

Student Name:

Supervisor Name:

Date:

Research

Development

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Setting goals and taking stock of whether you have accomplished those goals is a crucial habit to being productive, not just busy. Guided by the Individual Development Plan (IDP), formal meetings with your supervisor are a chance for you to step back from your daily lab work, assess your progress, and plan for the future. Your supervisor and mentors are invaluable resources to help you propose and execute next steps that will help make you a better scientist.

Important steps to complete your IDP

1

Step back and self-assess

It's easy to lose sight of the bigger picture. Fill out this form, using these questions as a jumping off point to understand your research progress, development, and goals.

2

Set your annual meeting with your supervisor

You are responsible for scheduling annual IDP meetings with your supervisor to go over your IDP, in addition to annual progress meetings with your committee. We strongly recommend you share your completed IDP form with your supervisor before your meeting.

3

Lead the discussion

The IDP covers topics students have found helpful. If you have questions or additional objectives related to your training, these meetings are a great time to bring them up.

4

Complete your action plan and make a plan for following up

The last page of the IDP encourages you to establish concrete steps in the meeting with your supervisor. Keep your action plan accessible and check it every couple of months.

5

Inform your graduate program about the meeting

Send us the date the meeting occurred at contact@gp.cbbs.eu.
(The IDP itself remains private between you and your supervisor.)

More information: gp.cbbs.eu

Questions: contact@gp.cbbs.eu

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Scientific/Research goals and objectives

1

Do you have a clear/defined plan and endpoint for your project?

2

How confident are you in your ability to complete it by year 5?

3

How firm a grasp do you feel you have of the field in which you work? If insufficient, what help do you need in identifying relevant readings or other means to be a true expert in your field?

4

What are your near-term research goals? For each goal, specify any areas where you feel you need specific improvement or additional training (e.g., the need to learn high-throughput sequencing). Include any techniques you want to learn, scientific collaborations, etc.

Challenges

1

Describe any unusual or unanticipated challenges you experienced this year in trying to accomplish the goals you set out last year with your supervisor?

2

What actions have you taken to meet these challenges?

3

How can your supervisor support you?

More information: gp.cbbs.eu

Questions: contact@gp.cbbs.eu



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Development activities



List your recent involvement in the past year and/or current plans you have for the following areas:

COURSEWORK/TRAINING:

TEACHING/MENTORING:

PROFESSIONAL DEVELOPMENT:

CONFERENCES:

SERVICE/OUTREACH:



How much of your total time and effort, as a percentage, are you spending on each of these?

Research

Courses/Training

Teaching

Professional

Service



How do you see these percentages changing in the coming year?



Which experience or experiences have been most valuable to you, your research, and/or your professional goals?

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One of the most important parts of your PhD training is to develop a skill set transferrable beyond graduation. Use this worksheet to assess and identify skills that you would like to target in the coming year, **marking your perceived current ability level from weak (1) to strong (3)** relative to where you think a student should be at the end of their PhD studies. Ask your advisor how s/he agrees or disagrees. An honest self-assessment and discussion will help you set your training goals.

Research skills and scientific thinking	1	2	3	Target skill
Broad-based knowledge of science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Critical reading of scientific literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Experimental design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Statistical analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Interpretation of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Creativity and innovative thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Leadership / personnel management	1	2	3	Target skill
Delegating; providing instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Providing constructive feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Dealing with conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Leading and motivating others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Serving as a role model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Setting expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Writing	1	2	3	Target skill
For a scientific publication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
For a research proposal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
For a lay audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Grammar/structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Editing your own writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Professionalism / interpersonal	1	2	3	Target skill
Identifying and seeking advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Upholding commitments/deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Maintaining positive relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Approaching difficult conversations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Oral communications	1	2	3	Target skill
To a specialized audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
To a lay audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
In a classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
One-on-one	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
English fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Project management	1	2	3	Target skill
Planning projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Breaking down complex tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Managing data and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

➤ **What are the top one or two skills that you plan to focus on for the next year?**

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Mentoring is a distributive process, allowing you to take advantage of the talents and experiences of many people throughout your training. You may want to consider using all or some of the IDP as an idea for conversations with each of your mentors, not just your supervisor. In the space below, consider the breadth of mentoring you currently receive.

	How often are you meeting?	Is this sufficient?	Do you initiate meetings?	Do you need help finding or coordinating?
Lead mentor				
Thesis committee: as a group (list names)				
Thesis committee: one-on-one				
Additional mentors (list names)				
Collaborators				

➤ What have you found most beneficial of the mentoring you have received? Is there anything that would improve the mentoring you receive?








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Professional and personal development

-  1 What are your long-term goals? (What activities do you want to be doing on a daily basis 5-10 years after graduation?)
 -  What professional and/or other factors inform these goals?
-  2 For each goal you listed above, identify one or two shorter-term objectives that may be important to achieving that goal?
 -  How will you meet these goals next year?
-  3 What guidance would help you with your development and your exploration of career options?
-  4 What features of the lab group and your relationships with colleagues are most helpful and supportive to your personal development?
-  5 Are there any factors that you are concerned may negatively affect your progress? What help can your supervisor or other faculty/staff provide?



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THIS ACTION PLAN IS TO BE DEVELOPED JOINTLY BY THE GRADUATE STUDENT AND THE MENTOR DURING OR AFTER THE DISCUSSION. Keep it accessible for your yearly IDP meetings and potential monthly check-ins, as determined by the two of you.

Action plan

1

Projected timeline

What is the projected timeline for completing your current projects and publishing your work? In what quarter do you expect to graduate?

2

Target skills

What skills (~1-2) did you identify as important development targets for the coming year?

3

Activities

List any activities in which you and your mentor agree you should participate to achieve your academic objectives in the coming year.

4

Financial support

If you know, what will be your financial support for the next year?

5

Additional actions

In order to aid your success, are there any additional actions that can be initiated or continued by you? By your mentor?

6

Following up

When are you and your mentor going to follow up on your IDP and progress? (An annual meeting is only the minimum required.)

7

Other

Is there anything else you would like to discuss with your supervisor/mentors at this time?