

# Individual Development Plan (IDP) Prompts for Trainees and Mentors

| IDP Phase  | Questions trainees should be considering   | Questions for mentors to ask during an effective IDP conversation |
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| <b>1. Assessment<br/>(trainee)</b>                             | <p><b>Accomplishments:</b></p> <ul style="list-style-type: none"> <li>• What achievements am I proud of, since my last IDP discussion?</li> <li>• What goals did I set in my last IDP and which ones did I reach or not reach?</li> <li>• What barriers did I experience to reaching the unmet goals? Do I anticipate those will continue? What new barriers are on the horizon?</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• What <b>tasks</b> am I good at doing in my research and outside of research?</li> <li>• What <b>tasks</b> am I not good at doing?</li> <li>• What skills do I need to improve in order to achieve my next career step?</li> </ul> <p><b>Interests:</b></p> <ul style="list-style-type: none"> <li>• What <b>tasks</b> do I enjoy performing inside and outside of lab?</li> <li>• What <b>tasks</b> do I dislike performing?</li> <li>• What tasks do I want to do more of and less of in my next career step?</li> </ul> <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• What intrinsic and extrinsic rewards and outcomes do I want from my work? How might those change in the future?</li> <li>• What rewards and outcomes do I want from my future career?</li> </ul> |   |
| <b>2. Career and Professional Considerations<br/>(trainee)</b> | <ul style="list-style-type: none"> <li>• Do I have a clear and informed intended outcome for my post-training career outcome? (<i>That is, what do I want my next job to be?</i>)</li> <li>• Reflect on Assessment phase responses: How do my responses in the Assessment phase impact preparedness for my next career step?</li> <li>• What transitional experience must I gain to achieve that next career step? If no, what do I need to do to decide on my intended outcome?</li> <li>• If I can't answer the above questions confidently, what can I do gain confidence?</li> </ul>   |   |

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| <b>3. Goal Setting (trainee)</b> | <b>SMART goals, mapped to a timeline</b> <ul style="list-style-type: none"><li>• During this IDP period, what major milestones must I reach, for my research and academic progress?</li><li>• During this IDP period, what will I do to move my career professional development plans forward?</li><li>• During this IDP period, what skills do I need to build for my current efforts at UCSF?</li><li>• What skills do I need to build for my future career?</li></ul> |  |
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| <p><b>4. Implementation (trainee and mentors)</b></p> | <ul style="list-style-type: none"> <li>• Trainee attends meeting with mentor(s)</li> <li>• Discuss and revise written goals and timing with input from mentor(s)</li> <li>• Work with mentors to achieve goals and steps on time</li> <li>• Repeat steps 1-4 periodically</li> </ul> | <p><b><u>Before the IDP meeting</u></b><br/> Please send me your written IDP summary in advance of our meeting.</p> <ul style="list-style-type: none"> <li>• Trainee’s supervisor may want to request only written responses to “Achievements” (Phase 1) and “Goals” (Phase 3).</li> </ul> <p><b><u>Prompts to organize the IDP meeting</u></b><br/> –What did you say you were going to do in your last IDP?<br/> –What did you actually do? What barriers did you experience and how can I help you overcome them?<br/> –What are you going to do in lab in the next year?<br/> –Where are you headed when you finish and do you feel prepared?<br/> –What are you going to do this year to get there, is that reasonable, and how can I help you?</p> <p><b><u>Coach the trainee on their written goals</u></b><br/> <b>Not specific enough goals</b><br/> –This goal seems unclear, too big picture. If you break it down into a <i>sequence of steps</i>, what would that look like? Get back to me after you revise your IDP to include those steps.</p> <p><b>Timing of goal is too ambitious</b><br/> –I’m concerned that this particular goal seems overly ambitious given the other things you want to accomplish during that same month. Is it really important all of those things during that month?</p> <p><b>The activity described doesn’t serve a necessary purpose</b><br/> –How will that professional development goal you’ve set contribute to your desired post-training job goals? (<i>What you would <b>not</b> say is, “You don’t need to take that grant-writing course during Spring quarter if your goal is to become an intellectual property attorney”.</i>)</p> <p><b>(Negotiation conversation)</b><br/> <b>Trainees goals conflict with what you want the trainee to accomplish</b></p> |
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-As we've agreed before, data collection on your main project needs to be completed by end of next month. I need you to meet that deadline without fail. That's why I was surprised to learn that you've written that you want to improve your CRISPR skills and that the CRISPR course you want to take next month requires a 40 hour commitment.

- So I'm curious how will you be sure to balance those two commitments?
- What alternatives have you explored to that particular course at that particular time?