



University of California
San Francisco

Individual Development Plan for UCSF Faculty

Individual Development Plans (IDPs) provide a planning process that identifies both professional development needs and career objectives. Furthermore, IDPs can serve as tools to help facilitate communication between mentees and their mentors.

Goals

An IDP can be one component of a broader mentoring program and can help mentees identify:

- Long-term career options they wish to pursue and the necessary tools to meet these goals
- Short-term needs for improving current performance

Outline of the IDP Process

The development, implementation and revision of the IDP require a series of steps to be conducted by the mentee, and then discussed with his/her mentor. These steps are an interactive effort, and ideally both the mentee and his/her mentor will fully participate in the process.

Step 1	Conducting a Skills-assessment: Conduct an assessment of your strengths, weaknesses, and skills; then ask your mentor/colleague to review your skills assessment with you.
Step 2	Completing the IDP: State your career goals and write your Annual IDP
Step 3	Implementing your IDP: Set an appointment with your mentor. Discuss your IDP with your mentor; implement the steps in your IDP; periodically review progress with your mentor.

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CREATING AND EXECUTING YOUR ANNUAL INDIVIDUAL DEVELOPMENT PLAN (IDP)

STEP 1A: SKILLS ASSESSMENT

Assess your strengths, weaknesses and skills – Self-Evaluation

Evaluate your skills and abilities in the following areas where:

5 = Highly proficient
1 = Needs improvement

General Research Skills:						
	Designing program evaluations/studies	1	2	3	4	5
	Analytical skills	1	2	3	4	5
	Problem solving/troubleshooting	1	2	3	4	5
	Creativity/developing new research directions	1	2	3	4	5
Teaching Skills:						
	One-on-One Teaching	1	2	3	4	5
	Small Group Teaching	1	2	3	4	5
	Large Group Presentation	1	2	3	4	5
Professional Skills:						
	Grant writing skills	1	2	3	4	5
	Oral presentation skills	1	2	3	4	5
	Manuscript writing skills	1	2	3	4	5
	Mentoring skills	1	2	3	4	5
	Being a mentee	1	2	3	4	5
Leadership and Management Skills:						
	Leading and motivating others	1	2	3	4	5
	Budgeting	1	2	3	4	5
	Managing projects and time	1	2	3	4	5
	Organizational skills	1	2	3	4	5
Interpersonal Skills:						
	Getting along with others	1	2	3	4	5
	Communicating clearly in writing	1	2	3	4	5
	Communicating clearly in conversation	1	2	3	4	5
Critical Clinical Skills and Knowledge Areas:						
	Skill/knowledge area _____	1	2	3	4	5
	Skill/knowledge area _____	1	2	3	4	5
	Efficiency/speed in the clinic	1	2	3	4	5
	Case management, effective coordination of the healthcare team for individual patients	1	2	3	4	5

When you have completed this self-evaluation, share and discuss the items on the form above with your mentor.

STEP 1B: VALUES ASSESSMENT and PRIORITIZATION

Why are values relevant?

Values are the principles by which we live. Your values can help define the **environment** in which you are likely to function best, and the **conditions of a job that will keep you motivated**.

Rate **how important it is to you** that your future career path matches each of the following values, where:

1 = Unimportant

5 = Essential

Do not rate all a "5"! Try to be discriminating—which values truly are the *most important* to you?

RANK	VALUE	DESCRIPTION
	Help society:	Do something to contribute to the betterment of the world I live in.
	Help others:	Be involved in helping other people in a direct way either individually or in small groups.
	People contact:	Have a lot of day-to-day contact with people as a result of my work activities.
	Teamwork:	Work in collaboration with others or as part of a team.
	Affiliation:	Be recognized as a member of a respected organization.
	Friendships:	Develop close personal relationships with people as a result of my work activities; or have a job that allows time to maintain close friendships outside of work.
	Competition:	Engage in activities that pit (or rank) my abilities or achievements against the abilities or achievements of others.
	Make decisions:	Have power to decide courses of action, policies, etc.
	Work under pressure:	Work in situations where time pressure is prevalent and/or the quality of my work is judged critically by supervisors, customers or others.
	Power and authority:	Control the work activities of other people.
	Influence people:	Be in a position to change attitudes or opinions of other people.
	Work alone:	Work on or complete projects by myself, without any significant amount of contact with others.
	Knowledge:	Engage myself in the pursuit of knowledge, truth and understanding; intellectual stimulation.
	Intellectual or expert status:	Be regarded as a person of high intellectual prowess or as one who is an acknowledged expert in a given field.
	Creativity:	Create new ideas, programs, organizational structures or anything else not following a format previously developed by others.
	Aesthetics:	Be involved in studying, appreciating the beauty of things, ideas, etc. or in creating that beauty.
	Supervision:	Having a job in which I am directly responsible for the work done by others.
	Stability:	Have a work routine and job duties that are largely predictable and not likely to change over a long period of time.
	Change and variety:	Have work responsibilities which frequently change their content and setting; avoidance of routine.
	Precision work:	Work in a situation where there is very little tolerance for error.
	Security:	Be assured of keeping my job and a reasonable financial reward.
	Fast pace:	Work in circumstances where there is a high rate of activity and work must be done rapidly.
	Recognition:	Be recognized (by colleagues or patients or the public or superiors) for the quality of my work.
	Excitement:	Experience a high degree of (or frequent) excitement in the course of my work.
	Adventure:	Have work duties which involve risk-taking or trying new things; could be a position that allows a lot of travel.

	High earnings anticipated:	Monetary rewards will be such that I am able to purchase those things I consider essential as well as the luxuries of life that I wish to have.
	Profit-gain:	Have strong likelihood of <u>accumulating</u> large amount of money or other material gain.
	Independence:	Be able to determine the nature of my work without significant direction from others; not be required to do what others tell me to do.
	Moral fulfillment:	Feel that my work is contributing significantly to, or is in keeping with, a set of moral standards which I feel are very important.
	Location:	Find a place to live (town, area) which is conducive or accommodating to my lifestyle and affords me the opportunity to do things I enjoy most.
	Community involvement:	Live in a town or city where I can get involved in community affairs.
	Physical challenge:	Have a job that makes physical demands which I would find rewarding.
	Time freedom:	Have work responsibilities which I can work at according to my own time schedule; flexible work schedule or no particular work schedule.
	Status:	The position I have carries respect with my friends, or my family, or some community of people.
	Advancement:	A job that provides the opportunity to work hard and make rapid career advancement.
	Challenging problems:	The position does not have to be "essential to the survival of the human race" but it should provide challenging problems to solve and the avoidance of continual routine.
	Creative expression:	Opportunity to express in writing or verbally my ideas, reactions, and observations concerning my job and how I might improve it.
	Job tranquility:	To avoid pressure and the "rat race".
	Work/life balance:	A job that allows me to achieve balance between time spent at work and time spent doing other activities.
	Family friendly:	A job that allows me to balance family and work without threatening my promotion or advancement.
	Work on the frontiers of knowledge:	Do work in an environment that allows me to be at the cutting edge my field.
	Exercise competence:	An opportunity to involve myself in those areas in which I feel I have talents greater than the average person.
	Sense of community:	Work in an environment that provides a positive sense of professional community

What additional *rewards or outcomes* do you want to realize from your work, that may not be listed above?

Review your rankings. Below, write the work-related values that are ranked as "5's".

STEP 2: WRITE AN Annual Individual Development Plan THAT EVALUATES YOUR PROGRESS DURING THE PAST YEAR AND SETS GOALS FOR THE NEXT YEAR

In Step 1 above, you have assessed your skills. Now it is time to reflect on your progress toward your career goals and to outline how you should move forward during the coming year. Fill out the Annual IDP below.

Your IDP is a changing document, since needs and goals will almost certainly evolve over the year(s). The aim is to set clearly defined career goals. Then to help you reach those goals, your IDP will help you create an approach for building upon current strengths and skills over the next year while providing a plan for you to address areas where you need further development.

The specific objectives of an Annual IDP are to:

- ✦ Create an annual outline that will help you achieve your long-term career goals.
- ✦ Establish target dates for the completion of various training or skills improvement opportunities.
- ✦ Set goals and sub-goals for the next year, including a discussion of how you will spend your time.
- ✦ Define in detail the approach you plan to take in order to obtain the specific skills and strengths needed (e.g., courses, technical skills, teaching, supervision) along with an anticipated time frames for obtaining those skills and strengths.

Annual Individual Development Plan (IDP) for _____ (year)

Today's Date: _____
(Your name)

What is your current academic series? _____

What is your current academic title and rank? _____

Career and Professional Goals

What are your long-term career goals (3-8 years)?

What are your professional goals for the upcoming year?

What are some motivating factors for pursuing these particular long- and short-term goals?

Are there special circumstances or barriers that may make it more challenging to achieve your goals for the upcoming year?

What were your main goals for the past year?

Which of the above goals did you meet? If you did not meet a goal, why?

Time Management

By your best estimate, how did you allocate your time during the past year?

% of time spent on teaching, training or mentoring others _____

% of time spent on research and/or creative work _____

% of time spent on patient care _____

% of time spent on administration and other duties _____

Total % of time _____

How, if at all, will you change this time distribution in the coming year?

Development of General Research Skills

What further research-related skills do you need to acquire to be successful in this step of your career and in the next step? What will you do during the next year to improve in this area?

Development of Teaching Skills

What further teaching skills do you need to acquire to be successful in this step of your career and in the next step? What will you do during the next year to improve in this area?

Development of Professional Skills

What further development do you need in the areas of grant writing, oral presentation of your work, manuscript writing, mentoring, or being a better mentee? What will you do during the next year to improve in these areas?

Development of Leadership and Management Skills

What further development do you need in the areas of leadership, budgeting, time management, project management and organization? What will you do during the next year to improve in these areas?

Development of Interpersonal Skills

What further development do you need in this area? What will you do during the next year to improve in this area?

Development of Your CV and Educator's Portfolio

Update your CV and your Educator's Portfolio. Attach the updated documents to this IDP.

Final Goal Setting and Prioritizing

Overall, what goals will receive your top priority for the coming year? Create a monthly timeline for fulfilling these goals and attach it to this IDP.

STEP 3: IMPLEMENT YOUR PLAN

Writing out your IDP is just the beginning of the career development process and serves as the road map. Now it's time to take action!

- ✦ Put your plan into action. File it someplace easy to find and read it over regularly to check your progress.
- ✦ Remember that each major professional goal that you write for the upcoming year should be broken down into its smaller, accomplishable sub-goals, steps or “deliverables”, with specific dates for completion for each of those sub-goals. These smaller sub-goals should ultimately lead to accomplishment of the final goal. For example:

Major goal: Submit a paper for publication. Completion date - March

Sub-goal #1: Complete data analysis, figures and outline. Completion date - previous October

Sub-goal #2: Complete the Introduction section. Completion date - previous November

Sub-goal #3: Complete the Discussion section. Completion date - previous December

- ✦ Revise and modify the plan as necessary. The plan is not cast in concrete; it will need to be modified as circumstances and goals change. The challenge of implementation is to remain flexible and open to change.
- ✦ Plan to set an annual (or more frequently if appropriate) meeting with your mentor to review and discuss your IDP. Be sure to prepare a written outline for this discussion. For example, create a prioritized list of the most important items you wish to discuss.
- ✦ Revise your IDP on the basis of these discussions.