



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 1: 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

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

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, which begins on page 4.

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)

(Your name)

Today's Date: _____

What is your current academic series? _____

What is your current academic title and rank? _____

Career and Professional Goals

What are your professional goals for the upcoming year?

What are your long-term career goals (3-5 years)?

What are some motivating factors for pursuing these particular 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.