What will you do with your PhD? Could implementing an IDP help you decide?

What is an IDP anyway?

Wednesday, Feb. 10, 2016
10:30am, 1022 Life Sciences

Note the time change - coffee and pastries will be provided

The Individual Development Plan (IDP) is designed to help students achieve their career goals as part of the US biomedical workforce. It includes sections on self-assessment and goal setting. NIH has encouraged institutions to develop and implement Individual Development Plans for graduate students supported by NIH awards and requires them for students on Training Grants. BMCDB will begin to implement IDPs in the coming year and they will be turned in with the student’s annual progress report.

I will provide a brief overview of the IDP process and some sources for more information. BMCDB students that have already done IDPs will be on hand to provide their perspective. Please RSVP to this email so that we know how much coffee to order.

Hope to see you there,
Lesilee Rose

The BMCDB IDP form and other information will be posted on the BMCDB Career and Professional Developmental section of our webpage.

(http://bmcdb.ucdavis.edu/career-and-professional-development/index.html)

We will have more career seminars in the spring.
Suggestions for topics are always welcome.
Facilitating Career Development through Individual Development Plans

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Clifford Slides courtesy of Jim Trimmer and the MCB T32 Training Program
Thesis

Career development is an intrinsic component of the training process.

Corollary

Individual development plans are a foundational tool to guide training and career planning.
Two Types of Plans

- Research Plans
- Career Plans
Two Types of Plans

Research Plans
Career Planning Works

- Thinking about goals motivates people to pursue them.
- Developing specific rather than general goals helps people to achieve them.
- Developing and implementing strategies to pursue career goals leads to:
  - Higher salaries
  - Promotions
  - More responsibility
  - Greater satisfaction
Individual Development Plan

1. Self-assessment
   Consider your skills, interests, and values.

2. Career exploration
   Learn about career options for PhD scientists, and compare your skills and interests to each option.

3. Set goals
   Make a concrete plan for how to improve your skills, build your network, and prepare for your desired career path.

4. Implement plan
   Recruit mentors to help with various parts of your plan.
Core Competencies
(www.nationalpostdoc.org)

- Scientific Knowledge
- Research Skills
- Communication Skills
- Professionalism
- Leadership and Management
- Responsible Conduct of Research
Career Satisfaction

SKILLS
INTERESTS
VALUES
Go to http://bmcdb.ucdavis.edu/career-and-professional-development/index.html for the BMCDB IDP

Individual Development Plan for BMCDB Graduate Group Students

This Individual Development Plan (IDP) is based on the NIHT32 IDP and is designed to help students achieve their career goals as part of the US biomedical workforce. NIH has encouraged institutions to develop and implement Individual Development Plans for graduate students supported by NIH awards (http://grants.nih.gov/grants/guide/notice-files/NOT-OD-13-093.html). Although this is not yet a requirement of the BMCDB program, we strongly encourage you to complete an IDP and follow this timeline:

• Fill out the Self-assessment (Step 1, part 1) and have your Thesis Adviser/Mentor assess you on a separate blank copy of the form provided (Step 1, part 2) so that you are independently making the assessment. Fill out the rest of the IDP (Step 2: Setting goals, Step 3: Past year’s progress) as appropriate.

• Discuss your plan with your mentor(s): Plan an annual (or more frequently if appropriate) meeting with your mentor to review and discuss your IDP. Ideally students will discuss the document with their Thesis Adviser before your annual Progress Report/Dissertation Report Meeting. Compare the assessment of skills made by you and your mentor, discuss goals, and modify as necessary.

• Turn in a copy of IDP to your Academic Adviser when you turn in your Progress/Dissertation Report.

• Put your plan into action: Read it over regularly (monthly, semi-annual, annual basis) to check your progress.
Student Feedback on IDPs

-Students that came to the session or responded by email felt that overall the IDPs are very useful.

-It can be a bit intimidating at first to try to assess yourself, and the form is long, but it gets easier.

-Start early in your grad school career- you are not supposed to be proficient in all the categories at the beginning, but it is good to think about these things before you are a fifth year.

-Doing the IDP can help with planning your research goals within the lab (e.g. completing a manuscript), as well as thinking about next steps in your career.

-The IDP helps keep the line of communication open with the thesis adviser; it can make it easier for both the adviser and student to bring up trouble areas.
Go to

http://myidp.sciencecareers.org/

for more information and an interactive IDP that has you assess both skills and interests to give you an idea of "fit" for various career options. This is not necessarily to find the best job for you, but rather the process and output makes you think about your own interests and goals and exposes you to the diversity of career options in academia, industry and beyond.
Consider Career Fit

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

**Click on the percentages in the right-hand columns** to see how your skills and interests compare to the skills and activities most important to each career path category (as rated by professional career advisors). Return to the Quick Tips to learn about how these match scores were calculated. NOTE: Do not feel that these results limit your career options. You may be able to improve key skills to allow success in any career path.

Click **anywhere in the "Values" column** for a list of questions to help you think about how your values may fit into each path. Keep these questions in mind as you learn more about each career path in later sections of the module.

<table>
<thead>
<tr>
<th>Career Path</th>
<th>Skills Match</th>
<th>Interests Match</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research: staff in a research-intensive institution:</strong>&lt;br&gt;Staff scientist or researcher in academia or government, lab manager, director of a multi-user research facility in an academic institution</td>
<td>77%</td>
<td>81%</td>
<td></td>
</tr>
<tr>
<td><strong>Combined research and teaching careers:</strong>&lt;br&gt;Faculty at a liberal arts college or university whose job includes both research and major teaching responsibilities</td>
<td>76%</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td><strong>Research in industry:</strong>&lt;br&gt;Discovery or preclinical researcher; manager of a research team or facility</td>
<td>74%</td>
<td>78%</td>
<td></td>
</tr>
</tbody>
</table>

Consider Your Values!