**myIDP – Individual Development Plan**

**http://myidp.sciencecareers.org/**

**Skills Assessment for Date**

**Directions for the student:** This form is a record of the annual review of your IDP. Complete the online assessment and transfer your scores onto Part 1 of this form or simply do the assessment with 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. You and your advisor need to sign the last page. 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**

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

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 name: Date:**

**myIDP – Plans for the coming year**

**Part 2.** Indicate plans for the coming year in the boxes; not all boxes need to be used. Discuss with your advisor and both you and the advisor need to sign this from.

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| **Scientific Knowledge** |
|  |
| **Research Skills** |
|  |
| **Communication** |
|  |
| **Professionalism** |
|  |
| **Management and Leadership Skills** |
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| **Responsible Conduct of Research** |
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| **Career Advancement** |
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**Part 3. Review with Dissertation Advisor:**

For the Advisor: During your meeting with the student, review their skills assessment (part 1) and plans for the year (part 2). Evaluate if the assessment and plans are realistic and work with the student to modify them if needed. Cover the following questions with the student and add a check mark to indicate that they were discussed – do not provide written answers. Use this to review of the effectiveness of your interaction with the trainee.

 What do you struggle with the most in your research?

 Do you have enough opportunities to talk about your data with me or to present it to others?

 Are your meetings with your dissertation committee effective; can we do anything to improve them?

 What other help do you need to help you achieve your goals for the coming year?

 If you know you have specific commitments this year that will affect when you can read drafts of papers, proposals, etc. please make the student aware of these. Students should be aware that other commitments may arise and to check the advisor’s schedule before expecting them to return drafts by a certain date.

Signature of Student:

Signature of Dissertation Advisor:

Date:

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| Additional comments from the advisor (optional): |
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