**myIDP – Individual Development Plan**

[**http://myidp.sciencecareers.org/**](http://myidp.sciencecareers.org/)

 **Skills Assessment for Date:**

**Directions for the student:** The IDP needs to be completed annually. This form provides a record of that. Once you have completed the online assessment transfer your scores onto Part 1 of this form. In Part 2, indicate your plans for the coming year under each area. It is possible that you do not have plans for some areas, that is fine just indicate that. Discuss both sections with your advisor. To protect your privacy, only Part 2 needs to be submitted for inclusion in your file. Have your advisor sign the last page and as always keep a copy for yourself, give a copy to the Research Office, and give a copy to your graduate director for inclusion in your file kept by the program.

**Part 1.** **Skills Assessment**

Click here to enter a date.Click here to enter your name.Click here to enter a date.

Rate your accomplishment in each area using the numerical scale where

 1= highly deficient

 5 = highly proficient

Use the full range of scores. It is expected that you will be deficient in many areas – that is why you are seeking graduate training. Some areas are not pertinent to your goals, discuss this your advisor and don’t rate yourself in these areas. Some areas will require postdoctoral training to achieve proficiency, remember that when rating your proficiency and you may want to leave some of these areas blank as well.

**Scientific knowledge**

Broad based knowledge of science 1 2 3 4 5

Deep knowledge of my specific research area 1 2 3 4 5

Critical evaluation of scientific literature 1 2 3 4 5

**Research Skills**

Technical skills related to my specific research area 1 2 3 4 5

Experimental design 1 2 3 4 5

Statistical analysis 1 2 3 4 5

Interpretation of data 1 2 3 4 5

Creativity/innovative thinking 1 2 3 4 5

Navigating the peer review process 1 2 3 4 5

**Communication**

Basic writing and editing 1 2 3 4 5

Writing scientific publications 1 2 3 4 5

Writing grant proposals 1 2 3 4 5

Writing for nonscientists 1 2 3 4 5

Speaking clearly and effectively 1 2 3 4 5

**Communication (continued)**

Presenting research to scientists 1 2 3 4 5

Presenting to nonscientists 1 2 3 4 5

Teaching in a classroom setting 1 2 3 4 5

Training and mentoring individuals 1 2 3 4 5

Seeking advice from advisors and mentors 1 2 3 4 5

Negotiating difficult conversations 1 2 3 4 5

**Professionalism**

Demonstrating workplace etiquette 1 2 3 4 5

Complying with rules and regulations 1 2 3 4 5

Upholding commitments and meeting deadlines 1 2 3 4 5

Maintaining positive relationships with colleagues 1 2 3 4 5

Contributing to discipline (e.g., member of professional society\*) 1 2 3 4 5

Contributing to institution (e.g. participate on committee) 1 2 3 4 5

\*This can include student chapters of these societies or specific groups that have been developed here, i.e., Cell Biology Training Program

**Management and Leadership Skills**

Providing instruction and guidance 1 2 3 4 5

Providing constructive feedback 1 2 3 4 5

Dealing with conflict 1 2 3 4 5

Planning and organizing projects 1 2 3 4 5

Time management 1 2 3 4 5

Developing/managing budgets 1 2 3 4 5

Managing data and resources 1 2 3 4 5

Delegating responsibilities 1 2 3 4 5

Leading and motivating others 1 2 3 4 5

Creating vision and goals 1 2 3 4 5

Serving as a role model 1 2 3 4 5

**Responsible Conduct of Research**

Careful recordkeeping practices 1 2 3 4 5

Understanding of data ownership/sharing issues 1 2 3 4 5

Demonstrating responsible authorship and publication practices 1 2 3 4 5

Demonstrating responsible conduct in animal research 1 2 3 4 5

Can identify and address research misconduct 1 2 3 4 5

Can identify and manage conflict of interest 1 2 3 4 5

**Career Planning**

How to maintain a professional network 1 2 3 4 5

How to identify career options 1 2 3 4 5

How to prepare application materials 1 2 3 4 5

How to interview 1 2 3 4 5

How to negotiate 1 2 3 4 5

 **Student:** Click here to enter your name. **Date:** Click here to enter a date.

**myIDP – Plans for the coming year**

**Part 2.** For the Student: In each box, type or write what you plan to do to increase your skills in this area. It is OK to leave some areas blank in any given year. If your advisor has additional ideas, add them to the box.

You only need to submit Parts 2 and 3 for inclusion in your file. Have your advisor sign the last page and as always keep a copy for yourself, give a copy to the Research Office, and give a copy to your graduate director for inclusion in your file kept by the program.

|  |
| --- |
| **Scientific Knowledge** |
|  |
| **Research Skills** |
|  |
| **Communication** |
|  |
| **Professionalism** |
|  |
| **Management and Leadership Skills** |
|  |

 **Student:** Click here to enter your name. **Date:** Click here to enter a date.

|  |
| --- |
| **Responsible Conduct of Research** |
|  |
| **Career Advancement** |
|  |
| **Career Goals:** |
|  |

**Part 3. Review of IDP with Dissertation Advisor:**

For the Advisor: The signature of the Dissertation Advisor on this line means that they have reviewed the results of the skills assessment (Part 1) and the plans for the year (Part 2) with the student.

Signature of Dissertation Advisor:

Date:

|  |
| --- |
| Additional comments from the advisor (optional): |
|  |