INDIVIDUAL DEVELOPMENT PLAN

cbbs graduate program

Student Name: **Supervisor Name:**   **Date:**

Research ⟩ Development ⟩ Mentoring ⟩ Goals ⟩ Action Plan

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 follow 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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INDIVIDUAL DEVELOPMENT PLAN

Year 2

Student Name:　　　　　**Supervisor Name:**　　　　　**Date:**

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Scientific/Research goals and objectives

1 What specific question is your thesis intended to answer? How familiar are you with the academic literature related to this topic?

2 Do you have a good grasp of how this project fits into your lab/field as a whole?

3 How do you feel your project is progressing?

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?

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Development activities

1 Which graduate program requirements do you need to complete, and what is your plan to fulfill them?

2 What fellowships are you applying to, and have you been able to get the guidance you need?

3 Many students find it useful to participate in additional training, teaching, conferences, outreach, and other activities. Do you need any help finding opportunities?

4 List any involvement you are thinking about in the following areas:

ACADEMIC COURSEWORK/TRAINING:

TEACHING/MENTORING:

PROFESSIONAL DEVELOPMENT:

CONFERENCES:

SERVICE/OUTREACH:

Where you think further explanation might be helpful, please explain what you hope to gain from any of the activities and experiences above and how they will help you reach your goals.

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One of the most important parts of your PhD training is to develop a skill set transferrable beyond graduation. Evaluate your strengths and weaknesses below relative to where you think a student at your stage should be, checking the boxes for skills that you would like to target in the coming year. Ask your supervisor how s/he agrees or disagrees with this assessment. An honest self-assessment and discussion will help you set goals for your training.

Research skills and scientific thinking

Mark your perceived current ability level.
1 (weak)   **3** (strong)

Skill	1 (weak)	2	3 (strong)	Target skill for this year
Broad-based knowledge of science	○	○	○	☐
Critical reading of scientific literature	○	○	○	☐
Experimental design	○	○	○	☐
Statistical analysis and interpretation of data	○	○	○	☐
Creativity and innovative thinking	○	○	○	☐
Understanding of submission/peer review process	○	○	○	☐
Identifying and seeking advice	○	○	○	☐
Time management	○	○	○	☐

Communications

Skill	1 (weak)	2	3 (strong)	Target skill for this year
Writing for a research proposal or publication	○	○	○	☐
Writing with appropriate grammar and structure	○	○	○	☐
Speaking to a specific audience	○	○	○	☐
Communicating one-on-one	○	○	○	☐
English fluency	○	○	○	☐
Working with constructive criticism	○	○	○	☐

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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   Have you started to think about your long-term goals? (i.e., activities you want to be doing on a daily basis in 5-10 years after your graduation.)

> If so, list any early thoughts you have. If not, do you have any questions at this point?

2   Have you thought about what factors inform these goals?

> If so, list any early thoughts you have. If not, do you have any questions at this point?

3   What guidance would help you with your development and 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? Indicate if you need help finding professional or personal development resources.

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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?

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?

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