

**Individual Development Plan
for
Post-Doctoral Students
Developed by the UC Berkeley Graduate Diversity Program**

Individual Development Plans (IDPs) provide a planning process that identifies both professional development needs and career objectives. Furthermore, IDPs can serve as tools to help facilitate communication between mentees and their mentors.

Goals

An IDP can be one component of a broader mentoring program and can help mentees identify:

- Long-term career options they wish to pursue and the necessary tools to meet these goals
- Short-term needs for improving current performance

Outline of the IDP Process

The development, implementation and revision of the IDP require a series of steps to be conducted by the mentee, and then discussed with his/her mentor(s). These steps are an interactive effort, and ideally both the mentee and his/her mentor(s) will fully participate in the process.

Step 1	Conducting a Skills-assessment: Conduct an assessment of your strengths, weaknesses, and skills; then ask your mentor/colleague to review your skills assessment with you.
Step 2	Completing the IDP: State your career goals and write your Annual IDP
Step 3	Implementing your IDP: Set an appointment with your mentor(s). Discuss your IDP with your mentor; implement the steps in your IDP; periodically review progress with your mentor.

Name:

Meeting Date:

Time Management

By your best estimate, how did you allocate your time during the past year?

% of time spent on writing for publication.

% of time spent on research and/or creative work

% of time spent on teaching, training, mentoring

% time spent on administration and other duties

% of time spent on personal care/social activities

Total % of time

How, if at all, will you change this time distribution in the coming year?

STEP 1: SKILLS ASSESSMENT

Assess your strengths, weaknesses and skills – Self-Evaluation

Evaluate your skills and abilities in the following areas where:

5 = Highly proficient

1 = Needs improvement

General Research Skills:					
Designing program evaluations/studies	1	2	3	4	5
Analytical skills	1	2	3	4	5
Problem solving/troubleshooting	1	2	3	4	5
Creativity/developing new research directions	1	2	3	4	5
Teaching Skills:					
One-on-One Teaching	1	2	3	4	5
Small Group Teaching	1	2	3	4	5
Large Group Presentation	1	2	3	4	5
Professional Skills:					
Grant writing skills	1	2	3	4	5
Oral presentation skills	1	2	3	4	5
Manuscript writing skills	1	2	3	4	5
Mentoring skills	1	2	3	4	5
Being a mentee	1	2	3	4	5
Leadership and Management Skills:					
Leading and motivating others	1	2	3	4	5
Budgeting	1	2	3	4	5
Managing projects and time	1	2	3	4	5
Organizational skills	1	2	3	4	5
Interpersonal Skills:					
Getting along with others	1	2	3	4	5
Communicating clearly in writing	1	2	3	4	5
Communicating clearly in conversation	1	2	3	4	5

When you have completed this self-evaluation, discuss the items on the form above with your mentor(s).

Please complete Parts 1-5 and return it along with your current CV to your advisor/mentor at least two days prior to the scheduled meeting. You can type as much as needed in each section, but please respond in brief, bulleted format. This is not to be a complete report, but a summary to guide discussion. It is not intended that this become part of your permanent record.

Part 1. Progress in the Last Twelve Months

Please attach a copy of your current Curriculum Vitae (CV).

Give a **brief** overview of your overall progress on your academic project(s) in the past year.

Describe any academically focused activity in which you have experienced or are experiencing difficulties. What factors caused or contributed to these difficulties? ****What assistance, resources, or mentoring might help you accomplish your goals?**

Give a brief overview of your teaching and mentoring activities in the past year. Describe any such activities in which you have experienced or are experiencing difficulties. ****What assistance, resources, or mentoring might help you accomplish your teaching goals?**

Give a brief overview of your other professional activities, recognition and accomplishments in the past year (e.g., publications, patents, honors or awards, presentations at professional meetings, grants or fellowships):

Part 2. Plans for the Coming Twelve Months

List any requirements yet to be completed, along with anticipated dates of completion.

Briefly describe the goals for your research/creative project(s):

List publications you plan to submit (include proposed publication title, journal/academic press, and submission date):

List professional conferences, meetings and workshops you would like to attend (include proposed title and submission date for proposed presentations), along with funding resources to attend them:

If applicable, how will your post-doctoral studies be funded next year? List fellowship, grants, and other funding applications you plan to submit (include name of award and due date):

****What areas of expertise/skills would you like to develop in the next year? Think broadly of what you need to be able to know and do: new areas of knowledge, new research, public speaking, writing, managing teams, classroom teaching, grant writing, salary negotiation, etc. List your plans for learning these.**

List your long-term career goals. You are encouraged to include at least two:

1)

2)

What position/job do you see as the next step toward achieving your career goals? When do you anticipate beginning the process of obtaining that next position?

What factors are driving your career goals, plans, and decisions (e.g., interests in research, teaching, business, government, writing; geographic priorities; family commitments; financial objectives)?

What steps are you taking to enhance your ability to attain these goals? What additional training or skills would most benefit you in preparing for your desired career?

Part 4. Final Discussion Points

This final section is an opportunity for you and your advisor(s)/mentor(s) to develop action plans for the coming year and to reflect on specific actions that will help you be successful. It is useful to consider what is working and should continue, and what might change. This is an opportunity to come to closure on key issues, as well as to discuss any matters not already covered.

****What assistance, resources, and mentoring would help you meet your goals? What are your plans for identifying and using these resources?**

What can your **advisor(s)** continue to do or do differently to support you in reaching your specific research, professional development, and job related goals for the coming year?

What can **you** continue to do or do differently to achieve your immediate and long term goals?

Part 5: IMPLEMENT YOUR PLAN

Writing out your IDP is just the beginning of the career development process and serves as the road map. Now it's time to take action!

- Put your plan into action. File it someplace easy to find and read it over regularly to check your progress.
- Remember that each major professional goal that you write for the upcoming year should be broken down into its smaller, accomplishable sub-goals, steps or “deliverables”, with specific dates for completion for each of those sub-goals. These smaller sub-goals should ultimately lead to accomplishment of the final goal. For example:

Major goal: Submit a paper for publication. Completion date - March

Sub-goal #1: Complete data analysis, figures and outline. Completion date - previous October

Sub-goal #2: Complete the Introduction section. Completion date - previous November

Sub-goal #3: Complete the Discussion section. Completion date - previous December

- Revise and modify the plan as necessary. **The plan is not cast in concrete**; it will need to be modified as circumstances and goals change. The challenge of implementation is to remain flexible and open to change.
- Plan to set quarterly meetings with your mentor(s) —or more frequently if appropriate— to review and discuss your IDP. Be sure to prepare a written outline for this discussion. For example, create a prioritized list of the most important items you wish to discuss.
- Revise your IDP on the basis of these discussions.

Adapted from Stanford University's Annual Doctoral Student Degree and Career-Progress Meeting Worksheet, and UCSF's Individual Development Plan for UCSF Faculty .