

Individual Development Plan Guide

Table of Contents:

Page 2: Overview of the IDP Process

Page 3: IDP Instructions for Students in Year 2

Page 4: IDP Instructions for Students in Candidacy

Page 5: Better Practices for Objective Setting and Action Plan Example

Page 6: BCM Support to Help You Set and Reach Your Objectives

Page 8: TAC meeting IDP Action Plan Update Slide Guidance

Appendices

Page 9: Student Core Competencies Assessment

Page 11: Guiding Questions for Graduate Students in Year 2

Page 12: Guiding Questions for Graduate Students in Year 3

Page 13: Guiding Questions for Graduate Students in Year 4+

Page 14: Guiding Questions for Graduate Students Within a Year of their Defense

Page 15: GSBS IDP Form Template

Overview of the IDP Process

The IDP process supports success by being a powerful tool to:

- Define a pathway to your desired future.
- Develop clear and compelling goals for your desired future.
- Align research and career development objectives with goals.
- Foster actionable behavior.

What goes into a successful IDP?

Assessment and Reflection

Reflect on progress towards research training and career goals and assess knowledge, skills, and abilities to understand strengths and areas for development.



Discernment and Decisions

What objectives are most important for your success? What will they help you achieve?



Develop Objectives

Make objectives that are actionable, measurable, realistic, and time-bound.



Review Objectives and Get Feedback

Engage your advisor, mentors, and larger support network to help you refine your objectives as needed and support you in reaching your goals.



IDP Instructions for Students in Year 2



Step 1: Reflection and Assessment

Complete the **Student Core Competencies Assessment** (page 9 in IDP Guide) to help you assess the skills you have developed and need to develop further. Have your advisor and others as appropriate complete the assessment too.

Faculty advisor completes the **Student Core Competencies Assessment** (page 9 in IDP Guide) and returns to the student.

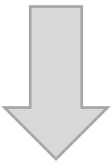
Complete IDP Form Part 1: Reflection and Assessment. Reflect on your progress on objectives and development over the past year.

Review **Guiding Questions for Graduate Students** (pages 11-14 in IDP Guide) for your year to identify what skills and competencies might be most important to reach your objectives for the upcoming training year. Note questions you want to discuss with your advisor and others.



Step 2: Identify Objectives and Create an Action Plan

Complete IDP Form Part 2: Your Action Plan. Identify the 3-4 most important objectives for your graduate training and career development for the next year based on your reflection and assessment in Step 1.



Step 3: Review IDP with Your Advisor

Discuss Part 1 if desired, and share Part 2 of your IDP Form with your advisor.

- Celebrate achievements and address how to meet the challenges.
- Discuss any significant differences in skill assessments between your and other's evaluation.
- Discuss **Guiding Questions for Graduate Students** that stood out for either of you.
- Review **Part 2: Your Action Plan** together. Discuss what changes you may make based on your conversation.

Faculty advisor reviews **Guiding Questions for Graduate Students** (pages 11-14 in IDP Guide) and notes questions they want to discuss with their student.



Step 4: Complete the Attestation (Part 3 of the IDP Form) with your and your advisor's signature and submit the Attestation Page with your Year 2 Fall and Spring Status Reports.

IDP Instructions for Students in Candidacy



Step 1: Reflection and Assessment

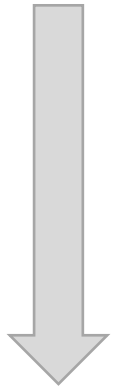
Review the **Student Core Competencies Assessment** (page 9 in IDP Guide) to assess progress on skill development. You are encouraged to reassess your skills yearly as you advance in your training.

Faculty advisor completes the **Student Core Competencies Assessment** as requested by the student.



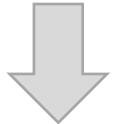
Complete IDP Form Part 1: Reflection and Assessment. Reflect on your progress on objectives and development over the past year.

Review **Guiding Questions for Graduate Students** (pages 11-14 in IDP Guide) for your year to identify what skills and competencies might be most important to reach your objectives for the upcoming training year. Note questions you want to discuss with your advisor and others.



Step 2: Identify Objectives and Create an Action Plan

Complete IDP Form Part 2: Your Action Plan. Identify the 3-4 most important objectives for your graduate training and career development for the next year based on your reflection and assessment in Step 1.

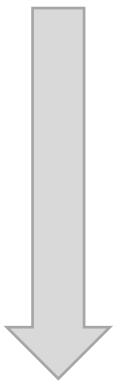


Step 3: Review IDP with Your Advisor

Discuss Part 1 of your IDP Form if desired, and share Part 2 of your IDP Form with your advisor.

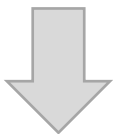
- Celebrate achievements and address how to meet the challenges.
- Discuss any significant differences in skill assessments between your and other's evaluation.
- Discuss **Guiding Questions for Graduate Students** that stood out for either of you.
- Review **Part 2: Your Action Plan** together. Discuss what changes you may make based on your conversation.

Faculty advisor reviews **Guiding Questions for Graduate Students** (pages 11-14 in IDP Guide) and notes questions they want to discuss with their student.



Step 4: Share goals with Your TAC Committee

Create an **IDP Update Slide** (see model on page 7 & 8 in IDP Guide) to share your updates on current and future objectives from the **IDP Form Part 2: Your Action Plan** at your TAC committee meetings for feedback and guidance.



Step 5: Submit a copy of the IDP Update slide shared at your TAC committee meetings with your progress report (sample slide template on page 8 of the IDP Guide).

Better Practices for Objective Setting and Action Plan Example



Prioritize

Identify and work on 3-5 objectives that will have the greatest impact to increase the chance of success towards your longer-term goals.



Considerations in making objectives

The more definition you can provide around the objective, the more likely you will accomplish it. Consider the following as you develop your objectives:

Actionable: Can you take concrete steps to accomplish your objective?

Measurable: Can you measure your work towards the objective or meeting its outcome?

Realistic: What limitations may affect your ability to accomplish your objective as you defined it?

Time-bound: Defining when you will start and plan to finish your objective creates focus and helps you stay on track to meet it.



Action Plan Objective Examples

The IDP provides a process to assist you in meeting your long-term goals related to your current training and advancement towards a preferred career after graduate school. Identifying critical steps towards these long-term goals allows you to set objectives to keep making progress. As you create your action plan, you can put the steps needed to meet your objectives in chronological order for easier tracking of progress.

Graduate Training Objectives and Areas to Develop	Plan: Specific, Measurable, Action, Realistic, Time-bound
Learn cytometry skills for Project.	<ul style="list-style-type: none"> • Discuss the need for cell sorting education with advisor – October 23. • Review/Contact BCM Cytometry and Cell Sorting Core to discuss training opportunities and availability – November 1. • Discuss desired options with advisor – November 15. • Set training date if approved – November 20.
Career Planning Objectives and Areas to Develop	
Learn about resources and support from Career Development Center.	<ul style="list-style-type: none"> • Review the Career Planning Guide from the Center – December. • Set up advising meeting with Career Services – January. • Work with Center staff to outline development plan using their programs and services.
Develop LinkedIn profile.	<ul style="list-style-type: none"> • Participate in seminar on LinkedIn basics offered through Career Services Office – January 15. • Revise my profile based on what I learned – by February .

BCM Support to Help You Set and Reach Your Goals



[Academic Success Center](#)

Services, resources and development opportunities to enhance their transferable learning skills such as reading, note taking, test taking strategies, writing consultations and time management.



[Career Development Center](#)

While you may or may not have well-defined career goals set for after graduate school, at this stage it is useful to begin to understand strategies for long-term career planning. We encourage trainees to discuss career goals with their advisor and program directors and other mentors as appropriate. You are also encouraged to begin to engage with resources and services provided through the Career Services office regarding career development. A good resource to begin with is Career Development Center's [Career Planning Guide.pdf \(BCM access via Box\)](#) for a brief introduction to the career-decision making process and tools and information to explore for each step of the process.



[International Services Office](#)

You are encouraged to engage early with advisors in the ISO to understand how visas may affect career development opportunities such and travel during your training.



[Student & Trainee Services](#)

BCM's portfolio of services supports you in achieving success, both as a student or trainee and through your professional career.



[Student Wellness & Well-Being](#)

Resources and services to maintain or recover your wellbeing for your success.



[Student & Trainee Disability Services](#)

This office supports the provision of reasonable accommodations, auxiliary aids and services to students and trainees with disabilities (defined as any impairment that substantially limits an individual in one or more major life activity (e.g. walking, seeing, hearing, and learning)).



Institutional Diversity, Equity and Inclusion

Develop your own cultural competence and promote cultural competence and equity in our community and beyond.



Student Engagement

Involvement in a student organization or professional society can support personal and professional growth, help develop your network, and provide leadership experience.



TAC meeting IDP Action Plan Update Slide Guidance

You only need to report on recently completed, current, or new objectives at your TAC meetings. For the update, reporting on current objectives in progress in a chronological order may be most helpful for you and the committee. If you make extensive objectives, consider sharing only those objectives that are most valuable for you to get guidance on and support from your committee.

IDP Action Plan Update

Current Career Goals:

- Become a principal investigator at a research institution
- Mentor/teach others
- Participate in educational and public science outreach

Key Goals

- Mentoring competencies
- Public speaking
- Grant writing

Completed Objectives / Action Items Since Prior Update

- Conducted informational interviews with alumnus researcher at Roche
- Abstract submitted and accepted for oral presentation at AAAS meeting in November.
- Completed ACS Mentor Training Workshop for Graduate Students and Postdocs in April

New Objectives / Action Items Since Prior Update

- Project mentor for a summer undergraduate student
- Enroll and complete Introduction to Public Speaking on Coursera (June Start)
- Attend Applying for Grants and Fellowships Workshops – Summer

IDP Time Line Update

May

- Sign up for grant courses
- Participate in mentor training for those mentoring summer student

June

- Start public speaking course
- Learn NGS pipeline for off target analysis
- Attend grants course

July

- Continue mentoring undergrad/HS students.
- Have aims page for grant written up to show advisor.
- Ask for feedback on speaking and presentations at lab meetings.

September

- Have advisor and mentors review AHA grant draft.
- Review faculty attending Neuroscience 2021 who I might want to meet for potential postdoc positions.

October

- Prepare poster for Neuroscience 2021
- Update C.V. (student helped to mentor, coursework, etc.)



Student Core Competencies Assessment

Instructions

Using the table below reflect on your level of development in the competency areas important for success in research: 1) Scientific Knowledge; 2) Research Skills; 3) Communication; 4) Professionalism; 5) Management and Leadership Skills; 6) Responsible Conduct of Research; 7) Career Advancement.

For each competency area, put an “x” in the column that most accurately describes your current level of expertise. Mark only one column per competency. Always consider your career stage when assessing your competencies. Avoid comparing yourself to colleagues who are significantly more junior or senior than you. For example, as a second-year student, you may have a broad-based knowledge of science that is appropriate to your career stage but seems inadequate compared to a student who is about to defend their thesis. In this case, “appropriate for career stage,” not “needs development,” is the best choice.

Review your answers with Your Thesis Advisor

Pay close attention to the skills for which you and your mentor answered “Needs development.” Similarly, review skills that you identify as “strengths.” As you identify a desired career path, consider the value of identifying and focusing on those skills that are more critical to success in your anticipated career path. *You and your advisor/s are encouraged to perform this assessment once a year to track the development of areas of weakness and identify areas of strength in relation to career goals.*

Student Core Competencies Assessment

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				
Ability to critically evaluate scientific literature				
Research Skills				
Technical skills related to my research area				
Experimental design				
Statistical analysis				
Interpretation of data				
Creativity/innovative thinking				
Navigating the peer review process				
Troubleshooting / Problem Solving				
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 effectively in classroom and online settings				
Training and mentoring individuals				
Seeking advice from advisors and mentors				
Negotiating difficult conversations				
Using social media to build a professional identity				
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 the 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				
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 matching interests and values				
Ability to develop and implement a strategy to acquire skills for a desired career path				
Ability to write and maintain job documents, e.g., CV, résumé, cover letter, etc.				
Understand the interview process and prepare for it				
Negotiating job offers and for professional needs				

Adapted from ScienceCareers MyIDP, which is based on the National Postdoctoral Association’s Core Competencies for Postdoctoral Scholar



Guiding Questions for Graduate Students During Year 2

General

- Have I established a clear set of objectives that I wish to accomplish for the coming year?
- Have I discussed these goals with my mentor?
- Have I established a Thesis Advisory Committee suitable for my thesis research?

Scientific Knowledge, Research Skills, and Responsible Conduct of Research

- Am I spending enough time and effort in the lab to accomplish my research goals?
- Can I design an experiment that would generate a conclusive answer from the results?
- What technical skills do I need to execute my dissertation research?
- Can I execute an experiment and record the results in a form that could be reproduced and published?
- Am I beginning to interpret my results and assimilate new knowledge to ask good scientific questions?
- Do I have a clear proposal for a defined thesis project?
- What courses do I need as a foundation for my thesis research?
- Can I effectively read a primary research paper to understand the authors' goals, results, and interpretations?
- Am I reading the literature in my field and developing a deep understanding of the literature around my thesis project?
- Am I attending seminars within and outside my area to deepen and broaden my scientific knowledge base?
- Have I discussed expectations for publication and authorship with my research mentor and collaborators?

Communication

- Can I organize, interpret and present my research results using appropriate graphics and text?
- Can I communicate my research results effectively in an oral and visual presentation to my colleagues?
- Am I practicing talking about my research to a general audience, e.g., friends and family?
- Will I apply for fellowships, and if so, which ones? What are the application requirements and deadlines?
- Who are key people, in addition to my PI and TAC, for helping me think through ideas?

Professionalism, Management, and Leadership Skills *(See BCM Support and Resources on Pages 6 & 7 of the IDP Guide)*

- Am I managing my time effectively in the lab and following through on tasks I commit to completing?
- Do I understand the standards of professional, scientific conduct, and am I committed to upholding them?
- Am I actively participating in departmental or program activities such as seminars, journal clubs, and works-in-progress?
- When I attend seminars, do I formulate questions about the results that are presented?
- Have I identified professional societies and the major scientific conferences in my field?
- Have I formed appropriate support relationships with mentors, peers, and administrative staff?
- Do I understand how research training is funded and the expectations of students funded by training grants?
- Am I a good lab citizen, aware of how my actions impact others, e.g., taking steps to replenish reagents and supplies, so they are available for others?

Career Planning

- Do I understand how to create a CV and write one that can be updated continuously?
- Do I understand the format of an NIH biosketch?
- Am I developing an internal and possibly external network of contacts that can support my professional goals?
- Have I identified the career and professional development resources available to me at BCM?
- Do I understand the potential scope of career options available to me?
- Do I understand how issues such as visa status might affect training and activities related to career development?
- Am I reflecting on what motivates me professionally and personally with regards to values, interests, and skills?
- Have I begun to develop and practice my 'elevator speech' with regard to my research interests?

Sourced and modified from the Vanderbilt Student IDP, Vanderbilt University



Guiding Questions for Graduate Students During Year 3

General

- Have I defined my specific interests and objectives for my Ph.D. studies?
- Have I evaluated my strengths and weaknesses and adjusted to improve or accommodate them?
- Have I developed a focused set of goals that will lead to publication of a paper and further developing my thesis?

Scientific Knowledge, Research Skills, and Responsible Conduct of Research

- What reading must I be doing to become an expert in my field?
- What knowledge will broaden the scope of my work? How do I stay abreast of new discoveries?
- Am I attending enough, or too many, seminars? Am I critical enough of the literature or what I hear in a seminar?
- What scientific conferences should I attend? Have I investigated funding sources to attend conferences and present my research, such as travel awards?
- How do I refine my research project and become more focused?
- Am I spending enough time and effort inside and outside the lab to accomplish my objectives?
- Am I thinking creatively, troubleshooting my experiments, and developing my independence?
- How do I efficiently translate results into publication-quality data?

Communication

- Have I practiced giving talks of different lengths and to different audiences?
- How can I improve my presentation skills? Whom should I ask for feedback?
- Have I presented my work at or attended a scientific meeting?
- Have I written an abstract or paper? If not, how far am I from my first publication?
- How can I improve my writing?
- Can I effectively explain how my research advances my field and scientific understanding more generally?

Professionalism, Management, and Leadership Skills *(See BCM Support and Resources on Pages 6 & 7 of the IDP Guide)*

- Do I assume responsibility for understanding the expectations of my dissertation committee at the conclusion of a committee meeting?
- Do I understand the overall philosophy of research/the scientific method?
- How effectively do I negotiate differences of opinion with mentors, peers, and other scientists?
- How could I improve my multi-tasking skills?

Career Planning

- Have I reviewed “BCM Support to Help You Set and Reach Your Goals” in this guide?
- Am I continuing to explore career options and build my professional network?
- Do I understand, and am I engaged with building a professional presence on social media, e.g., LinkedIn?
- Am I taking advantage of opportunities to network with seminar speakers and at professional conferences?
- Am I exploring career options to understand how those options match my interests and skills?
- Are there gaps in my knowledge or experience that I should aim to fill to prepare for my career? Have I set goals for filling these gaps?



Guiding Questions for Graduate Students in Years 4 +

General

- Am I developing my original research project?
- Do I understand the expectations for the successful completion of my thesis research?
- Do I have a clear plan for completing my Ph.D. thesis research?
- Have I thought about my next career stage in light of my strengths, weaknesses, and passions?
- Have I discussed a timetable for completion and career plans with my mentor/s and TAC?

Scientific Knowledge, Research Skills, and Responsible Conduct of Research

- Am I establishing and demonstrating expertise in my chosen area of study?
- Am I staying up with the current literature in my field and becoming an expert in my area of research?
- Can I read the literature critically and identify assumptions, implications and/or alternate interpretations?
- Am I interpreting my own data, questioning my assumptions, and identifying the implications of my findings?
- Am I asking important questions and independently designing experiments to generate answers?
- Am I developing good scientific judgment?
- Am I willing to learn new techniques and take risks?
- Am I working with sufficient focus and intensity to drive discovery and complete my research objectives?

Communication

- Have I published a paper, or am I preparing manuscripts for publication?
- Can I write an original and competitive research proposal?
- Can I deliver an effective seminar?
- Am I seeking out and taking advantage of opportunities to present my research?
- Am I attending local and national meetings and presenting my results?

Professionalism and Management and Leadership Skills *(See BCM Support and Resources on Pages 6 & 7 of the IDP Guide)*

- Am I developing confidence as a member of the scientific community?
- Do I ask questions and engage in discussions in seminars, conferences, and journal clubs?
- Am I managing my time for experiments, reading, and writing?
- Am I serving as a role model to junior students in the lab?

Career Planning

- Have I started to narrow down my career interests and focus my networking efforts to build contacts and seek advice from professionals in specific career fields?
- Are there gaps in my knowledge or experience that I should aim to fill to prepare for my career? Have I set goals for filling these gaps?
- Is my CV or résumé up-to-date? Does it specifically highlight my skills and accomplishments that relate to my career area of interest?



Guiding Questions for Graduate Students Within a Year of Their Defense

General

- Do I have a time frame set for my thesis defense?
- Have I made plans for the next stage in my career? If not, what must I do to complete these goals?

Scientific Knowledge, Research Skills, and Responsible Conduct of Research

- Can I demonstrate that I am an expert in my field?
- Can I present and defend my work in an authoritative manner?
- Can I articulate how my work contributes to the knowledge in my field?
- Can I demonstrate that I have a breadth of knowledge in areas related to my area of research expertise?
- Am I able to balance bench work with writing papers and finalizing my thesis?
- Have I reached a high level of proficiency in the laboratory?
- Do I have a clear path and timetable for the completion and publication of my thesis research?
- Do I think creatively about the implications of my research to other work in the field?

Communication

- Have I presented my research in national or international meetings?
- Have I prepared and practiced my thesis defense?
- *(if applicable)* For postdoctoral interviews, have I prepared and practiced a research presentation that can be understood by a diverse scientific audience?
- Have I demonstrated writing skills through the publication of my research or writing chapters of my thesis?

Professionalism and Management and Leadership Skills *(See BCM Support and Resources on Pages 6 & 7 of the IDP Guide)*

- Can I confidently discuss the current literature in my area of expertise?
- Do I ask questions and engage in discussions in seminars, conferences, and journal clubs?
- Have I maintained good communications with mentors, peers, and administrative staff?
- Have I effectively communicated with my committee about finalizing and defending my thesis research?
- Am I a role model in the laboratory to junior students?

Career Planning

- Can I clearly articulate my career goals?
- *If I am planning to do a postdoctoral fellowship*, have I started to identify and contact potential postdoctoral advisors? Have I explored postdoctoral fellowship funding options to determine if I need to apply for funding within the first year of my postdoctoral training?
- *If I am planning to enter the job market*, have I started to identify job search and application resources?
- Have I engaged my network of individuals in my career area of interest to engage their possible support in my active job search?
- Is my résumé or CV up-to-date?
- Is my CV or résumé tailored to my career area of interest? Does my CV or résumé specifically highlight my skills and accomplishments that relate to that career path and omit irrelevant information?
- Have I reviewed and polished my online presence?
- Do I understand the interview process for my career interest? Have I prepared and practiced for interviews?
- Have I gotten a professional photograph (headshot) for my social media or possible other application materials?

Your Name:

Advisor Name:



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

GSBS Student Individual Development Plan



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:

Secondary Career Interest:

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



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.]