YOUR INDIVIDUAL DEVELOPMENT PLAN (IDP)

Slides for Virtual Workshop - 2021-2022

Graduate School
UNIVERSITY OF WISCONSIN-MADISON
GOALS OF THIS SESSION

• Explore IDP as a tool for personal reflection and planning

• Begin to develop a preliminary plan:
  • Learn to engage in self-assessment
  • Learn to define achievable goals
  • Learn about professional development opportunities

• Develop strategies for sharing, implementing, and sustaining your plan
WHAT IS AN IDP?

- A written plan that helps you focus on and advance your academic and professional development.
- You (the mentee) will develop the IDP, but discussing it with one’s mentors is an important step.
- Commonly used in industry to help employees define and pursue their career goals.
- Adopted by science graduate programs at universities.
WHY SHOULD I HAVE AN IDP?

• To focus on what I need during graduate school
• To better understand my skills, interests, and values
• For better communication with my mentors
• It can help me “mentor up”
• Research shows goal-setting and career planning are effective
• It’s a requirement
• Other reasons?
Consider your skills, values, interests

Develop SMART goals and write the plan

Talk it through with your mentors

Execute your plan

Revise and Review
Skills

• What are your strengths? What can you improve?

• What skills do you need to have – to earn your degree and to land a job after graduation? Soft skills?

• What are your program’s learning goals/requirements?

• Are there professional competencies in your field?

Values and Interests

• What type of work would you like to do?

• What is important to you in a career?
Exercise:

1) **Individually**, take the DiscoverPD Self-assessment. Give a 😊 in chat when you’re finished. **(5 minutes)**

2) **As a group**, share the skills you identified as “confident” (4’s and 5’s) and “unconfident” (1’s and 2’s). Discuss which you think are highest priority. **(7 minutes)**
Inquiry, discovery, and creation

Leadership

Disciplinary expertise and interdisciplinary connections

Career development

Managing projects and people

Communication

Inclusion and diversity

Personal and interpersonal effectiveness
USE DISCOVERPD’S SELF-ASSESSMENT TO GET A CUSTOMIZED REPORT

1. Log in with netID at grad.wisc.edu/DiscoverPD
2. Browse the framework and read the details on each facet
3. Take the self-assessment, then review a customized report of areas of strength and weakness
Exercise:

1) **Individually**, take the DiscoverPD Self-assessment. Give a 😊 in chat when you’re finished. *(5 minutes)*

2) **As a group**, share the skills you identified as “confident” (4’s and 5’s) and “unconfident” (1’s and 2’s). Discuss which you think are highest priority. *(7 minutes)*
Develop SMART goals and write the plan.
S.M.A.R.T. GOALS

S = Specific
(Is it focused?)

M = Measurable
(Could someone identify whether or not you achieved this goal?)

A = Attainable
(Can it realistically be accomplished?)

R = Relevant
(Does it matter?)

T = Time-bound
(By when should you complete this goal?)
MAKING IT SMART - example

Develop a symposium proposal for submission by May 10

- **By January 5:** Complete literature review and collection
- **By February 5:** Reach out to potential panelists
- **By March 10:** Complete rough draft of proposal; share with a mentor or other who has experience and can offer feedback
- **By April 15:** Finalize details of proposal; check to be sure all requirements are satisfied
- **By May 5:** Submit proposal

1. **Assess**
2. **Write**
3. **Discuss**
4. **Implement**
5. **Revise**

- **Specific**
- **Measurable**
- **Attainable**
- **Relevant**
- **Time-bound**
MAKING IT SMART - example

**Example:** Build my leadership skills by gaining experience as a committee member or organization rep/officer within the 2020-2021 academic year.

- **Sept.-Oct. 2020** Explore committee opportunities within my department by talking with grad program coordinator; search the Wisconsin Involvement Network for grad/professional orgs of interest; ask mentor(s) and advanced grad students in my program for ideas, affiliations they’ve found enriching

- **Nov.-Aug. 2020-21 (and beyond)** Make commitment to be involved and lead; show up, share ideas, network

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**Specific**

**Measurable**

**Attainable**

**Relevant**

**Time-bound**
Exercise:

1. **Individually**, start to write one goal.  (5 minutes)

2. **As a group**, 2-3 people will share their goals, and we’ll brainstorm resources/activities that will help individuals achieve the goals within a realistic timeline.  (15 minutes)

Next steps: Today’s workshop will just get your IDP started. Afterward, make time to write a total of 3-5 goals and use the DiscoverPD database to identify actions you can take to achieve your goals.
My report and recommendations from 10/17/2016

This report shows which areas (or "facets") you feel most and least confident in, and includes recommendations for activities to build on your strengths as well as improve in areas where you are less confident. Click on each subarea to view the recommendations and save the recommendations that most interest you by favoring them.

Consider how you can incorporate these recommendations into your Individual Development Plan.
<table>
<thead>
<tr>
<th>Recommendation Details</th>
<th>Modality, Type, Time</th>
<th>Save for later</th>
</tr>
</thead>
</table>
| **Catalyzing Advocacy in Science and Engineering (CASE) Workshop in Washington, D.C.** Each April the Graduate School sends two University of Wisconsin–Madison graduate students to learn about science policy and advocacy at the Catalyzing Advocacy in Science and Engineering (CASE) workshop in Washington D.C. The workshop, sponsored by a coalition of scientific groups including the AAAS and AAU, teaches STEM graduate and upper-class undergraduates about the structure and organization of Congress, the federal budget and appropriations process, and tools for effective science communication. | • In-Person  
• Multi-day event  
• Moderate (e.g. several days) | ❤ |
| **Communicating Science Professional Development Series** Communicating Science training is a way for scientists and health professionals to learn to communicate more effectively with their peers and colleagues, the public, government officials, media, and others outside their own discipline. Participants will learn how to utilize theatrical improvisation and writing techniques to better communicate their research and messaging. | • In-Person  
• Course or class  
• High (e.g. several weeks)  
Very high (e.g. several months) | ❤ |
Talk it through with your mentors.
Discussing your plan with your mentor(s)

• Why share your plan?

• What are the benefits?

• What are the disadvantages?

• Is there anything about sharing your plan that feels intimidating?
Implementing Your Plan

• How do you keep yourself on track and accountable?

• What strategies, systems, and motivators work for you?

• What are known detractors? How will you combat them?
...and celebrate your achievements!
Next Step: Continue Writing Your IDP!

- Online resources: grad.wisc.edu/pd/idp
- Overview video
- Workshops presented each semester
- One-pager to brief your mentor(s)
- Online resources for mentors
- Reporting system to log IDP activity
INDIVIDUAL DEVELOPMENT PLAN

An Individual Development Plan (IDP) helps graduate students and postdoctoral researchers:

- assess current skills, interests, and strengths;
- make a plan for developing skills to meet academic and professional goals; and
- communicate with supervisors, advisors, and mentors about evolving goals and related skills.

The IDP is a document to be revisited again and again, to update and refine as goals change or come into focus, and to record progress and accomplishments.

The resources on this page are designed to support the various groups involved with IDPs: graduate student and postdoctoral mentors, faculty and staff mentors, principal investigators, grants administrators, and graduate program coordinators.

IS THIS REQUIRED?
The university recommends IDPs for all postdoctoral researchers and graduate students, and requires IDPs for all postdoctoral researchers and graduate students supported by National Institutes of Health (NIH) funding. | Read the full policy here. | Enter the IDP Reporting System here.

UPCOMING IDP WORKSHOP(S):

**MARCH**

26 Creating an Individual Development Plan (IDP)
10:00 am, 196 Wisconsin Union Room, Education Building

MORE EVENTS →

PROFESSIONAL DEVELOPMENT

When you participate in professional development, you build skills needed to succeed academically and thrive in your career.

START HERE: DISCOVERPD
DiscoverPD helps master’s and doctoral students at UW–Madison advance their academic and professional goals.

- You’ll read more about the facets of professional development.
- Our 5-minute self-assessment provides you a report of your strengths and weaknesses.
- You’ll explore customized recommendations within each facet, and add those to your Individual Development Plan.

Behind DiscoverPD is a curated database of professional development activities on campus and beyond. Your recommendations will draw from this database, or you’ll have the option to search the database if you know what you’re looking for.

More

grad.wisc.edu/pd/idp
**CALENDAR**

- 300+ events / year
- Sort by competency
- Register here
- Events feed into DiscoverPD

grad.wisc.edu/events
STAY INFORMED

Watch for GradConnections in your inbox every Tuesday

- Professional development events
- Wellness and mental health
- Deadlines and announcements
- Funding opportunities

Twitter @UWMadGSEd
Facebook @UWMadGradSchool
YouTube

Your Graduate Program Coordinator

Tips for Grads: Scheduling Wellness into your Semester

*Personal and Interpersonal Effectiveness*

By Olivia Gacka, PhD student

As you begin making plans for fall 2021, you’re doubtless scheduling various academic and professional commitments into your calendar. In doing so, it can be really easy to fill your planner to the brim without leaving any time for a wellness break or two. It can feel trivial to pencil in the words “off day” at the same time you’re accounting for final exams, but the truth is that you can’t perform on an empty tank. So, while it can feel counterproductive to schedule time geared specifically towards not working, in the long run doing so is what will help you cross the finish line.
Thank you!

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