
Individual Development Plan

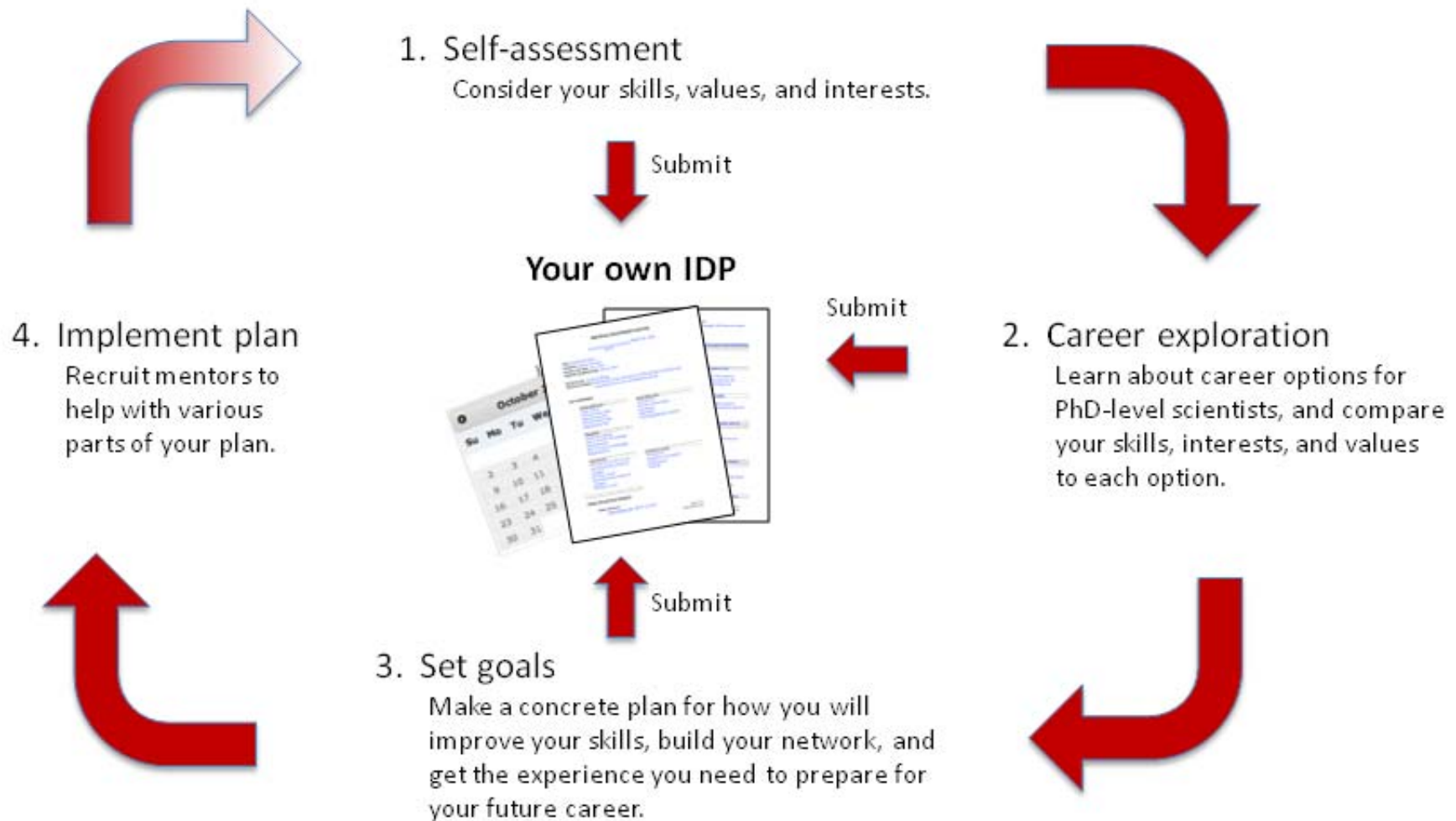


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What is the MY IDP?

- **MY IDP is a structured planning tool designed for Ph.D's to:**
 - Identify long term career goals that fit with their unique skills, interests, and values
 - Make plan for improving their skills
 - Set goals for the coming year to improve efficiency and productivity
 - Structure productive conversations with their mentor(s) about career plans and development

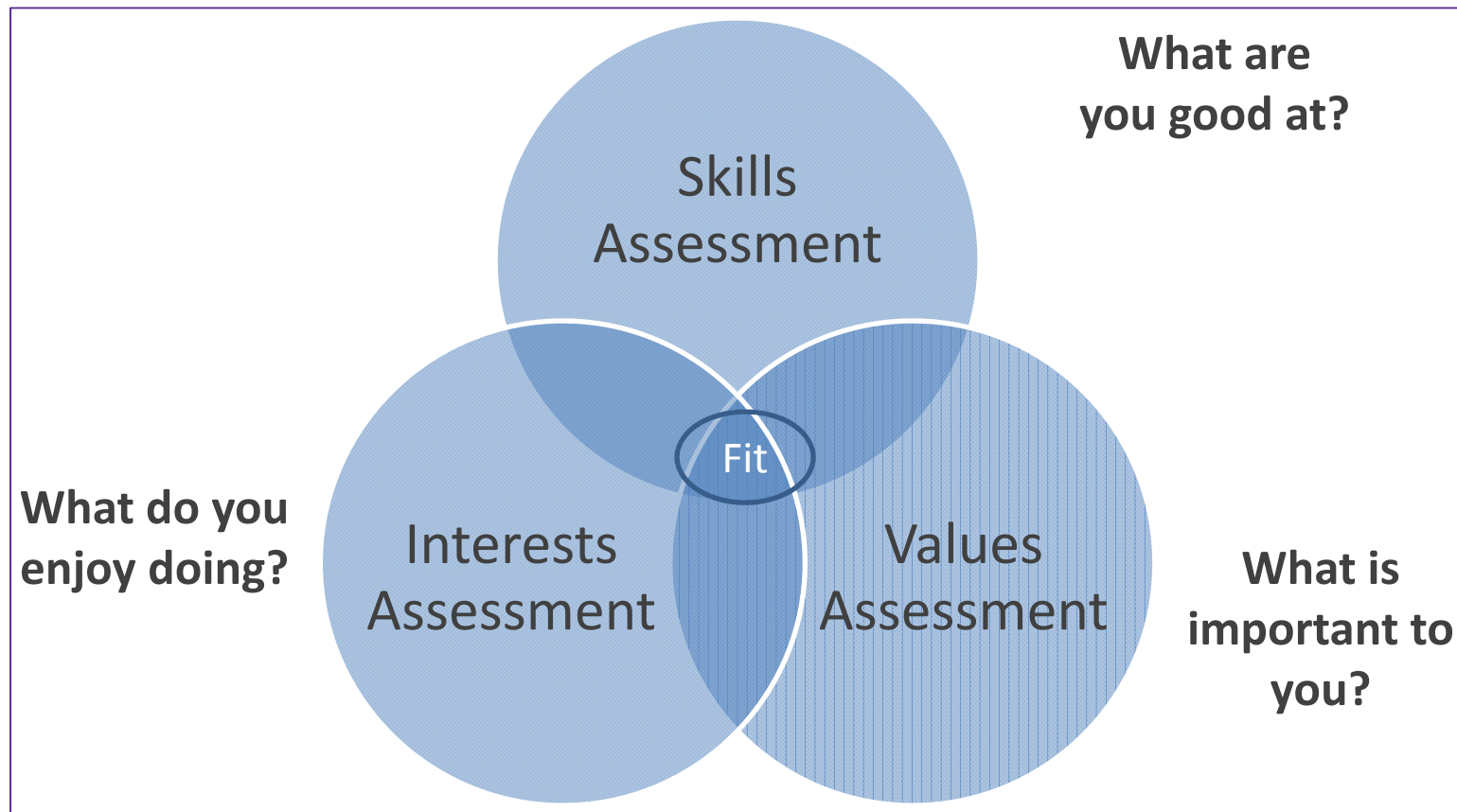
Components of the My IDP



IDP



IDP Components



Skills Assessment

- Scientific Knowledge
- Research Skills
- Professionalism
- Communication
- Management and Leadership Skills
- Responsible conduct of Research
- Career Planning

Skills Assessment

Scientific Knowledge

1 = Highly deficient | 5 = Highly proficient

<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Broad based knowledge of science
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Deep knowledge of my specific research area
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Critical evaluation of scientific literature

Research Skills

1 = Highly deficient | 5 = Highly proficient

<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Technical skills related to my specific research area
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Experimental design
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Statistical analysis
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Interpretation of data
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Creativity/innovative thinking
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Navigating the peer review process

Professionalism

1 = Highly deficient | 5 = Highly proficient

<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Demonstrating workplace etiquette
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Complying with rules and regulations
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Upholding commitments and meeting deadlines
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Maintaining positive relationships with colleagues
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Contributing to discipline (e.g. member of professional society)
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Contributing to institution (e.g. participate on committees)

Skills Assessment

Responsible Conduct of Research

1 = Highly deficient | 5 = Highly proficient

<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Careful recordkeeping practices
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Understanding of data ownership/sharing issues
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Demonstrating responsible authorship and publication practices
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Demonstrating responsible conduct in human research
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Demonstrating responsible conduct in animal research
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Can identify and address research misconduct
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Can identify and manage conflict of interest

Career Planning

1 = Highly deficient | 5 = Highly proficient

<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	How to maintain a professional network
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	How to identify career options
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	How to prepare application materials
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	How to interview
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	How to negotiate

Communication

1 = Highly deficient | 5 = Highly proficient

<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Basic writing and editing
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Writing scientific publications
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Writing grant proposals
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Writing for nonscientists
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Speaking clearly and effectively
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Presenting research to scientists
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Presenting to nonscientists
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Teaching in a classroom setting
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Training and mentoring individuals
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Seeking advice from advisors and mentors
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Negotiating difficult conversations

Management and Leadership Skills

1 = Highly deficient | 5 = Highly proficient

<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Providing instruction and guidance
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Providing constructive feedback
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Dealing with conflict
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Planning and organizing projects
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Time management
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Developing/managing budgets
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Managing data and resources
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Delegating responsibilities
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Leading and motivating others
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Creating vision and goals
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Serving as a role model

Interests Assessment

1 = I would like to never do this in my career | 5 = I would like to do this often in my career

Designing experiments

Performing experiments

Analyzing experimental results

Planning new scientific projects or developing new research directions

Writing grant proposals

Writing scientific manuscripts

Writing project reports or other business-related correspondence

Writing position papers or policy papers

Creating presentations

Representing data in figures/illustrations

Work-related travel

Organizing things, creating systems in the workplace

Planning or organizing events

Leading or supervising others

Analyzing financial data or budgets

Assessing business trends and strategies, entrepreneurial ideas

Serving on committees

Working in a team

Networking with others

Giving presentations about science

Reading papers in your field

Learning about other fields

Thinking about science

Keeping up with current events in science

Values Assessment

Help Society: contribute to betterment of world

Help Others: be involved with directly helping individuals or small groups

People Contact: have day-to-day contact with clients or colleagues

Teamwork: work in collaboration with others as part of a team

Friendships: Develop close personal relationships with people at work

Congenial Atmosphere: work with friendly colleagues

Competition: engage in activities that test my abilities/achievements against others' abilities/achievements

Make Decisions: have authority to decide courses of action, policies, etc.

Fast Pace: work in a busy atmosphere with frequent deadlines

Supervision: be directly responsible for work done by others

Influence People: be in a position to change attitudes or opinions of other people

Work Alone: work on projects by myself, with little contact with others

Independence: work with little direction from others

Intellectual Challenge: perform work that is intellectually stimulating

Work on Frontiers of Knowledge: engage in the pursuit of knowledge or generating new ideas

Professional Development: have a job with opportunities for growth or promotions

Job Tranquility: work in a low pressure environment

Work/Life Balance: balance time spent at work and time spent doing other activities

Family Friendly: have a job with policies supportive of families, including day care, flexible work schedules, etc.

Exercise Competence: take advantage of my strongest talents and skills on a regular basis

Values Assessment

Expert Status: be acknowledged as an expert in a given field

Creativity: originate and develop new ideas

Aesthetics: appreciate the beauty of things and ideas that I work with

Predictability: have job duties that are similar day-to-day

Variety: have job duties that change frequently

Job Security: be assured of keeping my job and salary

Benefits Available: have health, retirement, tuition reimbursements, etc.

Recognition: be recognized or appreciated for the quality of my work

Risk Taking: have work duties that involve trying new things, despite the chance that negative outcomes could result

Earning Potential: have a salary which allows me to purchase essentials as well as some luxuries of life

Location: live in a place which is conducive to my lifestyle

Physically Challenging: have a job that requires high physical demands

Not Physically Challenging: have a job that does not require high physical demands

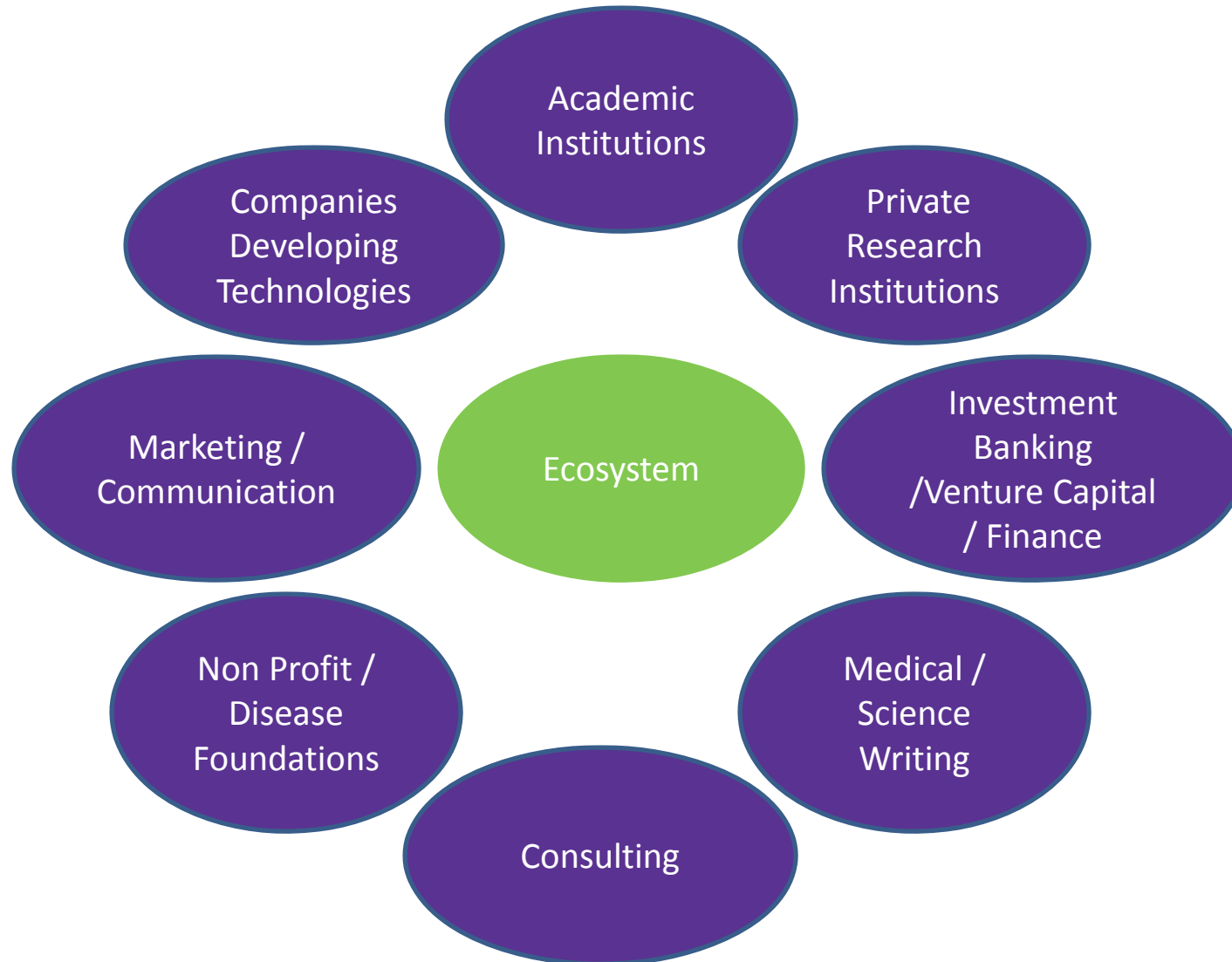
Flexible Schedule: have some choice over the hours or days that I work

Status and Prestige: work in a position or organization which carries respect with my friends, family or colleagues

Learn New Things: be challenged to learn new skills or knowledge on a regular basis

High Demand: develop a desirable knowledge base or skill set to facilitate finding my next job

Why was this developed?



20 Different Career Paths

Principal investigator in a research-intensive institution: Independent researcher at a medical school, private research institute, government lab or university with minimal teaching responsibilities	Scientific/medical testing: Testing specialist in an environmental, public health, genetics, or forensic science setting (intelligence agencies, federal/state departments of justice); clinical diagnostician
Research in industry: Discovery or preclinical researcher; manager of a research team or facility	Science writing: Science, medical, or technical writer or journalist; science editor; science publisher
Research staff in a research-intensive institution: Staff scientist or researcher in academia or government, lab manager, director of a multi-user research facility in an academic institution	Research administration: Research administrator in private or public research institutions, government or academia, including compliance officers, grants and contracts officers; dean or director of research programs
Combined research and teaching careers: Faculty at a liberal arts college or university whose job includes both research and major teaching responsibilities	Science policy: Public affairs/government affairs staff at scientific societies, foundations, government entities, or think tanks
Teaching-intensive careers in academia: A primarily teaching faculty position in a research university, liberal arts college, community college	Intellectual property: Patent agent; patent attorney; technology transfer specialist
Science education for K-12 schools: Classroom teacher; curriculum developer; science specialist	Business of science: Management consultant; business development professional in a biotech company; venture capitalist; market researcher; investment analyst
Science education for non-scientists: Education or public outreach specialist such as at a science museum or scientific society	Entrepreneurship: Starting your own business
Clinical practice: Clinician such as genetics counselor, therapist, physician	Sales and marketing of science-related products: Medical science liaison; technical sales representative; marketing specialist
Public health related careers: Public health program analyst or evaluator; epidemiologist; biostatistician; medical informaticist	Support of science-related products: Technical support specialist; field application specialist; product development scientist or engineer
Drug/device approval and production: Regulatory affairs professional; quality control specialist	Clinical research management: Clinical research project/trials manager or coordinator

Resources to Learn About Careers

**Read about
Career Paths**

**Networking
Events**

**Informational
Interviewing**

Informational Interviewing Q's

Particular Job

Company

**Career
Progression**

Career Entry



What to ask about

Particular Job

- Responsibilities
- Day to Day
- Like
- Dislike
- Growth potential
- Skills needed

Company

- Culture
- Work Environment
- Management Style
- Growth Potential
- Personality Fit
- Skills needed
- Skills valued

Career Progression

- Growth Opportunities
- Career Path
- Skills to Develop

Career Entry

- How to get in a role
- Networking
- Experience required
- Skills needed
- Skills one can learn
- Best way to enter field

Networking



www.massbio.org



www.massmedic.com



www.masslifesciences.com



www.cleanenergycouncil.org



Advancing Women in the
Business of Science & Technology



Setting Goals



Career Goals

Skills Goals

Project Goals

Developing a Career Plan

Plan A

Long term career goal

Which of the following paths does your career goal most closely resemble?

Principal investigator in a research-intensive institution ▼

What transition experience do you need to reach your long term goal?

Plan B

Long term career goal

Which of the following paths does your career goal most closely resemble?

Research in industry ▼

What transition experience do you need to reach your long term goal?

My IDP



Contact Details

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