CREATING AN INDIVIDUAL DEVELOPMENT PLAN (IDP)

Preparing your IDP

The purpose of an IDP is to prepare you for your future career. It is important that you think carefully about your individual career goals and the skills that you need to be successful in that career. It is quite likely that your career success will require a much wider range of skills than the ability to design and perform research. Your mentor and other resources at UW and affiliated institutions will be helpful, but you must take primary responsibility for your career preparation.

The most effective way to begin this process is to define your career interest(s), based on your strengths and the jobs that you might want in different employment sectors (e.g. academia, industry, non-profit, government, or other research-related areas). If you find it difficult to identify your career interests, you will find workshops and seminars offered at UW and affiliated institutions that can inform you about these occupations.

I. Self-assessment:

- The AAAS has developed an exceptional tool for IDPs in the sciences: [http://myidp.sciencecareers.org]
- To give you feedback about best fit with work environments and cultures: http://www.dougsguides.com/assesstop
- Develop an "elevator pitch" which characterizes your current research, who you are as a person and scholar, and what kind of position you are looking for.

II. Identifying transferrable skills:

- Cornell University, Transferable Skills and Qualities: See Below
- Michigan PhD Skills: http://careercenter.umich.edu/article/phd-transferable-skills

III. Resources:

- UW Bioscience Careers: [http://courses.washington.edu/phd/]
    - UW Future Faculty website: [http://www.uwmedicine.org/research/events/future-faculty]
- FHCRC Office of Scientific Career Development: [http://www.fredhutch.org/en/education-training/oscd.html]
- FHCRC Student/Postdoc Advisory Committee: [http://www.fredhutch.org/en/education-training/spac.html]
    - National Postdoctoral Association [http://www.nationalpostdoc.org/] has information for graduate students and postdocs, and a list of core competencies for successful scientists: [http://www.nationalpostdoc.org/?CoreCompetencies]
- Video libraries of professional development workshops can be found at the Institute for Translational Health Sciences [https://www.iths.org] and the National Institutes of Health [https://www.training.nih.gov/for_trainees_outside_the_nih]

Crafting your IDP

Think about where you want to be in your career. Once you have an idea of your career goals, you will need to consider what skills are needed to be successful in that career and how you will develop those skills and gain needed experience. You should involve your mentor and committee members in helping you define what you need and to help you address those needs. This template includes prompts that will guide you in: 1) acquiring discipline specific knowledge and research skills; 2) gaining skills in

written and oral communications, including teaching; 3) development of professionalism, management, and leadership skills.

For each goal, identify how you will accomplish the goal and the time by which the goal will be accomplished. No plan exists until the individual steps are defined and a time line is attached. If you can't decide on your preferred career path now, define what you need to know to make the choice, how you will obtain that information, and the time period over which you will work on determining your path. Execute that plan and then develop the actual IDP as your specific career goals become better defined.

Once you have drafted your IDP, meet with your mentor(s) to discuss the draft, and schedule regular meetings to review and assess your progress. Make use of as many mentors as you find helpful—you will find that most people are very willing to help to guide you in understanding your goals and defining what mentoring you need.

Your IDP should be considered a living document that will evolve over time as you move through your training. You will be expected to update it in consultation with your advisor and discuss it at your committee meetings. You will be required to submit your IDP to the Dept. of Pharmaceutics Graduate Program Advisor each year. For each of the sections below, you should indicate the progress you have made since the last update of the IDP, as well as your plans for further development.

Transferable Skills and Qualities

From Your Experience as a Graduate Student

Cornell Career Services

As a graduate student, you have probably grown accustomed to identifying yourself by labels, such as "I am a PhD student in molecular biology." These labels, such as "PhD student" and "molecular biology," typically give a clear message of your background and training in an academic environment. If you are considering a job outside of academia, however, you may have discovered that many jobs do not require a PhD or research experience in your particular field. Instead, most employers seek specific skills or competencies that you have acquired ***during the process*** of getting your graduate degree in a particular discipline.

When considering a career outside of academia, you will need to think beyond the academic labels and academic signifiers of success, such as the number of publications you have or invited talks you gave. Instead, focus on the skills you used to earn your degree that will be necessary to perform a particular job; these skills are your **transferable skills**. These skills are not limited to just your research or teaching experience, so think broadly. Did you volunteer somewhere and, if so, did you acquire leadership experience or additional communication skills? Have you informally edited or proofread your colleagues' manuscripts or dissertations? If so, perhaps you developed copy-editing skills and the ability to provide constructive feedback.

To help you understand what transferable skills you might have developed or used during your graduate research and teaching experience, a brief sampling of transferable skills are listed below. These skills are grouped according to the categories by the SkillScan assessment: relationship, communication, management/leadership, analytical, creative, and physical/technical skills. You are encouraged to identify which skills you used during your graduate research experience, supplement this list with additional skills or experiences not mentioned here, and take note of which skills you enjoyed and did not enjoy using. In doing so, you can compile a list of skills that you would like to use in your future career and then use a database, such as O*Net (onetonline.org/skills/) to identify occupations that use these skills.

Transferable Skills: Research Experience

Relationship

- Work in teams on a project (with undergrads, grad students, postdocs, staff, professors)
- Network with others in order to collaborate, share resources, brainstorm
- Train undergraduates, graduate students, or postdocs
- Serve as a liaison among professors, staff, and/or students to facilitate communication and build partnerships
- Maintaining long-term relationships with mentors and advisors

Communication

- Present research (invited talks at conferences, poster presentations, PowerPoint presentations?)
- Translate languages
- Convert technical language into lay language
- Write a grant
- Persuade advisor about your idea
- Write papers, book chapter, dissertation
- Edit/copyedit colleagues' work, your own work
- Write reviews for papers or books
- Read, write, and/or speak foreign language(s)
- Provide diplomatic answers to advisors/colleagues' ideas and provide constructive criticism
- Negotiate with your advisor your timeline for exams, finishing your thesis
- Attribute work properly (plagiarism, references, giving credit to colleagues)

Management/Leadership

- Create schedule/timeline
- Design travel/research trips (logistics such as visas, flights, accommodation, permits, etc.)
- Administer budget for fellowship/grant (or manage budget for research project)
- Articulate a vision for a project
- Negotiate conflict with advisor, committee, colleagues
- Establish a laboratory for your professor (research equipment, negotiate with vendors, oversee installation, troubleshoot and calibrate machines)

Transferable Skills and Qualities

From Your Experience as a Graduate Student

Cornell Career Services

- Coordinate events, individuals, research trips in order to meet the goals of your project
- Set goals for your project, thesis, or exam study schedule

Analytical

- Assess legitimacy of resources
- Ask insightful questions that hit at a problem or heart of argument
- Review papers in field: provide suggestions for improvement, highlight weaknesses, recommend for or against publication
- Analyze an idea and come up with counter-arguments
- Consolidate/synthesize large amounts of information into a coherent argument
- Collect and analyze data and come to conclusions
- Organize and classify information
- Compare results and come up with recommendations

Creative

- Brainstorm ideas for your thesis
- Find alternative solutions or arguments
- Identify new topic in field to be addressed in your thesis (combining new fields of thought)
- Create an original work (could be a molecule, musical composition, article, or building)
- Develop new techniques or protocols

Physical/Technical

- Use databases
- Use technical languages, computers, computer programs to conduct research, analyze data, or communicate results of your research
- Install equipment and fix it when it doesn't work
- Draw pictures, diagrams, or graphs
- Repair equipment

Transferable Skills: Teaching Experience

Relationship

- Work in teams with teaching assistants (TAs) to grade papers, develop grading standards
- Collaborate with professors, administrators, staff to address needs of low-performing students
- Embrace diversity in the classroom/create an inclusive environment

Communication

- Translate technical information into simple language
- Find analogies, examples, or demonstrations (from internet, colleagues, books, your mind) to illustrate points
- Mentor students on academic success, course schedule, or career interests
- Identify experts in field and invite them in as guest lecturers
- Give feedback and constructive criticism, both written and verbally
- Deliver lectures (with PowerPoint)
- Lead group discussions
- Ask questions
- Listen to student ideas

Management/Leadership

- Ensure fairness and consistency in grading students
- Discipline students (teach them professionalism)
- Prioritize work activities
- Develop a schedule/syllabus
- Meet deadlines
- Organize student trips (event logistics)
- Supervise undergraduate TAs

Analytical

- Develop grading standards
- Evaluate student progress throughout course and assess grade
- Identify most important concepts in a book and develop lectures, exams, quizzes, and assignments to test understanding of the concepts

Creative

- Come up with creative ways to convey difficult or new information
- Design a course from scratch by identifying key readings/concepts appropriate for the audience, identify learning goals, and structure course around them

Physical/Technical

- Use technology in classroom (develop podcasts, use Blackboard or eportfolios, etc.)

Transferable Skills and Qualities

Cornell Career Services

From Your Experience as a Graduate Student

Qualities

In addition to these transferable skills, you also possess certain qualities that have helped you excel in your graduate studies. In job advertisements, employers may state that their employees should have certain qualities, such as being detail-oriented or inquisitive. To assist you in identifying what qualities you possess as a graduate student, a brief list is included here:

- Ambitious
- Calm in a high-pressure environment
- Comfortable with ambiguity or situations where there isn't a clear solution
- Competitive
- Compassionate
- Creative
- Detail-oriented
- Energetic
- Entrepreneurial
- Ethical
- Flexible/adaptable
- Goal-oriented
- Hard-working
- Humorous
- Imaginative
- Intelligent
- Inquisitive
- Methodical
- Organized
- Passionate
- Patient
- Positive
- Precise
- Poised
- Resilient
- Resourceful
- Responsible
- Respectful
- Self-motivated
- Self-sufficient
- Tactful
- Tenacious
- Tolerant

Individual Development Plan

Name:

Advisor:

Estimated quarter and year of graduation:

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1. Career Goals

Identify your existing strengths and the gaps in your knowledge or experience, then think of ways to fill those gaps during your training period.

I. Overall career goal (as of now -- you can change your mind later)

II. What do you think you want to be doing in 5-10 years? (long-term objectives)

III. What do you want to accomplish in the next year? (short-term goals; be specific)

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2. Acquiring of Discipline-Specific Knowledge and Research Skills

I. Briefly describe your research project goals (1 paragraph)

II. What specific skills or expertise (methods, techniques, specific courses, etc.) have you already acquired during the course of your project?

III. What specific skills or expertise (methods, techniques, specific courses, etc.) do you need to learn to accomplish this project?

IV. Indicate whether you have completed the required BRI training (5 lectures); FERPA training (online); other EH&S training (as required by your lab)

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3. Development of Career Skills

I. Development of communication skills (list progress you have made in this area and specific areas to improve in the future; e.g. grant writing, manuscript writing, poster and oral presentations, science writing for the public, networking)

II. Gaining experience in teaching or public outreach (list previous, current and future specific teaching opportunities, formal or informal training in didactics)

III. Developing mentoring skills (list previous and potential opportunities for training)

IV. Other opportunities for developing skills in leadership, mentoring, time management, etc.

V. Describe events, workshops, summer internships attended or planned.

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4. Setting Goals for Progress

I. Course work (list core and elective courses still to take)

II. Preparation for Exams (list dates of upcoming exams and progress)

III. Oral or poster presentations (list dates of previous and future presentations)

IV. Publications (describe previous and anticipated titles/topics of manuscripts and anticipated dates of submission; include both first author and collaborative publications)

V. Applications for funding (list specific source of previous and potential funding and type of award, with expected submission dates)

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5. Timeline for Planning to Move to the Next Step in Your Career (for students entering 4th or 5th years)

I. Key contacts to make to explore career options and investigate leads

II. Potential sources for letters of reference (cultivate these relationships early)

III. Development of CV, research summary, etc.

IV. Other actions to facilitate the move to your next position (e.g. attending Biosciences career seminars, other professional development courses, attending national meetings, informational interviews, networking)

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Student Signature

Date

Advisor Signature

Date