

Individual Development Plans (IDPs) are a customized roadmap for professional training and goals that will enable students make the most of their graduate studies. The IDP process will guide a student to reflect on their skills and career aspirations, and translate those into specific actions toward achieving new skills and professional goals.

The 2005 Sigma Xi Postdoc survey of US postdoctoral scholars showed that postdoctoral scholars who created a written career plan or IDP with their mentors were 23% more likely to submit papers, 30% more likely to publish first-authored papers, and 25% less likely to report that their mentor did not meet initial expectations. The finding of this study has resulted in the adaption of an IDP for EMT graduate students.

## A. GOALS

An IDP is an evolving document. The primary goal for developing and establishing an IDP is to:

- Provide students an opportunity to self-reflect on career aspirations and skill (current and desired);
- Provide faculty additional information to enhance training experience;
- Ensure successful academic outcomes by helping each student: articulate educational and longer-term career goals, develop a plan and the skills necessary to achieve their goals, engage in a process of self-reflection and improvement, and complete their degree requirements within an appropriate time frame

## B. DESIRED OUTCOMES

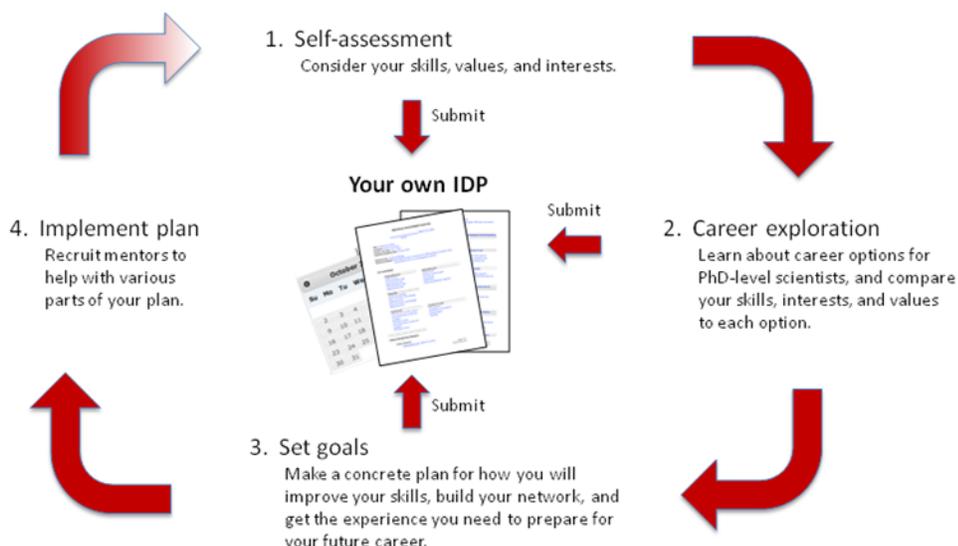
The purpose of the IDP is to facilitate the development of a comprehensive training plan that is customized to the student. The development plan will provide an opportunity for self-assessment of one's current skills and career aspirations and setting professional goals and new skills through enhanced training experiences.

Also, the IDP can be provided to collaborators and/or outside mentors as a guide for writing grant applications, letters of recommendation, and any other documents that need references for student training goals.

## C. TIMING

IDPs are to be submitted in the Annual Review packet by June 1<sup>st</sup> each year. First-year students will develop an IDP with their major professor or the Academic Program. Once an IDP is established, annual updates to the IDP and the IDP tracking form are to be submitted.

## D. OVERVIEW OF DEVELOPING IDP





# OSU TOXICOLOGY GRADUATE DEGREE PROGRAM - INDIVIDUAL DEVELOPMENT PLAN (IDP) GUIDELINES



## E. INSTRUCTIONS FOR DEVELOPING/UPDATING AN IDP

The goal here is to make sure that all mentors cover the basic questions that will create a supportive training environment, ensuring that everyone is on the same page regarding the student's professional development.

### **STEP 1 – SKILL ASSESSMENT**

Each spring term, **every graduate student** should conduct a self-assessment exercise using: <http://myidp.sciencecareers.org/>. Students should register for an account to keep track of the results for the self-assessment.

The purpose of this exercise is to assess current student skills. Assessing skills regularly will highlight successes during training and help to identify areas that need attention. The self-assessment covers the following areas:

#### **Research Skills**

- Developing new research directions
- Experimental design
- Data evaluation
- Review and evaluation of scientific literature
- Problem solving/troubleshooting
- Statistical analysis
- Computer skills
- Lab records and data management

#### **Professional Skills**

- Oral presentation skills
- Manuscript writing skills
- Grant/fellowship writing skills
- Teaching skills (in a classroom)
- Teaching skills (one-on-one)

#### **Time Management**

- Meeting deadlines
- Establishing Priorities

#### **Interpersonal Skills**

- Reliability
- Communicating effectively in writing
- Communicating effectively verbally
- English proficiency
- Identifying mentors
- Utilizing mentors effectively
- Mentoring others
- Ability to give and receive feedback constructively
- Networking/meeting new colleagues
- Ability to work in a team
- Collegiality towards others

#### **Management and Leadership Skills**

- Independent management of own research project
- Developing/managing budgets
- Chairing a meeting
- Establishing priorities for a team
- Delegating responsibility
- Leading and motivating others
- Supervising/managing people
- Working within an organization

### **STEP 2 – CAREER ASPIRATIONS**

Each student should do some exploration to understand the factors that put them on current career path. Career paths are ideal if they align individual skills and professional values. It's okay if a student has not yet settled on a path. It would be valuable for the student to consider the things they enjoy and, the work environment qualities that are valued to begin to explore what career might be the right fit. Below are some good resources to help identify skills and values that could be applied towards a career:

<http://myidp.sciencecareers.org/> - Self-assessment tools that predict compatible biomedical career pathways.



# OSU TOXICOLOGY GRADUATE DEGREE PROGRAM - INDIVIDUAL DEVELOPMENT PLAN (IDP) GUIDELINES



<https://www.visualdna.com/quizzes/> - The 'Who Am I?' Quiz offers insight into work style and personality traits that contribute to what individuals value in a career.

## **STEP 3 – DESIRED SKILLS**

Identify a few areas that you would like to work on over the next six months, and write goals to make progress. Your goals should be wicked **SMAHT** -

- **Specific & Sensible** – *Is it focused and unambiguous? Considering difficulty and timeframe, is this goal attainable?*
- **Measurable** – *Could someone identify whether or not you achieved this goal?*
- **Action4oriented** – *What action(s) do you need to take to get there?*
- **Help** – *What support will you need? Where can you get it?*
- **Time4bound** – *What timeframe are you accountable to?*

## **STEP 4 – PROFESSIONAL DEVELOPMENT**

Professional development can exist in many forms. Listed below are general ideas to kick off your thinking, but work with your PI and the offices here at Oregon State that support you (<https://workspace.oregonstate.edu/student-resources>) to identify the right professional development opportunities that will enable you to meet your goals. Some ideas are listed below:

- Attend EMT/SRP-sponsored professional development events
- Participate in a mentoring circle
- Present your work at a conference
- Attend networking events
- Build your scholarship through teaching
- Arrange a job interview or informational interview
- Arrange a job shadowing experience or an informational interview with EMT alumni

## **STEP 5**

After the self-assessment, complete the Individual Development Plan form using the information gathered from Steps 1-4. For the short term goal, list desired skills to be acquired in the next year (before the next Annual Review) and how it will be acquired. At the time of the one-on-one between the student and major professor, the developed IDP should be discussed and the major professor will provide feedback on the career goals and activities to help achieve new skills and professional goals.

## **STEP 6**

It is the **responsibility of the major professor(s) to:**

- Review the students IDP before the one-on-one meeting to provide feedback on their short- and long-term goals.
- Use their professional judgment and experience to identify, acquire, and an appropriate timeline for additional skills.

## **STEP 7**

The student is to include a completed and signed (with both the student and major professor/advisor) with their Annual Review packet due on June 1<sup>st</sup> of each year.



# DEPARTMENT OF ENVIRONMENTAL AND MOLECULAR TOXICOLOGY

## INDIVIDUAL DEVELOPMENT PLAN (IDP)



Name: \_\_\_\_\_

Masters  PhD

Date: \_\_\_\_\_

### Assessment

**Skills** – What skills do I currently have?

**Career Aspirations** – What career pathways interest me? What do I like to do and what do I value about my work environment?

**Desired Skills** – Setting goals for the skills I want.

**Professional Development** – What support can I take advantage of?

# GOALS

## SHORT-TERM NEEDS FOR IMPROVING CURRENT PERFORMANCE

<b>What additional skills do you need?</b>	<b>How are you going to acquire these skills?</b> (e.g., training, courses, teaching, supervision)	<b>When will you acquire them?</b> (specify dates and duty or off-duty time)	<b>Completion Date (Est.)</b>	<b>Completion Date (Act.)</b>

**LONG-TERM CAREER GOALS YOU WISH TO PURSUE AND THE NECESSARY TOOLS TO MEET THEM**

<b>What is important to me in a career?</b>	<b>What additional skills or tools will you need?</b> (e.g., training, courses, teaching, supervision)	<b>How are you going to acquire these skills?</b> (training, courses, assignments)	<b>When will you acquire them?</b> (dates and duty or off-duty time)	<b>Completion Date (Est.)</b>	<b>Completion Date (Act.)</b>
<b>What type of work would I like to be doing?</b>					

<b>Where would I like to be in an organization?</b>	<b>What additional skills or tools will you need?</b> (e.g., training, courses, teaching, supervision)	<b>How are you going to acquire these skills?</b> (training, courses, assignments)	<b>When will you acquire them?</b> (dates and duty or off-duty time)	<b>Completion Date (Est.)</b>	<b>Completion Date (Act.)</b>
<b>OTHER</b>					

## COMMENTS FROM ADVISOR

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**Student**

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**Department**

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**Signature**

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**Date**

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**Major Professor**

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**Department**

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**Signature**

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**Date**