional life.** I recognize that the role of a mentor continues after the formal training period.

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## Annual Review...What you should expect -

The postdoctoral scholar should fill out the following self-evaluation and then the advisor should make comments and return to the scholar. The two should meet and then design goals for the upcoming academic year. Following the design of the annual goals, a copy of the document should be forwarded to the Department's Postdoctoral Coordinator or Director.

### Communication Skills

*List assessment of your current ability for written and oral communication to include presentation skills; formal and informal written communication; working with editors, publishers, grant program officers; classroom instruction; and effectiveness of judging your audience.*

Postdoc Response

Advisor Comments

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## Research Skills

*List assessment of your ability to lead a research project in terms of idea generation and innovation; ability to learn and apply new technologies; data analysis and organization skills; careful design and improvement of protocols; reproducibility and accuracy in data collection.*

Postdoc Response

Advisor Comment

## Developing Colleague and Team Member Skills

*List assessment of your current ability to work with members of your laboratory or unit to include leadership and reliability, networking with fellow postdoctoral scholars, mentoring students less skilled than yourself; developing research relationships outside your university; service to your profession.*

Postdoc Response

Advisor Comment

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## Professional Skills

*List assessment of skills developed this review period that are particular to your success of transitioning to an independent scholar aligned with your career ambition.*

Postdoc Response

Advisor Comments

## Accomplishments

*List the five major accomplishment you have made this review period that hallmark your visibility and professional success in your field. Examples include - publications, public lectures, performances, conference presentation, guest invitations, professional awards, grants or scholarships, etc.*

Postdoc Response

Advisor Comments

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**List or table of your defined semester goals**

Signed by both Postdoc Scholar and Advisor

Turned in to your Departmental Postdoctoral  
Coordinator or Director