Individual Development Plans (IDPs) provide a planning process that identifies both professional development needs and career objectives and serve as tools to help facilitate communication between the scholar, mentors, and the ICTR program directors.

Goals
An IDP can be one component of a broader mentoring program and can help mentees identify:
- Long-term career goals they wish to pursue and the necessary tools to meet these goals
- Short-term **SMART** goals, strategies to meet goals, and needed resources to achieve goals
    - **Specific**: The goal statement should be concrete and action-oriented. What specifically are you trying to accomplish?
    - **Measurable**: How will you know when you have achieved the goal? How will you track and measure progress?
    - **Achievable**: The goal should require work, but be attainable. Is the goal too big or too small?
    - **Realistic**: Do you have the ability and commitment to reach the goal? What additional resources of time, money, or expertise will be needed to reach the goal?
    - **Timely**: There should be a specific time-frame for achieving the goal.

Outline of the IDP Process
The development, implementation and revision of the IDP require a series of steps to be conducted
by the scholar, and then discussed with scholar's mentorship team, and approved by the ICTR program director. These steps are an interactive effort.

It is anticipated the scholar will complete the IDP at the beginning of the program, and then annually.

Step 1	**Conducting a Skills-assessment**: Conduct an assessment of your strengths, weaknesses, and skills; then ask your mentor to review your skills assessment with you.
Step 2	**Completing the IDP**: State your career goals and write your Annual IDP
Step 3	**Implementing your IDP**: Set an appointment with the program director and your mentor. Discuss your IDP; implement the steps in your IDP; review progress with your mentorship team at least quarterly and with program director

	at least biannually.

Your Name: _____   Today's Date:_____

Current academic title and rank?_____

STEP 1: CONDUCT A SKILLS ASSESSMENT (to be completed by scholar)

Assess your <u>strengths, weaknesses and skills</u> – Self-Evaluation

Evaluate your skills and abilities in the following areas where:

> 5 = Highly proficient   1 = Needs improvement

General Research Knowledge and Skills:						
	Study Design	1	2	3	4	5
	Biostatistics Knowledge and Analytical skills	1	2	3	4	5
	Problem solving/troubleshooting	1	2	3	4	5
	Creativity/developing new research directions	1	2	3	4	5
Teaching Skills:						
	One-on-One Teaching	1	2	3	4	5
	Small Group Teaching	1	2	3	4	5
	Large Group Presentation	1	2	3	4	5
Professional Skills:						
	Grant writing skills	1	2	3	4	5
	Oral presentation skills	1	2	3	4	5
	Manuscript writing skills	1	2	3	4	5
	Mentoring skills	1	2	3	4	5
	Being a mentee	1	2	3	4	5
Leadership and Management Skills:						
	Leading and motivating others	1	2	3	4	5
	Budgeting	1	2	3	4	5
	Managing projects and time	1	2	3	4	5
	Organizational skills	1	2	3	4	5
Interpersonal Skills:						
	Getting along with others	1	2	3	4	5
	Communicating clearly in writing	1	2	3	4	5
	Communicating clearly in conversation	1	2	3	4	5

STEP 2: COMPLETE YOUR IDP

Instructions: The scholar and each of his/her primary mentors will discuss the goals for the scholar and the mentoring relationship, to develop expectations for both scholar and mentor for the upcoming year in the IDP. (*Scholar and mentor should delete italicized text in boxes below and insert their own text.*) Consider the following career skills development when completing the IDP based on the completed skills assessment:

- **Development of General Research Skills:** What further research-related skills do you need to acquire to be successful in this step of your career and in the next step? What will you do during the next year to improve in this area?
- **Development of Teaching Skills:** What further teaching skills do you need to acquire to be successful in this step of your career and in the next step? What will you do during the next year to improve in this area?
- **Development of Professional Skills:** What further development do you need in the areas of grant writing, oral presentation of your work, manuscript writing, mentoring, or being a better mentee? What will you do during the next year to improve in these areas?
- **Development of Leadership and Management Skills** What further development do you need in the areas of leadership, budgeting, time management, project management and organization? What will you do during the next year to improve in these areas?
- **Development of Interpersonal Skills** What further development do you need in this area? What will you do during the next year to improve in this area?

INDIVIDUAL DEVLOPMENT PLAN (IDP)

Scholar	Mentor
Print Name:	**Print Name and indicate whether primary or secondary mentor**:
Overall Research and Career Goals of the Scholar	**Goals of the Primary/Secondary Mentor**
1. **Identify your overall research and career goal (e.g., "to become an independent investigator in (area of research) with a focus on (your research focus)"** 2. **Identify Strategic Goals for the next 3 – 5 years that will help you achieve your overall career goal**. *Examples of strategic goals (for 5 years):* • *Complete a Masters in Clinical Research.* • *Present and publish the findings from proposed project.* • *Publish review on area of research focus*	*Describe your long-term goals in this relationship. Relate your goals to your career in research and education.*
Steps to achieving goals as stated above	**Steps to achieving goals as stated above**
*Examples: meet regularly, collaborate on research projects, submit **x** number of*	*Examples: meet regularly, collaborate on research projects, submit **x** number of*

manuscripts/grant proposals, network with other trainees, test out strategies to increase work efficiency, get practice presenting to different audiences, meet with researches in different work settings, etc.	*manuscripts/grant proposals, provide feedback, sponsor mentee for conference presentations, networking opportunities, meet with researches in different work settings, etc.*
Expectations of Scholar *Education and Training*	**Expectations of Mentor *Education and Training***
Describe any additional education and training you need for your research development. *Examples: specific didactic course work, conferences, protocol-specific training, lab meetings, etc.*	**Describe how you will assist the scholar with obtaining additional education and training for research development.**
Expectations of Scholar *Research*	**Expectations of Mentor *Research***
Describe your specific research expectations *Focus of the following:* • *Interactions with your mentor and your mentor team, including the nature and frequency of meetings* • *Major research milestones for the year such as protocol development and approval, completion of specific experiments or analyses, presentations and abstracts (including plans for NCATS abstract submission)* • *Support you will need to complete your project (time, materials, software, access to equipment, consultation with experts in methodology or statistics, ICTR resources)* • *Dissemination plan (include travel to present findings)* • *Authorship rules for academic publications produced from projects worked on jointly between mentor and mentee*	**Describe your goals for this relationship. Relate your goals to your research career. Focus on the following:** • *Interactions with the scholar and the mentoring team, including the nature and frequency of meetings* • *Major research milestones for the year. Such as protocol development and approval, completion of specific experiments or analyses, presentations and abstracts (including plans for NCATS abstract submission)* • *Support you will provide to help scholar complete their project (time, materials, software, access to equipment, consultation with experts in methodology or statistics, ICTR resources)* • *Dissemination plan (Scholar's travel to present findings)* • *Authorship rules for academic publications produced from projects worked on jointly between mentor and mentee*
Expectations of Scholar *Academic Skills*	**Expectations of Mentor *Academic Skills***
Describe the academic skills you need to develop. *Examples: ethics in research, critical thinking, evaluating the scientific literature, data analysis and interpretation, abstract and manuscript writing, oral presentation skills, leadership*	**Describe how you will assist the scholar with developing academic skills.** *Examples: ethics in research, critical thinking, evaluating the scientific literature, data analysis and interpretation, abstract and manuscript writing, oral presentation skills, leadership*
Expectations of Scholar *Career Development*	**Expectations of Mentor *Career Development***
What career path options are you considering? What might help advance you in those paths?	**Describe how you will support the scholar's career development, exploration, and preparation.**

Scholar Communication *Norms*	**Mentor Communication *Norms***
What questions do you have about the norms for this research group (i.e. communication methods, addressing concerns, requesting meetings?	**What norms are specific to your research group (i.e. communication methods, addressing concerns, requesting meetings?**
Mentoring Relationship Quality and Effectiveness	**Mentoring Relationship Quality and Effectiveness**
How will you assess and maintain the effectiveness of your mentoring relationship? *Examples: bi-annual review of meeting minutes, goals and accomplishments, mutual commitment to give each other honest feedback and to adapt our behaviors and realign our expectations as needed.*	**How will you assess and maintain the effectiveness of your mentoring relationship?** *Examples: bi-annual review of meeting minutes, goals and accomplishments, mutual commitment to give each other honest feedback and to adapt our behaviors and realign our expectations as needed.*
Mentorship Duration and Closure	**Mentorship Duration and Closure**
How will you know when the mentoring relationship has served its purpose and should come to a close? *Consider the following:* • *Are there defined "transition points" (a fellowship is completed, grant period ending, independence milestones met)?* • *Is there a process to cordially change mentorship if our goals change, the relationship Is not productive, etc?* • *How will we wrap up projects and interact in the future?*	**How will you know when the mentoring relationship has served its purpose and should come to a close?** *Consider the following:* • *Are there defined "transition points" (a fellowship is completed, grant period ending, independence milestones met)?* • *Is there a process to cordially change mentorship if our goals change, the relationship Is not productive, etc?* *How will we wrap up projects and interact in the future?*
Scholar Signature and Date:	**Mentor Signature and Date:**
Program Director Signature and Date:	

STEP 3: IMPLEMENT YOUR IDP

- Implement the steps in your IDP
- For each major goal for the upcoming year, break it down into smaller, accomplishable sub-goals, steps or "deliverables", with specific dates for completion for each of those sub-goals. For example:

   Major goal: Submit a paper for publication. Submission date- January
   > Sub-goal #1: Complete data analysis, figures, tables, and outline. Completion date previous September

6

Sub-goal #2: Complete the results section. Completion date previous October
Sub-goal #3: Completion the Discussion and Introduction section: Completion Date previous November

- Revise and modify plan as needed as circumstances and goals change. Remain flexible and open to change when implementing your plan.
- Review progress with your mentorship team at least quarterly and with program director at least biannually. Be sure to prepare a written outline for discussion such as a prioritized list of the most important items you wish to discuss.

PROGRESS REVIEW

	YEAR 1 1ST QUARTER	YEAR 1 2ND QUARTER	YEAR 1 3RD QUARTER	YEAR 1 4TH QUARTER
Mentoring Team Meeting with Scholar	Date:	Date:	Date:	Date:
Meeting with Program Leadership		Date:		Date: