

## **Examples of Individual Development Plans (IDPs)**

- 1. University of Pittsburgh Schools of the Health Sciences**
- 2. Duke University School of Medicine**
- 3. University of California-Davis**

Additional examples are available at: <https://mentoringresources.ictr.wisc.edu>. Mentors may also wish to refer their mentees to <http://myidp.sciencecareers.org> where they can develop their IDP through a guided, online process.

### ***Example #1: Postdoctoral Individual Development Plan (IDP)\****

#### Individual Development Plan for the Next Year

An Individual Development Plan is a professional tool which outlines objectives that you and your mentor/supervisor have identified as important for your professional development. A comprehensive review of your career goals and objectives identified at the beginning of your appointment and during your semi-annual appraisal provide constructive feedback from your mentor/supervisor that can help you become an independent investigator.

Career Goals/ Objectives	Educational Activities	Research Projects Products/Dates
Goal One: Objective 1. 2. 3.		
Goal Two Objective 1. 2. 3.		
Goal Three Objective 1. 2. 3.		

Please describe the plan that you and your mentor have for your transition from your current position to the next position.

Additional Comments:

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\*Adapted from IDP used with post-docs at the University of Pittsburgh Schools of the Health Sciences.  
<http://www.caph.pitt.edu/PostDocSemiAnnualEval.pdf> Accessed 04/13/12

## ***EXAMPLE #2: MENTORING PLAN WORKSHEET\****

### **YOUR GOALS**

Take some time to think about and write down your research and professional goals. You may want to articulate one- and five-year goals. For example, a short-term goal might be “to complete a series of experiments” and a long-term goal might be “to have enough publications to get a faculty job.”

<b>Short-term Goals (next year)</b>	<b>Long-term Goals (next 5 years)</b>
1.	1.
2.	2.
3.	3.

### **IDENTIFY MENTORSHIP NEEDS**

Identify competencies that you will need to gain expertise in to reach your goals (see Table below for examples). Identify people who can assist you in achieving these competencies and in meeting your goals. These can be mentors internally at your institution, or at other institutions. A blank grid is included on the next page to help you organize your thoughts. Put your initial thoughts down on paper before you approach a mentor, and then revise it as your relationship changes.

Designing research	Establishing goals
Writing grants	Finding funding
Managing your career	Managing staff
Leading teams	Preparing for promotion
Cultural competence	Navigating institution
Organizational dynamics	Managing conflict
Speaking before groups	Knowing career paths
Teaching effectively	Hiring personnel
Collaborating effectively	Managing budgets
Managing data	Mentoring others
Giving feedback	Evaluating literature
Assessing students	Medical informatics

### **POTENTIAL MENTORS**

Identify people who can assist you in developing the competencies you identified and therefore help you to reach your goals. For each potential mentor, identify objectives, develop a list of what you can offer, and propose outcomes. Put your initial thoughts down on paper before you approach a mentor, and then revise it as your relationship changes.

## **APPROACHING MENTORS**

We suggest that you first approach mentors by sending an e-mail that includes a request for a meeting, a brief summary of your goals, and why you think there would be a good fit between you and the mentor. Let potential mentors know how you are hoping to work with them, such as one-on-one, as one of many mentors, or as part of a mentoring team or committee. You might want to let them know how you think they would be able to contribute.

## **MANAGING RELATIONSHIPS WITH YOUR MENTORS**

Relationships should be nurtured and respected. If you and your proposed mentor develop a working relationship, have some guidelines for how you will work together. Here are some tips:

- ❖ Schedule standing meetings ahead of time and keep them
- ❖ Give your mentor(s) plenty of time to review drafts of grants and manuscripts
- ❖ Don't be a black hole of need – limit the number of requests you make of any given mentor
- ❖ Develop authorship protocols so that expectations are clear
- ❖ Saying thank you is priceless

<b>Mentoring Plan</b>					
<b><i>Mentor</i></b>	<b><i>Long and/or Short Term Goal</i></b> <i>(e.g. manage own research group)</i>	<b><i>Competency</i></b> <i>(e.g. learn how to mentor)</i>	<b><i>Activity</i></b> <i>(e.g. mentor an undergrad)</i>	<b><i>What I can offer</i></b> <i>(e.g. increase lab's capacity to do research)</i>	<b><i>Outcome</i></b> <i>(e.g. increased productivity in lab)</i>

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\*Adapted from Ann J Brown, MD MHS, Vice Dean for Faculty, Duke University School of Medicine. Accessed 5/28/10 at <http://facdev.medschool.duke.edu>

### ***Example #3: Mentoring Worksheet\****

Mentor: \_\_\_\_\_ Mentee: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

#### **Goal: Research**

☐ Goal met    ☐ Making Progress    ☐ No Progress

Accomplishments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Obstacles: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New goal or strategy to overcome obstacles (if needed): \_\_\_\_\_  
\_\_\_\_\_

#### **Goal: Teaching**

☐ Goal met    ☐ Making Progress    ☐ No Progress

Accomplishments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Obstacles: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New goal or strategy to overcome obstacles (if needed): \_\_\_\_\_  
\_\_\_\_\_

#### **Goal: Service**

☐ Goal met    ☐ Making Progress    ☐ No Progress

Accomplishments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Obstacles: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New goal or strategy to overcome obstacles (if needed): \_\_\_\_\_  
\_\_\_\_\_

**Goal: Self Development**      ☐ Goal met    ☐ Making Progress    ☐ No Progress

Accomplishments: \_\_\_\_\_

\_\_\_\_\_

Obstacles: \_\_\_\_\_

\_\_\_\_\_

New goal or strategy to overcome obstacles (if needed): \_\_\_\_\_

\_\_\_\_\_

**Goal: Networking**      ☐ Goal met    ☐ Making Progress    ☐ No Progress

Accomplishments: \_\_\_\_\_

\_\_\_\_\_

Obstacles: \_\_\_\_\_

\_\_\_\_\_

New goal or strategy to overcome obstacles (if needed): \_\_\_\_\_

\_\_\_\_\_

**Goal: Work/Life Balance**      ☐ Goal met    ☐ Making Progress    ☐ No Progress

Accomplishments: \_\_\_\_\_

\_\_\_\_\_

Obstacles:

\_\_\_\_\_

\_\_\_\_\_

New goal or strategy to overcome obstacles (if needed): \_\_\_\_\_

\_\_\_\_\_

**Goal: Additional Mentors**    ☐ Goal met    ☐ Making Progress    ☐ No Progress

Accomplishments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Obstacles: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New goal or strategy to overcome obstacles (if needed): \_\_\_\_\_  
\_\_\_\_\_

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\* Accessed from University of California-Davis on 5/15/10 at  
[www.ucdmc.ucdavis.edu/.../NewCareerMtrgMentoringUpdateWkst.doc](http://www.ucdmc.ucdavis.edu/.../NewCareerMtrgMentoringUpdateWkst.doc)