

The Individual Development Plan (IDP)

FOR MAPPING YOUR WAY TO SUCCESS



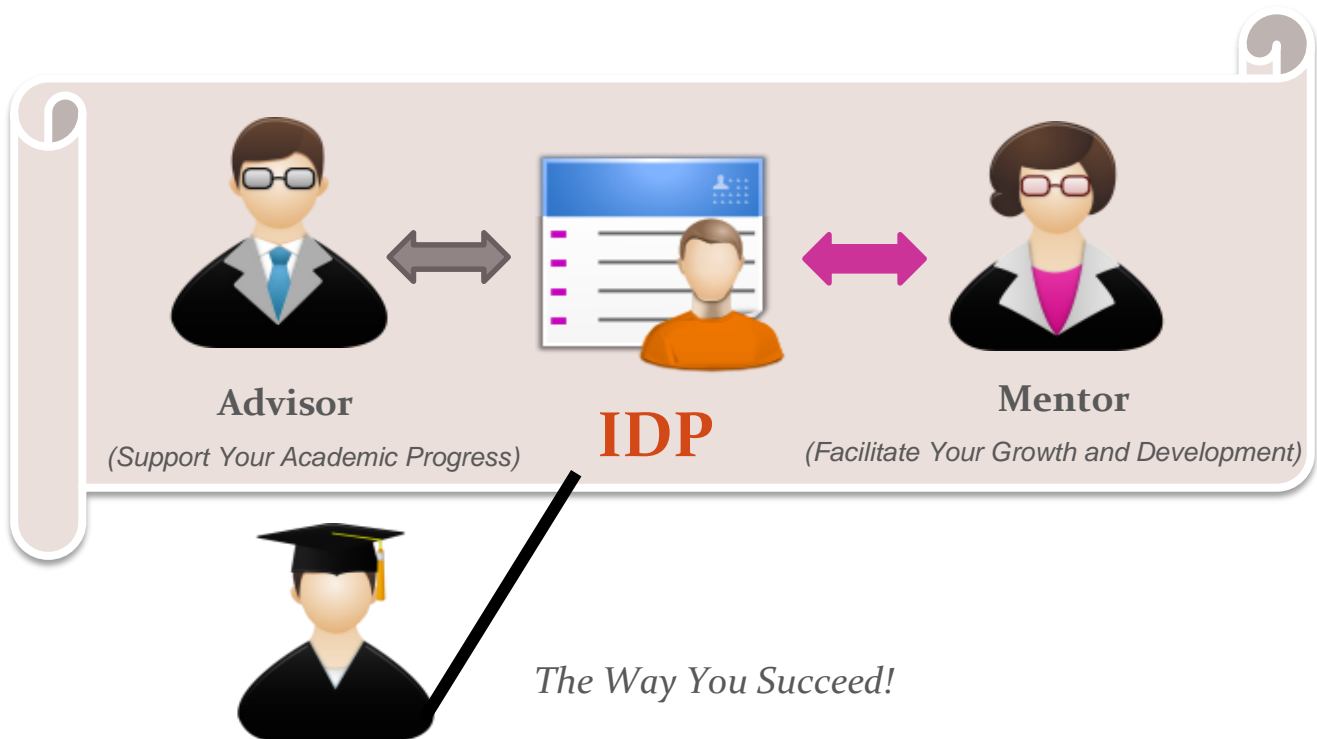
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What is the IDP?

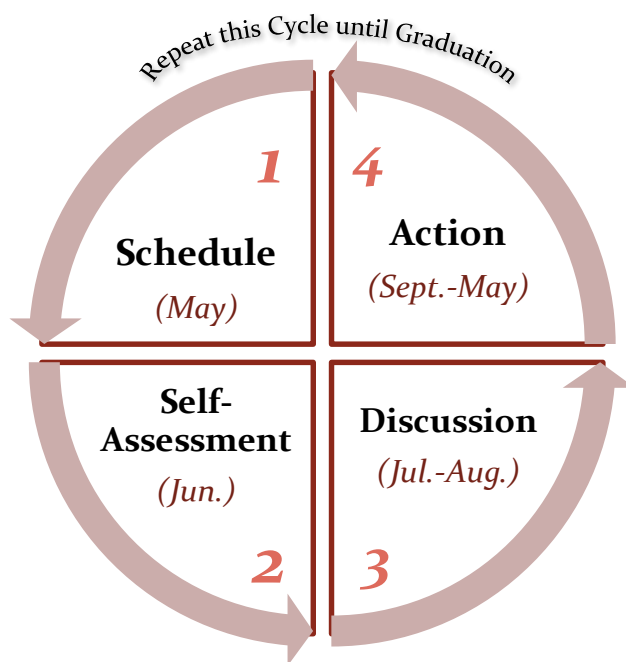
The Individual Development Plan (IDP) is an essential tool designed to help graduate students:

- Identify professional goals and objectives
- Assess current skills
- Communicate with their advisor and mentor to develop an action plan to achieve short- and long-term objectives

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



How to Create Your IDP



The Detailed Timeline for Developing the IDP				
		Fall Semester (Sept.-Dec.)	Spring Semester (Jan.-May.)	Summer Semester (Jun.-Aug.)
Year 1	For Graduate Students	<ol style="list-style-type: none"> 1. Welcome to Texas A&M University! 2. Identify your advisor and mentor. 3. Visit them. 	<ol style="list-style-type: none"> 1. New spring semester students should identify your advisor and mentor. 2. Visit your advisor and mentor. 3. Make appointments during the summer with your advisor and mentor to discuss your IDP (unless you graduate before August). 	<ol style="list-style-type: none"> 1. Complete your IDP. 2. Discuss your IDP with your advisor. 3. Write your action plan. 4. Meet with your advisor and mentor to finalize your action plan.
	For Advisors	Meet with advisees.	Meet with advisees.	<ol style="list-style-type: none"> 1. Discuss the IDP with advisees. 2. Review their action plans.

	For Mentors	Meet with mentees.	Meet with mentees.	Review mentees' action plans and provide assistance.
Year 2	For Graduate Students	1. Implement your plan 2. Discuss your progress with your advisor and mentor.	1. Implement your plan 2. Discuss your progress with your advisor and mentor. 3. Make an appointment during the summer with your advisor and mentor to discuss your new IDP (unless you graduate before August).	1. Complete your new IDP. 2. Discuss your new IDP with your advisor. 3. Write your new action plan. 4. Meet with your advisor and mentor to finalize your action plan.
	For Advisors	Track your advisees' progress and provide assistance.	Track your advisees' progress and provide assistance.	1. Discuss the IDP with advisees. 2. Review their action plans.
	For Mentors	Track your mentees' progress and provide assistance.	Track your mentees' progress and provide assistance.	Review mentees' action plans and provide assistance.
Year 3+ Until Graduation	For Graduate Students	1. Implement your plan 2. Discuss your progress with your advisor and mentor.	1. Implement your plan 2. Discuss your progress with your advisor and mentor. 3. Make an appointment during the summer with your advisor and mentor to discuss your new IDP (unless you graduate before August).	1. Complete your new IDP. 2. Discuss your new IDP with your advisor. 3. Write your new action plan. 4. Meet with your advisor and mentor to finalize your action plan.
	For Advisors	Track your advisees' progress and provide assistance.	Track your advisees' progress and provide assistance.	1. Discuss the IDP with advisees. 2. Review their action plans.
	For Mentors	Track your mentees' progress and provide assistance.	Track your mentees' progress and provide assistance.	Review mentees' action plans and provide assistance.

The IDP should include the below parts. **Templates are provided (see page 6-22).**

			Master		PhD		
			Year 1 (M1)	Year 2+ (M2+)	Year 1 (D1)	Year 2 (D2)	Year 3+ (D3+)
Self-Assessment <i>(Before Discussion)</i>	Research Progress	<i>Research Goals</i>				★	★
		<i>Progress & Challenge</i>				★	★
	Development Activities	<i>Recent Involvement</i>	★	★	★	★	★
		<i>Total Time & Effort</i>	★	★	★	★	★
	Skills	<i>Discipline-specific Conceptual Knowledge</i>	★	★	★	★	★
		<i>Professional/Research Skill Development</i>			★	★	★
		<i>Communication Skills</i>	★	★	★	★	★
		<i>Professionalism</i>			★	★	★
		<i>Teaching</i>			★	★	★
	Mentoring	<i>Career Development</i>	★	★	★	★	★
		<i>Program Requirements</i>	★	★	★	★	★
		<i>Fellowships</i>	★	★	★	★	★
		<i>Wellness</i>	★	★	★	★	★
		<i>Support</i>	★		★		
		<i>Negative Factors</i>	★		★		
	Goals	<i>Other Mentoring You Receive</i>				★	★
		<i>Goal Planning</i>	★	★	★	★	★
	Action Plan <i>(During or After Discussion)</i>	<i>Goal Prioritization</i>	★	★	★	★	★
<i>Communication</i>		★		★			
<i>Following Up</i>		★	★	★	★	★	
<i>Target Skills</i>		★	★	★	★	★	
<i>Activities</i>		★	★	★	★	★	
<i>Additional Actions</i>		★	★	★	★	★	
<i>Financial Support</i>		★	★	★	★	★	
<i>Research Timeline</i>					★	★	
<i>Other</i>	★	★	★	★	★		

Acknowledgements

This manual was adapted from the following universities:

- Florida State University Graduate School IDP: <http://gradschool.fsu.edu/Professional-Development/Individual-Development-Plan-IDP>
- Stanford Biosciences IDP: <http://biosciences.stanford.edu/current/idp/process.html>
- Wisconsin-Madison Graduate School IDP: <http://grad.wisc.edu/pd/idp>

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Student Name

Advisor Name

Meeting Date

Mentor Name

Meeting Date



Research Progress



Research Goals (D2 & D3+ only)

What specific question does your research intend to answer?

How familiar are you with the academic literature related to the topic?

Do you have a good grasp of how this research fits into your lab/field as a whole?

Do you have a clear plan and endpoint for your research?

How confident are you in your ability to complete it on schedule?

What are your near-term research goals?

Progress & Challenge (D2 & D3+ only)

How do you feel your research is progressing?

Describe any challenges you experienced in the past year.

What actions have you taken to overcome these challenges?

Development Activities



Recent Involvement

List your recent involvement in the past year.

Coursework / Training	Teaching / Mentoring
Professional Development	Service / Outreach
Conferences / Publications	

Which experience(s) have been most valuable to you, your research, and your professional goals?

Total Time and Effort

How much of your total time and effort?

	Research	Courses/ Training	Teaching	Professional	Service	Other: _____	Total
<i>The Past Year</i>	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	100%
<i>The Coming Year</i>	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	100%

Skills



Discipline-specific Conceptual Knowledge

Weak (1) to Strong (5) Target skills

Technical skills related to my research area

- Specific technical skill: (1) (2) (3) (4) (5)
- Specific technical skill: (1) (2) (3) (4) (5)
- Specific technical skill: (1) (2) (3) (4) (5)

Detailed knowledge of my research area

- Specific knowledge: (1) (2) (3) (4) (5)
- Specific knowledge: (1) (2) (3) (4) (5)
- Specific knowledge: (1) (2) (3) (4) (5)

(D1, D2 & D3+ only)

Professional/Research Skill Development

Weak (1) to Strong (5) Target skills

- Scientific method (1) (2) (3) (4) (5)
- Analytical skills / Data analysis & interpretation (1) (2) (3) (4) (5)
- Problem-solving (1) (2) (3) (4) (5)
- Creativity / Developing new research directions (1) (2) (3) (4) (5)
- Search strategies & critical evaluation of the literature (1) (2) (3) (4) (5)
- Grant applications (1) (2) (3) (4) (5)
- Scientific publishing processes (1) (2) (3) (4) (5)
- Broad-based & cross-disciplinary knowledge acquisition (1) (2) (3) (4) (5)
- Other: (1) (2) (3) (4) (5)
- Other: (1) (2) (3) (4) (5)

Communication Skills

	Weak (1) to Strong (5)	Target skills
Writing for a general audience	① ② ③ ④ ⑤	<input type="checkbox"/>
Writing for a discipline-specific audience	① ② ③ ④ ⑤	<input type="checkbox"/>
Oral presentation to a general audience	① ② ③ ④ ⑤	<input type="checkbox"/>
Oral presentation to a discipline-specific audience	① ② ③ ④ ⑤	<input type="checkbox"/>
Social media communication & etiquette	① ② ③ ④ ⑤	<input type="checkbox"/>
Email communication & etiquette	① ② ③ ④ ⑤	<input type="checkbox"/>
Networking inside your academic program	① ② ③ ④ ⑤	<input type="checkbox"/>
Networking outside your academic program	① ② ③ ④ ⑤	<input type="checkbox"/>
Connecting with mentors	① ② ③ ④ ⑤	<input type="checkbox"/>
Ability to give constructive feedback	① ② ③ ④ ⑤	<input type="checkbox"/>
Ability to receive constructive feedback	① ② ③ ④ ⑤	<input type="checkbox"/>
Conflict resolution	① ② ③ ④ ⑤	<input type="checkbox"/>
Other:	① ② ③ ④ ⑤	<input type="checkbox"/>
Other:	① ② ③ ④ ⑤	<input type="checkbox"/>

(D1, D2 & D3+ only)

Professionalism

	Weak (1) to Strong (5)	Target skills
Respecting contributions of others	① ② ③ ④ ⑤	<input type="checkbox"/>
Demonstrating cultural competence	① ② ③ ④ ⑤	<input type="checkbox"/>
Working with diverse groups	① ② ③ ④ ⑤	<input type="checkbox"/>
Avoiding conflict of interest	① ② ③ ④ ⑤	<input type="checkbox"/>
Demonstrating responsible academic & professional conduct	① ② ③ ④ ⑤	<input type="checkbox"/>
Demonstrating skills useful in diverse academic & professional settings	① ② ③ ④ ⑤	<input type="checkbox"/>
Motivating others	① ② ③ ④ ⑤	<input type="checkbox"/>
Managing projects & time	① ② ③ ④ ⑤	<input type="checkbox"/>
Assuming leadership positions	① ② ③ ④ ⑤	<input type="checkbox"/>
Participating in service opportunities	① ② ③ ④ ⑤	<input type="checkbox"/>
Other:	① ② ③ ④ ⑤	<input type="checkbox"/>
Other:	① ② ③ ④ ⑤	<input type="checkbox"/>

(D1, D2 & D3+ only)

Teaching

Mentoring

Weak (1) to Strong (5)

① ② ③ ④ ⑤

Target skills

Tutoring

① ② ③ ④ ⑤

Using your discipline's teaching pedagogy

① ② ③ ④ ⑤

Leading discussion section or lab

① ② ③ ④ ⑤

Lecturing

① ② ③ ④ ⑤

Serving as teaching assistant

① ② ③ ④ ⑤

Other:

① ② ③ ④ ⑤

Other:

① ② ③ ④ ⑤

Career Development

CV / Resume building

Weak (1) to Strong (5)

① ② ③ ④ ⑤

Target skills

Establishing career goals

① ② ③ ④ ⑤

Awareness of career opportunities in your field

① ② ③ ④ ⑤

Awareness of career-oriented graduate certificates

① ② ③ ④ ⑤

Attending career-oriented professional development workshops

① ② ③ ④ ⑤

Exploring career-focused academic certificates

① ② ③ ④ ⑤

Networking

① ② ③ ④ ⑤

Leadership Skills

① ② ③ ④ ⑤

Management Skills

① ② ③ ④ ⑤

Other:

① ② ③ ④ ⑤

Other:

① ② ③ ④ ⑤

Mentoring



Program Requirements

What is your plan to fulfill home program requirements in the coming year?

Fellowships

What fellowships are you applying to?

Wellness

How stressed are you? What are relaxing activities or hobbies that you usually do?

What do you usually eat/drink? Do you have a balanced diet?

Support (M1 & D1 only)

What support resources do you have when you need help?

Negative Factors (M1 & D1 only)

Are there any factors that you are concerned may negatively affect your progress? What help can your advisor and mentor provide?

--

Other Mentoring You Receive (D2 & D3+ only)

	Thesis committee	Additional mentors	Collaborators in your research
Name(s)			
Role(s)			
How often are you meeting?			
Is this sufficient?			
Do you initiate meetings?			
Need help finding or coordinating?			

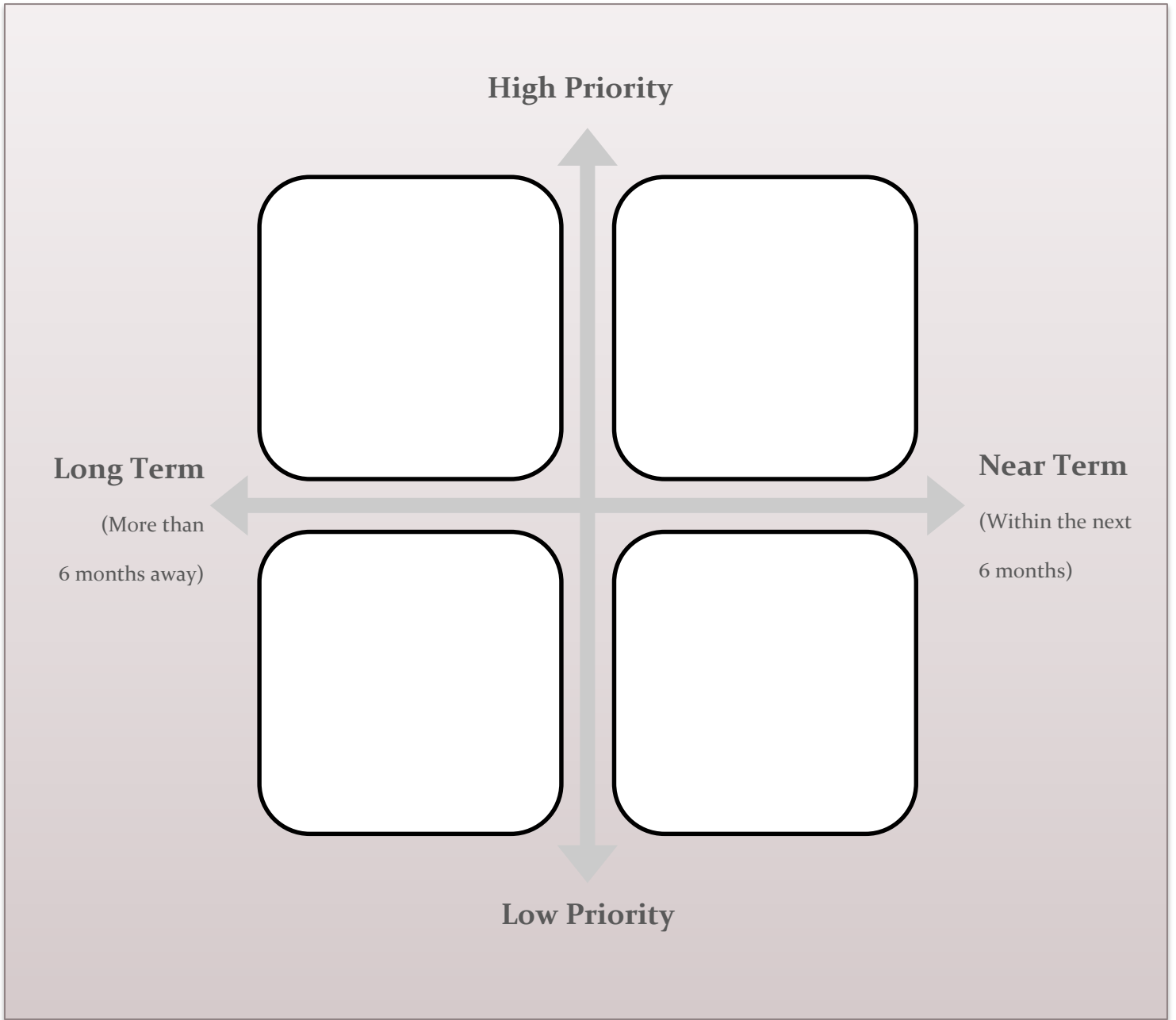
Goals



Goal Planning

Objectives or skills to be learned	Approaches and Strategies	Timeframe	Outcomes
<i>Enhance teaching skills</i>	<i>Teach elderly people to use computers</i>	<i>Begin September 1st and complete by November 30th</i>	<i>Elderly people are able to buy something online by themselves</i>

Goal Prioritization



Action Plan

The action plan is to be developed jointly by the graduate student, the advisor, and the mentor during or after discussion.



1) Communication (M1 & D1 only)

What is the best way to set meetings and communicate with your advisor and mentor regularly?

2) Follow up

How often do you and your advisor/mentor plan to meet?

3) Target Skills

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

4) Activities

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

5) Additional Actions

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

6) Financial Support

If you know, what will be your financial support for the next year?

7) Research Timeline (D2 & D3+ only)

What is the research timeline for completing your current projects and publishing your work?

8) Other

Is there anything else you would like to note from the discussions with your advisor and mentor?