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 postdocs within BioMed are required to submit an IDP through BioMed Postdocs and Early Career Programs 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 an IDP

- An online career planning tool, myIDP 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 from myIDP can help.

General Information:

1. Name
2. Year in postdoc position
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

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:

Select each competency area that most accurately describes your current level of expertise (type in an X). 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				

Core Competencies	No basis to evaluate	Needs development	Appropriate to career stage	Strength
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