

Individual Development Plan (IDP) – An Essential Tool for Successful Mentoring

- <https://saterninfo.nasa.gov> > IDP Information
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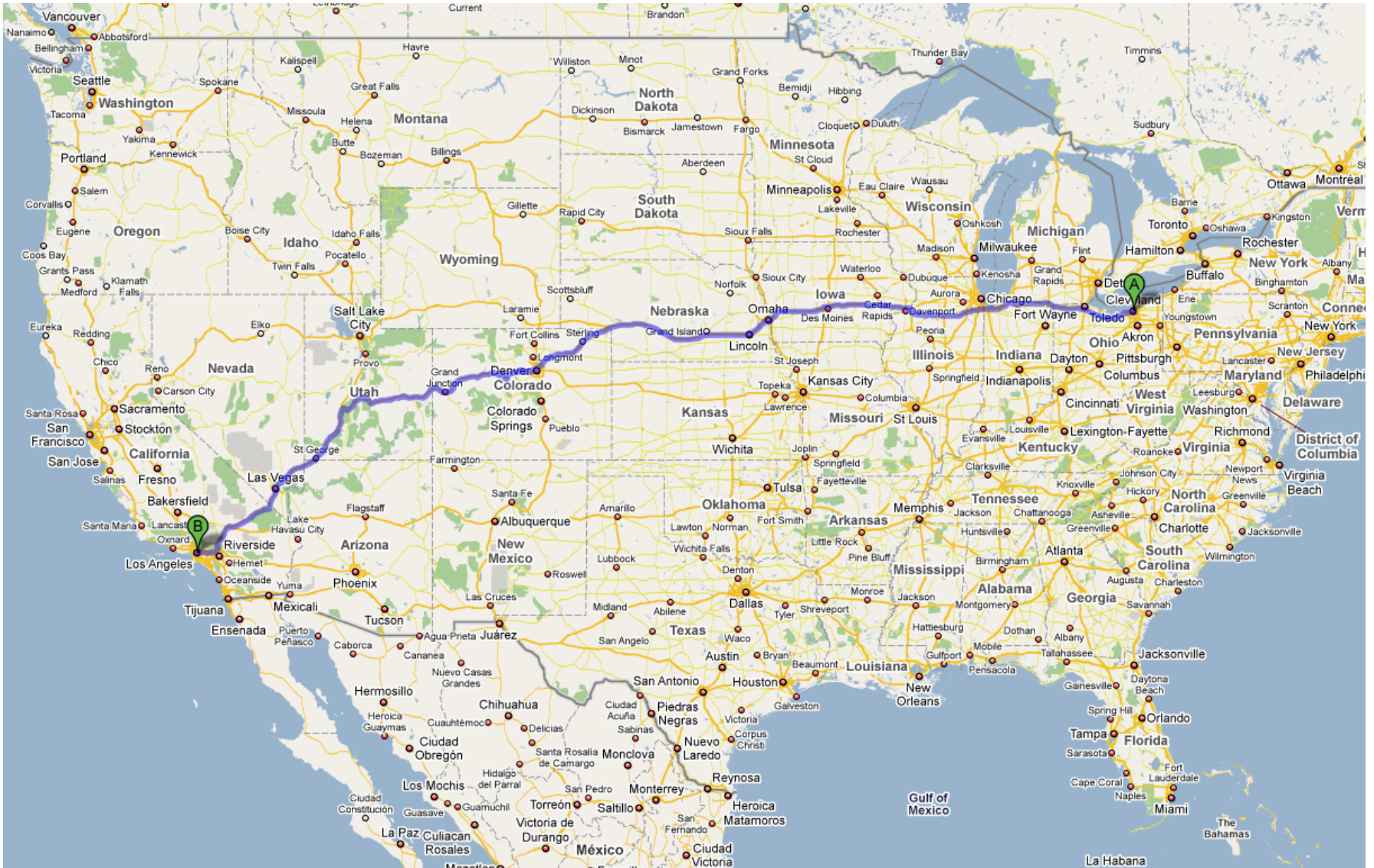
Major US Cities



If you don't have a destination and a route mapped out, then you can take any direction to get there



2,300 miles



What is an IDP?

- A tool to organize and target your professional and personal development. Its primary purpose is to help you reach short- and long-term career goals, as well as strengthen current job performance by providing a structured approach.
- Completed by **individual** for the **plan** of self-**development**, reviewed by mentor or supervisor

What an IDP is NOT

- An IDP is not a performance evaluation tool or a one-time activity

What Can an IDP do For You? (the Mentee)

- ◎ Help you to identify both short-term and long-term goals that can push you towards action
- ◎ Serve as a communication tool between you (mentee), mentor, and others
- ◎ Function as a visual representation/reminder of how you will spend your time achieving your goals
- ◎ Serve as a display of milestones along the way that can be acknowledged and celebrated

Extensive Research on Impact of Goal Setting on Performance

Seijts and Latham, 2012;

Locke and Latham, 2002

- Directs attention to goal-relevant activities
- Stimulates greater effort
- Helps persist in that effort

**Sigma Xi Postdoc Survey 2005- Davis G. (2005).
“Doctors Without Orders.” American Scientist, 93 (3),
supplement 1-13**

Postdocs who developed IDPs with advisors
at the start of their appointments:

- published more papers
- reported greater satisfaction with their postdoctoral experience
- gave their advisors higher ratings
- experienced fewer conflicts with their advisors

Individual Development Planning in SATERN

- In addition to current capabilities available in SATERN to manage NASA training activities, employees can access the IDP tool to document career goals and development activities to reach each goal.
- Individual Development Planning (IDP) in SATERN provides automated functionality for mentors such as:
 - Online access to mentee's IDP
 - Electronic IDP feedback process

Individual Development Plan (IDP) Samples for Busy Managers



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Individual Development Plan



An individual development plan (IDP) is a tool to assist employees in career and personal development. Its primary purpose is to help employees reach short and long-term career goals, as well as improve current job performance. An IDP is not a performance evaluation tool or a one-time activity. It should be looked at like a partnership between the employee and the supervisor. It involves preparation and continuous feedback. Many agencies require IDPs for new and current employees. It is encouraged throughout many organizations. Many Federal agencies require their employees to complete an IDP, annually. All Senior Executives are required to have an Executive Development Plan (EDP) (5 CFR 412.401).

NIH Encourages Institutions to Develop Individual Development Plans for Graduate Students and Postdoctoral Researchers

Notice Number: NOT-OD-13-093

Key Dates

Release Date: July 23, 2013

Related Announcements

[NOT-OD-14-113](#)

Issued by

National Institutes of Health ([NIH](#))

Purpose

The purpose of this Guide Notice is to announce that NIH encourages institutions to assist graduate students and postdoctoral researchers to achieve their career goals within the biomedical research workforce through the use of Individual Development Plans (IDPs). Institutions are encouraged to report on this in all progress reports submitted on/after October 1, 2014, using the Research Performance Progress Report (RPPR).

Department of Medicine

MUSC

Annual Faculty Plan - IDP

Resize font:



The ANNUAL FACULTY PLAN - INDIVIDUAL DEVELOPMENT PLAN (IDP) is a tool you will use in association with your division director and mentor (when applicable) to help you reach short and long-term goals for your career and personal development. The Annual Faculty Plan portion replaces the paper Faculty Performance Evaluation that you completed in previous years and is required as part of the annual faculty contract process. Mentees: As you prepare to complete this form, please review the goals you set forth in last year's IDP. Assessing your success in reaching those goals and developing/refining your goals for the next academic year is crucial to your career development.

IDP Process Phases



**Step 1 for IDP:
Skills Assessment Related to Core
Competencies**

Six Core Competencies

1. Discipline-specific conceptual knowledge
2. Research skill development
3. Communication skills
4. Professionalism
5. Leadership and management skills
6. Responsible conduct of research



**SCTR KL2 PROGRAM
NEEDS ASSESSMENT FORM**

Scholar's Name: _____

Year: _____

Primary Mentor: _____

INSTRUCTIONS: By working together with your primary mentor, please rank the following items from **1 to 5** for your **level of skill and experience** (1. No Proficiency; 2. Emerging proficiency with minimal application; 3. Moderate use and proficiency; 4. Experienced and proficient; 5. High level of experience and proficiency) and **importance to your career development** (1 = of *little* importance to 5 = of *great* importance).

	<u>Level of Skill and Experience</u>	<u>Importance to Career Development</u>
Research Design and Methods		
Critically evaluate research literature	_____	_____
Formulate aims, hypotheses and operationally define variables	_____	_____
Knowledge of sampling techniques, sample size issues, and power	_____	_____
Knowledge of different types of research designs	_____	_____
Knowledge of different assessment methods	_____	_____
Knowledge of Phase I-IV clinical trials	_____	_____
Data Collection, Management & Analysis		
Construct a plan for data collection	_____	_____
Knowledge of how to create and maintain data files	_____	_____
Understand commonly used statistical tests	_____	_____
Knowledge of available statistical packages	_____	_____
Interpret p-value and statistical output	_____	_____
Disseminating Research Findings		
Attend research conferences	_____	_____
Submit an abstract for presentation at a research conference	_____	_____
Present a poster or symposium at a research conference	_____	_____
Prepare, submit, and revise a manuscript for publication	_____	_____
Integrate findings into the existing literature	_____	_____

Orally communicate research findings	_____	_____
Emphasis		
Topics Protection and Research Ethics		
Principles of good research practice, responsible conduct of research	_____	_____
Ethical considerations in conducting research	_____	_____
Elements of informed consent document	_____	_____
Research with vulnerable populations	_____	_____
Professional ethics (e.g., authorship, conflicts of interest)	_____	_____
Research Administration and Regulatory Issues		
Preparing an informed consent document	_____	_____
Knowledge of how to secure and maintain IRB approval	_____	_____
Prepare and manage research budgets	_____	_____
Supervise research staff, liaison with clinical personnel	_____	_____
FDA requirements for INDs and IDEs	_____	_____
Grant and Scholarly Writing		
Knowledge of research funding sources	_____	_____
Knowledge of grant forms, cycles and review process	_____	_____
Grantsmanship skills	_____	_____
Scholarly writing skills	_____	_____
Professional Development		
Understand career phases and academic expectations	_____	_____
Understand promotion & tenure requirements	_____	_____
Efficient time management	_____	_____
Computer Skills		
Searches, software and file sharing	_____	_____
Other		
Please list other skill(s): _____	_____	_____
_____	_____	_____
_____	_____	_____

Scholar Signature

Date

Primary Mentor Signature

Date

SCTR KL2 Director / Co-Director
Signature

Date

Step 2: Setting Goals and Action Plans to Achieve Goals

- Set **long-term** goals that fit your skills, interests, values
- Set **immediate** and **short-term** goals, with action plans that will improve productivity and ensure goals are met
- Goals can be **learning** and **performance** goals (e.g. taking a grant writing course vs. submitting a grant application)
- Best if mentee **sets own goals** rather than mentors assigning goals
- Plan needs to be **written** (mentees more likely to pursue goals if they record where and when they will accomplish specific behaviors Gollwitzer, 1999; Brown et al., 2003).

SMART/SMAHT Goals

Specific

- Is it focused and unambiguous

Measurable

- Could someone identify whether or not you achieved this goal?

Action-oriented

- Is there an action required on your part?

Realistic/**H**elp

- R: Considering difficulty and timeframe, is this goal attainable?
- H: Does it identify what support you need and where you'll get it?

Time-bound

- By when should you complete this goal?

**KL2 PROGRAM
INDIVIDUAL DEVELOPMENT PLAN (IDP)**

YEAR IN PROGRAM:

CIRCLE QUARTER 1 2 3 4

Today's Date:

Your Name:

Your Primary Mentor's Name and Content Expertise:

List Co-Mentors and Content Expertise:

1.

2.

3.

Current academic title and rank:

Time Management

By your best estimate, how did you allocate your time during the past quarter?

% of time spent on research project:

% of time spent on coursework:

% of time spent on other career development activities:

% of time spent on patient care:

% of time spent on teaching:

% of time spent on administration and other duties:

Total % of time:

How will you change this time distribution in the coming quarter?

A. List your goals for the next quarter. Add goals as needed.

Goal 1.

Specific goal (S):

Metric to measure attainment of goal (M):

Action plan to accomplish goal (A):

Help needed to accomplish goal (H):

Time-line to accomplish goal (T):

B. List your goals for the next year. Add goals as needed.

Goal 1.

Specific goal (S):

Metric to measure attainment of goal (M):

Action plan to accomplish goal (A):

Help needed to accomplish goal (H):

Time-line to accomplish goal (T):

Goal 2.

Specific goal (S):

Metric to measure attainment of goal (M):

Action plan to accomplish goal (A):

Help needed to accomplish goal (H):

Time-line to accomplish goal (T):

C. List your goals for the next 5 years. Add goals as needed.

Goal 1.

Specific goal (S):

Metric to measure attainment of goal (M):

Action plan to accomplish goal (A):

Help needed to accomplish goal (H):

Time-line to accomplish goal (T):

Goal 2.

Specific goal (S):

Metric to measure attainment of goal (M):

Action plan to accomplish goal (A):


Help needed to accomplish goal (H):

Time-line to accomplish goal (T):

List any barriers that you are facing or are anticipating that could make it challenging to achieve your goals:

IDP Process Phases





**Now it's time
to take action!**

The plan is just the beginning of the career development process and serves as the road map.

- Put your plan into action**
- 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.**

