**Individual Development Plan (IDP)**

**What is an IDP?**

The IDP is a valuable tool that gives trainees the opportunity to address their short term and long term goals. Research shows that people who incorporate career planning into their training achieve higher success. This form is intended for scientists at all career stages to think about and develop goals for the next 6-12 months with the intent to advance your career development. These goals should include, but are not limited to research project goals, career advancement goals and skill development goals.

**What are Brown University expectations regarding IDP’s?**

All graduate students and postdocs within BioMed are required to submit an IDP through the [Office of Graduate and Postdoctoral Studies](https://www.brown.edu/about/administration/biomed/graduate-postdoctoral-studies/individual-development-plan-idp) annually. The IDP and goals should be discussed with feedback from the trainee’s mentors and peers before submission.

**Resources and suggestions for helping you create and IDP**

* An online career planning tool, [myIDP](http://myidp.sciencecareers.org/) can be used to create your personalized IDP by taking you through an exercise examining your skills and interests, followed by career path suggestions and goals for the upcoming year specific to your career path.
* As you think about your IDP, seek additional mentorship related to your specific goals. Having additional conversations with people in your careers of interest will help you learn about the career, set appropriate goals, and build your professional network.
* Requesting feedback from your mentors and peers will allow you to more accurately assess your strengths and areas for growth. Keep in mind both research-related and professional skills when requesting feedback. This [skills assessment form](http://images.sciencecareers.org/img/myIDP/myidp-skills-assessment.pdf) from myIDP can help.

**General Information:**

1. Name
2. Status and year in program/department (Postdoc or Graduate Student)
3. Department
4. E-mail Address
5. Date Submitted
6. ORCID (required: details available here: <http://libguides.brown.edu/c.php?g=811221&p=5787999#s-lg-box-18403177>)
7. Total number of publications to date
8. Total number of first author publications to date
9. Total number of months of full-time research experience before entering graduate school (**to be completed by graduate students only**). If you had part-time research experience, please convert to the full time equivalent (e.g., 3 months at half-time =1.5 months of full time experience). Please EXCLUDE experience in labs associated with a course (e.g., organic chemistry class + lab).

Top of Form

**Reflection on progress to date:**

1. Date of last IDP submitted
2. Indicate your progress towards the research, skill development, and career preparation goals you set in your last IDP, as well as any achievements beyond your previously set goals.
3. For any goals that you did not achieve from your last IDP, briefly discuss why. Please note that this question is designed to prompt you to reflect on changes in your plan and why they occurred.
4. Briefly describe any challenges that occurred in reaching your goals and what you can do to minimize or overcome these challenges in the future.
5. List any publications, honors, awards, professional meetings you attended or any other accomplishments relevant to your goals that were not mentioned above, along with experiences relating to diversity and inclusion in STEM.

**Goals for the next 12 months:**

1. Your research project goals? This could include data collection, publications, conference attendance, funding applications, etc.
2. What skills or knowledge do you want to prioritize to improve this year? (we recommend 2-5 skills)
3. In what additional ways will you advance toward your career goals? This could include attending modules/seminars, networking, career specific experience, other activities, etc.
4. What resources or mentorship will you need to accomplish your goals and what is your plan for obtaining them?

**Long Term Goals:**

1. What are your long-term goals career goals? If you are unsure, give your best guess. Also think about including an alternative career path.
2. Define specific skills and strengths that you need to develop (based on discussions with mentors) to help you achieve the long term goals you identified above.
3. How do you plan on supporting diversity and inclusion in science? This can include workshops, conferences, collaborations, community outreach, etc.

**Self-Assessment of Skills:**

For each competency area, put an “X” in the column that most accurately describes your current level of expertise. When assessing your competency consider your career stage to avoid comparing yourself to colleagues more junior or senior than you. Play close attention to skills that you and your mentor have identified as needing development or no basis to evaluate. Are these skills that you address in your goals for the next year?

| **Core Competencies** | **No basis to evaluate** | **Needs development** | **Appropriate to career stage** | **Strength** |
| --- | --- | --- | --- | --- |
| **Scientific Knowledge** |  |  |  |  |
| Broad based knowledge of science |  |  |  |  |
| Deep knowledge of specific research area |  |  |  |  |
| Critical evaluation of scientific literature |  |  |  |  |
| **Research Skills** |  |  |  |  |
| Technical skills related to research area |  |  |  |  |
| Experimental design |  |  |  |  |
| Statistical analysis |  |  |  |  |
| Interpretation of data |  |  |  |  |
| Creativity/innovative thinking |  |  |  |  |
| **Communication** |  |  |  |  |
| Basic writing and editing |  |  |  |  |
| Writing scientific publications |  |  |  |  |
| Writing grant proposals |  |  |  |  |
| Writing for nonscientists |  |  |  |  |
| Speaking clearly and effectively |  |  |  |  |
| Formulating and asking sound questions |  |  |  |  |
| Presenting research to scientists |  |  |  |  |
| Presenting to nonscientists |  |  |  |  |
| Training and mentoring individuals |  |  |  |  |
| Seeking advice from advisors and mentors |  |  |  |  |
| Negotiating difficult conversations |  |  |  |  |
| **Professionalism** |  |  |  |  |
| Demonstrating workplace etiquette |  |  |  |  |
| Complying with rules and regulations |  |  |  |  |
| Upholding commitments and meeting deadlines |  |  |  |  |
| Maintaining positive relationships with colleagues |  |  |  |  |
| Contributing to discipline (e.g. professional society member) |  |  |  |  |
| Contributing to institution (e.g. committee participation) |  |  |  |  |
| **Management and Leadership Skills** |  |  |  |  |
| Providing instruction and guidance |  |  |  |  |
| Providing constructive feedback |  |  |  |  |
| Dealing with conflict |  |  |  |  |
| Planning and organizing projects |  |  |  |  |
| Time management |  |  |  |  |
| Managing research resources responsibly |  |  |  |  |
| Serving as a role model |  |  |  |  |
| **Responsible Conduct of Research** |  |  |  |  |
| Careful recordkeeping practices |  |  |  |  |
| Understanding of data ownership/sharing issues |  |  |  |  |
| Demonstrating responsible authorship/publication practices |  |  |  |  |
| Demonstrating responsible conduct in human/animal research |  |  |  |  |
| Able to identify and address research misconduct |  |  |  |  |
| Able to identify and manage conflict of interest |  |  |  |  |
| **Career Advancement** |  |  |  |  |
| Creating and maintaining a professional network |  |  |  |  |
| Identifying career options |  |  |  |  |
| Tracking professional development and accomplishments (e.g. writing and maintaining a CV or résumé) |  |  |  |  |

\*Adapted from Science Careers, myIDP