PFFP Individual Development Plan

A fundamental mission of Preparing Future Faculty and Professionals is to provide a trajectory for your pursuits after graduate school. The Independent Development Plan (IDP) is an important tool in this mission.

The IDP is designed to help you identify potential career pathways, assess your strengths and opportunities for development in light of those pathways, generate appropriate goals and identify resources for attaining those goals.

The Individual Development Plan is both a process and a product: by engaging in developing an IDP you will plan and create a plan. To this end, detailed below you will find the recommended steps for planning as well as a template for constructing a plan.

The basic process for development planning includes:

- Defining your career goals.
- Identifying necessary skills and knowledge.
- Assessing your skills and knowledge.
- Developing professional development objectives.
- Tracking your development and set new goals.

Ideally, you will revisit and update your plan throughout your graduate career to reflect the ways in which your experiences and growth inform your planning and lead to modifications to your plan.

Recognizing that IDP is an ongoing process and a living document, near the end of your participation in PFFP you will be required to reflect on your initial IDP, describing the milestones in your development, and the ways in which you modified your plan during the program.

Following you will find two tools for developing your IDP:

- Instructions & Resources
- An IDP Template
Part 1: IDP Planning Steps

You may find it helpful to review the IDP Template in Part 2 of this document and then returning to these planning steps, and to reference the template while completing the planning steps. Also consider availing yourself of the resources and services of the Career Services Center, including schedule an appointment with a counselor. It is well positioned to help you identify both career aspirations and career milestones, connect you with additional resources, and help you maximize the use of those listed below. Career counselors can serve as an impartial sounding board, listening and reflecting to help you better refine your goals and trajectory.

Identify Your Career Aspirations (Long-term Goals)

What do you want to be when you grow up? Imagine what you want to be doing and where you want to be 10-15 years from now. At this point you may have focused in on a particular career path or may envision several potential career trajectories. It is difficult to plan a trip without a destination in mind. Since many people have more than one career in their lifetime…and many embark on a career path that takes unexpected turns…even if you have one particular career goal in mind, identify 2-3 other potentially acceptable alternatives.

You may find it useful to schedule an appointment with a Career Services Center counselor - http://www.mu.edu/csc/aboutus/officehours.shtml#appointment and/or examine the following resources:

- http://www.marquette.edu/csc/undergraduate/careerassessment.shtml - these are assessments available via the Career Services Center
- http://www.grad.umn.edu/resources
- http://www.iseek.org/careers/clusterSurvey
- http://adults.wicareerpathways.org/

Identify Career Milestones Implicated in Your Aspirations (Intermediary Goals)

We don’t reach long-term goals without reaching intermediary goals along the way. Take 1-2 of the long-term aspirational career goals you identified and map out 2-4 intermediary goals. For instance, if your career aspiration is a tenured faculty position, you must first obtain a tenure-track junior faculty position and then meet the requirements for tenure, or if your career aspiration is to supervise your own lab, you will likely need to first obtain a position in a lab and then subsequent positions with additional responsibility.

You may find it useful to schedule an appointment with a Career Services Center counselor - http://www.mu.edu/csc/aboutus/officehours.shtml#appointment and/or examine the following resources:

Conduct an informational interview, a great way to gather information about careers because it also functions as a form of networking at the same time - http://www.marquette.edu/csc/undergraduate/informationalinterview.shtml
Explore related positions on LinkedIn, a great resource for researching career paths, particularly in industry - [www.linkedin.com](http://www.linkedin.com)

- [http://onetonline.org](http://onetonline.org)
- [http://mynextmove.org](http://mynextmove.org)
- [http://myskillsmyfuture.org](http://myskillsmyfuture.org)
- [http://insidejobs.com](http://insidejobs.com)
- [http://roadtripnation.com](http://roadtripnation.com)
- [http://bls.gov/oco](http://bls.gov/oco)
- [http://careeronestop.org](http://careeronestop.org)
- [http://careercornerstone.org](http://careercornerstone.org)
- [http://careers.uw.edu/](http://careers.uw.edu/)
- [https://www.higheredjobs.com/](https://www.higheredjobs.com/)
- [https://www.usajobs.gov/](https://www.usajobs.gov/)
- [http://www.idealist.org/](http://www.idealist.org/)

Log into MU Career Manager [https://www.mu.edu/career-manager/](https://www.mu.edu/career-manager/) to access the Marquette subscription of Going Global

**Identify Requisite Skills and Knowledge**

Take 2-3 of the intermediary goals you identified (this might be a couple successive intermediary goals on the same career path or initial intermediary goals on a couple potential career paths), and list the requisite skills and knowledge for obtaining that goal. For instance, if your career aspiration is a tenured faculty position, you may identify the skills and knowledge necessary to obtain a tenure-track junior faculty position and also the skills and knowledge associated with requirements for tenure. Alternatively, you may envision yourself running a non-profit or as a policy wonk in a government agency, and identify the skills and knowledge associated with the intermediary goals for those aspirations.

You may find it useful to examine the following resources:

- National Postdoc Association Core Competencies - [http://www.nationalpostdoc.org/?SixCoreComps#i](http://www.nationalpostdoc.org/?SixCoreComps#i)
- O’Net Occupation Search

**Conduct Self-Assessment**

It is helpful to appropriately assess where you are now in order to determine a course for reaching your destination. Because we are so closely affiliated with our own “now,” self-assessment is sometimes undervalued. You’ve already engaged in significant personal and professional development on your way to graduate school. Applying a formal lens to assess the skills and knowledge you have already developed can be informative.

Complete at least four of the following self-assessments:
General Self Assessments

- https://www.grad.umn.edu/current-students-academic-professional-development-building-your-plan/idpstep1
- http://grad.msu.edu/careerservices/docs/selfassessment.pdf

Leadership Self Assessments

- http://www.psychometricstest.org.uk/leadership-test/

Professional Skills Self Assessments

- http://www.kent.ac.uk/careers/sk/skilltest.html
- http://www.psychometricstest.org.uk/interpersonal-skills-test/ (be sure to scroll down through all items)
- http://duluth.umn.edu/careers/inventories/skills_test_intro.html
- the self-assessment at http://myidp.sciencecareers.org/ (free registration required)

Teaching Skills Self Assessments


Identify Opportunities for Growth

Reflect on the self-assessments you completed, your interests, your knowledge of self and the skills and knowledge required to attain your intermediary goals and identify opportunities for growth in each of the following areas:

- Teaching
- Research and Scholarship
- Service and Mission
- Professional Skills
Career Development Skills
Leadership Skills

Develop Objectives Based on Those Opportunities
Select 2-4 areas for potential growth in each of the areas and listed and develop 2-4 objectives for each. Each objective should be written so it is measureable, attainable and time-bound. As you consider your areas for growth and the derive objective informed by them, consider:

- What do you want to accomplish?
- Why do you want to accomplish it? In what ways does it move you toward your goal(s)?
- How long do you think it will take to accomplish it?
- How will you know when you’ve accomplished it?
- Is it a reasonable to pursue now or should it be pursued at a later time?

Identify PFFP Resources for Reaching Your Objectives
In light of the objectives you’ve specified, identify PFFP opportunities, events or resources that you think may help you achieve those objectives. Based on your review of the components of the PFFP program, select a PFFP Track and any elective components associated with that track. You are welcome to change your track and elective concentrations as you progress through the program, but identifying an initial track and elective concentrations at this point will guide your initial participation.

Share Your Initial IDP with Your Advisor and/or Mentor and Update Accordingly
The IDP is also a communication tool. The final step in this part of the planning process/product is to review your IDP with your mentor and/or advisor. Although you will not be required to submit changes to and progress on your IDP until the IDP Reflection as you near the end of your PFFP participation, you are strongly encouraged to view the IDP as a living document that you will modify and update as you move through your graduate studies and the PFFP program.
Part 2: PFFP IDP Template

Use this template to develop your PFFP individual development plan, then submit your plan in the space provided in PFFP D2L site to which members have access.

Name ________________________________________________________________

Program _____________________________ Degree ________________________

Advisor ______________________________ Mentor _________________________

Career Aspirations/Long-term Goals

List 2-4 aspirational goals (i.e. tenured faculty at a graduate-degree granting university, a teaching position at a community college or 4-year institution, a research position in a lab, an executive position in a firm, a self-employed contractor specializing in...).

1. __________________________________________________________________________________

_____________________________________________________________________________________

2. __________________________________________________________________________________

_____________________________________________________________________________________

3. __________________________________________________________________________________

_____________________________________________________________________________________

4. __________________________________________________________________________________

_____________________________________________________________________________________
Intermediary Goals

Select 1-2 of your long-term goals and list 2-4 steps or milestones on the way to achieving it/them.

Goal 1
A. __________________________________________________________________________________

_____________________________________________________________________________________

B. ___________________________________________________________________________________

_____________________________________________________________________________________

C. ___________________________________________________________________________________

_____________________________________________________________________________________

D. ___________________________________________________________________________________

_____________________________________________________________________________________

Goal 2
A. __________________________________________________________________________________

_____________________________________________________________________________________
**Opportunities for Growth**

Select 2-3 of your intermediary goals and, based on your analysis of the skills implicated in reaching those goals and your self-assessments, list opportunities for growth. Identify the PFFP concentrations to which those growth opportunities are related.

<table>
<thead>
<tr>
<th>Intermediary Goal</th>
<th>Required Skills</th>
<th>PFFP Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Intermediary Goal

<table>
<thead>
<tr>
<th>Required Skills</th>
<th>PFFP Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Develop PFFP Objectives

An effective objective clearly articulates the targeted outcome and is accompanied by strategies, a timeline and resources for achieving that outcome. Review your opportunities for growth and develop objectives with related strategies, timeframes and PFFP resources by PFFP concentration.

Example

<table>
<thead>
<tr>
<th>PFFP Objective</th>
<th>Strategy</th>
<th>Timeframe</th>
<th>PFFP Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop ethical research competencies to obtain research assistantship</td>
<td>Complete Responsible Conduct of Research (RCR) Education</td>
<td>Spring 2018</td>
<td>RCR Training Course</td>
</tr>
</tbody>
</table>

Teaching

<table>
<thead>
<tr>
<th>PFFP Objective</th>
<th>Strategy</th>
<th>Timeframe</th>
<th>PFFP Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Scholarship

<table>
<thead>
<tr>
<th>PFFP Objective</th>
<th>Strategy</th>
<th>Timeframe</th>
<th>PFFP Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Service/Mission

<table>
<thead>
<tr>
<th>PFFP Objective</th>
<th>Strategy</th>
<th>Timeframe</th>
<th>PFFP Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Leadership

<table>
<thead>
<tr>
<th>PFFP Objective</th>
<th>Strategy</th>
<th>Timeframe</th>
<th>PFFP Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Professional Skills Development

<table>
<thead>
<tr>
<th>PFFP Objective</th>
<th>Strategy</th>
<th>Timeframe</th>
<th>PFFP Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Career Development

<table>
<thead>
<tr>
<th>PFFP Objective</th>
<th>Strategy</th>
<th>Timeframe</th>
<th>PFFP Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Articulate Additional Objectives

Although this Individual Development Plan is designed to guide you toward deriving PFFP learning experiences and opportunities that best meet your needs, you may find it useful to identify outcomes to potentially pursue outside the scope of PFFP...outcomes you might like to discuss with your mentor and seek resources to meet.

<table>
<thead>
<tr>
<th>PFFP Objective</th>
<th>Strategy</th>
<th>Timeframe</th>
<th>PFFP Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ver. 8-29-16
Identify PFFP Track and Concentrations

Track ________________________________ (Faculty, Versatile PhD, or Professional)

Concentrations (including required)

- ______________________________________
- ______________________________________
- ______________________________________
- ______________________________________

Selected from:

<table>
<thead>
<tr>
<th>Faculty Track</th>
<th>Versatile PhD Track</th>
<th>Professional Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Faculty Track is designed for those intending to pursue traditional faculty positions. Concentrations:</td>
<td>The Versatile PhD Track is designed for doctoral students intending to pursue non-traditional academic careers (advising, advancement, administration, etc.). Concentrations:</td>
<td>The Professional Track is designed for those intending careers in the professions or industry. Required – Professional Development</td>
</tr>
<tr>
<td>• Required – Teaching</td>
<td>• Required – Career Development</td>
<td>• Required – Career Development</td>
</tr>
<tr>
<td>• Required – Scholarship</td>
<td>• Required – Service &amp; Mission</td>
<td>• Required – Professional Development</td>
</tr>
<tr>
<td>• Required – Service &amp; Mission</td>
<td>• elective – Teaching, Scholarship, Leadership, or Professional Development</td>
<td>• Required – Service &amp; Mission</td>
</tr>
<tr>
<td>• Elective – Leadership, Professional Development, or Career Development</td>
<td>• Elective – Teaching, Scholarship, Leadership, or Professional Development</td>
<td>• Elective – Teaching, Scholarship, Leadership, or Professional Development</td>
</tr>
<tr>
<td></td>
<td>• Elective – Teaching, Scholarship, Leadership, or Professional Development</td>
<td></td>
</tr>
</tbody>
</table>
Mentor/Advisor Feedback

Provide a narrative of the feedback and guidance provided by your mentor about your initial Individual Development Plan.

_____________________________________________________________________________________

_____________________________________________________________________________________
READ THIS - http://www.grad.umn.edu/workshops-resources/gradguide

http://www.unl.edu/gradstudies/current/development/idp

http://caffe.grd.msu.edu/Portals/0/Documents/CAFFE%20gradstudent%20080414.pdf

http://globalhealth.washington.edu/sites/default/files/Pathobio%20Individual%20Development%20Plan%207.20.15_0.pdf

Examples

*** https://myidp.sciencecareers.org/UserInfo/Edit spottyca@iwon.com sporto
http://research.unc.edu/files/2013/06/PostdocIndividualDevelopmentPlan.pdf