

Creating Your Individual Development Plan (IDP)

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#myIDP

This session is about answering 2 questions

Where am I headed with my career, long term?

What will I do in the near term
to help me get there?

How can you position yourself for your next professional step?

Skills

Research progress

Technical skills

Writing

Presentation

(story, visuals, delivery)

Managing projects, time, resources

Working with, supervising others

Setting clear expectations

Difficult conversations

Managing conflict

Collaboration, team science

Cultural competency

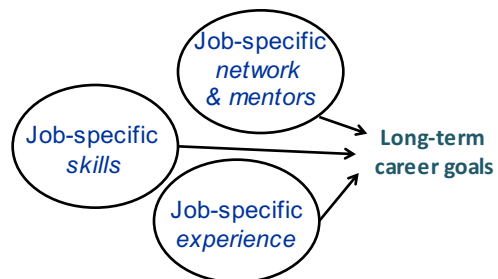
Managing up

How can you position yourself for your next professional step?

Career preparation

Skills

Research progress

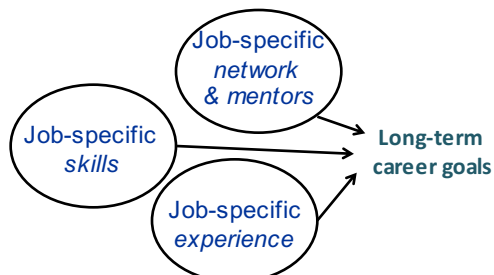


How can I fit this all in, without negatively impacting my research productivity?

Career preparation

Skills

Research progress



Start early.

Have a sense of your long-term career goals.

Be strategic & targeted...

Create an Individual Development Plan

Advocate for yourself; seek out mentorship!

What is an Individual Development Plan?

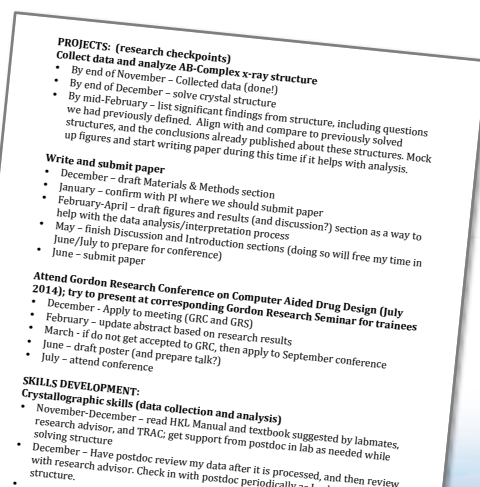
A list of goals for the next 9-12 months.

About your *progress and development*.

Informed by your

long-term career goals.

- Career preparation
- Skills
- Research progress



My view of the IDP

- IDP is about your **research/academic progress** and **career development**.
- IDP is **your** document. Use it to define needs, structure discussions with mentors.
- You do not need to have your career figured out. (Though **career focus** can help your plan be more targeted & strategic).
- IDP process is iterative. Make **deliberate** changes. Periodically renew.

@CnFuhrmann

How to create an IDP?

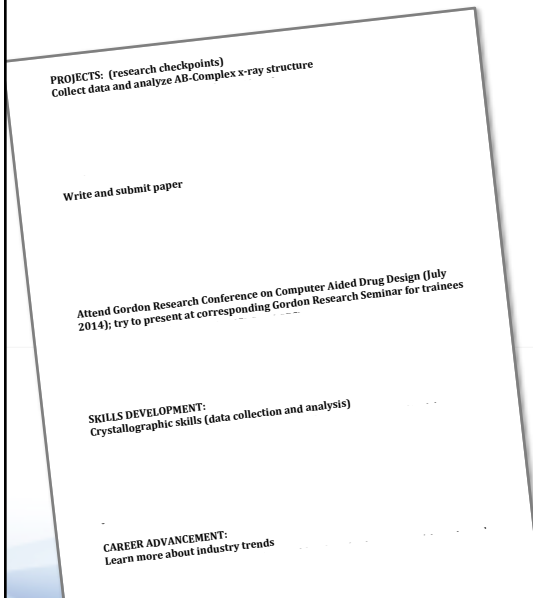


1. Reflect & self-assess; Get feedback

- Progress
- Challenges
- Skills
- Long-term career goal*

*** Critical step!**

How to create an IDP?



PROJECTS: (research checkpoints)
Collect data and analyze AB-Complex x-ray structure

Write and submit paper

Attend Gordon Research Conference on Computer Aided Drug Design (July 2014); try to present at corresponding Gordon Research Seminar for trainees

SKILLS DEVELOPMENT:
Crystallographic skills (data collection and analysis)

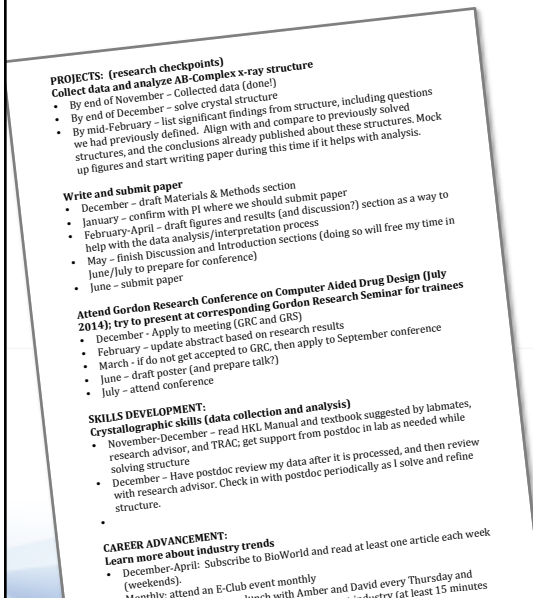
CAREER ADVANCEMENT:
Learn more about industry trends

1. Reflect & self-assess;
Get feedback
2. Write big-picture goals

What do you want to accomplish this year?

- Project / research
- Career advancement
- Skills development

How to create an IDP?



PROJECTS: (research checkpoints)
Collect data and analyze AB-Complex x-ray structure

- By end of November - collected data (done!)
- By end of December - solve crystal structure
- By mid-February - list significant findings from structure, including questions we had previously defined. Align with and compare to previously solved structures, and the conclusions already published about these structures. Mock up figures and start writing paper during this time if it helps with analysis.

Write and submit paper

- December - draft Materials & Methods section
- January - confirm with PI where we should submit paper
- February-April - draft figures and results (and discussion?) section as a way to help with the data analysis/interpretation process
- May - finish Discussion and Introduction sections (doing so will free my time in June/July to prepare for conference)
- June - submit paper

Attend Gordon Research Conference on Computer Aided Drug Design (July 2014); try to present at corresponding Gordon Research Seminar for trainees

- December - Apply to meeting (GRC and GRS)
- February - update abstract based on research results
- March - if do not get accepted to GRC, then apply to September conference
- June - draft poster (and prepare talk!)
- July - attend conference

SKILLS DEVELOPMENT:
Crystallographic skills (data collection and analysis)

- November-December - read HKL Manual and textbook suggested by labmates, research advisor, and TRAC; get support from postdoc in lab as needed while solving structure
- December - Have postdoc review my data after it is processed, and then review with research advisor. Check in with postdoc periodically as I solve and refine structure.

CAREER ADVANCEMENT:
Learn more about industry trends

- December-April: Subscribe to BioWorld and read at least one article each week (weekends).
- Monthly: attend an E-Club event monthly
- Monthly: have lunch with Amber and David every Thursday and about industry (at least 15 minutes)

1. Reflect & self-assess;
Get feedback
2. Write big-picture goals
3. Create action plan

Do your research;
get **advice**.

How to create an IDP?

- Fall 2014:
- Weekly, December-April: Subscribe to BioWorld and read at least one article each week (weekends).
 - Monthly: attend an E-Club event monthly
 - November-December - read HKL Manual and textbook suggested by labmates, research advisor, and TRAC; get support from postdoc in lab as needed while solving structure
 - December - Have postdoc review my data after it is processed, and then review with research advisor. Check in with postdoc periodically as I solve and refine structure.
 - December - draft Materials & Methods section
 - December - Apply to meeting (GRC and GRS)
 - By end of December - solve crystal structure
 - January - confirm with PI where we should submit paper

GOALS and PLANNING *Jane Smith 2015* Name & date

January	CLONING
February	COMPUTATIONAL ANALYSIS
March	FLY MEETING - poster, look @ postdoc labs DAC
April	SUBMIT PAPER
May	
June	SEND IN REVISION OF PAPER
July	DATA COLLECTION ON TF CONSTRUCTS

1. Reflect & self-assess;
Get feedback
2. Write big-picture goals
Do your research;
get advice.
3. Create action plan
4. Arrange action plan in
chronological order –
Realistic?
5. Implement (resources?)
Revise as you go.

Individual Development Planning can be challenging...

- Identifying long-term career goal*
- Identifying career-related gaps*
- Creating a plan*
- Discussing with mentors*
- Attaining career-specific mentorship*
- Developing career-related network*
- Finding a like-minded community*



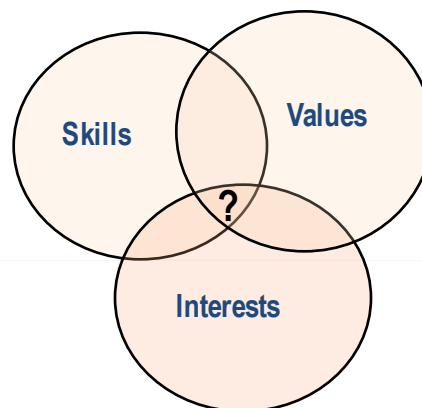
Agenda

- Consider your long-term career goals
- Refine your plan
- Create and share your IDP: poster session
 - Create your poster
 - Lunch (with panelists and guest speakers)
 - “Leaving the Ivory Tower” Panel
 - Poster session
- Bringing it all together

Use your self-assessment to **evaluate** your **career options**

How does your “long-term career goal” **match** your skills, interests, values?

What are **disconnects**?



Skills/Interests

- Skills vs Interests
 - ◆ Both involve tasks
 - ◆ Skills: What tasks are you good at?
 - ◆ Interests: What tasks do you find engaging?
 - ◆ Possible that those don't fit together

- How does this concept impact career decision making?
 - ◆ When you are good at a task you don't like?
 - ◆ When you love doing a task you are not good at doing?
 - ◆ When a job requires tasks you don't like and are not good at doing?
 - ◆ Remember to break a career path down to specific tasks

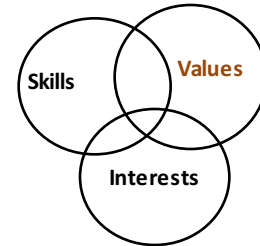
Disconnects Discussion: Why look at disconnects?

Lessons:

- No career option is perfect
- There will be **values**-related challenges to every career option
- There will be **skills and interests** challenges to every career option
- Plan to deal with challenges, or else change long-term career goal
- Colleagues can help you solve challenges

- Disconnects provide useful basis for eliminating options
- This process **IS** how you choose a career with confidence!

Using Self Assessment Results to Choose a Career Path



- Self assessment results are data generated about you
- Develop a finite set of career options
- **Explore those career options** with focus on your Skills Interests Values results*
- Narrow options through **structured process of elimination**
- Using self-assessment data to make career decisions is a skill

Career Exploration Framework

- Read about careers
 - Articles on the web
 - Books
 - Professional organizations
 - Job postings
- Attend career events
 - At your own campus
 - Trainings
 - Professional meetings
- Talk to people
 - Informational interviews
 - Networking
- Get experience
 - Shadowing
 - Courses
 - Projects
 - Internships

myIDP Career Path Matches Help you Start

The diagram consists of two overlapping circles. The left circle is labeled 'Skills' and the right circle is labeled 'Interests/Passions'. The overlapping area in the center represents the match between the two.

myIDP attempts to predict potential career path matches for you

Based on your match between career experts' opinions and your unique responses to the Skills and Interests assessments

Does not include Values assessment results. Only uses Skills and Interests for prediction. Why?

The matching effort is an attempt to help you organize your research about career options, particularly your reading

myIDP does not tell you what to do.

Overview

- Overview Summary
- Personal Information

Assessment

- Skills Assessment
- Interests Assessment
- Values Assessment

Career Exploration

- Consider Career Fit**
- Read About Careers
- Attend Events
- Talk to People
- Choose a Career Path

Set Goals

- Career Advancement Goals
- Skill Goals
- Project Goals

Implement Plan

- Mentoring Team
- myIDP Summary

Consider Career Fit Previous Step Next Step

Quick Tips My Career Path Matches

The table below lists career paths commonly followed by PhD-level scientists.

Click on the path to each career path to see more details. NO path.

Click anywhere on the page to return to the main content.

Skills Matches for Principal investigator in a research-intensive institution

Scientific Knowledge

Category	Your Rating	Expert Rating
Broad based knowledge of science	2	4.07
Deep knowledge of my specific research area	3	4.93
Critical evaluation of scientific literature	4	4.87

Research Skills

Category	Your Rating	Expert Rating
Technical skills related to my specific research area	3	4.2
Experimental design	3	4.87
Statistical analysis	2	4.6
Interpretation of data	4	5
Creativity/innovative thinking	4	4.67
Navigating the peer review process	3	...

Support of science-related products: 85% 59%

Prepared by Cynthia Fuhrmann & Bill Lindstaedt

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The screenshot shows a web application interface with a sidebar on the left and a main content area. The sidebar has several sections: Overview, Assessment, Career Exploration, Set Goals, and Implement Plan. The main content area is titled 'Read About Careers' and has tabs for 'Quick Tips', 'Resources', and 'My Notes'. A modal window titled 'Resources for "science writing"' is open, displaying a list of articles, books, and professional societies.

Read About Careers

Quick Tips Resources My Notes

Resources for "science writing"

Articles:

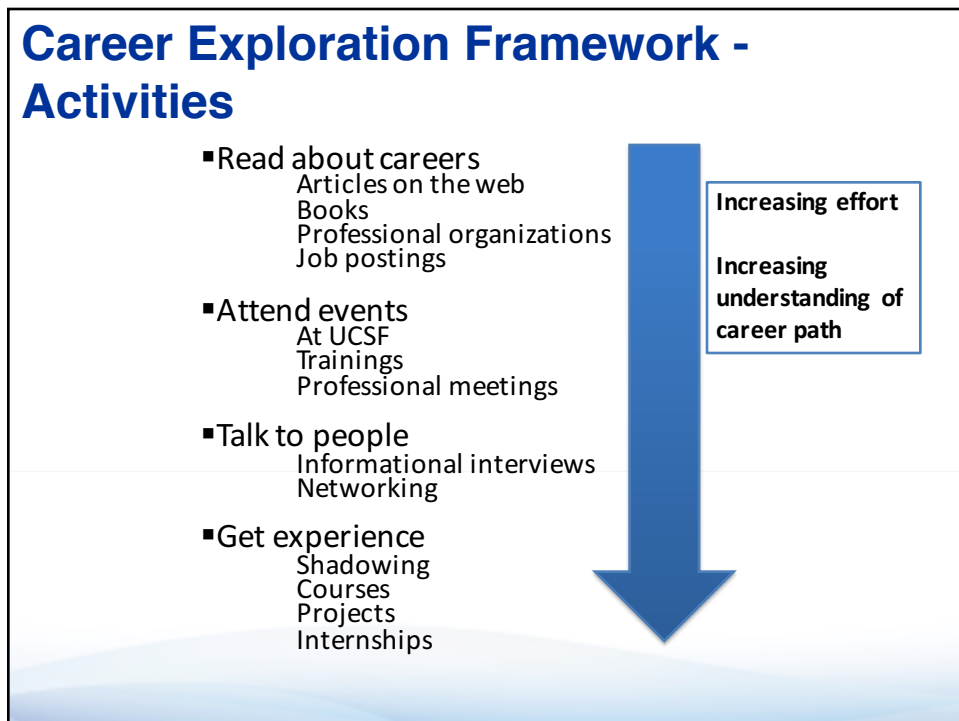
- [Careers in Science Writing and Editing \(collection of articles\)](#)
- [Careers in Science Broadcasting \(collection of articles\)](#)
- [Careers in Scientific Translating \(collection of articles\)](#)
- [Careers for Scientists in Science Communications and Public Relations \(collection of articles\)](#)

Books:

- **Guide to Nontraditional Careers in Science**
(Chapter 5)
Karen Young Kreeger
Philadelphia: Taylor and Francis 1999
- **Alternative Careers in Science: Leaving the Ivory Tower**
(Chapters 2, 3, 4)
Cynthia Robbins-Roth
San Diego: Academic Press 1993
- **Explaining Research**
Chapter 17)
Dennis Meredith
New York: Oxford University Press 2010

Professional Societies:

- [American Medical Writers Association \(AMWA\)](#)
- [National Association of Science Writers \(NASW\)](#)
- [Society for Technical Communication \(STC\)](#)



Build your professional network.

Overview

- Overview Summary
- Personal Information

Assessment

- Skills Assessment
- Interests Assessment
- Values Assessment

Career Exploration

- Consider Career Fit
- Read About Careers
- Attend Events
- Talk to People
- Choose a Career Path

Set Goals

- Career Advancement Goals
- Skill Goals

Questions to Consider Regarding Values

We have not provided match scores for your values. This is because values are so subjective—and so dependent on individual jobs/employers—that it would be misleading to provide scores for them in this context. However, values are extremely important to keep in mind as you read articles, attend events, and do informational interviews to learn about these career paths in-depth—an activity you will be guided through in the next sections.

Based on your top rated values, here are some things you should consider as you learn about career paths:

Your top values	Questions to consider
<i>Fast Pace: work in a busy atmosphere with frequent deadlines</i>	What do you know about the environment? Will there be enough activity for you?
<i>Independence: work with little direction from others</i>	Are people in this field allowed to have a high degree of control over their daily tasks?
<i>Expert Status: be acknowledged as an expert in a given field</i>	Are people in this field given adequate recognition for their expertise?

How to conduct an informational interview

1. Email an invitation to your informational interview "target" ([download example correspondence](#)).
2. Tell him or her that you seek advice, not a job offer.
3. Ask to set up a 30-60 minute appointment to talk.
4. Take a customized list of questions to your meeting ([view a list of questions related to your top values, and download other general questions](#)).
5. Conduct the informational interview.
6. Follow up with a thank you note ([download example correspondence](#)).
7. If appropriate, follow up periodically.

Keep a log
Click the *My Activities* tab above, and keep track of your informational interviews. Include information such as the person's name, their title, and briefly what you learned from that discussion. These notes will be helpful if you follow up with him or her later to share your progress.

Agenda

- Consider your long-term career goals
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Why is creating a *plan* so important?

Having a structured plan is correlated with increased productivity, fewer conflicts, higher satisfaction.

- Postdocs who discussed plan with mentors: more first-author papers, fewer conflicts with advisor, higher satisfaction with postdoctoral experience (*Davis (Sigma Xi), 2006*)
- Goals impact performance
 - Direct attention to activities related to goal
 - Inspire action toward goal
 - Increase persistence toward goal
 - *Reviewed in Locke & Latham, Am Psychol, 2012*
- Increased performance if individual sets goals (versus goals set by managers)
(Latham, Mitchell, Dossett, J Appl Psychol, 1978)

Reviewed in Hobin, *CBE-Life Sci Ed*, 2014

Map out your goals for this year



- Research
- **Skills development**
- **Career advancement**

What can you do to increase likelihood that you'll take action toward achieving these goals?

Creating a plan

Goals
What do I want to accomplish?

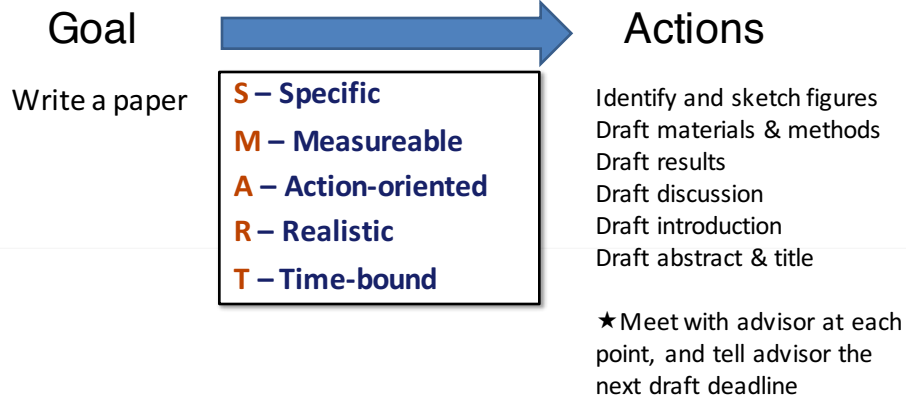
Actions
What will I do to reach these goals?

S – Specific
M – Measureable
A – Action-oriented
R – Realistic
T – Time-bound

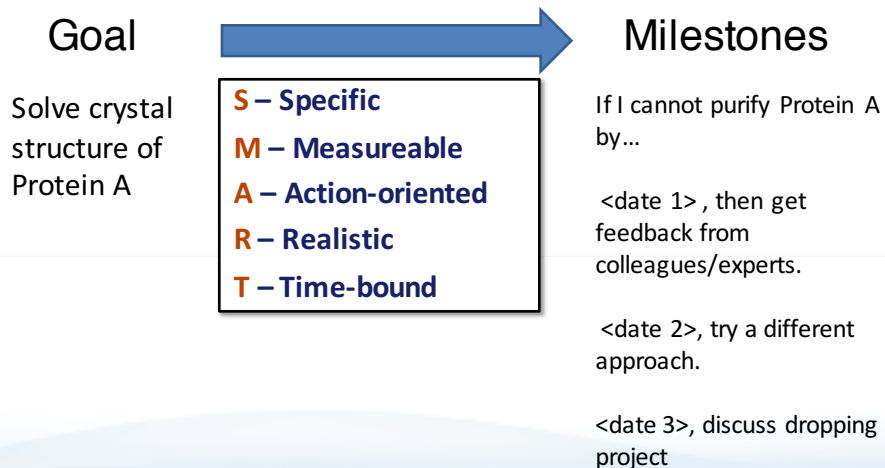
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CAREER ADVANCEMENT:
Learn more about industry trends

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CAREER ADVANCEMENT
Attend industry trends

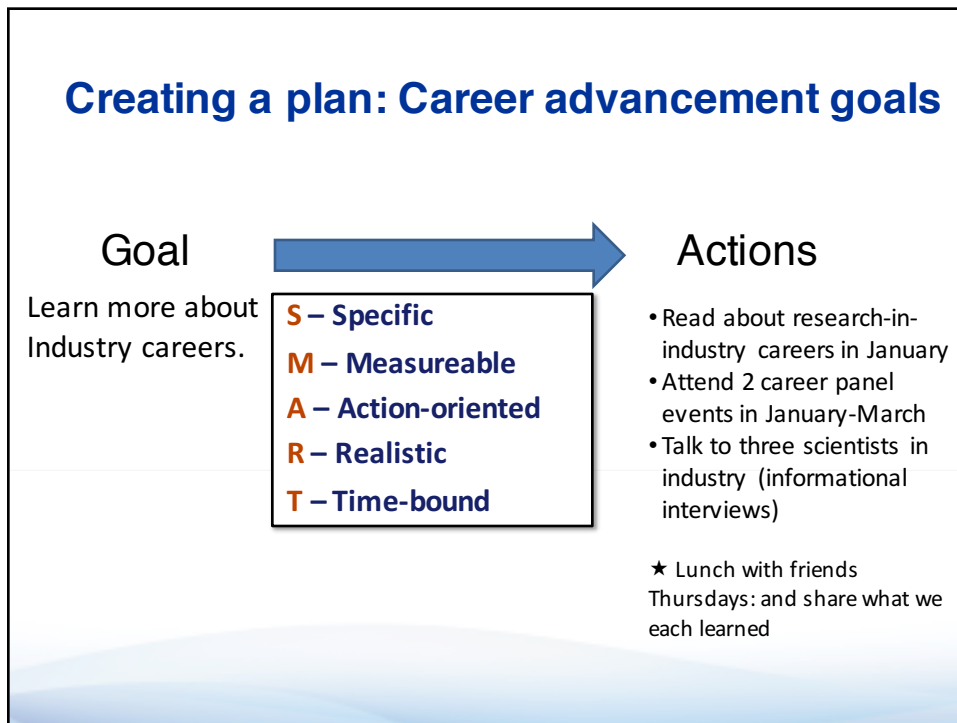
Creating a plan: Project goals



Creating a plan: Project goals



Creating a plan: Career advancement goals



Creating a plan: Skills development goals



myIDP
Science Careers

Set goals in myIDP

“Check-mark” your desired skills area

Skills Development Goals

Quick Tips | My Skills to Improve | My SMART Goals

Choose the skills areas that you want to work on improving this year. We recommend choosing 2-5 skills areas on this page.

Scientific Knowledge

Improve	Skill Area	Your Score
<input checked="" type="checkbox"/>	Broad based knowledge of science	2
<input type="checkbox"/>	Deep knowledge of my specific research area	n/a
<input type="checkbox"/>	Critical evaluation of scientific literature	4

Research Skills

Improve	Skill Area	Your Score
<input type="checkbox"/>	Technical skills related to my specific research area	3
<input type="checkbox"/>	Experimental design	n/a
<input checked="" type="checkbox"/>	Statistical analysis	2
<input type="checkbox"/>	Interpretation of data	4
<input type="checkbox"/>	Creativity/innovative thinking	4
<input type="checkbox"/>	Navigating the peer review process	3

Communication

Improve	Skill Area	Your Score
<input type="checkbox"/>	Basic writing and editing	5
<input checked="" type="checkbox"/>	Writing scientific publications	3

IDP DEVELOPMENT PLAN
Science Careers

Skills Development Goals

Quick Tips | My Skills to Improve | My SMART Goals

Edit SMART Goal

Select a skill to add a goal for

- Statistical analysis
- Writing scientific publications
- Broad based knowledge of science

SMART Goal:

Is this a recurring activity?

Start Date:

Target Completion Date:

How will you be accountable?

Is Complete?

Save

myIDP Science Careers

Outputs a printed, unique Individual Development Plan

Individual Development Plan for Bruce Jenkins

Personal Information
 Title: Graduate student
 Institution: UCSF
 Position start date: 9/8/2008
 Position end date: 12/30/2013
 Research project: The role of hydrogen bonding in enzyme catalysis
 IDP last modified: 3/3/2014

Career Plans Summary

Plan A
 Long Term Goal: Writer for a journal news section
 Short Term Goal: Science communication certificate (UC Santa Cruz), or freelance

Plan B
 Long Term Goal: Teaching at a community college
 Short Term Goal: more teaching experience

SMART Goal Summary
 Note: goals after 12 months from now are not shown.

December, 2013
 • Write a "results" section each Friday for the work I did. [weekly]

September, 2014
 • Read Science and Nature "highlights" sections, and choose 1 article to read more deeply [weekly]
 • Write first draft of paper
 • Attend science education conference

October, 2014
 • Read Science and Nature "highlights" sections, and choose 1 article to read more deeply [weekly]
 • Write first draft of paper
 • Prepare for Thesis Committee Meeting
 • Prep for and give journal club presentation

November, 2014
 • Write & submit abstract to ASBMB conference

December, 2014
 • Do informational interview with 3 more science writers

Career Advancement Goals

Name: Write an article for science column in graduate newsletter
 Frequency: monthly
 Start date: 5/7/2014
 End date: 7/2/2014
 Accountability: Tell editor of paper that I will be submitting articles monthly.
 Completed: No

Name: Convert my CV into a resume
 Frequency: monthly
 Start date: 1/7/2014
 End date: 1/8/2014
 Accountability: Show to spouse after updated.
 Completed: No

Name: Update my teaching-focused CV
 Frequency: monthly
 Start date: 3/1/2014
 End date: 3/15/2014
 Accountability: Will show updated CV to spouse.
 Completed: Yes

myIDP Science Careers

Receive monthly email reminder about your goals

Individual Development Plan Update

noreply@aaas.org
 To: Fuhrmann, Cynthia
 Monday, December 31, 2012 9:48 AM

Target completion date: 9/24/2012
 Accountability plan: Will tell PI I intend to start writing in June, and finish in September.

Smart Goal: Attend science education conference [update](#)
 Target completion date: 8/1/2012
 Accountability plan: n/a

Smart Goal: Prepare for Thesis Committee Meeting [update](#)
 Target completion date: 9/28/2012
 Accountability plan: Thesis committee meeting already scheduled.

Smart Goal: Prep for and give journal club presentation [update](#)
 Target completion date: 9/24/2012
 Accountability plan: Will have to present journal club (date already set)

Smart Goal: Write & submit abstract to ASBMB conference [update](#)
 Target completion date: 10/22/2012
 Accountability plan: Jeff and I are both applying; will check in with one another.

Smart Goal: Do informational interview with 3 more science writers [update](#)
 Target completion date: 12/20/2012
 Accountability plan: Take George to coffee to tell him about what I learned (he'll also be doing info interviews)

Completed a goal?
 Great! Click "update" next to the goal to check it off your list.

Need to re-evaluate your plan?
 Sometimes it is difficult to estimate an appropriate completion date for goals. Research—and life—can be unpredictable. Goal-setting is an iterative process, and sometimes requires adaptation. Or, perhaps you did not set a realistic timeframe; over time, you will learn how to set more realistic goals. To edit the completion date for a goal, click on the "update" link beside the goal to return to your Individual Development Plan. You can also add new goals to your plan.
 Keep up the good work!

This is an automated reminder sent to you based on the Individual Development Plan that you revised on 11/27/2012. To opt out of these emails, [click here](#). myIDP is hosted by ScienceCareers.org, an affiliation of AAAS/Science magazine.

Creating an IDP helps you identify where **mentors** might help

- Have reasonable expectations of mentors
 - No one mentor can know all
 - Personality styles
 - Time limitations
- Have a **team** of mentors, utilize the **strength** of each.

Agenda

- Consider your long-term career goals
- Refine your plan
- Create and share your IDP: poster session
 - Create your poster
 - Lunch (with panelists and guest speakers)
 - “Leaving the Ivory Tower” Panel
 - Poster session
- Bringing it all together

Make your IDP poster

- Start with big picture, career goal(s)
- Consider listing a plan A and B (optional)
- Consider including a future-focused career map, timeline or visual depiction of your career plan
- List the actions you will take this year
- Include how mentors will help you
- Anything else – be creative!

Up next:

1:30 p.m. “Leaving the Ivory Towers” Panel

2:30 p.m. Poster session

Scientists at Eli Lilly:

Claudia Salinas, Epidemiologist

Beverly Falcon, Research Scientist

Brian Teske, Scientific Communications

Ricardo Martinez, Sr Research Advisor

Common reactions...

- This is clarifying!
- It is a relief to have a roadmap.
- This is daunting!
- How can I get all this done?!?

Expect to revise your plan.
Make it a deliberate decision.

Creating an IDP helps you identify where **mentors** might help

- Have a scheduled “big-picture” meeting periodically
- Purpose of meeting:
 - What are my strengths? Areas where I could grow?
 - I plan to complete this project on this timeline.
 - Can you help me develop this skill?
 - Can you introduce me to scientists in ___ field?

IDP/career planning resources

myIDP.sciencecareers.org



[myIDP Articles Special Collection](#)

ChemIDP.acs.org

A screenshot of the ChemIDP website interface. The header includes the ChemIDP logo and navigation tabs: ASSESS YOURSELF, STRENGTHEN YOUR SKILLS, SET GOALS, and EXPLORE CAREERS (which is highlighted). The main content area is titled "EXPLORE CAREERS" and features a sidebar with "JOB SECTOR" options (INDUSTRY, GOVERNMENT, ACADEMIA, NON-PROFIT, ENTREPRENEURSHIP) and "ROLES AND RESPONSIBILITIES" (Analyzing, Assuring Quality, Conducting Applied Research and Development, Conducting Basic Research, Developing Procedures and Policies, Disseminating Information, Educating and Training). The main content area displays "Consulting" under "Entrepreneurship > General" and "High School Chemistry Teacher" under "Academia > High School".

IDP/career planning resources

career.ucsf.edu – Academic Career Readiness Assessment

UCSF Office of Career & Professional Development
Student Success Plans

Academic Career Readiness Assessment (ACRA) Framework
For Upcoming Professors

To be competitive for a tenure track assistant professor position, applicants should be able to demonstrate the following competencies:

SKILL	Level 1	Level 2	Level 3	Level 4
Collaboration	Has participated in pre-tenure collaborative projects	Has led collaborative projects	Has initiated collaborative projects	Has ongoing collaborative projects that could be leveraged to the new institution
Collegiality	Asks basic questions about other faculty's work	Shows genuine interest in other faculty's work	Interacts well with the rest of the faculty	Shows potential for developing successful collaborations with other faculty in the institution
Commitment to Equity and Diversity	Shows a personal and authentic understanding of issues related to diversity and equity	Uses strategies to support diversity and equity in class or lab	Actively contributed to increase social justice and equity in or out of institution	Uses an evidence-based approach to increase equity gaps in class
Fellowships & Grants	Has written portions of proposals funded by large agencies	Has obtained small grants or fellowships	Has obtained a conditional postdoctoral award	is PI or co-PI on a grant
Fit w/ Institutional Mission	Demonstrates willingness to be mentored and develop professionally	Shows understanding of institution's needs (student population, research mission)	Shows strong interest in meeting the needs of the institution and its student population	Shows evidence that meets the needs of the institution and its student population
Mentoring	Expresses openness for mentoring students in a research setting	Has some experience mentoring students or trainees	Has extensive experience mentoring students or trainees	Has extensive mentoring experience and is reflective about experiences used.
Network, Professional connections	Search committee members review the mentor's advisor	Search committee member heard advisor talk about candidate's research	Search committee member has heard the candidate speak (at a conference)	Someone on the search committee knows the candidate directly
Pedigree (Reputation/ Training/ Education)	Has completed undergraduate degree at a prestigious institution	Has completed graduate/professional training at a prestigious institution	Has completed postdoctoral training at a prestigious institution	PI in postdoctoral lab has a strong reputation
Oral Communication (Presentation)	Can present science clearly to non-scientist colleagues (for example, for example in research team)	Can present science clearly to colleagues from diverse field (at conferences)	Can present science clearly to colleagues from many different sub-disciplines (e.g., geologists)	Can present science clearly to non-assessors

SKILL	Level 1	Level 2	Level 3	Level 4
Publications, Scholarship	Can read, evaluate and integrate scientific literature	Has produced low-impact secondary author papers	Has produced 1st author papers regularly throughout career	Has produced high-impact, 1st author papers
Recommendations	Recommended by a faculty member	Recommended by past or current advisor	Recommended by faculty member who has worked closely with candidate	Very high recommendation by faculty member who has worked closely with candidate
Research Feasibility	Research program is sufficiently ambitious and reasonable	Research program is tailored to resource constraints of the institution	Research program is resource-aware of the resource constraints and student population with students	Research program is resource-aware of the resource constraints and student population with students
Research w/ Undergraduates	Has published data collected with the research system (but not yet done with undergraduates)	Has collected preliminary data with undergraduate mentees	Has presented posters of conferences with undergraduate mentees	Has submitted data with undergraduate mentees
Research Independence	Has developed and implemented PI's research project	Has developed an independent research project (but does not "own" it)	Has developed and implemented an independent research project	"Owens" an independent research project and shows ability to develop further an activity
Research Vision	Demonstrates deep knowledge of field	Has developed original, impactful research ideas	Has developed a program vision for own research	Has extensive experience teaching courses to entire student population
Teaching Experience	Demonstrates teaching potential	Has taught courses with some responsibility	Has been responsible for teaching a full course to entire student population	Has extensive experience teaching courses to entire student population
Teaching Philosophy	Shows passion for teaching	Reflective about effectiveness of approaches used for the student population	Uses validated pedagogical approaches grounded in the literature	Collects data on student learning and uses an iterative process to improve curriculum
Written Communication (Research Statement)	Demonstrates that research topic is exciting and significant	Provides a detailed description of experiments	Includes a logical flow of experimental plan	Presents research plan in an engaging way

Target skill level by type of institution:
 ▲ Teaching-Only Institution (Associate, Undergraduate Only)
 ▲ Research-Intensive Institution (Research-Intensive, Research-Intensive and Medical Professional)
 ■ Research-Focused Teaching Institution

Significance of skill in hiring decision:
 ● High significance
 ○ Medium significance

As you progress...

- Make time for your professional development
- Consider your **long-term career options**
 - What skills, experience, knowledge, network will you need?
- Create a plan; assess your progress; **expect to revise**
- **Advocate** for yourself:
 - Watch for lucky opportunities
 - Identify and engage multiple mentors

Planning via an IDP will help you...

- Consider the big picture
 - Be proactive earlier
 - Focus their efforts
 - Seek help from mentors
 - Clarify expectations
 - Minimize conflicts
 - Maximize productivity
- ... for research *and* career development