# **Individual Development Plan (IDP) and Developing Shared Mentoring Expectations**

**Introduction to IDP and Developing Shared Mentoring Expectations.**

The first portion of this document includes an Individual Development Plan (IDP) while the second portion consists of a Developing Shared Mentoring Expectations form. IDPs are a tool to get the most out of your trainee experience. Please take the time to honesty fill this out to make sure you are getting the most out of this experience. More resources on IDPS can be found at <https://myidp.sciencecareers.org/>. The Developing Shared Mentoring Expectations form is useful in establishing expectations between mentors and mentees to assist in a productive training environment. All portions of this form are modifiable and should be altered to individually meet your needs or to be relevant to your discipline. **It is necessary for you and your mentor to complete this form at least once a year.** The information provided is meant to guide mentorship and trainee development and should serve as guidelines for structured interactions. Flexibility is necessary in the mentor-mentee relationship as needs often change sometimes from day-to-day. IDP was adapted from Brown University, Duke University, UC Davis, and Vanderbilt University. Developing Shared Mentoring Expectations was adapted from University of Michigan.

**Part 1. Trainee and Mentor Information**

Name of Trainee:

Department or Program:

Year in training:

Trainee Signature: Date:

Mentor Name:

Mentor Signature: Date

**Part 2. Goals**

*2.1. Progress to Degree*

1. What is the major focus/goals of your research project/dissertation?

2. Names of committee members:

3. Have you completed your course work?

3b. If no, which courses are lacking?

4. Written Preliminary Exam: Intended/Completed (circle one)

4b. Date completed or target date:

5. Oral Preliminary Exam: Intended/Completed (circle one)

5b. Date completed or target date:

6. First HSCI Seminar Presentation: Intended/Completed (circle one)

6b. Date completed or target date:

7. Second HSCI Seminar Presentation: Intended/Completed (circle one)

7b. Date completed or target date:

8. Final Thesis Defense: Intended/Completed (circle one)

8b. Date completed or target date:

9. Manuscript #1: Intended/Completed (circle one)

9b. Date completed or target date:

10. Manuscript #2: Intended/Completed (circle one)

10b. Date completed or target date:

*2.2. Short-Term Goals*

1. In the upcoming year what publications do you plan to submit?

2. In the upcoming year what meetings, conferences, and workshops do you plan to attend?

2b. What are the deadlines for abstracts?

2c. What awards or travel funds are available that you could apply for to assist with your travel?

3. In the upcoming year what fellowships or other funding applications do you plan to submit?

4. In the upcoming year are there any professional training opportunities you would like to participate?

5. What is your target graduation date?

5b. What is our next career goal (postdoctoral training, research job, internship, etc.)?

5c. When will you begin searching for a job or your next position?

6. How can your mentor assist you in achieving your short-term goals?

*2.3. Long-Term Goals*

1. What is your long-term career goal?

2. What training is required to assist you in preparing for this long-term career goal?

3. Will your short-term goals (section 2.2) assist you in achieving this long-term career goal?

4. How can your mentor assist you in achieving your long-term goals?

*3. Self-Assessment Skills*

Consider the skills you have acquired and those you need to develop to achieve your stated goals. Skills and competencies can be added to the table below.

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| **Skills/Competencies** | **No basis to evaluate** | **Needs development** | **Appropriate to career stage** | **Strength** |
| **General** |  |  |  |  |
| Meeting milestones to degree |  |  |  |  |
| Progression to independence |  |  |  |  |
| **Scientific Knowledge** |  |  |  |  |
| Broad based knowledge of science |  |  |  |  |
| Deep knowledge of specific research area |  |  |  |  |
| Critical evaluation of scientific literature |  |  |  |  |
| Up to date on scientific literature |  |  |  |  |
| Ability to generate hypotheses and design studies |  |  |  |  |
| **Research Skills** |  |  |  |  |
| Technical skills related to research area |  |  |  |  |
| Experimental design |  |  |  |  |
| Statistical analysis |  |  |  |  |
| Interpretation of data |  |  |  |  |
| Creativity/innovative thinking |  |  |  |  |
| Navigating the peer review process |  |  |  |  |
| Collaborative capacity |  |  |  |  |
| **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 |  |  |  |  |
| Teaching in a classroom setting |  |  |  |  |
| 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) |  |  |  |  |
| Teaching Skills |  |  |  |  |
| **Management and Leadership Skills** |  |  |  |  |
| Providing instruction and guidance |  |  |  |  |
| Providing constructive feedback |  |  |  |  |
| Dealing with conflict |  |  |  |  |
| Planning and organizing projects |  |  |  |  |
| Time management |  |  |  |  |
| Managing research resources responsibly |  |  |  |  |
| Leading and motivating others |  |  |  |  |
| Creating vision and goals |  |  |  |  |
| 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) |  |  |  |  |
| Interviewing |  |  |  |  |
| **Other** |  |  |  |  |
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\*Table adapted from ScienceCareers MyIDP, which is based on the National Postdoctoral Association’s Core Competencies for Postdoctoral Scholars

1. For items that were identified as needs development, what steps will be taken to improve over the next year?

1.b. How can the mentor assist you in improving these items?

*4.Developing Shared Mentor Expectations*

## 1. Getting the mentoring you need. A mentoring network includes academic (for example, advising, research, substantive feedback), professional (career guidance, intellectual community), and well-being (personal and emotional) support. Which of these areas will we work on together?

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## 2. Communication. What is the best way/technology to get hold of each other? What is the appropriate timeframe to expect a response?

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1. When will we meet, is an agenda required, how long will the meeting be?

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1. If we have conflicts or disagreements, how will we address those?

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## 3. Student’s Role on Project. Describe student’s primary area(s) of responsibility and expectations (for example, reading peer-reviewed literature, in-lab working hours).

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## 4. Participation in Group Meetings (if relevant). Student will participate in the following ongoing research group meetings. What does this participation look like?

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## 5. Tentative Papers on Which Student Will Be an Author or Coauthor. Discuss disciplinary norms around authorship; list the papers and the likely order of student’s authorship.

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## 6. Opportunities for Feedback. In what form and how often can the student expect to receive feedback regarding overall progress and other professional activities? How much time does the mentor need to provide feedback on written work, such as chapter and publication drafts?

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## 7. Professional Meeting(s) That the Student Will Attend and Dates. What funding is available to attend these meetings?

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## 8. Networking Opportunities. Discuss additional opportunities to network (for example, meeting with seminar speakers, etcetera).

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## 9. Time Away from Campus. Discuss expectations regarding vacations and time away from campus and how best to plan for them. What is the timeframe for notification regarding anticipated absences?

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## 10. Funding. Discuss the funding model and plans for future funding (for example, internal and external fellowships, including Graduate School funding, training grants, assistantships); discuss any uncertainty in future sources of funding, and contingencies.

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## 11. Resources and Support. What mentoring and related resources should the student be leveraging (for example, Graduate School, departmental, other faculty, wellness/mental health resources)? What resources or support should be explored to work more effectively and have a greater impact on career development

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## 12. Other Areas. List here any other areas of understanding between the student and mentor regarding working relationship during the student’s tenure.

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**Verification of Completion**

**Annual Individual Development Plan and Shared Mentoring Expectations Form**

We have completed the School of Health Sciences Individual Development Plan and Shared Mentoring Expectations Form. This is due annually on November 1st.

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Mentor Printed Name Student Printed Name

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Mentor Signature Student Signature

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Date Date

## Only the Verification of Completion Form needs to be sent to the HSCI Graduate Program Coordinator (Karen Walker: kwalker@purdue.edu)