

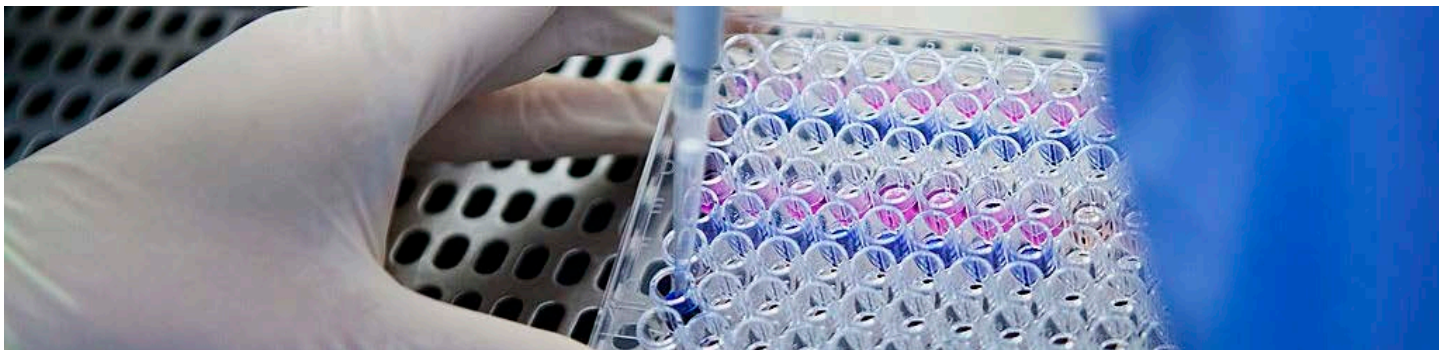


POSTDOCTORAL INDIVIDUAL DEVELOPMENT PLAN

Post Doc Name

Mentor Name

Date



Your postdoctoral training is critical for the development of your independent career. During this period, open communication with your mentor is important to optimize your training and research experience. The Individual Development Plan (IDP) is designed to help you reflect on your goals in order to discuss these with your mentor, and to address challenges or changes of direction that might arise along the way. It should be noted that your postdoctoral experience is unique; designing the optimal pathway toward postdoctoral success requires deliberation and collaboration with your mentor and others involved in your training experience.

Your job is to make progress in your endeavors and communicate regularly with your mentor to enhance your scientific abilities and maturity. This IDP is intended to stimulate honest contemplation regarding your development by allowing you to share your self-assessment, career goals, objectives, and skills with your mentor, and to develop a concrete action plan.

1. **Take time to respond to these questions**, but also let them stimulate you to consider the broader picture of your experience. Remember the IDP is intended to assist you to set and achieve your goals as they relate to your research training.
2. **Set up a meeting with your mentor**, and share the completed IDP with her/him. Your mentor is there to help guide you throughout your training and your professional life.
3. **It is your meeting**; thus, you can lead the discussion to your area of interest, questions, or objectives related to your training. Use this time to move toward action items.
4. **Make an Action Plan**, and revisit it in your meetings throughout your training. This will help you to determine whether your research is making adequate progress, and to develop your career goals and plans.
5. **Advise the Training Program Coordinator** of the date and time you met with your mentor by sending an email to Katharine Gonzales: kgonzales@email.arizona.edu.

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Please read about your respective responsibilities in advance of your meeting, and discuss with your mentor any questions you may have. This list is intended to help you to understand how to take ownership of your postdoctoral training, and how your mentor can support you with your goals. These suggestions are not all-inclusive, and you are encouraged to discuss or negotiate responsibilities with your mentor.

YOUR RESPONSIBILITIES

- Take primary responsibility for the successful completion of your project(s).
- Meet regularly with your mentor and provide her/him with updates on the progress and results of your activities and experiments.
- *Initiate* requests for feedback and seek advice from your mentor.
- Attend and participate in lab meetings, seminars, and journal clubs.
- Keep up with original literature in your field.
- Be a good lab citizen, maintaining a safe and clean lab space, and working collegially with your colleagues and collaborators.
- Maintain a detailed, organized, and accurate lab notebook.
- Report on progress mentoring students or staff, and any outreach activities.
- Discuss policies on work hours, sick leave, vacation, attendance at professional meetings, authorship, and other expectations with your mentor.

MENTOR RESPONSIBILITIES

- Be committed to your trainee as a member of the scientific community.
- Provide and seek regular honest feedback from your trainee.
- Provide funding and/or mentor your trainee in seeking funds and grant writing.
- Be open, encouraging your trainee to voice concerns, and helping you to find acceptable solutions to problems as they arise.
- Lead by example and facilitate training in complementary skills needed to be a successful scientist, such as communication, writing, management, and ethical behavior.
- Discuss authorship policies, acknowledge your trainee's scientific contributions to the lab, and assist your trainee to publish their work in a timely manner prior to transition to the next phase of their career.
- Be committed to improving as a mentor.

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SELF-ASSESSMENT

1. Which of your past achievements contribute to the success of your postdoctoral training? What experience do you bring to the job (techniques, skills, ideas, etc.)? How might your previous experience, even in a different field, be applied to your new role?
2. What accomplishments and professional growth would you like to achieve within the next year? Which of these could be addressed within a few weeks; which will take several months, or longer? Be as specific as possible, including how you would like to accomplish these.

CAREER GOALS

1. Describe your long-term goals. This is your vision of your future career.
 - a. **Scientific Goals:** What specific area(s) of research do you wish to explore during your postdoctoral training? Are there specific methods or approaches with which you would like to gain familiarity and/expertise?
 - b. **Professional Development Goals:** What professional skills would you like to acquire during your training? Examples might include: public speaking, grant writing, manuscript preparation, teamwork, personnel management, teaching, mentoring, etc.

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- c. **Career Goals:** What are your top two choices of long-term careers, i.e., what position do you hope to hold 10 years from now? Be as specific as you can, and indicate relative your enthusiasm for each choice.
- d. What are the primary factors driving your choices above? Examples include: personal interest in a specific research area, affinity for a project or research topic, teaching experience, writing proficiency, geographic priorities, family commitments, business aptitude, financial objectives, position in your home country, immigration to the U.S.

OBJECTIVES

List activities that would help you to achieve the scientific and professional development goals outlined on the previous pages?

1. **Scientific Objectives (list 1-3):** For example, attending a course, meeting or workshop (specify, if possible); submitting a fellowship or grant application; submitting publications (list tentative title if appropriate); you may include objectives for the next one or more years.
2. **Professional Development Objectives (list 1-3):** For example, presentation skills, teaching/mentoring opportunities, personnel management, team building, networking, service opportunities, etc.

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Evaluate your strengths and weaknesses compared to where you think you should be at your training stage, and check the boxes for skills that you would like to gain in the coming year. Ask your mentor if she/he agrees or disagrees with this assessment. An honest self-assessment and discussion will help you set training goals.

Do you know your anticipated career path? Yes No I will decide this year

When you think you will be ready to go to the job market?

Now Within 6 months Within 1-2 years 2+ years

EVALUATE YOUR SKILL SET

RESEARCH SKILLS & SCIENTIFIC THINKING	Mark your perceived ability level			Target skill for this year?
	1 weak		3 strong	
Technical expertise	1	2	3	<input type="checkbox"/>
Troubleshooting procedures	1	2	3	<input type="checkbox"/>
Critical reading of scientific literature	1	2	3	<input type="checkbox"/>
Research productivity	1	2	3	<input type="checkbox"/>
Research quality	1	2	3	<input type="checkbox"/>
Degree of research independence	1	2	3	<input type="checkbox"/>
Overall effort	1	2	3	<input type="checkbox"/>
 PROFESSIONAL SKILLS				
Writing a research proposal or publication	1	2	3	<input type="checkbox"/>
Writing with appropriate grammar and structure	1	2	3	<input type="checkbox"/>
Presentation skills	1	2	3	<input type="checkbox"/>
Classroom teaching	1	2	3	<input type="checkbox"/>
Mentoring in the lab	1	2	3	<input type="checkbox"/>
Interpersonal skills	1	2	3	<input type="checkbox"/>
Lab management/conflict resolution	1	2	3	<input type="checkbox"/>

DEVELOP YOUR ACTION PLAN

Your Action Plan should be developed jointly with your mentor during or after your meeting.

1 Goals

List activities in which you and your mentor agree you should participate to achieve your professional/career goals in the coming year.

2 Funding

Do you have funding for the next year? If not, what back-up plans are in place? Have you participated in seeking or obtaining funding?

3 Supporting your success

Are there specific actions that you and/or your mentor can undertake that will support your success (e.g. modify performance style, regular mentor/collaborator meetings, networking opportunities).

4 Mentor plan

How can your mentor help you to achieve your goals (be specific)? Are there specific goals that you and your mentor should discuss regularly or in advance of the annual meeting?

5 Communication plan

How often do you meet with your mentor to revisit your IDP? This document should be revised and updated *throughout the year*.