# PROTECT Individual Development Plans

**What is an IDP?**

The Individual Development Plan (IDP) is a tool to help you set goals and reflect on your accomplishments. It is a collaborative exercise between you and your mentor as well as the Training Core. The IDP should assess *your needs and goals, describe your short- and long-term career objectives, and identify professional development activities needed to reach your career objectives*.[1] The elements defined for this IDP are to:

1. Design, monitor, and measure progress in training
2. Articulate short- and long-term goals
3. Identify relevant developmental activities

**How to complete your IDP:**

1. Step back and assess your progress in Section 1
   An IDP is designed to provide perspective on your academic progress, your professional development, and your professional goals. The more thought given to the IDP, the greater the return, so be sure to give sufficient time and reflection to the process.

2. Plan your semester or year research and professional goals in Section 2
   Reflect on the activities you would like to accomplish this academic year. Make sure to establish achievable goals that will allow you to grow professionally.

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[1] From https://nigms.nih.gov/training/strategicplanimplementationblueprint/Pages/IndividualDevelopmentPlans.aspx

## SECTION 1:  SELF ASSESSMENT

This is a subjective self-assessment of your skills which will be used to identify strengths and weaknesses to develop your IDP. Using peers as a reference, rate your perceived level of performance for each set of skills.

| Research skills | Very weak | Weak | Average | Good | Very good | Not applicable |
|---|---|---|---|---|---|---|
| **Understanding the literature** | | | | | | |
| Dedicating time to read literature | | | | | | |
| Critically evaluating the literature | | | | | | |
| Developing new research ideas | | | | | | |
| Progress towards drafting literature review | | | | | | |
| Reading NIEHS newsletters | | | | | | |
| Attending environmental health webinars | | | | | | |
| **Research process** | | | | | | |
| Designing experiments | | | | | | |
| Problem solving/troubleshooting | | | | | | |
| Managing data and resources | | | | | | |
| Conducting statistical and data analysis | | | | | | |
| Interpreting data analysis | | | | | | |
| Identifying issues and seeking advice | | | | | | |
| **Technical skills** | | | | | | |
| Basic laboratory skills | | | | | | |
| Advanced laboratory skills | | | | | | |
| Basic computational skills | | | | | | |
| Advanced computational skills | | | | | | |
| Serving as an expert in your field | | | | | | |
| **Policy skills** | | | | | | |
| Awareness of state and federal environmental policy | | | | | | |
| Understand relationship of your work to policy | | | | | | |

| Communication skills | Very weak | Weak | Average | Good | Very good | Not applicable |
|---|---|---|---|---|---|---|
| Email communication and etiquette | | | | | | |
| Writing for a general audience | | | | | | |
| Writing for a discipline-specific audience | | | | | | |
| Writing fellowships and grants | | | | | | |
| Oral presentation for a general audience | | | | | | |
| Oral presentation for a discipline-specific audience | | | | | | |
| Providing constructive feedback | | | | | | |
| Receiving constructive feedback | | | | | | |

| Project management skills | Very weak | Weak | Average | Good | Very good | Not applicable |
|---|---|---|---|---|---|---|
| **Time management** | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Managing your time on projects | | | | | | |
| Breaking down complex tasks | | | | | | |
| Upholding commitments/deadlines | | | | | | |
| **Relationships with others** | | | | | | |
| Assuming leadership positions | | | | | | |
| Approaching difficult conversations | | | | | | |
| Working with diverse groups/teams | | | | | | |
| Demonstrating cultural competence | | | | | | |
| Maintaining positive relationships with colleagues | | | | | | |
| **Preparing for the job market** | | | | | | |
| Have established career goals | | | | | | |
| Aware of career opportunities in your field | | | | | | |
| Aware of career-oriented graduate certificates | | | | | | |
| Attend professional development workshops | | | | | | |
| Attend job talks | | | | | | |
| Scan weekly notifications from PhD Network | | | | | | |
| **Mentoring experiences** | | | | | | |
| Mentoring undergraduate students | | | | | | |
| Mentoring graduate students | | | | | | |
| **Teaching experiences** | | | | | | |
| Serve as teaching assistant | | | | | | |
| Serve as a lecturer | | | | | | |

**SECTION 2: CAREER PLANNING AND GOALS**

1. What program or department requirements do you need to complete this year?

**Goals for skill development**

2. Looking at your self-assessment answers, what 2-3 skills do you want to focus on improving this upcoming semester or year?

**Goals for research products and activities**

3. What submissions are you interested in pursuing this year?

|  | Conferences abstracts | Journal publications | Fellowships | Workshops |
|---|---|---|---|---|
| Name of organization |  |  |  |  |
| Target submission date |  |  |  |  |
| What information do you need help with? |  |  |  |  |

**Goals for mentoring structure**

4. How often do you and your advisor plan to meet? Will this be virtual or in-person?

**Advice for the Training Core**

5. Are there activities, webinars, and/or workshops you would like the RETCC to host?