**IU CTSI**

**Individual Development Plan for KL2 Scholars**

**Individual Development Plans (IDPs)** provide a planning process that identifies both professional development needs and career objectives. Furthermore, IDPs can serve as tools to help facilitate communication between the scholar and the CTSI program directors.

**Goals**

An IDP can be one component of a broader mentoring program and can help mentees identify:

• Long-term career options they wish to pursue and the necessary tools to meet these goals

• Short-term needs for improving current performance

**Outline of the IDP Process**

The development, implementation and revision of the IDP require a series of steps to be conducted

by the scholar, and then discussed with a program director. They should also be discussed with the scholar’s mentorship team. These steps are an interactive effort.

It is anticipated the scholar will complete the IDP at the beginning of the program, and then annually.

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| **Step 1**  | Conducting a Skills-assessment: Conduct an assessment of your strengths, weaknesses, and skills; then ask your mentor to review your skills assessment with you.  |
| **Step 2**  | Completing the IDP: State your career goals and write your Annual IDP  |
| **Step 3**  | Implementing your IDP: Set an appointment with your program director and your mentor. Discuss your IDP; implement the steps in your IDP; periodically review progress with your mentorship team and program director.  |

# Individual Development Plan (IDP)

Your Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Today’s Date:\_\_\_\_\_\_

Current academic title and rank?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**STEP 1: SKILLS ASSESSMENT**

**Assess your strengths, weaknesses and skills – Self-Evaluation**

Evaluate your skills and abilities in the following areas where:

 5 = Highly proficient 1 = Needs improvement

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| --- | --- | --- | --- | --- | --- |
| **General Research Skills:**  |   |  |  |  |  |
|   | Designing program evaluations/studies  | 1  | 2  | 3  | 4  | 5  |
|   | Analytical skills  | 1  | 2  | 3  | 4  | 5  |
|   | Problem solving/troubleshooting  | 1  | 2  | 3  | 4  | 5  |
|   | Creativity/developing new research directions  | 1  | 2  | 3  | 4  | 5  |
| **Teaching Skills:**  |   |  |  |  |  |
|   | One-on-One Teaching  | 1  | 2  | 3  | 4  | 5  |
|   | Small Group Teaching  | 1  | 2  | 3  | 4  | 5  |
|   | Large Group Presentation  | 1  | 2  | 3  | 4  | 5  |
| **Professional Skills:**  |   |  |  |  |  |
|   | Grant writing skills  | 1  | 2  | 3  | 4  | 5  |
|   | Oral presentation skills  | 1  | 2  | 3  | 4  | 5  |
|   | Manuscript writing skills  | 1  | 2  | 3  | 4  | 5  |
|   | Mentoring skills  | 1  | 2  | 3  | 4  | 5  |
|   | Being a mentee  | 1  | 2  | 3  | 4  | 5  |
| **Leadership and Management Skills:**  |   |  |  |  |  |
|   | Leading and motivating others  | 1  | 2  | 3  | 4  | 5  |
|   | Budgeting  | 1  | 2  | 3  | 4  | 5  |
|   | Managing projects and time  | 1  | 2  | 3  | 4  | 5  |
|   | Organizational skills  | 1  | 2  | 3  | 4  | 5  |
| **Interpersonal Skills:**  |   |  |  |  |  |
|   | Getting along with others  | 1  | 2  | 3  | 4  | 5  |
|   | Communicating clearly in writing  | 1  | 2  | 3  | 4  | 5  |
|   | Communicating clearly in conversation  | 1  | 2  | 3  | 4  | 5  |

**Taking Stock of Last Year’s Successes and Challenges**

## Time Management

1. By your best estimate, how did you allocate your time during the past year?
2. How, if at all, will you change this time distribution in the coming year?

|  |  |  |
| --- | --- | --- |
|  | **Last Year:** | **Next Year:** |
|  % of time spent on teaching, training or mentoring others |  |  |
|  % of time spent on research and/or creative work   |  |  |
|  % of time spent on service work and/or patient care  |  |  |
|  % of time spent on administration and other duties   |  |  |
|  Total % of time = 100%  |  |  |

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| --- |
| **Outline Last Year’s Achievements and Challenges** |
| Which of the previous year’s research, teaching and service goals did you meet?  |  |
| Document the factors that helped you to reach your goals. |  |
| Document the reasons for not meeting any of the goals that you set for last year (e.g. need for further development, too many goals, revised my goals, time management, lack of resources, special circumstances or life factors, etc.) |  |

## Development of General Research Skills

What further research-related skills do you need to acquire to be successful in this step of your career and in the next step? What will you do during the next year to improve in this area?

## Development of Teaching Skills

What further teaching skills do you need to acquire to be successful in this step of your career and in the next step? What will you do during the next year to improve in this area?

## Development of Professional Skills

What further development do you need in the areas of grant writing, oral presentation of your work, manuscript writing, mentoring, or being a better mentee? What will you do during the next year to improve in these areas?

## Development of Leadership and Management Skills

What further development do you need in the areas of leadership, budgeting, time management, project management and organization? What will you do during the next year to improve in these areas?

## Development of Interpersonal Skills

What further development do you need in this area? What will you do during the next year to improve in this area?

|  |
| --- |
| **Outline Your Personal Life Goals** |
| What are your personal goals for the upcoming year and what goals will receive top priority? |  |
| What personal skills do you wish to develop, and what life changes do you wish to make? [e.g.: collaboration, communicating more clearly in conversation and writing, follow-through, improving relationships with friends and family, financial management, improvement in physical and mental health, etc.] |  |
| How do you plan to accomplish the personal skills and life changes that you identified above? |  |

## **Career and Professional Goals**

**1. Provide a goals timeline for the remaining time in the KL2 program:**

|  |  |  |
| --- | --- | --- |
| GOAL: | NEEDS and PLAN to achieve GOAL: | TIMELINE: |
|  |  |  |
|  |  |  |
|  |  |  |

**2. Provide a 5 year goals timeline:**

* *What are some motivating factors for pursuing these particular goals?*
* *Are there special circumstances or barriers that may make it more challenging to achieve your goals for the upcoming year?*

|  |  |  |  |
| --- | --- | --- | --- |
| GOAL: | MOTIVATING FACTORS: | CHALLENGES or NEEDS: | TIMELINE: |
|  |  |  |  |
|  |  |  |  |
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**3. Final Goal Setting and Prioritizing**

* *Overall, what professional & personal goals will be your top priority for the coming year?*
* *Create a monthly timeline for fulfilling these goals and attach it to this IDP.*

|  |  |  |
| --- | --- | --- |
| PROFESSIONAL GOALS & NEEDS: | PERSONAL GOALS & NEEDS: | MONTHLY TIMELINE: |
|  |  |  |
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# IMPLEMENT YOUR PLAN

Writing out your IDP is just the beginning of the career development process and serves as the road map. Now it’s time to take action!

* Put your plan into action. File it someplace easy to find and read it over regularly to check your progress.

* Remember that each major professional goal that you write for the upcoming year should be broken down into its smaller, accomplishable sub-goals, steps or “deliverables”, with specific dates for completion for each of those sub-goals. These smaller sub-goals should ultimately lead to accomplishment of the final goal. For example:

***Major goal: Submit a paper for publication. Completion date - March***

*Sub-goal #1: Complete data analysis, figures and outline. Completion date - previous October*

*Sub-goal #2: Complete the Introduction section. Completion date - previous November Sub-goal #3: Complete the Discussion section. Completion date - previous December*

* Revise and modify the plan as necessary. The plan is not cast in concrete; it will need to be modified as circumstances and goals change. The challenge of implementation is to remain flexible and open to change.

* Plan to set an annual (or more frequently if appropriate) meeting with your mentor to review and discuss your IDP. Be sure to prepare a written outline for this discussion. For example, create a prioritized list of the most important items you wish to discuss.

* Revise your IDP on the basis of these discussions.