

Why Create an Individual Development Plan?

An individual development plan (IDP) helps you to align your personal and professional goals with your academic expectations and responsibilities. Developing a plan will give you critical information for building the skills, knowledge, and resources necessary to for your career, and to prepare you for meaningful personal or professional opportunities after graduation.

UF's IDP template will be customized to your program's specific context. The template 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?

Your IDP will serve as a guide to your annual progress meetings with your advisor, to ensure progress is made towards your personal and professional goals. Each year, you can develop a revised IDP, based on an updated assessment of your goals and skills, as well as the progress you make throughout your career, to create attainable steps for fulfilling long-term goals.

How Can I Use This Template?

Please take the time to complete the IDP template to the best of your ability soon after your arrival at UF. It is ok if you are unable to provide clear answers on parts of the IDP template; the document is meant to guide you in formulating a plan for your future, and any questions that arise can be addressed in your first meeting with your advisor. Also, schedule a meeting with your advisor or graduate coordinator early in your first semester at UF, to discuss your goals and expectations for your time at UF.

The IDP document is meant to complement the creation of your academic plan of study, which will outline the measures for academic success in your program. To ensure that both the IDP and your plan of study are coordinated, students and advisors each have a set of expectations, which are listed below, to support your progress towards your degree:

EXPECTATIONS

Student

- Take primary responsibility for the successful completion of my degree.
- Meet regularly with my advisor and provide her/him with updates on the progress and results of my activities.
- Establish a shared understanding of satisfactory progress with my advisor.
- Work with my research advisor to develop a dissertation project and select a committee.
- Actively seek out advice and feedback from my advisor, committee, and other mentors.
- Remain informed of the policies and requirements of my graduate program, and the University of Florida.
- Attend and participate in department meetings and seminars.
- Maintain knowledge of original literature in my 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 my advisor.
- Discuss expectations on authorship and attendance at professional meetings with my advisor.

Advisor

- Be committed to a student's education and training as a future member of the research community.
- Be committed to guiding a student's research project, allowing them to take ownership of their research.
- Encourage students 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.
- Be open to students by encouraging them 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 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's research contributions, and work with students to aid in publishing their work in a timely manner prior to their graduation.

Steps for creating your IDP

1

Assess your skills, values, and interests

- Open-ended and survey questions in self-assessment tools
- myIDP.org survey available for detailed values + interests assessment

2

Create self-assessment summary and goal priority

- Identify goals for the next year from assessment survey

3

Discuss and develop plan with mentor

- Create achievable set of goals in yearly action plan
- Create mentoring plan for working with committee

4

Implement action plan

- Set and monitor progress on personal milestones for action plan goals

5

Revise and review as needed

- Sign, update as

SELF-ASSESSMENT

What are your current **aspirations, goals, and responsibilities**?

Aspirations

What is important to you?

What type of work would you like to pursue?

How well do your current skills match up with competencies required for your chosen career?

Personal & Professional Goals

What are your goals?

- Long-term:

- Short-term:

What help would you need to achieve your goals?

What features of professional and collegial relationships are most helpful?

What help can your advisor or faculty provide for professional development and training?

How will you develop contacts related to your career goals?

How will you maintain wellness?

What concerns do you have about pursuing your goals?

Responsibilities

What responsibilities do you have in your program, and what is your plan to fulfill them?

What funding needs do you have?

Do you have access to orientation resources and transition support from your program?

What are important features of mentoring relationships for you?

This self-assessment survey allows you to evaluate your current strengths and weaknesses. Please check the boxes according to your ability (1 being low; 3 being high). Use these scores to guide your discussions with your advisor. You may identify targeted goals for this year by using the Goal checkboxes in the relevant skill categories.

*Items with an * are related to SWS expected competencies.*

Research Skills & Knowledge	1	2	3	Goal
Broad-based knowledge of field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Critical reading of literature in field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experimental/research design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Careful recordkeeping practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding data ownership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrating responsible conduct in (human/animal) research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying research misconduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Synthesizing/interpreting scientific findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Applying research results to solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Effectiveness/Purpose	1	2	3	Goal
Maintaining openness and curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being healthy (physically, emotionally, financially)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining personal motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Communication	1	2	3	Goal
*Writing for experts in my field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Writing for a lay audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Grantwriting skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Clearly and effectively speaking to a scientific audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Clearly and effectively speaking to a non-scientific audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching in a classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Editing my own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborating on work/peer review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Management & Leadership Skills	1	2	3	Goal
Providing instruction and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing constructive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and organizing projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serving as a role model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delegating responsibilities in research setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leading and motivating others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professionalism	1	2	3	Goal
Identifying and seeking advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Upholding commitments and deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining positive relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Contributing to community/institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Contributing to a team in office/lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining network of peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrating ethical judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Career Advancement	1	2	3	Goal
Building transferable skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying career options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Networking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparing application materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviewing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negotiating skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in professional service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking long-term approach to career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other Skills & Knowledge	1	2	3	Goal
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SELF-ASSESSMENT SUMMARY

Please complete this summary with information from your self-assessment on page 4.

Confident (3's)

Not Confident (1's)

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GOAL PRIORITIZATION

Near term (within next 6 months)

Long term (more than 6 months away)

High Priority

Low Priority

ACTION PLAN

Discuss your self-assessment summary and existing goals with your advisor. Develop an action plan based on this conversation, to address your target goals, skills, and competencies for the next 12 months. Write this plan together, with the aim of updating and revising it as you make academic and personal progress during your graduate career.

	Progress this year	Actions for next year	Projected timeline and any additional support needed
<i>Communication with advisor to discuss progress (meeting dates)</i>			
<i>Progress in research program</i>			
Activities Toward SWS Professional Development Competencies			
<i>Ability to effectively communicate scientific findings in writing to scientific and lay audiences (list research or extension publications)</i>			
<i>Ability to effectively communicate scientific findings orally to scientific and lay audiences (list research or extension presentations)</i>			
<i>Ability to work independently and as a member of a team</i>			
<i>Ability to critically evaluate scientific data and literature</i>			
<i>Ability to synthesize and interpret scientific findings</i>			
<i>Ability to employ scientific methods to generate new information and knowledge</i>			
<i>Ability to apply scientific methods to problems in soil and water sciences</i>			
<i>Ability to develop new solutions to problems in soil and water sciences</i>			

ACTION PLAN (CONTINUED)

	Progress this year	Actions for next year	Projected timeline and any additional support needed
<i>Activities Toward Individual Professional Development Goals (identified on page 5)</i>			
1.			
2.			
3.			
4.			
5.			
<i>Additional Skills to Develop</i>			
1.			
2.			
3.			
4.			
5.			

MENTORING PLAN

	How often are you meeting?	Is this sufficient?	Do you initiate meetings?	Do you need help in organizing meetings?
<i>Lead Mentor/ Graduate Coordinator</i>				
<i>Thesis Committee Group</i>				
<i>Thesis Committee One-on-one</i>				
<i>Collaborators</i>				

Original UF IDP template 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/>.

Your summary of progress for this year:

	Student Assessment	Advisor Assessment	Additional Support Needed
Are you making adequate progress toward completing the degree requirements? (see degree requirements worksheet/timeline)	Y/N	Y/N	
Are you making adequate progress on your research program or major paper goals?	Y/N	Y/N	
Are you maintaining adequate communication with your advisor, committee members and other mentors?	Y/N	Y/N	
Are you making adequate progress toward SWS competencies?	Y/N	Y/N	
Are you making adequate progress toward your individual professional development goals?	Y/N	Y/N	

Student feedback to advisor:
Advisor feedback to student:
Student Name and Signature:
Today's date:
Advisor Name and Signature:
Today's date:
Review and Revise your IDP

As you implement your IDP, remember to adjust your plans as your circumstances change. If necessary, meet with your advisor throughout the year, to discuss your progress and your achievements. Be sure to verify that your annual meeting with your advisor has been scheduled, and that previous meetings have been noted on your student record in GIMS.