Name: Date:

Department:

**Professional/Career Objective** (e.g. position within Academia, Industry, Government, Other-specify)

|  |  |
| --- | --- |
| *1st Choice* |  |
| *2nd Choice* |  |

**Mentor(s)** Please list your primary faculty advisor and other mentors (strongly encouraged) who will enhance the training experience by supporting your development in various skill sets.

|  |  |
| --- | --- |
| *Mentor 1* |  |
| *Department & Institution* |  |

|  |  |
| --- | --- |
| *Mentor 2* |  |
| *Department & Institution* |  |

|  |  |
| --- | --- |
| *Mentor 3* |  |
| *Department & Institution* |  |

The IDP is meant to cover various areas of training.  As each postdoc will have a unique plan, these areas of training will be defined by the postdoc in collaboration with mentors. Suggested areas of training are Research Activities, Research Productivity (i.e. publications, presentations, patents, etc.), Professional Development (e.g. professional associations, conferences/meetings, workshops, improvement of teaching methods, etc.) and Other (customized by postdoc).

The postdoc and the mentors will assess the skill set of the postdoc/graduate student in each of these areas and then define short-term and long-term goals to address the skills to develop. In addition, the entire training period (up to 5 years) needs to be considered in the IDP as goals may have a particular sequence or necessary timeframe for success. These goals can be accounted for in the 5 Year Plan Overview section. Please note that the length of training may not be 5 years, thus use the number of years appropriate to the individual’s situation. Mentors will guide the postdoc in how to meet these goals to best achieve the desired career outcome.

At least annually, the postdoc will meet with the mentors, preferably on an individual basis to ensure that the goals are specific, realistic and being met in a timely manner. Goals will also need to be reassessed to address the particular needs of the individual and to reflect the changing nature of research and/or the postdoc’s career goals.

**Training Skills Assessment**

Please list the postdoc’s skill strengths and ones that require improvement in the postdoc’s defined areas of training to help the individual reach the desired career objective. This portion is to be completed by the postdoc and mentors. Alternatively, the postdoc via correspondence with mentors can summarize the skills section.

|  |  |  |
| --- | --- | --- |
|  | *Strong Skills (In Each Area of Training)* | *Skills to Develop (In Each Area of Training)* |
| *Postdoc Self-Assessment of Skills* |  |  |
| *Mentor1**Input on Postdoc Skills Assessment* |  |  |
| *Mentor2**Input on Postdoc Skills Assessment* |  |  |
| *Mentor3**Input on Postdoc Skills Assessment* |  |  |

**Annual Plan**

The postdoc will work with mentors to create goals and specific action steps to address and gain the skills necessary for the anticipated career. This plan will be updated and revised each year, when the postdoc will assess each goal: if it was met, still in progress or needs revision. Suggested Areas of Training are: Research Activities, Research Productivity, Professional Development and Other.

|  |  |  |  |
| --- | --- | --- | --- |
| *Goal 1 (Area of Training)* | *Action Step* | *Frequency (i.e. weekly)* | *Target Completion Date* |
|  |  |  |  |

Date: \_\_\_Met Goal \_\_\_ In Progress \_\_\_ Needs Revision

|  |  |  |  |
| --- | --- | --- | --- |
| *Goal 2 (Area of Training)* | *Action Step* | *Frequency (i.e. weekly)* | *Target Completion Date* |
|  |  |  |  |

Date: \_\_\_Met Goal \_\_\_ In Progress \_\_\_ Needs Revision

|  |  |  |  |
| --- | --- | --- | --- |
| *Goal 3 (Area of Training)* | *Action Step* | *Frequency (i.e. weekly)* | *Target Completion Date* |
|  |  |  |  |

Date: \_\_\_Met Goal \_\_\_ In Progress \_\_\_ Needs Revision

|  |  |  |  |
| --- | --- | --- | --- |
| *Goal 4 (Area of Training)* | *Action Step* | *Frequency (i.e. weekly)* | *Target Completion Date* |
|  |  |  |  |

Date: \_\_\_Met Goal \_\_\_ In Progress \_\_\_ Needs Revision

**Long-Term Goal Setting**

This section of the IDP will be useful for trainees who seek additional structure and strategies for long-term career planning. We encourage trainees to discuss these goals with their research mentor.

For each of the competencies evaluated in the *Evaluate Skills – Core Competency* worksheet, put an asterisk next to those items marked “needs development” or “no basis to evaluate” which are also critical for your long-term career development (i.e. beyond your postdoctoral training). Then, use the table below to set S.M.A.R.T. goals to develop your skills in these areas. S.M.A.R.T. stands for:

S = Specific M = Measurable A = Action-oriented R = Realistic T = Time-bound

Some examples are provided in italics. Add as many rows as needed to address the items with an asterisk. Remember, though, that it may not be realistic to work on every goal at once! Prioritize the most important goals work on them first. Adjust the timelines to avoid burnout.

|  |  |  |  |
| --- | --- | --- | --- |
| **Competency** | **Specific plan for improvement that is action-oriented and realistic** | **How will you measure success?** | **Timeline (could be a self-imposed deadline, or an even like an upcoming conference)** |
| *Seeking advice from advisors & mentors* | *Ask my PI and collaborator to meet monthly to discuss project progress; schedule meeting times and locations for next 6 months* | *We meet at least 5 times and develop a concrete plan to publish our project results* | *Schedule meeting times by the end of next week; develop publication plan by end of semester* |
| *Identifying career options* | *Attend monthly PhD Career Connections seminars this academic year* | *Attend 80% of seminars; Network with speakers; for those whose career interests me, ask them for contact info and follow up*  | *By the end of the academic year* |
|  |  |  |  |
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