# Expectations

## Why Create an Individual Development Plan?

Individual Development Plans (IDPs) are designed to help individuals approaching a career transition to strategically assess their strengths and weaknesses. Additionally, they can help individuals explicate their needs and desires. Taken together, the knowledge constructed through the IDP process can help you establish priorities for professional development so that you can become a great fit for your ideal career.

Iowa State University’s IDP form 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?

The IDP will help you create attainable steps for fulfilling long-term goals. Your IDP will guide your progress meetings with your major professor or principal investigator (PI) to ensure progress is made towards your personal and professional goals. Each year, you can re-assess your goals and skills and evaluate the progress you make throughout your program.

## How Can I Use This Form?

Complete the Self-assessment and Summary and Goals sections of the IDP form, to the best of your ability, independently. Then, schedule a meeting with an appropriate mentor. This could be your major professor/PI and/or a Graduate College Career Services staff member. With your mentor, work on establishing an action plan that identifies the skills most applicable in your target career and strategies for optimizing your strengths in those areas.

## Expectations

|  |  |
| --- | --- |
| Student/Postdoc | Major Professor/PI |
| * Take primary responsibility for the successful completion of your degree. * Meet regularly with your mentor and provide them with updates on the progress and results of your activities. * Establish a shared understanding of satisfactory progress with your mentor. * Work with your major professor to develop a thesis/ dissertation project and select a committee. * Remain informed of the policies and requirements of your graduate program and Iowa State University. * Actively seek out advice and feedback from your major professor/PI, committee, and other mentors. * Attend and participate in department meetings and seminars. * Maintain knowledge of original literature in your 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 your major professor/PI. * Discuss expectations on authorship and attendance at professional meetings with your major professor/PI. | * Be committed to a student/postdoc’s education and training as a future member of the research community. * Be committed to guiding a student/postdoc’s research project, allowing them to take ownership of their research. * Encourage students/postdocs 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. * Encourage students/postdocs 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/dissertation 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/postdoc’s research contributions, and work with students/postdocs to publish their work in a timely manner prior to their graduation. |

# Steps for Creating Your IDP

|  |  |
| --- | --- |
|  | ***Assess your skills, values, and interests***  Use the self-assessment survey to guide your reflection |
|  | ***Create self-assessment summary and goal priority***  Identify goals for and a timeline for meeting them, based on your self-assessment |
|  | ***Discuss and develop plan with mentor***  Create achievable set of goals in yearly action plan  Create a mentoring plan for working with your professional network |
|  | ***Implement action plan***  Set and monitor progress on your personal milestones for action plan goals |
|  | ***Revise and review***  Sign and update as necessary |

# Self-assessment: Aspirations, Goals, and Responsibilities

|  |  |
| --- | --- |
|  | Aspirations |
|  | *What features of your career are important to you?* |
| Year 1: |  |
| Year 2 |  |
| Year 3 |  |
| Year 4 |  |
| Year 5 |  |
|  | *What type of work would you like to pursue?* |
| Year 1: |  |
| Year 2 |  |
| Year 3 |  |
| Year 4 |  |
| Year 5 |  |
|  | *How well do your current skills match up with competencies required for your chosen career?* |  |
| Year 1: |  |
| Year 2 |  |
| Year 3 |  |
| Year 4 |  |
| Year 5 |  |
|  | Personal & Professional Goals |
|  | *What are your* ***long-term*** *personal and professional goals?* |
| Year 1: |  |
| Year 2 |  |
| Year 3 |  |
| Year 4 |  |
| Year 5 |  |
|  | *What features of professional and collegial relationships are most helpful?* |
| Year 1: |  |
| Year 2 |  |
| Year 3 |  |
| Year 4 |  |
| Year 5 |  |
|  | *What help can your major professor/PI provide for professional development and training?* |
| Year 1: |  |
| Year 2 |  |
| Year 3 |  |
| Year 4 |  |
| Year 5 |  |
|  | *How will you develop contacts related to your career goals?* |
| Year 1: |  |
| Year 2 |  |
| Year 3 |  |
| Year 4 |  |
| Year 5 |  |
|  | *How will you maintain wellness?* |
| Year 1: |  |
| Year 2 |  |
| Year 3 |  |
| Year 4 |  |
| Year 5 |  |
|  | *What concerns do you have about pursuing your goals?* |
| Year 1: |  |
| Year 2 |  |
| Year 3 |  |
| Year 4 |  |
| Year 5 |  |
|  | Responsibilities |
|  | *What responsibilities do you have in your program, and what is your plan to fulfill them?* |
| Year 1: |  |
| Year 2 |  |
| Year 3 |  |
| Year 4 |  |
| Year 5 |  |
|  | *What funding needs do you have?* |
| Year 1: |  |
| Year 2 |  |
| Year 3 |  |
| Year 4 |  |
| Year 5 |  |
|  | *Do you have access to orientation resources and transition support from your program?* |
| Year 1: |  |
| Year 2 |  |
| Year 3 |  |
| Year 4 |  |
| Year 5 |  |
|  | *What are important features of mentoring relationships for you?* |
| Year 1: |  |
| Year 2 |  |
| Year 3 |  |
| Year 4 |  |
| Year 5 |  |

# Self-assessment: Skill Inventory

This self-assessment survey allows you to evaluate your current confidence in various skills. Indicate your confidence level for each skill. If you feel the skill is not applicable to your career goals, indicate ‘Not applicable.’ Select ‘I don’t know what this is’ for skills that you need to learn more about.

|  | 😀  Confident | 😕  Somewhat confident | 😰  Unconfident | **N/A**  Not applicable | 🤔  I don’t know what this is |
| --- | --- | --- | --- | --- | --- |
| **Research and Subject Area Knowledge** |  |  |  |  |  |
| Assessing current trends, fostering an entrepreneurial spirit |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Demonstrating responsible conduct in (human/animal) research |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Designing experiments/research |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Fostering broad-based knowledge of field |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| **Research and Subject Area Knowledge** |  |  |  |  |  |
| Identifying research misconduct |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Reading critically |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Recordkeeping accurately |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Thinking critically/solving problems |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Understanding data ownership |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| **Professionalism** |  |  |  |  |  |
| Contributing to a team in office/lab |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Contributing to community/institution |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Engaging in service, such as conference committees |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Navigating cultural differences |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Negotiating difficult conversations |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| **Professionalism** |  |  |  |  |  |
| Maintaining positive relationships |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Managing group dynamics |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Participating in professional service/societies |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Understanding budget management and fiscal analysis |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| **Career Advancement** |  |  |  |  |  |
| Identifying career options |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| **Career Advancement** |  |  |  |  |  |
| Maintaining an online presence |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Maintaining and building professional networks |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Searching for jobs |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Preparing application materials |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Describing transferrable skills for employers |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| **Career Advancement** |  |  |  |  |  |
| Staying current on technology that impacts the hiring process |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Interviewing well |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Negotiating salary/job offers |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Taking a long-term approach to your career |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| **Communication** |  |  |  |  |  |
| Matching message to target expectations |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| **Communication** |  |  |  |  |  |
| Reporting results to disciplinary audiences |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Communicating research to broader audiences |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Maintaining ethics in authorship |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Generating constructive peer feedback |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Managing conflict in interpersonal communication |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| **Communication** |  |  |  |  |  |
| Creating fundable project proposals |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Engaging in effective public speaking |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Using technology for enhanced communication |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Listening with purpose |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Teaching and outreach |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| **Management and Leadership** |  |  |  |  |  |
| Delegating responsibilities |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Leading and motivating others |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Planning and organizing projects |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Providing constructive feedback |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Providing instruction and guidance |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| **Management and Leadership** |  |  |  |  |  |
| Training and mentoring individuals |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| **Effectiveness/Purpose** |  |  |  |  |  |
| Advocating for yourself |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Being healthy (physically, emotionally, financially) |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Fostering diversity of academic/personal perspectives |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Identifying, seeking, and evaluating advice and mentors |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| **Effectiveness/Purpose** |  |  |  |  |  |
| Maintaining openness and curiosity |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Maintaining personal motivation |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Managing time effectively |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Promoting inclusive workplaces/classrooms |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Upholding commitments and deadlines |  |  |  |  |  |
| Year 1 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 2 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 3 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 4 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
| Year 5 | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |

# Summary and Priorities

## Summary

Summarize the information from your self-assessment.

|  |  |  |
| --- | --- | --- |
|  | Highlighted Strengths | Priorities for Improvement |
| Year 1 |  |  |
| Year 2 |  |  |
| Year 3 |  |  |
| Year 4 |  |  |
| Year 5 |  |  |

## Priorities

Establish high- and low-priority professional development priorities, based on your skill inventory, for the next six months and beyond.

### Year 1

|  |  |  |
| --- | --- | --- |
|  | Near term (within next six months) | Long term (more than six months away) |
| High priority |  |  |
| Low priority |  |  |

### Year 2

|  |  |  |
| --- | --- | --- |
|  | Near term (within next six months) | Long term (more than six months away) |
| High priority |  |  |
| Low priority |  |  |

### Year 3

|  |  |  |
| --- | --- | --- |
|  | Near term (within next six months) | Long term (more than six months away) |
| High priority |  |  |
| Low priority |  |  |

### Year 4

|  |  |  |
| --- | --- | --- |
|  | Near term (within next six months) | Long term (more than six months away) |
| High priority |  |  |
| Low priority |  |  |

### Year 5

|  |  |  |
| --- | --- | --- |
|  | Near term (within next six months) | Long term (more than six months away) |
| High priority |  |  |
| Low priority |  |  |

# Action Plan

## Professional Development Activities

Use the **Iowa State Professional Development Program and Resource Matrix** to identify available activities relevant to your identified professional development priorities. Set goals for yourself to complete the activities and develop your skills. The accountability plan could include things like scheduling a follow-up meeting with your major professor/PI or another mentor to provide an update on the outcomes of your planned activities. This is an opportunity to be creative.

### Year 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal** | **Activity** | **Resources Needed** | **Target date** | **Accountability Plan** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

### Year 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal** | **Activity** | **Resources Needed** | **Target date** | **Accountability Plan** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

### Year 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal** | **Activity** | **Resources Needed** | **Target date** | **Accountability Plan** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

### Year 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal** | **Activity** | **Resources Needed** | **Target date** | **Accountability Plan** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

### Year 5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal** | **Activity** | **Resources Needed** | **Target date** | **Accountability Plan** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# Signatures and Progress

## Review and Sign your IDP

### Year 1

As you implement your IDP, remember to adjust your plans as your circumstances change. If necessary, meet with your major professor/PI throughout the year to discuss your progress and your achievements. Be sure to verify that a follow-up meeting with your major professor/PI has been scheduled.

|  |  |
| --- | --- |
|  |  |
| Student/Postdoc Signature | Date |
|  |  |
| Major Professor/PI Signature | Date |

## Progress Update

Please include below any updates on your progress over the year that you would like to discuss at your next meeting with your major professor/PI. To save space, you can refer to goals by number.

### Year 2

|  |  |
| --- | --- |
| **Goal 1** |  |
| Professional development activities completed |  |
| Change in self-evaluation |  |
| Lessons learned |  |
| **Goal 2** |  |
| Professional development activities completed |  |
| Change in self-evaluation |  |
| Lessons learned |  |
| **Goal 3** |  |
| Professional development activities completed |  |
| Change in self-evaluation |  |
| Lessons learned |  |
| **Goal 4** |  |
| Professional development activities completed |  |
| Change in self-evaluation |  |
| Lessons learned |  |

|  |  |
| --- | --- |
|  |  |
| Student/Postdoc Signature | Date |
|  |  |
| Major Professor/PI Signature | Date |

### Year 3

|  |  |
| --- | --- |
| **Goal 5** |  |
| Professional development activities completed |  |
| Change in self-evaluation |  |
| Lessons learned |  |
| **Goal 6** |  |
| Professional development activities completed |  |
| Change in self-evaluation |  |
| Lessons learned |  |
| **Goal 7** |  |
| Professional development activities completed |  |
| Change in self-evaluation |  |
| Lessons learned |  |
| **Goal 8** |  |
| Professional development activities completed |  |
| Change in self-evaluation |  |
| Lessons learned |  |

|  |  |
| --- | --- |
|  |  |
| Student/Postdoc Signature | Date |
|  |  |
| Major Professor/PI Signature | Date |

### Year 4

|  |  |
| --- | --- |
| **Goal 9** |  |
| Professional development activities completed |  |
| Change in self-evaluation |  |
| Lessons learned |  |
| **Goal 10** |  |
| Professional development activities completed |  |
| Change in self-evaluation |  |
| Lessons learned |  |
| **Goal 11** |  |
| Professional development activities completed |  |
| Change in self-evaluation |  |
| Lessons learned |  |
| **Goal 12** |  |
| Professional development activities completed |  |
| Change in self-evaluation |  |
| Lessons learned |  |

|  |  |
| --- | --- |
|  |  |
| Student/Postdoc Signature | Date |
|  |  |
| Major Professor/PI Signature | Date |

### Year 5

|  |  |
| --- | --- |
| **Goal 13** |  |
| Professional development activities completed |  |
| Change in self-evaluation |  |
| Lessons learned |  |
| **Goal 14** |  |
| Professional development activities completed |  |
| Change in self-evaluation |  |
| Lessons learned |  |
| **Goal 15** |  |
| Professional development activities completed |  |
| Change in self-evaluation |  |
| Lessons learned |  |
| **Goal 16** |  |
| Professional development activities completed |  |
| Change in self-evaluation |  |
| Lessons learned |  |

|  |  |
| --- | --- |
|  |  |
| Student/Postdoc Signature | Date |
|  |  |
| Major Professor/PI Signature | Date |

# ISU IDP Form Adapted From:

University of Florida Individual Development Plan Template: <http://graduateschool.ufl.edu/faculty--staff/resources/individual-development-plan-idp-policy/>, which was adapted from:

* myIDP.org template: <http://myidp.sciencecareers.org/>
* Stanford University Biomedical Sciences Individual Development Plan Template: <http://biosciences.stanford.edu/idp>
* University of Florida Public Health and Health Professions Individual Development Plan Template
* University of Wisconsin-Madison Graduate School Individual Development Plan Template: https://grad.wisc.edu/pd/idp/