Your Name: Click or tap here to enter text.

Advisor Name: Click or tap here to enter text.

Part 1: Reflection and Assessment

These questions are designed to support your assessment of your progress and growth. They also provide insight into areas of graduate training that are under your ownership and influence and how your advisor and others in your support network can help you achieve your objectives and reach your goals.

## **Graduate Training Reflection Questions**

1. What is your overall satisfaction with the progress of your graduate training?
2. What are particular achievements or areas of concern that stand out for you?
3. What is having the most significant impact on your current progress or development? (areas to consider are skills and competencies in areas related to coursework or research; features of the lab group or your relationship with your mentor or colleagues; personal circumstances).
4. What knowledge, skills, abilities, and support are most important for you to continue progressing toward your graduate training goals? (use the Student Core Competencies Assessment and Guiding Questions for Graduate Students found in the IDP Guide to help assess knowledge, skills, and abilities and identify potential areas of development).
5. How can your advisor, additional mentors, or other people in your support network help you?

**Career Planning Reflection Questions**

1. Do you have an interest in a specific career pathway or have longer-term career goals? Have you engaged in any activities to further explore career options or a specific career choice?
2. What are some major influences around your potential career aims? (e.g., skills you enjoy using or developing, interests, personal values, activities you enjoy, people and colleagues in your professional network)
3. If you have a specific career pathway interest, have you identified valuable skills for you to have or develop for that pathway?
4. Are there any issues that may impact your career development or job search? (visa restrictions, geographic restrictions or preferences, etc.)
5. Which skills and abilities did you develop, and which ones are important for you to develop? (use the Student Core Competencies Assessment and Guiding Questions for Graduate Students found in the IDP Guide to help assess skills and identify areas of development)
6. What guidance can your advisor, additional mentors, or other faculty and staff provide regarding your training and development to best support you? Have you met with the Career Development Center to receive additional advising and support? Review the Guiding Questions for Graduate Students for your year in the IDP Guide to help you identify questions that are most relevant to you for you to discuss with your advisors and others.

Part 2: Your Action Plan


## **Graduate Training Objectives and Areas to Develop**

Which objectives around developing knowledge, skills, abilities, and acquiring experiences are most important for you this coming year? What are your plans to achieve them? Identify specific objectives. Indicate dates/time frames for achieving these objectives and any specific resources you might need (see examples on page 5 of the Individual Development Plan Guide).

* *Consider adding rows as new objectives get developed to track your progress and accomplishments over your graduate training.*
* *Objectives may have multiple steps which need to be accomplished to meet them. Include these steps in your plan (add rows to the table as needed or desired).*

|  |  |
| --- | --- |
| **Objectives** | **Plan: Actionable, Measurable, Realistic, and Time-Bound** |
|  |  |
|  |  |
|  |  |

**Current Career Goals:**

If early in your training or undecided, it is ok to be less specific about your career goals. Put your current best guess down. As you progress and career interests become more defined, update it to include those more specific interests.

**Primary Career Interest:** Click or tap here to enter text.

**Secondary Career Interest:** Click or tap here to enter text.

## **Career Planning Objectives and Areas to Develop**

Which objectives around developing knowledge, skills, abilities, and acquiring experiences will support you in identifying longer-term career goals or advancing towards your career goals in the coming year? What is your plan to achieve them? Identify specific objectives and estimated timelines for completion in the table below (see examples on page 5 of the Individual Development Plan Guide).

* *Consider adding rows as new objectives get developed to track your progress and accomplishments over your graduate training.*
* *Objectives may have multiple steps which need to be accomplished to complete them. Include these steps in your plan (add rows to the table as needed or desired).*

|  |  |
| --- | --- |
| **Objectives** | **Plan: Actionable, Measurable, Realistic, and Time-Bound** |
|  |  |
|  |  |
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Part 3: Verification of IDP Review

## **Instructions**

**Students in Year 2:** Complete the Attestation below with your and your advisor’s signature and submit it with your Year 2 fall and spring status reports.

**Students in Year 3+:** *You do not have to complete this form*. Please submit a copy of the **IDP Update slides** (model template in IDP Guide) shared at your TAC committee meetings with your progress report.

**IDP Review Attestation:**

We have reviewed the Individual Development Plan. Training and career objectives were mutually discussed and selected for the coming review period.

|  |  |
| --- | --- |
| Student Signature:   | Advisor Signature:   |

Student ID: Click or tap here to enter text.

Date of IDP Discussion: Click or tap to enter a date.

Graduate Program: Click or tap here to enter text.