

Individual Development Plan and you!

Kimone Simmons

Office of Graduate Professional Development

Ksimmons2@ufl.edu



Professional Development Team



Maegan Meredith
Graduate Assistant
maeganmmeredith@ufl.edu



Caroline Reeg
Education/Training Specialist
creeg@ufl.edu



Kimone Simmons, MS
Education/Training Specialist III
ksimmons2@ufl.edu



Talline Martins, PhD
Director
tmartins@ufl.edu

What is an IDP?

Grew out of the Provost Office as a recommendation from University Committee

Tool to guide career and/or personal development

Specific to your program and expectations of your field

Professional and career development

Career Advancement

Interviewing skills
Career exploration

Professionalism

Punctuality
Reliability

Management and Leadership

Conflict management
Mentoring Up



Research Skills and Knowledge

Research design
Responsible conduct of research

Effectiveness and Purpose

Time management
Self care

Communication

Grant proposal writing
Public speaking

The Individual Development Plan

Structured Planning Tool

Set **short-term** goals

Set **long-term** goals

Mentoring tool

Living document

Productive and intentional training

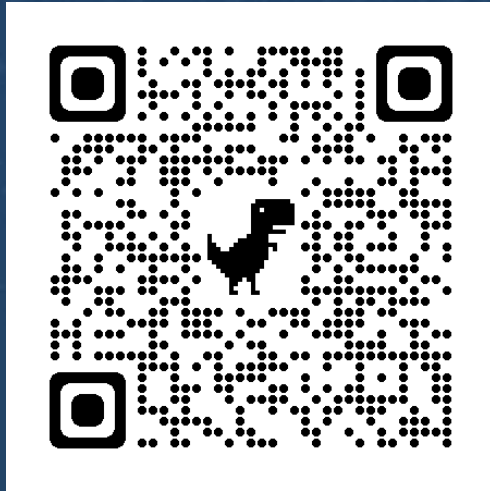
Build professional skills, meet interests & values

Establish mentor/mentee expectations, have difficult conversations

Revisit yearly to assess progress and revise goals

IDP template

- Template designed at UF
- Sample outline of expectations
- Check with your graduate coordinator or staff member



Why Create an Individual Development Plan?

An individual development plan (IDP) helps you to align your personal and professional goals with your academic expectations and responsibilities. Developing a plan will give you critical information for building the skills, knowledge, and resources necessary to for your career, and to prepare you for meaningful personal or professional opportunities after graduation.

UF's IDP template will be customized to your program's specific context. The template is comprised of a self-assessment of your current skills and interests, a summary of your goals for the upcoming year based on your self-assessment, and an action plan to shape your skillset, created in conjunction with your advisor.

How Will an IDP Guide My Progress?

Your IDP will serve as a guide to your annual progress meetings with your advisor, to ensure progress is made towards your personal and professional goals. Each year, you can develop a revised IDP, based on an updated assessment of your goals and skills, as well as the progress you make throughout your career, to create attainable steps for fulfilling long-term goals.

How Can I Use This Template?

Please take the time to complete the IDP template to the best of your ability soon after your arrival at UF. It is ok if you are unable to provide clear answers on parts of the IDP template; the document is meant to guide you in formulating a plan for your future, and any questions that arise can be addressed in your first meeting with your advisor. Also, schedule a meeting with your advisor or graduate coordinator early in your first semester at UF, to discuss your goals and expectations for your time at UF.

The IDP document is meant to complement the creation of your academic plan of study, which will outline the measures for academic success in your program. To ensure that both the IDP and your plan of study are coordinated, students and advisors each have a set of expectations, which are listed below, to support your progress towards your degree:

EXPECTATIONS

Student

- Take primary responsibility for the successful completion of my degree.
- Meet regularly with my advisor and provide her/him with updates on the progress and results of my activities.
- Establish a shared understanding of satisfactory progress with my advisor.
- Work with my research advisor to develop a dissertation project and select a committee.
- Actively seek out advice and feedback from my advisor, committee, and other mentors.
- Remain informed of the policies and requirements of my graduate program, and the University of Florida.
- Attend and participate in department meetings and seminars.
- Maintain knowledge of original literature in my field.
- Be a good research collaborator, maintaining a safe, clean, and collegial academic and work environment.
- Discuss policies on work hours, sick leave, and vacation with my advisor.
- Discuss expectations on authorship and attendance at professional meetings with my advisor.

Advisor

- Be committed to a student's education and training as a future member of the research community.
- Be committed to guiding a student's research project, allowing them to take ownership of their research.
- Encourage students to set reasonable goals and establish a timeline for completion.
- Provide and seek regular and honest feedback on an ongoing basis.
- Commit to improving as a mentor.
- Be open to students by encouraging them to bring concerns to you, while aiming to find acceptable solutions for all concerned.
- Be knowledgeable of and guide students through the graduate program's requirements/deadlines.
- Advise and assist with a student's thesis committee selection.
- Lead by example and facilitate training in complementary skills needed to for a successful career, such as communication, writing, management, and ethical behavior.
- Discuss authorship policies, acknowledge a student's research contributions, and work with students to aid in publishing their work in a timely manner prior to their graduation.

Open-ended statement of aspirations

- To capture student-focused goals and commitments

University of Florida **INDIVIDUAL DEVELOPMENT PLAN** SELF-ASSESSMENT

What are your current **aspirations, goals, and responsibilities**?

Aspirations

What is important to you?

What type of work would you like to pursue?

How well do your current skills match up with competencies required for your chosen career?

Personal & Professional Goals

What are your goals?

- Long-term:

- Short-term:

What help would you need to achieve your goals?

What features of professional and collegial relationships are most helpful?

What help can your advisor or faculty provide for professional development and training?

How will you develop contacts related to your career goals?

How will you maintain wellness?

What concerns do you have about pursuing your goals?

Responsibilities

What responsibilities do you have in your program, and what is your plan to fulfill them?

What funding needs do you have?

Do you have access to orientation resources and transition support from your program?

What are important features of mentoring relationships for you?

EXPECTATIONS STEPS FOR AN IDP **SELF-ASSESSMENT** SUMMARY & GOALS ACTION PLAN SIGNATURE & PROGRESS

Self-assessment survey

- To determine current level of skills & competencies

University of Florida				INDIVIDUAL DEVELOPMENT PLAN				SELF-ASSESSMENT									
<p>This self-assessment survey allows you to evaluate your current strengths and weaknesses. Please check the boxes according to your ability (1 being low; 3 being high). Use these scores to guide your discussions with your advisor. You may identify targeted goals for this year by using the Goal checkboxes in the relevant skill categories.</p>																	
Research Skills & Knowledge				1	2	3	Goal	Management & Leadership Skills									
Broad-based knowledge of field				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Providing instruction and guidance									
Critical reading of literature in field				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Providing constructive feedback									
Experimental/research design				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dealing with conflict									
Careful recordkeeping practices				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Planning and organizing projects									
Understanding data ownership				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Serving as a role model									
Demonstrating responsible conduct in (human/animal) research				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Delegating responsibilities in research setting									
Identifying research misconduct				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Leading and motivating others									
Effectiveness/Purpose				1	2	3	Goal	Professionalism									
Maintaining openness and curiosity				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifying and seeking advice									
Being healthy (physically, emotionally, financially)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Upholding commitments & deadlines									
Effective time management				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintaining positive relationships									
Maintaining personal motivation				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contributing to community/institution									
Fostering diversity of academic/personal perspectives				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contributing to a team in office/lab									
Promoting inclusive workplaces/classrooms				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintaining network of peers									
Communication				1	2	3	Goal	Career Advancement									
Writing for experts in my field				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Building transferable skills									
Writing for a lay audience				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifying career options									
Grantwriting skills				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Preparing application materials									
Speaking clearly and effectively				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interviewing skills									
Teaching in a classroom				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Negotiating skills									
Editing your own work				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participating in professional service									
Collaborating on work/peer review				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Taking long-term approach to career									
EXPECTATIONS			STEPS FOR AN IDP			SELF-ASSESSMENT			SUMMARY & GOALS			ACTION PLAN			SIGNATURE & PROGRESS		

Goals selection

- To identify which competency may be a goal for the upcoming year

University of Florida
INDIVIDUAL DEVELOPMENT PLAN
SUMMARY & GOALS

SELF-ASSESSMENT SUMMARY

Please complete this summary with information from your self-assessment on page 4.

Confident (3's)
Not Confident (1's)

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Goal Prioritization

Near term (within next 6 months)
Long term (more than 6 months away)

<i>High Priority</i>		
<i>Low Priority</i>		

EXPECTATIONS
STEPS FOR AN IDP
SELF-ASSESSMENT
SUMMARY & GOALS
ACTION PLAN
SIGNATURE & PROGRESS

Action Plan

- To select specific actions for the upcoming year from the self-assessment
- SMART goals are a framework
 - Specific
 - Measurable
 - Achievable
 - Relevant
 - Time-bound

University of Florida
INDIVIDUAL DEVELOPMENT PLAN
ACTION PLAN

Discuss your self-assessment summary and existing goals with your advisor. Develop an action plan based on this conversation, to address your target goals, skills, and competencies for the next 12 months. Write this plan together, with the aim of updating and revising it as you make academic and personal progress during your graduate career.

Goals:

Communication to discuss progress	
Financial Support	

Goal:
I want to publish a book.

SMART Goal:
Within two years I want to publish an article within an academic journal that will align with my _____ work and advance research in the area of _____.

Communications Plan

- To map out how to communicate priorities for the year with your advisor & mentoring network

	How often are you meeting?	Is this sufficient?	Do you initiate meetings?	Do you need help in organizing meetings?
<i>Lead Mentor/ Graduate Coordinator</i>				
<i>Thesis Committee Group</i>				
<i>Thesis Committee One-on-one</i>				
<i>Collaborators</i>				

	EARLY STAGE Doctor of Philosophy: 1-2 years	MIDDLE STAGE Doctor of Philosophy: 2-4 years	FINAL STAGE Doctor of Philosophy: 4-6 years
Research Skills and Knowledge	<ul style="list-style-type: none"> <input type="checkbox"/> Develop broad-based knowledge of field <input type="checkbox"/> Determine broader topic for your thesis <input type="checkbox"/> Identify and develop tools and skills needed for research <input type="checkbox"/> Complete safety and other required training <input type="checkbox"/> Learn about Responsible Conduct of Research (RCR) <input type="checkbox"/> Learn how to use citation manager software <input type="checkbox"/> Identify dissertation supervisory committee members <input type="checkbox"/> Learn about rigor and reproducibility in research 	<ul style="list-style-type: none"> <input type="checkbox"/> Start writing articles for publication <input type="checkbox"/> Develop dissertation proposal or project proposal/prospectus <input type="checkbox"/> Learn proper data management <input type="checkbox"/> Continue to develop expertise and skills <input type="checkbox"/> Complete comprehensive and/or qualifying exams <input type="checkbox"/> Engage in heavy data gathering <input type="checkbox"/> Complete proposal writing training <input type="checkbox"/> Complete data visualization training 	<ul style="list-style-type: none"> <input type="checkbox"/> Practice presenting dissertation to peers and faculty <input type="checkbox"/> Ensure appropriate storage and access of data and protocols <input type="checkbox"/> Write dissertation <input type="checkbox"/> Publish research <input type="checkbox"/> Develop independent research plan
Management and Leadership	<ul style="list-style-type: none"> <input type="checkbox"/> Join professional society in field <input type="checkbox"/> Volunteer for organizations and conferences in field <input type="checkbox"/> Develop funding plan and apply for fellowships and grants <input type="checkbox"/> Help organize events 	<ul style="list-style-type: none"> <input type="checkbox"/> Mentor undergraduate students <input type="checkbox"/> Serve in leadership role in professional society <input type="checkbox"/> Seek out and lead collaborative efforts <input type="checkbox"/> Attend leadership and management development training <input type="checkbox"/> Join university committees <input type="checkbox"/> Apply for dissertation fellowships and grants 	<ul style="list-style-type: none"> <input type="checkbox"/> Mentor early-stage graduate students <input type="checkbox"/> Engage in peer mentoring <input type="checkbox"/> Apply for postdoctoral fellowships and grants <input type="checkbox"/> Develop entrepreneurial skills
Effectiveness and Purpose	<ul style="list-style-type: none"> <input type="checkbox"/> Become familiar with Gainesville <input type="checkbox"/> Learn expectations of department and campus culture <input type="checkbox"/> Create Individual Development Plan (IDP) degree timeline <input type="checkbox"/> Become familiar with campus resources <input type="checkbox"/> Devise time management strategies <input type="checkbox"/> Devise wellness strategies <input type="checkbox"/> Identify purpose and goals of graduate education 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify values and compatible career options <input type="checkbox"/> Enhance emotional intelligence <input type="checkbox"/> Evaluate skills and areas for improvement <input type="checkbox"/> Revisit and revise time management strategies <input type="checkbox"/> Practice self-care 	<ul style="list-style-type: none"> <input type="checkbox"/> Devise a dissertation writing schedule <input type="checkbox"/> Narrow down career options <input type="checkbox"/> Practice self-care
Professionalism	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and build relationships with mentors <input type="checkbox"/> Establish mutual expectations with advisor <input type="checkbox"/> Learn proper conference attendance etiquette <input type="checkbox"/> Participate in conferences, seminars, and department events <input type="checkbox"/> Identify and address different leadership and work styles <input type="checkbox"/> Identify international opportunities <input type="checkbox"/> Practice cultural awareness and inclusion <input type="checkbox"/> Identify and adhere to norms or professional conduct in field 	<ul style="list-style-type: none"> <input type="checkbox"/> Strengthen and expand network <input type="checkbox"/> Find out about local and international funding <input type="checkbox"/> Serve on university committees <input type="checkbox"/> Engage in student organizations and community outreach <input type="checkbox"/> Present at conferences <input type="checkbox"/> Expand pool of mentors and peers <input type="checkbox"/> Gain international experience <input type="checkbox"/> Develop social media presence 	<ul style="list-style-type: none"> <input type="checkbox"/> Present at conferences <input type="checkbox"/> Network for diverse career options <input type="checkbox"/> Be a positive representative of school and field <input type="checkbox"/> Promote accomplishments on social media <input type="checkbox"/> Create ePortfolio
Communication	<ul style="list-style-type: none"> <input type="checkbox"/> Attend teaching assistant workshops <input type="checkbox"/> Visit the Dial Center for Written and Oral Communication <input type="checkbox"/> Take a proposal writing course <input type="checkbox"/> Learn your field's publications, submission standards, and writing styles <input type="checkbox"/> Visit Writing Studio 	<ul style="list-style-type: none"> <input type="checkbox"/> Serve as a teaching assistant or teach course <input type="checkbox"/> Present at Graduate Student Research Day <input type="checkbox"/> Attend communication workshops <input type="checkbox"/> Present at conferences specific to your field <input type="checkbox"/> Present to "general public" audiences and engage in outreach <input type="checkbox"/> Develop "elevator pitch" 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop and teach course <input type="checkbox"/> Compete at Three-Minute Thesis (3MT) contest <input type="checkbox"/> Form or join writing group and engage in peer editing <input type="checkbox"/> Attend Dissertation Bootcamp <input type="checkbox"/> Write early career proposal/fellowship application
Career Advancement	<ul style="list-style-type: none"> <input type="checkbox"/> Create Individual Development Plan (IDP) <input type="checkbox"/> Research career options inside and outside of academia <input type="checkbox"/> Meet with career services <input type="checkbox"/> Set up LinkedIn profile <input type="checkbox"/> Research internships 	<ul style="list-style-type: none"> <input type="checkbox"/> Revisit and revise Individual Development Plan (IDP) <input type="checkbox"/> Attend networking events and workshops <input type="checkbox"/> Update curriculum vitae/résumé <input type="checkbox"/> Explore career options <input type="checkbox"/> Contact potential collaborators and employers <input type="checkbox"/> Do internship or externship <input type="checkbox"/> Start to build intentional network 	<ul style="list-style-type: none"> <input type="checkbox"/> Revisit and revise Individual Development Plan (IDP) <input type="checkbox"/> Review curriculum vitae or résumé with mentors and colleagues <input type="checkbox"/> Attend career fairs and interview/negotiation workshops <input type="checkbox"/> Conduct informational interviews <input type="checkbox"/> Refine LinkedIn profile <input type="checkbox"/> Prepare job application materials and practice "job talk" <input type="checkbox"/> Apply for any necessary visas



Initiatives

Leadership
Institute



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INSTITUTE FOR
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UNIVERSITY OF FLORIDA

Preparing
Future Faculty

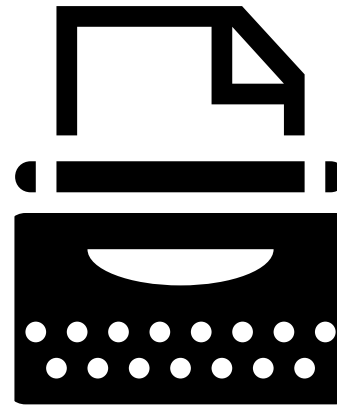


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UNIVERSITY OF FLORIDA GRADUATE SCHOOL OFFICE OF GRADUATE PROFESSIONAL DEVELOPMENT

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What Questions can I answer for you?